

School Board Meeting Agenda
Tuesday, March 17, 2020
5:00 pm
AAHS Classroom 122

Agenda

1. **Call to Order:**
2. **Conflict of Interest Check:**
3. **Approval of February 19, 2020 Agenda:**
4. **Approval of February 19, 2020 Minutes:**
5. **Public Comments:**
6. **Financial Report: (Josh MacLachlan - Treasurer, Nate Winter - CLA)**
 - a. Approval of Financial Report for February 2020
 - b. Approval of Disbursements for February 2019
7. **Ex Officio Report: (Julie Peterson & Mallery Hammers)**
8. **Student Data Report – Katie Seiwert**
9. **Strategic Items**
 - a. TPS PIP Review
 - b. Updates to family leave policy - First Reading
 - c. Updates to religious accommodations policy - First Reading
 - d. Updated Code of Conduct Guidelines - First Reading
 - e. Board Training: (30 min limit)
 - i. Title - “Create a Board Development Plan”
 - ii. Source - mncharterboard.com
10. **Action Items**
11. **Adjourn**

School Board Meeting Agenda
Wednesday, February 19, 2020
5:00 pm
AAHS Classroom 122

Present: Amy Charpentier, Josh MacLachlan, Katie Siewert, Rachael McNamara, Tennille Warren, Nate Winter - CLA (Ex Officio), AAHS TPS Representatives: Julie Peterson, Danyelle Bennett

Absent: LeAnn Lindusky, David Massey

Agenda

1. Call to Order:

- a. Amy Charpentier calls meeting to order at 5:02 p.m.

2. Conflict of Interest Check:

- a. None to report

3. Approval of February 19, 2020 Agenda:

- a. Josh Maclachlan motions to approve the February 19, 2020 Agenda with addition of 9c - review of TPS PIP, and 10a - ACT testing on March 24 - Katie seconds
- b. Discussion:
 - i. Original agenda sent was wrong document
 - ii. PIP review should be standard strategic item on all agendas
 - iii. Need to inform board of plans for ACT testing as they may affect schedule
- c. Motion passes with following votes:
 - i. Amy Charpentier - Aye
 - ii. Josh MacLachlan - Aye
 - iii. Rachael McNamara -Aye
 - iv. Katie Siewert - Aye
 - v. Tenille Warren - Aye

4. Approval of January 21, 2020 Minutes:

- a. Katie Seiwert motions to approve the January 21, 2020 Minutes - Rachael McNamara seconds

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- b. Discussion:
 - i. No changes to note
- c. Motion passes with following votes:
 - i. Amy Charpentier - Aye
 - ii. Josh MacLachlan - Aye
 - iii. Katie Siewert - Aye
 - iv. Tenille Warren - Aye

5. Public Comments:

- a. Rod Haenke from mncharterboard.com grant project demonstrates mncharterboard.com site. Site can help provide and track board
- b. Kaitlin form landlord: Ordering new heating unit. School should keep landlord updated if this changes.

Rachael McNamara arrives at 5:09 pm

6. Financial Report: (Josh MacLachlan - Treasurer, Nate Winter - CLA)

a. Approval of Financial Reports for January 2020

- i. Josh MacLachlan motions to approve the December 2019 financial reports - David seconds
- ii. Discussion
- iii. Motion passes with following votes:
 - 1. Amy Charpentier - Aye
 - 2. Josh MacLachlan - Aye
 - 3. Katie Siewert - Aye
 - 4. Rachael McNamara - Aye
 - 5. Tenille Warren - Aye

b. Approval of disbursements for December 2019

- i. Katie motions to approve disbursements for November 2019 - Amy seconds
- ii. Discussion
 - 1. Lenovo purchase should be documented under special ed, nate will address
- iii. Motion passes with following votes:
 - 1. Amy Charpentier - Aye
 - 2. Josh MacLachlan - Aye

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3. Katie Siewert - Aye
4. Rachael McNamara - Aye
5. Tenille Warren - Aye

7. Ex Officio Report:

a. School Events:

- i. Q3 begins 1/21
- ii. 2/7-2/7 teacher conferences
- iii. WIDA testing to be done by April
- iv. Marketing Brainstorm:
 1. Collaborate with local middle schools
 2. Boost on social media
 3. TPS should be tracking data
 4. Inviting public to exhibition day

b. Committee Updates:

- i. TPS: Retreat was a success
 1. Initiatives focused on social emotional learning, “high leverage” classroom practices, and planning co-teaching between GenEd and SpEd teachers.
 2. Schedule:
 - a. Thursday: High leverage practices / Co teaching planning with speakers from St Thomas University.
 - b. Friday: Social/Emotional strategies with consultant from St Scholastica
- ii. Personel:
 1. Hired new para
 2. Full staff
- iii. Behavior:
 1. Liveschool app kicked off and being used by teachers. To be rolled out to students in coming weeks.
 2. Will track all student behavior incidents
- iv. Nutrition:
 1. Funding has been halted for nutrition program
 2. MDE requires 30 days of clean data
 3. Few students eat school lunch. Very few qualifying students eat lunch which means school is reimbursed for few students and is paying for most meals
 4. TPS would like to take a voluntary suspension from program while still working to provide 30 days of clean data to MDE

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5. School reimbursed \$8k per year. To hire someone would cost much more than this.
 6. Plan for next year:
 - a. Small percent of qualifying students are eating school lunch
 - b. Reaching out to other schools to see if there are better options for programs not in the federal program
 - v. Enrollment:
 1. Enrollment: 103
 2. ADM: 95
 - vi. Curriculum:
 1. Reviewing attendance data
 2. Survey shows students / parents identify transportation as main obstacle
 - vii. Tiger team:
 1. Retreat focused on audubon goals
 2. Speakers from St Thomas covering “High Leverage Practices”
8. Student Data Report – Katie Seiwert
- a. New dashboard
 - b. Attendance, Lab reports, Presentations

Amy Charpentier leaves 6:22

9. Strategic Items
- a. Board Training : Julie Peterson - IEPs 101(20 minute training)
 - i. Training slideshow attached to end of minutes

Rachael McNamara leaves at 6:36

10. Action Items
- a. ACT Testing on March 24
 - i. Josh MacLachlan motions to adjust schedule on March 24 to accommodate ACT testing. Katie Seiwert seconds.
 - ii. Discussion
 1. School has >30 students taking ACT test.
 2. Requires dedicated space. Testing last year encountered significant disruption. Having other students in school would not work.
 3. ACT goals are part of academic measures in contract with authorizer
 4. Need to adjust schedule so non ACT students do not come to school

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- iii. Josh MacLachlan - Aye
- iv. Katie Siewert - Aye
- v. Tenille Warren - Aye

11. Adjourn

- a. Tenille motions to adjourn at 6:47pm



Understanding Special Education at AAHS

Credit Overview

Summary

Enrollments

Schedule

Attendance

Flags

Grades

Transcript

Credit Summary

Assessment



Credit Summary

Transcript Credit Summary

Cumulative GPA: 1.55

Class Rank: 22 of 39

CREDIT GROUP	9	10	11	12	Total
High School					
Mathematics	0.0	2.0	3.0		5.0
Language Arts	0.0	4.0	4.0		8.0
Science	0.0	4.0	1.0	2.0	7.0
Social Studies	0.0	3.0	3.0	2.0	8.0
Electives	0.0	11.0	4.0	2.0	17.0
Fine Arts	2.0				2.0
Total	2.0	24.0	15.0	6.0	47.0

Academic Standards (K-12)

Minnesota K-12 Academic Standards in Mathematics

Strand	Standard	No.	Benchmark
9, 10, 11 Data Analysis & Probability	Calculate probabilities and apply probability concepts to solve real-world and mathematical problems.	9.4.3.8	<p>Apply probability concepts to real-world situations to make informed decisions.</p> <p><i>For example:</i> Explain why a hockey coach might decide near the end of the game to pull the goalie to add another forward position player if the team is behind.</p> <p><i>Another example:</i> Consider the role that probabilities play in health care decisions, such as deciding between having eye surgery and wearing glasses.</p>
		9.4.3.9	<p>Use the relationship between conditional probabilities and relative frequencies in contingency tables.</p> <p><i>For example:</i> A table that displays percentages relating gender (male or female) and handedness (right-handed or left-handed) can be used to determine the conditional probability of being left-handed, given that the gender is male.</p>

Special Education

Exists in order for all students to gain access to the general education curriculum

Individuals with Disability Act (IDEA)

About IDEA

The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

The IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 6.5 million eligible infants, toddlers, children, and youth with disabilities.

Infants and toddlers, birth through age 2, with disabilities and their families receive early intervention services under IDEA Part C. Children and youth ages 3 through 21 receive special education and related services under IDEA Part B.

Least Restrictive Environment (LRE)

LRE is part of the Individuals with Disabilities Education Act (IDEA). IDEA says that children who receive special education should learn in the least restrictive environment. This means they should spend as much time as possible with peers who do not receive special education.

IDEA says two things about LRE that are important to understand when working with the IEP team:

1. Your child should be with kids in general education to the “maximum extent that is appropriate.”
2. Special classes, separate schools or removal from the general education class should only happen when your child’s learning or thinking difference—his “disability” under IDEA—is so severe that supplementary aids and services can’t provide him with an appropriate education.

How to Qualify for Special Education Services

Child Find

Child find is a shorthand description of a public school's obligation to **locate**, identify and evaluate **children** who might need special education services.

At AAHS we hold monthly “Problem Solving” meetings with sped teachers, social worker, school psych, behavior lead, and at least 1 gen ed teacher

Look over teacher referrals for students that are struggling academically or behaviorally

Discuss & implement interventions in gen ed setting-track usually 1-2 interventions lasting 4-6 weeks each

Parent Request

Parent may request for a special education evaluation if student is struggling or has been advised by an outside provider

At AAHS we conference with parent to hear concerns and then bring back to “Problem Solving” meeting if within 10 days, otherwise bring to a sped meeting with a gen ed rep

Team decided to attempt interventions or to move forward with evaluation

...If interventions are not successful, then special education evaluation begins

13 Categorical Disabilities by Percent of Child Count

Primary Disability Classification	2018-19 Count	Percent of 2018-19 Child Count
Specific Learning Disability	33,834	22.9%
Speech or Language Impaired	22,857	15.5%
Autism Spectrum Disorder	20,485	13.9%
Other Health Disabilities	20,056	13.6%
Developmental Delay	19,390	13.1%
Emotional or Behavioral Disorders	16,814	11.4%
Developmental Cognitive Disability – Mild/Moderate	5,481	3.7%
Deaf or Hard of Hearing	2,544	1.7%
Developmental Cognitive Disability – Severe/Profound	1,900	1.3%
Physically Impaired	1,635	1.1%
Severely Multiply Impaired	1,527	1.0%
Blind or Visually Impaired	502	0.3%
Traumatic Brain Injury	462	0.3%
<u>DeafBlind</u>	118	0.1%

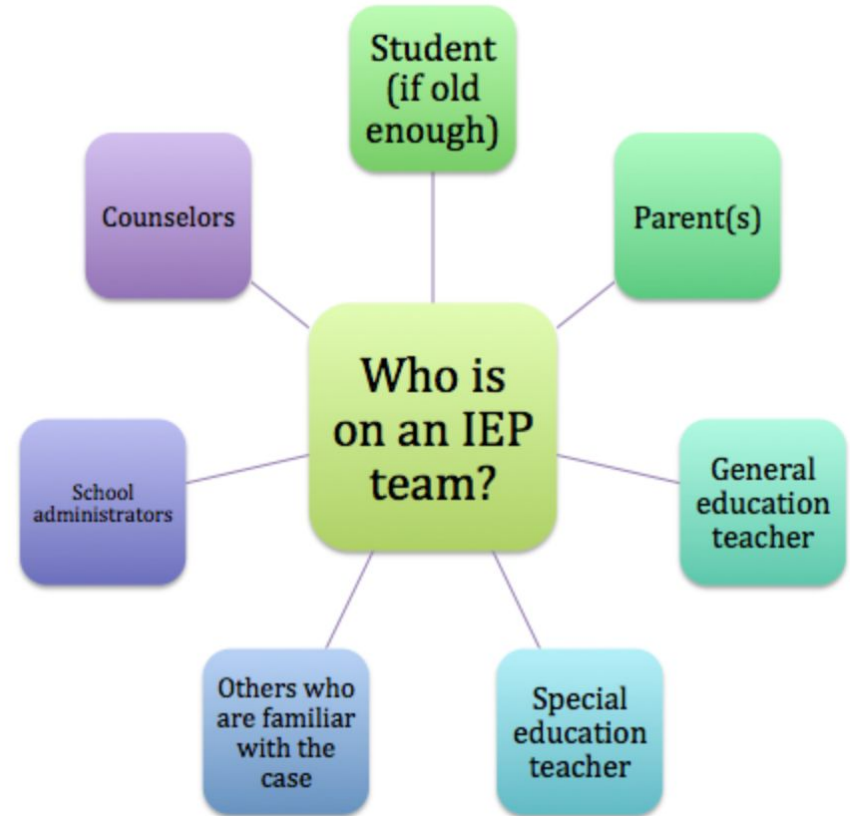
Special Education Services

Evaluation

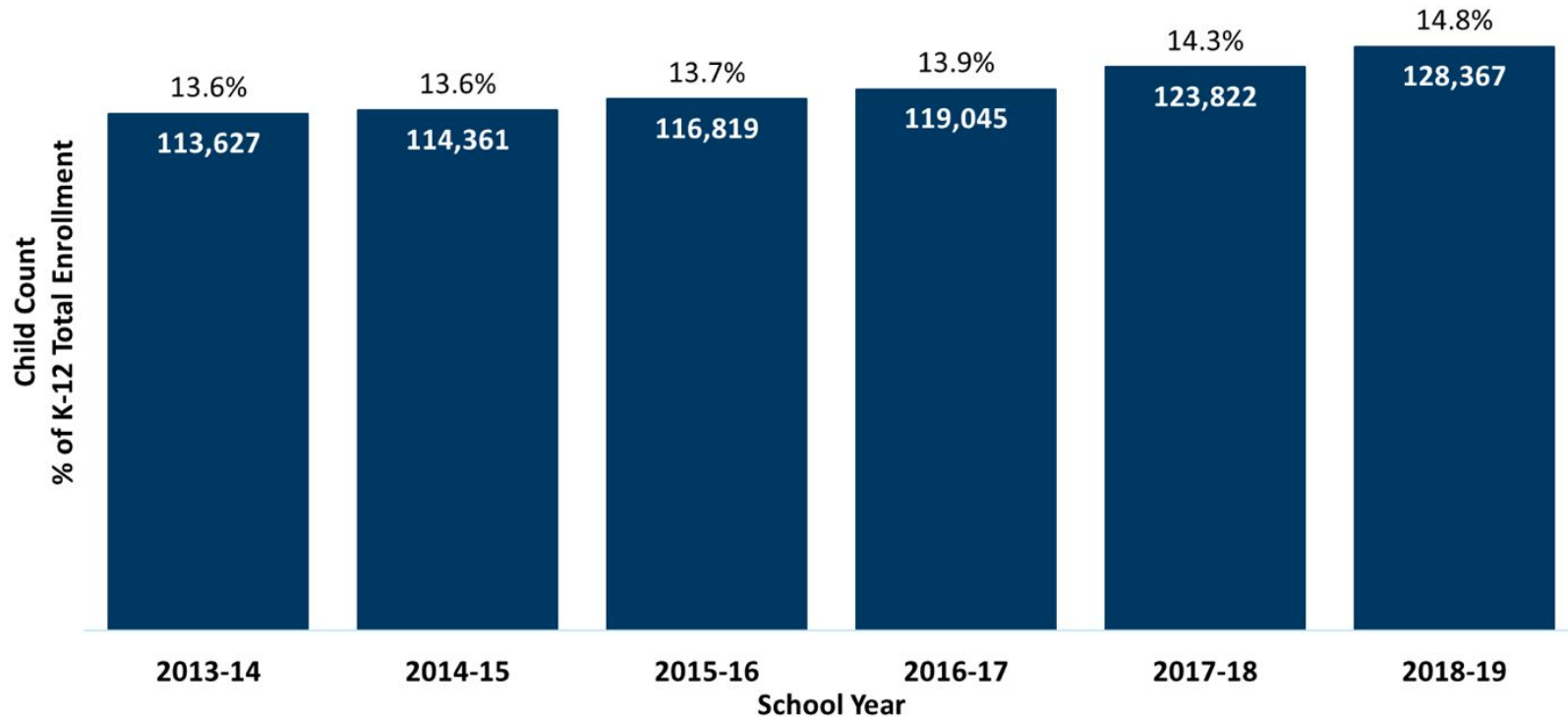
- Initial and then re-eval every 3 years
- General Purpose:
 - Determines needs
 - Determine ability
 - Determine eligibility for sped services

Individual Education Program

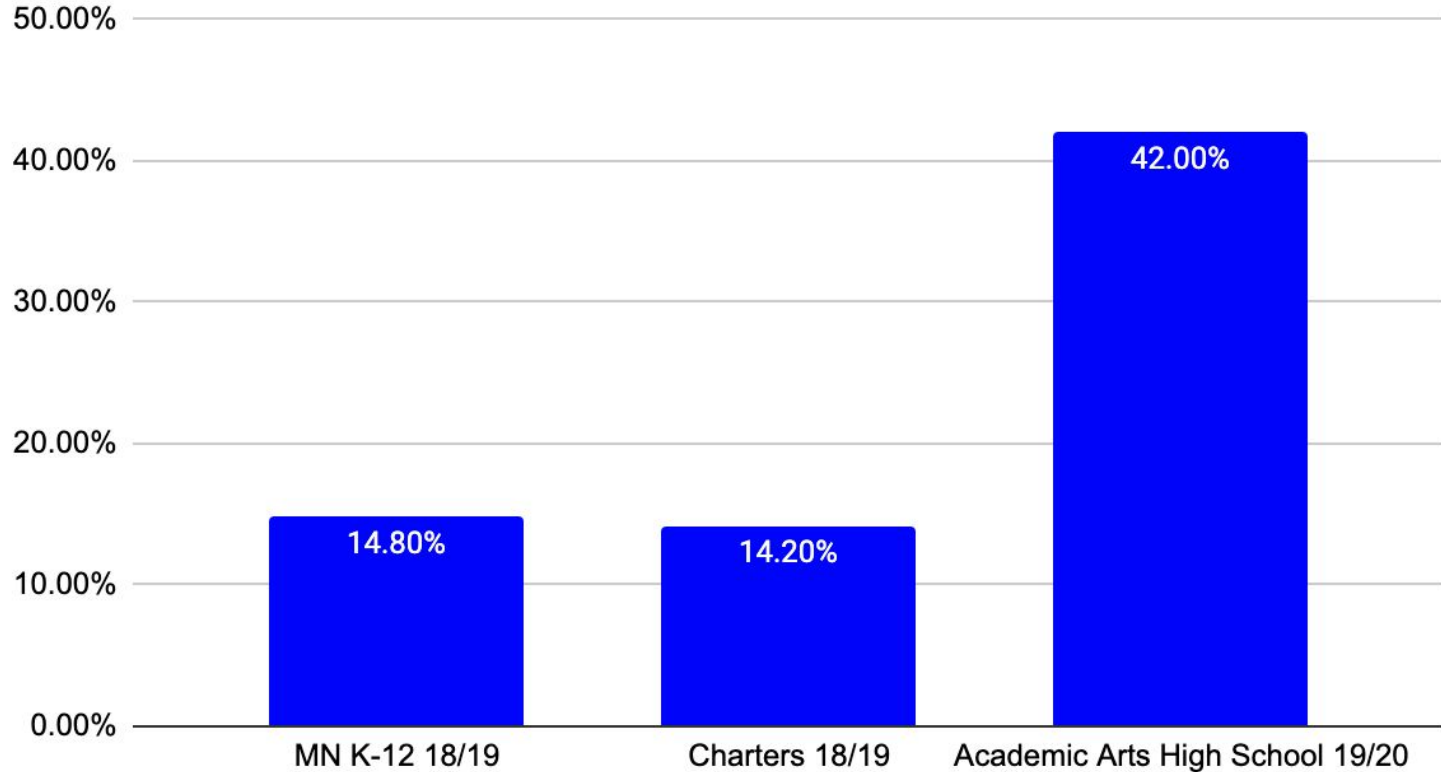
- Updated 1x/year or more when not progressing on their goals
- General Purpose:
 - Create measurable annual goals
 - Academic
 - Behavioral
 - Track present levels
 - Determine related services
 - Document accommodations and modifications
 - Determine what LRE means for this child
 - Always focus on transition skills (life for outside of highschool)



Students with Disabilities as Percent of K-12 Enrollment 2014-2018



Students with (Identified) Special Education Needs



Data pulled from MDE Special Education Enrollment, Expenditure and Funding Trends State Special Education Aid Formula and Special Education Enrollment, Expenditure and Funding Trends State Special Education Aid Formula

Possible reasons why we have such a high percentage?

- Failing grades
 - Can indicate an IEP is not adequately serving the student's needs
 - Can lead to a change in school
 - Can indicate disability
- LRE- families are seeking out inclusion
- Referrals from outside providers (social workers, therapists, hospitals, county workers)
- Referrals from other schools (due to failing grades or poor behaviors)

Challenges:

- Implementing all accommodations and modifications in every single class on every single day is extremely challenging
- Working on goals as well as balancing passing classes can be a challenge
- A lot of special education paperwork to balance and keep in compliance
- Many teachers to be informed and remain up to date on changes
- Every class becomes high needs...Exhausting for staff
- With 42% sped needs, need to keep an eye on LRE; are they still being educated in a general education classroom if the majority of students have special education needs? May need to consider marketing strategies

Successes:

- Strong Special Education Staff
 - 4 Sped Teachers
 - 1 School Psychologist
 - 1 School Psychologist
- 1 Behavior Lead- behavior intervention plans and goals
- 1 Sped Director
- 8 Paraprofessionals- both classroom and 1 to 1
- LRE- implemented to full possibility

Benefits for Students With Disabilities

- Friendships
- Increased social initiations, relationships and networks
- Peer role models for academic, social and behavior skills
- Increased achievement of IEP goals
- Greater access to general curriculum
- Enhanced skill acquisition and generalization
- Increased inclusion in future environments
- Greater opportunities for interactions
- Higher expectations
- Increased school staff collaboration
- Increased parent participation
- Families are more integrated into community

Benefits of Inclusion for Students Without Disabilities

- Meaningful friendships
- Increased appreciation and acceptance of individual differences
- Increased understanding and acceptance of diversity
- Respect for all people
- Prepares all students for adult life in an inclusive society
- Opportunities to master activities by practicing and teaching others
- Greater academic outcomes
- All students needs are better met, greater resources for everyone

They keep coming!!!!

Next Training...

Understanding Special Education Funding



- February 2020 -
Financial Statements

Prepared By:
Nate Winter



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Academic Arts High School Executive Summary

To accompany the February 2020 financial statements, as presented to the School Board

** As of month-end, 67% of the year was complete

Enrollment

- Current Approved Budget: 99
- Current School Enrollment: 96
- Current Average ADM: 95.83
- Variance: -3

Statement of Activities

Cash at the end of February was \$282k, which is a \$110k increase from the prior month. This was due to the state sped aid amount being updated on the 2/14 IDEAS payment. The current year estimated state receivable that is owed to the School through month end was \$155k. The prior year state receivable owed to the School through month end was \$11k.

The beginning fund balance for the year is \$349,075.

Schedule of Budget and Actual Revenue and Expenses

The % of Budget column is where the School was for the month of February:

- Revenues for the month were at 68% of budget:
 - Two IDEAS payments on the 14th and 28th
 - School deposit
- Expenditures for the month were at 71% of budget:
 - Normal monthly payroll and benefits
 - Normal monthly payments of rent, benefits, contracted services, and supplies went out
 - Staff PD trip covered by Title II and Title IV

Other Items of Importance

- CLA and AAHS are still discussing the FY20 revised budget and hope to present it to the board at the March board meeting. We are also currently starting the budgeting process for the FY21 original budget.

Academic Arts High School Financial Dashboard

February 2020 67% of School Year Complete

REVENUE

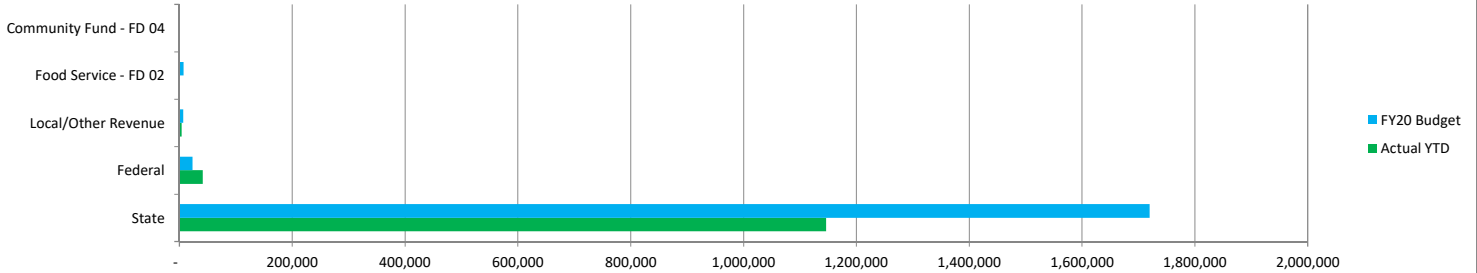
Total Revenue this Month
\$219,814

Total Revenue YTD
\$1,193,594

Budgeted Revenue FY20
\$1,759,407

% of Revenue Budget
68%

Revenue - Actual vs. Budget



EXPENSE

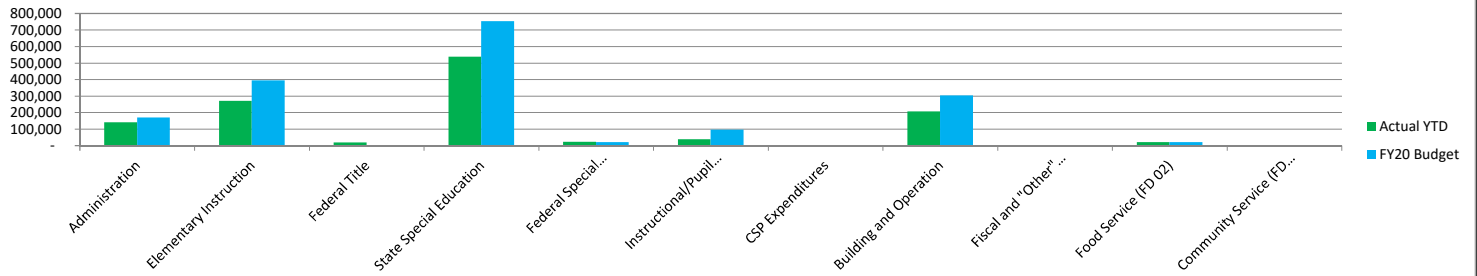
Total Expense this Month
\$109,563

Total Expense YTD
\$1,255,829

Budgeted Expense FY20
\$1,759,193

% of Expense Budget
71%

Expense - Actual vs. Budget



BALANCE SHEET

Cash at End of Month
\$282,184

Cash at End of Prior Month
\$171,932

Beginning Fund Balance - FY20
\$349,075

Budgeted Fund Balance - End of FY20
\$322,730

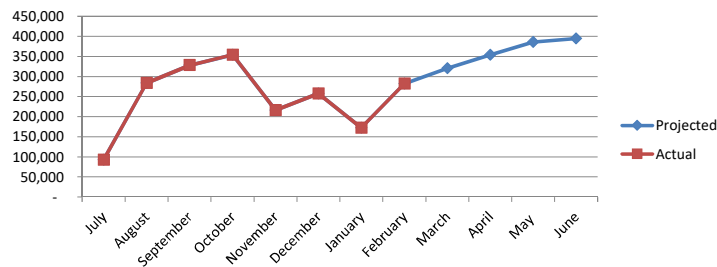
Cash at Beginning of Year
\$127,288

Projected Cash Balance- End of FY20
\$394,780

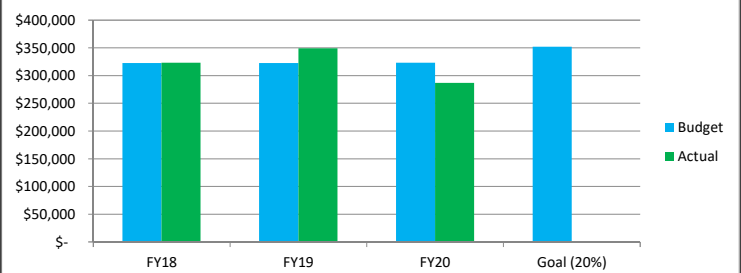
Fund Balance at Month End
\$286,840

Long-Term Fund Balance Goal (20%)
\$351,839

Cash Flow Projection



Fund Balance - Budget vs. Actual



ENROLLMENT

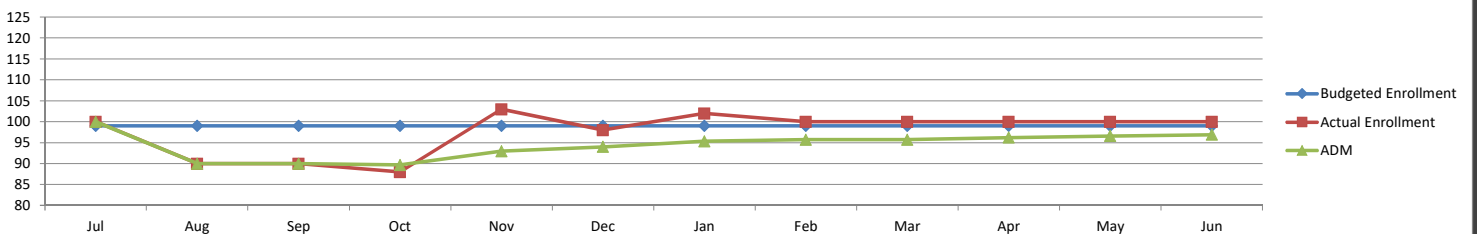
Actual Enrollment at Month End
96

Budgeted Enrollment
99

Actual ADM - YTD
96

Actual vs. Budgeted Enrollment Variance
(3)

Actual vs. Budgeted Enrollment



No assurance is provided on these financial statements and supplementary information. See selected information.

Academic Arts High School
Comparative Balance Sheet - All Funds
As of February 2020

	<i>Current</i>	<i>Prior</i>	<i>\$ Change</i>	<i>Audited</i>	<i>YTD \$ Change</i>
	<i>Month</i>	<i>Month</i>			
	2/29/2020	1/31/2020		6/30/2019	
ASSETS:					
Current Assets:					
Cash	282,184	171,932	110,252	127,288	154,896
Accounts Receivable	-	-	-	-	-
Due from MDE - Prior Year Receivable	10,599	11,287	(688)	-	10,599
Due from MDE - Current Year Estimate	155,731	230,643	(74,912)	357,399	(201,667)
Due from Federal	18,706	5,077	13,629	17,325	1,382
Prepays	11,701	36,063	(24,362)	6,916	4,785
Total Current Assets	478,922	455,002	23,920	508,928	(30,006)
Capital Assets:					
Buildings and Equipment	-	-	-	-	-
Less: Accumulated Depreciation	-	-	-	-	-
Total Net Capital Assets	-	-	-	-	-
TOTAL ASSETS	478,922	455,002	23,920	508,928	(30,006)
LIABILITIES:					
Current Liabilities:					
Salaries Payable	162,331	142,040	20,291	146,091	16,241
Accounts Payable	22,889	0	22,889	13,762	9,127
Payroll Liabilities	6,862	6,516	346	-	6,862
Other Liabilities	-	-	-	-	-
Unearned Revenue	-	-	-	-	-
Line of Credit	-	-	-	-	-
Total Current Liabilities	192,082	148,556	43,526	159,852	32,229
FUND BALANCE					
Beginning Fund Balance as of July 1, 2019	349,075	349,075	-	322,859	
Net Income, FY2020 to Date	(62,235)	(42,629)	(19,606)	26,216	(88,452)
Ending Fund Balance	286,840	306,446	(19,607)	349,075	(62,236)
TOTAL FUND BALANCE	286,840	306,446	(19,607)	349,075	(62,236)
TOTAL LIABILITIES AND FUND BALANCE	478,922	455,002	23,919	508,928	(30,006)

No assurance is provided on these financial statements and supplementary information. See selected information.

Academic Arts High School

Balance Sheet

As of February 2020

	ALL FUNDS	<i>General Fund</i>	<i>Food Service</i>	<i>Community Fund</i>	<i>Capital Assets</i>
	Total	FD 01	FD 02	FD 04	FD 98
ASSETS:					
Current Assets:					
Cash	282,184	299,054	(16,870)	-	-
Accounts Receivable	-	-	-	-	-
Due from MDE - Prior Year Receivable	10,599	10,599	-	-	-
Due from MDE - Current Year Estimate	155,731	155,731	-	-	-
Due from Federal	18,706	17,654	1,053	-	-
Prepays	11,701	11,701	-	-	-
Total Current Assets	478,922	494,739	(15,818)	-	-
Capital Assets					
Buildings and Equipment					
(Less) Depreciation					
Total Net Capital Assets	-	-	-	-	-
TOTAL ASSETS	478,922	494,739	(15,818)	-	-
LIABILITIES:					
Current Liabilities:					
Salaries Payable	162,331	162,331	-	-	-
Accounts Payable	22,889	20,617	2,271	-	-
Payroll Liabilities	6,862	6,862	-	-	-
Other Liabilities	-	-	-	-	-
Unearned Revenue	-	-	-	-	-
Line of Credit	-	-	-	-	-
Total Current Liabilities	192,080	189,811	2,271	-	-
FUND BALANCE					
Beginning Fund Balance as of July 1, 2019	349,075	348,124	952	-	-
Net Income, FY 2020 to Date	(62,235)	(43,195)	(19,040)	-	-
Ending Fund Balance	286,840	304,929	(18,089)	-	-
Investment in Capital Assets	-	-	-	-	-
TOTAL LIABILITIES AND FUND BALANCE	478,922	494,739	(15,818)	-	-

No assurance is provided on these financial statements and supplementary information. See selected information.

Academic Arts High School
Income Statement - Variance
As of February 2020

67% of Fiscal Year 2019-2020 Complete

	YTD Actual	YTD Budget	YTD Variance	Original FY20 Budget	% of Budget
FUND 01					
DISTRICT REVENUE - GENERAL FUND					
Local & Other	4,205	5,000	(795)	7,500	56%
State - Gen. Ed. Aid	625,981	581,449	44,532	872,174	72%
State - Special Education	346,746	465,348	(118,602)	698,022	50%
State - Lease Aid	-	99,864	(99,864)	149,796	0%
State - Other	18,202	-	18,202	-	0%
<i>Estimated State Holdback Recognized</i>	<i>155,731</i>	-	-	-	N/A
PY Over/Under Accrual	-	-	-	-	N/A
Federal - Title	19,362	2,611	16,751	3,916	494%
Federal - Special Ed.	22,608	13,333	9,274	20,000	113%
TOTAL DISTRICT REVENUE - GENERAL FUND	1,192,836	1,167,605	25,231	1,751,407	68%
DISTRICT EXPENDITURES - GENERAL FUND					
Administration & District Support Services					
Salary & Benefits	50,755	51,536	(781)	77,304	66%
Purchased Services	57,040	48,963	8,078	73,444	78%
Supplies & Equipment	19,944	4,533	15,411	6,800	293%
Other Fees	13,075	8,667	4,408	13,000	101%
Total Administration & District Support Expenditures	140,815	113,699	27,116	170,548	83%
Instructional Expenditures					
Salary & Benefits	250,939	231,283	19,656	346,924	72%
Purchased Services	10,242	18,197	(7,956)	27,296	38%
Supplies & Equipment	8,888	13,200	(4,312)	19,800	45%
Other Fees	-	-	-	-	0%
Total Instructional Expenditures	270,068	262,680	7,388	394,020	69%
Federal Title					
Salary & Benefits	7,799	-	7,799	-	0%
Purchased Services	9,763	1,889	7,873	2,834	344%
Supplies & Equipment	1,800	-	1,800	1,082	166%
Other Fees	-	-	-	-	0%
Total Federal Title Expenditures	19,362	1,889	17,473	3,916	494%
State Special Education					
Salaries/Wages and Benefits	493,232	490,617	2,614	735,926	67%
Purchased Services	7,645	8,000	(355)	12,000	64%
Supplies & Equipment	-	2,880.00	(2,880)	4,320	0%
Transportation	36,725	-	36,725	-	0%
Other Fees	-	-	-	-	0%
Total State Special Education Expenditures	537,602	501,497	36,105	752,246	71%

No assurance is provided on these financial statements and supplementary information. See selected information.

	YTD Actual	YTD Budget	YTD Variance	Original FY20 Budget	% of Budget
Federal Special Education					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	17,268	6,667	10,601	10,000	173%
Supplies & Equipment	5,340	6,667	(1,327)	10,000	53%
Other Fees	-	-	-	-	0%
Total Federal Special Education Expenditures	22,608	13,333	9,274	20,000	113%
Instructional/Pupil Support					
Salary & Benefits	19,863	27,321	(7,458)	40,981	48%
Purchased Services	18,949	36,260	(17,311)	54,390	35%
Supplies & Equipment	70	-	70	-	0%
Other Fees	-	-	-	-	0%
Total Instructional Support Expenditures	38,882	63,581	(24,699)	95,371	41%
Building & Operations					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	47,662	48,173	(511)	72,260	66%
Facilities Lease	151,672	146,221	5,450	219,332	69%
Supplies & Equipment	445	1,333	(888)	2,000	22%
Other Fees	6,916	13,533	(6,617)	9,500	73%
Total Building & Operations Expenditures	206,695	209,261	(2,566)	303,092	68%
Fiscal & Other Fixed Cost Programs					
Purchased Services	-	-	-	-	0%
<i>Transfers to Other Funds</i>	-	-	-	-	0%
Total Fiscal & Other Fixed Cost Programs Expend.	-	-	-	-	71%
TOTAL DISTRICT EXPENDITURES - GENERAL FUND	1,236,031	1,165,940	70,091	1,739,193	71%
GENERAL FUND (01) - NET INCOME	(43,195)	1,665	(44,860)	12,214	
FUND 02					
DISTRICT REVENUE - FOOD SERVICE FUND					
Local & Other	-	-	-	-	0%
State	178	-	178	-	0%
Federal	580	5,333	(4,753)	8,000	7%
<i>Transfers from Other Funds</i>	-	-	-	-	0%
TOTAL DISTRICT REVENUE - FOOD SERVICE FUND	758	5,333	(4,576)	8,000	9%
DISTRICT EXPENDITURES - FOOD SERVICE FUND					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	19,798	13,333	6,465	20,000	99%
Supplies & Equipment	-	-	-	-	0%
TOTAL DISTRICT EXPENDITURES - FOOD SERVICE FUND	19,798	13,333	6,465	20,000	99%
FOOD SERVICE FUND (02) - NET INCOME	(19,040)	(8,000)	(11,040)	(12,000)	
TOTAL REVENUES - ALL FUNDS	1,193,594	1,172,938	20,655	1,759,407	68%
TOTAL EXPENDITURES - ALL FUNDS	1,255,829	1,179,274	76,555	1,759,193	71%
NET INCOME (LOSS) - ALL FUNDS	(62,235)	(6,335)	(55,900)	214	
<i>Beginning Fund Balance 7/1/2019</i>	<i>349,075</i>			<i>322,515</i>	
Ending Fund Balance	286,840			322,730	

No assurance is provided on these financial statements and supplementary information. See selected information.

**Academic Arts High School
February 2020 Payment Register**

District #	Payment #	Bank	Check #	Pay Type	Payment Date	Vendor #	Vendor	Curr	Amount	Financials
4119	8006	AB		WX	2/29/2020 0:00	1290	Lowes	USD	\$ 8.48	Classroom Supplies
4119	8007	AB		WX	2/29/2020 0:00	1313	Amazon	USD	\$ 18.81	Admin Supplies
4119	8008	AB		WX	2/29/2020 0:00	1414	City of West St. Paul	USD	\$ 30.00	Admin Purchased Services
4119	8009	AB		WX	2/29/2020 0:00	1414	City of West St. Paul	USD	\$ 30.00	Admin Purchased Services
4119	8010	AB		WX	2/29/2020 0:00	1414	City of West St. Paul	USD	\$ 30.00	Admin Purchased Services
4119	8011	AB		WX	2/29/2020 0:00	1556	Panera Bread	USD	\$ 68.88	Title II PD
4119	8012	AB		WX	2/29/2020 0:00	1608	Costco	USD	\$ 74.12	Admin Supplies
4119	8013	AB		WX	2/29/2020 0:00	1611	Goodwill	USD	\$ 21.88	Classroom Supplies
4119	8014	AB		WX	2/29/2020 0:00	1611	Goodwill	USD	\$ 18.92	Classroom Supplies
4119	8015	AB		WX	2/29/2020 0:00	1778	Teacherspay teachers	USD	\$ 1.62	Instructional Supplies
4119	8016	AB		WX	2/29/2020 0:00	1778	Teacherspay teachers	USD	\$ 5.41	Instructional Supplies
4119	8017	AB		WX	2/29/2020 0:00	1778	Teacherspay teachers	USD	\$ 3.78	Instructional Supplies
4119	8018	AB		WX	2/29/2020 0:00	1778	Teacherspay teachers	USD	\$ 4.48	Instructional Supplies
4119	8019	AB		WX	2/29/2020 0:00	1856	CliftonLarsonAllen LLP	USD	\$ 3,063.00	Admin Purchased Services
4119	8019	AB		WX	2/29/2020 0:00	1856	CliftonLarsonAllen LLP	USD	\$ 3,194.25	Admin Purchased Services
4119	8020	AB		WX	2/29/2020 0:00	1867	Logo Sportsware	USD	\$ 407.16	Student Supplies
4119	8021	AB		WX	2/29/2020 0:00	1867	Logo Sportsware	USD	\$ 31.32	Student Supplies
4119	8022	AB		WX	2/29/2020 0:00	1883	Alerus	USD	\$ 50.00	Payroll Benefits
4119	8023	AB		WX	2/29/2020 0:00	1883	Alerus	USD	\$ 50.00	Payroll Benefits
4119	8024	AB		WX	2/29/2020 0:00	1883	Alerus	USD	\$ 9.72	Payroll Benefits
4119	8025	AB		WX	2/29/2020 0:00	1883	Alerus	USD	\$ 50.00	Payroll Benefits
4119	8026	AB		WX	2/29/2020 0:00	1886	TRA	USD	\$ 4,204.91	Payroll Payables
4119	8027	AB		WX	2/29/2020 0:00	1886	TRA	USD	\$ 4,395.48	Payroll Payables
4119	8028	AB		WX	2/29/2020 0:00	1887	PERA	USD	\$ 1,996.10	Payroll Payables
4119	8029	AB		WX	2/29/2020 0:00	1887	PERA	USD	\$ 2,286.76	Payroll Payables
4119	8030	AB		WX	2/29/2020 0:00	1888	IRS	USD	\$ 9,719.96	Payroll Payables
4119	8031	AB		WX	2/29/2020 0:00	1888	IRS	USD	\$ 9,637.46	Payroll Payables
4119	8032	AB		WX	2/29/2020 0:00	1889	MN Dept of Revenue	USD	\$ 1,532.79	Payroll Payables
4119	8033	AB		WX	2/29/2020 0:00	1889	MN Dept of Revenue	USD	\$ 1,528.00	Payroll Payables
4119	8034	AB		WX	2/29/2020 0:00	1899	Lolito	USD	\$ 280.75	Admin Supplies
4119	8035	AB		WX	2/29/2020 0:00	1900	Hotel Crosby	USD	\$ 2,933.98	Title II PD
4119	8036	AB		WX	2/29/2020 0:00	1901	Grand Pizza	USD	\$ 113.00	Title II PD
4119	8037	AB		WX	2/29/2020 0:00	1902	Hot Alarm Clock	USD	\$ 32.20	Admin Supplies
4119	8038	AB		WX	2/29/2020 0:00	1903	Precious Petals Florist	USD	\$ 65.24	Admin Supplies
4119	8039	AB		WX	2/29/2020 0:00	1904	Woodbury Theatre	USD	\$ 190.00	Instructional PS - Field Trip
4119	8040	AB		WX	2/29/2020 0:00	1414	City of West St. Paul	USD	\$ 30.00	Admin Purchased Services
Total:									\$ 46,118.46	

No assurance is provided on these financial statements and supplementary information. See selected information.

Academic Arts High School Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
1650	4119	AB	CR0220													
02.14.20	IDEAS Payment		1823	Credit	A	02/14/20		Wire	1	C1	Misc					
						4119	R 01 005 000	740 360 000		FY20 State Special Ed Aid					156,218.04	0.00
														Receipt Total:	\$156,218.04	\$0.00
														Deposit Total:	\$156,218.04	\$0.00
1651	4119	AB	CR0220													
02.28.20	IDEAS Payment		1825	Credit	A	02/28/20		Wire	1	C1	Misc					
						4119	B 01 121 000			FY19 Charter School Lease					1,261.97	0.00
						4119	R 01 005 000	000 211 000		General Education Aid					62,026.88	0.00
														Receipt Total:	\$63,288.85	\$0.00
02.28.20	IDEAS Adjustment		1826	Debit	A	02/28/20		Wire	1	C1	Misc					
						4119	B 01 121 000			FY19 General Education Aid					(3.08)	0.00
						4119	B 01 121 000			FY19 LT FAC MAINT					(571.56)	0.00
														Receipt Total:	(\$574.64)	\$0.00
														Deposit Total:	\$62,714.21	\$0.00
1652	4119	AB	CR0220													
02.21.20	Deposit		1824	Credit	A	02/21/20		Wire	1	C1	Misc					
						4119	R 01 005 000	000 050 000		Thanksgiving Fundraiser					481.88	0.00
						4119	R 01 005 000	000 096 000		MPLS Institute of Arts					400.00	0.00
														Receipt Total:	\$881.88	\$0.00
														Deposit Total:	\$881.88	\$0.00
														Report Total:	\$219,814.13	\$0.00

No assurance is provided on these financial statements and supplementary information. See selected information.

**Academic Arts High School
 Historical and Forecasted Financial Statements
 Selected Information
 For the Eight Months Ended February 29th, 2020 and Year Ending June 30th, 2020**

The school presents governmental fund financial statements using the current financial resources measurement focus and the modified accrual basis of accounting. As required by state statute, the school operates as a nonprofit corporation under Minnesota Statutes §317A. However, state law also requires that the school comply with Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS) which mandates the use of a governmental fund accounting structure.

The accompanying historical financial statements and forecasted financial statements include the following departures from accounting principles generally accepted in the United States of America and the guidelines for presentation of a forecast established by the AICPA:

- The historical and forecasted financial statements omit substantially all of the disclosures required by accounting principles generally accepted in the United States of America.
- The financial statements are not a complete presentation of governmental fund financial statements in accordance with the above standards.

The effects of these departures have not been determined.

Summary of Significant Assumptions

These financial forecasts present, to the best of management's knowledge and belief, the School's expected financial position, results of operations, and cash projection for the forecast periods. Accordingly, the forecasts reflect its judgment as of June 18th, 2019, the date of these forecasts, of the expected conditions and its expected course of action. The assumptions disclosed herein are those that management believes are significant to the forecasts. There will usually be differences between the forecasted and actual results, because events and circumstances frequently do not occur as expected, and those differences may be material.

Balance Sheet & Cash Projection Assumptions

1 Due from MDE	90 Days
2 Payables are expected to be paid at net	120 Days
3 Payroll Payables are expected to be paid at net	30 Days

Statement of Operations Assumptions

1 Revenue is expect to grow at a rate of	9%
2 Salaries, benefits, and taxes are expected to increase by	9%
3 All other expenses are expected to increase	7%

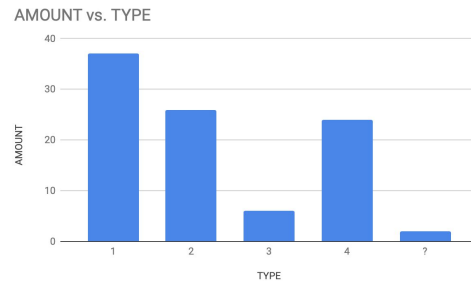
No assurance is provided.

<p>Strengths</p> <ul style="list-style-type: none"> ● Student to Staff Ratio <ul style="list-style-type: none"> ○ AAHS 4 to 1 ○ MN average is 16 to 1 ● Social Emotional Learning ● Mental Health Services ● Special Education Services ● Project Based Learning ● Strong Sense of Community ● Strong Relationships ● Environmental Learning (Themes) <ul style="list-style-type: none"> ○ Outdoor Experiences for Credit ● Experiential Learning ● Inclusive <ul style="list-style-type: none"> ○ Diverse Student Population ● Strong School Communication w/ Families <ul style="list-style-type: none"> ○ ParentSquare ● Social Media Communication ● Location: West Saint Paul ● Restorative Practices ● Safe ● Strong Staff Team <ul style="list-style-type: none"> ○ Young and Healthy as Horses! ● Fine Arts ● Transitions Courses ● Senior Project Capstone ● PSEO ● Co-Teaching ● Operating for 16 years 	<p>Weaknesses</p> <ul style="list-style-type: none"> ● Gifted and Talented Options Lacking ● Teaching Experience <ul style="list-style-type: none"> ○ 4 out of 10 with less than 3 years experience ● TPS/No Director ● Small Staff <ul style="list-style-type: none"> ○ Absences mean people pulled to cover ● Attendance ● Transportation <ul style="list-style-type: none"> ○ Students can't get here ● Standardized Test Performance ● No Extracurricular Activities ● Co-Teaching <ul style="list-style-type: none"> ○ Lack of Time ● Course Options <ul style="list-style-type: none"> ○ Not all classes are taught each year based on ○ Can affect student credits/graduation ● No Online/Hybrid Learning Option ● Student Demographics ● Strong Student Voice/Leadership Lacking ● Building/Signage
<p>Opportunities</p> <ul style="list-style-type: none"> ● Student Ambassadors <ul style="list-style-type: none"> ○ Community Outreach ● Local Newspapers ● High Ratio Student to Teacher in other Schools ● Mental Health <ul style="list-style-type: none"> ○ Work with local Mental Health organizations ● Feeder Schools (K-8) ● Sports ● Online/Hybrid Learning ● Grants ● Location ● Open Enrollment ● Social Media ● Utilizing Every Space ● Middle School/Jr. High Expansion ● Owning Building 	<p>Threats</p> <ul style="list-style-type: none"> ● Authorizer ● Credit Recovery Schools ● Private Schools ● Online Schools ● Schools with Extracurriculars ● 9-12 Model ● Budget ● Low Student Numbers ● Government Policy ● Misconceptions about Charter Schools

Determine Target Market

- Who makes decisions to send some to your school?
 - Parents
 - Students
- Who influences that decision?
 - Parents
 - Students
 - Peers
 - Administrators from other schools
- Why do they choose AAHS over other options?
 - Support systems
 - Social/Emotional/Mental Health
 - Learning (SpEd Services)
 - Physical Space of School
 - Small Size
 - Misconceptions
 - We are an “Art School”
 - We are a “credit recovery school”
 - “Curriculum is easier”
 - For some, we are the last stop before dropping out
- What challenge or pain point are we solving?
 - Anxiety
 - Support systems
 - SE, Mental Health
 - Learning Disabilities (SpEd)
 - Sense of community (small size)
 - Inclusive environment - Many students bullied at former schools
- Outlets for getting info on educational options
 - Social media
 - Word of mouth
 - Website
 - Mental Health providers
 - School counselors
 - Peers
- Our students (3 types)
 - TYPE 1: Students who already have the skills (learning/behavior) to guide their education but are unable to succeed in a larger district setting
 - TYPE 2: Students with more profound learning needs that are met by our unique SpEd team
 - TYPE 3: Students with major attendance issues
 - TYPE 4: Students with major behavior issues. Some of these students change when they are in our school. Many do not (*i.e. no school is helping these students*).

- Current Percentages (though some areas overlap all students are categorized in single type for this initial analysis):
 - TYPE 1: 38.95%
 - TYPE 2: 27.37%
 - TYPE 3: 6.32%
 - TYPE 4: 25.26%
 - ?: 2.1%



Analysis of Competition (Haven't Gotten to this part yet)

Goals

- Funding - Maintain a budget that supports a full staff with annual raises and brings the school's fund balance to 20% within 4 years
 - Maintain an ADM of 103 or higher
 - Target marketing to recruit target market
 - Fix perception on sites like "bestschools.com"
 - Win >\$20K in grant monies annually
 - Seek and receive donations / sponsorships from community partners

Marketing Strategies (Haven't focused on this part yet)

- Luncheon for Local Teachers
- Attend Community Events
- Virtual Tour

Summary 3/13/20

Focus on promoting our selling points (opportunities and strengths). Work on converting our weaknesses and threats, but some might have to be left alone.

Changes in red are ready for board approval
Edits in green being edited by TPS/Tiger/CLA and will be sent to board

PARENTAL LEAVE POLICY - FIRST READING 3/17/2020

Parental Leave

Parental leaves are to affirm Academic Arts High School's commitment to children and families. Academic Arts High School staff will provide its staff members with support and assistance in reviewing and selecting the most appropriate options available to them.

PAID LEAVE

Academic Arts 6 Week Family Leave Policy

All employees at Academic Arts High School will be afforded the opportunity to take advantage of 4-6 weeks paid leave, depending on their personal circumstances. Salaried employees who are birth mothers qualify for 4 weeks at 40% pay, in addition to the Short Term Disability pay that is available to them. Short Term Disability will cover 60% pay for 4 weeks and is not available until the employee has missed 10 consecutive work days. For birth mothers, leave must begin the day after birth and cannot be split into different periods of leave time. This policy must be used in conjunction with Short Term Disability coverage for birth mothers. They may also use any PTO to supplement their time off. Salaried employees who are adoptive parents and fathers qualify for 4 weeks at 60% pay. They may also use any PTO to supplement their time off.

If, given their circumstances, employees would like to break up their unused existing PTO time in order to cover the remaining unpaid 40-60% time off, this will be granted by the Personnel Committee, in collaboration with Human Resources, following a written request. If the employee is interested in condensing their paid time off for 100% coverage, this is also granted by the Personnel Committee, in collaboration with Human Resources, following a written request.

Those taking family leave are not responsible for the duties that fall under their job description, including accessing or responding to emails during the period of family leave. Visits to the school are allowed to be arranged with current staff on the school site.

There is not a 10 day maximum on the number of PTO days used in conjunction with family leave, but a written request should be made to the Personnel Committee prior to the need arising. The employee will be required to let the Personnel Committee know of their planned time off no less than 12 weeks before a biological child birth. Adoptive parents should inform the Personnel Committee as soon as they are given a final adoption date.

UNPAID LEAVE

MN Parental Leave Act

The Minnesota Pregnancy and Parental Leave Act (MN Stat. Sec. 181.941) requires covered employers to provide up to 12 weeks of unpaid leave for the birth or adoption of a child or to female employees for prenatal care, pregnancy, childbirth, or related health conditions.

Refer to further information and guidelines under Minnesota Parental Leave Act and contact the Personnel Committee/HR for more information. This leave, when combined with use of the Academic Arts 6 Week Family Leave Policy, shall total no more than 12 weeks leave.

Extended Personal Leave

There may be a situation that arises that does not fit in one of the above categories. If that is the case the employee should contact Academic Arts High School to determine options for an unpaid personal leave up to 4 weeks. Contact the Academic Arts High School for the Leave Request Form.

- Personal mental health leave
- Birth of the employee's child
- Placement of an adopted or foster child with the employee;
- To care for the employee's spouse, son, daughter, or parent with a serious health condition

Current Policies Relevant to 124E.06 Subdivision 3 from student handbook

ATTENDANCE POLICY: A GUIDE FOR PARENTS AND STUDENTS

What counts as an excused absence?

Absences will be excused for the following reasons.

- Illness
- Medical or dental appointments (a doctor's note is required)
- Serious illness in the immediate family
- Death in the immediate family
- Religious instruction (3 hours per week)
- Physical emergencies (flood, tornado, storm, etc.)
- Suspension

BEHAVIOR EXPECTATIONS

Dress and Appearance

Students are encouraged to dress appropriately for school activities and in keeping with community standards. This responsibility is both the student's and the student's parent(s) or guardian(s). When a member of the community is offended by another member's clothing, that individual could call for a mediation to discuss how to resolve the issue. It is not the intention of this policy to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, or profane. Students may be asked to turn shirts inside out or to cover up that which is inappropriate.

SCHOOL-SPONSORED STUDENT PUBLICATIONS

Student publications are important elements of the instructional program and contribute directly to the accomplishment of the school's goals. Academic Arts High School does not intend, however, to create a public forum for expression.

Students producing official school publications shall be under the supervision of a staff member. Official publications shall be subject to the guidelines set forth below.

A. Freedom of expression in school-sponsored publication shall not be contrary to:

1. Development of student responsibility
2. Consideration by faculty of the maturity level of the students and of appropriate standards of journalistic taste; or
3. Care for the development of skills of written expression among students.

B. Expression in an official school publication is prohibited when the material is:

1. Obscene to minors;
2. libelous or slanderous;
3. pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;
4. advertises or promotes any product or service not permitted for minors by law;
5. encourages students to commit illegal acts or violate school regulations or substantially disrupts the orderly operation of school or school activities;
6. expresses or advocates sexual, racial, or religious harassment or violence or prejudice;
7. distributed or displayed in violation of time, place and manner regulations; or
8. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

Students who violate the provisions of this policy shall be subject to disciplinary action as appropriate.

Students who believe their right of free expression has been unreasonably restricted in an official student publication may seek review of the decision of the Board Chair. The Board Chair shall issue a decision no later than five (5) school days after the review is requested.

NON-SCHOOL-SPONSORED STUDENT PUBLICATIONS

The purpose of this policy is to protect the exercise of students' and staff members' free speech rights, taking into consideration the educational objectives and responsibilities of the school. The school recognizes that students and staff have the right to express themselves on school property. This protection includes the right to distribute, at a reasonable time and place and in a reasonable manner, non-school sponsored material.

A. Requests for distribution of non-school-sponsored materials will be reviewed by the staff on a case-by-case basis. However, distribution of the materials listed below is always prohibited.

Material is prohibited that:

1. is obscene to minors;
2. is libelous or slanderous;
3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;
4. advertises or promotes any product or service not permitted for minors by law;
5. advocates violence or other illegal conduct;
6. expresses or advocates sexual, racial, religious or other protected class harassment or violence or prejudice;
7. constitutes insulting or fighting words, the very expression of which injures or harasses other people
8. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

B. Any student or staff wishing to distribute non-school-sponsored material must first submit for approval a copy of the material to the TPS Committee at least five days in advance of the desired distribution time, together with the following information:

1. Name and phone number of the person submitting the request.
2. Date(s) and time(s) of day of intended display or distribution.
3. Location where material will be displayed or distributed.
4. If intended for students, the grade(s) of students to whom the display or distribution is intended.

If the person submitting the request does not receive a response within three school days, the person shall contact the staff to verify that the lack of response was not due to an inability to locate the person. If the person is dissatisfied with the decision of the TPS Committee, the person may submit a written request for appeal to the Board Chair. If the person does not receive a response within three (3) school days (not counting Saturdays, Sundays, and holidays) of submitting the appeal, the person shall contact the Board Chair to verify that the lack of response is not due to an inability to contact the person. Permission or denial of permission to

distribute material does not imply approval or disapproval of its contents by the school, the staff, the AAHS Board, or the individual reviewing the material submitted.

UPDATED POLICY IN REVIEW

PROCESS

RELIGIOUS ACCOMMODATION

Academic Arts High School abides by Federal and State law and guidelines regarding religious accommodation, including, but not limited to the information referenced at http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html.

Also, any request for equal access or religious observances by students shall be submitted in writing to the TPS committee for review, comment and approval of the Academic Arts High School board if required. The Academic Arts High School board shall consider any such request at the first regularly scheduled board meeting following submission and will approve or reject the request not later than 60 days after submission

Prayer During Non Instructional Time Students may pray when not engaged in school activities or instruction, subject to the same rules designed to prevent material disruption of the educational program that are applied to other privately initiated expressive activities. Among other things, students may read their Bibles or other scriptures, say grace before meals, and pray or study religious materials with fellow students during recess, the lunch hour, or other non instructional time to the same extent that they may engage in nonreligious activities. While school authorities may impose rules of order and pedagogical restrictions on student activities, they may not discriminate against student prayer or religious speech in applying such rules and restrictions.

Organized Prayer Groups and Activities Students may organize prayer groups, religious clubs, and "see you at the pole" gatherings before school to the same extent that students are permitted to organize other non-curricular student activities groups. Such groups must be given the same access to school facilities for assembling as is given to other non-curricular groups, without discrimination because of the religious content of their expression. School authorities possess substantial discretion concerning whether to permit the use of school media for student advertising or announcements regarding non-curricular activities. However, where student groups that meet for nonreligious activities are permitted to advertise or announce their meetings—for example, by advertising in a student newspaper, making announcements

on a student activities bulletin board or public address system, or handing out leaflets—school authorities may not discriminate against groups who meet to pray. School authorities may disclaim sponsorship of non-curricular groups and events, provided they administer such disclaimers in a manner that neither favors nor disfavors groups that meet to engage in prayer or religious speech.

Teachers, Administrators, and other School Employees When acting in their official capacities as representatives of the state, teachers, school administrators, and other school employees are prohibited by the Establishment Clause from encouraging or discouraging prayer, and from actively participating in such activity with students. Teachers may, however, take part in religious activities where the overall context makes clear that they are not participating in their official capacities. Before school or during lunch, for example, teachers may meet with other teachers for prayer or Bible study to the same extent that they may engage in other conversation or nonreligious activities. Similarly, teachers may participate in their personal capacities in privately sponsored baccalaureate ceremonies.

Moments of Silence If a school has a "minute of silence" or other quiet periods during the school day, students are free to pray silently, or not to pray, during these periods of time. Teachers and other school employees may neither encourage nor discourage students from praying during such time periods.

Accommodation of Prayer During Instructional Time It has long been established that schools have the discretion to dismiss students to off-premises religious instruction, provided that schools do not encourage or discourage participation in such instruction or penalize students for attending or not attending. Similarly, schools may excuse students from class to remove a significant burden on their religious exercise, where doing so would not impose material burdens on other students. For example, it would be lawful for schools to excuse Muslim students briefly from class to enable them to fulfill their religious obligations to pray during Ramadan. Where school officials have a practice of excusing students from class on the basis of parents' requests for accommodation of nonreligious needs, religiously motivated requests for excusal may not be accorded less favorable treatment. In addition, in some circumstances, based on federal or state constitutional law or pursuant to state statutes, schools may be required to make accommodations that relieve substantial burdens on students' religious exercise. Schools officials are therefore encouraged to consult with their attorneys regarding such obligations.

Religious Expression and Prayer in Class Assignments Students may express their beliefs about religion in homework, artwork, and other written and oral assignments free from discrimination based on the religious content of their submissions. Such home and classroom work should be judged by ordinary academic standards of substance and relevance and against other legitimate pedagogical concerns identified by the school. Thus, if a teacher's assignment involves writing a poem, the work of a student who submits a poem in the form of a prayer (for example, a psalm) should be judged on the basis of academic standards (such as literary quality) and neither penalized nor rewarded on account of its religious content.

Student Assemblies and Extracurricular Events Student speakers at student assemblies and extracurricular activities such as sporting events may not be selected on a basis that either favors or

disfavors religious speech. Where student speakers are selected on the basis of genuinely neutral, evenhanded criteria and retain primary control over the content of their expression, that expression is not attributable to the school and therefore may not be restricted because of its religious (or anti-religious) content. By contrast, where school officials determine or substantially control the content of what is expressed, such speech is attributable to the school and may not include prayer or other specifically religious (or anti-religious) content. To avoid any mistaken perception that a school endorses student speech that is not in fact attributable to the school, school officials may make appropriate, neutral disclaimers to clarify that such speech (whether religious or nonreligious) is the speaker's and not the school's.

Prayer at Graduation School officials may not mandate or organize prayer at graduation or select speakers for such events in a manner that favors religious speech such as prayer. Where students or other private graduation speakers are selected on the basis of genuinely neutral, evenhanded criteria and retain primary control over the content of their expression, however, that expression is not attributable to the school and therefore may not be restricted because of its religious (or anti-religious) content. To avoid any mistaken perception that a school endorses student or other private speech that is not in fact attributable to the school, school officials may make appropriate, neutral disclaimers to clarify that such speech (whether religious or nonreligious) is the speaker's and not the school's.

Baccalaureate Ceremonies School officials may not mandate or organize religious ceremonies. However, if a school makes its facilities and related services available to other private groups, it must make its facilities and services available on the same terms to organizers of privately sponsored religious baccalaureate ceremonies. In addition, a school may disclaim official endorsement of events sponsored by private groups, provided it does so in a manner that neither favors nor disfavors groups that meet to engage in prayer or religious speech.

Code of Conduct Violations and Guidelines

PLEASE NOTE: All code of conduct violations will go through our Restorative Justice Program

Chemical Infractions

1. ALCOHOL OR CHEMICALS, POSSESSION OR USE

The possession or use of any alcohol, narcotics, illegal substance, controlled substance or drug paraphernalia is prohibited while on district property, participating in a school-sponsored activity, or traveling in a school vehicle.

1st Offense	2nd Offense	3rd Offense
3 day suspension Parent/guardian meeting	5 day suspension Police Referral	10 day suspension Expulsion recommendation Police referral

2. ALCOHOL OR CHEMICALS, POSSESSION WITH INTENT TO DISTRIBUTE OR SELL

Selling, distributing, delivery exchanging or intending to sell, deliver, exchange or distribute any alcoholic, narcotics, illegal substance or controlled substance on school property, participating in a school-sponsored activity, or traveling in a school vehicle is prohibited.

1st Offense	2nd Offense	3rd Offense
5 day suspension Police referral	10 day suspension Expulsion Recommendation Police Referral	

3. MEDICATION MISUSE (OVER THE COUNTER)

Any student in possession of or using an “over the counter” medication must do so in a manner consistent with school policy (see Medication Administration Policy). Selling, distributing, delivering, exchanging or intending to sell, deliver, exchange or distribute any “over the counter” medication is prohibited.

1st Offense	2nd Offense	3rd Offense
1-3 day suspension	5 day suspension Police Referral	10 day suspension Expulsion recommendation Police referral

4. MEDICATION MISUSE (PRESCRIPTION)

Any student in possession of or using prescription medication must do so in a manner consistent with school policy (see Medication Administration Policy). Selling, distributing, exchanging or intending to sell, deliver, exchange or distribute any prescription medication is prohibited.

1st Offense	2nd Offense	3rd Offense
3-5 day suspension	5 day suspension Police Referral	10 day suspension Expulsion recommendation Police referral

5. TOBACCO USE OR POSSESSION

Possession or use of tobacco is prohibited, including e-cigarettes and other items used for the use of tobacco or other illegal substance. Students who congregate in an area where tobacco use has recently occurred (e.g. bathroom stall) will each be considered to have been using tobacco.

1st Offense	2nd Offense	3rd Offense
1 day suspension	2-3 day suspension	3-5 day suspension Police referral

DANGEROUS AND/OR NUISANCE ITEMS

FIREARMS

Minnesota state law requires that school boards must expel for a period of at least one year, a student who is determined to have brought a firearm to school. The definition of a firearm is found at 18 U.S.C 921.

1st Offense
10 day suspension Expulsion Recommendation Police Referral

FIREWORKS

Possession, distribution or use of any type of fireworks (sparklers, firecrackers, smoke bombs) or ammunition is prohibited. Use of any fireworks that creates a serious disturbance or safety hazard may be considered a violation of “Weapons, Explosives, Incendiary Devices, Ammunition and Other Dangerous Items.”

1st Offense	2nd Offense	3rd Offense
5 day suspension	5-10 day suspension	10 day suspension Expulsion recommendation

NUISANCE OBJECTS

Misuse or distribution of any object that causes distractions or a nuisance is prohibited. These objects may include, but are not limited to, laser pointers, lighters, radios, squirt guns, video games, snaps, etc.

1st Offense	2nd Offense	3rd Offense
***	1 day suspension	3 day suspension

(***) Indicates disciplinary action assigned by building administration

POTENTIALLY DANGEROUS ITEMS

Possessing potentially dangerous items that if misused may be considered dangerous, illegal or could possibly cause harm are prohibited. If it is discovered that a student has accidentally brought such an item to school, the student may not be considered in possession of a weapon. Nonetheless, because students are responsible for what they bring to school and possession of these items are prohibited, the consequences outlined below apply. If a student directly or indirectly threatens another person or persons with such an object, the student will be determined to be in possession of a weapon and appropriate action will be taken in accordance with school policy.

1st Offense	2nd Offense	3rd Offense
1 day suspension	3 day suspension	5 day suspension

WEAPONS, EXPLOSIVES, INCENDIARY DEVICES, AMMUNITION AND OTHER DANGEROUS ITEMS

The possession, real or implied, of weapons, explosives, incendiary devices, ammunition or other items considered dangerous, illegal or which could cause harm, destruction or disruption is prohibited. The possession of imitation, non-working, or self-created weapons (i.e. 3d printing) is prohibited. The use or detonation of explosives, weapons, incendiary devices, ammunition or other items considered dangerous, illegal or which could cause harm, destruction or disruption is prohibited.

1st Offense
10 day suspension Expulsion Recommendation Police Referral

DRIVING INFRACTIONS AND TRANSPORTATION

DRIVING, CARELESS OR RECKLESS

Driving any motorized or non-motorized vehicle on school property in such a manner as to endanger people or property is prohibited.

1st Offense	2nd Offense	3rd Offense
***	3 day suspension Parking privilege possibly revoked	5 day suspension Parking privilege revoked Police referral

(***) Indicates disciplinary action assigned by building administration

TRANSPORTATION

All rules that apply to building and classroom behavior apply while riding any transportation related to a school-sponsored event. Therefore, students may be administered consequences consistent with other school discipline procedures and in accordance with school policy. Students endangering persons or property may lose transportation privileges immediately and for an indefinite period. Students who commit a fourth offense, will be suspended from school transportation for the remainder of the school year.

1st Offense	2nd Offense	3rd Offense
Verbal Warning	1-3 day suspension	Loss of transportation privileges

PHYSICAL INFRACTIONS

ASSAULT

Committing an act with intent to cause fear in another person of immediate bodily harm or death or intentionally inflicting or attempting to inflict bodily harm upon another person is prohibited.

1st Offense	2nd Offense	3rd Offense
3 day suspension	5 day suspension Social Worker referral	10 day suspension Expulsion Recommendation Police referral

ASSAULT, AGGRAVATED

Committing an assault upon another person with a weapon or an assault that inflicts great bodily harm upon another person is prohibited.

1st Offense
10 day suspension Expulsion Recommendation Police Referral

FIGHTING

Engaging in any form of fighting where blows are exchanged is prohibited.

1st Offense	2nd Offense	3rd Offense
3 day suspension	5 day suspension	10 day suspension Expulsion recommendation Police referral

PUSHING, SHOVING, SCUFFLING

Physical contact that could harm others, but is not defined as an assault or fighting, is prohibited.

1st Offense	2nd Offense	3rd Offense
1-3 day suspension	3-5 day suspension	5-10 day suspension Possible expulsion recommendation

SEXUAL MISCONDUCT

Engaging in nonconsensual sexual intercourse or sexual contact with another person including intentional touching of clothing covering a person's intimate parts, intentional removal or attempted removal of clothing covering a person's intimate parts or clothing covering a person's undergarments, if the action is performed with sexual or aggressive intent, is prohibited. Indecent exposure is also prohibited.

1st Offense
10 day suspension Expulsion Recommendation Police Referral

PROPERTY INFRACTIONS

ARSON

The intentional setting of a fire that results in, or could have potentially resulted in, the destruction or damage to district property or other property or that endangers or potentially endangers others by means of fire is prohibited.

1st Offense
10 day suspension Expulsion Recommendation Police Referral

BREAKING AND ENTERING

Entering a secured district location, after school hours, using an unauthorized mechanism of entering is prohibited.

1st Offense	2nd Offense
5 day suspension Police referral	10 day suspension Expulsion recommendation Police Referral

FIRE EXTINGUISHER, UNAUTHORIZED USE

Fire extinguishers are important tools that are needed in potentially life-threatening fires. All other uses are prohibited.

1st Offense	2nd Offense	3rd Offense
***	3-5 day suspension Police referral	10 day suspension Expulsion recommendation Police referral

(***) Indicates disciplinary action assigned by building administration

ROBBERY OR EXTORTION

Taking property from another person by use of force, threat of force compelling acquiescence, or under false pretenses is prohibited.

1st Offense	2nd Offense	3rd Offense
3-5 day suspension Police referral	5-10 day suspension Police referral	10 day suspension Expulsion recommendation Police referral

SECURITY SYSTEM TAMPERING

Any action that is intended to deactivate, damage or destroy any security system of the district is prohibited. This action includes, but is not limited to, the disabling of or tampering with a district security camera or an automatic locking door apparatus.

1st Offense	2nd Offense	3rd Offense
1-3 day suspension	3-5 day suspension Police referral	10 day suspension Expulsion recommendation Police referral

THEFT, RECEIVING OR POSSESSING STOLEN PROPERTY

The unauthorized taking, using, transferring, hiding or possessing the property of another person without the consent of the owner or the receiving of such property is prohibited. Restitution, when appropriate, will be required.

1st Offense	2nd Offense	3rd Offense
1-3 day suspension ***	3-5 day suspension Police referral	10 day suspension Expulsion recommendation Police referral

(***) Indicates disciplinary action assigned by building administration

TRESPASSING

Remaining on school property without authorization is prohibited. Students are not to go into other district buildings unless they have permission from the building administrator or attending a school-sponsored event. Any student on suspension who goes to a school location without permission is subject to being charged with trespassing and an increase in suspension time. Admitting others through a locked or secured entrance without the permission of school employees is prohibited.

1st Offense	2nd Offense	3rd Offense
1-3 day suspension ***	3-5 day suspension Police referral	10 day suspension Expulsion recommendation Police referral

(***) Indicates disciplinary action assigned by building administration

VANDALISM, MINOR ACTS (LESS THAN \$500)

Littering, defacing (including placement of graffiti), cutting, damaging or destroying property that belongs to the school or other individuals/entities is prohibited. Vandalism is prohibited.

1st Offense	2nd Offense	3rd Offense
1-3 day suspension ***	5 day suspension Police referral	10 day suspension Expulsion recommendation Police referral

(***) Indicates disciplinary action assigned by building administration

VANDALISM, MAJOR ACTS (MORE THAN \$500)

Littering, defacing (including placement of graffiti), cutting, damaging or destroying property that belongs to the school or other individuals/entities is prohibited. Vandalism is prohibited.

1st Offense
10 day suspension Expulsion Recommendation Police Referral

SCHOLASTIC DISHONESTY

DISHONESTY, SCHOLASTIC

Scholastic dishonesty that includes, but is not limited to, cheating on school assignments or tests, plagiarism or collusion is prohibited. Academic consequences may also be assigned.

1st Offense	2nd Offense	3rd Offense
1 day suspension ***	1-3 day suspension	3-10 day suspension

(***) Indicates disciplinary action assigned by building administration

TECHNOLOGY INFRACTIONS

ELECTRONIC DEVICES, MISUSE OF

** See Electronic Policy

1st Offense	2nd Offense	3rd Offense
***	1 day suspension	3 day suspension Loss of electronic usage completely

(***) Indicates disciplinary action assigned by building administration

PHOTOGRAPHIC OR RECORDING DEVICE MISUSE

Use of any photographic or recording device, film camera, digital camera, cell phone camera and video camera that impinges upon the rights of others is prohibited. This prohibition includes the distribution or receipt of a picture(s)/recording that impinges upon the personal privacy of another. Misuse of any device in a school bathroom or elsewhere in a way that violates the personal privacy of the individual may result in the immediate initiation of the expulsion process.

1st Offense	2nd Offense	3rd Offense
1-2 day suspension	3-5 day suspension	5 day suspension Loss of electronic usage completely

TECHNOLOGY AND TELECOMMUNICATIONS, MISUSE

Misuse of technologies, equipment or network; deletion or violation of password-protected information, computer programs, data, passwords or system files; inappropriate accessing of files, directories and Internet sites; deliberate contamination of the system; unethical use of information; or violation of copyright laws are prohibited. In addition, network access may be monitored and/or limited as a result of technology and/or telecommunication misuse.

1st Offense
10 day suspension Expulsion Recommendation Police Referral

THREATENING AND/OR DISRUPTIVE BEHAVIOR

ABUSE, VERBAL

The use of language that is obscene, threatening, intimidating, or inflammatory or that degrades other people is prohibited. Verbal abuse may also be addressed under the guidelines for harassment and/or bullying, when appropriate.

1st Offense	2nd Offense	3rd Offense
***	1-3 day suspension	5 day suspension

(***) Indicates disciplinary action assigned by building administration

BOMB THREAT OR TERRORISTIC THREAT

Making, publishing or conveying in any manner a bomb threat or any other type of terroristic threat pertaining to a school location or event is prohibited.

1st Offense
10 day suspension Expulsion Recommendation Police Referral

BULLYING OR INTIMIDATING BEHAVIOR

Bullying or intimidating behavior of any type, including through the use of technology and the Internet, is prohibited. Bullying or intimidating behavior may also be addressed under the guidelines for harassment and/or verbal abuse, when appropriate.

See Bullying, Harassment and Violence, Hazing and Non-Discrimination Policies at www.academicarts.org

1st Offense	2nd Offense	3rd Offense
*** Incident Report Filed	1-3 day suspension Incident Report Filed	5-10 day suspension Incident Report Filed

(***) Indicates disciplinary action assigned by building administration

DISORDERLY CONDUCT

Disorderly conduct is prohibited. Disorderly conduct is an act that the student knows or has reasonable grounds to know will alarm, anger, disturb others or provoke an assault or breach of the peace. Disorderly conduct may also be engaging in offensive, obscene, abusive, boisterous or noisy conduct or gestures or offensive, obscene or abusive language tending reasonably to arouse alarm, anger or resentment in others.

1st Offense	2nd Offense	3rd Offense
1 day suspension	2-5 day suspension	10 day suspension Possible expulsion recommendation

DISRUPTIVE OR DISRESPECTFUL BEHAVIOR

Disruptive or disrespectful behavior is prohibited. Disruptive or disrespectful behavior is language or behavior that disrupts or threatens to disrupt the school environment.

1st Offense	2nd Offense	3rd Offense
***	1-3 day suspension	3-5 day suspension

(***) Indicates disciplinary action assigned by building administration

FIRE ALARM, FALSE

Intentionally giving a false alarm of a fire or tampering or interfering with any fire alarm, fire alarm system or sprinkler system is prohibited.

1st Offense	2nd Offense	3rd Offense
1-3 day suspension	5 day suspension Police referral	10 day suspension Possible expulsion recommendation

GAMBLING

Gambling, including but not limited to, playing a game of chance for stakes or possession of gambling devices (including machines, video games and other items used to promote a game of chance) is prohibited.

1st Offense	2nd Offense	3rd Offense
***	1-3 day suspension	3-5 day suspension

(***) Indicates disciplinary action assigned by building administration

HARASSMENT OR RETALIATION

Harassment and violence because of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age, as defined in the school policy, are prohibited. Reprisal or retaliation for a complaint of harassment is prohibited.

See Bullying, Harassment and Violence, Hazing and Non-Discrimination Policies at www.academicarts.org*

1st Offense	2nd Offense	3rd Offense
1-3 day suspension	3-5 day suspension Police referral	10 day suspension Possible expulsion recommendation

HAZING

Hazing activities of any type are prohibited at all times. Hazing means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. Specific examples of hazing are found in Student Hazing Policy. Hazing, by its very nature, often occurs off school grounds, after school hours, on non-school days and during summer months. Students are advised that hazing is prohibited whenever and wherever it occurs.

1st Offense	2nd Offense	3rd Offense
1-3 day suspension	3-5 day suspension Police referral	10 day suspension Possible expulsion recommendation

INSUBORDINATION

A deliberate refusal to follow an appropriate direction or to identify one's self when requested is prohibited.

1st Offense	2nd Offense	3rd Offense
***	1-3 day suspension	3-5 day suspension

(***) Indicates disciplinary action assigned by building administration

THREATENING GROUP ACTIVITY

Threatening group-related activity, the use of graffiti emblems, symbolism, hand signs, slang, tattoos, jewelry, discussion, clothing, etc. are prohibited.

1st Offense	2nd Offense	3rd Offense
1-3 day suspension	3-5 day suspension	5-10 day suspension

THREATS OF PHYSICAL HARM TOWARD STUDENTS, EMPLOYEES OR OTHER PERSONS

The use of language that is blatantly threatening or intimidating that could be interpreted as a death threat or insinuating the infliction of serious bodily harm upon students, employees or other persons is prohibited. Making comments that could be interpreted as death threats or insinuating the infliction of serious bodily harm upon students, employees or other persons is prohibited.

1st Offense	2nd Offense
3-5 day suspension based upon severity ***	5-10 day suspension Possible expulsion recommendation

(***) Indicates disciplinary action assigned by building administration

OTHER BEHAVIOR INFRACTIONS

DRESS AND APPEARANCE

Inappropriate clothing or appearance is prohibited. Inappropriate clothing or appearance includes, but is not limited to:

Wearing clothing or grooming in a manner that is sexually explicit or which conveys sexual innuendo or that may reasonably be construed as sexual.

Examples of such clothing include “short shorts,” bra-strapped tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards.

1. Wearing clothing that includes words or pictures that are obscene, vulgar, abusive and discriminatory or that promote or advertise alcohol, chemicals, tobacco or any other product that is illegal for use by minors.
2. Wearing clothing promoting products or activities that are illegal for use by minor
3. Wearing clothing and other items or grooming in a manner that represents and/or promotes threat/hate groups, including gangs or supremacist groups. This prohibition includes objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist or otherwise derogatory to a protected minority group; evidences gang membership or affiliation; or approves, advances or provokes any form of prohibited harassment or violence against other individuals as defined in district policy.
4. Wearing clothing or footwear that could damage school property.
5. Wearing masks face paint or grooming that limits or prevents identification of a student.
6. Wearing clothing or grooming that is potentially disruptive to the education process or that poses a threat to the health and safety of others.
7. Wearing clothing in a manner that displays undergarments.

Staff members reserve the right to deny admission to school functions based on dress or appearance determined to be inappropriate or disruptive to the educational process. When a student is found in violation of these guidelines, the student will be directed to make modifications or be sent home for the day

1st Offense	2nd Offense	3rd Offense
***	***	1-3 day suspension

(***) Indicates disciplinary action assigned by building administration

FALSE REPORTING

Intentionally reporting false information about the behavior of a student or employee is prohibited.

1st Offense	2nd Offense	3rd Offense
***	1-3 day suspension	3-5 day suspension

(***) Indicates disciplinary action assigned by building administration

RECORDS OR IDENTIFICATION FALSIFICATION

Falsifying signatures or data, misrepresenting identity, or forging notes is prohibited.

1st Offense	2nd Offense	3rd Offense
***	1-3 day suspension	3-5 day suspension

(***) Indicates disciplinary action assigned by building administration

UNIQUE SITUATIONS

Discipline situations not covered by these guidelines will be handled on a case-by-case basis. Behaviors that are willful and disruptive or potentially harmful are included. Unique or special situations at school may call for an adjustment in the discipline policies to meet the school's needs.

By signing below, you have received, read and understand the Code of Conduct Violations and Guidelines for Academic Arts High School.

Please return this page to Sam Kvilhaug by September 6, 2019.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____