

School Board Meeting Agenda
Tuesday, March 19, 2019
5:00 pm
AAHS Classroom 122

Present: Amy Charpentier, Jill Heroff, Josh MacLachlan, Katie Siewert, Rachael McNamara, Eric Hove, David Massey, LeAnn Lindusky, Dean Walczak (business manager, ex-officio), AAHS TPS Representative (ex-officio)

Absent:

Agenda

1. Call to Order
2. Conflict of Interest Check
3. Approval of March 19, 2019 Agenda
4. Approval of February 19, 2019 Minutes
5. Public Comments
6. Financial Report
 - a. Updates from Josh MacLachlan regarding the following:
 - i. What are the business manager's quality control processes?
 - ii. Clarification regarding the following disbursements from January 2019: copier payments, SPED van charges, water charges, and missing lease payment.
 - b. Approval of December 2018 Financial Report
 - c. Approval of January 2019 Financial Report
 - d. Approval of February 2019 Financial Report
 - e. Approval of February 2019 Disbursements
7. TPS Report
 - a. Enrollment:
 - b. ADM:
 - c. School Events:
 - d. TPS Accountability Manager:
 - e. Staffing:
 - f. Committees:
 - i. TPS:
 - ii. PerCom:
 - iii. Evaluation Task Force:

School Board Meeting Agenda
Tuesday, March 19, 2019

- iv. Curriculum:
- v. Financial:
- vi. PLC Committee:
- vii. ESSA Task Force:
- g. Requests from the Board to TPS:
 - i. Results of the Nutrition Audit
 - ii. Clarification on the “framework” suggested to TPS by ACNW
 - iii. Quarterly report on the Environmental Learning Plan (ELP)
 - iv. Evaluation of the reading proficiency probe data
 - v. Schedule for the math proficiency probes
 - vi. An action plan to guarantee that attendance is being properly taken
 - vii. Update regarding NWEA Data (Josh MacLachlan)
- 8. Quarterly Environmental Learning Plan (ELP) Report
- 9. Charter School Updates and Training
 - a. Brief History of AAHS’s Adoption of the TPS Governance Model (tabled from 12/18/2018; 01/15/2019; and 02/19/2019 meetings)
- 10. Student Data Report – Katie Siewert
- 11. Committee to Recommend Methodology or Processes to Evaluate TPS Governance
 - a. Update
- 12. Search Committee for Business Manager/Chief Financial Officer Services
 - a. Update and discussion
- 13. Strategic Items
 - a. Policy Review:
 - i. 4.1 through 4.3 – First Reading
 - ii. 3.21 through 3.26 – Second Reading
 - iii. 3.16 through 3.20 – Third Reading
 - iv. 3.3 and 3.4 – Third Reading
 - v. 3.11 – Fourth Reading—(tabled from 02/19/2019 meeting)
 - b. Board Bylaws Review:
 - i. Article VIII – Second Reading
 - ii. Article IX – Second Reading
 - iii. Article X – Second Reading
 - c. RACI Team Update
 - d. Review of ESSA Submission made 03/01/2019
- 14. Action Items

School Board Meeting Agenda
Tuesday, March 19, 2019

- a. Approval of Revisions to Policy 3.1
- b. Approval of Revisions to Policy 3.2
- c. Approval of TPS Evaluation Rubric and Process
- d. Approval of Revised Annual Report
- e. Approval of Insurance Policy from Hanover Insurance Company
- f. Approval to Create Committee to Evaluate Contract with EdVisions
- g. Approval of Response to ACNW Regarding Complaint Letter dated March 14, 2019

15. Adjourn

School Board Meeting Minutes
Tuesday, February 19, 2019
5:00 pm
AAHS Classroom 122

Present: Josh MacLachlan, Katie Siewert, Rachael McNamara, Eric Hove, Jill Heroff, and Danyelle Bennett (TPS Representative, ex-officio)

Absent: Amy Charpentier, David Massey, LeAnn Lindusky, and Dean Walczak (business manager, ex-officio)

Minutes

1. Call to Order
 - a. Rachael McNamara calls the meeting to order at 5:05 am. The Board appoints Rachael McNamara to serve as Chair in Amy Charpentier's absence.
2. Conflict of Interest Check
 - a. Rachael McNamara calls for a conflict of interest check. None noted.
3. Approval of February 19, 2019 Agenda
 - a. Katie Siewert motions to approve the February 19, 2019 Agenda with changes. Rachael McNamara seconds.
 - b. Discussion:
 - i. The Board decides to reschedule item 11.b.v. since an updated draft of the revised Policy 3.11 could not be provided to the Board prior to the meeting. The Fourth Reading of Policy 3.11 will occur at the March 2019 meeting.
 - ii. The Board decides to table item 11.e. since David Massey is not in attendance to speak to the matter.
 - c. Motion to approve the February 19, 2019, Agenda with the above changes passes unanimously.
4. Approval of January 15, 2019 Minutes
 - a. Josh MacLachlan motions to approve the January 15, 2019, Minutes. Eric Hove seconds.
 - b. Discussion: None.
 - c. Motion passes: Unanimous.
5. Public Comments
 - a. None noted.
6. Financial Report
 - a. Updates Regarding SmartFinance and YTD Totals on Financial Report – Josh MacLachlan

School Board Meeting Agenda
Tuesday, February 19, 2019

- i. SmartFinance is an account the school has to pay for as required by the MN Department of Education for financial reporting. Per the business manager's contract, approved expenses are covered.
 - ii. The YTD totals on the prior month's financial report were a mistake on the business manager's part and will be corrected.
 - iii. The Board would like to understand the business manager's quality control processes. Josh MacLachlan stated he would inquire and report back at the March 2019 meeting.
 - b. Approval of December 2018 Financial Report
 - i. Eric Hove motions to approve the December 2018 Financial Report. Jill Heroff seconds.
 - ii. Discussion:
 - 1. The business manager corrected the line item that was in dispute at the prior meeting of the Board.
 - 2. Katie Siewert noted that the facilities lease aid figure is different from the prior version of the December 2018.
 - 3. Katie Siewert stated that she noted additional discrepancies and stated that she will forward those notes to Josh MacLachlan for further review with business manager.
 - 4. Concerns were voiced that transactions year-to-date do not appear to reconcile. Year-to-date activity has changed from the prior version of this report submitted for the Board's consideration.
 - iii. Motion fails: Unanimously.
 - c. Approval of January 2019 Financial Report
 - i. Katie Siewert motions to approve to January 2019 Financial Report. Josh MacLachlan seconds.
 - ii. Discussion:
 - 1. Katie Siewert noted that the revenues appeared correct, but that there appear to be copy and paste errors elsewhere in the report.
 - iii. Motion fails: Unanimously.
 - d. Eric Hove motions to revisit both failed motions (re: December 2018 and January 2019 Financial Reports) at the March 2019 Board meeting. Josh MacLachlan seconds. Motion passes: Unanimous.
 - e. Approval of January 2019 Disbursements
 - i. Josh MacLachlan motions to approve January 2019 Disbursements. Katie Siewert seconds.
 - ii. Discussion:
 - 1. The Board questioned the absence of a building lease payment; two copier-related payments within a week; the reason for the payments to Ford for the SPED van (another lost key?); and reason for payments to Premium Water Inc. Josh MacLachlan stated he would inquire and report his finding to the Board.

School Board Meeting Agenda
Tuesday, February 19, 2019

2. Josh MacLachlan noted that the payments made for taxi services (SPED student transport) were less than normal due to fewer school days.
- iii. Motion passes: Unanimous.

7. TPS Report

- a. Enrollment: Currently at 98 students.
- b. ADM: 91.24 students out of the 95 budgeted.
- c. School Events: An Open House will be held on Saturday, February 23.
- d. TPS Accountability Manager: No notes
- e. Staffing: Some staff members out on maternity leave.
- f. Committees:
 - i. TPS: No notes.
 - ii. PerCom: No notes.
 - iii. Evaluation Task Force: No notes.
 - iv. Curriculum: No notes
 - v. Financial: No notes.
 - vi. PLC Committee: Shifting from ESSA-related tasks back to interpreting the NWEA to inform professional development objectives.
 - vii. ESSA Task Force:
- g. Requests from the Board to TPS:
 - i. Update on creation of a Data Task Force
 1. The Data Task Force was created and is already providing data to Katie Siewert for incorporation into the dashboard.
 - ii. Revisions (if any) to Policy 3.3
 1. Provided to the Board.
 - iii. Revisions (if any) to Policy 3.4
 1. Provided to the Board.
 - iv. Additional proposed revisions to Policy 3.11
 1. As noted, they were provided and will be discussed at the March 2019 meeting.
- h. Other Discussion:
 - i. Rhiannon from ACNW observed the SPED classes. She suggested that AAHS pursue a curriculum framework to help meet the academic goals, even if it means hiring an outside consultant and depleting the fund balance. The Board requested. The Board requested that TPS obtain clarification from Rhiannon about what exactly a “curriculum framework” entails.
 - ii. Josh MacLachlan stated that he will report to the Board on ACNW’s interpretation of the NWEA data following a meeting scheduled with ACNW in March.
 - iii. Danyelle Bennett informed the Board that a nutrition audit from the state is underway. The goal is to more accurately count lunches. She’s hoping the

School Board Meeting Agenda
Tuesday, February 19, 2019

state will provide suggestions on a better system to track food supply and procedures to prepare for any future nutrition audit. The Board will need to consider a wellness policy. The Board requested a recap of the nutrition audit's findings at the March 2019 meeting.

8. Charter School Updates and Training
 - a. Discussion of ACNW Board Observation Feedback of January 15, 2019 Meeting.
 - i. The Board wished to make note of a discrepancy found in the ACNW Board Observation Feedback of the January 15, 2019, Meeting: 7 out of 8 Board Members were present at that meeting; not the 7 out of 7 noted on the ACNW Board Observation Feedback.
 - ii. The Board concurred with ACNW's suggestion that the meetings should include periodic reports on the Environmental Learning Plan (ELP). It was decided to make this a quarterly agenda item beginning in March 2019.
 - iii. ACNW requested to receive a copy of the Board Packet at the same time it is sent to the Board prior to meetings. The Board will comply with this request.
 - iv. ACNW requested a copy of approved changes to the Bylaws. Eric Hove furnished those revisions to ACNW prior to this meeting.
 - v. Overdue Epicenter tasks noted on the feedback were submitted and addressed prior to this meeting.
 - vi. As suggested by ACNW, the Board will continue to track enrollment data on its dashboard tool.

9. Student Data Report – Katie Siewert
 - a. Q3 Measures
 - i. Fund balance at 26.3%. 20% is the ACNW recommended goal.
 - ii. Discussion about whether the reading proficiency growth metric is measuring what we think it should be. The Board requested further evaluation of the reading proficiency probe and data gathering procedures.
 - iii. The Board requested that TPS provide a schedule when the remaining math probes will be conducted at the March 2019 meeting.
 - iv. Katie Siewert noted that AAHS will likely not meet the Individual Attendance metric for the year.
 - v. Katie Siewert noted that AAHS will likely not meet Overall Attendance metric for the year. The Board requested TPS present an action plan to guarantee attendance is being properly taken at the March 2019 meeting.

10. Committee to Recommend Methodology or Processes to Evaluate TPS Governance
 - a. Update and Review of Draft TPS Evaluation Rubric
 - i. Discussion:
 1. Katie Siewert provided the update and presented a draft rubric for discussion. The revised rubric took last year's collaborative

School Board Meeting Agenda
Tuesday, February 19, 2019

governance document as a template. Included “value” goals or ideals statements. The schedule of the evaluation was also updated.

2. The Board decided to add approval of the TPS Evaluation Form/Rubric as an action item at the March 2019 meeting.

11. Strategic Items

- a. Update from AAHS’s legal counsel regarding questions on expulsions – David Massey
 - i. David Massey wasn’t present so Eric Hove summarized the email David forwarded from legal counsel informing the Board that an pursuing an Expulsion Hearing at this point would be futile; but an Exclusion Hearing could be used, if necessary.
- b. Policy Review:
 - i. 3.21 through 3.26 – First Reading
 1. Discussion:
 - a. General: Change “members” to “staff” or “staff members” in all instances.
 - b. Policy 3.21: Suggestion that last sentence be changed from “Employees will be required...” to “Staff members may be required...”
 - c. Policy 3.22: No changes suggested.
 - d. Policy 3.23: Suggestions to rewrite the last sentence were offered.
 - e. Policy 3.24: Changes suggested to acknowledge current practice that all purchases must be approved by the financial committee.
 - f. Policy 3.25: Board suggested rescinding this section.
 - g. Policy 3.26: Suggestion to alter gendered pronouns to “they” to better reflect the School’s values.
 - ii. 3.16 through 3.20 – Second Reading
 1. Discussion:
 - a. General: Change “members” to “staff” or “staff members” in all instances.
 - b. Policy 3.16: No further changes suggested.
 - c. Policy 3.17: Suggestion to alter gendered pronouns to “they” to better reflect the School’s values.
 - d. Policy 3.18: No further changes suggested.
 - e. Policy 3.19: No further changes suggested.
 - f. Policy 3.20: No further changes suggested.
 - iii. 3.3 and 3.4 – Second Reading – TPS revisions
 1. Discussion:
 - a. General: Change “members” to “staff” or “staff members” in all instances.

School Board Meeting Agenda
Tuesday, February 19, 2019

- b. Policy 3.3: No further changes suggested.
- c. Policy 3.4: No further changes suggested.
- iv. 3.1 and 3.2– Third Reading
 - 1. Discussion:
 - a. Policy 3.1: Change “Teacher Powers Schools” to “Teacher Powered School.
 - b. Policy 3.2: No further changes noted.
- v. 3.11 – Fourth Reading—TPS revisions (reschedule to March 2019 meeting as previously noted)
- c. Board Bylaws Review:
 - i. Article VIII – First Reading
 - 1. Discussion: No changes suggested. Will persist for a Second Reading at the March 2019 meeting.
 - ii. Article IX – First Reading
 - 1. Discussion: No changes suggested. Will persist for a Second Reading at the March 2019 meeting.
 - iii. Article X – First Reading
 - 1. Discussion: No changes suggested. Will persist for a Second Reading at the March 2019 meeting.
- d. RACI Team Update: No update provided
- e. Brief History of AAHS’s Adoption of the TPS Governance Model (reschedule for March 2019 meeting as noted previously)

12. Action Items

- a. Creation of Search Committee for Business Manager/Chief Financial Officer Services (tabled from 01/15/2019)
 - i. Katie Siewert motions to approve the creation of a Search Committee for Business Manager/Chief Financial Officer Services. Rachael McNamara seconds.
 - ii. Discussion:
 - 1. The Board would like to draft an RFP for these services as it has been some time since AAHS has issued an RFP for these services.
 - 2. The following Board members shall serve on the committee: Katie Siewert, Josh MacLachlan, and Eric Hove.
 - 3. The Search committee hopes to have a draft RFP to the Board by the April 2019 meeting.
 - iii. Motions passes: Unanimous.
- b. Approval of Revisions to Policy 3.12 through 3.14
 - i. Approval of Revisions to Policy 3.12
 - 1. Josh MacLachlan motions to approve revisions to Policy 3.12. Katie Siewert seconds.
 - 2. Discussion: None

School Board Meeting Agenda
Tuesday, February 19, 2019

3. Motion passes: Unanimous
 - ii. Approval of Revisions to Policy 3.13
 1. Katie Siewert motions to approve revisions to 3.13. Jill Heroff seconds.
 2. Discussion: None.
 3. Motion passes: Unanimous.
 - iii. Approval of Revisions to Policy 3.14
 1. Katie Siewert motions to approve revisions to Policy 3.14. Rachael McNamara seconds.
 2. Discussion: None.
 3. Motion passes: Unanimous.
- c. Dissolution of Committee to Draft Policy Regarding the Presence of Infants at Board Meetings
 - i. Josh MacLachlan motions to dissolve the Committee to Draft Policy Regarding the Presence of Infants at Board Meetings. Rachael McNamara seconds.
 - ii. Discussion: As discussed at the January 2019 meeting, compliance with current law provides adequate guarantee that infants may be present at meetings of the Board.
 - iii. Motion passes: Unanimous.

13. Adjourn

- a. Jill Heroff motions to adjourn at 7:15pm.

SCHOOL NAME:

Academic Art High School

Month Ending:

12/31/2019

50%

Dec transactions

nov

GENERAL FUND - 01	Approved Budget - Rev Nov18	Year -to-Date Activity	Percent of Budget			Year -to-Date Activity		
REVENUES								
State Revenues								
General Education Aid	\$ 844,109	\$ 560,733	66.4%	\$	82,534	478,199	\$	(82,534)
Facilities Lease Aid	\$ 149,796	\$ 66,439	44.4%			56,076	\$	(10,363) aug + sept prior yr
Special Education Aid	\$ 628,663	\$ 289,233	46.0%			289,233	\$	-
Other misc - student receipts	\$ -	\$ 1,479		\$	931	548	\$	(931)
Total State Revenues	\$ 1,622,568	\$ 917,884	56.6%			824,056	\$	(93,828)
Federal Revenues								
Title I	\$ 1,832	\$ -	0.0%			-	\$	-
Title II	\$ 2,084	\$ -				-	\$	-
Fed special Education	\$ 20,000	\$ 17,996	90.0%	\$	171	17,825	\$	(171)
Food Service	\$ -	\$ -				-	\$	-
Total Federal Revenues	\$ 23,916	\$ 17,996	75.2%			17,825	\$	(171)
Local Revenues								
Student Activity	\$ 5,400	\$ -	0.0%			-	\$	-
Gift	\$ 1,000	\$ -	0.0%			-	\$	-
interest	\$ 100	\$ -				-	\$	-
Miscellaneous (specify and add rows as nee	\$ 1,000	\$ -	0.0%			-	\$	-
Total Local Revenues	\$ 7,500	\$ -	0.0%			-	\$	-
TOTAL REVENUES	\$ 1,653,984	\$ 935,880	56.6%	\$	83,636	841,881	\$	(93,999)
EXPENDITURES								
Administration								
Salaries	\$ 64,538	\$ 25,739	39.9%	\$	12,771	21,675	\$	(4,064)
Benefits	\$ 36,236	\$ 9,797	27.0%			7,982	\$	(1,815)
Purchased Services	\$ 73,444	\$ 52,780	71.9%			46,131	\$	(6,649)
Other	\$ 19,800	\$ 12,443	62.8%			12,199	\$	(244)
Total Administration	\$ 194,018	\$ 100,759	51.9%			87,987	\$	(12,772)
District Support Services								
Salaries	\$ -	\$ -	#DIV/0!			-	\$	-
Benefits	\$ -	\$ -	#DIV/0!			-	\$	-
Purchased Services	\$ -	\$ -	#DIV/0!			-	\$	-
Supplies and Materials	\$ -	\$ -	0.0%			-	\$	-
Capital Expenditures	\$ -	\$ -	0.0%			-	\$	-
Total District Support Services	\$ -	\$ -	#DIV/0!			-	\$	-
Elementary and Secondary Regular Instruction								
Salaries	\$ 247,351	\$ 125,463	50.7%	\$	35,477	102,942	\$	(22,521)
Benefits	\$ 77,446	\$ 37,297	48.2%			29,718	\$	(7,579)
Purchased Services	\$ 27,296	\$ 12,256	44.9%			7,035	\$	(5,221)
Supplies and Materials	\$ 14,000	\$ 7,190	51.4%			7,034	\$	(156)
Capital Expenditures	\$ -	\$ -	0.0%			-	\$	-
Other Expenditures	\$ -	\$ -	0.0%			-	\$	-
Total Elementary and Secondary Regular Instruction	\$ 366,093	\$ 182,206	49.8%			146,729	\$	(35,477) \$
State Special Education								
Salaries	\$ 491,773	\$ 234,330	47.7%	\$	62,485	188,219	\$	(46,111)
Benefits	\$ 167,089	\$ 77,070	46.1%			62,762	\$	(14,308)
Purchased Services	\$ 12,000	\$ 2,004	16.7%			-	\$	(2,004)
Supplies and Materials	\$ 4,320	\$ 62	1.4%			-	\$	(62)
Total State Special Education	\$ 675,182	\$ 313,466	46.4%			250,981	\$	(62,485) \$
Federal Special Education								
Salaries	\$ -	\$ -	0.0%	\$	595	-	\$	-
Benefits	\$ -	\$ -	0.0%			-	\$	-
Purchased Services	\$ 10,000	\$ 1,800	18.0%			1,800	\$	-
Supplies and Materials	\$ 10,000	\$ 6,614	66.1%			6,019	\$	(595)
Total Federal Special Education	\$ 20,000	\$ 8,414	42.1%			7,819	\$	(595)

SCHOOL NAME:

Academic Art High School

Month Ending:

1/31/2019

58%

jan transactions

Dec totals

difference

GENERAL FUND - 01	Approved Budget - Rev Nov18	Year -to-Date Activity	Percent of Budget		Year -to-Date Activity	
REVENUES						
State Revenues						
General Education Aid	\$ 844,109	\$ 654,240	77.5%	\$ 93,507	\$ 560,733	\$ 93,507
Facilities Lease Aid	\$ 149,796	\$ 66,439	44.4%		\$ 66,439	\$ -
Special Education Aid	\$ 628,663	\$ 300,493	47.8%	\$ 11,260	\$ 289,233	\$ 11,260
Other misc - student receipts	\$ -	\$ 1,479		\$ -	\$ 1,479	\$ -
Total State Revenues	\$ 1,622,568	\$ 1,022,651	63.0%		\$ 917,884	\$ 104,767
Federal Revenues						
Title 1	\$ 1,832	\$ -	0.0%		\$ -	\$ -
Title II	\$ 2,084	\$ -			\$ -	\$ -
Fed special Education	\$ 20,000	\$ 17,996	90.0%	\$ -	\$ 17,996	\$ -
Food Service	\$ -	\$ -			\$ -	\$ -
Total Federal Revenues	\$ 23,916	\$ 17,996	75.2%		\$ 17,996	\$ -
Local Revenues						
Student Activity	\$ 5,400	\$ -	0.0%		\$ -	\$ -
Gift	\$ 1,000	\$ -	0.0%		\$ -	\$ -
interest	\$ 100	\$ -			\$ -	\$ -
Miscellaneous (specify and add rows as needed)	\$ 1,000	\$ -	0.0%		\$ -	\$ -
Total Local Revenues	\$ 7,500	\$ -	0.0%		\$ -	\$ -
TOTAL REVENUES	\$ 1,653,984	\$ 1,040,647	62.9%	\$ 104,767	\$ 935,880	\$ 104,767
EXPENDITURES						
Administration						
Salaries	\$ 64,538	\$ 26,901	41.7%	\$ 9,222	\$ 25,739	\$ 1,162
Benefits	\$ 36,236	\$ 9,906	27.3%		\$ 9,797	\$ 109
Purchased Services	\$ 73,444	\$ 60,463	82.3%		\$ 52,780	\$ 7,683
Other	\$ 19,800	\$ 12,712	64.2%		\$ 12,443	\$ 269
Total Administration	\$ 194,018	\$ 109,982	56.7%		\$ 100,759	\$ 9,223
District Support Services						
Salaries	\$ -	\$ -	0.0%		\$ -	\$ -
Benefits	\$ -	\$ -	0.0%		\$ -	\$ -
Purchased Services	\$ -	\$ -	0.0%		\$ -	\$ -
Supplies and Materials	\$ -	\$ -	0.0%		\$ -	\$ -
Capital Expenditures	\$ -	\$ -	0.0%		\$ -	\$ -
Total District Support Services	\$ -	\$ -	0.0%		\$ -	\$ -
Elementary and Secondary Regular Instruction						
Salaries	\$ 247,351	\$ 144,784	58.5%	\$ 29,499	\$ 125,463	\$ 19,321
Benefits	\$ 77,446	\$ 43,965	56.8%		\$ 37,297	\$ 6,668
Purchased Services	\$ 27,296	\$ 15,278	56.0%		\$ 12,256	\$ 3,022
Supplies and Materials	\$ 14,000	\$ 7,678	54.8%		\$ 7,190	\$ 488
Capital Expenditures	\$ -	\$ -	0.0%		\$ -	\$ -
Other Expenditures	\$ -	\$ -	0.0%		\$ -	\$ -
Total Elementary and Secondary Regular Instruction	\$ 366,093	\$ 211,705	57.8%		\$ 182,206	\$ 29,499
State Special Education						
Salaries	\$ 491,773	\$ 276,724	56.3%	\$ 55,592	\$ 234,330	\$ 42,394
Benefits	\$ 167,089	\$ 89,459	53.5%		\$ 77,070	\$ 12,389
Purchased Services	\$ 12,000	\$ 2,811	23.4%		\$ 2,004	\$ 807
Supplies and Materials	\$ 4,320	\$ 62	1.4%		\$ 62	\$ -
Total State Special Education	\$ 675,182	\$ 369,056	54.7%		\$ 313,466	\$ 55,590
Federal Special Education						
Salaries	\$ -	\$ -	0.0%		\$ -	\$ -
Benefits	\$ -	\$ -	0.0%		\$ -	\$ -
Purchased Services	\$ 10,000	\$ 1,800	18.0%		\$ 1,800	\$ -
Supplies and Materials	\$ 10,000	\$ 6,614	66.1%		\$ 6,614	\$ -
Total Federal Special Education	\$ 20,000	\$ 8,414	42.1%		\$ 8,414	\$ -

Title I									
Salaries				0.0%					\$ -
Benefits				0.0%					\$ -
Purchased Services	\$ 1,832	\$ -		0.0%			\$ -		\$ -
Supplies and Materials		\$ -		0.0%			\$ -		\$ -
Title Programs	\$ 1,832	\$ -		0.0%			\$ -		\$ -
Title II									\$ -
Salaries		\$ -		0.0%			\$ -		\$ -
Benefits				0.0%					\$ -
Purchased Services	\$ 2,084			0.0%					\$ -
Supplies and Materials				0.0%					\$ -
Other Federal Programs	\$ 2,084	\$ -		0.0%			\$ -		\$ -
Instructional Support Services									\$ -
Salaries				0.0%					\$ -
Benefits				0.0%					\$ -
Purchased Services	\$ -	\$ 265		#DIV/0!			\$ 265		\$ -
Supplies and Materials				0.0%					\$ -
Total Instructional Support Services	\$ -	\$ 265		#DIV/0!			\$ 265		\$ -
Pupil Support Services					\$ 1,200				\$ -
Salaries	\$ 30,426	\$ 6,201		20.4%			\$ 5,285		\$ 916
Benefits	\$ 10,555	\$ 1,192		11.3%			\$ 907		\$ 285
Purchased Services	\$ 54,390	\$ 31,117		57.2%	\$ 14,042		\$ 17,075		\$ 14,042
Supplies and Materials		\$ 998		0.0%			\$ 998		\$ -
Pupil Support Services	\$ 95,371	\$ 39,508		41.4%			\$ 24,265		\$ 15,243
Sites and Buildings					\$ -				\$ -
Salaries	\$ -	\$ -		0.0%			\$ -		\$ -
Benefits	\$ -	\$ -		0.0%			\$ -		\$ -
Facilities Lease	\$ 219,332	\$ 126,920		57.9%			\$ 126,920		\$ -
Purchased Services (Repairs, maintenance, u	\$ 72,260	\$ 39,225		54.3%			\$ 39,225		\$ -
Supplies and Materials	\$ 2,000	\$ 66		3.3%			\$ 66		\$ -
Capital Expenditures				0.0%					\$ -
Total Sites and Buildings	\$ 293,592	\$ 166,211		56.6%			\$ 166,211		\$ -
Fiscal and Other Fixed Costs									\$ -
Purchased Services	\$ 9,500	\$ 7,633		80.3%			\$ 7,633		\$ -
Interfund Transfer									\$ -
Total Fiscal and Other Fixed Costs	\$ 9,500	\$ 7,633		80.3%			\$ 7,633		\$ -
TOTAL EXPENDITURES	\$ 1,657,672	\$ 912,774		55.1%	\$ 109,555		\$ 803,219		\$ 109,555
GENERAL FUND 01 - NET INCOME	\$ (3,688)	\$ 127,873		-3467.3%	\$ (4,788)		\$ 132,661		\$ (4,788)
FOOD SERVICE FUND - 02	Approved Budget	Year -to-Date Activity			\$ -		Year -to-Date Activity		#VALUE!
REVENUES									\$ -
State Revenues				0.0%					\$ -
Federal Revenues	\$ 8,000	\$ 2,710		33.9%	\$ 732		\$ 1,977		\$ 733
Sale of Lunches and Other Local Revenue									\$ -
Transfer from General Fund									\$ -
TOTAL REVENUES	\$ 8,000	\$ 2,710		33.9%	\$ -		\$ 1,977		\$ 733
EXPENDITURES									\$ -
Salaries	\$ -	\$ -		0.0%			\$ -		\$ -
Benefits	\$ -	\$ -		0.0%			\$ -		\$ -
Purchased Services	\$ -	\$ -		0.0%			\$ -		\$ -
Supplies and Materials	\$ 20,000	\$ 12,955		64.8%	\$ 3,878		\$ 9,077		\$ 3,878
Other	\$ -	\$ -		0.0%			\$ -		\$ -
TOTAL EXPENDITURES	\$ 20,000	\$ 12,955			\$ 3,878		\$ 9,077		\$ 3,878
FOOD SERVICE FUND 02 - NET INCOME	\$ (12,000)	\$ (10,245)			\$ (3,878)		\$ (7,100)		\$ (3,145)
Fund Balance at Beginning of Year	\$ 322,859	\$ 322,859					\$ 322,859		\$ -
Net Income Year to Date	\$ (15,688)	\$ 117,628					\$ 125,561		\$ (7,933)
Ending Fund Balance	\$ 307,171	\$ 440,487					\$ 448,420		\$ (7,933)

SCHOOL NAME:

Academic Arts High School

Month ending

Feb-19

Description	General Fund 01	Food Service Fund 02	Total Funds
ASSETS			
Cash - checking	\$ 300,574	\$ (14,327)	\$ 286,247
Cash - savings	\$ -		\$ -
Investments	\$ -		\$ -
Accounts Receivable - due from MDE	\$ 114,263		\$ 114,263
Accounts Receivable - due from other	\$ 8,808		\$ 8,808
Prepays	\$ -		\$ -
Other (specify and add rows as needed)			
TOTAL ASSETS	\$ 423,645		\$ 423,645
LIABILITIES & FUND BALANCE			
Liabilities			
Accounts Payable	\$ -	\$ -	\$ -
Payroll Liabilities	\$ (125,594)	\$ -	\$ -
Deferred Revenue	\$ -	\$ -	\$ -
Due to Other	\$ -	\$ -	\$ -
Short Term Debt	\$ -	\$ -	\$ -
Total Liabilities	\$ -	\$ -	\$ -
Fund Balance		\$ -	
Unassigned Fund Balance - Previous YE	\$ 322,859	\$ -	\$ 322,859
Net Income/(Loss) - Current YTD	\$ 217,255	\$ (14,327)	\$ 202,928
Total Fund Balance	\$ 540,114	\$ (14,327)	\$ 525,787
TOTAL LIABILITIES & FUND BALANCE			\$ 525,787

Financials are unaudited and should be used for management purposes only.

SCHOOL NAME: Academic Art High School
 Month Ending: 2/28/2019 67% Feb Transactions

GENERAL FUND - 01	Approved Budget - Rev Nov18	Year -to-Date Activity	Percent of Budget	
REVENUES				
State Revenues				
General Education Aid	\$ 844,109	\$ 708,309	83.9%	\$ 54,069
Facilities Lease Aid	\$ 149,796	\$ 67,707	45.2%	\$ 1,269
Special Education Aid	\$ 628,663	\$ 478,910	76.2%	\$ 178,417
Other misc - student receipts	\$ -	\$ 2,427		\$ 948
Total State Revenues	\$ 1,622,568	\$ 1,257,353	77.5%	
Federal Revenues				
Title 1	\$ 1,832	\$ -	0.0%	
Title II	\$ 2,084	\$ -		
Fed special Education	\$ 20,000	\$ 26,882	134.4%	\$ 8,886
Food Service	\$ -	\$ -		
Total Federal Revenues	\$ 23,916	\$ 26,882	112.4%	
Local Revenues				
Student Activity	\$ 5,400	\$ -	0.0%	
Gift	\$ 1,000	\$ -	0.0%	\$ -
interest	\$ 100	\$ -		
Miscellaneous (specify and add rows as needed)	\$ 1,000	\$ -	0.0%	
Total Local Revenues	\$ 7,500	\$ -	0.0%	
TOTAL REVENUES	\$ 1,653,984	\$ 1,284,235	77.6%	\$ 243,589
EXPENDITURES				
Administration				
Salaries	\$ 64,538	\$ 35,684	55.3%	\$ 8,783
Benefits	\$ 36,236	\$ 11,519	31.8%	\$ 1,683
Purchased Services	\$ 73,444	\$ 70,336	95.8%	\$ 9,873
Other	\$ 19,800	\$ 12,883	65.1%	\$ 171
Total Administration	\$ 194,018	\$ 130,422	67.2%	
District Support Services				
Salaries	\$ -	\$ -	0.0%	
Benefits	\$ -	\$ -	0.0%	
Purchased Services	\$ -	\$ -	0.0%	
Supplies and Materials	\$ -	\$ -	0.0%	
Capital Expenditures	\$ -	\$ -	0.0%	
Total District Support Services	\$ -	\$ -	0.0%	
Elementary and Secondary Regular Instruction				
Salaries	\$ 247,351	\$ 164,105	66.3%	\$ 19,321
Benefits	\$ 77,446	\$ 50,597	65.3%	\$ 6,631
Purchased Services	\$ 27,296	\$ 16,528	60.6%	\$ 1,250
Supplies and Materials	\$ 14,000	\$ 8,372	59.8%	\$ 694
Capital Expenditures	\$ -	\$ -	0.0%	
Other Expenditures	\$ -	\$ -	0.0%	
Total Elementary and Secondary Regular Instruction	\$ 366,093	\$ 239,602	65.4%	
State Special Education				
Salaries	\$ 491,773	\$ 328,663	66.8%	\$ 51,939
Benefits	\$ 167,089	\$ 104,020	62.3%	\$ 14,561
Purchased Services	\$ 12,000	\$ 3,114	26.0%	\$ 303
Supplies and Materials	\$ 4,320	\$ 62	1.4%	
Total State Special Education	\$ 675,182	\$ 435,859	64.6%	
Federal Special Education				
Salaries	\$ -	\$ -	0.0%	\$ -
Benefits	\$ -	\$ -	0.0%	
Purchased Services	\$ 10,000	\$ 1,800	18.0%	
Supplies and Materials	\$ 10,000	\$ 6,614	66.1%	
Total Federal Special Education	\$ 20,000	\$ 8,414	42.1%	

Title I					
Salaries				0.0%	
Benefits				0.0%	
Purchased Services	\$ 1,832	\$ -		0.0%	
Supplies and Materials		\$ -		0.0%	
Title Programs	\$ 1,832	\$ -		0.0%	
Title II					
Salaries		\$ -		0.0%	
Benefits				0.0%	
Purchased Services	\$ 2,084	\$ 2,834		0.0%	\$ 2,834
Supplies and Materials				0.0%	
Other Federal Programs	\$ 2,084	\$ 2,834		0.0%	
Instructional Support Services					
Salaries				0.0%	
Benefits				0.0%	
Purchased Services	\$ -	\$ 265		#DIV/0!	
Supplies and Materials				0.0%	
Total Instructional Support Services	\$ -	\$ 265		#DIV/0!	
Pupil Support Services					
Salaries	\$ 30,426	\$ 7,117		23.4%	\$ 916
Benefits	\$ 10,555	\$ 1,473		14.0%	\$ 282
Purchased Services	\$ 54,390	\$ 41,705		76.7%	\$ 10,549
Supplies and Materials		\$ 1,156		0.0%	\$ 158
Pupil Support Services	\$ 95,371	\$ 51,451		53.9%	
Sites and Buildings					\$ -
Salaries	\$ -	\$ -		0.0%	
Benefits	\$ -	\$ -		0.0%	
Facilities Lease	\$ 219,332	\$ 145,235		66.2%	\$ 18,315
Purchased Services (Repairs, maintenance, u	\$ 72,260	\$ 44,840		62.1%	\$ 5,605
Supplies and Materials	\$ 2,000	\$ 66		3.3%	
Capital Expenditures				0.0%	
Total Sites and Buildings	\$ 293,592	\$ 190,141		64.8%	
Fiscal and Other Fixed Costs					
Purchased Services	\$ 9,500	\$ 7,633		80.3%	
Interfund Transfer					
Total Fiscal and Other Fixed Costs	\$ 9,500	\$ 7,633		80.3%	
TOTAL EXPENDITURES	\$ 1,657,672	\$ 1,066,621		64.3%	\$ 153,867
GENERAL FUND 01 - NET INCOME	\$ (3,688)	\$ 217,614		-5900.6%	\$ 89,722
FOOD SERVICE FUND - 02	Approved Budget	Year -to-Date Activity			\$ -
REVENUES					
State Revenues				0.0%	
Federal Revenues	\$ 8,000	\$ 2,710		33.9%	\$ -
Sale of Lunches and Other Local Revenue					
Transfer from General Fund					
TOTAL REVENUES	\$ 8,000	\$ 2,710		33.9%	\$ -
EXPENDITURES					
Salaries	\$ -	\$ -		0.0%	
Benefits	\$ -	\$ -		0.0%	
Purchased Services	\$ -	\$ -		0.0%	
Supplies and Materials	\$ 20,000	\$ 17,037		85.2%	\$ 4,082
Other	\$ -	\$ -		0.0%	
TOTAL EXPENDITURES	\$ 20,000	\$ 17,037			\$ 4,082
FOOD SERVICE FUND 02 - NET INCOME	\$ (12,000)	\$ (14,327)			\$ (4,082)
Fund Balance at Beginning of Year	\$ 322,859	\$ 322,859			
Net Income Year to Date	\$ (15,688)	\$ 203,287			
Ending Fund Balance	\$ 307,171	\$ 526,146			

Financials are unaudited and should be used for management purposes only.

Jan

Year -to-Date Activity	
\$ 654,240	\$ (54,069)
\$ 66,439	\$ (1,268)
\$ 300,493	\$ (178,417)
\$ 1,479	\$ (948)
\$ 1,022,651	\$ (234,702)
	\$ -
	\$ -
\$ -	\$ -
\$ -	\$ -
\$ 17,996	\$ (8,886)
\$ -	\$ -
\$ -	\$ -
\$ 17,996	\$ (8,886)
	\$ -
	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ 1,040,647	\$ (243,588)
	\$ -
	\$ -
	\$ -
\$ 26,901	\$ (8,783)
\$ 9,906	\$ (1,613)
\$ 60,463	\$ (9,873)
\$ 12,712	\$ (171)
\$ 109,982	\$ (20,440)
	\$ -
	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ 144,784	\$ (19,321)
\$ 43,965	\$ (6,632)
\$ 15,278	\$ (1,250)
\$ 7,678	\$ (694)
\$ -	\$ -
\$ -	\$ -
\$ 211,705	\$ (27,897)
	\$ -
	\$ -
\$ 276,724	\$ (51,939)
\$ 89,459	\$ (14,561)
\$ 2,811	\$ (303)
\$ 62	\$ -
\$ 369,056	\$ (66,803)
	\$ -
	\$ -
\$ -	\$ -
\$ -	\$ -
\$ 1,800	\$ -
\$ 6,614	\$ -
\$ 8,414	\$ -
	\$ -

Financials are unaudited and should be used for management purposes only.

Academic Arts
Disbursement Listing
Ending February 2019

page 7

Check #	Type	Date	Vendor	Amount	Description	Category
6193	CH	2/6/2019 00:00:00	CKC Good Food	\$ 2,361.80	ckc good food	Food Service
6194	CH	2/6/2019 00:00:00	DEAN WALCZAK	\$ 2,975.00	Jan 2019 Fin mgmt	admin - purchased services
6195	CH	2/6/2019 00:00:00	DESIGNS FOR LEARNING	\$ 302.50	speech	Sped - purchased services
6196	CH	2/6/2019 00:00:00	Taxi Services	\$ 5,670.00	transport	Sped - purchased services
6197			void - walmart \$37.35- wrong period			
6198			void - ymca \$38 - wrong period			
6199	CH	2/6/2019 00:00:00	Abdo Eick and Meyers	\$ 2,500.00	Audit services	admin - purchased services
6200	CH	2/6/2019 00:00:00	Century Link	\$ 628.91	phone	Admin-purchased services
6201	CH	2/6/2019 00:00:00	CKC Good Food	\$ 674.80	school supplies	Food Service
6202	CH	2/6/2019 00:00:00	Comcast	\$ 321.80	internet	Gen Ed - Purchased services
6203	CH	2/6/2019 00:00:00	Hennepin Healthcare	\$ 448.00	MVNA nursing	Gen Ed - Purchased services
6204	CH	2/6/2019 00:00:00	Teachers on Call	\$ 221.00	substitute	Gen Ed - Purchased services
6205	CH	2/6/2019 00:00:00	US Bancorp Equipment Finance	\$ 198.78	copier	admin - purchased services
6206	CH	2/13/2019 00:00:00	Southview Office CenterLLC	\$ 23,919.89	lease	Facilities
6207	CH	2/13/2019 00:00:00	Booth Law Group	\$ 24.00	general matters	admin - purchased services
6208	CH	2/13/2019 00:00:00	CKC Good Food	\$ 31.00	lunch	Food Service
6209	CH	2/13/2019 00:00:00	cmERDC	\$ 562.50	accounting	admin - purchased services
6210	CH	2/13/2019 00:00:00	Metro Sales	\$ 164.96	lease	admin - purchased services
6211	CH	2/13/2019 00:00:00	QUILL CORPORATION	\$ 237.42	paper	admin - supplies
6212	CH	2/13/2019 00:00:00	Scott's Home Delivery	\$ 188.50	milk	Food Service
6213	CH	2/13/2019 00:00:00	Taxi Servcies	\$ 3,213.00	taxi services	State Sped - purchased services
6214	CH	2/13/2019 00:00:00	Teachers on Call	\$ 221.00	substitute	Gen Ed - Purchased services
2062019	WX	2/28/2019 00:00:00	OMC Smokehouse	\$ 148.90	Student food	Gen Ed - Supplies
2082019	WX	2/28/2019 00:00:00	Tobies	\$ 42.80	sped van	sped - Transportation
2112019	WX	2/28/2019 00:00:00	Ford	\$ 1,192.80	sped van	sped - Transportation
2122019	WX	2/28/2019 00:00:00	HyVee	\$ 14.98	Social Studies Supplies	Gen Ed - Supplies
2152019	WX	2/28/2019 00:00:00	EDVISIONS COOPERATIVE	\$ 106,135.36	payroll feb 2019	Payroll
2212019	WX	2/28/2019 00:00:00	UNITED STATES POSTAL SERVICE	\$ 493.50	postage	admin - purchased services
2232019	WX	2/28/2019 00:00:00	Amazon	\$ 109.99	Supplies	Gen Ed - Supplies
2282019	WX	2/28/2019 00:00:00	Old National Bank	\$ 27.34	bank fee	admin - purchased services
13120193	WX	2/28/2019 00:00:00	Indeed	\$ 251.74	ads	admin - purchased services
20191683	CH	2/28/2019 00:00:00	Holiday Gas Station	\$ 114.99	sped van - gas	sped - Transportation
20191686	CH	2/28/2019 00:00:00	HOLIDAY INN	\$ 628.62	MAAP conference	Gen Ed - Purchased services
20191687	CH	2/28/2019 00:00:00	MAAP	\$ 2,205.00	MAAP conference	Gen Ed - Purchased services
20191688	CH	2/28/2019 00:00:00	CKC Good Food	\$ 826.30	Food	Food Service
20420196	WX	2/28/2019 00:00:00	YMCA Greater St. Paul	\$ 38.00	Student membership	Gen Ed- Purchased services
20820192	WX	2/28/2019 00:00:00	Ford	\$ 472.91	sped van rental	sped - Transportation
21520196	WX	2/28/2019 00:00:00	Walmart	\$ 107.54	Gym Equipment	Gen Ed - supplies
22120192	WX	2/28/2019 00:00:00	Vistaprint	\$ 171.38	office supplies	admin - supplies
22520193	WX	2/28/2019 00:00:00	facebook	\$ 26.20	ads	admin - purchased services
22520194	WX	2/28/2019 00:00:00	CUB FOODS	\$ 11.85	Food + supplies	Gen Ed - supplies
22520195	WX	2/28/2019 00:00:00	Costco	\$ 58.09	Food + supplies	Gen Ed - supplies
22820193	WX	2/28/2019 00:00:00	Amazon	\$ 4.99	Curriculum	Gen Ed - Supplies

Academic Performance as of Mar 2019

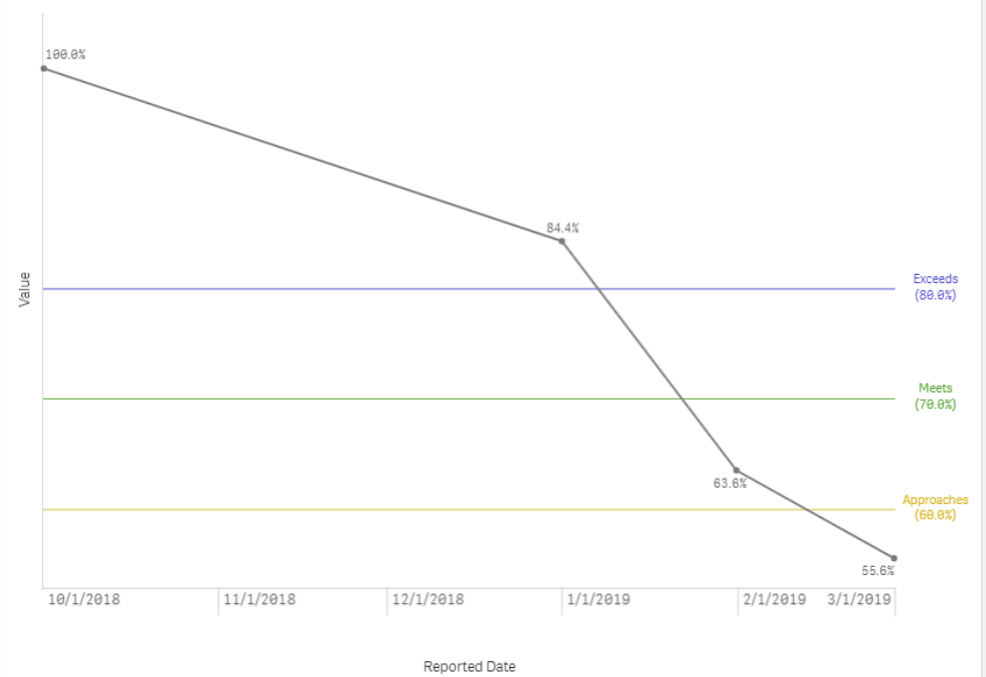
Indicator <input type="text"/>	Measure <input type="text"/>	Values				Last Reported
		Value	Points Earned	Points Possible	Total Points	
Overall Performance		47.0%	23.5	50	100	Mar 2019
+ 1: Mission Related Outcomes		50.0%	1.5	3	6	Oct 2018
+ 2: English Language Learners		Not Applicable	0	0	0	-
+ 3: Reading Growth		66.7%	10	15	15	Feb 2019
+ 4: Math Growth		Not Applicable	0	0	15	Feb 2019
+ 5: Reading Proficiency		100.0%	5	5	5	Sep 2018
+ 6: Math Proficiency		50.0%	2.5	5	5	Sep 2018
+ 7: Science Proficiency and Growth		0.0%	0	10	10	Feb 2019
+ 8: Other Proficiency or Growth		50.0%	3	6	16	Mar 2019
+ 9: Post-Secondary Readiness		Not Applicable	0	0	22	-
+ 10: Attendance		25.0%	1.5	6	6	Feb 2019

8.2 Presentation Quality (3 points possible)

From FY19 to FY21 (through December 2020), the aggregate percentage of presentations produced by students enrolled in any class that earn a score of 80% or higher as measured by a presentation rubric (to be provided to ACNW) will be at least 70.0%.

No Baseline Exists	Current Value: Meets 73.1%	Next Milestone: Exceeds +6.9 Points
--------------------	---	--

Trending



FY19-FY21 Contract by Fiscal Year				
Fiscal Year	Q	Number of student-produced presentations earning at least 80%	Total number of student-produced presentations	Percentage of student-produced presentations earning at least 80%
Totals		57	78	73.1%
2019		57	78	73.1%

[Detail \(expand to view\)](#)

FIRST READING – POLICY 4.1 THROUGH 4.3

4.1 Work Rules and Standards

The work rules and standards of conduct for EdVisions Cooperative/Academic Arts High School are important, and the Cooperative regards them seriously. All members are urged to become familiar with these rules and standards. In addition, members are expected to follow the rules and standards faithfully in doing their own jobs and conducting the School's business. Please note that any member who deviates from these rules and standards will be subject to corrective action, up to and including termination of employment (see Section 3.13, Corrective Action).

While not intended to list all the forms of behavior that are considered unacceptable in the workplace, the following are examples of rule infractions or misconduct that may result in disciplinary action, including termination of employment.

- Theft or inappropriate removal or possession of property;
- Falsification of timekeeping records (See Section 5.2, Timekeeping);
- Working under the influence of alcohol or illegal drugs (See Section 4.7, Substance Abuse);
- Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace (See Section 4.7, Substance Abuse);
- Fighting or threatening violence in the workplace;
- Boisterous or disruptive activity in the workplace;
- Negligence or improper conduct leading to damage of Cooperative-owned or customer-owned property;
- Insubordination or other disrespectful conduct;
- Violation of safety or health rules;
- Smoking in the workplace;
- Sexual or other unlawful or unwelcome harassment (See Section 4.4, Harassment, Including Sexual Harassment);
- Excessive absenteeism or any absence without notice (See also, Section 4.2 Attendance/Punctuality and 4.3, Absence without Notice);
- Unauthorized use of telephones, or other School-owned equipment (See Section 4.5, Telephone Use);
- Using school equipment for purposes other than business (i.e. playing games on computers or personal Internet usage);
- Unauthorized disclosure of student records or confidential information;
- Violation of personnel policies; and
- Unsatisfactory performance or conduct.

4.2 ATTENDANCE/PUNCTUALITY

Academic Arts High School expects that every member will be regular and punctual in attendance. This means being in the school, ready to work, at their starting time each day. Absenteeism and tardiness places a burden on other members and on the School.

If you are unable to report for work for any reason, notify a direct supervisor or office manager via telephone and email and other team members before regular starting time. You are responsible for speaking directly with a direct supervisor or office manager regarding your absence. It is not acceptable to leave a message on a voice mail, except in extreme emergencies. In the case of leaving a voice-mail message, a follow-up call must be made later that day.

Should undue tardiness become apparent, disciplinary action may be required.

4.3 ABSENCE WITHOUT NOTICE

When you are unable to work owing to illness or an accident, please notify a direct supervisor or office manager. This will allow the school to arrange for temporary coverage of your duties, and helps other members to continue work in your absence. If you do not report for work and the school is not notified of your status, it will be assumed after two consecutive days of absence that you have resigned, and you will be removed from the payroll.

If you become ill while at work or must leave the office for some other reason before the end of the workday, be sure to inform another member of the Teacher Professional Partnership of the situation.

First Reading: 03/19/2019

SSECOND READING-POLICIES 3.21-3.26

3.21 CRIMINAL BACKGROUND CHECK

A criminal background check will be conducted on all school ~~members~~staff members and independent contractors working on the premises. Volunteers may also be required to complete a background check depending on frequency, student contact and/or duties. Employees ~~will~~may be required to pay this cost.

3.22 PARKING

~~Staff m~~Members must park their cars in areas designated and provided by the School.

3.23 VISITORS IN THE WORKPLACE

To provide for the safety and security of staff members, visitors, and the facilities, only authorized visitors are allowed in the school/workplace and will be required to sign in. Restricting unauthorized visitors helps ensure security, decreases insurance liability, protects confidential information, safeguards ~~member~~staff welfare, and avoids potential distractions and disturbances.

All visitors must enter through the main reception area. Authorized visitors will be escorted to their destination and should be accompanied by a staff member at all times. Confidential information should not be in the viewing area of the visitor. All staff are empowered to inquire about the status of a visitor if unsure whether the visitor is authorized. All staff are responsible to take notice and acknowledge the presence of a visitor.

3.24 SUPPLIES; EXPENDITURES; OBLIGATING THE COOPERATIVE

Each staff member is responsible for knowing the amount allocated in the general budget and grants to their area of duties, specifically related to purchasing. Purchases must pertain to the purchaser's area of expertise and budget, and all purchases ~~over \$150.00~~ must be approved by the financial committee. Staff may not purchase beyond the amount allocated for their area and any expense made beyond this limit does not bind EdVisions Cooperative or Academic Arts High School to cover the purchase.

3.25 EXPENSE REIMBURSEMENTS AND STIPENDS

~~All reimbursement requests and stipends must be approved by the financial committee prior to reimbursement or payment.~~
RESCINDED.

3.26 WHISTLEBLOWER

A whistleblower as defined by this policy is an employee of EdVisions Cooperative who reports an activity that ~~he/she~~they considers to be illegal or dishonest to one or more of the parties specified in this Policy. The whistleblower is not responsible for investigating the activity or for determining fault or corrective measures; appropriate management officials are charged with these responsibilities.

Examples of illegal or dishonest activities are violations of federal, state or local laws; billing for services not performed or for goods not delivered; and other fraudulent financial reporting.

If an employee has knowledge of or a concern of illegal or dishonest fraudulent activity, the employee is to contact his/her immediate supervisor at their site or to the EdVisions Cooperative's Administrator if complaint is not resolved. The ~~employee-staff member~~ must exercise sound judgment to avoid baseless allegations. An employee who intentionally files a false report of wrongdoing will be subject to discipline up to and including termination.

Whistleblower protections are provided in two important areas -- confidentiality and against retaliation. Insofar as possible, the confidentiality of the whistleblower will be maintained. However, identity may have to be disclosed to conduct a thorough investigation, to comply with the law and to provide accused individuals their legal rights of defense. The ~~Company-School~~ will not retaliate against a whistleblower. This includes, but is not limited to, protection from retaliation in the form of an adverse employment action such as termination, compensation decreases, or poor work assignments and threats of physical harm. Any whistleblower who believes ~~he/she is~~they are being retaliated against must contact their immediate supervisor or the EdVisions Cooperative's Administrator immediately. The right of a whistleblower for protection against retaliation does not include immunity for any personal wrongdoing that is alleged and investigated.

All reports of illegal and dishonest activities will be promptly submitted to the school site's director or school board who is responsible for investigating and coordinating corrective action.

~~Employees-Staff members~~ with any questions regarding this policy should contact the EdVisions Cooperative's Administrator.

First Reading: 02/19/2019

Second Reading: 03/19/2019

3.16-3.20 (~~SECOND-THIRD~~ READING)

3.16 SAFETY

EdVisions Cooperative provides information to the schools/staff members about workplace safety and health issues through regular internal communication such as:

- Training sessions
- Team meetings
- Bulletin board postings
- Memorandums
- Other written communications

Each staff member is expected to obey safety rules and exercise caution and common sense in all work activities. ~~Members-Staff members~~ must immediately report any unsafe conditions to ~~their~~ Teacher Professional Partnership TPS committee member. ~~Members-Staff members~~ who violate safety standards, cause hazardous or dangerous situations, or fail to report, or where appropriate, remedy such situations, may be subject to disciplinary action including termination of employment.

In the case of an accident that results in injury, regardless of how insignificant the injury may appear, ~~members-staff members~~ should notify the ~~Teacher Professional Partnership~~Personnel Committee.

*First Reading: 01/15/2019
Second Reading: 02/19/2019
Third Reading: 03/19~~5~~/2019*

3.17 HEALTH-RELATED ISSUES

~~Members~~Staff members, who become aware of any health-related issue, including pregnancy, should give notice to the ~~Office-Administrative~~ Manager of health conditions and/or restrictions. This policy has been instituted strictly to protect the staff member.

A written “permission to work” from the staff member’s doctor may be required at the time or shortly after notice has been given ~~and in some cases~~and, in some cases, may be required before returning to work if the absence is more than 3 days. The doctor’s note should specify whether the staff member is able to perform regular duties as outlined in ~~his/her~~their job description.

A leave of absence may be granted on a case-by-case basis. If the need arises for a leave of absence, staff members should notify the ~~Teacher Professional Partnership~~Personnel Committee.

*First Reading: 01/15/2019
Second Reading: 02/19/2019
Third Reading: 03/19~~5~~/2019*

3.18 BUILDING SECURITY

All staff members who are issued keys to the schools are responsible for their safekeeping. The last staff member, or a designated staff member, who leaves the school at the end of the business day assumes the responsibility to ensure that all doors are securely locked, ~~the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting,~~ and all appliances and lights are turned off with exception of the lights normally left on for security purposes.

*First Reading: 01/15/2019
Second Reading: 02/19/2019
Third Reading: 03/19~~5~~/2019*

3.19 INSURANCE ON PERSONAL EFFECTS

All staff members should be sure that their own personal insurance policies cover the loss of anything occasionally left at or missing from the school or school property. EdVisions Cooperative/Academic Arts High School assumes no risk for any loss or damage to personal property.

*First Reading: 01/15/2019
Second Reading: 02/19/2019
Third Reading: 03/19~~5~~/2019*

3.20 IMMIGRATION LAW COMPLIANCE

EdVisions Cooperative employs only United States citizens and those non-U.S. citizens authorized to work in the United States in compliance with the Immigration Reform and Control Act of 1986.

Each new staff member, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. Former staff members who are rehired must also complete the form.

*First Reading: 01/15/2019
Second Reading: 02/19/2019
Third Reading: 03/19~~5~~/2019*

SECOND-THIRD READING (TPS REVISIONS) – POLICY 3.3 and 3.4

3.3 NEW STAFF MEMBER ORIENTATION

Orientation is a welcoming process that is designed to make the new staff member feel comfortable, informed about the Cooperative and School, and prepared for their position. New staff member orientation is conducted by the TPS Committee, and includes an overview of the Cooperative and School history, an explanation of the Cooperative core values, vision, and mission, goals and objectives as well as School policies and procedures. In addition, the new staff member will be given an overview of benefits, tax, and legal issues, and complete any necessary paperwork provided.

Staff mMembers are presented with all codes, keys, and procedures needed to navigate within the workplace. The TPS Committee will introduce the new staff member to staff at Academic Arts High School, review their job description and scope of position, explain the Cooperative's evaluation procedures, and help the new staff member get started on specific functions. The new staff member will be able to learn about all aspects of Academic Arts High School by asking questions of tasks directly to the staff member responsible for that task.

3.4 INTRODUCTORY PERIOD

The introductory period for regular full-time and regular part-time staff members lasts up to 12 months from date of hire or the date of new position. During this time, staff members have the opportunity to evaluate our Cooperative model, school and position and management has its first opportunity to evaluate the staff member. During this introductory period, both the staff member and the TPS Committee have the right to terminate employment without advance notice. Each staff member participates in a yearly review at the end of each school year. The status of introductory staff members will be addressed at this time. All staff members, regardless of classification or length of service, are expected to meet and maintain Cooperative standards for job performance and behavior (See Section 4, Standards of Conduct). Staff mMembers and the TPS Committee will follow the notice requirements in Sec. 3.14 Employment Termination. Completion of the Introductory Period does not change employment status nor is it a promise or contract of continued employment.

Second Reading: 02/18/2019

Third Reading: 03/19/2019

Note: I am aware the formatting needs to be fixed. -EGH 03/17/2019

Formatted: Left

3.11 Professional Growth and Evaluation System

The AAHS TPS Staff Evaluation Plan is built upon three foundations: practice and feedback, student engagement, and student growth culminating in an individually presented portfolio. The system meets all requirements of Mn State Statute 122A.41 Subd. 5. Where appropriate - the statute section is referenced in *italics*.

(2) must establish a three-year professional review cycle for each teacher that includes an individual growth and development plan, a peer review process, and at least one summative evaluation performed by a qualified and trained evaluator such as a school administrator.

The AAHS system exceeds this requirement as each TPS staff member completes a full cycle of activities each year. AAHS professional development activities and Professional Learning Community topics are based on needs established through the system.

(4) must coordinate staff development activities under sections [122A.60](#) and [122A.61](#) with this evaluation process and teachers' evaluation outcomes; (6) may include job-embedded learning opportunities such as professional learning communities.

Individual Growth Plan:

All TPS members will complete the individual growth plan (IGP) in the fall and present to evaluator for feedback and to the TPS in final form. Individual commits to following through on all aspects of the IGP; and will meet with the evaluator to finalize and present a summary of growth at year end to TPS.

Observation and Evaluation Meeting:

The individual is observed and evaluated twice a year using the adapted Danielson rubric. A qualified evaluator will observe and evaluate each TPS staff year and will conduct walkthroughs to gather ongoing data on the domains of planning, environment and instruction. After each observation, the evaluator gives feedback in the form of noticing's and wondering's. After the second observation, the evaluator and staff member meet to collaborate and determine rubric scores. The goal is to come to consensus. If the two do not come to consensus, it is appropriate for each to put a different score. Staff members will use this data as portfolio evidence in their self-assessment.

(3) must be based on professional teaching standards established in rule.

(11) must require qualified and trained evaluators such as school administrators to perform summative evaluations and ensure school districts and charter schools provide for effective evaluator training specific to teacher development and evaluation;

** In replacement of the observations, the behavior lead and administrative manager will complete self-evaluations co-created with the evaluator.

Peer Observation Cycle Completion:

Individuals will complete one peer observation of another TPS staff member; and also, has a peer

observe his/her practice. Peer observers use a learning walk protocol where staff members will identify their own area of practice to be observed by the peer observer. The peer observer will use a protocol to provide feedback to the individual.

(5) may provide time during the school day and school year for peer coaching and teacher collaboration.

****** In replacement of the peer observations, elected TPS staff members will complete peer surveys for the behavior lead and administrative manager based on their job descriptions.

Student Engagement:

Staff members will provide evidence of student engagement.

(10) must use longitudinal data on student engagement and connection and other student outcome measures explicitly aligned with the elements of curriculum for which teachers are responsible, including academic literacy, oral academic language, and achievement of English learners;

Student Achievement or Growth:

As required by statute, 35 percent of the formal evaluation rating will focus on student learning and achievement, referred to as "student growth." Student growth is measured by Northwest Evaluation Association Measures of Academic Progress (NWEA MAP). Since all teachers contribute to improving reading instruction, the selected growth goal for all students will be: "50% of all AAHS students will meet their expected growth target as measured by fall to spring administration of the NWEA MAP in reading."

(9) must use data from valid and reliable assessments aligned to state and local academic standards and must use state and local measures of student growth and literacy that may include value-added models or student learning goals to determine 35 percent of teacher evaluation results.

Portfolio Presentation:

The staff member presents an end of year portfolio to TPS. It represents a summary of their own performance for the year, including highlights such as Peer and Evaluator Observations, Self Evaluation, Peer Student Engagement, Peer Surveys and the Individual Growth Plan. It culminates with the individual describing goals for next year.

(8) must include an option for teachers to develop and present a portfolio demonstrating evidence of reflection and professional growth, consistent with section 122A.18, subdivision 4, paragraph (b), and include teachers' own performance assessment based on student work samples and examples of teachers' work, which may include video among other activities for the summative evaluation;

TPS staff Improvement Plans and Consequences:

If any of the three following conditions exist, an Improvement Plan (IP) is required:

1. A staff member does not adequately participate in their evaluation process (as determined by

- feedback from peers, observers or the trained evaluator).
2. A staff member does not complete any of the required elements of the TPS Staff Evaluation System.
 3. A staff member is rated "Developing" in 4 of the 7 rubric areas observation evaluation rubric by the trained evaluator.

The purpose of the IP is to serve as a notice to the staff member that they must be able to demonstrate progress in the area(s) of concern within a reasonable timeframe agreed upon by the Evaluation Task Force. The IP will include very specific goals and action steps that the individual plans to take, as well as supports that the school will either provide or connect the staff member to. Progress will be evaluated by TPS and the trained evaluator. If TPS determines that inadequate progress has been made:

- The individual will be notified by Human Resources that the school is searching for candidates to fill their position. In this case, the staff member is expected to continue to perform the duties of their job and continue to strive to achieve the goals of the IP. If the individual does make satisfactory progress toward the goals of the IP during the time that the school is searching for a replacement, the administration will consider not replacing that individual.

Or

- The staff member will be notified by Human Resources that their contract is terminated.

(12) must give teachers not meeting professional teaching standards under clauses (3) through (11) support to improve through a teacher improvement process that includes established goals and timelines; and

(13) must discipline a teacher for not making adequate progress in the teacher improvement process under clause (12) that may include a last chance warning, termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or other discipline a school administrator determines is appropriate.

Yearly Review:

Each staff member has a Yearly Review meeting at the end of each school year. This involves staff, parent, and student evaluations, the completed Professional Development Plan, and a discussion of any outstanding work or corrective action that occurred throughout the year.

Compensation Review:

When all Yearly Reviews have taken place, the full staff will complete a compensation review together in which changes in salary will be discussed. The outcome of the Yearly Review and the status of the school budget will play major roles in the salary discussions.

SECOND READING – BYLAWS VIII-X

ARTICLE VIII DISTRIBUTION OF THE ASSETS

Section 1. Right to Cease Operations and Distribute Assets: By a two-thirds (2/3) vote of all Members, the Board may resolve that AAHS cease operations and voluntarily dissolve. Such resolution shall set forth the proposed dissolution and direct designated Officers of the Board to perform all acts necessary to effect a dissolution. Written notice as required by these Bylaws shall be given to all voting members stating that the purpose of the meeting shall be to vote upon the dissolution of the School. A resolution to dissolve the School shall be approved only upon the affirmative vote of a two-thirds (2/3) of a quorum of voting members of the Board taken at a meeting during which the resolution is brought before the voting members. If such cessation and distribution is called for, the Board shall set a date for the commencement of the distribution.

ARTICLE IX INDEMNIFICATION

Section 1. AAHS shall indemnify and hold harmless any Board Member, Officer, or employee from any suit, damage, claim, judgement or liability arising out of, or asserted to arise out of conduct of persons in their capacity as a Board Member, Officer, or employee, except in cases involving willful misconduct. Indemnification provided under this section shall comply with and follow the requirements as provided by Minnesota Statute, Section 317A.521.

ARTICLE X AMENDMENTS

Subject to the right of voting members to adopt, amend, and repeal these Bylaws as set forth in Minnesota Statutes, Section 317A.181, Subd. 2(b), the power to adopt, amend or repeal the Bylaws is vested in the Board.

First Reading: 02/19/2019

Second Reading: 03/19/2019



Comprehensive Needs Assessment Summary Report Overview

Introduction and Purpose

Under Every Student Succeeds Act (ESSA), the district or charter is responsible for leading and supporting a comprehensive needs assessment (CNA) process for schools identified for comprehensive or targeted support and improvement (CSI or TSI). The CNA Summary Report provides a template to capture all of the minimum requirements related to CNAs under ESSA.

A CNA is required for *each school* identified for support and improvement.

- **Schools identified for *Comprehensive Support and Improvement* are required to submit a CNA Summary Report to the Minnesota Department of Education (MDE)** (submit PDF to MDE.schoolsupport@state.mn.us) **no later than March 1, 2019**. Your Regional Center of Excellence team member should be copied on this submission. Prior to submission, CNA Summary Reports must have been reviewed and approved by the district or charter. Note: if the district or charter has a CNA template they would prefer to use, they may do so provided the local template meets all of the state plan requirements as determined by a Regional Center Director or the Director of School Support at MDE.
- **Schools identified for *Targeted Support and Improvement* are *not* required to submit a CNA Summary Report to MDE.** The district or charter has the sole oversight role for school improvement activities under Minnesota's ESSA plan. The state may conduct periodic audits of district and charter TSI activities including the CNA process. Use of this CNA Summary Report is encouraged but not required.

Districts, charters and schools are encouraged to engage in a robust comprehensive needs assessment as a critical first step in supporting school improvement. By reviewing and analyzing multiple evidence and data sets in relation to each other (demographic, perception, student learning, school process, and fidelity), a school system can better understand what is working and what is not working, including what factors or root-causes are at play

that lead to those results. Schools must disaggregate the data by ethnicity and special student populations and examine for gaps and inequities in student achievement/outcomes. When done well, a CNA allows for the evaluation of past and prediction of new or modified strategies, processes, and programs that best meet the learning needs of all students.

Outcomes

Following the CNA process with fidelity will help a school system to evaluate past strategies, practices, and programs, and predict what new strategies, practices, and programs will best meet the learning needs of all students.

The ultimate outcome is the school and district/charter teams use data-based decision making, research, and multiple stakeholder voices to identify the right focus (also known as an evidence-based practice, program or strategy) for their school improvement plan.

Preparation and Materials

In advance, a full review of the process, protocols, and supporting documents is important. This includes:

- “Five Categories of Evidence/Data” presentation resource
- “Data Source Inventory” document resource
- “Planning Your Needs Assessment” document resource
- “Designing Your Needs Assessment” document resource
- Data analysis protocols, such as:
 - ORID (Objective, Reflective, Interpretive, Decisional)
 - DIE Method (Describe, Interpret, Evaluate)
 - Independent Review to Large Group Consensus
- “An Introduction to Root Cause Analysis” document resource
- Root-Cause Protocols
 - Hypothesis Setting
 - Five Whys
 - Fishbone

These materials are shared at the Regional Center of Excellence Continuous Improvement workshops and can be accessed through your Regional Center Advocate or MDE.schoolsupport@state.mn.us.

In preparation for CNA meetings, at least one team member must be able to access and prepare data (e.g., spreadsheets, visualizations) so the team can spend their time in data analysis as opposed to data preparation.

Who Should Be Involved

A school level continuous improvement team should be established that includes voices of educators, staff and community. District or charter staff should be represented on this team or have clear communication links established between the school and its district or charter. The continuous improvement team is accountable for making the school improvement work happen, including engaging in the comprehensive needs assessment process.

Specifically, school administration, district and/or school assessment coordinator, data coaches, and members of the school leadership team(s) charged with the school improvement work should be involved in the CNA process.

- At least one person on the team needs to have full access to all secure reports.
- At least one team member should have the ability to work with spreadsheets to visualize and manipulate data sets.

Time

To do this process with fidelity, there are several phases to the work.

- Preparing: 2-4 hours
- Planning: Recommended to allow four hours for an initial planning meeting, and up to a week to gather and prepare available data.
- Initial Analysis: 2-4 hours is recommended for initial analysis depending on the protocol and number of staff involved.
- Digging Deeper/Root-Cause: Once additional data has been gathered as identified during the initial analysis, 2-4 hours is recommended to complete a root-cause process.

It is important to note that there may be time needed (possibly multiple days) between steps to allow for any work or research needed to inform the next step.

Directions Overview

The following is an overview of a CNA process. Note that more detailed descriptions are provided with each step in the tool itself, and that training provided by Regional Center staff also provides greater detail for each step of the CNA process.

- Preparing - Review all documents associated with evidence, data, and the CNA process.
- Planning - The leadership team completes the planning and design for the CNA process using the planning and design resources to determine:
 - who is involved
 - how it will be completed
 - what will be needed
 - when it will be done

Additionally, an individual(s) must ensure that all available data is gathered, visualizations are built, and copies (physical or digital) are ready for each step.

- Initial Analysis - Identify successes and prioritize concerns
 - It is recommended that the leadership team does an initial analysis prior to engaging all staff. This allows leadership to see if their initial analysis aligns with that of the overall staff. Initial analysis may also be completed jointly with the leadership team and staff.
 - When completed, teams will be able to evaluate previous school strategies, practice, and programs to find successes and opportunities to modify, adjust, and/or improve.
- Digging Deeper/Root-Cause - Using the Prioritized success and concerns, dig deeper into linked data using the “Five Why’s” or “Fishbone” process to confirm successes, and to find possible causes for concerns. This step often needs additional data identified during initial analysis.

Leading the Conversation

Facilitating the initial analysis and root-cause process can be done in many ways. It is recommended that the facilitator use a discussion protocol for these meetings so that team members have a way of engaging in a structured conversation that produces potential next steps. Below are three example protocols to lead the work with staff.

Initial Analysis Process Examples	Root-Cause Process Examples
ORID	Hypothesis Setting

DIE Method	Five Whys
Independent Review to Large Group Consensus	Fishbone

Using the CNA Summary Report as a guide, leadership will ensure that all parts are completed, including all items in the data review and data summary sections.

Modifications or Variations

There are several potential modifications or variations of the comprehensive needs assessment process. The following is a non-exhaustive list of changes.

- All settings are encouraged to include additional sources of educational data as a part of their comprehensive needs assessment.
- Sometimes as a result of a CNA and root cause analysis, the school leadership team may desire additional data to review in order to check their root-cause assumptions. For example: a team may hypothesize that school climate is the root cause of low graduation and attendance rates as well as high behavior incidents. However, the team does not have the data it might need to dig deeper into school climate work, such as the results of a student or family perception survey.
- Some school settings will not have Minnesota Comprehensive Assessment (MCA) or other standardized assessments results, in which case their academic measures must be used. Therefore, the sections on the CNA Summary Report that refer to MCA data will need to be ignored and/or substituted with local evidence/data.
- Engagement of all members within a system is best done by first following the data source inventory processes at all levels (district leadership, school leadership, staff). After that, engagement of all members in the data analysis process is critical.
 - This can be done at multiple levels during the spring, summer, and fall as members are available, and timing best works within the system. The important factor is to engage as many members as possible as early as possible.

Schools/districts can adapt the process based on the best data that is available at the time, provided they meet minimum requirements for data points to review. It is important to note what additional data will help over the next year, and take steps to build those data sets for the next CNA process.

Citations

- The process has been modified from the “Needs Assessment Continuum,” “Continuous Improvement Process,” and “Root-Cause Continuum” from the Minnesota Department of Education.
- Other supporting materials have been modified from:

- Bernhardt, V. L. (2018). *Data analysis for continuous school improvement*. New York, NY: Routledge.
- Brook, P. (1997). Planning and conducting needs assessments: A practical guide. *Evaluation Practice*, 18(2), 179-180. doi:10.1016/s0886-1633(97)90022-2
- “School Improvement Planning Basics: Root Cause Analysis” (2012), Clark County Schools.

Comprehensive Needs Assessment Summary Report

Reviewing and analyzing multiple evidence and data sets in relation to each other (Demographic, Perception, Student Learning, School Process, and Fidelity) allows a school system to understand how they are getting their results (what is working and what is not working), including what factors or root-causes are at play that lead to those results. When done well, a needs assessment allows for the prediction of new or modified adult strategies, processes, and programs that best meet the learning needs of all students. The CNA is done as part of the [EXPLORATION](#) stage in [Active Implementation](#).

In districts, with a designated Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) school, in partnership with stakeholders, complete needs assessments for schools that examine:

- Academic achievement information from math and reading MCAs for all students and for student groups,
- Performance on all indicators of the state accountability system for all students and for student groups,
- The reason(s) schools were identified for comprehensive support and improvement,
- At the districts' discretion, performance on locally selected indicators that affect student outcomes.

District or Charter Information	District Phone, Fax, Email
District/Charter Name and Number Academic Arts High School - 4119	Supt/Director Phone: 651-457-7427
Superintendent/Director Sam Kvilhaug (IoWA)	Supt/Director Email: sam.kvilhaug@academicarts.org
District Address: 60 East Marie Avenue, Suite 220, West Saint Paul, MN, 55118	District/Charter Fax: 651-554-7611

School Information	School Phone, Fax, Email
--------------------	--------------------------

School Name, Number and Grade Span: Academic Arts High School, 4119, 9-12	Phone: 651-457-7427
School Address: 60 East Marie Avenue, Suite 220, West Saint Paul, MN, 55118	Fax: (651)-554-7611
Principal: Sam Kvilhaug (IoWA)	Email: sam.kvilhaug@academicarts.org

The above school is identified as a Comprehensive Support and Improvement (CSI) school.

Continuous Improvement Leadership Team

Enter the name and position information for each member of your continuous improvement leadership team. To add additional rows, put the cursor in the last box and click the **Tab** key.

Name	Position (e.g., principal, lead teacher, community member) Teacher Powered School (TPS) Committee Member
Josh MacLachlan	Advisor / Teacher (GenEd)
Heather Fjelstad	Advisor / Teacher (SpEd)
Ty Cody	School Psychologist
Shoua Yang	Administrative Manager
Stephanie Bade	Advisor / Teacher (SpEd)
Danyelle Bennett	Advisor / Teacher (GenEd)
Mallery Hammers	School Social Worker
Ryan Bauer	Advisor / Teacher (GenEd)
Julie Peterson	Advisor / Teacher (SpEd)
Caley Vickerman	Advisor / Teacher (GenEd)
Sam Kvilhaug	Behavior Lead

Demographic Information

Use the [Minnesota Report Card](#) or [Secure Reports](#) to complete the following information using the demographic data from the current year (most recent testing year).

Student Group (as of 11/19/18)	Percent of Total Enrollment	Enrollment Count (Total 98)
American Indian/Alaskan Native	4%	4
Asian	3%	3
Hawaiian/Pacific Islander	1%	1
Hispanic	31%	30
Black, not of Hispanic Origin	7%	7
White, not of Hispanic Origin	54%	53
Two or More Races	3%	3
English Learner	0%	0%
Special Education	35%	34
Free/Reduced-Price Lunch	36%	36
Homeless	6%	6
Neglected	0	0
Delinquent	0	0
Foster Care	1.09%	1
Military	0	0

High Mobility	0	0
---------------	---	---

1. Data Review

At minimum, the data points identified in the left column in the table below need to be analyzed as part of the initial analysis. What is learned from each data point is entered into the middle column. If there is a need to dig deeper into the data or if questions about how it may be linked to other data, or any other next steps, that information is entered into the right column. A school may have additional data points that are reviewed, and those can be added to the summary report. As teams complete the following table, keep in mind that:

- Data review should include data from multiple sources: academic, non-academic, program, perception, and fidelity data.
- Information below represents possible data sources to be used at minimum.
- Rows can be added or deleted as needed.
- Some schools will not have MCA, or other standardized assessments, and should use their local student academic and achievement evidence/data. Therefore, the sections on the CNA Summary Report that refer to MCA data can be disregarded and/or substituted with local evidence/data.

Supporting data documentation for all data sources identified below must be maintained at the school/district.

Data	Reflection	Next Steps
What data sources will the team review? What activities will the team engage in to explore possible instructional strategies/practices?	What did you learn from the data you reviewed?	If needed, what will you do next to advance the data review process?
Review enrollment data: Reviewed attendance and demographic information, transportation options, free/reduced lunches, transcripts, Coordinated Early Intervening Services(CEIS), language, impact of family systems, Homeless students,	enrollment is unpredictable (impact of staff turnover), student recruitment is main source of enrollment, students come here for the resources we have available and not always the school mission, public image and marketing (website,etc) impact enrollment	gathering data upon enrollment of how students/families hear about the school

Social skills, Basic needs, Attendance, Eval, Behavior, ADM, ADM trends		
Academic Achievement (grades 3-8, 10, 11): MCA scores from MN School Report Card	Based on a small sample size, the school appears to struggle with proficiency in reading and math.	The team will use larger sample sizes that review individual student achievement and growth using the fall and spring MAP scores.
Academic Achievement (Grades 9-12) NWEA Testing	Our students' scores and improvements from fall to spring are not as low as we anticipated	More closely monitor NWEA scores and correlations to Project-Based Learning model and curriculum
Progress Toward English Language Proficiency (grades 1-12): Review ACCESS for ELL's Growth and Proficiency Data: N/A	N/A	N/A
Graduation Rate: Review 4-, 5-, 6-, and 7-year Graduation Rate Data at School Level. AAHS 4 year graduation rate is 23.66% (5, 6, 7-year rates N/A)	Our students do not come to us as a first school option. We are often the second, third, or fourth school that they are enrolling in for high school. Our school is mistakenly labeled by other community members and schools as an alternative learning center which has a stigma with our students and the surrounding community. Positives: students often stay here as their last chance for graduation	Continue to improve marketing strategies and community engagement to educate the community about our mission/vision as a charter school with open enrollment
Graduation Rate: Review 4-, 5-, 6-, and 7-year Graduation Rate Data by Student Group	Total student numbers for groups are too small to analyze.	Total student numbers for groups are too small to analyze.
Consistent Attendance (percent of students <i>not</i> chronically (more than 10% of school days, defined by Every Student, Every Day: A	Consistency improved by students reporting feeling a sense of belonging, liking the smaller school setting, liking school better than home. Improved	Staff training to address consistent attendance tracking, qualified resources available for addressing living situations, multiple

<p>National Initiative to Address and Eliminate Chronic Absenteeism (June 2016) absent for school year; grades 1-12):</p> <p>Review Attendance Data at School Level:</p> <p>2017-18 from MN Report Card - count of 92 students attending 41.3%</p>	<p>modes of transportation (school vans, taxis for homeless students)</p>	<p>transportation options, working with student employers to schedule outside of school hours</p>
<p>Review perception data collected from staff, students, families, or other stakeholders.</p>	<p>Parent Surveys, Student Surveys, Staff Surveys, Rate My School, Parent & student online testimonials</p>	<p>Planning time to review parent/student/staff surveys,</p>
<p>AAHS has an Environmental pillar which is a requirement from our authorizer Audubon</p>	<p>Leave No Trace principles and activities, Overnight experiences,</p>	
<p>Review additional data sources (e.g. implementation data, behavior data)</p>	<p>MAAP Stars event participation, Kahoot quizzes, Grades, Credits, Meeting student accommodations, authorizer eval, School Board eval, IEP goals, Observations, Self assessments</p>	<p>using attendance data to inform Stars and overnight experience participation (extracurriculars)</p>
<p>Student engagement (measures according to the theory of student engagement from Check & Connect which includes Academic, Behavioral, Cognitive, Affective engagement)</p> <p>ACADEMIC</p>	<p>course grades, credits completed vs. credits attempted</p>	<p>analyze track credits completed vs. credits attempted throughout the year to measure growth</p>
<p>Student engagement (measures according to the theory of student engagement from Check & Connect)</p> <p>BEHAVIORAL</p>	<p>Restorative Justice circles, total days of suspensions, attendance</p>	<p># Suspensions improved after introducing restorative justice?</p>
<p>Student engagement (measures according to the theory of student engagement from Check & Connect)</p>	<p>students' perceived competence (Spring student survey)</p>	<p>reviewing spring student survey data during summer PD with all staff</p>

COGNITIVE		
Student engagement (measures according to the theory of student engagement from Check & Connect)	students' sense of belonging, availability of support from parents, teachers, peers (Spring student survey)	
AFFECTIVE		

*Indicates the data set is not required by ESSA, but may be important for your needs assessment.

Equitable Resource Distribution

Review the district and school level resources among and within schools with respect to each of the following areas:

Areas to Consider	Reflection	Next Steps
	What did you learn from the data you reviewed?	What will you do next to advance the data review process?
1. Disproportionate rates of inexperienced, out-of-field, or ineffective teachers	4/7 teachers are inexperienced (3 years or less in the field), 0/7 ineffective, 0/7 out-of-field	Continued professional development
2. Per-pupil expenditures (across schools and student groups)	Equitable expenditures for all students	Continued equitable expenditures for all students and more funding
3. At the districts' discretion, district- and school-level budgeting and resource allocation, including access and availability of advanced coursework, preschool programs, and instructional materials and technology.	Equitable expenditures for all students	Continued equitable expenditures for all students and more funding

2. Comprehensive Needs Assessment Summary

The Comprehensive Needs Assessment (CNA) results are used to determine the following:

- Subjects and skills for which teaching and learning need to be improved.
- Specific academic and other classroom needs of students and groups of students who are not yet achieving the state's academic standards.

- Needs of the school relative to each of the components required in a Schoolwide Program.

Use the section below to list the team's identified successes, prioritized concerns, and hypothesized root causes for identified concerns

Successes

After reviewing the data in step 1, what successes have been identified by the team?

Reading: Improved individual student achievement based on district assessments (NWEA)

Mathematics: Improved individual student achievement based on district assessments (NWEA)

Graduation (if required): Growing graduation numbers

English Language Proficiency: N/A

Attendance: Increased access to resources to address attendance barriers

Other: Successful implementation of extracurricular experiences, Restorative Justice practices, decrease in suspensions

Prioritized Concerns:

After reviewing the data in step 1, what concerns were noted?

Reading: District wide assessments (NWEA results) do not match results of student aggregate proficiency index scores received from statewide assessments (MCA).

Mathematics: District wide assessments (NWEA results) do not match results of student aggregate proficiency index scores received from statewide assessments (MCA).

Graduation (if required): Our students do not come to us as a first school option. We are often the second, third, or fourth school that they are enrolling in for high school. Our school is mistakenly labeled by other community members and schools as an alternative learning center which has a stigma with our students and the surrounding community.

English Language Proficiency: N/A

Attendance: Inconsistent attendance tracking, inconsistent living situations for students, transportation barriers for students/families, students who are working instead of school for family or personal reasons

Other: N/A

Hypothesized Root Causes:

A Root Cause is an early controllable factor in a chain of factors which impacts student learning. Use the action plan to implement a strategy to address hypothesized root cause.

Reading: Students enrolling in our school behind grade level and credit deficient. Continued student disengagement or demonstrating student disengagement upon enrollment to our school.

Mathematics: Students enrolling in our school behind grade level and credit deficient. Continued student disengagement or demonstrating student disengagement upon enrollment to our school.

Graduation (if required): Students enrolling in our school behind grade level and credit deficient. Continued student disengagement or demonstrating student disengagement upon enrollment to our school.

English Language Proficiency: N/A

Attendance: Many unidentified highly mobile students, Students with food, shelter, transportation, safety, etc barriers to school attendance, Mental Health needs. Continued student disengagement or demonstrating student disengagement upon enrollment to our school.

Other: N/A

Note: Comprehensive needs assessment supporting documentation should be maintained at the school and district/charter. Documentation includes leadership team and professional learning team meeting agendas and minutes, summary sheets, etc.



District Checklist and Approval for *Comprehensive* Support and Improvement Schools

The District Checklist and Approval for Comprehensive Support and Improvement Schools is designed to provide guidance in developing a Comprehensive Support and Improvement Plan (CSI) that meets the requirements of the Every Student Succeeds Act (ESSA).

Under ESSA, districts or charters are responsible for reviewing, approving and monitoring school improvement plans for CSI schools. By using this checklist, district or charter leadership can plan activities and track progress. By signing and submitting this document as directed, district or charter leadership is providing assurances that each requirement has been met.

Submission Details

Each school identified for Comprehensive Support and Improvement (CSI) is required to email a PDF of all of the following documents to MDE.schoolsupport@state.mn.us (copying your Regional Center Director), no later than March 1, 2019.

- ☒ [Comprehensive Needs Assessment \(CNA\) Summary Report](#)
- ☒ [School Improvement Plan](#)
- ☒ District Checklist and Approval for Comprehensive Support and Improvement Schools [This document]

If the district or charter selected to use local templates (instead of the state templates listed above) for the comprehensive needs assessment or school improvement plan, then the district or charter must submit those templates and this checklist, including information on where to find the required activities in the local templates.

Note: A unique checklist for *targeted* support and improvement schools (TSI) that includes specific requirements is located [on the MDE website](#).

World's Best Workforce (WBWF) Summary Reports

Districts or charters with identified schools will be asked to provide assurances in their 2018 WBWF summaries that the following required school improvement activities are *in progress* during the 2018-19 school year. In the 2019 WBWF summary, the district or charter must provide assurances that all of the following activities were completed.

Checklist

Directions: If you used and are submitting the state’s templates for the CNA summary report and the school improvement plan, use the checkboxes below to indicate completion of each requirement. If you used local templates, use both the checkboxes and respond to each *italicized* prompt below.

Save or print a copy of this checklist for each CSI school.

School Name: Academic Arts High School

The District or Charter: Academic Arts High School

1. Communicated and engaged with stakeholders.

- District or Charter communicated information to parents, guardians and other stakeholders about the school’s identification and ways in which they can participate in the school improvement process.
- Support and Improvement (SI) Plan includes description of how parents or guardians and other stakeholders were meaningfully involved in needs assessment, school improvement plan development and plan implementation

If a local template was used, describe where the above information can be found (e.g., specific page numbers)

Click or tap here to enter text.

2. Conducted a comprehensive needs assessment for the school that examined:

- Academic achievement information from math and reading MCAs for all students and for student groups.
- Performance on all other indicators of the state accountability system for all students and all student groups.
- The reason(s) the school was identified for support and improvement.
- At the district’s discretion, performance on locally selected indicators that affect student outcomes.

If a local template was used, describe where the above information can be found (e.g., specific page numbers)

Click or tap here to enter text.

3. Reviewed district-and school-level resources among and within schools with respect to:

- Disproportionate rates of inexperienced, out-of-field, or ineffective teachers. Minnesota defines
 - An “inexperienced teacher” as a licensed teacher who has been employed for three years or less;
 - An “out-of-field teacher” as a licensed teacher who is providing instruction in an area for which he/she is not licensed; and,
 - An “ineffective teacher” as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation systems.
- Per pupil expenditures.
- Alignment of resources to carry out improvement plan activities.
- At the district’s discretion, district-and school-level budgeting and resource allocation, including access and availability of advanced coursework, preschool programs, and instructional materials and technology.

If a local template was used, describe where the above information can be found (e.g., specific page numbers)

Click or tap here to enter text.

4. In partnership with stakeholders, designed and will implement a school improvement plan that:

- Will improve student outcomes in the school
- Was informed by the state's long-term goals and indicators
- Includes at least one evidence-based intervention that:
 - Was supported by the strongest level of evidence available
 - Was appropriate to the needs of the school and the school populations
 - May have been selected from a state-approved list
 - Was based on the school-level needs assessment
- Identified and addressed resource inequities
- Described how early stakeholder input was solicited and used in plan development and how stakeholders participated in plan development
- Was approved by the school and the district or charter
- Was made publically available

If a local template was used, describe where the above information can be found (e.g., specific page numbers)

Click or tap here to enter text.

The Minnesota Department of Education (MDE) and the Regional Centers of Excellence (RCEs) will review, approve and monitor school improvement plans for schools identified for comprehensive support and improvement. The approval and monitoring process will be actively embedded in the on-site technical assistance provided by RCE staff and implemented as a supportive coaching opportunity, as opposed to a compliance activity. Schools that are meaningfully involved with Center support activities meet requirements for approval of their school improvement plans as outlined above. School leadership teams should regularly meet to track implementation activities and update implementation progress quarterly, beginning June 2019, on a record of continuous improvement.

Approval


District/Charter Name and Number: *Academic Arts 4119-07*

School Name: *Academic Arts High School*

On behalf of the school board, I have reviewed and approve the school improvement plan for the school listed above. Furthermore, I hereby assure that the required support and improvement activities have been completed as indicated in the above checklist and that the district or charter has a system to monitor and support school improvement in the school named above.

Sam Kvilhaug (IoWA)

Charter School TPS Committee Member


Signature

2/08/19
Date

*The Teacher-Powered School (TPS) Committee serves as the Executive Director of the charter school/district



School Improvement Plan Overview

Introduction and Purpose

The School Improvement (SI) Plan answers the question, “How are we going to get to where we want to be?” It is different from typical, annual plans that are written to close a gap or achieve a couple goals. The SI Plan is written to achieve the vision of the school and is about keeping the entire system together and moving forward.

The primary purpose of the plan is to identify the strategies, practices, or programs (referred to collectively as “strategies” in this document) based on the root-cause analysis, the system can implement with the highest likelihood of success. Schools should select strategies that are informed by research as having a desired impact in addressing root causes for the intended student population.

Under Every Student Succeeds Act (ESSA), the district or charter—in partnership with stakeholders (including principals and other school leaders, teachers and parents)—must locally develop and implement a school improvement plan for the school to improve student outcomes.

For schools identified under ESSA, the plan must:

- a) Improve student outcomes.
- b) Be informed by all indicators in the accountability system, including student performance in Minnesota’s long-term goals.
- c) Based on a school level comprehensive needs assessment.
- d) Include at least one strategy or evidence-based intervention that:
 - Is aligned to the accountability indicator(s) for which the school was identified
 - Is supported by the strongest level of evidence available
 - Is appropriate to the needs of the schools in the student populations
 - May be selected from a state provided list

- e) Include strategies to increase access to experienced, qualified and effective teachers for underserved students at the school and classroom levels.
- f) Identifies resource inequities, which may include a review of district and school level budgeting, to be addressed through implementation of this plan.
- g) Be resourced appropriately.
- h) Describe how early stakeholder input was solicited and used plan development, and how stakeholders will participate in plan implementation.
- i) Be approved by the school, the district or charter, and the state (comprehensive support and improvement schools only).
- j) Are made publicly available, such as on a school or district website, with required materials under World's Best Workforce.
- k) Upon approval and implementation, is monitored and periodically reviewed by the state.

A school improvement (SI) plan is required for *each school* identified for support and improvement.

- **Schools identified for *Comprehensive Support and Improvement* are required to submit a SI Plan to the Minnesota Department of Education (MDE)** [submit PDF to schoolsupport@state.mn.us] **no later than March 1, 2019**. Your Regional Center of Excellence team member should be copied on this submission. This plan should already have been reviewed and approved by the district or charter prior to submitting to the state. Note: if the district or charter has a school improvement plan template they would prefer to use, they may do so provided the local template meets all of the state plan requirements as determined by a Regional Center Director or the Director of School Support at MDE.
- **Schools identified for *Targeted Support and Improvement (TSI)* are not required to submit a CNA Summary Report to MDE**. The district or charter has the sole oversight role for school improvement activities under Minnesota's ESSA plan. The state may conduct periodic audits of district and charter TSI activities including the SI Plan. Use of this SI Plan is encouraged but not required.

Outcome

The SI Plan identifies what will be done, how it will be done, when it will be done, why it will be done, and who will do it is at the heart of an action plan. Aligned with the existing strengths and resources within a district/school, and their readiness, the action plan will have a high likelihood of success.

Preparation and Materials

In advance, a full review of the process, protocols, and supporting documents is important. This includes:

- "School Improvement Plan Template"

- “Hexagon Tool”
- Determining a stakeholder communication/engagement plan

Who Should Be Involved

A school level school improvement team should be established that includes voices of educators, staff and community. District or charter staff should be represented on this team or have clear communication links established between the school and its district or charter. The school improvement team is accountable for making the school improvement work happen, including the development and implementation of the SI plan.

Time

To do this process with fidelity

- Preparing: includes the time to review all documentation, and identification of stakeholders outside of the system to engage in the process. 1-2 hours
- Strategy, practice, program research: includes the time to research all possible options that can be used to remove the identified/hypothesized root-cause(s) and support the vision of the system. Depending on the time of year and availability of leadership/staff, the research should take from one to two weeks.
- Strategy, practice, program selection: Using the hexagon tool, find which option(s) the system is most ready to implement. 2-8 hours.
- Creating the SI Plan: 4-8 hours.
- It is important to note that there may be time needed (possibly multiple days) between steps to allow for any work or research needed to inform the next step.

Directions Overview

Preparing

- Review all documents associated with the SI Plan and strategy selection. Determine how to communicate with and engage all stakeholders, within and outside of the school system.

Strategy, practice, program research

- Research all possible options that can be used to remove the identified/hypothesized root-cause(s) and support the vision of the system.
- Where possible, compare research of similar school systems with similar demographics and student groups.

Strategy, practice, program selection

- Using the Hexagon tool from NIRN (see citation below), select the strategy, practice, or program that is identified as being the best fit for the system.

Creating the SI Plan

- Ideally, the plan will be written to meet goals over a two to three year cycle, with the plan being updated or modified annually.
- The SI Plan consists of the baseline data, goals, objectives, selected strategy, activities to implement, person(s) responsible for each activity, how the success of each activity will be measured, what resources are needed, due dates, and when activities will take place on the timeline.
 - In the “Plan for Strategy” sections, be sure to consider and include all actions that will be associated with successful implementation of the strategy. To add rows in this section, place the cursor on the right side of the bottom row and click the “return” or “enter” button on your keyboard.
- The plan must include the activities for implementing and monitoring fidelity of the strategy.
- The plan must include stakeholder communication and engagement strategies and plans.

Leading the Conversation

- Using the SI Plan Template, leadership will ensure that all parts are completed, including all items under the “Plan for Strategy” section.
- Facilitating the process can be done in many ways. It is important to use protocols that allow for all stakeholder voices to be shared when determining all actions to implement a strategy.

Modifications or Variations

Describe options for use:

- Ideally, the plan will be written to meet goals over a two to three year cycle, with the plan being updated or modified annually. However, it may be written for an initial one year cycle if:

- There was not enough data to complete a root-cause process. In this case, a strategy may be used based on the best hypothesis and additional data collected to revisit the root-cause process.
- Due to other factors within the system, a one year goal is in the best interests of the system.
- Delegating strategy research to multiple people can save time on the research step of the process.
- A system may select only one strategy to implement, but may select up to three. It is recommended that a system not try to implement more than three strategies in a given year.

Citations

- Bernhardt, V. L. (2018). *Data analysis for continuous school improvement*. New York, NY: Routledge.
- NIRN - The National Implementation Research Network. (n.d.). Retrieved from <http://nirn.fpg.unc.edu/>

School Improvement (SI) Plan

The purpose of the school improvement (SI) plan is to lay out the vision, including strategies and actions, person(s) responsible, measurement, costs/funding sources, timelines, and anything that must be considered. The SI Plan will move the system forward to the vision. The SI Plan is work done in the [INSTALLATION](#) stage. Using what is learned through the [EXPLORATION](#) stage, the leadership team can acquire or repurpose needed resources for implementation.

Contact Information

District or Charter Information	District Phone, Fax, Email
District/Charter Name and Number Academic Arts High School, 4119	Supt/Director Phone: 651-457-7427
Superintendent/Director TPS Committee or Sam Kvilhaug (IoWA)	Supt/Director Email: tps@academicarts.org
District Address: 60 Marie Ave E Suite 220, West St. Paul, MN 55118	District/Charter Fax: 651-554-7611

Who is the main contact at the district or charter level for the ESSA school support and improvement work?

Name of Main Contact: TPS Committee	Role in District/Charter: Director
Phone Number: 651-457-7427	E-mail Address: tps@academicarts.org

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: 9-12	Phone: 651-457-7427
School Address: 60 Marie Ave E Suite 220, West St Paul, MN 55118	Fax: 651-554-7611
Principal: TPS Committee	Email: tps@academicarts.org

Who is the main contact at the school for the ESSA school support and improvement work?

Name of Main Contact: TPS Committee	Role in School: Director
Phone Number: 651-457-7427	E-mail Address: tps@academicarts.org

Stakeholder Engagement and Communications Plan


Describe your stakeholder engagement activities and how you will communicate with stakeholders.

Use the following table to outline a communications plan for the ESSA support and improvement work.

When will the communication take place	What is the message	Who is the audience	How will it be communicated
11/1/18	<p>The Annual School Board Meeting will be held on 11/20/18 at 5pm. Parents and Community members are encouraged to attend and/or participate in our annual meeting at the school in room 121. There will be a presentation by a team of the Teacher Powered School committee to inform the school board, community members, and stakeholders regarding the plan in place as a school with the support of the Metro Regional Center for Excellence.</p>	All students, parents/guardians, students	Monthly school newsletter
11/20/18	Details of identification under ESSA as a CSI school	School board members, community members, students	During the annual school board meeting held at the school
ESSA Meetings at PLC	Explaining ESSA process and timeline. Discussions and activities: linking 5 categories of data to identify root causes	All school staff	ESSA task force and RCE addressing the PLC committee

School Improvement Strategy(ies)--Summary

Identify the strategies, practices, or programs team has selected for implementation. This will be the focus of the school improvement effort the identification cycle (three years). It is strongly recommended that schools focus their school improvement effort and seek deep, consistent implementation of one or two strategies.

Strategy #1	Click here  if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is...	Implementing a Project-Based Learning (PBL) school learning model using field-based and classroom-based <i>experiential learning as an evidence based practice</i>
...to address this Root-Cause(s)	Continued student disengagement or demonstrating student disengagement upon enrollment to our school.
Which will help us meet this student outcome Goal*	<p>The three year average for credit completion at Academic Arts High School will increase from BASELINE DATA (collected at the end of the 2018-19 school year) to 86% credits earned that were attempted within by the end of the 2020-21 school year. (A student needs to earn 86% of credits attempted each year to graduate in four years).</p> <p>Potential resources:</p> <p>High Tech High Training, Tracking program: https://www.hightechhigh.org/</p> <p>https://www.headrushlearning.com/</p> <p>https://medium.com/@headrushapp/10-pro-tips-from-pbl-practitioners-c1d6356774e5</p> <p>https://hthgse.edu/professional-education/online-courses/</p> <p>Evidence-based Practices That Support Inclusion - 2019 National ...</p> <p>https://inclusioninstitute.fpg.unc.edu/.../inclusioninstitute.../Catlett_EBP%20session%20...</p>

	https://www.ryerson.ca/content/dam/lt/resources/handouts/ExperientialLearningReport.pdf
--	---

*SMART (strategic, measurable, ambitious, rigorous and time-sensitive)

Plan for Strategy #1

Strategy #1: Implementing a Project-Based Learning (PBL) school learning model using field-based and classroom-based *experiential learning as an evidence based practice*

Root-Cause: School disengagement

Goal: The three year average for credit completion at Academic Arts High School will increase from BASELINE DATA (collected at the end of the 2018-19 school year) to 86% credits earned that were attempted within by the end of the 2020-21 school year. (A student needs to earn 86% of credits attempted each year to graduate in four years).

(Use the following table to identify actions that need to take place in order to implement this strategy. The months are intended to display a timeline for when each action step needs to begin and culminate in order to move the work forward. Use as many rows as needed)

Action Steps	Person(s) Responsible	Measurement	Resources Needed	Timeline for completion
Find baseline data for SMART goal given 18-19 end of year	TPS Committee	Credits	Infinite Campus Tech Support	June 2019
Research PBL learning models.	TPS Committee	Success in other schools, research based	Network	Winter/Spring 2019
Research PBL software platforms.	TPS Committee	Success in other schools, research based	Network	Winter/Spring 2019
Research evidence based practices for experiential learning.	TPS Committee	Success in other schools, research based	Network	Winter/Spring 2019

Receive PBL training for all teaching staff.	TPS Committee	CEUs	Funds for training, Time for Staff Development	Spring/Summer 2019
Integrate software platform with existing online portals.	TPS Committee	standards, credits, and courses reflected streamlined in all platforms	Funds for software platform, Time for Staff Development	Summer 2019
Give PBL training to other classroom staff.	TPS Committee	CEUs	Time for Staff Development	August 2019
“Team think” using pre-designed protocols to best implement new systems into an existing classroom program.	TPS Committee	Finalized group consensus for “aim”	Time for Staff Development	Spring/Summer 2019
Timeline for PBL learning model and platform implementation	TPS Committee	Deadlines	Time for Staff Development	Spring/Summer 2019
Introduce PBL learning model and platform to stakeholders (board, parents, community, students, all staff)	TPS Committee	Confirmation of communication with stakeholders	Strategic Planning Committee	Summer/Fall 2019
Implement PBL learning model and platform in school program	TPS Committee	New PBL model introduced first week of school	Summer vacations canceled	September 2019

Progress Toward Goal #1: *(To be completed at end of year, and document resubmitted to the Regional Center of Excellence Director and MDE.)*

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
 - Click here to enter text.
- How has student achievement been impacted? What is the evidence?
 - Click or tap here to enter text.
- How will implementation be adjusted and/or supported moving into the next year?
 - Click or tap here to enter text.

o

REVISIONS TO POLICY 3.1-3.2 (ACTION ITEM)

3.1 NON-DISCRIMINATION

In order to provide equal employment and advancement opportunities to all individuals, employment decisions at Academic Arts High School will be based on merit, qualifications, and abilities. EdVisions Cooperative and/or the School does not discriminate in employment opportunities or practices because of race, color, religion, sex, national origin, age, disability, sexual orientation, or any other reason as defined by law.

Academic Arts High School will make reasonable accommodations for qualified individuals with known disabilities, unless doing so will result in an undue hardship. This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training.

Staff with questions or concerns about discrimination in the workplace are encouraged to bring these issues to the attention of the Teacher Powered School committee or EdVisions Cooperative. Staff can raise concerns and make reports without fear of reprisal. Anyone found to be engaging in unlawful discrimination will be subject to disciplinary action, up to and including termination of employment.

First Reading: 12/18/2018
Second Reading: 01/15/2019
Third Reading: 02/19/2019

3.2 NON-DISCLOSURE/CONFIDENTIALITY

The protection of confidential school/business information is vital to the interests and success of Academic Arts High School and EdVisions Cooperative. Such confidential information includes, but is not limited to, the following examples:

- Compensation data/discussion (not required by public disclosure laws),
- Financial information/discussion (not required by public disclosure laws),
- Proprietary processes, including marketing strategies, and pending projects and proposals,
- Student/Personnel/Payroll records, and
- Business/school conversations between any persons associated with the Cooperative and/or its members.

Staff, who improperly use, disclose, or access confidential business information will be subject to disciplinary action, up to and including immediate termination of employment and legal action, even if they do not actually benefit from the disclosed information.

First Reading: 12/18/2018
Second Reading: 01/15/2019
Third Reading: 02/19/2019

TPS Evaluation

OBJECTIVE

The function of this document is to evaluate the performance of the Teacher Powered School Committee (TPS) at leading the school and directing daily operations. The evaluation process allows the board to engage with the TPS committee to reward achievements, discuss challenges, address concerns, and when necessary, develop performance improvement plans.

PROCEDURE

Standards are grouped by functional area. Both TPS and the board evaluate TPS's performance using the following ratings:

- **NI** - Needs Improvement
- **M** - Meets the expectations of the standard
- **E** - Exceeds the expectations of the standard

The following is the timeline for completing the evaluation:

- **August/September** - The board and TPS committee work together to establish strategic goals for the committee for the school year. The goals should be specific and related to the school's strategic mission and vision for the school. The goals should align with each of the functional areas: Academic, Financial, Organizational, and Communication.
- **January** - The board and TPS discuss progress halfway through the school year, and adjust goals if necessary.
- **April/May** - The TPS committee begins its self-evaluation, documenting a rating for each standard/goal in the *TPS* column and providing comments with specific examples that support the rating. The board also sends a short electronic survey to selected staff to review TPS's performance. The board reviews the TPS self-evaluation and survey results and documents a rating for each standard in the *Board* column, adding comments when applicable or when the ratings differ from TPS. The board completes the evaluation by the end of May and distributes it to TPS.
- **June** - During the June board meeting, the TPS committee and the board discuss the final evaluation. Representatives from TPS address issues or concerns and ask questions. The board and TPS discuss plans to improve any areas that need improvement. Then the board meets in a closed session to discuss the evaluation privately.

EVALUATION FORM

School Year:

TPS Committee Members:

ACADEMIC	TPS	Board	Comments with Specific Examples
The school is on track to have an overall academic performance of at least 75%, according to academic measures in the current contract with the authorizer.			
There is no academic indicator that falls far below of the goal, according to academic measures in the current contract with the authorizer.			
The committee submits timely and complete data for academic measures to the board for analysis and trending.			
The committee regularly reviews and uses academic measure and/or test data to plan curriculum improvement strategies.			
The committee plans and executes curriculum that is both appropriate and challenging for the student population.			
The Special Education Committee develops and implements appropriate IEPs for specifically identified students.			
There are clear protocols to handle behavior incidents that the staff understands and follows.			
STRATEGIC GOAL:			
FINANCIAL	TPS	Board	Comments with Specific Examples
The annual financial audit from the previous fiscal year found no significant deficiencies.			
The school maintains an average daily enrollment at or above the budgeted amount.			
The committee develops and implements creative methods to maintain or boost enrollment.			
The school pursues and is awarded funding grants to increase revenues.			
The fund balance is on track to be at least 20% of annual budgeted expenditures as of the end of the fiscal year.			
The annual budget is developed and submitted on time with oversight of the board of directors and the entire TPS committee.			
The committee monitors finances regularly, and quickly and thoroughly answers any questions that arise.			

The committee regularly monitors contracted services to ensure that the costs are at or under budget and investigates all alternative solutions.			
The committee has effective policies to keep expenditures at or under budget and to eliminate unapproved or unassigned expenditures.			
Submissions to CLICS are timely and complete, and students are regularly evaluated for the free and reduced lunch program.			
STRATEGIC GOAL:			
ORGANIZATIONAL	TPS	Board	Comments with Specific Examples
At least 90% of the staff from the previous school year remained employed at the school this year.			
Replacing staff members is initiated quickly and positions are filled by quality candidates with oversight from the entire committee.			
The staff is completely up-to-date on all teacher and administrative staff evaluations.			
All staff members have professional development goals documented and progress toward goals is evaluated.			
Staff leaves of absence do not interrupt daily operations because there is adequate coverage and understanding of all staff duties.			
School policies are reviewed regularly, understood, and enforced without favoritism or partisanship.			
Submissions to the Minnesota Department of Education are timely and complete.			
Submissions to the authorizer are timely and complete.			
All required staff licensures will remain valid and up-to-date.			
STRATEGIC GOAL:			
COMMUNICATION	TPS	Board	Comments with Specific Examples
Staff and committee meetings are well planned, focused, and individuals effectively follow up on outstanding tasks.			
Staff, student, and family surveys are conducted regularly and the results are used to create goals for making improvements.			
The school's website and social media accounts are regularly updated to include new information.			
Parent / Teacher conferences are well-attended and teachers are prepared for them.			
Teachers communicate with family members using professional language and appropriate methods.			

The committee effectively communicates with the board of directors, having representatives at board meetings who are prepared and attentive.			
There are clear protocols to manage, respond to, and communicate about crises that the staff understands and follows.			
The committee engages the community to participate in school events.			
The committee effectively uses social, online, and print media to communicate with the community.			
STRATEGIC GOAL:			

OVERALL PERFORMANCE RATING

Overall Rating:

Rationale:

This note is to summarize edits made to the attached Academic Arts High School 2017-18 annual report, in response to the Authorizer's *FY18 Annual Report and World's Best Workforce Report Review and Feedback*. AAHS leadership has reviewed the comments and especially the Required Actions, and made the following revisions.

Required Action #1 (board training): Language has been revised in the Board Training and Development narrative to clarify that 2017-18 training was completed by Rod Haenke.

Required Action #2 (professional development plan for school leadership): Language has been added to the Management section to describe our efforts to ensure appropriate professional development is being undertaken by the Teacher Powered Schools Committee as a group, to build our capacity to carry out administrative, supervisory, and instructional leadership responsibilities. Documents referred to in this section include the Individual Growth and Development Plan; Teacher Evaluation System; and Collaborative Governance Evaluation Form. [NOTE - attach these 3 documents to cover note]

Required Action #3 (education effectiveness practices narrative): The 2017-18 school year was our first year using the Teacher Powered School model; a great deal of effort was put into establishing processes and ensuring that necessary administrative tasks were carried out. Consequently there was not as much focus as we would have wanted on student learning and the use of student data to inform instruction. For instance, while the NWEA Measures of Academic Progress (MAP) assessments were administered twice during the year, the results were not systematically analyzed or used to inform instruction. Support to understand and utilize MAP test results was identified by the summer of 2018 as a significant need, and is being met this year through the support of a consultant hired by ACNW to assist AAHS and another school in their use of MAP data. The annual report narrative regarding Educational Effectiveness: Assessment and Evaluation is not being extensively updated for 2017-18 at this time [this an ok approach? -also - Josh can you pls read thru the referenced section, pp. 18-19 carefully to make sure what's stated there IS accurate for 2017-18, rather than language that was retained from previous years (I did add some language to address why the "disaggregation by student group" aspect isn't really relevant)]. However, we look forward to being able to provide a more satisfying discussion of these aspects in the 2018-19 annual report. In addition to better utilizing of MAP results, there are two other aspects of assessment and evaluation we will look forward to highlighting:

- When AAHS teachers reviewed 2017-18 project-based learning data during the summer of 2018, it was apparent that the PBL class, which was a central part of the program, was not consistently producing quality projects or effectively supporting student learning. In response to this need, changes were identified for 2018-19, specifically replacing the PBL class with content-specific PBL classes in core curriculum areas. This new approaching to project-based learning is supported by examples of what good projects look like, and seems to be working well to support student success this year.
- Establishment of a collaborative professional culture, through the AAHS Teacher Evaluation System. Approved August 2018, this framework addresses teacher practice and feedback, student engagement, and student growth culminating in an individually presented portfolio. With the basic elements of the TPS administrative framework in place, our teachers are able to focus more intensively on collaboration in support of student learning.

Additional Comments and Recommendations: A number of clarifying edits have been made in the updated Annual Report to address some of the Opportunities for Improvement identified in the authorizer's feedback.

Named Insured: Academic Arts High School



Effective: 03/20/2019

Premium

COVERAGE	INSURANCE COMPANY	PREMIUM
Package (including taxes/surcharges)	Mass Bay	\$5,961.42
Automobile (including taxes/surcharges)	Allmerica Financial Benefit	\$2,473.00
Umbrella	Hanover	\$1,158.00
Terrorism (optional)		Included
Total Estimated Premium		\$9,592.42

Please Note:

1. This account has been quoted based on information you furnished or information available to us.
2. Our Loss Control portal www.hanover.com/risksolutions/ is a valuable resource available to our insureds where they can find Loss Prevention information, as well as utilize selected vendors to provide reduced-fee employment screening, MVR checks and Background checks
3. This proposal is valid for 30 days from the date of this letter or the effective date quoted, whichever is sooner.
4. Quoted rates or pricing are subject to change if exposures change at time of issuance.
5. The comp deductible increased to 1,000. \$500 was too low for a bus. Please let the insured know.

Subject to:

1. Drivers list

Named Insured: Academic Arts High School



Effective: 03/20/2019

Gold Property Broadening Endorsement 411-0793

COVERAGE LIMITS LIMITS COVERAGE LIMITS LIMITS COVERAGE LIMITS LIMITS COVERAGE LIMITS LIMITS	COVERA GE LIMITS COVERA GE LIMITS COVERA GE LIMITS COVERA GE LIMITS COVERA GE LIMITS COVERA GE LIMITS	COVERAGE LIMITS LIMITS COVERAGE LIMITS LIMITS COVERAGE LIMITS LIMITS COVERAGE LIMITS LIMITS	COVERA GE LIMITS COVERA GE LIMITS COVERA GE LIMITS COVERA GE LIMITS COVERA GE LIMITS COVERA GE LIMITS
Additional Covered Property	Included	Money Orders & Counterfeit Money	\$25,000
Brands & Labels	Included	Newly Acquired/Constructed Property - Building Newly Acquired - Business Personal Property	\$2,000,000 0 \$1,000,000
Broadened Building Coverage	Included	Newly Acquired Locations - BI/EE	\$250,000
Broadened Business Personal Property Coverage	Included	Non-Owned Detached Trailers	\$25,000

All products are underwritten by The Hanover Insurance Company or one of its insurance company subsidiaries or affiliates ("The Hanover"). Coverage may not be available in all jurisdictions and is subject to the company underwriting guidelines and the issued policy. This material is provided for informational purposes only and does not provide any coverage. For more information about The Hanover visit our website at hanover.com. Proprietary material of The Hanover Insurance Company. Unauthorized use is prohibited.

©2013 The Hanover Insurance Group, Inc. All Rights Reserved.

Named Insured: Academic Arts High School



Effective: 03/20/2019

COVERAGE LIMITS COVERAGE LIMITS COVERAGE LIMITS COVERAGE LIMITS COVERAGE LIMITS COVERAGE LIMITS	COVERAGE LIMITS COVERAGE LIMITS COVERAGE LIMITS COVERAGE LIMITS COVERAGE LIMITS COVERAGE LIMITS	COVERAGE LIMITS COVERAGE LIMITS COVERAGE LIMITS COVERAGE LIMITS COVERAGE LIMITS COVERAGE LIMITS	COVERAGE LIMITS COVERAGE LIMITS COVERAGE LIMITS COVERAGE LIMITS COVERAGE LIMITS COVERAGE LIMITS
Inventory & Loss Appraisal	\$250,000	Utility Services - Direct Damage Utility Services - Business Income	\$100,000 \$100,000
Key Replacement & Lock Repair	\$20,000	Voluntary Parting	\$50,000
Lease Cancellation	\$50,000	Water Damage, Other Liquids, Powder or Molten Material Damage	\$50,000
Leasehold Interest - Tenants	\$150,000	Windblown Debris	\$10,000
Marring & Scratching	Included	Worldwide Property Off-Premises	\$75,000
Money & Securities	\$25,000		
<p>Coverages Included within a \$500,000 Blanket Limit of Insurance: Accounts Receivable, Deferred Payments, Fine Arts, Fire Department Service Charge, Movement of Property, Outdoor Property, Personal Effects & Property of Others, Research & Development Documentation, Valuable Papers & Records (other than Electronic Data)</p>			

All products are underwritten by The Hanover Insurance Company or one of its insurance company subsidiaries or affiliates ("The Hanover"). Coverage may not be available in all jurisdictions and is subject to the company underwriting guidelines and the issued policy. This material is provided for informational purposes only and does not provide any coverage. For more information about The Hanover visit our website at hanover.com. Proprietary material of The Hanover Insurance Company. Unauthorized use is prohibited.

Named Insured: Academic Arts High School



Effective: 03/20/2019

Educational Institutions Property Broadening Endorsement 411-0812

This endorsement provides Industry specific coverage options and is offered in combination with the Bronze, Silver, Gold, or Platinum Broadening Endorsements.

COVERAGE	LIMITS	COVERAGE	LIMITS
Automated External Defibrillators	\$5,000	Paved Surfaces	\$100,000
Broadened Building Coverage	Included	Personal Effects of Students	\$100,000
Emergency Evacuation Expense	\$25,000	Real Property of Others Required by Contract	\$5,000
Fundraiser Business Income	\$50,000	Special Settlement Provisions	Included
		- Agreed Amount Coverage (Losses <=\$25,000)	Included
		- Replacement Cost - Leased Personal Property	
Glass Showcases	\$2,500	Spoilage - On Premises	\$25,000
		Spoilage - In Transit	\$5,000

Additional Covered Property CP1410

This endorsement removes the below described property from Property Not Covered and adds it to Covered Property on the Building and Personal Property Coverage Form.

DESCRIPTION OF PROPERTY	TYPE OF PROPERTY
Appurtenant structures outdoor and other property at all insured locations as listed on the SOV	Personal property

Data Breach Coverage Form 411-0669

This coverage form provides a number of valuable services and first-party expense coverages for covered loss, theft, accidental release or accidental publication of private personal data.

Note: Higher limits are available for an additional charge. If requested, completion of a questionnaire may be required.

All products are underwritten by The Hanover Insurance Company or one of its insurance company subsidiaries or affiliates ("The Hanover"). Coverage may not be available in all jurisdictions and is subject to the company underwriting guidelines and the issued policy. This material is provided for informational purposes only and does not provide any coverage. For more information about The Hanover visit our website at hanover.com. Proprietary material of The Hanover Insurance Company. Unauthorized use is prohibited.

©2013 The Hanover Insurance Group, Inc. All Rights Reserved.

Named Insured: Academic Arts High School



Effective: 03/20/2019

SCHEDULE	LIMITS
Data Breach Coverage Aggregate Limit of Insurance	\$10,000
Data Breach Expense Coverages Aggregate Sublimit of Insurance	\$10,000
Additional Expense Coverages Aggregate Sublimit of Insurance	\$10,000
Data Breach Coverage Deductible	\$1,000
Cyber Business Interruption Waiting Period Deductible	24 Hours

Emergency Event Management 411-0610

This coverage endorsement provides valuable protection if the insured is affected by an actual or attempted violent act, outbreak of a specified illness, specified felonies and other incidents as outlined in the form. There are three coverage limits as outlined below.

COVERAGE	LIMIT OF INSURANCE	WAITING PERIOD
Emergency Event Communication Expense	\$10,000	None
Emergency Event Business Income and Extra Expense	\$10,000	BI - follows the BI/EE form EE - None
Post Emergency Event Expense - Per Person Limit	\$10,000 \$10,000	None None
Aggregate Limit		

Equipment Breakdown Coverage 451-0038

All products are underwritten by The Hanover Insurance Company or one of its insurance company subsidiaries or affiliates ("The Hanover"). Coverage may not be available in all jurisdictions and is subject to the company underwriting guidelines and the issued policy. This material is provided for informational purposes only and does not provide any coverage. For more information about The Hanover visit our website at hanover.com. Proprietary material of The Hanover Insurance Company. Unauthorized use is prohibited.

©2013 The Hanover Insurance Group, Inc. All Rights Reserved.

Named Insured: Academic Arts High School



Effective: 03/20/2019

COVERAGE	LIMITS	DEDUCTIBLE
Equipment Breakdown Limit	Follows Building & Personal Property Limit	\$1,000
Business Income & Extra Expense	Follows Business Income & Extra Expense Limit	

ADDITIONAL COVERAGE	LIMITS
Expediting Expenses	\$100,000
Hazardous Substances	\$100,000
Spoilage	\$100,000

ADDITIONAL COVERAGE	LIMITS
Data Restoration	\$100,000
Service Interruption	Included

General Liability

Educational Institution Commercial General Liability Broadening Endorsements

CGL BROADENING ENDORSEMENT 421-2915		CGL ENHANCEMENT ENDORSEMENT - EDUCATIONAL INSTITUTIONS 421-2925	
COVERAGE	LIMITS	COVERAGE	LIMITS
Additional Insured by Contract, Agreement or Permit	Included	Additional Insured – Broad Form Vendors	Included

All products are underwritten by The Hanover Insurance Company or one of its insurance company subsidiaries or affiliates ("The Hanover"). Coverage may not be available in all jurisdictions and is subject to the company underwriting guidelines and the issued policy. This material is provided for informational purposes only and does not provide any coverage. For more information about The Hanover visit our website at hanover.com. Proprietary material of The Hanover Insurance Company. Unauthorized use is prohibited.

©2013 The Hanover Insurance Group, Inc. All Rights Reserved.

Named Insured: Academic Arts High School



Effective: 03/20/2019

CGL BROADENING ENDORSEMENT 421-2915		CGL ENHANCEMENT ENDORSEMENT - EDUCATIONAL INSTITUTIONS 421-2925	
COVERAGE	LIMITS	COVERAGE	LIMITS
Additional Insured - Primary and Non - Contributory	Included	Additional Insured - Groups, Board Members, Trustees, Student Teachers	Included
Blanket Waiver of Subrogation	Included	Aggregate Limit Per Location	Included
Bodily Injury Redefined	Included	Aircraft, Auto or Watercraft Amendments	Included
Broad Form Property Damage – Borrowed Equipment, Customers Goods & Use of Elevators	Included	Broad Form Named Insured	Included
Knowledge of Occurrence	Included	Broadcasting & Publication - Personal and Advertising Injury	Included
Liberalization Clause	Included	Infirmary, Clinic or Hospital Exclusion	Included
Medical Payments - Increased Reporting Period	Included	Medical Payments for Students Exclusion	Included
Newly Acquired or Formed Organizations – Covered until end of policy period	Included	Mobile Equipment Redefined	Included
Non-Owned Watercraft	51 feet	Personal Injury – Broad Form	Included
Supplementary Payments Increased Limits - Bail Bonds - Loss of Earnings per day	\$2,500 \$1,000	Personal Injury - Televised or Videotaped Publication	Included
Unintentional Failure to Disclose Hazards	Included	Property Damage Legal Liability - Broad Form - Fire, Lightning, Explosion, Smoke and Leakage from Fire Protection Systems Damage Limit	\$1,000,000

All products are underwritten by The Hanover Insurance Company or one of its insurance company subsidiaries or affiliates ("The Hanover"). Coverage may not be available in all jurisdictions and is subject to the company underwriting guidelines and the issued policy. This material is provided for informational purposes only and does not provide any coverage. For more information about The Hanover visit our website at hanover.com. Proprietary material of The Hanover Insurance Company. Unauthorized use is prohibited.

©2013 The Hanover Insurance Group, Inc. All Rights Reserved.

Named Insured: Academic Arts High School



Effective: 03/20/2019

CGL BROADENING ENDORSEMENT 421-2915		CGL ENHANCEMENT ENDORSEMENT - EDUCATIONAL INSTITUTIONS 421-2925	
COVERAGE	LIMITS	COVERAGE	LIMITS
Unintentional Failure to Notify	Included	Who Is An Insured Extension - Co-employees and Volunteer Workers	Included

Broadened Bodily Injury and Property Damage for Educational Institutions 421-1729

COVERAGE	LIMIT
This optional endorsement extends the policy to include property damage resulting from the use of reasonable force to protect persons or property and bodily injury arising from the use of reasonable force to restrain or remove a student whose behavior is interfering with the orderly exercise and performance of the school's function subject to the terms outlined in the endorsement.	Included

Employee Benefits Liability – Claims Made

EACH CLAIM	AGGREGATE	DEDUCTIBLE	RETROACTIVE DATE
\$1,000,000	\$3,000,000	\$1,000	3/4/2014

Incidental Professional Liability Coverage for Educational Institutions Endorsement

All products are underwritten by The Hanover Insurance Company or one of its insurance company subsidiaries or affiliates ("The Hanover"). Coverage may not be available in all jurisdictions and is subject to the company underwriting guidelines and the issued policy. This material is provided for informational purposes only and does not provide any coverage. For more information about The Hanover visit our website at hanover.com. Proprietary material of The Hanover Insurance Company. Unauthorized use is prohibited.

©2013 The Hanover Insurance Group, Inc. All Rights Reserved.

Named Insured: Academic Arts High School



Effective: 03/20/2019

This endorsement provides bodily injury coverage for “covered incidental professional services” provided to your employees or students and incidental to the operations of your educational institution. This includes nursing, psychological, psychometric, guidance counseling, athletic training, speech, hearing, occupational or physical therapy services. Coverage applies to the insured and employees of the insured who perform these services. Additional exclusions, conditions and definitions apply as outlined in the form.

COVERAGE	LIMIT
Occurrence form 421-1744	Included

Additional Supplementary Payments Endorsement 421-1748

COVERAGE	LIMITS
Identity Theft Expense	\$5,000
Terrorism Travel Expense	\$5,000
Emergency Real Estate Consulting Fee	\$5,000
Insured's Work Material Expenses	\$1,000
Kidnapping Expenses	\$50,000

Exclusion - Communicable Disease 421-0441

All products are underwritten by The Hanover Insurance Company or one of its insurance company subsidiaries or affiliates (“The Hanover”). Coverage may not be available in all jurisdictions and is subject to the company underwriting guidelines and the issued policy. This material is provided for informational purposes only and does not provide any coverage. For more information about The Hanover visit our website at hanover.com. Proprietary material of The Hanover Insurance Company. Unauthorized use is prohibited.

©2013 The Hanover Insurance Group, Inc. All Rights Reserved.

Named Insured: Academic Arts High School



Effective: 03/20/2019

COVERAGE	LIMIT
<p>This coverage endorsement excludes “bodily injury”, “property damage” or “personal and advertising injury” arising out of the transmission of any “communicable disease”.</p> <p>For the purposes of this endorsement, the following definition applies: “Communicable disease” means a disease or condition whose causative agents may be passed between individuals in any way, including but not limited to viral hepatitis-A, viral hepatitis-B, herpes, syphilis, gonorrhea, Chlamydia, acquired immune deficiency syndrome, AIDS-Related Complex (ARC), human immunodeficiency virus (HIV), chicken pox, measles, mumps, influenza, scarlet fever, leprosy, tuberculosis and respiratory infections.</p>	Included

School and Educators Legal Liability Coverage Part

This coverage part provides coverage against claims for the directors and officers of the governing body of the educational institution, employees, substitute teachers, volunteer workers and student teachers for “wrongful acts” while acting in their capacity as such. Coverage is also provided for the insured entity. Coverage is provided on a claims-made basis. Additional exclusions, conditions and definitions apply as outlined in the form.

COVERAGE	EACH CLAIM LIMIT	AGGREGATE LIMIT	EACH CLAIM DEDUCTIBLE	RETROACTIVE DATE
School and Educators Legal Liability 421-0353	\$1,500,000	\$3,000,000	\$10,000	3/4/2014
COVERAGE	LIMIT			
Non-Monetary Relief Defense Coverage 421-0360	\$300,000			

Educational Institution Employment Practices Liability Endorsement

This endorsement amends the School and Educators Legal Liability Coverage Part to provide employment practices liability coverage on a claims-made basis. The limits provided in this endorsement are included in and not in addition to the limits provided in the School and Educators Legal Liability Coverage Part.

All products are underwritten by The Hanover Insurance Company or one of its insurance company subsidiaries or affiliates (“The Hanover”). Coverage may not be available in all jurisdictions and is subject to the company underwriting guidelines and the issued policy. This material is provided for informational purposes only and does not provide any coverage. For more information about The Hanover visit our website at hanover.com. Proprietary material of The Hanover Insurance Company. Unauthorized use is prohibited.

©2013 The Hanover Insurance Group, Inc. All Rights Reserved.

Named Insured: Academic Arts High School



Effective: 03/20/2019

COVERAGE	WRONGFUL EMPLOYMENT ACT LIMIT	AGGREGATE LIMIT	DEDUCTIBLE PER WRONGFUL EMPLOYMENT ACT	RETROACTIVE DATE
With Third Party Coverage and Defense Expenses Outside Limits 421-1719	\$1,500,000	\$3,000,000	\$10,000	3/4/2014
COVERAGE			LIMIT	

Educational Institution Limited Pollution Liability for Curriculum or Program Endorsement

This coverage endorsement amends the Pollution exclusion to provide “bodily injury” or “property damage” coverage for pollution incidents arising out of activities and functions that are usual to instruction in the school’s educational curriculum or program occurring within nonresidential buildings or structures, including swimming pools, on the named insured’s premises. Additional exclusions, conditions and definitions apply as outlined in the form.

COVERAGE	LIMIT
Form 421-1735	Included

All products are underwritten by The Hanover Insurance Company or one of its insurance company subsidiaries or affiliates (“The Hanover”). Coverage may not be available in all jurisdictions and is subject to the company underwriting guidelines and the issued policy. This material is provided for informational purposes only and does not provide any coverage. For more information about The Hanover visit our website at hanover.com. Proprietary material of The Hanover Insurance Company. Unauthorized use is prohibited.

©2013 The Hanover Insurance Group, Inc. All Rights Reserved.

Named Insured: Academic Arts High School



Effective: 03/20/2019

Sexual Misconduct or Sexual Molestation Liability

This endorsement provides bodily injury coverage for the insured only arising from a physical sexual act of misconduct or molestation. Additional exclusions, conditions and definitions apply as outlined in the form. Limits provided are separate and not included in the GL limits.

COVERAGE	LIMIT
Limits of Liability – Each Incident (Occurrence form 421-0334)	\$1,500,000
Limits of Liability – Aggregate	\$3,000,000
Supplementary Payments - Image Restoration Endorsement 421-0598	\$5,000

Auto

Educational Institution Business Auto Coverage Broadening Endorsement 461-0252

COVERAGE	LIMITS
Temporary Substitute Auto Physical Damage	Included
Broadening Named Insured	Included
Supplementary Payments – Increased Limits	
- Bail Bonds	\$2,500
- Loss of Earnings	\$500 per day

All products are underwritten by The Hanover Insurance Company or one of its insurance company subsidiaries or affiliates ("The Hanover"). Coverage may not be available in all jurisdictions and is subject to the company underwriting guidelines and the issued policy. This material is provided for informational purposes only and does not provide any coverage. For more information about The Hanover visit our website at hanover.com. Proprietary material of The Hanover Insurance Company. Unauthorized use is prohibited.

©2013 The Hanover Insurance Group, Inc. All Rights Reserved.

Named Insured: Academic Arts High School



Effective: 03/20/2019

C O V E R A G E	L I M I T S
Employees as Insureds	Included
Expense You Incur to Return a Stolen Auto - Sign Coverage	\$1,000 \$2,000
Glass Deductible Waiver for Repair	Included
Transportation Expense - Per Day Limit - Maximum Limit	\$50 \$1,500
Hired Auto Physical Damage - Owner's Actual Loss of Use	\$50,000 \$1,000
Audio, Visual, Data and Global Positioning Electronic Equipment Coverage	\$500
Rental Reimbursement and Material Transfer Expense - Number of Days - Limit	60 Days \$3,000
Airbag Coverage	Included
Auto Lease or Loan Physical Damage Extension	Included
Towing and Labor - Private passenger/light truck - Medium truck	\$50 \$150
Personal Effects Coverage	\$600
Duties in the Event of Accident, Claim, Suit or Loss	Included
Unintentional Failure to Disclose Information	Included
Bodily Injury Redefined	Included

All products are underwritten by The Hanover Insurance Company or one of its insurance company subsidiaries or affiliates ("The Hanover"). Coverage may not be available in all jurisdictions and is subject to the company underwriting guidelines and the issued policy. This material is provided for informational purposes only and does not provide any coverage. For more information about The Hanover visit our website at hanover.com. Proprietary material of The Hanover Insurance Company. Unauthorized use is prohibited.

©2013 The Hanover Insurance Group, Inc. All Rights Reserved.

Named Insured: Academic Arts High School

Effective: 03/20/2019



Umbrella

COVERAGE	LIMIT
Limits of Liability – Each Occurrence or Each Claim	\$1,000,000
Limits of Liability – General Aggregate	\$1,000,000
Retained Limit	\$0
Follow Form Employee Benefits Liability Coverage when Scheduled on 475-0003	Included
Follow Form Automobile Liability Coverage when Scheduled on 475-0003	Included
Follow Form Employers Liability Coverage (with approved carrier) when Scheduled on 475-0003	Included
Follow Form Educational Institution Limited Pollution Liability for Curriculum or Program Endorsement when included in underlying coverage	Included
Follow Form Incidental Professional Liability Coverage for Schools when included in underlying coverage	Included
Follow Form Sexual Misconduct or Sexual Molestation Liability when Scheduled on 475-0003	Included
Follow Form School and Educators Legal Liability when Scheduled on 475-0003	Included
Follow Form Employment Practices Liability when Scheduled on 475-0003	Included

All products are underwritten by The Hanover Insurance Company or one of its insurance company subsidiaries or affiliates ("The Hanover"). Coverage may not be available in all jurisdictions and is subject to the company underwriting guidelines and the issued policy. This material is provided for informational purposes only and does not provide any coverage. For more information about The Hanover visit our website at hanover.com. Proprietary material of The Hanover Insurance Company. Unauthorized use is prohibited.

©2013 The Hanover Insurance Group, Inc. All Rights Reserved.

Named Insured: Academic Arts High School



Effective: 03/20/2019

POLICY HOLDER DISCLOSURE NOTICE OF TERRORISM INSURANCE COVERAGE

You are hereby notified that under the Terrorism Risk Insurance Act, as amended, that you have a right to purchase insurance coverage for losses resulting from acts of terrorism, as defined in Section 102(1) of the Act: You are hereby notified that under the Act, as amended in 2007, the definition of act of terrorism has changed.

The term “act of terrorism” means any act that is certified by the Secretary of the Treasury—in concurrence with the Secretary of State, and the Attorney General of the United States—to be an act of terrorism; to be a violent act or an act that is dangerous to human life, property, or infrastructure; to have resulted in damage within the United States, or outside the United States in the case of certain air carriers or vessels or the premises of a United States mission; and to have been committed by an individual or individuals as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States Government by coercion.

DISCLOSURE OF FEDERAL PARTICIPATION IN PAYMENT OF TERRORISM LOSSES

Under your coverage, any losses resulting from certified acts of terrorism may be partially reimbursed by the United States Government under a formula established by the Act, as amended. Your policy, however, may contain other exclusions which might affect your coverage, such as an exclusion for nuclear events. Under the formula, the United States Government generally reimburses 85% of covered terrorism losses exceeding the statutorily established deductible paid by the insurance company providing the coverage.

DISCLOSURE OF \$100 BILLION CAP

The Terrorism Risk Insurance Act, as amended, contains a \$100 billion cap that limits U.S. Government reimbursement as well as insurers’ liability for losses resulting from certified acts of terrorism when the amount of such losses exceeds \$100 billion in any one calendar year. If the aggregate insured losses for all insurers exceed \$100 billion, your coverage may be reduced.

DISCLOSURE OF PREMIUM

See disclosure of premium in the preceding pages in the quote letter.

QTAA AWX A587348 04 RENEWAL EFF 03/20/19 EXP 03/20/20 COMPANY- AFB

** PREMIUM QUOTATION ONLY *** THIS IS NOT A POLICY OR BINDER **

NAMED INSUREDS BUSINESS- OTHER RENEWAL OF AWX A587348
INSURED/ ACADEMIC ARTS HIGH SCHOOL 60 MARIE AVENUE EAST -ZIP-
PRINCIPAL SUITE 220 WEST ST PAUL MN 055118

AGENT- ROSS NESBIT AGENCIES INC AGENCY CODE- 2509545

* SCHEDULE OF COVERAGES AND COVERED AUTOS *

COVERAGES	COV.AUTOS	PREMIUM	COVERAGES	PREMIUM
LIABILITY	01	\$1,672		
UNINSURED MOTORIST	06	\$33		
UNDERINS. MOTORIST	06	\$84		
PERS. INJURY PROT.	05	\$114		
COMPREHENSIVE	07	\$255		
COLLISION	07	\$315		
		TOTAL ANNUAL PREMIUM	+	\$2,473.00

CUSTOMER # 1512916470 SIC CODE 00 00

END OF SCREEN INFORMATION. USE PF10 TO GO TO MENU.

QTAB AWX A587348 04 RENEWAL EFF 03/20/19 EXP 03/20/20 COMPANY- AFB

** PREMIUM QUOTATION ONLY *** THIS IS NOT A POLICY OR BINDER **

INSURED- ACADEMIC ARTS HIGH SCHOOL

** INSURED VEHICLES **

AUTO	ST	YR	DESCRIPTION	CLASS	VIN	BI/SL PREMIUM	PREMIUM
010	MN	17	FORD TRANSI	6151	1FMZK1YM5HKA8	\$485.00	\$727.00
011	MN	17	FORD TRANSI	6151	1FMZK1YM9HKA6	\$485.00	\$727.00
012	MN	18	FORD TRANSI	6151	1FMZK1ZM8JKA1	\$485.00	\$727.00
901	MN		HC	6611		\$85.00	\$85.00
902	MN		ENO	6601		\$132.00	\$132.00
903	MN		EIBE	9992		\$.00	\$75.00

QTAC AWX A587348 04 RENEWAL EFF 03/20/19 EXP 03/20/20 COMPANY- AFB

** PREMIUM QUOTATION ONLY *** THIS IS NOT A POLICY OR BINDER **

INSURED- ACADEMIC ARTS HIGH SCHOOL

** COMMERCIAL VEHICLES **

AUTO 010

STATE MN DESCRIPTION FORD TRANSI SERIAL NUMBER 1FMZK1YM5HKA83600
TERRITORY 108 COST NEW 35,150 STATED AMOUNT EFFECT DATE 03/20/19
YEAR 17 CLASS 6151 RADIUS USE WEIGHT ANTITHEFT NONE

COVERAGE	LIMIT	PREMIUM
SINGLE LIMIT LIABILITY	\$1,000,000	\$485.00
UNINSURED MOTORIST SINGLE LIMIT	\$1,000,000	\$11.00
UNDERINSURED MOTORIST SINGLE LIM	\$1,000,000	\$28.00
PERSONAL INJURY PROTECTION	BASIC	\$38.00
COMPREHENSIVE	\$1,000	\$60.00
COLLISION	\$1,000	\$105.00
	VEHICLE TOTAL PREMIUM	\$727.00

AUTO 011

STATE MN DESCRIPTION FORD TRANSI SERIAL NUMBER 1FMZK1YM9HKA65911
 TERRITORY 108 COST NEW 34,970 STATED AMOUNT EFFECT DATE 03/20/19
 YEAR 17 CLASS 6151 RADIUS USE WEIGHT ANTITHEFT NONE

COVERAGE	LIMIT	PREMIUM
SINGLE LIMIT LIABILITY	\$1,000,000	\$485.00
UNINSURED MOTORIST SINGLE LIMIT	\$1,000,000	\$11.00
UNDERINSURED MOTORIST SINGLE LIM	\$1,000,000	\$28.00
PERSONAL INJURY PROTECTION	BASIC	\$38.00
COMPREHENSIVE	\$1,000	\$60.00
COLLISION	\$1,000	\$105.00
	VEHICLE TOTAL PREMIUM	\$727.00

AUTO 012

STATE MN DESCRIPTION FORD TRANSI SERIAL NUMBER 1FMZK1ZM8JKA13562
 TERRITORY 108 COST NEW 40,000 STATED AMOUNT EFFECT DATE 03/20/19
 YEAR 18 CLASS 6151 RADIUS USE WEIGHT ANTITHEFT NONE

COVERAGE	LIMIT	PREMIUM
SINGLE LIMIT LIABILITY	\$1,000,000	\$485.00
UNINSURED MOTORIST SINGLE LIMIT	\$1,000,000	\$11.00

UNDERINSURED MOTORIST SINGLE LIM	\$1,000,000	\$28.00
PERSONAL INJURY PROTECTION	BASIC	\$38.00
COMPREHENSIVE	\$1,000	\$60.00
COLLISION	\$1,000	\$105.00
	VEHICLE TOTAL PREMIUM	\$727.00

QTAF AWX A587348 04 RENEWAL EFF 03/20/19 EXP 03/20/20 COMPANY- AFB

** PREMIUM QUOTATION ONLY *** THIS IS NOT A POLICY OR BINDER **

INSURED- ACADEMIC ARTS HIGH SCHOOL

** SCHEDULE OF HIRED OR BORROWED AUTO COVERAGE **

STATE	ESTIMATED COST OF HIRE IF ANY	TERRITORY	RATE PER \$100 OF HIRE
MN		108	.655

COVERAGE	LIMIT	PREMIUM
SINGLE LIMIT LIABILITY	\$1,000,000	\$85.00
	VEHICLE TOTAL PREMIUM	\$85.00

QTAF AWX A587348 04 RENEWAL EFF 03/20/19 EXP 03/20/20 COMPANY- AFB

** PREMIUM QUOTATION ONLY *** THIS IS NOT A POLICY OR BINDER **

INSURED- ACADEMIC ARTS HIGH SCHOOL

** SCHEDULE FOR EMPLOYERS NON-OWNERSHIP LIABILITY **

STATE MN	CLASS 6601	EST. NO. OF EMPLOYEES	25
COVERAGE		LIMIT	PREMIUM
SINGLE LIMIT LIABILITY	\$1,000,000		\$132.00
		VEHICLE TOTAL PREMIUM	\$132.00

A Commercial Insurance Program

S S S S S S

**Commercial Multi Line Policy
Policy Proposal**

Quotation Only - No Coverage Is Provided - Quote May Be Subject To Change

ACADEMIC ARTS HIGH SCHOOL

This account has been quoted based on information you furnished.

Additional coverages, exposures or increased limits will be added for an additional premium.
This quote is valid for 30 days from this letter or the effective date quoted, whichever is sooner.

See final page for additional underwriting conditions.



The Hanover Insurance Company | 440 Lincoln street Worcester, MA 01653
Citizens Insurance Company of America | 808 North Highlander Way, Howell, MI 48843-1070.

2509545

MXH390

A Commercial Insurance Program
S S S S S S
Policy Proposal

Quotation Only - No Coverage Is Provided - Quote May Be Subject To Change

Quote #:	885130045315	Customer #:	1512916470
Renewal Of:	ZDX A587748 03		
Effective Date:	03/20/2019	Expiration Date:	03/20/2020
Group Number:	ZSX		

Prepared For:

ACADEMIC ARTS HIGH SCHOOL
60 MARIE AVENUE EAST
SUITE 220
WEST ST PAUL MN 55118

Presented By:

ROSS NESBIT AGENCIES INC

5900 ROWLAND ROAD
MINNETONKA, MN 55343

2509545
MXH390

A Commercial Insurance Program

S S S S S S

Policy Proposal

Quotation Only - No Coverage Is Provided - Quote May Be Subject To Change

ACADEMIC ARTS HIGH SCHOOL

Schedule Of Locations

Locations Of All The Premises You Own, Rent Or Occupy

Location 1
60 MARIE AVE E
STE 220
Saint Paul, MN 55118

Forms Applicable To All Coverage Parts:

Form Number	Edition Date	Description
401-1127	01/15	Notice - Acceptance Of Terrorism Coverage and Disclosure Of Premium
401-1337	02/16	Trade Or Economic Sanctions Endorsement
401-1374	01/15	Offer Disclosure Pursuant To Terrorism Risk Insurance Act
401-1377	12/14	Company Address Listing
IL 00 03	09/08	Calculation of Premium
IL 00 17	11/98	Common Policy Conditions
IL 00 21	09/08	Nuclear Energy Liability Exclusion Endorsement
IL 02 45	09/08	Minnesota Changes - Cancellation And Nonrenewal
IL 09 35	07/02	Exclusion of Certain Computer-Related Losses
IL 09 52	01/15	Cap On Losses From Certified Acts of Terrorism
SIG 11 00	11/17	Signature Page

2509545

MXH390

A Commercial Insurance Program
S S S S S S
Policy Proposal

Quotation Only - No Coverage Is Provided - Quote May Be Subject To Change

ACADEMIC ARTS HIGH SCHOOL

Proposed Policy Premiums

	Premium
Total Quoted Commercial Property Premium:	\$1,571
Total Quoted Commercial General Liability Premium:	\$2,043
Total Quoted Professional Liability Premium:	\$2,334
Total Surcharges Premium:	\$13.42
* Total Quoted Commercial Policy Premium:	\$5,961.42

* Includes premium, if any, for terrorism;

A Commercial Insurance Program

S S S S S S

Policy Proposal

Quotation Only - No Coverage Is Provided - Quote May Be Subject To Change

ACADEMIC ARTS HIGH SCHOOL

Commercial Lines Surcharges

State: Minnesota

Minnesota Fireman's Relief Surcharge Premium: \$5.56

Minnesota Fire Safety Surcharge Premium: \$7.86

Total Minnesota Surcharge Premium: \$13.42

A Commercial Insurance Program

S S S S S S

Policy Proposal

Quotation Only - No Coverage Is Provided - Quote May Be Subject To Change

ACADEMIC ARTS HIGH SCHOOL

Proposed Policy Premiums

Property Coverages:	Premiums:
Total Personal Property Premium	\$665
Total Misc / Manual Coverages Premium	\$731
Total Terrorism Premium / not fire following	\$55
Total Terrorism Premium / fire following	\$0
Total Equipment Breakdown Premium	\$120
* Total Quoted Commercial Property Premium	\$1,571

Forms Applicable To Property Coverage Part:

Form Number	Edition Date	Description
411-0610	04/14	Emergency Event Management
411-0669	01/15	Data Breach Coverage Form
411-0679	04/10	Associates And Family Members Additional Coverage Endorsement
411-0681	12/09	Identity Theft Resolution Services
411-0793	04/14	Gold Property Broadening Endorsement
411-0812	04/14	Educational Institutions Property Broadening Endorsement
411-0938	01/15	Minnesota Changes - Data Breach Coverage Form
451-0038	11/16	Equipment Breakdown Coverage (Including Electronic Circuitry Impairment)
451-0066	11/16	Important Notice To Policyholders
CP 00 10	10/12	Building and Personal Property Coverage Form
CP 00 90	07/88	Commercial Property Conditions
CP 01 08	10/12	Minnesota Changes
CP 01 40	07/06	Exclusion of Loss Due to Virus or Bacteria
CP 01 57	07/98	Minnesota Changes - Coinsurance
CP 10 30	10/12	Cause of Loss - Special Form
CP 12 21	10/12	Loss Payable Provisions - Minnesota
CP 14 10	06/95	Additional Covered Property

2509545

MXH390

A Commercial Insurance Program

S S S S S S

Policy Proposal

Quotation Only - No Coverage Is Provided - Quote May Be Subject To Change

ACADEMIC ARTS HIGH SCHOOL

Commercial Property Proposed Coverages

Location	Building	Coverage	Covered Cause of Loss
1	1	Occupancy Code: 1052 Occupancy Description: Subject of Insurance: Limit: \$515,000 Deductible: \$1,000 Coinsurance: 80% Agreed Value Expiration Date: 03/20/2020 Optional: None Valuation: Replacement Cost Premium: \$665	Special Schools - Public or private - high school - correspondence school Contents Excluding Stock Wind/Hail Flat Ded \$1,000

Coverage	Limit	Premium
Total Terrorism Premium		\$55
Boiler / Machinery/ Equipment Breakdown		\$120
Emergency Event Management Coverage		\$22
Data Breach		\$65
Data Breach Coverage Aggregate Limit of Insurance	\$10,000	
Data Breach Expense Coverages Aggregate Sublimit of Insurance	\$10,000	
Additional Expense Coverages Aggregate Sublimit of Insurance	\$10,000	
Data Breach Coverage Deductible	\$1,000	
Cyber Business Interruption Waiting Period Deductible	24 Hours	
Gold Property Broadening Endorsement		\$545
Educational Institutions - Property Broadening Endorsement		\$99

2509545

MXH390

A Commercial Insurance Program
S S S S S S
Policy Proposal

Quotation Only - No Coverage Is Provided - Quote May Be Subject To Change

ACADEMIC ARTS HIGH SCHOOL

Commercial General Liability Proposed Coverages

Audit Frequency:

Legal Entity: Other

Limits of Insurance:

General Aggregate Limit \$3,000,000

Products – Completed Operations are Included in the General Aggregate Limit

Each Occurrence Limit \$1,500,000

Personal and Advertising Injury Limit \$1,500,000

Damage to Premises Rented to You Limit \$100,000

Medical Expense Limit - any one person \$15,000

Commercial General Liability Premium \$610

Optional Coverage Charges \$1,378

Terrorism Premium \$55

*** Total Quoted Commercial General Liability Premium** \$2,043

Forms Applicable To General Liability Coverage Part:

Form Number	Edition Date	Description
421-0022	12/90	Asbestos Liability Exclusion
421-0334	07/16	Sexual Misconduct Or Sexual Molestation Liability (Occurrence - Separate Aggregate)
421-0361	06/15	Other Coverage Amendment
421-0362	12/05	Exclusion - Law Enforcement Professional Liability
421-0366	07/16	Abuse or Molestation Exclusion
421-0441	02/07	Exclusion-Communicable Disease
421-1728	02/11	Punitive Damages Exclusion
421-1729	02/11	Broadened Bodily Injury And Property Damage For Educational Institutions
421-1735	02/11	Educational Institution Limited Pollution Liability For Curriculum Or Program Endorsement
421-1744	06/17	Incidental Professional Liability Coverage For Educational Institutions Endorsement
421-1748	02/11	Additional Supplementary Payments Endorsement

2509545

MXH390

A Commercial Insurance Program
S S S S S S
Policy Proposal

Quotation Only - No Coverage Is Provided - Quote May Be Subject To Change

ACADEMIC ARTS HIGH SCHOOL

Commercial General Liability Proposed Coverages

Forms Applicable To General Liability Coverage Part:

Form Number	Edition Date	Description
421-2139	08/11	Liberalization Clause
421-2915	06/15	Commercial General Liability Broadening Endorsement
421-2925	06/17	Commercial General Liability Enhancement Endorsement - Educational Institutions
CG 00 01	04/13	Commercial General Liability Coverage Form - Occurrence
CG 01 22	12/07	Minnesota Changes - Contractual Liability Exclusion And Supplementary Payments
CG 04 35	12/07	Employee Benefits Liability Coverage
CG 21 47	12/07	Employment - Related Practices Exclusion
CG 21 55	09/99	Total Pollution With a Hostile Fire Exception
CG 21 67	12/04	Fungi or Bacteria Exclusion
CG 21 70	01/15	Cap On Losses From Certified Acts of Terrorism
CG 21 96	03/05	Silica or Silica-Related Dust Exclusion
CG 22 67	10/93	Corporal Punishment
CG 26 05	02/07	Minnesota Changes
CG 26 81	12/04	Minnesota Changes - Duties Condition

2509545

MXH390

**A Commercial Insurance Program
S S S S S S
Policy Proposal**

Quotation Only – No Coverage Is Provided – Quote May Be Subject To Change

ACADEMIC ARTS HIGH SCHOOL

LOCATION	STATE/TERR	CODE	SUBLINE	PREMIUM BASIS	PER	DED	RATE	PREMIUM
1	MN/501	47469	334	20	Each	None	5.671	\$113

Products – Completed Operations are Included in the General Aggregate Limit

Faculty Members

Schools faculty liability for corporal punishment of students

1	MN/501	47473	334	87	Each	None	5.714	\$497
---	--------	-------	-----	----	------	------	-------	-------

Products – Completed Operations are Included in the General Aggregate Limit

Each Student

Schools public high

Miscellaneous/Optional General Liability Coverages

Coverages	Limits	Deductible	Premium
Employee Benefit Liability	\$1,000,000 Each Employee \$3,000,000 Aggregate	\$1,000	\$316
Terrorism Premiums			\$55
Total Premises Premium			\$610
Educational Institution Limited Pollution Liability For Curriculum or Program Endorsement			\$12
Additional Supplementary Payments Endorsement			\$50
Incidental Professional Liability Coverage for Educational Institutions - Occurrence			\$50
CGL Enhancement - Educational Institutions			\$250
Sexual Misconduct or Sexual Molestation Liability	\$1,500,000 Each Incident		\$700
Occurrence - Separate Aggregate	\$3,000,000 Aggregate		

2509545

MXH390

A Commercial Insurance Program
S S S S S S
Policy Proposal

Quotation Only - No Coverage Is Provided - Quote May Be Subject To Change

ACADEMIC ARTS HIGH SCHOOL

Commercial Professional Liability Proposed Coverages

School and Educators Legal Liability

Claims Made

Retroactive Date: 03/04/2014

Limits of Insurance:

Aggregate Limit:	\$3,000,000
Each Loss Limit:	\$1,500,000
Deductible:	\$10,000
Deductible Type:	Loss
Total School and Educators Legal Liability Premium	\$1,200

Educational Institution Employment Practices Liability Endorsement - School and Educators Legal Liability

Defense Expense Outside Limits with Third Party Coverage

Retroactive Date: 03/04/2014

Limits of Insurance:

Aggregate Limit:	\$3,000,000
Employment Practices 'Wrongful Employment Act' Limit:	\$1,500,000
Deductible Each 'Wrongful Employment' Act :	\$10,000
Deductible Type:	Loss
Total Educational Institution Employment Practices Liability Premium:	\$1,000

Non-Monetary Relief Defense Coverage - School and Educators Legal Liability

Claims Made

Limits of Insurance:

Aggregate Defense Expense Amount:	\$300,000
Total Non-Monetary Relief Defense Coverage Premium:	\$134

2509545

MXH390

A Commercial Insurance Program
S S S S S S
Policy Proposal

Quotation Only - No Coverage Is Provided - Quote May Be Subject To Change

ACADEMIC ARTS HIGH SCHOOL

Commercial Professional Liability Proposed Coverages

Forms Applicable To Professional Liability Coverage Part:

Form Number	Edition Date	Description
421-0353	06/17	School And Educators Legal Liability Coverage Part
421-0357	06/17	Declarations School And Educators Legal Liability Coverage Part
421-0360	06/17	Non-Monetary Relief Defense Coverage
421-1705	06/17	Exclusion - Recording And Distribution Of Material Or Information In Violation Of Law
421-1719	06/17	Educational Institution Employment Practices Liability (Defense Outside Limits)
421-1763	06/17	Minnesota Changes
421-3685	06/17	Coordination Of Coverage
421-4182	06/17	Liberalization Clause

2509545

MXH390

A Commercial Insurance Program

S S S S S S

Policy Proposal

Quotation Only - No Coverage Is Provided - Quote May Be Subject To Change

ACADEMIC ARTS HIGH SCHOOL

Massachusetts Bay Insurance Company

Quote # 885130045315

Final acceptance is subject to development of additional underwriting information such as:

- Financial information
- Favorable motor vehicle records (if applicable)
- Adequate Insurance to Value
- Physical inspection and compliance with recommendations (if applicable)

This proposal is subject to the following terms and conditions:

This quotation represents Massachusetts Bay Insurance Company 's offer to provide the insurance described herein and supersedes any specifications, applications or previous conditions. It is subject to final underlying pricing and terms and conditions. Any additional exclusions applicable to any underlying policy will also be added to this policy.

This is not a binder.

Proposal expires: 02/09/2019

2509545

MXH390

THIS NOTICE IS PROVIDED IN RESPONSE TO THE DISCLOSURE REQUIREMENTS OF THE TERRORISM RISK INSURANCE ACT. THIS NOTICE DOES NOT GRANT COVERAGE OR CHANGE THE TERMS AND CONDITIONS OF COVERAGE UNDER THE POLICY. IF THERE IS A CONFLICT BETWEEN THIS NOTICE AND THE POLICY, THE PROVISIONS OF THE POLICY SHALL APPLY.

DISCLOSURE PURSUANT TO TERRORISM RISK INSURANCE ACT

Schedule

Disclosure of Premium:	
Total Terrorism Premium	\$ 110
Fire Following Premium	\$ 0
Other than Fire Following Premium	\$ 110

Disclosure of Terrorism Coverage Available

You are hereby notified that under the Terrorism Risk Insurance Act, as amended, you have a right to purchase insurance coverage for losses resulting from “acts of terrorism” defined in Section 102(1) of the Act as follows:

Any act or acts that are certified by the Secretary of the Treasury, in consultation with the Secretary of Homeland Security and the Attorney General of the United States, to be an act of terrorism; to be a violent act or an act that is dangerous to human life, property, or infrastructure; to have resulted in damage within the United States, or outside the United States in the case of certain air carriers or vessels or the premises of a United States mission; and to have been committed by an individual or individuals as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States government by coercion.

The premium charged for this coverage is provided in the Schedule above and does not include any charges for the portion of loss that may be covered by the Federal Government as described below.

Your policy may contain other exclusions which could affect your coverage, such as an exclusion for Nuclear Events or Pollution. **Please read your policy carefully.**

Note for Commercial Property or Commercial Inland Marine Policyholders in Standard Fire States:

In your state, a terrorism exclusion makes an exception for (and therefore provides coverage for) fire losses resulting from an act of terrorism. If you reject the offer of terrorism coverage, therefore, that rejection does not apply to fire losses resulting from an act of terrorism. Coverage for such fire losses will be provided in your policy. The additional premium just for such fire coverage is shown in the Schedule above.

Disclosure of Federal Participation in Payment of Terrorism Losses

The United States government through the Department of the Treasury may pay a share of terrorism losses insured under the federal program under a formula set forth in the Act. Under this formula, the United States government generally reimburses the following percentage of covered terrorism loss which exceeds the statutorily established deductible paid by the insurance company providing the coverage: 85% through 2015; 84% beginning on January 1, 2016; 83% beginning on January 1, 2017; 82% beginning on January 1, 2018; 81% beginning on January 1, 2019; and 80% beginning on January 1, 2020.

Cap on Insurer Participation in Payment of Terrorism Losses

The Act contains a \$100 billion cap that limits the reimbursement by the United States government as well as insurers' liability for losses resulting from certified acts of terrorism. If the aggregate of insured losses attributable to terrorist acts certified under the Terrorism Risk Insurance Act exceed \$100 billion in a calendar year and we have met our insurer deductible under the Act, we will not be liable for the payment of any portion of the amount of such losses that exceeds \$100 billion. In such case, insured losses up to that amount are subject to pro rata allocation in accordance with procedures established by the Secretary of the Treasury.

Rejection of Terrorism Insurance Coverage

- I decline to purchase terrorism coverage for certified acts of terrorism. I understand that I will have no coverage for losses resulting from certified acts of terrorism.

Applicant/Policyholder Signature

Print Name

Date

Massachusetts Bay Insurance Company _____

Insurance Company

885130045315 _____

Quote or Policy Number

Academic Arts High School

3/20/2019 - 3/20/2020

Insurance coverage and premium breakdown

<u>Property Coverage 2019</u>	<u>Limit</u>	<u>Premium</u>
Business Personal Property Limit Deductible \$1,000 Replacement cost coverage & Co-Insurance 80%	\$515,000	\$665
Business Extra Expense Limit Deductible 72 hours	\$300,000	\$Incl
Boiler/machinery/equipment breakdown		\$120
Emergency Event Management Coverage		\$ 22
GOLD Property Broadening Endorsement		\$545
Educational Institution Property Broadening End.		\$ 99
Terrorism Coverage		\$ 55
Data Breach Coverage		\$ 65
Total Property Premium (Includes Terrorism \$55)		\$1,571

The GOLD Property Broadening Endorsement provides additional coverage for such things as Electronic Data Processing, personal effects of others, property in transit, outdoor property, Property off premises.

<u>Liability Coverage</u>	<u>Limit</u>
General & Products–Completed Operations	
Liability Aggregate	\$3,000,000
Each Occurrence	\$1,500,000
Personal & Advertising Injury	\$1,500,000
Fire Damage Legal Liability-any one fire	\$ 100,000
Medical Expense-any one person	\$ 15,000

<u>Coverage parts</u>	<u>Premium</u>
Employee Benefit Liability \$1,000 ded \$1,000,000 each occurrence \$3,000,000 Aggregate	\$316
Terrorism Coverage	\$ 55
Premises Liability	\$610
Educational Institution Limited Liability <u>Pollution Liability</u> for Curriculum or Program Endorsement	\$ 12
Additional Supplementary Payments Endorsement	\$ 50
Incidental Professions Liability coverage for Educational Institutions	\$ 50
General Liability Broadening Endorsement	\$250
Sexual Misconduct or Sexual Molestation has a sub-limit of \$1,000,000 each incident and \$3,000,000 Aggregate	\$700
Total General Liability Premium (Includes Terrorism \$55)	\$2,043

Professional Liability

-School and Educators Legal Liability coverage

Claims Made policy- with a retro date of 3/04/2014

Limit of Insurance

Aggregate Limit \$3,000,000

Each occurrence \$1,500,000

Deductible \$10,000

Total annual premium \$1,200

-Educational Institution Employment Practice Liability-School and Educators Legal Liability coverage

Claims Made policy-with a retro date of 3/04/2014

Limit of Insurance

Aggregate Limit \$3,000,000

Employment Practice

“Wrongful Employment Act” limit \$1,500,000

Deductible each wrongful act \$10,000

Total annual premium \$1000

Wage and Hour Laws Exclusion with Defense Expense Sublimit End.

Limits of Insurance Sublimit:	\$300,000	
Total annual premium		\$Incl

Non-Monetary Relief Defense Coverage

Claims Made policy-

Limit of Insurance

Aggregate Defense Expense amount	\$300,000	
----------------------------------	-----------	--

Total annual premium		\$134
-----------------------------	--	--------------

Total Annual Premium for Professional Liability		\$2,334
--	--	----------------

Commercial Umbrella Coverage

Limit of coverage

Each Occurrence	\$1,000,000	
-----------------	-------------	--

Aggregate Limit	\$1,000,000	
-----------------	-------------	--

Personal & Advertising Injury Limit	\$1,000,000	
-------------------------------------	-------------	--

Total Annual Premium (includes Terrorism \$75)		\$1,158
---	--	----------------

Commercial Auto Coverage

Coverage limits

Liability-Bodily Injury & property damage	\$1,000,000-CSL
Uninsured Motorist coverage limit	\$1,000,000-CSL
Underinsured Motorist coverage limit	\$1,000,000-CSL
Personal Injury Protection (PIP)	\$ Basic
Comprehensive coverage	\$500 Deductible
Collision coverage	\$1,000 Deductible
Hired and Non-Owned Auto Coverage	\$1,000,000

<u>Vehicle Insured</u>	<u>Premium</u>
2017 Ford Transit	\$727
2017 Ford Transit	\$727
2018 Ford Transit	\$727
Hired Auto Premium	\$ 85
Non Owned premium	\$132
<u>Auto Enhancement Endorsement</u>	<u>\$ 75</u>
Total Annual Premium	\$2,473

<u>Premiums</u>	<u>2018</u>	<u>2019</u>
Commercial Property	\$1,473	\$1,571
Commercial General Liability	\$2,063	\$2,043
Professional Liability	\$2,228	\$2,334
Commercial Umbrella	\$1,120	\$1,158
Commercial Auto	\$2,268	\$2,473
<u>Surcharge Premium</u>	<u>\$ 12.17</u>	<u>\$ 13.42</u>
Total Annual Premium	\$9,164.17	\$9,592.42
Without Terrorism coverage		\$9,407.42

The total cost of Terrorism coverage is \$185



AUDUBON CENTER OF THE NORTH WOODS - CHARTER SCHOOL DIVISION

43 Main Street SE, Suite 507 • Minneapolis, MN 55414 • 612-331-4181

March 14, 2019

Academic Arts High School
Board of Directors
c/o Amy Charpentier, Board Chair
TPS Team
60 Marie Avenue East, Suite 220
West Saint Paul, MN 55118

Dear Board of Directors and TPS Team,

The Audubon Center of the North Woods (ACNW) recently received a complaint regarding Academic Arts High School (AAHS). ACNW addresses all complaints consistent with our Grievance Policy which is available on our [website](#) and which is attached here.

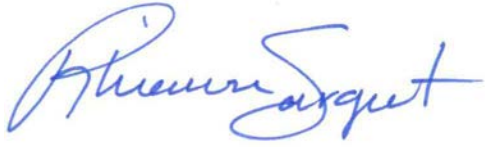
The complaint received asserts that a physical altercation between a student and a staff member took place which resulted in the teacher taking time away from the school and a suspension for the student. This incident raises questions with regard to the policies and procedures related to Special Education Services and whether or not the Crisis Management Policy and Discipline Policy were followed. In our role as authorizer, ACNW must ensure that each school is providing special education services to eligible students consistent with the charter contract and state and federal laws. In addition, our role is also to ensure the school follows any other statutorily required policies. As such, we are seeking information from the school to address the following:

1. What is the school intake process for students who have IEPs, particularly those who have been placed in setting four prior to enrollment at AAHS?
2. How does the school ensure that all staff expected to interact with the students are aware of the specification of the IEP?
3. What is the process for revising students' IEPs if additional services, accommodations or modifications are necessary?
4. Provide a narrative for how the school policy for Crisis Management, Discipline Policy and threat assessment were, or were not followed in the instance of this complaint.

Please provide a response to the above questions by March 22, 2019. In your response, include any appropriate policies, examples, narrative or other relevant information to address the issues outlined.

Let me know if you have any additional questions.

Sincerely,

A handwritten signature in blue ink that reads "Rhianon Sargent". The signature is written in a cursive style with a large initial "R" and "S".

Rhianon Sargent
Authorizing Specialist, Operations and Governance

CC: Tamera Pulver, Special Education Director, AAHS

Audubon Center of the North Woods (ACNW)
Charter School Division
Grievance Policy
As of 5/25/2016

This policy establishes the process by which ACNW will address complaints made about its authorized schools. ACNW seriously considers and reviews allegations of illegality or failure of schools to protect students or uphold public interests.

Process:

1. **Complaint Receipt.** The complaint must identify the complainant and provide a method of contact (such as a phone number or email address). ACNW will not investigate anonymous complaints. ACNW will acknowledge receipt of the complaint. At this point in the process, ACNW may inquire as to how the complainant attempted to resolve the grievance with the school prior to contacting ACNW (e.g., contacting the school's director, bringing the issue to the school's board).
2. **Allegation Determination.** ACNW will determine whether the allegations in the complaint are related to violations of law or failure to protect students or uphold public interests. If not, ACNW will provide a response to the complainant to explain as such and clarify ACNW's roles and responsibilities as an authorizer and the charter school-authorizer relationship.
3. **Reasonable Inquiry.** If ACNW determines that allegations are related to violations of law or failure to protect students or uphold public interests, ACNW will conduct a reasonable inquiry for the purpose of verifying whether the allegations provide sufficient evidence to establish the alleged violations or improprieties. The extent and manner of the reasonable inquiry is in ACNW's sole discretion.
4. **Required Action.** If the reasonable inquiry provides sufficient evidence to establish the alleged violations or improprieties, ACNW will notify the school and require action as necessary and appropriate in ACNW's sole discretion.
5. **ACNW Response.** Although the length of the reasonable inquiry will vary depending upon the scope, complexity, and specificity of the complaint at issue, ACNW will strive to respond to the complainant in writing within thirty days of receipt of the complaint (if a response was not previously provided in step #2). If circumstances warrant, ACNW may require additional time to provide such a response, in which case it will generally advise the complainant.