

Academic Arts High School School Board Meeting Agenda

Tuesday, May 17, 2022 | 5:00 pm | Academic Arts High School Room 123
Participation Remotely Via Google Hangouts Meeting

Board Members: Josh MacLachlan, Tenille Warren, Rachael McNamara, David Gunderman, Christy Dickinson, David Massey, Brenda Johnson

Others Present: Nate Winter - CLA (Ex Officio), TPS Rep: Shoua Yang (Ex Officio)

Absent:

Agenda

- 1. Call to Order:**
- 2. Conflict of Interest Check:**
- 3. Approval of June 22, 2022 Agenda:**
- 4. Approval of May 17, 2022 Minutes:**
- 5. Public Comments:**
- 6. Financial Report: (Josh MacLachlan - Treasurer, Nate Winter - CLA)**
 - a. **Approval of May 2022 financial report**
 - b. **Approval of May 2022 disbursements**
- 7. Ex Officio Report: (Shoua Yang)**
- 8. Student Data Report – Josh MacLachlan**
- 9. Strategic Items:**
 - a. Review of updated “Jay-Squad” structure
 - b. Mission / Vision / Values process review:
 - a. Update on Action Steps Defined in Notice of Concern from Authorizer
 - b. Review of updates to employee handbook (First Reading)
 - c. Review of updated enrollment policy (First Reading)
 - d. Review of quote for intercom system
- 10. Action Items:**

- a. Approval/Denial of FY23 Budget
- b. Summative review of TPS committee evaluation document

11. Adjourn:

Academic Arts High School School Board Meeting Agenda

Tuesday, May 17, 2022 | 5:00 pm | Academic Arts High School Room 123
Participation Remotely Via Google Hangouts Meeting

Board Members Present: Josh MacLachlan

Board Members Present Remotely: Tenille Warren, Rachael McNamara, David Gunderman, Christy Dickinson, David Massey

Others Present: Nate Winter - CLA (Ex Officio, Remotely), AAHS TPS Representatives: Stephanie Lonetti (Ex Officio, Remotely), Nalani McCutcheon (Osprey Wilds, Remotely)

Absent:

Agenda

1. **Call to Order:** Josh MacLachlan calls this meeting to order at 5:01 pm.
2. **Conflict of Interest Check:**
 - a. None to note
3. **Approval of May 17, 2022 Agenda:**
 - a. Christy Dickinson motions to approve the May 17, 2022 agenda. Tenille Warren seconds.
 - b. Discussion:
 - i. Josh suggests to seat Brenda Johnson
 - ii. Change “March 2022” to “April 2022 Financial Report”
 - c. Christy Dickinson rescinds motion and motions to approve agenda with addition of item 10a. seating of Brend Johnson to the school
 - d. Discussion:
 - e. Motion passes with following votes:
 - i. Josh MacLachlan - Aye
 - ii. Tenille Warren - Aye
 - iii. Rachael McNamara - Aye
 - iv. Christy Dickinson - Aye
 - v. Rachael McNamara - Aye

4. Approval of April 19, 2022 Minutes:

- a. David Massey motions to approve the April 19, 2022 minutes. Josh Maclachlan seconds.
- b. Discussion:
 - i. No further discussion
- c. Motion passes with following votes:
 - i. Josh MacLachlan - Aye
 - ii. Tenille Warren - Aye
 - iii. Rachael McNamara - Aye
 - iv. Christy Dickinson - Aye
 - v. David Massey - Aye

5. Public Comments:

- a. Brenda Johnson has joined the board meeting:
 - i. Lives in West Saint Paul. Daughter went to South Saint Paul. Was second class of School (2006). Used to be on this school's board when the school was called "River Heights Charter School". Connected with Bill Zimneiwitcs, school's original director, and was part of team to start the charter. Wants to join the board.

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

- a. **Approval of April 2022 financial report**
 - i. Josh MacLachlan motions to approve the April 2022 financial report. David Massey seconds.
 - ii. Discussion:

1. ADM
 - a. Current Approved Revised Budget: 112
 - i. Revised from 98 in April meeting
 - b. Current School enrollment: 117
 - c. Current Average ADM: 111.67
 - d. ADM Variance: 5
2. 83% of way through year:
 - a. Revenues at 82% of budget
 - i. Includes homebook credit (double charged)
 - b. Expenditures at 79% of budget
3. Cash on hand at the end of January was \$346K, \$6K decrease from prior month.

iii. Motion passes with following votes:

1. Josh MacLachlan - Aye
2. Tenille Warren - Aye
3. Rachael McNamara - Aye
4. Christy Dickinson - Aye
5. David Massey - Aye

b. Approval of April 2022 disbursements

- i. Josh MacLachlan motions to approve the April 2022 disbursements.
Rachael McNamara seconds.
- ii. Discussion
 1. Rachael asks about costco purchase - For food for open house
- iii. Motion passes with following votes:

1. Josh MacLachlan - Aye
2. Tenille Warren - Aye
3. Rachael McNamara - Aye
4. Christy Dickinson - Aye
5. David Massey - Aye

7. Ex Officio Report: (Stephanie Lonetti)

- a. School Events:
- b. Enrollment:
 - i. Currently at 118
 - ii. 32 Seniors graduating
- c. TPS:
 - i. Working with RCE: conducting staff interviews to inform diversity and inclusion work.
 1. Rachael McNamara: any way to help paras who want
 2. Josh MacLachlan: definitely the goal. TPS is realizing that there
 3. Rachael McNamara:
 4. David: The more voices involved the longer it takes to make choices
 5. Josh MacLachlan/RACI:
 6. Overall: Verifying that everyone is informed of roles and how decisions are made, and why. Clarity is key.
- d. Personnel:
 - i. Working to fill two non-returning positions for FY23
 1. “Behavior Lead”/”Dean of Students”

2. School Social Worker - FILLED

3. SpEd Teacher -

4. GenEd Teacher (Art) -

5. Para/Cultural Liaison -

e. Behavior:

f. Finance: See Financial Report section

g. Marketing:

i. Gave update on open house - 3 families attended and filled out enrollment paperwork

ii. Continuing Enrollment Tours

h. Curriculum

i. Special Education

i. 55 sped students, 3 currently getting evaluated

ii. 20 of 21 transitions students are graduating this year

1. Stephanie Lonetti had organized what had been in place. Major difference is that each student comes in and works with individual paras once per week for 2 hours. Implemented use of Trello boards as well. Students need to be employed for 3 months consistently.

j. SEL: focusing of relationships in May

8. Student Data Report – Josh MacLachlan

a. Data is added

b. Dashboards may not be pulling properly (Josh to verify by next meeting)

9. Strategic Items:

a. Review official correspondence from OW about reauthorization.

- i. TPS should update board members, and ask for advice, on reviewing and updating the school's mission and vision.
 - b. Mission / Vision / Values process review:
 - i. "TPS Taskforce" updates:
 - 1. Mission / Vision task force
 - 2. Professional Values task force
 - a. Update on Action Steps Defined in Notice of Concern from Authorizer
 - i. Letter reviews coding issue salary for Behavior Lead position discussed in February meeting: Board required to make the following corrections:
 - 1. Establish a system of oversight to ensure that the school's Special Education Director is given the authority over fiscal supervision and administration of the special education program.
 - a. **Board Request:** Personnel committee define protocol for verifying job positions. The Board Chair and Tammy will connect on new hires to note any issues. Ultimate goal is to make sure that there is a way for concerns to be brought to board.
 - b. This policy or system should expand beyond the scope of the notice of concern to any issue of which the board should be aware. This will be added to future agendas for further updates, development, and discussion.
 - c. JOSH - will reach out to OW to verify next steps
- b. Review current submissions from TPS committee in TPS FY22 evaluation document.

10. Action Items:

- a. Josh - Christy
- b. Discussion:
 - i. Board excited
 - ii. Brenda asks for all board members to introduce themselves (name, role, etc.)
- c. Motion passes with following votes:
 - i. Josh MacLachlan - Aye
 - ii. Tenille Warren - Aye
 - iii. Rachael McNamara - Aye
 - iv. Christy Dickinson - Aye
 - v. David Massey - Aye

Adjourn:

- d. David Massey motions to adjourn at 7:03 pm



- May 2022 -

Financial Statements

Prepared By:

Nate Winter



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Academic Arts High School Executive Summary

To accompany the May 2022 financial statements, as presented to the School Board

** As of month-end, 92% of the year was complete

Enrollment

- Current Approved Budget: 112
- Current School Enrollment: 118
- Current Average ADM: 112.57
- Variance: 6

Statement of Activities

Cash at the end of May was \$313K, which is a \$33K decrease from the prior month. The current year estimated state receivable that is owed to the School through month end was \$347K. The prior year state receivable has been fully received as of month end.

The beginning fund balance for the year is \$442,749.

Schedule of Budget and Actual Revenue and Expenses

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

- Revenues for the month were at 90% of budget:
 - Two IDEAS payments on the 15th and 30th.
 - Normal monthly deposits
 - Workers comp credit
- Expenditures for the month were at 89% of budget:
 - Normal monthly payments of rent, benefits, contracted services, and supplies went out
 - Graduation supplies & prom supplies

Other Items of Importance

- The FY22 revised budget that was approved at the April board meeting has been updated on the income statement
- CLA & AAHS compiled together the various scenarios for the FY23 original budget draft to be reviewed and approved by the board.

Academic Arts High School Financial Dashboard

May 2022 92% of School Year Complete

REVENUE

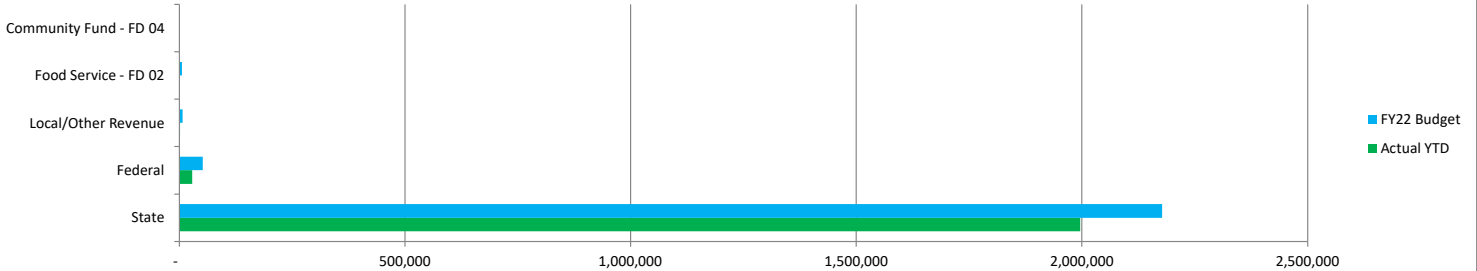
Total Revenue this Month
\$179,038

Total Revenue YTD
\$2,064,235

Budgeted Revenue FY22
\$2,290,255

% of Revenue Budget
90%

Revenue - Actual vs. Budget



EXPENSE

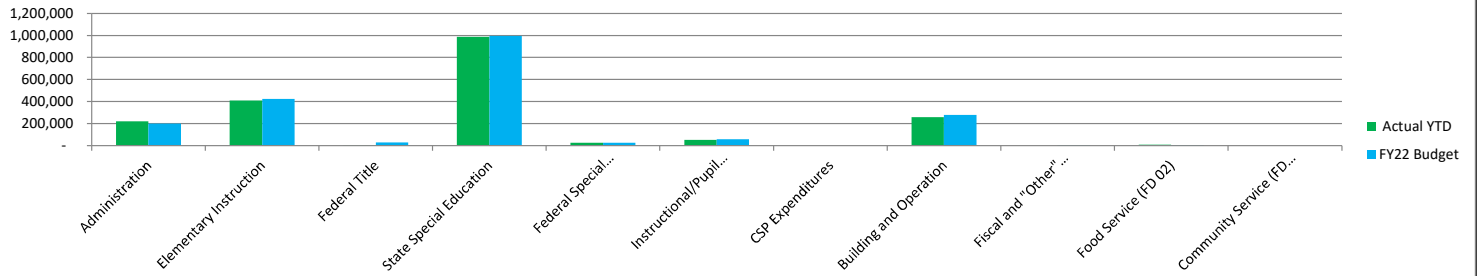
Total Expense this Month
\$212,095

Total Expense YTD
\$2,000,258

Budgeted Expense FY22
\$2,249,742

% of Expense Budget
89%

Expense - Actual vs. Budget



BALANCE SHEET

Cash at End of Month
\$312,997

Cash at End of Prior Month
\$346,054

Beginning Fund Balance - FY22
\$442,749

Budgeted Fund Balance - End of FY22
\$483,261

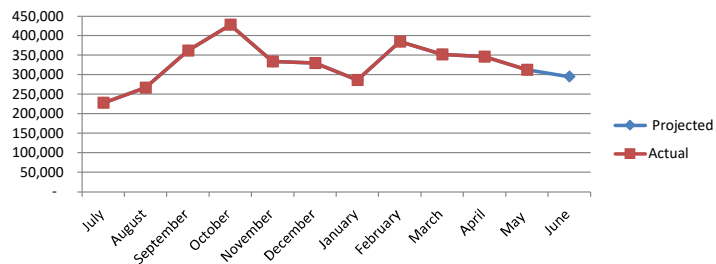
Cash at Beginning of Year
\$234,073

Projected Cash Balance- End of FY22
\$294,995

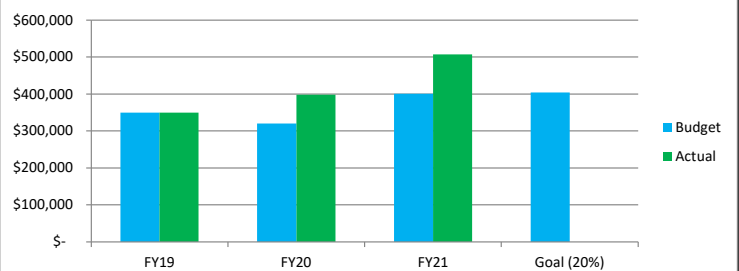
Fund Balance at Month End
\$506,726

Long-Term Fund Balance Goal (20%)
\$403,831

Cash Flow Projection



Fund Balance - Budget vs. Actual



ENROLLMENT

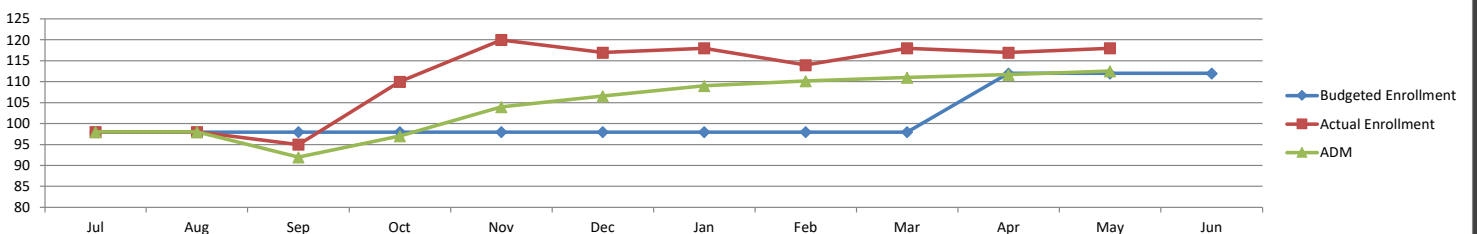
Actual Enrollment at Month End
118

Budgeted Enrollment
112

Actual ADM - YTD
113

Actual vs. Budgeted Enrollment Variance
6

Actual vs. Budgeted Enrollment



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

Academic Arts High School
Comparative Balance Sheet - All Funds
As of May 2022

| | Current Month | Prior Month | \$ Change | Audited | YTD \$ Change |
|---|----------------|----------------|-----------------|----------------|----------------|
| | 5/31/2022 | 4/30/2022 | | 6/30/2021 | |
| ASSETS: | | | | | |
| Current Assets: | | | | | |
| Cash | 312,997 | 346,054 | (33,057) | 234,073 | 78,924 |
| Accounts Receivable | - | - | - | 4,895 | (4,895) |
| Due from MDE - Prior Year Receivable | - | 24,749 | (24,749) | - | - |
| Due from MDE - Current Year Estimate | 347,394 | 316,398 | 30,996 | 298,429 | 48,965 |
| Due from Federal | 39,957 | 39,680 | 277 | 52,414 | (12,457) |
| Prepays | 10,707 | 10,707 | 0 | 8,944 | 1,763 |
| Total Current Assets | 711,055 | 737,588 | (26,533) | 598,756 | 112,300 |
| Capital Assets: | | | | | |
| Buildings and Equipment | - | - | - | - | - |
| Less: Accumulated Depreciation | - | - | - | - | - |
| Total Net Capital Assets | - | - | - | - | - |
| TOTAL ASSETS | 711,055 | 737,588 | (26,533) | 598,756 | 112,300 |
| LIABILITIES: | | | | | |
| Current Liabilities: | | | | | |
| Salaries Payable | 175,407 | 159,461 | 15,946 | 93,315 | 82,092 |
| Accounts Payable | 9,348 | 245 | 9,103 | 35,715 | (26,367) |
| Payroll Liabilities | 19,574 | 22,673 | (3,099) | 26,977 | (7,403) |
| Other Liabilities | - | - | - | - | - |
| Unearned Revenue | - | - | - | - | - |
| Line of Credit | - | - | - | - | - |
| Total Current Liabilities | 204,329 | 182,379 | 21,950 | 156,007 | 48,322 |
| FUND BALANCE | | | | | |
| Beginning Fund Balance as of July 1, 2021 | 442,749 | 442,749 | - | 390,558 | |
| Net Income, FY2022 to Date | 63,977 | 112,460 | (48,483) | 52,191 | 11,786 |
| Ending Fund Balance | 506,726 | 555,209 | (48,483) | 442,749 | 63,978 |
| TOTAL FUND BALANCE | 506,726 | 555,209 | (48,483) | 442,749 | 63,978 |
| TOTAL LIABILITIES AND FUND BALANCE | 711,055 | 737,588 | (26,533) | 598,756 | 112,299 |

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

Academic Arts High School

Balance Sheet

As of May 2022

| | ALL FUNDS | <i>General Fund</i> | <i>Food Service</i> | <i>Community Fund</i> | <i>Capital Assets</i> |
|---|------------------|-------------------------|-------------------------|---------------------------|---------------------------|
| | Total | FD 01 | FD 02 | FD 04 | FD 98 |
| ASSETS: | | | | | |
| Current Assets: | | | | | |
| Cash | 312,997 | 316,912 | (3,915) | - | - |
| Accounts Receivable | - | - | - | - | - |
| Due from MDE - Prior Year Receivable | - | - | - | - | - |
| Due from MDE - Current Year Estimate | 347,394 | 347,394 | - | - | - |
| | - | - | - | - | - |
| Due from Federal | 39,957 | 39,611 | 346 | - | - |
| Prepays | 10,707 | 10,707 | - | - | - |
| Total Current Assets | 711,055 | 714,624 | (3,569) | - | - |
| Capital Assets | | | | | |
| Buildings and Equipment | | | | | |
| (Less) Depreciation | | | | | |
| Total Net Capital Assets | - | - | - | - | - |
| TOTAL ASSETS | 711,055 | 714,624 | (3,569) | - | - |
| LIABILITIES: | | | | | |
| Current Liabilities: | | | | | |
| Salaries Payable | 175,407 | 175,407 | - | - | - |
| Accounts Payable | 9,348 | 4,534 | 4,813 | - | - |
| Payroll Liabilities | 19,574 | 19,574 | - | - | - |
| Other Liabilities | - | - | - | - | - |
| Unearned Revenue | - | - | - | - | - |
| Line of Credit | - | - | - | - | - |
| Total Current Liabilities | 204,327 | 199,515 | 4,813 | - | - |
| FUND BALANCE | | | | | |
| Beginning Fund Balance as of July 1, 2021 | 442,749 | 442,403 | 346 | - | - |
| Net Income, FY 2022 to Date | 63,977 | 72,706 | (8,729) | - | - |
| Ending Fund Balance | 506,726 | 515,109 | (8,382) | - | - |
| Investment in Capital Assets | - | - | - | - | - |
| TOTAL LIABILITIES AND FUND BALANCE | 711,055 | 714,624 | (3,569) | - | - |

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

Academic Arts High School
 Income Statement - Variance
 As of May 2022

92% of Fiscal Year 2021-2022 Complete

Approved
 4/19/2022

| | YTD Actual | YTD Budget | YTD Variance | FY22 Revised Budget | % of Budget |
|---|------------------|------------------|----------------|---------------------|-------------|
| FUND 01 | | | | | |
| DISTRICT REVENUE - GENERAL FUND | | | | | |
| Local & Other | 2,157 | 6,784 | (4,627) | 7,400 | 29% |
| State - Gen. Ed. Aid | 958,095 | 908,983 | 49,112 | 991,617 | 97% |
| State - Special Education/ADSSIS | 672,208 | 902,197 | (229,989) | 984,215 | 68% |
| State - Lease Aid | - | 161,885 | (161,885) | 176,602 | 0% |
| State - Other | 17,555 | 22,843 | (5,288) | 24,920 | 70% |
| Estimated State Holdback Recognized | 348,050 | - | - | - | N/A |
| PY Over/Under Accrual | - | - | - | (27,575) | N/A |
| Federal - ESSER | 37,274 | - | 37,274 | 80,236 | 46% |
| Federal - COVID-19 Testing Grant | 85 | - | 85 | - | 0% |
| Federal - Title | 3,019 | 12,443 | (9,424) | 13,574 | 22% |
| Federal - Special Ed. | 25,792 | 29,117 | (3,326) | 31,764 | 81% |
| TOTAL DISTRICT REVENUE - GENERAL FUND | 2,064,235 | 2,044,252 | 19,982 | 2,282,755 | 90% |
| DISTRICT EXPENDITURES - GENERAL FUND | | | | | |
| Administration & District Support Services | | | | | |
| Salary & Benefits | 104,695 | 103,340 | 1,355 | 112,735 | 93% |
| Purchased Services | 89,526 | 91,667 | (2,141) | 100,000 | 90% |
| Supplies & Equipment | 11,997 | 18,333 | (6,337) | 20,000 | 60% |
| Other Fees | 14,692 | 15,583 | (891) | 17,000 | 86% |
| Total Administration & District Support Expenditures | 220,910 | 228,924 | (8,014) | 249,735 | 88% |
| Instructional Expenditures | | | | | |
| Salary & Benefits | 372,664 | 346,257 | 26,407 | 377,735 | 99% |
| Purchased Services | 13,612 | 12,375 | 1,237 | 13,500 | 101% |
| Supplies & Equipment | 21,582 | 18,333 | 3,249 | 20,000 | 108% |
| Other Fees | - | - | - | - | 0% |
| Total Instructional Expenditures | 407,858 | 376,966 | 30,892 | 411,236 | 99% |
| Federal Title | | | | | |
| Salary & Benefits | - | - | - | - | 0% |
| Purchased Services | - | 7,860 | (7,860) | 8,574 | 0% |
| Supplies & Equipment | 3,019 | 4,583 | (1,564) | 5,000 | 60% |
| Other Fees | - | - | - | - | 0% |
| Total Federal Title Expenditures | 3,019 | 12,443 | (9,424) | 13,574 | 22% |
| State Special Education | | | | | |
| Salaries/Wages and Benefits | 923,909 | 907,568 | 16,342 | 990,074 | 93% |
| Purchased Services | 38,938 | 36,667 | 2,271 | 40,000 | 97% |
| Supplies & Equipment | - | 16,325 | (16,325) | 17,809 | 0% |
| Transportation | 24,686 | 34,933 | (10,247) | 38,109 | 65% |
| Other Fees | - | - | - | - | 0% |
| Total State Special Education Expenditures | 987,533 | 995,493 | (7,959) | 1,085,992 | 91% |
| Federal Special Education/CEIS | | | | | |
| Salaries/Wages and Benefits | - | - | - | 3,184 | 0% |
| Purchased Services | 3,650 | 13,750 | (10,100) | 15,000 | 24% |
| Supplies & Equipment | 22,142 | 12,448 | 9,694 | 13,580 | 163% |
| Other Fees | - | - | - | - | 0% |
| Total Federal Special Education Expenditures | 25,792 | 26,198 | (407) | 31,764 | 81% |
| Instructional/Pupil Support | | | | | |
| Salary & Benefits | 39,405 | 39,406 | (1) | 42,988 | 92% |
| Purchased Services | 12,948 | 13,750 | (803) | 15,000 | 86% |
| Supplies & Equipment | - | - | - | - | 0% |
| Other Fees | - | - | - | - | 0% |
| Total Instructional Support Expenditures | 52,353 | 53,156 | (803) | 57,989 | 90% |
| ESSER/COVID19 Funding | | | | | |

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

| | YTD Actual | YTD Budget | YTD Variance | FY22 Revised Budget | % of Budget |
|---|------------------|------------------|-----------------|---------------------|-------------|
| ESSER | 37,274 | 73,550 | (36,276) | 80,237 | 46% |
| COVID19 Testing Grant | 85 | - | 85 | - | 0% |
| Total Instructional Support Expenditures | 37,359 | 73,550 | (36,191) | 80,237 | 47% |
| Building & Operations | | | | | |
| Salaries/Wages and Benefits | - | - | - | - | 0% |
| Purchased Services | 57,570 | 59,583 | (2,014) | 65,000 | 89% |
| Facilities Lease | 187,198 | 187,198 | - | 204,216 | 92% |
| Supplies & Equipment | 3,659 | 24,292 | (20,632) | 26,500 | 14% |
| Other Fees | 8,277 | 7,792 | 485 | 8,500 | 97% |
| Total Building & Operations Expenditures | 256,704 | 278,865 | (22,160) | 304,216 | 84% |
| Fiscal & Other Fixed Cost Programs | | | | | |
| Purchased Services | - | - | - | - | 0% |
| Transfers to Other Funds | - | 7,500 | - | 7,500 | 0% |
| Total Fiscal & Other Fixed Cost Programs Expend. | - | 7,500 | (7,500) | 7,500 | 99% |
| TOTAL DISTRICT EXPENDITURES - GENERAL FUND | 1,991,529 | 2,053,095 | (61,566) | 2,242,242 | 89% |
| GENERAL FUND (01) - NET INCOME | 72,706 | (8,844) | 81,550 | 40,512 | |
| FUND 02 | | | | | |
| DISTRICT REVENUE - FOOD SERVICE FUND | | | | | |
| Local & Other | - | - | - | - | 0% |
| State | - | - | - | - | 0% |
| Federal | - | - | - | - | 0% |
| Transfers from Other Funds | - | 6,875 | (6,875) | 7,500 | 0% |
| TOTAL DISTRICT REVENUE - FOOD SERVICE FUND | - | 6,875 | (6,875) | 7,500 | 0% |
| DISTRICT EXPENDITURES - FOOD SERVICE FUND | | | | | |
| Salaries/Wages and Benefits | - | - | - | - | 0% |
| Purchased Services | 8,729 | 6,875 | 1,854 | 7,500 | 116% |
| Supplies & Equipment | - | - | - | - | 0% |
| TOTAL DISTRICT EXPENDITURES - FOOD SERVICE FUND | 8,729 | 6,875 | 1,854 | 7,500 | 116% |
| FOOD SERVICE FUND (02) - NET INCOME | (8,729) | - | (8,729) | - | |
| TOTAL REVENUES - ALL FUNDS | 2,064,235 | 2,051,127 | 13,107 | 2,290,255 | 90% |
| TOTAL EXPENDITURES - ALL FUNDS | 2,000,258 | 2,059,970 | (59,713) | 2,249,742 | 89% |
| NET INCOME (LOSS) - ALL FUNDS | 63,977 | (8,844) | 72,821 | 40,512 | |
| Beginning Fund Balance 7/1/2021 | 442,749 | | | 442,749 | |
| Ending Fund Balance | 506,726 | | | 483,261 | |

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

**Academic Arts High School
May 2022 Payment Register**

| District # | Payment # | Bank | Check # | Pay Type | Payment Date | Vendor # | Vendor | Curr | Amount | Financials |
|------------|-----------|------|---------|----------|--------------|----------|----------------------------|------|-------------|---------------------------|
| 4119 | 9495 | AB | | WX | 5/24/2022 | 1856 | CliftonLarsonAllen LLP | USD | \$ 2,815.00 | Admin Purchased Services |
| 4119 | 9495 | AB | | WX | 5/24/2022 | 1856 | CliftonLarsonAllen LLP | USD | \$ 4,387.67 | Admin Purchased Services |
| 4119 | 9495 | AB | | WX | 5/24/2022 | 1856 | CliftonLarsonAllen LLP | USD | \$ 4,427.02 | Admin Purchased Services |
| 4119 | 9495 | AB | | WX | 5/24/2022 | 1856 | CliftonLarsonAllen LLP | USD | \$ 4,407.53 | Admin Purchased Services |
| 4119 | 9497 | AB | | WX | 5/31/2022 | 1031 | QUILL CORPORATION | USD | \$ 272.94 | Admin S&E |
| 4119 | 9498 | AB | | WX | 5/31/2022 | 1071 | MENARD'S | USD | \$ 30.62 | Instructional S&E |
| 4119 | 9499 | AB | | WX | 5/31/2022 | 1071 | MENARD'S | USD | \$ 22.58 | Federal SPED S&E |
| 4119 | 9500 | AB | | WX | 5/31/2022 | 1071 | MENARD'S | USD | \$ 12.86 | Federal SPED S&E |
| 4119 | 9501 | AB | | WX | 5/31/2022 | 1101 | CUB FOODS | USD | \$ 22.50 | Instructional S&E |
| 4119 | 9502 | AB | | WX | 5/31/2022 | 1101 | CUB FOODS | USD | \$ 6.87 | Instructional S&E |
| 4119 | 9503 | AB | | WX | 5/31/2022 | 1307 | Walmart | USD | \$ 89.00 | Instructional S&E |
| 4119 | 9504 | AB | | WX | 5/31/2022 | 1307 | Walmart | USD | \$ 27.36 | Instructional S&E |
| 4119 | 9505 | AB | | WX | 5/31/2022 | 1307 | Walmart | USD | \$ 6.32 | Instructional S&E |
| 4119 | 9506 | AB | | WX | 5/31/2022 | 1313 | Amazon | USD | \$ 26.48 | Instructional S&E |
| 4119 | 9507 | AB | | WX | 5/31/2022 | 1313 | Amazon | USD | \$ 62.40 | Instructional S&E |
| 4119 | 9508 | AB | | WX | 5/31/2022 | 1313 | Amazon | USD | \$ 2.49 | Instructional S&E |
| 4119 | 9509 | AB | | WX | 5/31/2022 | 1313 | Amazon | USD | \$ 7.99 | Instructional S&E |
| 4119 | 9510 | AB | | WX | 5/31/2022 | 1313 | Amazon | USD | \$ 15.03 | Instructional S&E |
| 4119 | 9511 | AB | | WX | 5/31/2022 | 1313 | Amazon | USD | \$ 5.96 | Instructional S&E |
| 4119 | 9512 | AB | | WX | 5/31/2022 | 1313 | Amazon | USD | \$ 39.99 | Instructional S&E |
| 4119 | 9513 | AB | | WX | 5/31/2022 | 1313 | Amazon | USD | \$ 23.96 | Instructional S&E |
| 4119 | 9514 | AB | | WX | 5/31/2022 | 1313 | Amazon | USD | \$ 39.47 | Instructional S&E |
| 4119 | 9515 | AB | | WX | 5/31/2022 | 1313 | Amazon | USD | \$ 90.88 | Instructional S&E |
| 4119 | 9516 | AB | | WX | 5/31/2022 | 1313 | Amazon | USD | \$ 43.68 | Instructional S&E |
| 4119 | 9517 | AB | | WX | 5/31/2022 | 1313 | Amazon | USD | \$ 13.58 | Instructional S&E |
| 4119 | 9518 | AB | | WX | 5/31/2022 | 1348 | target | USD | \$ 107.52 | Instructional S&E |
| 4119 | 9519 | AB | | WX | 5/31/2022 | 1348 | target | USD | \$ 107.52 | Instructional S&E |
| 4119 | 9520 | AB | | WX | 5/31/2022 | 1348 | target | USD | \$ 1.79 | Instructional S&E |
| 4119 | 9521 | AB | | WX | 5/31/2022 | 1348 | target | USD | \$ 215.03 | Instructional S&E |
| 4119 | 9522 | AB | | WX | 5/31/2022 | 1348 | target | USD | \$ 293.72 | Instructional S&E |
| 4119 | 9523 | AB | | WX | 5/31/2022 | 1348 | target | USD | \$ 40.00 | Federal SPED S&E |
| 4119 | 9524 | AB | | WX | 5/31/2022 | 1348 | target | USD | \$ 57.55 | Instructional S&E |
| 4119 | 9525 | AB | | WX | 5/31/2022 | 1348 | target | USD | \$ 34.53 | Instructional S&E |
| 4119 | 9526 | AB | | WX | 5/31/2022 | 1348 | target | USD | \$ 21.48 | Instructional S&E |
| 4119 | 9527 | AB | | WX | 5/31/2022 | 1348 | target | USD | \$ 16.14 | Instructional S&E |
| 4119 | 9528 | AB | | WX | 5/31/2022 | 1360 | Walgreens | USD | \$ 51.32 | Federal SPED S&E |
| 4119 | 9529 | AB | | WX | 5/31/2022 | 1368 | HOLIDAY STATIONSTORES, LLC | USD | \$ 82.52 | State SPED Transportation |
| 4119 | 9530 | AB | | WX | 5/31/2022 | 1368 | HOLIDAY STATIONSTORES, LLC | USD | \$ 77.05 | State SPED Transportation |
| 4119 | 9531 | AB | | WX | 5/31/2022 | 1368 | HOLIDAY STATIONSTORES, LLC | USD | \$ 36.83 | State SPED Transportation |
| 4119 | 9532 | AB | | WX | 5/31/2022 | 1368 | HOLIDAY STATIONSTORES, LLC | USD | \$ 86.22 | State SPED Transportation |
| 4119 | 9533 | AB | | WX | 5/31/2022 | 1368 | HOLIDAY STATIONSTORES, LLC | USD | \$ 75.00 | State SPED Transportation |
| 4119 | 9534 | AB | | WX | 5/31/2022 | 1368 | HOLIDAY STATIONSTORES, LLC | USD | \$ 96.54 | State SPED Transportation |
| 4119 | 9535 | AB | | WX | 5/31/2022 | 1368 | HOLIDAY STATIONSTORES, LLC | USD | \$ 12.58 | State SPED Transportation |

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

| | | | | | | | | | |
|------|------|----|----|-----------|------|-------------------------------------|--------|-----------|---------------------------|
| 4119 | 9536 | AB | WX | 5/31/2022 | 1409 | Valleyfair | USD \$ | 2,600.00 | Instructional PS |
| 4119 | 9537 | AB | WX | 5/31/2022 | 1431 | Southview Garden Center | USD \$ | 40.75 | B/O S&E |
| 4119 | 9538 | AB | WX | 5/31/2022 | 1570 | Marathon Gas Station | USD \$ | 59.00 | State SPED Transportation |
| 4119 | 9539 | AB | WX | 5/31/2022 | 1570 | Marathon Gas Station | USD \$ | 66.04 | State SPED Transportation |
| 4119 | 9540 | AB | WX | 5/31/2022 | 1575 | Southview Office CenterLLC | USD \$ | 22,335.39 | B/O Lease & PS |
| 4119 | 9541 | AB | WX | 5/31/2022 | 1576 | CVS Pharmacy | USD \$ | 7.29 | Instructional S&E |
| 4119 | 9542 | AB | WX | 5/31/2022 | 1608 | Costco | USD \$ | 239.32 | Instructional S&E |
| 4119 | 9543 | AB | WX | 5/31/2022 | 1611 | Goodwill | USD \$ | 8.62 | Instructional S&E |
| 4119 | 9544 | AB | WX | 5/31/2022 | 1707 | Amore Coffee | USD \$ | 217.81 | I/PS Purchased Services |
| 4119 | 9545 | AB | WX | 5/31/2022 | 1760 | Hobby Lobby | USD \$ | 6.38 | Instructional S&E |
| 4119 | 9546 | AB | WX | 5/31/2022 | 1760 | Hobby Lobby | USD \$ | 13.97 | Instructional S&E |
| 4119 | 9547 | AB | WX | 5/31/2022 | 1778 | Teacherspay teachers | USD \$ | 1.59 | Instructional S&E |
| 4119 | 9548 | AB | WX | 5/31/2022 | 1795 | Aldi | USD \$ | 13.14 | Instructional S&E |
| 4119 | 9549 | AB | WX | 5/31/2022 | 1833 | Old National Bank | USD \$ | 1.43 | Admin Purchased Services |
| 4119 | 9550 | AB | WX | 5/31/2022 | 1876 | USPS | USD \$ | 37.12 | Admin Purchased Services |
| 4119 | 9551 | AB | WX | 5/31/2022 | 1883 | Alerus | USD \$ | 50.00 | Payroll Liabilities |
| 4119 | 9552 | AB | WX | 5/31/2022 | 1883 | Alerus | USD \$ | 129.92 | Payroll Liabilities |
| 4119 | 9553 | AB | WX | 5/31/2022 | 1883 | Alerus | USD \$ | 129.92 | Payroll Liabilities |
| 4119 | 9554 | AB | WX | 5/31/2022 | 1886 | TRA | USD \$ | 4,827.34 | Payroll Liabilities |
| 4119 | 9555 | AB | WX | 5/31/2022 | 1886 | TRA | USD \$ | 4,949.31 | Payroll Liabilities |
| 4119 | 9556 | AB | WX | 5/31/2022 | 1887 | PERA | USD \$ | 3,083.26 | Payroll Liabilities |
| 4119 | 9557 | AB | WX | 5/31/2022 | 1887 | PERA | USD \$ | 3,140.31 | Payroll Liabilities |
| 4119 | 9558 | AB | WX | 5/31/2022 | 1888 | IRS | USD \$ | 11,598.03 | Payroll Liabilities |
| 4119 | 9559 | AB | WX | 5/31/2022 | 1888 | IRS | USD \$ | 11,712.03 | Payroll Liabilities |
| 4119 | 9560 | AB | WX | 5/31/2022 | 1889 | MN Dept of Revenue | USD \$ | 1,963.83 | Payroll Liabilities |
| 4119 | 9561 | AB | WX | 5/31/2022 | 1889 | MN Dept of Revenue | USD \$ | 1,939.49 | Payroll Liabilities |
| 4119 | 9562 | AB | WX | 5/31/2022 | 1910 | MN UI FUND | USD \$ | 2,115.00 | Payroll Liabilities |
| 4119 | 9563 | AB | WX | 5/31/2022 | 1924 | Skyroam, INC | USD \$ | 99.00 | Instructional PS |
| 4119 | 9564 | AB | WX | 5/31/2022 | 1924 | Skyroam, INC | USD \$ | 99.00 | Instructional PS |
| 4119 | 9565 | AB | WX | 5/31/2022 | 1924 | Skyroam, INC | USD \$ | 99.00 | Instructional PS |
| 4119 | 9566 | AB | WX | 5/31/2022 | 1929 | Canva | USD \$ | 53.25 | Admin S&E |
| 4119 | 9567 | AB | WX | 5/31/2022 | 1929 | Canva | USD \$ | 53.25 | Admin S&E |
| 4119 | 9568 | AB | WX | 5/31/2022 | 1929 | Canva | USD \$ | 45.25 | Admin S&E |
| 4119 | 9569 | AB | WX | 5/31/2022 | 1929 | Canva | USD \$ | 53.25 | Admin S&E |
| 4119 | 9570 | AB | WX | 5/31/2022 | 1929 | Canva | USD \$ | 53.25 | Admin S&E |
| 4119 | 9571 | AB | WX | 5/31/2022 | 1929 | Canva | USD \$ | 53.25 | Admin S&E |
| 4119 | 9572 | AB | WX | 5/31/2022 | 1966 | Raising Canes | USD \$ | 301.97 | Instructional S&E |
| 4119 | 9573 | AB | WX | 5/31/2022 | 1989 | Keefe Co Parking | USD \$ | 4.00 | Federal SPED PS |
| 4119 | 9574 | AB | WX | 5/31/2022 | 1989 | Keefe Co Parking | USD \$ | 5.00 | Federal SPED PS |
| 4119 | 9575 | AB | WX | 5/31/2022 | 1989 | Keefe Co Parking | USD \$ | 5.00 | Federal SPED PS |
| 4119 | 9576 | AB | WX | 5/31/2022 | 2005 | Kowalski's | USD \$ | 21.96 | Admin S&E |
| 4119 | 9577 | AB | WX | 5/31/2022 | 2006 | Kabomelette, Vittles and Lil Dipper | USD \$ | 500.00 | Admin Purchased Services |
| 4119 | 9578 | AB | WX | 5/31/2022 | 2007 | Saint Paul College | USD \$ | 1.00 | Federal SPED PS |
| 4119 | 9579 | AB | WX | 5/31/2022 | 2009 | Gray Lines/Schmitt & Sons | USD \$ | 1,545.00 | I/PS Purchased Services |
| 4119 | 9580 | AB | WX | 5/31/2022 | 2010 | Zutobi | USD \$ | 14.99 | Federal SPED PS |
| 4119 | 9581 | AB | WX | 5/31/2022 | 2010 | Zutobi | USD \$ | 0.44 | Federal SPED PS |
| 4119 | 9582 | AB | WX | 5/31/2022 | 2011 | Tii Cup | USD \$ | 9.90 | Federal SPED S&E |

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

| | | | | | | | | | | |
|---------------|------|----|----------|----|-----------|------|---|--------|----------------------|---------------------------|
| 4119 | 9584 | AB | | WX | 5/31/2022 | 1313 | Amazon | USD \$ | 87.95 | Instructional S&E |
| 4119 | 9484 | AB | 6800 | CH | 5/24/2022 | 1014 | Century Link | USD \$ | 336.32 | Admin Purchased Services |
| 4119 | 9488 | AB | 6801 | CH | 5/24/2022 | 1849 | Comcast Business | USD \$ | 168.37 | Admin Purchased Services |
| 4119 | 9485 | AB | 6802 | CH | 5/24/2022 | 1015 | DESIGNS FOR LEARNING | USD \$ | 3,577.00 | State SPED PS |
| 4119 | 9485 | AB | 6802 | CH | 5/24/2022 | 1015 | DESIGNS FOR LEARNING | USD \$ | 178.50 | Admin Purchased Services |
| 4119 | 9493 | AB | 6803 | CH | 5/24/2022 | 1969 | Jacqueline Marcell | USD \$ | 300.93 | I/PS Purchased Services |
| 4119 | 9494 | AB | 6804 | CH | 5/24/2022 | 2004 | Mariah Ganyo | USD \$ | 54.72 | Instructional S&E |
| 4119 | 9490 | AB | 6805 | CH | 5/24/2022 | 1879 | MN PEIP - C/O MMB Fiscal Services | USD \$ | 17,698.09 | Payroll Liabilities |
| 4119 | 9490 | AB | 6805 | CH | 5/24/2022 | 1879 | MN PEIP - C/O MMB Fiscal Services | USD \$ | 17,698.09 | Payroll Liabilities |
| 4119 | 9487 | AB | 6806 | CH | 5/24/2022 | 1249 | National Recognition Products | USD \$ | 780.00 | Instructional S&E |
| 4119 | 9492 | AB | 6807 | CH | 5/24/2022 | 1913 | Navigate Care Consulting | USD \$ | 135.00 | State SPED PS |
| 4119 | 9492 | AB | 6807 | CH | 5/24/2022 | 1913 | Navigate Care Consulting | USD \$ | 200.00 | State SPED PS |
| 4119 | 9489 | AB | 6808 | CH | 5/24/2022 | 1854 | Shannon Gruidl Occupational Therapy Service | USD \$ | 787.50 | State SPED PS |
| 4119 | 9486 | AB | 6809 | CH | 5/24/2022 | 1196 | St. Paul Publishing Company | USD \$ | 165.72 | Admin Purchased Services |
| 4119 | 9491 | AB | 6810 | CH | 5/24/2022 | 1891 | The Lincoln National Life Insurance Company | USD \$ | 476.44 | Payroll Liabilities |
| 4119 | 9583 | AB | 3014000 | CH | 5/16/2022 | 1564 | DVS Renewal | USD \$ | 245.25 | State SPED Transportation |
| 4119 | 9496 | AB | 30160000 | CH | 5/23/2022 | 2008 | OFF THE HOOK | USD \$ | 300.00 | I/PS Purchased Services |
| Total: | | | | | | | | | \$ 135,807.45 | |

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

Academic Arts High School Receipt Listing Report with Detail by Deposit

| Deposit Co | Bank | Batch | Rct No | Receipt Type | Receipt St | Receipt Date | Check No | Pmt Type | Grp Code | Customer | Inv No | Inv Date | Inv Type | Invoice Amount | Applied Amount | Unapplied Amount |
|------------|------------------|-------|--------|--------------|------------|--------------|--------------------------|----------|----------|----------|----------------------------|----------|----------|-----------------------|--------------------|------------------|
| 1757 | 4119 | AB | CR0522 | | | | | | | | | | | | | |
| 05.04.22 | SPED Tuition SFY | | 1932 | Credit | A | 05/04/22 | | Wire | 1 | c1 | Misc | | | | | |
| | | | | | | 4119 | B 01 121 000 | | | | 05.04.22 SPED Tuition SFY | | | | 25,404.79 | 0.00 |
| | | | | | | | | | | | | | | Receipt Total: | \$25,404.79 | \$0.00 |
| | | | | | | | | | | | | | | Deposit Total: | \$25,404.79 | \$0.00 |
| 1758 | 4119 | AB | CR0522 | | | | | | | | | | | | | |
| 05.13.22 | IDEAS Payment | | 1933 | Credit | A | 05/13/22 | | Wire | 1 | c1 | Misc | | | | | |
| | | | | | | 4119 | R 01 005 000 000 211 000 | | | | FY22 General Education Aid | | | | 61,062.59 | 0.00 |
| | | | | | | 4119 | R 01 005 000 740 360 000 | | | | FY22 State Special Ed Aid | | | | 13,834.47 | 0.00 |
| | | | | | | | | | | | | | | Receipt Total: | \$74,897.06 | \$0.00 |
| | | | | | | | | | | | | | | Deposit Total: | \$74,897.06 | \$0.00 |
| 1759 | 4119 | AB | CR0522 | | | | | | | | | | | | | |
| 05.19.22 | Deposit | | 1934 | Credit | A | 05/19/22 | | Wire | 1 | c1 | Misc | | | | | |
| | | | | | | 4119 | E 01 005 110 000 270 000 | | | | Workers Comp Refund | | | | 3,788.00 | 0.00 |
| | | | | | | | | | | | | | | Receipt Total: | \$3,788.00 | \$0.00 |
| | | | | | | | | | | | | | | Deposit Total: | \$3,788.00 | \$0.00 |
| 1760 | 4119 | AB | CR0522 | | | | | | | | | | | | | |
| 05.27.22 | IDEAS Payment | | 1935 | Credit | A | 05/27/22 | | Wire | 1 | c1 | Misc | | | | | |
| | | | | | | 4119 | R 01 005 000 740 360 000 | | | | FY22 State Special Ed Aid | | | | 74,897.05 | 0.00 |
| | | | | | | | | | | | | | | Receipt Total: | \$74,897.05 | \$0.00 |
| | | | | | | | | | | | | | | Deposit Total: | \$74,897.05 | \$0.00 |
| 1761 | 4119 | AB | CR0522 | | | | | | | | | | | | | |
| 05.27.22 | Amazon Smile | | 1936 | Credit | A | 05/27/22 | | Wire | 1 | c1 | Misc | | | | | |
| | | | | | | 4119 | R 01 005 000 000 096 000 | | | | 05.27.22 Amazon Smile | | | | 8.97 | 0.00 |
| | | | | | | | | | | | | | | Receipt Total: | \$8.97 | \$0.00 |
| | | | | | | | | | | | | | | Deposit Total: | \$8.97 | \$0.00 |
| 1762 | 4119 | AB | CR0522 | | | | | | | | | | | | | |
| 05.23.22 | Target Refund | | 1937 | Credit | A | 05/23/22 | | Wire | 1 | c1 | Misc | | | | | |
| | | | | | | 4119 | E 01 010 211 000 401 000 | | | | 05.23.22 Target Refund | | | | 42.27 | 0.00 |
| | | | | | | | | | | | | | | Receipt Total: | \$42.27 | \$0.00 |
| | | | | | | | | | | | | | | Deposit Total: | \$42.27 | \$0.00 |
| | | | | | | | | | | | | | | Report Total: | \$179,038.14 | \$0.00 |

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

Academic Arts High School
Historical and Forecasted Financial Statements
Selected Information
For the Eleven Months Ended May 31st, 2022 and Year Ending June 30th, 2022

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

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

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

The effects of these departures have not been determined.

Summary of Significant Assumptions

These financial forecasts present, to the best of management's knowledge and belief, the School's expected financial position, results of operations, and cash projection for the forecast periods. Accordingly, the forecasts reflect its judgment as of April 19, 2022 the date of these forecasts, of the expected conditions and its expected course of action. The assumptions disclosed herein are those that management believes are significant to the forecasts. There will usually be differences between the forecasted and actual results, because events and circumstances frequently do not occur as expected, and those differences may be material.

Balance Sheet & Cash Projection Assumptions

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

Statement of Operations Assumptions

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

No assurance is provided.

21-22 June
Board Meeting (Highlights and To Do)

Date: 06/22/2022

Ex Officio: Shoua

School Events

- Summer break
-

Committee Updates

TPS:

- There will be 5 leads, 1 from each committee that will make up the new J Squad team. Josh, Sophie, Danyelle, Courtney, Lonetti
- Upcoming TPS PD day will be Aug 16

Personel:

- Para position has been posted.
- Case Manager position has been posted.
- Cultural Liaison position has been posted.

Crisis:

Behavior:

Finance:

-

Nutrition:

Marketing:

- Tours are being led by David per appointment.

Enrollment:

- Our end of year student enrollment count was 118
- 86 students are currently enrolled for 2022-23 school year (32 graduated)
- We have 8 new student enrollments for next year
- ADM from 9/2021-6/2022 is 112.7

Curriculum:

-

Sped:

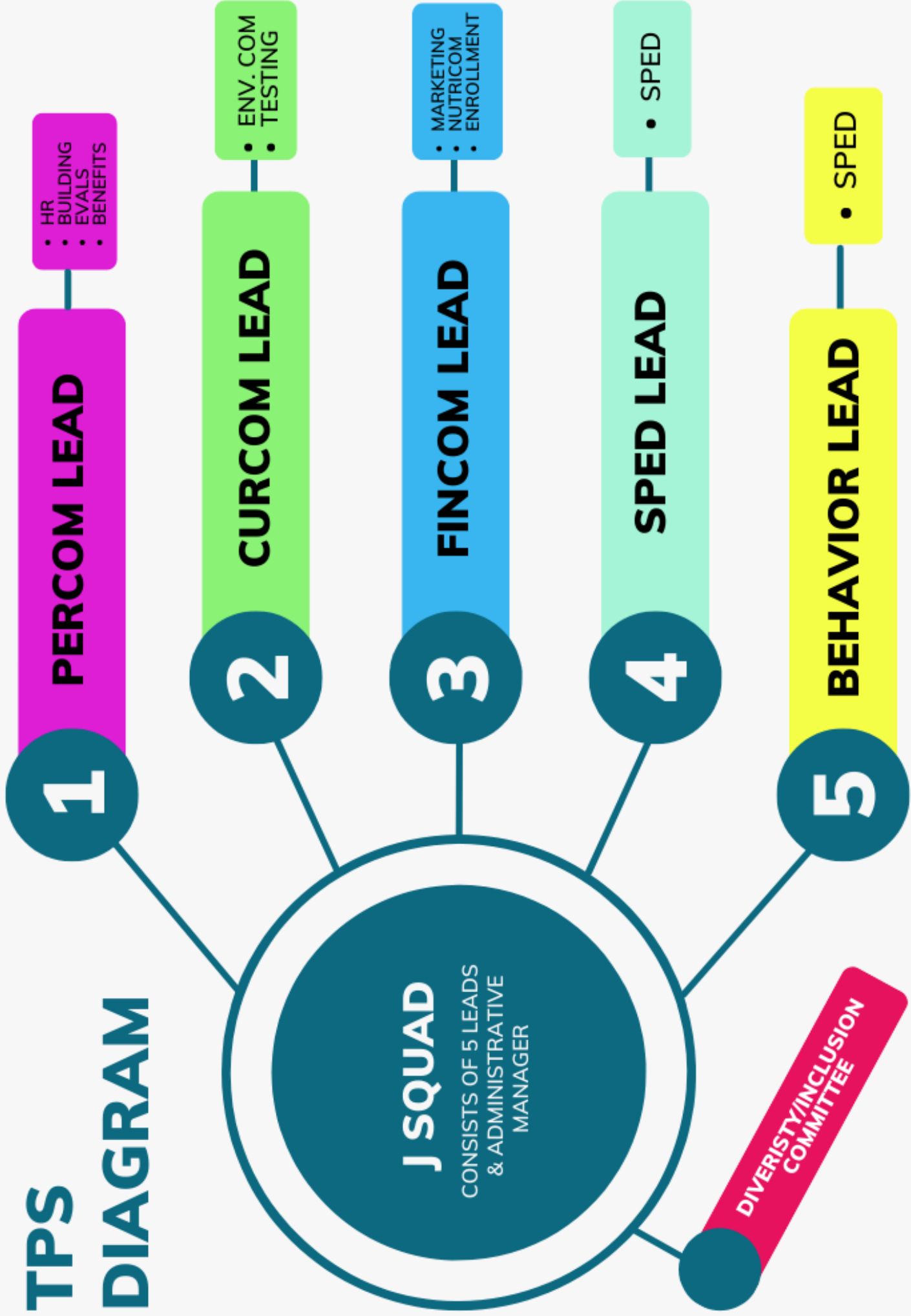
-

J-Squad:

Assignments from Board (to be brought back to TPS):

- 1.
-

TPS DIAGRAM



AHA! Committee Leads

Role: Member of TPS & J squad

Qualities of a Committee Lead

- Lead and manage through multiple perspectives
- Ability to handle conflict and communicate effectively
- Easily approachable
- Interested in seeking understanding
- Focused on uplifting team members
- Positive Mental Attitude
- Curious
- See the long-term big picture

Expectations: What TPS can expect of their designated leaders

- Represent their committees and included voices to J Squad (not just their own views)
- Lead with compassion and professionalism
- Communicate often, transparently, and with honesty

Responsibilities: Tasks

- Lead will designate tasks and responsibilities under their committee.
- They will delegate these tasks to members of their committee.
- Communicate committee updates to J Squad and vice versa
- Track tasks on Monday.com
- Attend weekly J squad meetings
- Point of contact for committee
- Hold people accountable & have tough conversations
- Handle disciplinary actions within their committee (consulting with J Squad)
- Create a 5 year strategic plan

Behavior: Patrick

Personnel: Soph? :)

Finance: Josh, Chris

Curcom: Danyelle

SpEd: Courtney

Questions:

- Vote in?

- Nominate?
- Length of "term"
- Stipend amount

Jay Squad

Purpose: Committee developed by TPS to help improve accountability and efficiency of TPS team.

Member/team values:

Trustworthy

Build leadership skills

Transparency

Improve decision making skills

Duties:

- Encourage us as a TPS team when times get tough
- The school remediation plan with Osprey states we will:
 - Notify TPS about potential need for program, curriculum, and staff job duties aimed at increasing student engagement and improving student achievement.
 - When data suggests poor grades or outcomes AND TPS doesn't recognize it, Jay squad will notify TPS to address and begin changes.
- Other duties:
 - Liaison between TPS and Osprey and TPS and Board
 - Meetings and phone calls with Osprey point person (currently Ty)
 - Meet w/ RCE bi-weekly for broad school issues
 - Assist with completing reports: e.g. Osprey remediation plan
 - Plan rough draft annual February staff retreat and present to tps for edits
 - Give out staff satisfaction surveys quarterly via google form
 - Duties at TPS Meetings:
 - Move Action Items to the top of TPS mtg agendas and then prioritize by date due
 - Assign decisions needed to be made to either the appropriate power committee, TPS, or Jay Squad and by when
 - Step in for decision making standstills by TPS team
 - Emotional voting or lack of decision by TPS
 - Consensus voting for when items should go to Jay Team
 - Falls through the crack items - No natural transition to a power committee agenda
 - Emergency decisions when school isn't in sessions and TPS can't meet and vote consensus

- Make necessary personnel decisions that are unique, more confidential, and aren't 100% clear in staff handbook

Changes in red are ready for board approval

Edits in green being edited or discussed by TPS/CLA and may be sent to board



Academic Arts High School

Employee Handbook

2022-2023

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SECTION 1

Section 1.1 - WELCOME

We welcome you as a staff member of Academic Arts High School. It will enable you, along with your contribution of time and talent and in cooperation with the staff, students, parents, community, and School Board to provide the best possible education to the students at Academic Arts High School. You have been given the unique opportunity to work in an innovative school environment. AAHS is an employer that encourages creativity and innovation while expecting more than teaching responsibilities. As a “teacher as owner” model, all TPS staff members share in the business operations including but not limited to governance, finances, payroll/personnel, facility/equipment, and property maintenance, as well as participation on various business operation committees.

This manual is designed to acquaint you with Academic Arts High School and provide you with information about working conditions, benefits, and policies affecting your employment. The manual is a summary of our policies, which are presented here only as a matter of information. You are responsible for reading, understanding, and complying with the provisions of this manual. Our objective is to provide you with a work environment that is constructive to both personal and professional growth.

AAHS Mission

Learn by doing. Embrace your place in the world. Prepare for the future. And make friends along the way.

AAHS Vision

At AAHS, our vision is a generation of young people who can navigate the world with the awareness, knowledge, attitudes, and skills necessary to make a positive impact.

1.2 CHANGES IN POLICY

This manual supersedes all previous staff member manuals and memos that may have been issued from time to time on subjects covered in this manual.

However, since our business and our organization are subject to change, we reserve the right to interpret, change, suspend, cancel, or dispute with or without notice all or any part of our policies, procedures, and benefits at any time. We will notify all staff of these changes. Changes will be effective on the dates determined by the School, and after those dates all superseded policies will be null and void. No individual supervisor or manager has the authority to change policies at any time. If you are uncertain about any policy or procedure, speak with your Administrative Team.

1.3 EMPLOYMENT APPLICATIONS

We rely upon the accuracy of information contained in the employment application/resume and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in

exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment. Staff members are responsible to have, maintain and renew licenses/certificates required for their position.

1.4 "AT-WILL" EMPLOYMENT RELATIONSHIP

You enter into employment voluntarily, and you are free to resign at any time for any reason or no reason. Similarly, Academic Arts High School is free to conclude its relationship with any staff member at any time for any reason or no reason. Following a three (3) month introductory period, staff members are required to follow the Employment Termination Policy (See Section 3.14).

SECTION 2

DEFINITIONS OF STAFF MEMBERS STATUS

2.1 "STAFF MEMBERS" DEFINED

A "staff member" of Academic Arts is a person who regularly works for Academic Arts on a wage or salary basis. "Staff Members" may include exempt, non-exempt, full-time, part-time, and temporary persons, and others employed with the School who are subject to the control and direction of Academic Arts in the performance of their duties.

SALARIED EXEMPT Staff Members whose positions meet specific criteria established by the Fair Labor Standards Act (FLSA) and who are exempt from overtime pay requirements.

HOURLY NON-EXEMPT Staff Members whose positions do not meet FLSA criteria and who are paid at an hourly rate. They will be paid one and one-half their regular rate of pay for hours worked in excess of 40 hours per week.

FULL-TIME: Full-time staff members are those who have completed the 3-month introductory period and who are regularly scheduled to work 20 or more hours per week (averaging 1,000 hours annually). Generally, they are eligible for the School's benefit package after 30 days of employment, subject to the terms, conditions, and limitations of each benefit program.

PART-TIME Part-time staff members are those who are scheduled to work 19 hours or less per week or on an intermittent basis. Part-time staff members are not eligible for benefits sponsored by Academic Arts.

TEMPORARY (FULL-TIME or PART-TIME) Those whose performance is being evaluated to determine whether further employment in a specific position or with the School is appropriate or individuals who are hired as interim replacements to assist in the completion of a specific project, work period or for vacation relief. Employment beyond any initially stated period does not in any way imply a change in employment status. Temporary staff members retain that status until they are notified of a change. They are not eligible for any of the School's benefit programs.

INTRODUCTORY STAFF MEMBER New staff members or those in new positions whose performance are being evaluated to determine whether further employment in a specific position or with Academic Arts High School is appropriate. When a staff member completes the introductory period, the staff member will be notified of his/her status with Academic Arts. 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. Completion of an introductory period does not imply or promise permanent employment status.

SECTION 3

EMPLOYMENT POLICIES

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. 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 Schools committee or Academic Arts. 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.

3.2 NON-DISCLOSURE/CONFIDENTIALITY The protection of confidential school/business information is vital to the interests and success of Academic Arts High School. 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 School and/or its staff 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.

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 School, and prepared for their position. New staff member orientation is conducted by the TPS Committee, and includes an overview of the School history, an explanation of the School's 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 members 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 School'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 school model 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 the School standards for job performance and behavior (See Section 4, Standards of Conduct). Staff members 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.

3.5 SCHOOL HOURS

Academic Arts High School is open from 7:30 a.m. to 3:45 p.m., Monday – Friday when school is in session (see school calendar). Staff will maintain a staggered schedule to fill these hours.

The standard work week is 40 hours of work (see Section 5.3, Overtime). In the computation of various staff member benefits, the staff member work week is considered to begin on Sunday (starting at 12:01 a.m.) through Saturday (ending at 12:00 a.m.), unless the Teacher Professional Partnership makes prior other arrangements with the staff member.

3.6 LUNCH PERIODS

Students have an open campus lunch from 11:40am-12:30pm. If a staff member would like to take lunch off campus, they must ensure a minimum of three other staff members will remain on campus during the lunch period. Some staff may be scheduled to work during the lunch period, but all staff lunches are not considered duty free. Staff it to keep an understanding that lunches are a great opportunity to interact with students outside of academic work and that certain emergencies may require staff involvement.

3.7 BREAK PERIODS

Staff are expected to be available for students during the school day. Breaks can be taken as needed with the understanding that extended time away from students is not meeting the advising duties required of all staff. Any abuse of this break policy will fall under the Corrective Action Policy.

3.8 PERSONNEL FILES

Staff member personnel files may include the following working documents: job application, job description, resumé, records of participation in training events, salary history, records of disciplinary action and working documents related to staff member performance reviews, coaching, and mentoring. Personnel files are the property of Academic Arts High School, and access to the information is restricted. Management personnel of Academic Arts High School who have a legitimate reason to review the file are allowed to do so. Staff members who wish to review their own file should contact the Office Manager. With reasonable advance notice, the staff member may review his/her personnel file in the school office and in the presence of another Teacher Professional Partnership member.

3.9 PERSONNEL DATA CHANGES

It is the responsibility of each staff member to promptly notify the Office Manager of any changes in personnel data such as:

Mailing address,

- Telephone numbers,
- Name and number of dependents, and Individuals to be contacted in the event of an emergency.

A staff member's personnel data should be accurate and current at all times.

It is the responsibility of each staff member to maintain and update the license/certification required for their position.

3.10 INCLEMENT WEATHER/EMERGENCY CLOSINGS

At times, emergencies such as severe weather, fires, or power failures can disrupt School operations.

When the decision is made to close, staff members will receive official notification via the assigned phone tree and will be responsible for calling their own advisees.

Time off from scheduled work due to emergency closings will be unpaid for all non-exempt staff members. However, if staff members would like to be paid, they are permitted to use paid-time-off, if it is available to them.

3.11 PROFESSIONAL DEVELOPMENT PLAN AND PEER EVALUATION

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

(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.

Paraprofessionals and non-TPS staff will be provided with information about annual evaluations from their supervisors.

3.12 OUTSIDE EMPLOYMENT

Staff members may hold outside jobs as long as the staff member meets the performance standards of their job description with Academic Arts High School. Unless the Teacher Professional Partnership has approved an alternative work schedule, staff members will be subject to the School's scheduling demands, regardless of any existing outside work assignments.

Academic Arts High School's office space, equipment, and materials are not to be used for outside employment.

3.13 CORRECTIVE ACTION

Academic Arts High School holds each of its staff members to certain work rules and Standards of Conduct (see Section 4). When a staff member deviates from these rules and standards, the School expects the staff member's school Teacher Professional Partnership to take corrective action.

3.14 EMPLOYMENT TERMINATION

Termination of employment is an inevitable part of personnel activity within any organization, and many of the reasons for termination are routine. Below are a few examples of some of the most common circumstances under which employment is terminated:

- Resignation – voluntary employment termination initiated by a staff member
- Termination – involuntary employment termination
- Layoff/Non-renewal – involuntary employment termination initiated by Academic Arts High School

When a non-exempt/hourly staff member intends to terminate his/her employment with Academic Arts High School, he/she shall give the Personnel Committee at least two (2) weeks written notice.

Exempt/salaried staff members shall give at least four (4) weeks written notice. Since employment with Academic Arts High School is based on mutual consent, both the staff member and Academic Arts High School have the right to terminate employment at will, with or without cause. The payroll check date should be considered for all terminations. Should the staff member not work after the 20th and receive a check for the full month, the staff member will be required to return to the School the appropriate amount for the time not worked. Any staff member who terminates employment with Academic Arts High School shall return all files, employment manual, records, keys, and any other equipment or materials that are property of Academic Arts High School.

Staff member's benefits will be affected by employment termination in the following manner. Some benefits may be continued at the staff member's expense (See Section 6, Benefits) if the staff member elects to do so. The staff member will be notified of their COBRA benefits that may be continued and of the terms, conditions, and limitations. Please refer to 6.8 for information about how a staff member's PTO balance is affected by termination of employment.

3.15 ACADEMIC ARTS HIGH SCHOOL CONFLICT-RESOLUTION POLICY

At Academic Arts High School, we believe that community is an integral part of learning. We believe that we need to work with one another to achieve the most and the best that we can. We also recognize that in working with others, conflicts may arise, as that is part of human nature. As a result of these conflicts, there will be a need to resolve conflict in a way that honors all humanity and offers all involved a chance to be heard and contribute to the resolution. We believe that through these efforts, we can all learn from situations of conflict to better prepare ourselves for dealing with conflict in the future.

We have created the policy below to reflect these beliefs. However, in a case where a staff member feels that safety is an issue, the behavior committee has authority to temporarily override this policy by giving directives to immediately ensure the safety of those around, but will be required to follow-up with the parties to resolve at a time when all can participate.

When Conflict Occurs:

1) Those involved will be given the chance to work through the conflict on their own, however, they may be asked to move to a quiet room and/or to have a neutral adult present.

2) If the conflict cannot be resolved in this manner the following options are available:

a) Any person in the party or a behavior committee staff person may request that a conflict-resolution worksheet be completed by all persons involved. Once the worksheet is completed, it is given to the others involved to read through. A discussion may take place afterwards to confirm that a resolution has been reached.

b) Any person in the party or a behavior committee staff person may request that a circle be called. The circle requires that all parties agree to participate and abide by the guidelines of the circle.

Circle Guidelines are as follows:

(1) All participation is voluntary.

(2) The person with the talking piece may speak, all others must listen.

(3) Words are spoken with respect and honor.

(4) Everyone speaks from their heart and with intent to resolve the conflict.

(5) All attempts are made to ensure that all parties involved are invited to be in the circle.

(6) What happens in the circle remains between those in the circle afterwards.

c) If any party is NOT a willing participant, a circle may be called for those who are willing, and the unwilling party will forfeit their rights to this policy which will result in a staff member making the decision on any disciplinary action will be taken, without the unwilling party's input.

d) A cooling-off period may be requested by any participant or staff member, for a determined amount of time, with an expectation that the conflict-resolution process will be addressed by the end of that determined amount of time and will move forward from there.

Staff Actions:

As stated above, all allowances will be made to let those involved in the conflict resolve it on their own. However, any behavior committee staff member has the authority to step in at any time during a conflict and direct students in cases where the behavior committee staff member feels that harm may be caused. When this happens the behavior committee staff member has the responsibility to implement the following actions:

1) Ask the person(s) causing harm to leave the situation cool down and return in a pre-determined amount of time, understanding that, upon return, the conflict-resolution process will move forward.

2) Ask the person(s) causing harm to leave the building for the remainder of the day to cool down. A call must be placed to the parent/guardian by that staff member to alert them to this. If this is a second request and is not outlined in a student's ILP as a coping mechanism, the student may not return to school unless accompanied by a parent/guardian, or another method of conferencing with the parent/guardian is established with a staff member, preferably the student's advisor.

3) When a student is an unwilling participant in the process, the staff member has the

authority to decide any necessary disciplinary action needed.

Disciplinary Action:

In situations where it is decided that disciplinary action is needed, whether by group consensus or a staff member directive, the following must be taken into consideration:

- 1) Does the action ensure the safety of others?
- 2) Does it allow others to learn?
- 3) Does it further the educational and emotional needs of the person who caused the harm?
- 4) Does it aid the person who was harmed?
- 5) Does it address the need and enlist the help of the bystanders?
- 6) Does it show respect to the parents?
- 7) Does it show respect to the staff?
- 8) Does it show respect to the other students?
- 9) Does it connect to the community?

Reflection:

In any situation possible, part of the resolution should be to set a date to come back together and revisit and reflect on the resolution. This should be done in order to ensure that a true resolution was made and to adjust any part of it as necessary.

3.16 SAFETY

Academic Arts High School 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. Staff members must immediately report any unsafe conditions to a TPS committee member. 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, staff members should notify the Personnel Committee.

3.17 HEALTH-RELATED ISSUES

Staff members, who become aware of any health-related issue, including pregnancy, should give notice to the 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, 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 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 Personnel Committee.

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, and all appliances and lights are turned off with exception of the lights normally left on for security purposes.

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. Academic Arts High School assumes no risk for any loss or damage to personal property.

3.20 IMMIGRATION LAW COMPLIANCE

Academic Arts High School 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.

3.21 CRIMINAL BACKGROUND CHECK

A criminal background check will be conducted on all school 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 may be required to pay this cost.

3.22 PARKING

Staff 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, 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 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.

3.24 SUPPLIES; EXPENDITURES; OBLIGATING THE SCHOOL

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 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 Academic Arts High School to cover the purchase.

3.25 WHISTLEBLOWER

A whistleblower as defined by this policy is an employee of Academic Arts High School who reports an activity that he/she 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 Academic Arts High School's Administrator if the complaint is not resolved. The employee 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 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 being retaliated against must contact their immediate supervisor or the School 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 sites director or school board who is responsible for investigating and coordinating corrective action.

Employees with any questions regarding this policy should contact the School's Administrator.

3.26 Religious Accommodation. Visit <http://www.academicarts.org/policies>

3.27 Student Educational Data Policy

Visit <http://www.academicarts.org/policies>

3.28 Protection and Privacy of Pupil Records

Visit <http://www.academicarts.org/policies>

SECTION 4

STANDARDS OF CONDUCT

4.1 Work Rules and Standards

The work rules and standards of conduct for Academic Arts High School are important, and the School regards them seriously. All staff members are urged to become familiar with these rules and standards. In addition, staff 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 staff 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 school-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)
- 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 staff 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 staff members and on the School. If a staff member is unable to report for work for any reason, they should notify a direct supervisor or the Administrative Manager via telephone and email and other team members before regular starting time. The staff member is responsible for speaking directly with a direct supervisor or Administrative Manager regarding their own 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 a staff member is unable to work owing to illness or an accident, the staff member must notify a direct supervisor or the Administrative Manager. This allows the school to arrange for temporary coverage of the absent staff member's duties. If a staff member does not report for work and the school is not notified of that staff member's status, it will be assumed after two consecutive days of absence that the absent staff member has resigned, and that staff member shall be removed from the payroll.

If a staff member becomes ill while at work or must leave the office for some other reason before the end of the workday, the staff member must inform another member of the TPS committee or their direct supervisor of the situation.

4.4 HARASSMENT (INCLUDING SEXUAL HARASSMENT) & DISCRIMINATION

See updated Harassment & Discrimination policy at <https://www.academicarts.org/policies>

4.5 TELEPHONE USE

Academic Arts High School's telephones are intended for the use of serving our students and in conducting the School's business.

Cell phone and personal devices should not be used (for photos and videos, etc) in school unless approved by a supervisor to record for a school event.

Personal usage (texts, calls, social media, etc) during business hours is discouraged except for extreme emergencies. If a staff member is found to be deviating from this policy, they will be subject to disciplinary action.

4.6 PUBLIC IMAGE

Academic Arts High School encourages students, parents/guardians, staff and community members to dress appropriately for school activities and in keeping with community standards. When a member of the community is offended by another's clothing, that individual should call for a mediation to discuss how to resolve the issue. It is not the intent of this policy to abridge the rights of staff to express political, religious, philosophical or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory or profane.

Understanding that student dress is not always appropriate for employees to wear, any concerns about dress can be addressed through the previously stated process.

4.7 SUBSTANCE ABUSE

Academic Arts High School is committed to providing a safe and productive workplace for its staff. In keeping with this commitment, the following rules regarding alcohol and drugs of abuse have been established for all staff, regardless of rank or position, including both regular and temporary staff. The rules apply during working hours to all staff members of the School while they are on the School premises or elsewhere on School business/field trips.

The manufacture, distribution, possession, sale, or purchase of controlled substances of abuse on School property is prohibited.

Being under the influence of illegal drugs, alcohol, or substances of abuse on School property is prohibited.

Working while under the influence of prescription drugs that impair performance is prohibited.

Consistent with the rules listed above, any of the following actions constitutes a violation of the School's policy on drugs and may subject a staff member to disciplinary action, up to and including immediate termination.

Using, selling, purchasing, transferring, manufacturing, or storing an illegal drug or drug paraphernalia, or attempting to or assisting another to do so, while in the course of employment.

Working or reporting to work, conducting School business or being on School property while under the influence of an illegal drug or alcohol, in an impaired condition, or having the appearance (odor on breath, slurred speech, etc.) of being under the influence.

So that there is no question about what these rules signify, please note the following definitions:

School property: All School owned or leased property including vehicles, parking lots and land.

Controlled substance abuse: Any substance listed in Schedules I-V of Section 202 of the Controlled Substance Act, as amended.

Drug: Any chemical substance including alcohol that produces physical, mental, emotional, or behavioral change in the user.

Drug paraphernalia: Equipment, a product, or material that is used or intended for use in concealing an illegal drug, or otherwise introducing into the human body an illegal drug or controlled substance.

Illegal drug: a. Any drug or derivative thereof whose use, possession, sale, transfer, attempted sale or transfer, manufacture, or storage is illegal or regulated under any federal, state, or local law or regulation. b. Any drug, including – but not limited to – a prescription drug, used for any reason other than that prescribed by a physician. c. Inhalants used illegally.

Under the influence: A state of not having the normal use of mental or physical faculties resulting from the voluntary introduction into the body of an alcoholic beverage, drug, or substance of abuse.

4.8 TOBACCO PRODUCTS

The use of tobacco products is not permitted anywhere on the School's premises.

4.9 INTERNET USE

Staff are allowed use of the Internet and e-mail when necessary to serve our students and conduct the School's business. Staff may use the Internet when appropriate to access information needed to conduct business of the School. Staff may use e-mail when appropriate for school correspondence. Use of the Internet must not disrupt operation of the School's computer network and use of the Internet must not

interfere with a staff member's productivity. Staff are responsible for using the Internet in a manner that is ethical and lawful. Internet messages are public and not private. Academic Arts High School reserves the right to access and monitor all files and messages of its staff .

4.10 EMPLOYEE SOCIAL MEDIA PERSONAL USE POLICY

Academic Arts High School strives to uphold a positive image in the community. As such, AAHS has adopted a social media use policy to ensure that our employees are aware of their responsibility to maintain a positive image as a representative of our school. AAHS employees that maintain personal social media pages (including, but not limited to, forms of online publishing and discussion, such as blogs, wikis, file-sharing, user-generated video and audio, virtual worlds and social networks) are expected to comply with the guidelines set out within this policy.

It is expected that all employees continue to serve as positive representatives for Academic Arts High School and remain appropriate role models for students outside of regular business hours. It is vital that staff maintain professionalism in their interactions with students and the community. When using social media outlets, employees should conduct themselves in a manner that is appropriate. Failure to do so is a violation of AAHS policy and could put staff at risk of disciplinary action up to and including termination.

What is written or published is the employee's responsibility. What a person publishes is widely accessible, and while it can be removed by the owner, all others who can view the content, can save it to their own files, so consider what is published carefully. Trademark, copyright, and fair use requirements must be respected, and sources and references, whenever possible, should be cited and linked to.

Academic Arts High School employees that maintain personal social media pages or accounts are required to comply with the following guidelines as they relate to their association with AAHS:

1. Use of personal social media may not conflict with any of AAHS' existing policies.
2. As an employee of AAHS, online postings always have the potential to impact the school, even those made on a personal level. Online postings should always represent a personal point of view and not necessarily that of AAHS. When posting a point of view, it should neither claim nor imply speaking on AAHS' behalf.
3. Employees may not disclose information on any social media network that is confidential or proprietary to AAHS, its students, its employees or that is protected by data privacy laws.
4. Social fraternization through media and the sharing of personal contact information between school staff and students is strictly prohibited (e.g. the mutual linking of personal accounts, exchanging of cellular telephone number, etc.) Staff may link professional social media accounts with students for the purposes of contact with students regarding school related items or issues the student reports to the staff person.

5. Posts involving the following will not be tolerated and will subject the individual to disciplinary action:

- Discriminatory statements or sexual innuendos regarding co-workers, students, or affiliated community members.
- Defamatory statements regarding AAHS, its employees, or students.
- Negative comments regarding AAHS, its employees, or students.
- Any other statement or pictures deemed offensive to AAHS.
- Employees must be respectful and professional in all communications. Employees shall not use obscene, profane or vulgar language on any social media network or engage in communications or conduct that is harassing, threatening, bullying, libelous, or defamatory or that discusses or encourages any illegal activity or the inappropriate use of alcohol, use of illegal drugs, sexual behavior, sexual harassment, or bullying.
- Employees must avoid posting any information or engaging in communications that violate state or federal laws.

4.11 CHILDREN IN THE WORKPLACE

A. No children, step children, or foster children of any employee are allowed during all instructional work time, when students are present.

B. Employees are allowed to bring their children, step children, or foster children to work during non-instructional work time, when no students are present.

4.12 Anti-Racism Statement

Academic Arts High School acknowledges the prevalence of both racism and privilege within our community and society at large. We recognize that our nation and the systems within it, including the education system, has failed to address and dismantle structural and institutional racism, discrimination and oppression. Academic Arts High School staff is united in the pursuit to end racial and ethnic bias. We are committed to empowering our students to join in this pursuit.

To honor our commitment we must:

Participate in honest reflection as individuals by exploring our own bias, racism, and privilege, along with ways we may support systems of injustice

Collectively work towards becoming anti-racist and anti-bias, as well as dismantling and challenging systems that support oppression and racial inequities

Integrate anti-racist, anti-bias, and social justice practices into our curriculum and school community
Ensure that all students are given an equal opportunity to thrive and grow within their learning environment.

At AAHS, we take a lot of pride in encouraging individuals to, as we say, "Be You." As an anti-bias and anti-racist community, we choose to recognize and celebrate our differences including: race, ethnicity, gender expression, language, religious diversity, sexual orientation, physical and mental abilities, and

socio-economic class. We ask that our community of staff and students hold one another accountable with this commitment by speaking up when it is not being honored.

Academic Arts High School recognizes that this work is ongoing. We know that individuals are at various points along their personal journey within this process. We are committed to being lifelong learners. By making this commitment, the AAHS community will foster a safe and supportive environment for individuals to become socially aware and responsible human beings who are capable of creating social change.

4.13 Transporting Students

Students can only be transported with school vans or public transit. Students cannot drive, ride, or sit in a staff member's personal vehicle at any time.

SECTION 5

WAGE AND SALARY POLICIES

5.1 WAGE OR SALARY INCREASES

Salaries and hourly wages will be addressed at the end of each year. This review will take into consideration completion of the Professional Development Plan, an outline of next year's PDP, the financial status of Academic Arts High School, and other staffing and budgetary needs.

Salary Lane Changes Policy

A. An eligible employee's salary lane may only be changed prior to the approval of the school's annual budget, for the following school year, upon receipt of documentation pertaining to a change in degree to the school's Personnel Committee. The school board budget is approved at the June board meeting each year.

5.2 TIMEKEEPING

Accurately recording of time worked is the responsibility of every non-exempt/hourly staff member. Time worked is the time actually spent on a job(s) performing assigned duties.

The School does not pay for extended breaks or time spent on personal matters.

The time sheet is a legal instrument. Altering, falsifying, tampering with time records, or recording time on another team member's time record will result in disciplinary action, including termination of employment.

Authorized personnel will review time records each week. The payroll person or appropriate person must approve any changes to a member's time record. Questions regarding the payroll should be directed to the payroll/personnel member at the School.

Time Sheet – Non-exempt/hourly staff members will be issued a time sheet on their first day of employment. The staff member will be given thorough instructions on usage and instructions on what to do should a problem occur.

5.3 OVERTIME

Overtime compensation is paid to non-exempt staff members in accordance with federal and state wage and hour restrictions. Overtime is payable for all hours worked over 40 per week at a rate of one and

one-half times the non-exempt staff member's regular hourly rate. Paid-Time-Off, personal time, holidays, or any leave of absence will not be considered hours worked when calculating overtime. All overtime work performed by an hourly staff member must receive the management team's prior authorization. Overtime worked without prior authorization may result in disciplinary action. The payroll coordinator's signature on a timesheet authorizes pay for hours worked and overtime.

5.4 PAYDAYS

All staff members are issued paychecks via direct deposit twice per month. In the event that a regularly scheduled payday falls on a weekend or holiday, staff members will usually receive pay on the next day of operation according to the Direct Deposit Electronic processing schedule. Academic Arts High School processes payroll through a direct deposit or paycheck system. Staff members receive an "advice of deposit" or check stub indicating the paid hours and deductions.

5.5 Substituting for Other Teachers (21-22 school year)

Sub Stipend for GenEd Staff: In the event that a GenEd staff member covers another GenEd staff member's class, they will be reimbursed for their time with a stipend of \$110.00 (pretax), per class period covered. The reimbursement will be added to the staff member's paycheck the following pay period. To ensure that the stipend is documented and payment is disbursed, GenEd staff members will email the Admin Manager documenting the following: their name, the name of the GenEd teacher they covered for, the date and class period.

For Example:

TEACHER NAME

Covered for TEACHER NAME'S class

1/1/2022

Period 1

SECTION 6

BENEFITS AND SERVICES

Academic Arts High School offers a benefits program for its full-time staff members (See Definitions, Full-time, Sec. 2). However, the existence of these programs does not signify that a staff member will necessarily be employed for the required time necessary to qualify for the benefits included in and administered through these programs.

6.1 GROUP INSURANCE

Academic Arts High School offers the following health and life insurance programs for FULL- TIME (average annually 20 or more hours per week, averaging 1,000 hours annually or more) staff members employed for 30 days. For specific information regarding the plans see the school benefits documents.

HEALTH INSURANCE

This Plan is a fully insured medical plan. Coverage is subject to all terms and conditions of the Plan.

- Coverage begins following 30 days of employment
- Staff members have their choice of plans. For specific information regarding the plans see the school benefits documents.

DENTAL

- Coverage begins on the first of the month following 30 days of employment
- Premium rates are listed in your benefits packet.

VISION

- Coverage begins on the first of the month following 30 days of employment
- Premium rates are listed in your benefits packet.

LIFE INSURANCE

Academic Arts High School provides a Life Insurance benefit for all full-time (average annually 20 hours or more per week) staff members. The School will cover 100% of the premium for a basic \$50,000 policy. There is an optional plan to select additional coverage and/or coverage for your dependents. Coverage is subject to all terms and conditions of the Plan.

SHORT AND LONG TERM DISABILITY INSURANCE

This benefit plan provides for continuation of part of your income during a major illness or injury. The premium is paid by the employer. If a staff member is unable to perform substantially all of his/her essential duties because of a physical or mental condition, illness or injury, for a period more than 90 days then long-term disability benefits may apply. See the Short-Term and Long-Term Disability Summary Plan Descriptions for details.

The staff member's portion of any premium deduction for health and disability insurance begins on the pay period prior to coverage start date. Premiums will be deducted on a pre-taxed basis. (See Flexible Spending Plan)

This Manual does not contain the complete terms and/or conditions of any of the School's current insurance benefit plans. It is intended only to provide general explanations. If there is ever any conflict between the Manual and any documents issued by one of the School's insurance carriers, the carrier's guideline regulations will be regarded as authoritative.

6.2 COBRA BENEFITS

The Federal Consolidated Budget Reconciliation Act (COBRA) gives staff members and their qualified beneficiaries the opportunity to continue health insurance coverage under the Academic Arts High School health plan when a "qualifying event" would normally result in the loss of eligibility.

Some common qualifying events are resignation, termination of employment, or death of a staff member; a reduction in a staff member's hours or leave of absence, divorce or legal separation and a dependent child no longer meeting eligibility requirements.

Under COBRA, the staff member or beneficiary pays the full cost of coverage at Academic Arts High School's group rates plus an administration fee. Academic Arts High School provides each eligible staff member with a written notice describing rights granted under COBRA when the staff member becomes eligible for coverage under Academic Arts High School's health insurance plan. The notice contains important information about the staff member's rights and obligations.

6.3 SOCIAL SECURITY/MEDICARE

Academic Arts High School withholds income tax from all staff members' earnings and participates in FICA (Social Security) and Medicare withholding and matching programs as required by law.

6.4 TEACHERS RETIREMENT PLAN-TRA (Licensed staff only)

All full-time, part-time, and temporary teachers contribute 7.5% of their gross income on a pre-tax basis to the Teacher's Retirement Plan and the employer matches the 7.5%. A teacher may also contribute an additional amount into the TSA Plan (see 6.5 Tax Sheltered Annuity Plan). The additional contribution is not matched by the employer.

6.5 PERA - Public Employees Retirement Association

NON-TEACHERS

The Public Employees Retirement Association (PERA) plan offers Academic Arts High School's staff members a unique opportunity for savings, potential financial growth and favorable tax treatment. For specific information regarding the plans see the school benefits documents.

6.6 RECORD KEEPING

The Office Manager maintains Disability Days earned and used. Each staff member is responsible for verifying his/her information to make sure the correct amount of available hours is accurate. Each full-time (average annually 20 hours per week or more) staff member is responsible for completing a leave request form in a timely manner. See attached form.

6.7 EDUCATIONAL ASSISTANCE, TRAINING AND PROFESSIONAL DEVELOPMENT

Academic Arts High School recognizes that the skills and knowledge of its staff members are critical to the success of the school. Academic Arts High School promotes continual and practical professional development for all staff members. The Professional Development Plan is the core of this development, with staff following the same project process as students, including daily reflections. Beyond the PDP, staff will participate in numerous workshops throughout the year. Professional Development opportunities beyond PDP and all staff opportunities will be brought before the full staff for consideration.

6.8 LEAVES OF ABSENCE

1. Leave Days

Paid time off (PTO) will be honored following 30 days of employment. The grid below outlines PTO hours/days.

| Years Worked | PTO Hours(days) received per year | For 12 month employee (working daily in the school building during the summer) (ADD) | Total for 12 month employee (working daily in the school building during the summer) (ADD) |
|----------------------------|-----------------------------------|--|--|
| 0-1 | 72 (9 days) | 8 (1 day) | 80 |
| 2-4 | 80 (10 days) | 16 (2 days) | 96 |
| 5-6 | 88 (11 days) | 24 (3 days) | 112 |
| 7+ | 96 (12 days) | 32 (4 days) | 128 |
| *MID YEAR HIRE (see below) | | | |

*MID YEAR HIRE: An employee who is hired mid year gets one PTO day (8 hours) for each month of the school year they will be working. With the month the last day of the school year falls on included. Example: hired in March. They get four PTO days (March, April, May, June) if last day of school is June 2nd.

If an employee chooses to resign or is terminated before the satisfactory completion of their most recently signed work agreement, the employee's unused accrued PTO will not be reimbursed.

If a current employee elects not to sign a work agreement offered by Academic Arts High School for the following academic year (voluntary non-renewal), or if Academic Arts High School elects not to offer the employee a work agreement for the following academic year (involuntary non-renewal), accrued PTO shall be reimbursed at a rate determined by the Board. Effective August 27, 2018, that reimbursement rate shall be \$50.00 for every eight (8) hours of accrued PTO, rounded down to the nearest eight-hour unit (i.e. 38 hours would be paid out as 32 hours), and shall be paid upon the successful completion of the employee's current work agreement.

Full-time licensed teachers and/or salaried employees shall take no more than 10 consecutive days off unless approved.

PTO for the school year is added to the employee's PTO bank (maximum 240 hours) at the issuance of their first paycheck for that school year. PTO taken will be subtracted from the employee's accrued time bank in hourly increments. Temporary employees, contract employees, and interns are not eligible to accrue PTO.

To take PTO requires two days of notice to the Personnel Committee unless the PTO is used for legitimate, unexpected illness or emergencies. (Use the Paid Time Off form to request PTO.) A maximum of three employees may take PTO per work day, and legitimate uses are granted on a first come basis. Time off may be considered for specific needs (e.g. illness, emergencies). In all instances, except as noted above, PTO must be approved by the Personnel Committee in advance.

Employees may use PTO for any unpaid leave days covered under section 6.8 if desired, but all other instances of absence require PTO to be used until the employee's PTO bank reaches 0 hours. At that time, all future time off is considered unpaid leave.

Employees will be notified once their bank reaches 24, 16, 8, and 0 hours. In the event an employee takes unpaid leave at 0 banked hours, a formal warning of their contracted work time is issued.

PTO cannot be used to extend, or be substituted for, hours worked during the notice of termination period. A warning will be given for going over your PTO hours without unpaid time off within this 6.8 sections.

2. Voting

Employees will be granted time-off on Election Day to vote in any statewide general election or to fill a vacancy in Congress. Employees are encouraged to vote prior to or after normal working hours if it is at all possible.

3. Absences for Child's School Activities (Minnesota State Law)

Under Minnesota Law regarding working-parent rights, every employee is entitled to take up to 16 hours unpaid leave a year to attend their children's school conferences, classroom activities, child care or other early childhood program. Employees may use PTO. The employee should try to give their supervisor reasonable notice of the upcoming absence.

4. Absences for Sick Child Care

Under Minnesota Law regarding working-parent rights, if working at least half time, employees are allowed to use accrued PTO to care for a sick dependent child. A dependent child is defined the same as in the Academic Arts High School health insurance policy. See 6.8.7 below if the child's illness is three days or longer.

5. Jury Duty

An employee who has completed 90 days of employment and has been summoned for jury duty will be allowed time off with pay for jury duty. This does not count against an employee's accrued PTO. The employee will need to show evidence of selection and any fees received are to be given to Academic Arts High School except for allowance for transportation to and from jury duty. The employee is expected to work as much of the regularly scheduled assigned day as possible when not actually on jury duty. Employees are required to work before and after jury duty if able to work a minimum of two consecutive hours. Employees should give Academic Arts High School as much advance notice as possible. Employees who are already off work and receiving Disability Leave pay are not eligible to receive additional paid time due to serving on jury duty.

6. Military Leave

Time off without pay will be granted to employees who are required to report for military duty, including Reserve and National Guard duty. Disability Leave will be used during this time off.

7. Child Care, Family, and Medical Leave

Bereavement

A. Up to a maximum of five (5) days (per incident) of bereavement leave with pay shall be allowed by the school district upon the death of an eligible employee's spouse, child, stepchild, foster child, or domestic partner/permanent member of the household.

B. Up to a maximum of three (3) days (per incident) of bereavement leave with pay shall be allowed by the school district upon the death of an eligible employee's grandparent, parent, foster parent, sibling, mother or father-in-law, daughter or son-in-law.

C. Up to a maximum of two (2) days (per incident) of bereavement leave with pay shall be allowed by the school district upon the death of an eligible employee's aunt, uncle, niece, nephew, any family member of the employee's spouse's family or any other family member approved by the school district not specifically mentioned.

Parental Leave

Parental leaves are to affirm Academic Arts High School's commitment to children and families.

Academic Arts High School staff will provide its staff members with support and assistance in reviewing and selecting the most appropriate options available to them. ***For AAHS Parental Leave Policy Visual, see Appendix A***

PAID LEAVE

Academic Arts 6 Week Family Leave Policy

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

Salaried employees who are adoptive parents and fathers qualify for 4 weeks at 60% pay. They may also use any PTO to supplement their time off.

Family leave can be taken within 12 months of the birth/adoption date of the child.

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

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

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

UNPAID LEAVE

MN Pregnancy and Parental Leave Act

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

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

<https://dli.mn.gov/business/employment-practices/pregnancy-and-parental-leave-fmla>

*A week is determined by the number of hours you normally work. Leave taken as full weeks: An employee who works 35 hours per week is entitled to 12 weeks of leave, which would total 420 hours (35 x 12), not 480 (40 x 12) hours.

Extended Personal Leave

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

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

SECTION 7

MEMBER COMMUNICATIONS

7.1 STAFF MEETINGS

Regular committee meetings will be held and attendance is required for employees not using PTO. These informative meetings allow staff members to be informed on recent School activities, changes in the workplace and staff member recognition.

7.2 EMAIL

Employees are expected to check their Academic Arts email account daily in order to maintain a working knowledge of events, schedules, and changes. Employees are also expected to check their Academic Arts email on a regular basis over breaks. When employees communicate with students or teachers, they should use their Academic Arts email account.

7.3 PROCEDURE FOR HANDLING COMPLAINTS

Under normal working conditions, employees who have a job-related problem, question or complaint should first discuss it with the appropriate person or peer partner. At this level, employees usually reach the simplest, quickest, and most satisfactory solution. If this discussion does not solve the problem, employees should consult the flowchart in Appendix B to determine next steps. This process addresses an order of events that must occur for serious complaints and concerns. In the event of a major conflict, the Accountability Task Force will inform Academic Arts High School Board of any corrective action that has serious legal concerns and/or may lead to the termination of an employee.

If you wish to file a formal complaint beyond this process, please contact the Personnel Committee for the process of where to send the written complaint.

Please contact the Personnel Committee or Human Resources with any questions about this manual or your employment.

We look forward to your involvement, participation, and contributions to Academic Arts High School!

Appendix A

Birth Mothers

Unpaid Time Off:

| | | | | | | | | | | | |
|--|------|------|------|------|------|------|------|------|-------|-------|-------|
| Wk 1 | Wk 2 | Wk 3 | Wk 4 | Wk 5 | Wk 6 | Wk 7 | Wk 8 | Wk 9 | Wk 10 | Wk 11 | Wk 12 |
| MN Parental Leave Act- Up to 12 weeks | | | | | | | | | | | |

Paid Time Off:

| | | | | | | | | | | | |
|------|------|------|------|------|------|------|------|------|-------|-------|-------|
| Wk 1 | Wk 2 | Wk 3 | Wk 4 | Wk 5 | Wk 6 | Wk 7 | Wk 8 | Wk 9 | Wk 10 | Wk 11 | Wk 12 |
|------|------|------|------|------|------|------|------|------|-------|-------|-------|

| | | | | | | | | | | | |
|-----------------------------|-------------------|--------------------------------|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| 2 week waiting | | STDisability- 60% for 4 weeks* | | | | | | | | | |
| Paid Leave- 40% for 4 weeks | | | | | | | | | | | |
| PTO days optional | PTO days optional | | | PTO days optional | PTO days optional | PTO days optional | PTO days optional | PTO days optional | PTO days optional | PTO days optional | PTO days optional |

*Short Term Disability is available to qualified employees and approved at the discretion of the insurer.

Adoptive Parents & Fathers

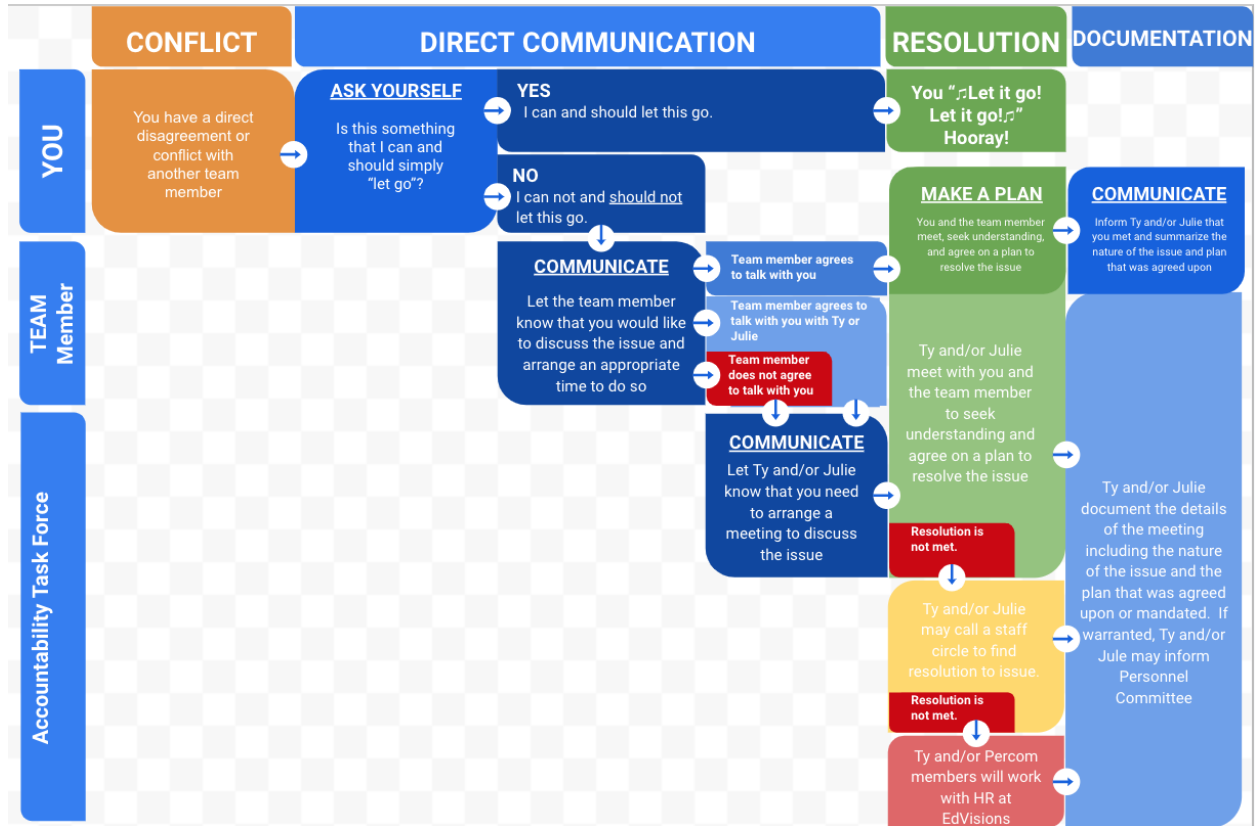
Unpaid Time Off:

| | | | | | | | | | | | |
|---------------------------------------|------|------|------|------|------|------|------|------|-------|-------|-------|
| Wk 1 | Wk 2 | Wk 3 | Wk 4 | Wk 5 | Wk 6 | Wk 7 | Wk 8 | Wk 9 | Wk 10 | Wk 11 | Wk 12 |
| MN Parental Leave Act- Up to 12 weeks | | | | | | | | | | | |

Paid Time Off:

| | | | | | | | | | | | |
|-----------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Wk 1 | Wk 2 | Wk 3 | Wk 4 | Wk 5 | Wk 6 | Wk 7 | Wk 8 | Wk 9 | Wk 10 | Wk 11 | Wk 12 |
| Paid Leave- 60% for 4 weeks | | | | | | | | | | | |
| PTO days optional | PTO days optional | PTO days optional | PTO days optional | PTO days optional | PTO days optional | PTO days optional | PTO days optional | PTO days optional | PTO days optional | PTO days optional | PTO days optional |

Appendix B



Please complete the handbook acknowledgement form and turn it in to the Admin Manager



Handbook Acknowledgement Form

I hereby acknowledge that I have reviewed and have a copy of the Academic Arts High School Employee Handbook. I understand this handbook has been prepared as a guide and a reference for all employees. The handbook is the property of Academic Arts High School and my school and needs to be returned when I leave employment.

I agree to comply with the policies, procedures and expectations as set forth in the Handbook. I also acknowledge that these policies, procedures and expectations may be changed, interpreted, withdrawn, or added to by the Academic Arts High School Board at any time at the school's sole option and without prior notice to me.

I understand that my employment with Academic Arts High School constitutes an "at will" relationship. I may resign at any time for any reason, and Academic Arts High School and School Board of Directors at my school may terminate my relationship for any reason or no reason so long as it is not in violation of law.

I understand that the handbook does not in any way form a contract or imply or promise continuous, long term, or permanent employment.

Employee signature

Date

Please sign and return to the Personnel Committee.

c.c. Employee
Personnel file
Academic Arts High School

DRAFT

Two required policies from Osprey for all of their schools

1. **Admission Policies and Procedures - we don't have one**
2. **Lottery - we have one approved**

Task: Make an admissions one, update lottery, combine both and have board approve

AHA Enrollment and Lottery Policy

Academy High School (AHA) is a public charter school. We welcome students from all walks of life, and do not discriminate on the basis of race, religion, gender, or sexual orientation, nor are such factors considered during our admissions process. Our strength as a school lies in our small student-to-teacher ratio. Keeping class sizes small allows our staff to work with each student as an individual.

I. PURPOSE

The purpose of this policy is to clarify the admissions and lottery process at Academic Arts High School (AHA)

II. DEFINITIONS

1. Limits: AHA may not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, nor may it condition admission on criteria that would violate the Minnesota Human Rights Act.
2. Applications: AHA shall enroll any eligible student who submits an application, unless the number of applicants exceeds the capacity of the program/site. In such cases, selection shall be by lottery. A student continuing for the next year will be re-enrolled for the next year without having to re-apply.

III. ADMISSIONS AND LOTTERY PROCEDURES:

Open enrollment shall be advertised through marketing materials and posting notices, the Academic Arts High School website and various other methods.

When more students apply for enrollment than we have open spaces to accommodate them, students are chosen by lottery. The number of admissions slots available are determined by overall student body size.

AHA shall give enrollment preference to a sibling of an enrolled pupil and to a foster child of that pupil's parent and may give preference for enrolling children of the school's staff before accepting other pupils by lot.

A completed Enrollment Application is required in order to be included in the annual lottery and/or placed on the waiting list. (See Exceptions to the Lottery Process below) The lottery for all grades will be held each May 1st to determine placement for the following school year. (See Exceptions to the Lottery Process.) On that date, all existing and newly received Enrollment Applications, will be assigned a computerized, random number and placed sequentially to comprise the waiting list from which to fill the next year's class openings. Preference will be given to siblings, foster siblings, children of teachers, and foster children of teachers working as teachers within the school according to MN Statute. All staff witnesses will sign a form certifying the lottery results and process, which will also be certified by the School Board. Waiting lists will remain in place for one school year. All valid applications will be re-lotteried each May to include applications received since the previous year's lottery.

Siblings and children of Academic Arts High School teachers will continue to receive preference as allowed by statute. Former students who have withdrawn and requested to remain on the waiting list will be subject to the same policies and lottery process. Attempts will be made to fill all openings for the upcoming school year between May and the last day of school. Subsequent openings will be filled as they become available. The Waiting List for Academic Arts High School is intended for the sole purpose of enrollment and distribution of information deemed appropriate by Academic Arts High School to be of interest to these parties. Academic Arts High School will not sell, distribute or otherwise disseminate waiting list information. Academic Arts High School will not use this list for solicitation purposes other than to gather interest and involvement in those things related to enrollment, expansion or related interests at Academic Arts High School. Exceptions to the Lottery Process (as allowed by MN Statute)

In accordance with MN State Statute 124D, there are exceptions to the lottery process. An exception will be caused when a position is open and the overall enrollment is within the maximum enrollment numbers and there are no students on the waiting list (within the grade/classroom level.) Open positions shall be advertised through marketing

materials and posting notices, the Academic Arts High School website and various other methods. A deadline date will be specified for applications. An enrollment application will be required for record keeping, but said students will be exempt from the lottery process as defined in this policy.

1. The lottery date is set at May 1.
2. On May 1, a general lottery will be conducted for each site or grade level where the number of enrollment applications received exceeds the number of openings. If enrollment applications exceed the openings any remaining slots will be filled by lottery.
3. After the lottery, their lottery number will place students who are not accepted on a waiting list in sequential order. As openings become available students will be contacted and placed.
4. As slots open up they will be filled by:

a. Any child in foster-care with the family of a current student. NOTE: foster children, like homeless youth, will be immediately enrolled even without having accompanying paperwork in order, in accordance with the federal Elementary and Secondary Education Act, section 1111(g)(1)(E):

b. Sibling preference.

c. By lottery from the current applications in sequence order.

d. Board of Directors will determine the number of site slots available annually prior to the lottery date.

Other things to put in policy?

Spot held if you have to go to treatment for a month or a year?

Enrollment cutoff times during the quarter?

PROPOSAL

Academic Arts Intercom System

Academic Arts

60 Marie Ave E Suite 220
West St Paul, MN 55118 United States
651-457-7427

Revision: 0
Modified: 6/17/2022



Presented By:

S.O.S Security, LLC

2619 E. Clairemont Ave.
Eau Claire, WI 54701 USA
(715) 955-4581
www.sos-security.com



S.O.S Security, LLC
(715) 955-4581



20 SOS Audio/Speaker Drop
Run 16/2 to every speaker to head end



1500 MISC 16/2 Stranded Per Foot
Wire Speaker 2C 16G White



2 SOS Misc parts
Paging Microphone, single zone, 8" Round Enclosed speaker, 4-Input
50W BGM Mixer amp.

| | |
|------------------------|-------------------|
| AV System Total | \$6,932.45 |
|------------------------|-------------------|

| | |
|--------------------------|-------------------|
| Project Subtotal: | \$6,932.45 |
|--------------------------|-------------------|

* Price Includes Accessories

PROJECT SUMMARY

| | |
|------------|------------|
| Equipment: | \$6,932.45 |
| Sales Tax: | \$528.60 |

Grand Total: **\$7,461.05**

Client:

Date

Contractor: S.O.S Security, LLC

Date

Academic Arts High School

| | Scenario # 1 | Scenario #2 | Scenario #3 | Scenario # 4 | CLA Notes to Budget Changes from Board Approved Budget |
|---|--------------------|--------------------|--------------------|--------------------|--|
| | FY23 | FY23 | FY23 | FY23 | |
| Enrollment Assumptions | | | | | |
| ADM | 110 | 110 | 110 | 110 | |
| Pupil Units | 132.00 | 132.00 | 132.00 | 132.00 | |
| <hr style="border-top: 1px dashed black;"/> | | | | | |
| General Fund 01 | | | | | |
| Revenues | | | | | |
| State Aids | | | | | |
| General Education Aid | 1,060,017 | 1,060,017 | 1,060,017 | 1,060,017 | |
| Prior FY Adjustment | 0 | 0 | 0 | 0 | |
| Charter School Lease Aid | 173,448 | 173,448 | 173,448 | 173,448 | |
| State Special Ed Aid | 1,061,046 | 1,077,887 | 1,082,889 | 1,107,087 | |
| State Sped Transportation | 38,109 | 38,109 | 38,109 | 38,109 | |
| ADSIS Aid | 25,600 | 25,600 | 25,600 | 25,600 | |
| Safe Schools Aid | 0 | 0 | 0 | 0 | |
| Endowment Revenue | 3,794 | 3,794 | 3,794 | 3,794 | |
| Other State Aids (Ft Maint.) | 17,424 | 17,424 | 17,424 | 17,424 | |
| Total State Revenues | 2,379,437 | 2,396,279 | 2,401,280 | 2,425,478 | |
| Federal Aids | | | | | |
| Title | 13,574 | 13,574 | 13,574 | 13,574 | |
| Federal Special Ed/CEIS | 25,000 | 25,000 | 25,000 | 25,000 | |
| ESSER II | 0 | 0 | 0 | 0 | |
| ESSER III FIN160/161 | 82,200 | 82,200 | 82,200 | 82,200 | |
| ESSER III FIN 169 | 12,213 | 12,213 | 12,213 | 12,213 | |
| Total Federal Revenues | 132,986 | 132,986 | 132,986 | 132,986 | |
| Local Revenues | | | | | |
| Student Activities | 5,400 | 5,400 | 5,400 | 5,400 | |
| Gifts & Bequests | 1,000 | 1,000 | 1,000 | 1,000 | |
| Miscellaneous | 1,000 | 1,000 | 1,000 | 1,000 | |
| Total Local Revenues | 7,400 | 7,400 | 7,400 | 7,400 | |
| TOTAL GENERAL FUND REVENUES | | | | | |
| | \$2,519,824 | \$2,536,665 | \$2,541,667 | \$2,565,864 | |

Academic Arts High School

| Academic Arts High School | | | | | |
|--|------------------|------------------|------------------|------------------|---|
| | Scenario # 1 | Scenario #2 | Scenario #3 | Scenario # 4 | CLA Notes to Budget Changes from Board Approved Budget |
| | FY23 | FY23 | FY23 | FY23 | |
| Enrollment Assumptions | | | | | |
| ADM | 110 | 110 | 110 | 110 | |
| Pupil Units | 132.00 | 132.00 | 132.00 | 132.00 | |
| Expenditures | | | | | |
| Administration & District Support | | | | | |
| Salaries | 75,865 | 77,382 | 75,865 | 77,382 | |
| Benefits | 41,553 | 42,084 | 41,553 | 42,084 | |
| Purchased Services | 105,000 | 105,000 | 105,000 | 105,000 | |
| Supplies & Materials | 18,000 | 18,000 | 18,000 | 18,000 | *7K for advertising, 8K for admin software, 3K for Admin Supplies/Food |
| Capital Expenditures | 0 | 0 | 0 | 0 | |
| Dues & Memberships | 17,510 | 17,510 | 17,510 | 17,510 | |
| Total Administration & District Support | 257,928 | 259,976 | 257,928 | 259,976 | |
| Regular Instruction | | | | | |
| Salaries | 285,898 | 296,405 | 321,745 | 336,960 | |
| Benefits | 100,064 | 103,742 | 112,611 | 117,936 | |
| Purchased Services | 13,905 | 13,905 | 13,905 | 13,905 | *1.5K Field Trips, 12.4K Subs |
| Supplies & Materials | 20,000 | 20,000 | 20,000 | 20,000 | * 16K for Classroom Budgets, \$1K Awards, 1K for Student Food, 2K Books |
| Capital Expenditures | 1,500 | 1,500 | 1,500 | 1,500 | * Staff Furniture (3 desks/charis x \$500) |
| Total Regular Instruction | 421,367 | 435,551 | 469,761 | 490,301 | |
| ADSIS/State Special Education | | | | | |
| Salaries | 820,082 | 833,642 | 837,669 | 857,152 | |
| Benefits | 287,029 | 291,775 | 293,184 | 300,003 | |
| Purchased Services | 41,200 | 41,200 | 41,200 | 41,200 | |
| ADSIS Expenditures | 42,666 | 42,666 | 42,666 | 42,666 | |
| Transportation | 38,109 | 38,109 | 38,109 | 38,109 | |
| Supplies & Materials | 5,000 | 5,000 | 5,000 | 5,000 | |
| Total State Special Education | 1,234,086 | 1,252,392 | 1,257,828 | 1,284,130 | |

Academic Arts High School

| | Scenario # 1 | Scenario #2 | Scenario #3 | Scenario # 4 | CLA Notes to Budget Changes from Board Approved Budget |
|--|---------------|---------------|---------------|---------------|--|
| | FY23 | FY23 | FY23 | FY23 | |
| Enrollment Assumptions | | | | | |
| ADM | 110 | 110 | 110 | 110 | |
| Pupil Units | 132.00 | 132.00 | 132.00 | 132.00 | |
| Federal Special Education | | | | | |
| Salaries | 0 | 0 | 0 | 0 | |
| Benefits | 0 | 0 | 0 | 0 | |
| Purchased Services | 15,000 | 15,000 | 15,000 | 15,000 | |
| Supplies & Materials | 10,000 | 10,000 | 10,000 | 10,000 | |
| Capital Expenditures | 0 | 0 | 0 | 0 | |
| Total Federal Special Education | 25,000 | 25,000 | 25,000 | 25,000 | |
| Title Programs | | | | | |
| Salaries | 0 | 0 | 0 | 0 | |
| Benefits | 0 | 0 | 0 | 0 | |
| Purchased Services | 8,574 | 8,574 | 8,574 | 8,574 | |
| Supplies & Materials | 5,000 | 5,000 | 5,000 | 5,000 | |
| Total Title Programs | 13,574 | 13,574 | 13,574 | 13,574 | |
| Additional Federal Awards/Funding | | | | | |
| ESSER II | 0 | 0 | 0 | 0 | |
| ESSER III FIN160/161 | 82,200 | 82,200 | 82,200 | 82,200 | |
| ESSER III FIN 169 | 12,213 | 12,213 | 12,213 | 12,213 | |
| Total Additional Federal Programs | 94,412 | 94,412 | 94,412 | 94,412 | |

Academic Arts High School

| | Scenario # 1 | Scenario #2 | Scenario #3 | Scenario # 4 | CLA Notes to Budget Changes from Board Approved Budget |
|---|--------------------|--------------------|--------------------|--------------------|--|
| | FY23 | FY23 | FY23 | FY23 | |
| Enrollment Assumptions | | | | | |
| ADM | 110 | 110 | 110 | 110 | |
| Pupil Units | 132.00 | 132.00 | 132.00 | 132.00 | |
| Instructional & Pupil Support | | | | | |
| Salaries | 45,745 | 45,745 | 45,745 | 45,745 | |
| Benefits | 16,011 | 16,011 | 16,011 | 16,011 | |
| Purchased Services (Transportation Included) | 21,500 | 21,500 | 21,500 | 21,500 | *\$15K Bus tokens, 3K for Copier Lease, 3.5K PD |
| Supplies & Materials | 0 | 0 | 0 | 0 | |
| Total Instructional/Pupil Support Services | 83,255 | 83,255 | 83,255 | 83,255 | |
| Sites & Buildings | | | | | |
| Salaries | 0 | 0 | 0 | 0 | |
| Benefits | 0 | 0 | 0 | 0 | |
| Purchased Services (Includes Utilities) | 68,450 | 68,450 | 68,450 | 68,450 | *\$1.5K water cooler service |
| Facilities Lease | 207,017 | 207,017 | 207,017 | 207,017 | |
| Supplies & Materials | 300 | 300 | 300 | 300 | *\$300 Cleaning Supplies |
| Capital Expenditures | 0 | 0 | 0 | 0 | |
| Other Fees (Insurance) | 8,755 | 8,755 | 8,755 | 8,755 | |
| Total Sites & Buildings | 284,522 | 284,522 | 284,522 | 284,522 | |
| Fiscal & Other Fixed Costs | | | | | |
| Purchased Services | 0 | 0 | 0 | 0 | |
| Interfund Transfer | 7,500 | 7,500 | 7,500 | 7,500 | |
| Total Fiscal & Other Fixed Costs | 7,500 | 7,500 | 7,500 | 7,500 | |
| TOTAL GENERAL FUND EXPENDITURES | | | | | |
| | \$2,421,644 | \$2,456,183 | \$2,493,781 | \$2,542,671 | |
| GENERAL FUND 01 - NET INCOME | | | | | |
| | \$98,179 | \$80,482 | \$47,886 | \$23,193 | |

Academic Arts High School

| | Scenario # 1 | Scenario #2 | Scenario #3 | Scenario # 4 | CLA Notes to Budget Changes from Board Approved Budget |
|--|------------------|------------------|------------------|------------------|--|
| | FY23 | FY23 | FY23 | FY23 | |
| Enrollment Assumptions | | | | | |
| ADM | 110 | 110 | 110 | 110 | |
| Pupil Units | 132.00 | 132.00 | 132.00 | 132.00 | |
| Food Service Fund 02 | | | | | |
| Revenues | | | | | |
| State Revenues | 0 | 0 | 0 | 0 | |
| Federal Revenues | 0 | 0 | 0 | 0 | |
| Sale of Lunches | 0 | 0 | 0 | 0 | |
| Transfer from General Fund | 7,500 | 7,500 | 7,500 | 7,500 | |
| TOTAL FOOD SERVICE REVENUES | \$7,500 | \$7,500 | \$7,500 | \$7,500 | |
| Expenditures | | | | | |
| Salaries | 0 | 0 | 0 | 0 | |
| Benefits | 0 | 0 | 0 | 0 | |
| Purchased Services | 0 | 0 | 0 | 0 | |
| Supplies & Materials | 7,500 | 7,500 | 7,500 | 7,500 | |
| Other | 0 | 0 | 0 | 0 | |
| TOTAL FOOD SERVICE EXPENDITURES | \$7,500 | \$7,500 | \$7,500 | \$7,500 | |
| FOOD SERVICE FUND 02 - NET INCOME | \$0 | \$0 | \$0 | \$0 | |
| TOTAL REVENUES - ALL FUNDS | \$2,527,324 | \$2,544,165 | \$2,549,167 | \$2,573,364 | |
| TOTAL EXPENDITURES - ALL FUNDS | \$2,429,144 | \$2,463,683 | \$2,501,281 | \$2,550,171 | |
| NET INCOME - ALL FUNDS | \$98,179 | \$80,482 | \$47,886 | \$23,193 | |
| Estimated Beginning Fund Balance 7/1 | \$483,261 | \$483,261 | \$483,261 | \$483,261 | |
| ENDING FUND BALANCE - ALL FUNDS | \$581,441 | \$563,743 | \$531,147 | \$506,454 | |
| <i>Fund Balance as a Percentage of Annual Expenditures</i> | 23.94% | 22.88% | 21.24% | 19.86% | |

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: 2021-2022

TPS Committee Members: Josh MacLachlan, Shoua Yang, Julie Peterson, Stephanie Bade, Stephanie Lonetti, David Gunderman, Aimee Plueger, Sophie Fischer, Ryan Bauer, Danyelle Bennett, Sam Kvilhaug, Ty Cody, Mallery Hammers, Mari Parrilla, Jacqueline Marcell, Courtney Cox

| ACADEMIC | TPS | Board | Comments with Specific Examples |
|--|------------------|-------|--|
| | | | <p>SUGGESTED FORMAT:</p> <ul style="list-style-type: none"> • Give your rating • Prove it, with data or narrative and give ample context and examples <p>TPS should provide the board with an exhaustive narrative of what it has accomplished so that the board can give TPS due credit in this evaluation. The board values when TPS notices an opportunity for improvement and takes specific, data-driven action to address it.</p> |
| <p>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.</p> | <p>NI</p> | | <p>The current academic performance is at ____%. Though this is not in line with the goal on this evaluation it is consistent with minimum growth goals identified with the authorizer.</p> <p style="text-align: right;">(5/17/2022)</p> <p>Please add context. Could the TPS committee have done anything additional to meet this goal? Or, is the nature of the current contract and the past two years with COVID variables that are too much? If so, what are those conditions? What initiatives has TPS done this year to attempt to increase these goals?</p> <p style="text-align: right;">(5/24/2022)</p> <p><u>Challenges:</u></p> <ul style="list-style-type: none"> • Continual switching between in-person and virtual • Major deficits in student social / interpersonal skills. • Major deficits in academic skills (teachers spending majority of time catching students up) • Current academic goals are largely not in line with student needs and school's new focus (this is a consistent understanding between TPS, Board, and OW) <p><u>Stuff TPS Tried:</u></p> <ul style="list-style-type: none"> • Virtual skills on Wednesdays |

| | | | |
|---|-----------|----------|--|
| | | | <ul style="list-style-type: none"> ● Modern Classroom strategies ● Master Class ● Central Texts ● Transferred to 1-on-1 in Transitions Program ● SEL: (Take 10, Push-Ins, Restorative Circles) ● Many more smaller, data-driven initiatives <ul style="list-style-type: none"> ○ Virtual learning support ○ Mental health support ○ Etc. |
| There is no academic indicator that falls far below the goal, according to academic measures in the current contract with the authorizer. | NI | | |
| The committee submits timely and complete data for academic measures to the board for analysis and trending. | M | M | <p>The board's main contact for student data had to resign mid year. In response, the TPS committee and curriculum committee developed a new system to gather and manage student data using the current dashboard.</p> <p style="text-align: center;">(5/17/2022)</p> <p style="text-align: center;">Board Appreciates TPS proactively addressing data submission needs. Expects TPS to continue to monitor and improve this process moving forward.</p> |
| The committee regularly reviews and uses academic measure and/or test data to plan curriculum improvement strategies. | M | E | <p>-student engagement tracking systems (for both virtual and in person learning periods this school year): engagement categorized and triaged according to course grades, attendance, and student-staff relationships.</p> <p>-MCA, ACT, and NWEA test scores - reviewed and eventually plan to use to determine interventions for specific students and subject areas.</p> <p>-WIDA testing conducted. All English Learners identified in our school</p> <p>-Probes - administered and reviewed for both math and reading to identify student growth and drive content instruction.</p> <p>-Scheduled review of academic goals (exhibit G of contract with authorizer)</p> <p>-SpEd staff are included in curriculum meetings to streamline communication and planning for student needs between the SpEd and GenEd.</p> |

| | | | |
|---|------------------|-------------------|--|
| <p>The committee plans and executes curriculum that is both appropriate and challenging for the student population.</p> | <p>E</p> | <p>(E)</p> | <p>In the first half of the school year the school's curriculum committee worked closely with Greg Schnagl (Teacher Centricity), and advocates from Regional Centers of Excellence to ensure rigor and identify and address opportunities for improvement with the school's systems and learning program. Greg Schnagl resigned from his consulting role with the school mid-year. The curriculum committee continued to work closely with advocates from RCE in curriculum meetings for the remainder of the school year. The Curriculum team at AAHS also meets weekly to ensure that curriculum is rigorous and that content areas are aligned with a central text. The curriculum committee also began using Modern Classroom techniques in some classes. A teacher was even featured on a national podcast for the great work the school is doing for it's at risk student population.</p> <p style="text-align: center;">(5/17/2022)</p> <p style="text-align: center;">Please include details of how the curriculum committee changed learning programs in response to quarantine throughout the year. Also please add specifics about Modern Classroom strategies in classrooms.</p> |
| <p>The Special Education Committee develops and implements appropriate IEPs for specifically identified students.</p> | <p>E</p> | <p>(E)</p> | <p>The Special Education Committee creates IEPs alongside students, their families, and GenEd teachers. In addition to the IEP, they provide an IEP at a glance for GenEd teachers so they are able to focus on specific areas of need for each student in their classes. Paraprofessionals work alongside GenEd teachers and SpEd teachers to ensure areas of need are addressed and students receive appropriate support. The school also maintains the "Transitions Program" to accommodate diverse needs of students with IEPs. We have implemented in-class SpEd Teachers/Case Managers to push into the classroom to be present in adapting work and helping SPED students in their classrooms. These Case Managers adapt classwork, instruct paras on accommodation needs, and co-teach with GenEd teachers to help plan out coursework and its efficacy with our SpEd students.</p> <p style="text-align: center;">(5/17/2022)</p> <p style="text-align: center;">SpEd team honors the voice of the student in very profound and important ways. Please add how the SpEd team has addressed and overcome challenges this school year (in-class case manager).</p> |
| <p>There are clear protocols to handle behavior incidents that the staff understands and follows.</p> | <p>NI</p> | | <p>Academic Arts has a Behavior Committee that manages behavior incidents, following formalized school protocols. The</p> |

| | | | |
|---|------------|--------------|---|
| | | | <p>committee provides training and shares behavior protocols with staff to ensure there is consistency throughout the school. The Behavior Committee follows the Student Code of Conduct protocols and restorative practices when handling behavior incidents.</p> <p style="text-align: center;">(5/17/2022)</p> <p style="text-align: center;">Please add context. Expand on challenges and ways the TPS committee is trying to improve (Chose to hire a Dean of Students... why?).</p> <p style="text-align: center;">(5/31/2022)</p> |
| STRATEGIC GOAL: | | | <p>FY21 Strategic goals:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> <i>Develop Online Program</i> <input checked="" type="checkbox"/> <i>Develop system for recouping lost credits ("Master Class")</i> <input checked="" type="checkbox"/> <i>Incorporate SEL into daily schedule</i> <p>FY22 Strategic goals:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Hire "Dean of Student" to develop, implement, manage, and maintain a comprehensive school behavior program.</i> |
| FINANCIAL | TPS | Board | Comments with Specific Examples |
| The annual financial audit from the previous fiscal year found no significant deficiencies. | M | M | Financial audit was clean and found no significant deficiencies |
| The school maintains an average daily enrollment at or above the budgeted amount. | E | E | For the first time in at least 10 years the budget was adjusted due to higher than budgeted initial enrollment. Efforts from the TPS marketing committee led to ADM levels that exceeded expectations. |
| The committee develops and implements creative methods to maintain or boost enrollment. | M | (E) | The school's Marketing committee has continued its extensive work in rebranding and focused marketing in the community and on social media. Additional efforts for FY21 included purchase of an updated mailing list of 25,000 students between the ages of 12-17 and multiple open houses. A monthly ad space was purchased in the St. Paul Voice publication for 6-months. The school is noticing much more consistent enrollment inquiries thanks to these efforts. The school's TPS also made investments into the school space including Smartboards in each classroom and updated, ergonomic furniture. |

| | | | |
|--|----------|------------|--|
| | | | <p align="center">(5/17/2022) Please add specific initiatives from FY22.</p> <p align="center">(5/31/2022)</p> |
| <p>The school pursues and is awarded funding grants to increase revenues.</p> <p>(Are there ways that the board can update and/or improve this metric to account for authentic community partnerships, etc.?)</p> | M | (M) | <p>The school has pursued and/or was awarded the following grants and funding opportunities during FY22:</p> <ul style="list-style-type: none"> • ADSIS • TITLE II and IV funding • ESSER Funding <ul style="list-style-type: none"> ◦ ESSER III <p>These are standard grants to which most schools apply. There are additional grants specific to art, science, etc. that the school can and should be pursuing.</p> <p align="center">(5/17/2022) Given limited bandwidth, how will TPS manage this additional task? Who will do it? Is pursuing this more important and/or worthwhile than doubling down on enrollment? Are partnerships more important?</p> <p align="center">(5/31/2022)</p> <p>This is valuable feedback. The TPS committee will consider this in planning for FY23. Doubling down on enrollment and community partnerships is what we do well and we can focus our strengths.</p> |
| <p>The fund balance is on track to be at least 20% of annual budgeted expenditures as of the end of the fiscal year.</p> | E | | <p align="center">Even including significant investments in staff salaries, discretionary budgets, and the physical space of the school, the revised FY22 and proposed FY23 budgets maintain a fund balance of above 20%.</p> |
| <p>The annual budget is developed and submitted on time with oversight of the board of directors and the entire TPS committee.</p> | M | | <p>The school's finance committee submitted a budget, monitored it throughout the year, and revised as needed with continual updates and oversight by the board.</p> |
| <p>The committee monitors finances regularly, and quickly and thoroughly answers any questions that arise.</p> | E | | <p>The school's finance committee continued to work with its financial management team at CLA to monitor finances on a weekly basis. The finance committee updates the full TPS committee on the school's finances, answers questions, and provides training at weekly TPS meetings. In FY22, the finance committee adjusted the budget to account for higher enrollment. The revised budget was board-approved mid-year. Additionally, the finance committee created a new, streamlined purchase request protocol with a corresponding dashboard that tracks specific budgets in real time.</p> |

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| <p>The committee regularly monitors contracted services to ensure that the costs are at or under budget and investigates all alternative solutions.</p> | | | <p>EDIT: The finance committee has reviewed all contracted services except for building insurance within the last three years and will continue to review contracted services on a three-year rotation.</p> <p>The finance committee identified the need to review building insurance and plans to do this review during FY22.</p> |
| <p>The committee has effective policies to keep expenditures at or under budget and to eliminate unapproved or unassigned expenditures.</p> | | | <p>The finance committee employs a purchase request system that requires approval of all discretionary purchases. The committee also developed and implemented a real-time budget monitoring dashboard, integrated with its new purchase request system, to monitor specific discretionary budget areas (classroom budgets, committee budgets, etc.)</p> |
| <p>Submissions to CLICS are timely and complete, and students are regularly evaluated for the free and reduced lunch program.</p> | | | <p>Submissions to CLICS are no longer applicable as we are no longer part of the Federal Lunch Program. We do yearly evaluations for the free and reduced lunch program for in-house use.</p> |
| <p>STRATEGIC GOAL:</p> | | | <p><i>FY21 Strategic goals:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Meet budgeted ADM* <input checked="" type="checkbox"/> Maintain prudent financial (spending, budgeting) practices <p><i>FY22 Strategic goals:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Pursue additional art/science/technology/etc. specific grants. <input type="checkbox"/> Pursue authentic community partnerships |
| <p>ORGANIZATIONAL</p> | <p>TPS</p> | <p>Board</p> | <p>Comments with Specific Examples</p> |
| <p>At least 90% of the staff from the previous school year remained employed at the school this year.</p> | <p>M</p> | | <p>21 of 23 employees from the 20-21 school year returned for the start of the 21-22 school year. The school goes above in addressing the needs of staff in many ways:</p> <ul style="list-style-type: none"> • Point-person/mentor for new hires • Small and larger group restorative circles in times of need • Actively fostering a culture of work-life balance (“you can’t help students if you burn out”) • Opening more regular and authentic lines of communication and feedback for paraprofessionals • Continually assessing priorities and acknowledging when school can’t commit to new and specific initiatives (i.e. asking “do we really have the resources to do this the right way?”) |

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| | | | <ul style="list-style-type: none"> Acknowledging and capitalizing on individual strengths when delegating team tasks <p>(5/31/2022)</p> <p>Looking ahead to FY23, the TPS committee is losing 5 members and several paras are leaving. There are many factors involved in each of these decisions and the TPS committee can provide context as needed.</p> |
| Replacing staff members is initiated quickly and positions are filled by quality candidates with oversight from the entire committee. | M | | <p>The process of filling employment vacancies is initiated quickly with immediate postings regarding open positions. Some positions can take longer to fill as the Personnel Committee always interviews multiple candidates and continues to be highly selective in order to ensure the needs of students and the school are met. Despite challenges, the school has been fully staffed.</p> <p>TPS only weighs in regarding the hiring process if it is requested by the Personnel Committee.</p> |
| The staff is completely up-to-date on all teacher and administrative staff evaluations. | E | | <p>Teacher evaluations and peer evals are completed on time throughout the year. The school's evaluation system, by its nature, goes above and beyond in completing full and extensive evaluation, internally and with outside contractors, on a yearly basis (by statute, this level of evaluation is required every 3 years).</p> |
| All staff members have professional development goals documented and progress toward goals is evaluated. | NI | | <p>Despite COVID-19 making it more challenging to track personal goal growth, all staff have their goals developed and documented. Greg Schnagl, our contracted support for curriculum and observations/goals, had to end his contract with us in spring 2022. Our TPS team did not have a structure or requirement for individual professional development goals this year. Any professional goals were tracked on an individual basis.</p> |
| Staff leaves of absence do not interrupt daily operations because there is adequate coverage and understanding of all staff duties. | NI | | <p>Sub shortages nationwide impacted finding subs. Teacher time off or long term leaves are covered adequately by subs. There are times that teachers are not covered by subs when no sub picks up the opening in our AESOP sub system. We do not currently get leaves for paraprofessionals. The committee has identified this as an area for improvement.</p> |
| School policies are reviewed regularly, understood, and enforced without favoritism or partisanship. | NI | | <p>We currently have some missing policies from our school policies. Most of our current policies are all posted on our website. Our authorizer has provided a list of current required</p> |

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| | | | policies from all schools that is available for review. Unclear if this is a board or TPS task. In FY21, the committee established a new system for tracking board approval of new policies and will be implementing the system when the board restarts its policy review cycle in FY22. |
| Submissions to the Minnesota Department of Education are timely and complete. | M | | Always on time. Shoua completes these. |
| Submissions to the authorizer are timely and complete. | M | | The majority of submissions are completed on time. When submissions are expected to be late, the committee communicates with the authorizer for context and requests extensions. Epicenter tasks are reviewed weekly during TPS meetings. |
| All required staff licensures will remain valid and up-to-date. | M | | Applications for variances for Innovative Programming Permission for all gen ed teachers were submitted in summer 2021. Teachers applied for their own Out of Field Permissions. |
| STRATEGIC GOAL: | | | <p>FY21 Strategic goals:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Address coverage for paraprofessionals <input checked="" type="checkbox"/> Update policy tracking system <p>FY22 Strategic goals:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Address coverage for paraprofessionals <input type="checkbox"/> Further improve policy tracking system <input type="checkbox"/> Utilize task tracking system (monday.com) |
| COMMUNICATION | TPS | Board | Comments with Specific Examples |
| Staff and committee meetings are well planned, focused, and individuals effectively follow up on outstanding tasks. | M | | <p>We do so by documentation through our agenda and have committees that have weekly scheduled meetings where we break off and come back as a TPS committee to evaluate decisions. TPS has recently implemented a task management and task completion monitoring system known as Monday.com.</p> <p style="text-align: right;">(5/31/2022)</p> <p>Also new in FY22 was the use of “time-keepers” and “action item” trackers in meetings. These roles have also helped keep meetings efficient and effective.</p> |
| Staff, student, and family surveys are conducted regularly and the results are used to create goals for making improvements. | M | | <p>The annual spring student survey went out in May. Results will be reviewed during summer PD. Parent surveys are sent out as needed when input is needed from all stakeholders for the school. Examples from this year included feedback regarding both COVID and virtual learning.</p> <p style="text-align: right;">(5/31/2022)</p> |

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| | | | Student and parent surveys both went out at the end of May, 2022. Data from these surveys will be analyzed to inform decisions in planning for FY23. |
| The school's website and social media accounts are regularly updated to include new information. | E | | Committee actively posts 3 or 4 times a week on social media and maintains a long-term posting schedule to manage strategic marketing campaigns. Our website is continuously updated according to all communications and changes being made. |
| Parent / Teacher conferences are well-attended and teachers are prepared for them. | NI | | Parent/student/teacher conferences took place in the fall and spring. Teachers wanted to plan a new format for conferences (different from the traditional evening, in person format) but had other school priorities interfere with this planning. |
| Teachers communicate with family members using professional language and appropriate methods. | E | | In FY22, teachers worked with students and families to develop and implement Personalized Growth Plans for students. These PGPs, and the conversations that informed their development, identified preferred methods of communications. Also in FY22, the TPS began regular review of specific parent and student concerns and questions in weekly TPS meetings emphasizing consistent messaging and communication regarding school policies, curriculum, resources, etc. through all modes (ParentSquare, social media, direct interactions via email/text/phone, etc.). |
| The committee effectively communicates with the board of directors, having representatives at board meetings who are prepared and attentive. | E | | PROCEDURE - A TPS member (Ex-officio) attends the monthly board meetings, providing the board chair and board secretary with the "ex officio report" on the Friday before the board meeting for inclusion in the board packet. An ex officio calendar has been created. An Additional TPS member has joined the School Board |
| There are clear protocols to manage, respond to, and communicate about crises that the staff understands and follows. | M | | All required and relevant protocols are established by the committee's crisis team and are readily available and able to respond as needed. |
| The committee engages the community to participate in school events. | | | The committee engages with community and school stakeholders in many ways through many modes: <ul style="list-style-type: none"> ● Established "cultural liaison" position to engage with spanish-speaking families ● Connect with students, parents, and local business leaders for school and community events: <ul style="list-style-type: none"> ○ Collaboration with Chase Bliss Audio ○ "Little Dipper" Local woman owned ice cream truck business donated for end of day student party ○ Vocational Rehabilitation to help transition students find employment ○ Open house Grill Outs |

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| | | | <ul style="list-style-type: none"> ○ Tours & Shadowing Opportunities ○ Prom <ul style="list-style-type: none"> ■ Got formal wear donated by Tina (speech therapist) ■ Paypal donation QR made for community donations ■ Connecting students with community resources for low cost or no cost items for prom ○ Guest Speakers at Friday Spotlight <ul style="list-style-type: none"> ■ Katie Wright (Mother of Daunte Wright) ■ Speaker for MN Teen Activist Group ■ Suga Me (Mother Daughter business) ● Connected and partnered with many mental health organizations to provide resources for students and families. <ul style="list-style-type: none"> ○ Nystrom and Associates ● Member of Dakota County Regional Chamber of Commerce (May consider switch to River Heights Charter) |
| <p>The committee effectively uses social, online, and print media to communicate with the community.</p> | <p>E</p> | | <ul style="list-style-type: none"> - Strategic use of social media platforms (instagram, Facebook, Parent Square) that aligns and reflects our school's values and mission, and keeps our families updated with any necessary information. - Purchased Canva Pro to streamline social media posting - Secured an updated mailing list to over 25,000 families that fall under our preferred demographics (ages 12-18 located within a 15 mile radius of the school). - Created new flyers and pamphlets to distribute to prospective families. - Updated signage on building - Purchase of "Cricut" machine for producing in-house marketing materials - 6-month adf space in the St. Paul Voice |
| <p><i>(Provisional metric for FY22 - Will be updated formalized for FY23)</i> The committee informs the board of significant compliance, legal, and policy matters affecting the school continually.</p> | | | |
| <p>STRATEGIC GOAL:</p> | | | <p>FY21 Strategic goals:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establish stronger connections with community partners (example: human library) <p>FY22 Strategic goals</p> |

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| | | | <input type="checkbox"/> Establish stronger connections with community partners (example: human library) <input type="checkbox"/> Further streamline task management with monday.com <input type="checkbox"/> Implement updated leadership structure (Jay Squad ↔ Committees ↔ Teams) |
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OVERALL PERFORMANCE RATING

Overall Rating:

| | Needs Improvement | Meets | Exceeds |
|---------------|-------------------|-------|---------|
| Academic | | | |
| Financial | | | |
| Organization | | | |
| Communication | | | |
| TOTAL | | | |
| % of TOTAL | | | |

Rationale: