

School Board Meeting Agenda

Tuesday, February 16, 2020

5:00 pm | Conducted Remotely Via Google Hangouts Meeting

Board Members Present Remotely: Josh MacLachlan,, David Massey, Tennille Warren, Katie Siewert, Rachael McNamara, Melinda Haas.

Others Present: Nate Winter - CLA (Ex Officio), AAHS TPS Representatives: Danyelle Bennett (Ex Officio),

Agenda

- 1. Call to Order:**
- 2. Conflict of Interest Check:**
- 3. Approval of February 16, 2021 Agenda:**
- 4. Approval of January 19, 2020 Minutes:**
- 5. Public Comments:**
- 6. Financial Report: (Josh MacLachlan - Treasurer, Nate Winter - CLA)**
 - a. Approval of January 2021 Financial Report
 - b. Approval of January 2021 Disbursements
- 7. Ex Officio Report: (Danyelle)**
 - a. Update on Virtual Learning Roadmap
 - b. Committee Updates
- 8. Student Data Report – Katie Siewert**
- 9. Strategic Items**
 - a. Group Insurance Policy - Second Reading
 - b. Roadmap update
 - c. Updates from building lease task force (David Massey)
 - d. Review of Appointment process for TPS members
 - e. Board training: Academic Standards and “The NEST”
- 10. Action Items**
 - a. No action items
- 11. Adjourn**

School Board Meeting Agenda

Tuesday, January 19, 2020

5:00 pm

Conducted Remotely Via Google Hangouts Meeting

Board Members Present Remotely: Josh MacLachlan,, David Massey, Tennille Warren, Katie Siewert, Rachael McNamara, Melinda Haas.

Others Present: Nate Winter - CLA (Ex Officio), AAHS TPS Representatives: Ty Cody (Ex Officio),

Agenda

1. Call to Order:

- a. Josh MacLachlan calls meeting to order at 5:01 PM

2. Conflict of Interest Check:

- a. None to report

3. Approval of January 19, 2021 Agenda:

- a. Katie Siewert motions to approve the January 19, 2021 agenda, Tenille Warren seconds.
- b. Discussion:
 - i. No further discussion
- c. Motion passes with following votes:
 - i. Josh MacLachlan - Aye
 - ii. Katie Siewert - Aye
 - iii. Tenille Warren - Aye
 - iv. Melinda Haas -Aye

4. Approval of December 15, 2020 Minutes:

- a. Josh MacLachlan motions to approve the December 15, 2020 minutes, Tenille Warren seconds.

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- b. Discussion:
 - i. Verify date
 - ii. Indicate when Tenille arrived
- c. Motion passes with following votes:
 - i. Josh MacLachlan - Aye
 - ii. David Massey - Aye
 - iii. Katie Siewert - Aye
 - iv. Tenille Warren - Aye
 - v. Melinda Hass - Aye

5. Public Comments:

- a. None to note

Rachael McNamara and David Massey arrive at 5:05pm

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

- a. Approval of December 2020 Financial Report
 - i. Josh MacLachlan motions to approve the December 2020 financial report, Katie Siewert seconds.
 - ii. Discussion:
 - 1. 50% through year
 - Revenues at 46% of budget
 - Expenditures at 44% of budget
 - 2. Enrollment
 - Current Approved Budget: 99 (working budget: 94)
 - Current School Enrollment: 95
 - Current Average ADM: 91.13
 - Variance:
 - 3. Other Notes

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- Cash on hand at 326K - down 36k from prior month
 - iii. Motion passes with following votes:
 - 1. Rachael McNamara - Aye
 - 2. Josh MacLachlan - Aye
 - 3. David Massey - Aye
 - 4. Katie Siewert - Aye
 - 5. Tenille Warren - Aye
 - 6. Melinda Haas - Aye
- b. Approval of December 2020 Disbursements
 - i. Rachael McNamara motions to approve the December 2020 disbursements, David Massey seconds.
 - ii. Discussion:
 - 1. Nothing of note
 - iii. Motion passes with following votes:
 - 1. Rachael McNamara - Aye
 - 2. Josh MacLachlan - Aye
 - 3. David Massey - Aye
 - 4. Katie Siewert - Aye
 - 5. Tenille Warren - Aye
 - 6. Melinda Haas - Aye

7. Ex Officio Report: (Ty)

- a. Update on Virtual Learning Roadmap
- b. TPS:
 - i. Annual staff retreat on February 4-5 (all virtual)
 - 1. Leadership training session
 - 2. Focus on building staff morale
 - ii. Submitted safe learning plan updates to OWon 1/15
- c. Personnel:

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- i. Leave of absence request starting Q3. Hired position to fill.
- d. Restorative Justice/ SEL / Anti-Bias
- e. Behavior:
 - i. Trying to focus on positive - No behavior to reports for online behaviors this year
 - 1. Rachael asks if the reason has to do with less negative online behavior or if teachers are just less tuned in to what students are doing/struggling with.
 - o Hard to tell - we assume they are online more but we aren't sure.
- f. Finance:
- g. Nutrition:
- h. Marketing:
 - i. Getting backlit exterior signs up on the building
- i. Enrollment: 95
 - i. ADM: 91.4
- j. Curriculum
 - i. Data meetings every thursday
 - 1. Reviewed Fall 19 - Fall 20 NWEA scores.
 - 2. Walking through 1-3 academic goals in each data meeting
 - ii. Planning new ways to increase engagement in Q3
 - 1. Take away emphasis on requiring maneuvering technology
 - 2. Incorporate more contact with students
 - o Home visits
 - o Outdoor experiences
 - 3. Anchor curriculum around a book.
 - o Taking January 26 and 27
- k. Tiger team
 - i. Heather taking leave of absence at end of Q3

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- ii. Looking for guidance on requirements or qualifications for members of Tiger Team.
 - 1. Is there a minimum number of years of experience?
 - 2. Does it require one person from each power committee?
 - 3. Board does not have direct guidance at this time. Board trusts TPS thus far to determine who is on Tiger Team. Qualities the board thinks TPS should seek in a Tiger Team:
 - Leadership (Bloman and Deal's 4 Perspectives)
 - Transparency
 - Trust
 - Diplomacy
 - No Bias

8. Student Data Report – Katie Siewert

- a. Nothing to add this month
- b. For February Meeting need:
 - i. Presentation
 - ii. Lab Report Data
 - iii. NWEA data (from the OW update)
 - iv. Reading and Math Growth
 - v. Attendance

9. Strategic Items

- a. Board Training: “Transitions Program” - Melinda Haas
 - i. Lot's of changes due to COVID
 - ii. Intended to help 2nd year seniors or students who are WAY behind in credits graduate with a diploma.
 - iii. SpEd - Students need to have IEPs to be part of program
 - iv. Ad hoc - some do just the transitions program, some keep attending one or two classes and supplement with the transitions program

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- v. The “Grad Grid” is a key piece of a student’s work
 - 1. 8 sections: Employment, Housing, Transportation, Resources, Life-long Learning, Money Management, Healthcare & Healthy Living

- b. Updates from building lease task force (David Massey)
 - i. During discussions to determine how board should proceed with lease updates, landlord has provided a proposal for new lease terms
 - ii. Original purpose of task force was to determine if school should seek representation from a realty service. Purpose has changed to continuing to define updated lease proposal.

- c. Updates to school’s safe learning plan
 - i. Discussed in Ex Officio report

- d. Nomination of officers
 - i. Chair - Rachael nominates Josh
 - ii. Treasurer - Josh will remain as treasurer, important to have employee of school in this position who has regular interaction with school finances.
 - iii. Secretary - Josh nominates Melinda

10. Action Items

- a. Appointment of Officers
 - i. Secretary
 - 1. Josh motions to appoint Melinda Haas as board Secretary, katie siewert seconds.
 - 2. Discussion:
 - Josh will continue to train Melinda in as secretary
 - 3. Motion passes with following votes:
 - Rachael McNamara - Aye
 - Josh MacLachlan - Aye
 - David Massey - Aye
 - Katie Siewert - Aye

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- Tenille Warren - Aye
- Melinda Haas - Aye

ii. Chair

1. Rachael McNamara motions to appoint Josh MacLachlan as board Chair - Tenille Warren seconds.
2. Discussion:
 - No Further discussion
3. Motion passes with following votes:
 - Rachael McNamara - Aye
 - Josh MacLachlan - Aye
 - David Massey - Aye
 - Katie Siewert - Aye
 - Tenille Warren - Aye
 - Melinda Haas - Aye

11. Adjourn

- a. David Massey motions to adjourn at 6:31pm



- January 2021 -
Financial Statements

Prepared By:
Nate Winter



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Academic Arts High School Executive Summary

To accompany the January 2021 financial statements, as presented to the School Board

** As of month-end, 58% of the year was complete

Enrollment

- Current Approved Budget: 99
- Current School Enrollment: 95
- Current Average ADM: 91.87
- Variance: -7

Statement of Activities

Cash at the end of January was \$282K, which is a \$43K decrease from the prior month. The current year estimated state receivable that is owed to the School through month end was \$188K. The prior year state receivable owed to the School is being estimated as \$18K.

The beginning fund balance for the year is \$390,558.

Schedule of Budget and Actual Revenue and Expenses

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

- Revenues for the month were at 53% of budget:
 - Two IDEAS payments on the 15th and 30th. Holdback included.
- Expenditures for the month were at 53% of budget:
 - Normal monthly payments of rent, benefits, contracted services, and supplies went out
 - Auditing Services, SPED Purchased services

Other Items of Importance

- AAHS and CLA are in the process of updating the budget based off the updated child count and any additional CRF/CARES funding.
- An additional round of ESSER funding was signed into law at the end of December. CLA will update the school and board with additional information once it is made available.

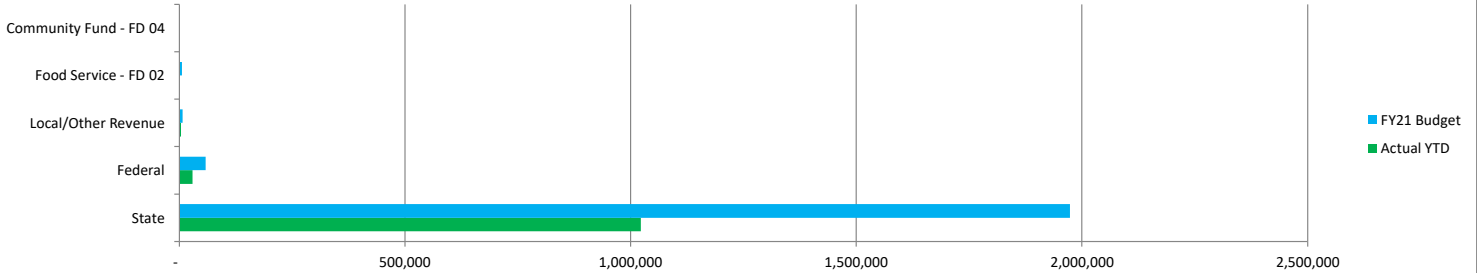
Academic Arts High School Financial Dashboard

January 2021 58% of School Year Complete

REVENUE

Total Revenue this Month \$118,931	Total Revenue YTD \$1,082,774	Budgeted Revenue FY21 \$2,046,048	% of Revenue Budget 53%
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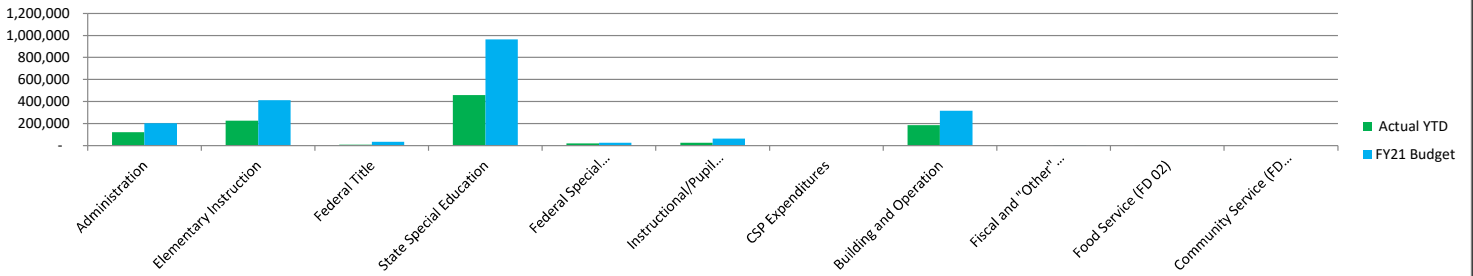
Revenue - Actual vs. Budget



EXPENSE

Total Expense this Month \$161,520	Total Expense YTD \$1,072,064	Budgeted Expense FY21 \$2,027,201	% of Expense Budget 53%
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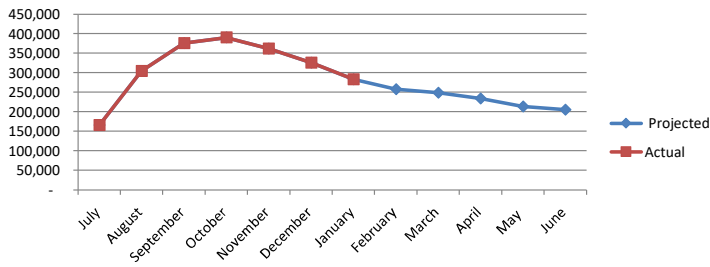
Expense - Actual vs. Budget



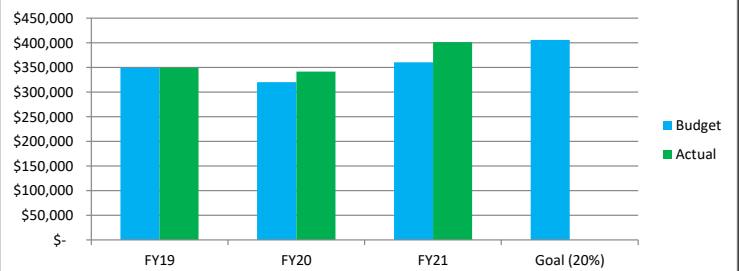
BALANCE SHEET

Cash at End of Month \$282,878	Cash at End of Prior Month \$325,466	Beginning Fund Balance - FY21 \$390,558	Budgeted Fund Balance - End of FY21 \$359,907
Cash at Beginning of Year \$172,882	Projected Cash Balance- End of FY21 \$205,240	Fund Balance at Month End \$401,268	Long-Term Fund Balance Goal (20%) \$405,440

Cash Flow Projection



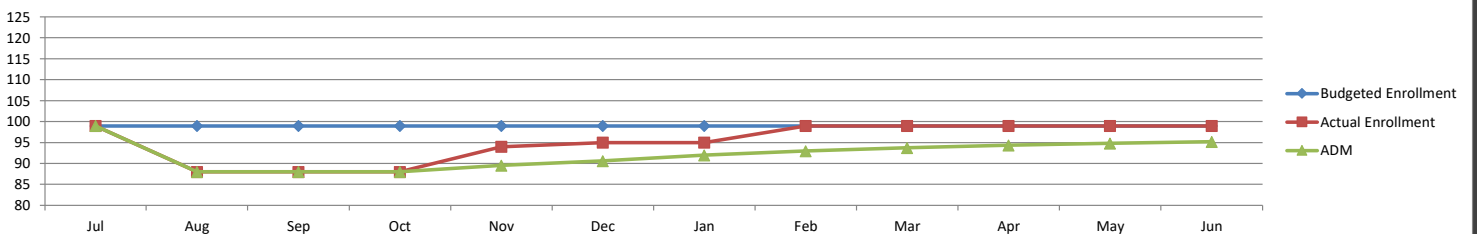
Fund Balance - Budget vs. Actual



ENROLLMENT

Actual Enrollment at Month End 95	Budgeted Enrollment 99	Actual ADM - YTD 92	Actual vs. Budgeted Enrollment Variance (7)
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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 January 2021

	Current Month	Prior Month	\$ Change	Audited	YTD \$ Change
	1/31/2021	12/31/2020		6/30/2020	
ASSETS:					
Current Assets:					
Cash	282,878	325,466	(42,588)	172,882	109,996
Accounts Receivable	-	-	-	-	-
Due from MDE - Prior Year Receivable	17,640	17,676	(36)	-	17,640
Due from MDE - Current Year Estimate	188,330	161,094	27,236	306,505	(118,176)
Due from Federal	29,527	28,553	975	24,388	5,139
Prepays	420	420	(0)	20,451	(20,031)
Total Current Assets	518,794	533,207	(14,413)	524,226	(5,432)
Capital Assets:					
Buildings and Equipment	-	-	-	-	-
Less: Accumulated Depreciation	-	-	-	-	-
Total Net Capital Assets	-	-	-	-	-
TOTAL ASSETS	518,794	533,207	(14,413)	524,226	(5,432)
LIABILITIES:					
Current Liabilities:					
Salaries Payable	96,279	82,524	13,755	82,154	14,125
Accounts Payable	11,373	0	11,373	17,405	(6,033)
Payroll Liabilities	9,875	15,963	(6,088)	34,110	(24,235)
Other Liabilities	-	-	-	-	-
Unearned Revenue	-	-	-	-	-
Line of Credit	-	-	-	-	-
Total Current Liabilities	117,526	98,487	19,039	133,669	(16,143)
FUND BALANCE					
Beginning Fund Balance as of July 1, 2020	390,558	390,558	-	349,075	
Net Income, FY2021 to Date	10,710	44,162	(33,452)	41,483	(30,772)
Ending Fund Balance	401,268	434,720	(33,452)	390,558	10,710
TOTAL FUND BALANCE	401,268	434,720	(33,452)	390,558	10,710
TOTAL LIABILITIES AND FUND BALANCE	518,794	533,207	(14,413)	524,226	(5,432)

Academic Arts High School

Balance Sheet

As of January 2021

	ALL FUNDS	General Fund	Food Service	Community Fund	Capital Assets
	Total	FD 01	FD 02	FD 04	FD 98
ASSETS:					
Current Assets:					
Cash	282,878	283,200	(323)	-	-
Accounts Receivable	-	-	-	-	-
Due from MDE - Prior Year Receivable	17,640	17,640	-	-	-
Due from MDE - Current Year Estimate	188,330	188,330	-	-	-
	-	-	-	-	-
Due from Federal	29,527	29,527	-	-	-
Prepays	420	420	-	-	-
Total Current Assets	518,794	519,117	(323)	-	-
Capital Assets					
Buildings and Equipment (Less) Depreciation	-	-	-	-	-
Total Net Capital Assets	-	-	-	-	-
TOTAL ASSETS	518,794	519,117	(323)	-	-
LIABILITIES:					
Current Liabilities:					
Salaries Payable	96,279	96,279	-	-	-
Accounts Payable	11,373	11,373	-	-	-
Payroll Liabilities	9,875	9,875	-	-	-
Other Liabilities	-	-	-	-	-
Unearned Revenue	-	-	-	-	-
Line of Credit	-	-	-	-	-
Total Current Liabilities	117,524	117,526	-	-	-
FUND BALANCE					
Beginning Fund Balance as of July 1, 2020	390,558	390,558	-	-	-
Net Income, FY 2021 to Date	10,710	11,033	(323)	-	-
Ending Fund Balance	401,268	401,591	(323)	-	-
Investment in Capital Assets	-	-	-	-	-
TOTAL LIABILITIES AND FUND BALANCE	518,794	519,117	(323)	-	-

Academic Arts High School
Income Statement - Variance
As of January 2021

58% of Fiscal Year 2020-2021 Complete

	YTD Actual	YTD Budget	YTD Variance	FY21 Original Budget	% of Budget
FUND 01					
DISTRICT REVENUE - GENERAL FUND					
Local & Other	4,177	4,317	(140)	7,400	56%
State - Gen. Ed. Aid	554,361	517,545	36,816	887,220	62%
State - Special Education	264,784	530,490	(265,707)	909,412	29%
State - Lease Aid	-	91,060	(91,060)	156,103	0%
State - Other	15,449	12,270	3,178	21,035	73%
Estimated State Holdback Recognized	188,330	-	-	-	N/A
PY Over/Under Accrual	-	-	-	-	N/A
Federal - CARES	-	-	-	-	N/A
Federal - CRF	26,148	-	26,148	-	N/A
Federal - Title	8,949	19,762	(10,813)	33,878	26%
Federal - Special Ed.	20,578	14,583	5,995	25,000	82%
TOTAL DISTRICT REVENUE - GENERAL FUND	1,082,774	1,190,028	(107,254)	2,040,048	53%
DISTRICT EXPENDITURES - GENERAL FUND					
Administration & District Support Services					
Salary & Benefits	46,014	55,075	(9,061)	94,415	49%
Purchased Services	55,618	43,750	11,868	75,000	74%
Supplies & Equipment	5,175	11,375	(6,200)	19,500	27%
Other Fees	14,529	7,735	6,794	13,260	110%
Total Administration & District Support Expenditures	121,336	117,935	3,401	202,175	60%
Instructional Expenditures					
Salary & Benefits	218,004	221,694	(3,690)	380,047	57%
Purchased Services	320	7,583	(7,263)	13,000	2%
Supplies & Equipment	6,567	10,792	(4,225)	18,500	35%
Other Fees	-	-	-	-	0%
Total Instructional Expenditures	224,891	240,069	(15,178)	411,547	55%
Federal Title					
Salary & Benefits	6,824	6,824	-	11,699	58%
Purchased Services	2,125	8,854	(6,729)	15,179	14%
Supplies & Equipment	-	-	-	7,000	0%
Other Fees	-	-	-	-	0%
Total Federal Title Expenditures	8,949	15,679	(6,729)	33,878	26%
State Special Education					
Salaries/Wages and Benefits	435,637	509,324	(73,687)	873,127	50%
Purchased Services	10,894	7,140	3,754	12,240	89%
Supplies & Equipment	356	2,520	(2,164)	4,320	8%
Transportation	11,478	43,750	(32,272)	75,000	15%
Other Fees	-	-	-	-	0%
Total State Special Education Expenditures	458,364	562,734	(104,370)	964,687	48%

	YTD Actual	YTD Budget	YTD Variance	FY21 Original Budget	% of Budget
Federal Special Education					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	18,029	8,750	9,279	15,000	120%
Supplies & Equipment	2,549	5,833	(3,284)	10,000	25%
Other Fees	-	-	-	-	0%
Total Federal Special Education Expenditures	20,578	14,583	5,995	25,000	82%
Instructional/Pupil Support					
Salary & Benefits	23,877	23,877	-	40,932	58%
Purchased Services	2,232	11,958	(9,726)	20,500	11%
Supplies & Equipment	-	-	-	-	0%
Other Fees	-	-	-	-	0%
Total Instructional Support Expenditures	26,109	35,835	(9,726)	61,432	43%
CARES/CRF Funding					
CARES	-	-	-	-	0%
CRF	26,148	-	26,148	-	0%
Total Instructional Support Expenditures	26,148	-	26,148	-	0%
Building & Operations					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	42,778	42,379	399	72,650	59%
Facilities Lease	134,744	136,694	(1,950)	234,333	58%
Supplies & Equipment	381	583	(202)	1,000	38%
Other Fees	7,463	11,842	(4,378)	8,500	88%
Total Building & Operations Expenditures	185,366	191,498	(6,132)	316,482	59%
Fiscal & Other Fixed Cost Programs					
Purchased Services	-	-	-	-	0%
Transfers to Other Funds	-	-	-	6,000	0%
Total Fiscal & Other Fixed Cost Programs Expend.	-	-	-	6,000	53%
TOTAL DISTRICT EXPENDITURES - GENERAL FUND	1,071,741	1,178,334	(106,592)	2,021,201	53%
GENERAL FUND (01) - NET INCOME	11,033	11,694	(662)	18,847	
FUND 02					
DISTRICT REVENUE - FOOD SERVICE FUND					
Local & Other	-	-	-	-	0%
State	-	-	-	-	0%
Federal	-	-	-	-	0%
Transfers from Other Funds	-	-	-	6,000	0%
TOTAL DISTRICT REVENUE - FOOD SERVICE FUND	-	-	-	6,000	0%
DISTRICT EXPENDITURES - FOOD SERVICE FUND					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	323	3,500	(3,178)	6,000	5%
Supplies & Equipment	-	-	-	-	0%
TOTAL DISTRICT EXPENDITURES - FOOD SERVICE FUND	323	3,500	(3,178)	6,000	5%
FOOD SERVICE FUND (02) - NET INCOME	(323)	(3,500)	3,178	-	
TOTAL REVENUES - ALL FUNDS	1,082,774	1,190,028	(107,254)	2,046,048	53%
TOTAL EXPENDITURES - ALL FUNDS	1,072,064	1,181,834	(109,770)	2,027,201	53%
NET INCOME (LOSS) - ALL FUNDS	10,710	8,194	2,516	18,847	
Beginning Fund Balance 7/1/2020	390,558			341,059	
Ending Fund Balance	401,268			359,907	

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

**Academic Arts High School
January 2021 Payment Register**

District #	Payment #	Bank	Check #	Pay Type	Payment Date	Vendor #	Vendor	Curr	Amount	Financials
4119	8492	AB		WX	1/31/2021	1251	Fast Signs	USD	\$ 1,814.52	Admin S&E
4119	8493	AB		WX	1/31/2021	1307	Walmart	USD	\$ 84.56	Instructional S&E
4119	8494	AB		WX	1/31/2021	1307	Walmart	USD	\$ 134.83	Instructional S&E
4119	8495	AB		WX	1/31/2021	1307	Walmart	USD	\$ 22.56	Instructional S&E
4119	8496	AB		WX	1/31/2021	1328	Dollar tree	USD	\$ 16.00	Instructional S&E
4119	8497	AB		WX	1/31/2021	1348	target	USD	\$ 21.05	Instructional S&E
4119	8498	AB		WX	1/31/2021	1348	target	USD	\$ 8.41	Instructional S&E
4119	8499	AB		WX	1/31/2021	1355	Office Depot	USD	\$ 60.00	Admin S&E
4119	8500	AB		WX	1/31/2021	1557	facebook	USD	\$ 49.19	Admin Purchased Services
4119	8501	AB		WX	1/31/2021	1575	Southview Office CenterLLC	USD	\$25,616.06	B/O Lease & PS
4119	8502	AB		WX	1/31/2021	1579	Blick Art Materials	USD	\$ 29.13	Instructional S&E
4119	8503	AB		WX	1/31/2021	1775	Ford	USD	\$ 1,163.71	State SPED Transportation
4119	8504	AB		WX	1/31/2021	1775	Ford	USD	\$ 461.38	State SPED Transportation
4119	8505	AB		WX	1/31/2021	1866	MN Association of Charter Schools	USD	\$ 1,651.50	Admin Other Fees
4119	8506	AB		WX	1/31/2021	1883	Alerus	USD	\$ 292.00	Payroll Liabilities
4119	8507	AB		WX	1/31/2021	1883	Alerus	USD	\$ 287.00	Payroll Liabilities
4119	8508	AB		WX	1/31/2021	1883	Alerus	USD	\$ 484.00	Payroll Liabilities
4119	8509	AB		WX	1/31/2021	1883	Alerus	USD	\$ 162.40	Payroll Liabilities
4119	8510	AB		WX	1/31/2021	1883	Alerus	USD	\$ 50.00	Admin Purchased Services
4119	8511	AB		WX	1/31/2021	1886	TRA	USD	\$ 4,455.35	Payroll Liabilities
4119	8512	AB		WX	1/31/2021	1886	TRA	USD	\$ 4,760.28	Payroll Liabilities
4119	8513	AB		WX	1/31/2021	1887	PERA	USD	\$ 2,387.12	Payroll Liabilities
4119	8514	AB		WX	1/31/2021	1887	PERA	USD	\$ 1,730.38	Payroll Liabilities
4119	8515	AB		WX	1/31/2021	1888	IRS	USD	\$ 8,803.73	Payroll Liabilities
4119	8516	AB		WX	1/31/2021	1888	IRS	USD	\$10,197.23	Payroll Liabilities
4119	8517	AB		WX	1/31/2021	1889	MN Dept of Revenue	USD	\$ 1,612.29	Payroll Liabilities
4119	8518	AB		WX	1/31/2021	1889	MN Dept of Revenue	USD	\$ 1,364.48	Payroll Liabilities
4119	8519	AB		WX	1/31/2021	1916	Verizon Wireless	USD	\$ 65.00	Admin Purchased Services
4119	8520	AB		WX	1/31/2021	1927	Books4School	USD	\$ 297.00	Instructional S&E
4119	8521	AB		WX	1/31/2021	1866	MN Association of Charter Schools	USD	\$ 35.00	Admin Other Fees
4119	8482	AB	6574	CH	1/21/2021	1297	Abdo, Eick, & Meyers, LLP	USD	\$ 2,550.00	Admin Purchased Services
4119	8480	AB	6575	CH	1/21/2021	1014	Century Link	USD	\$ 339.35	Admin Purchased Services
4119	8486	AB	6576	CH	1/21/2021	1849	Comcast Business	USD	\$ 154.76	Admin Purchased Services
4119	8481	AB	6577	CH	1/21/2021	1015	DESIGNS FOR LEARNING	USD	\$ 4,018.00	State SPED PS
4119	8481	AB	6577	CH	1/21/2021	1015	DESIGNS FOR LEARNING	USD	\$ 85.00	Admin Purchased Services
4119	8481	AB	6577	CH	1/21/2021	1015	DESIGNS FOR LEARNING	USD	\$ 4,238.50	State SPED PS
4119	8481	AB	6577	CH	1/21/2021	1015	DESIGNS FOR LEARNING	USD	\$ 127.50	Admin Purchased Services
4119	8481	AB	6577	CH	1/21/2021	1015	DESIGNS FOR LEARNING	USD	\$ 2,038.40	State SPED PS
4119	8481	AB	6577	CH	1/21/2021	1015	DESIGNS FOR LEARNING	USD	\$ 21.25	Admin Purchased Services
4119	8487	AB	6578	CH	1/21/2021	1878	Lenovo Financial Services	USD	\$ 749.53	Instructional S&E
4119	8485	AB	6579	CH	1/21/2021	1642	Metro Sales	USD	\$ 248.08	I/PS Purchased Services
4119	8488	AB	6580	CH	1/21/2021	1879	MN PEIP - C/O MMB Fiscal Services	USD	\$14,757.73	Payroll Liabilities
4119	8490	AB	6581	CH	1/21/2021	1913	Navigate Care Consulting	USD	\$ 500.00	Admin Purchased Services

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

4119	8484	AB	6582	CH	1/21/2021	1493	Premium Water Inc	USD	\$	29.50	Admin Purchased Services	
4119	8489	AB	6583	CH	1/21/2021	1891	The Lincoln National Life Insurance Company	USD	\$	479.33	Payroll Liabilities	
4119	8483	AB	6584	CH	1/21/2021	1473	US Bancorp Equipment Finance	USD	\$	202.79	I/PS Purchased Services	
									Total:		\$98,655.88	

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
1690	4119	AB	CR0121													
01.15.21	IDEAS Payment		1865	Credit	A	01/15/21		Wire	1	C1	Misc					
						4119	R 01 005 000 000 211 000				FY21 General Education Aid				59,518.35	0.00
														Receipt Total:	\$59,518.35	\$0.00
														Deposit Total:	\$59,518.35	\$0.00
1691	4119	AB	CR0121													
01.30.21	IDEAS Payment		1866	Credit	A	01/30/21		Wire	1	C1	Misc					
						4119	B 01 121 000				FY20 General Education Aid				3.47	0.00
						4119	B 01 121 000				FY20 Special Education Aid				32.24	0.00
						4119	R 01 005 000 000 211 000				FY21 General Education Aid				19,884.91	0.00
						4119	R 01 005 000 740 360 000				FY21 Special Education Aid				39,492.50	0.00
														Receipt Total:	\$59,413.12	\$0.00
														Deposit Total:	\$59,413.12	\$0.00
														Report Total:	\$118,931.47	\$0.00

Academic Arts High School
Historical and Forecasted Financial Statements
Selected Information
For the Seven Months Ended January 31st, 2021 and Year Ending June 30th, 2021

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 21, 2020 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.

20-21 February
Board Meeting (Highlights and To Do)

Date: Tuesday, February 16th

Ex Officio: Danyelle

School Events

- Upcoming virtual open house 22 - 25
 - Graduation for two students February 19th 3-3:30
-

Committee Updates

TPS: Voted on a partial return for Q4 SPED/GenED by appointment. CovidCom is meeting with MDE on Tuesday for further guidance. Students are resuming football at the dome with Bauer. We will not be administering the ACT testing.

Personel:

Restorative/SEL/Anti Bias: As a team we are continuing this work, under the guidance of Mallery Hammers.

Behavior: Nothing to see here folks!

Finance: New members! Shoua, Julie and Danyelle (as able)

Nutrition: Students are not able to be approved for Pandemic EBT using our alternative application for benefits (as we are no longer participating in the Federal program).

Marketing: We have new signs! Marketing is also preparing for virtual tours/open house February 22 - 25. Social Media calendar has been created for consistent presence on social media

Enrollment: 96

Curriculum: Q3 of The Nest is underway. With the intention of reengaging our community all students are in 1 major class - The Nest

Sped: Heather Fjelstad is on a 1-year leave. Welcome Stephanie Lonetti

Tiger Team: Welcome Sophie! Our newest addition to Tiger Team

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

1.



New policy - draft provided by Osprey

715 Health Insurance Bid Selection

I. Purpose The purpose of this policy is to ensure North Shore Community School compliance with the requirements of Minnesota Statutes, Chapter 124E. 12, Subdivision 5 the Minnesota Health Insurance Transparency and Accountability Act (HITA).

II. General Statement of Policy North Shore Community School will follow the guidelines set forth in this policy procuring group health insurance coverage for its employees.

III. Request for Proposals North Shore Community School's Executive Director, or the administration's designee, will request sealed proposals for group health insurance coverage from a minimum of three sources at least every two years.

IV. Sealed Bids

A. The administration will receive and open sealed proposals on the date specified.

B. The administration will make a recommendation to the Finance committee and the School Board regarding which bid appears to be in the best interest of the organization.

C. The administration will notify employees covered by the group health insurance before the effective date of the changes in group health contract.

D. Upon the opening of the proposals, the content of the proposals becomes public data under Minnesota Statutes, Chapter 13 (Government Data Practices).

Adopted: __/2021

Intent to Lease

This Intent to Lease is made and entered into by and between **Southview Office Center, LLC**, (Landlord) and **Academic Arts High School** (Tenant) to continue leasing approximately 15,390 square feet of rentable square feet of office space at 60 E Marie Ave, West St Paul, Minnesota, 55118, known as suite 220.

1. **Term:** The commencement date of this agreement shall be November 1, 2020. This agreement shall extend the original expiration date of October 31, 2022 to be October 31, 2027 in exchange for the below modification of rates.

2. **Rent Schedule:** The monthly rental rates shall be as follows in the below schedule:

Base Rent:

11/1/2020 – 10/31/2021	\$11.30 PSF	\$14,492.25/month
11/1/2021 – 10/31/2022	\$11.65 PSF	\$14,941.13/month
11/1/2022 – 10/31/2023	\$12.00 PSF	\$15,390.00/month
11/1/2023 – 10/31/2024	\$12.35 PSF	\$15,838.88/month
11/1/2024 – 10/31/2025	\$12.70 PSF	\$16,287.75/month
11/1/2025 – 10/31/2026	\$13.10 PSF	\$16,800.75/month
11/1/2026 – 10/31/2027	\$13.50 PSF	\$17,313.75/month

Operating Expenses: Includes property taxes and common area maintenance. Tenant shall be responsible for their own utilities and janitorial.

2021 Estimated Op Expenses \$6,000/month

3. **Brokerage:** Tenant warrants that it has not engaged or entered into an agreement with any broker in connection with this Lease other than Landlord or its affiliates within Langer Real Estate Services.

IN WITNESS WHEREOF, the parties have executed this Agreement on the date indicated below.

Landlord

Tenant

By _____

By _____

Its _____

Its _____

Date _____

Date _____

THIS AGREEMENT IS A NON-BINDING LETTER OF INTENT FOR BOTH THE LANDLORD AND TENANT TO USE AS AN OUTLINE FOR A FULL-LENGTH LEASE AGREEMENT, TO BE EXECUTED WITHIN 15 BUSINESS DAYS OF THIS AGREEMENT EXECUTION.

AAHS School Leader Qualifications

As defined in Article VI of the school's board bylaws, the school's Teacher Powered Schools (TPS) committee functions as the managing body of the school and is responsible all day to day functions of the school including but not limited to the following:

- 6.1 Be responsible for providing professional advice and assistance to the Board, and to provide information about relevant issues that arise in school operations.
- 6.2 Hire and release advisors and staff who shall report directly to the TPS Committee.
- 6.3 Administer, delegate and assess the work of the school's mission including:
 - a. Advisors and staff
 - b. Subcontractors and other vendors
- 6.4 Monitor and manage student life.
- 6.5 Serve as a positive interface with the community.
- 6.6 Responsibly manage the school's resources.
- 6.7 Perform other duties as authorized by the Board

The board approves membership to this committee. Membership requires two levels of qualification:

1. Membership to the TPS committee is limited to salaried employees. Job type qualifications are detailed below:
 - a. Teachers:
 - i. Bachelor's degree or higher
 - ii. Valid MDE teaching license (with relevant variances if necessary).
 - b. Support staff:
 - i. Master's degree or higher
 - ii. Valid MDE license respective to job title (e.g. psychiatrist, social worker, etc.)
 - c. Behavior Staff
 - i. Minimum 3 years relevant experience
 - d. Administrative staff
 - i. Minimum 3 years relevant experience
2. Potential members must serve on the TPS committee as non-voting members for 1 school year. Attendance to and participation in all meetings of the TPS committee and relevant subcommittees is required. Upon successful completion of 1 year as a non-voting attendee, the board will use the recommendation of voting members of the TPS

committee (which includes the employee's evaluation portfolio) to determine whether or not to appoint an employee as a full voting member of the TPS committee.

Board Training - “Standards”

MDE Standards

- <https://education.mn.gov/MDE/dse/stds/>
- EXAMPLES:

UNIT/COURSE/TH EME?	Subject	Strand	Substrand	Benchmark #	Benchmark
Both Physics Courses	1. The Nature of Science and Engineering	3. Interactions Among Science, Technology, Engineering, Mathematics, and Society	3. Developments in physics affect society and societal concerns affect the field of physics.	9P.1.3.3.1	Describe changes in society that have resulted from significant discoveries and advances in technology in physics. For example: Transistors, generators, radio/television, or microwave ovens.
			4. Physical and mathematical models are used to describe physical systems.	9P.1.3.4.1	Use significant figures and an understanding of accuracy and precision in scientific measurements to determine and express the uncertainty of a result.

Standard	1. Foundations	2. Create	2. Create	2. Create	3. Present	3. Present	4. Respond	4. Respond	5. Connect	5. Connect
Anchor Standard	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	2. Generate and develop original artistic ideas.	3. Create original artistic work.	4. Revise and complete original artistic work.	5. Develop and refine artistic techniques and work for performance.	6. Make artistic choices in order to convey meaning through performance.	7. Analyze and construct interpretations of artistic work.	8. Evaluate artistic work by applying criteria.	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.

<p style="text-align: center;">The benchmarks are integrated across the other strands, highlighted in bold.</p>	<p>1. Apply <i>aesthetic criteria</i> in developing, proposing, and refining artistic ideas, plans, <i>prototypes</i>, and <i>production processes</i> for media artworks, considering original inspirations, <i>audience</i> and <i>constraints</i>. <i>For example:</i> Survey; research; <i>design thinking</i>; identify problem.</p>	<p>1. Create media artworks using <i>hybridization</i> or <i>multimodal perception</i>, by integrating <i>components</i> and <i>stylistic conventions</i>, to express compelling purpose, <i>story</i>, or emotion. <i>For example:</i> <i>Set building with light, motion</i> or <i>interactivity</i>; character development, type selection considering multiple presentation formats.</p> <p>2. Create media arts productions in a variety of genres, considering critical media literacies, <i>aesthetic criteria</i>, communication goals, and audience using artistic foundations. <i>For example:</i> Magazine layout considering space and sequence specifically through typography, messaging, and audience; game world design considering narrative structure.</p>	<p>1. Modify media artworks by improving technical quality, <i>components</i>, and <i>stylistic conventions</i>, based on consideration of purpose, <i>audience</i>, and place. <i>For example:</i> Redesign webpage based on a specific project goal.</p>	<p>1. Critique and justify the use of design <i>components</i> within a media arts presentation, considering the reaction of the <i>audience</i>. <i>For example:</i> Director Q&A; stakeholder review; SCAMPER; six thinking hats.</p>	<p>1. Design and evaluate presentation and <i>distribution</i> of media artworks through multiple formats for specific <i>contexts</i>, <i>market(s)</i> and <i>system(s)</i>. <i>For example:</i> Evaluate presentation modes for media artworks through <i>virtual channels</i> versus a <i>multimedia theatre</i>, considering <i>media arts contexts</i>.</p>	<p>1. Analyze how a broad range of media artworks affect experience and communicate through <i>multimodal perception</i>, while using artistic foundations. <i>For example:</i> Analyze the managed experience in <i>augmented reality</i>, <i>virtual worlds</i> or gaming that incorporates artificial intelligence.</p>	<p>1. Construct and defend evaluations of media artworks and <i>production processes</i>, including criteria related to <i>ethics</i>. ** <i>For example:</i> Respond to representations of people, identity or groups in media artworks.</p>	<p>1. Incorporate personal experiences and cultural perspectives to establish <i>personal aesthetic</i> in media artworks.</p> <p>2. Analyze how individually developed media messages influence local and global communities. <i>For example:</i> Disruption of the dominant discourse through media artworks; responsibly and irresponsibly developed media messages.</p>	<p>1. Synthesize how media arts represent, establish, reinforce, and reflect culture or group identity.</p> <p>2. Use contexts, purposes, representations, and values to inform media artworks. <i>For example:</i> Develop media literacy to examine how media messages affect social trends, power, equity, bias, gender, personal or cultural identity.</p>
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“Backward Desgin”

- http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf
- “Start with the standards, the work backwards to develop curriculum”
 1. What do you want them to know/do/understand? - STANDARDS
 2. Where are they starting? - PRE-ASSESSMENT
 3. How will you scaffold their learning? - CURRICULUM
 4. How will you know if they are learning along the way? - FORMATIVE ASSESSMENT
 5. How will you know if they have met the standard? - SUMMATIVE ASSESSMENT

“The Nest”

- Whole school (students & staff) read the same book
- Each week there is new “Teacher Tie-In” addressing a key standard
- Students keep diary for project at end of quarter

Nest Standards

Credit Area	Standard	SUMMARY of Q3 Idea / Plan
Life Sci. A	Develop and use a model to illustrate the levels of organization of interacting systems and how that translates into specific functions in multicellular organisms. (P: 2, CC: 6, CI: LS1) <i>Emphasis is on specific functions at the organ system level such as nutrient uptake, water delivery, and organism movement in response to neural stimuli. Examples of models may include real (e.g. fish, birds, insects, etc.) or imaginary organisms with attention to the various structures and systems that assist the organism in performing necessary life functions.</i>	<ul style="list-style-type: none"> ● <u>Teacher Tie-In Podcast with Mal:</u> <ul style="list-style-type: none"> ○ What happens to our bodies when we are depressed or struggling with addiction? ○ How does neurotransmission work? Also, why should we care? ● Diary Entry: <ul style="list-style-type: none"> ○ Demonstrate how Depression & addiction affect neurotransmission (dopamine / serotonin / Etc) with a model
Life Sci. A	Obtain and communicate information about how Minnesota American Indian Tribes and communities and other cultures construct solutions to mitigate threats to biodiversity.* (P: 8, CC: 7, CI: LS2, ETS1) <i>Examples of cultures may include those within the local context of the learning community and within the context of Minnesota. Examples of threats to biodiversity may include climate change, deforestation, urbanization, dam construction or removal, invasive species, human population growth,</i>	<ul style="list-style-type: none"> ● <u>Teacher Tie-In Video:</u> History of ecological balance in civilizations <ul style="list-style-type: none"> ○ Why is it always white people invading? <ul style="list-style-type: none"> ■ “Civilization” & collapse ■ Europe, agriculture, & civilization ○ Full circle example: The Vikings ○ Is our civilization facing these problems? - YES <ul style="list-style-type: none"> ■ Science, WWII, and “Efficiency”

	<p><i>threatening/ endangering species, agricultural practices, extraction, and the use of fossil fuels.</i></p>	<ul style="list-style-type: none"> ■ AI practices that just made good sense but were ignored - because racism ○ Examples and Opportunities for change: <ul style="list-style-type: none"> ■ Rice harvest story ● Diary Entry: Identify and analyze one agricultural practice that is not sustainable without “civilization”
*Music / Studio	<p>Modify media artworks by improving technical quality, <i>components</i>, and <i>stylistic conventions</i>, based on consideration of purpose, <i>audience</i>, and place.</p> <p><i>For example:</i> Redesign webpage based on a specific project goal.</p>	<ul style="list-style-type: none"> ● Product Guideline Resources <ul style="list-style-type: none"> ○ How to make a: <ul style="list-style-type: none"> ■ Slideshow ■ Video ■ Infographic ■ Article ■ Poem ■ Art Piece ■ Beat or song ■ Etc. ○ Video examples ○ Staff & Student critique videos and podcast segments ● Product/Presentation for Exhibition
Music / Studio	<p><i>Interpret</i> musical elements and <i>cultural or historical contexts</i> embedded within a <i>musical selection</i> to express possible meanings of the composer or performer.</p>	<ul style="list-style-type: none"> ● Teacher Tie-In Video/AHA day activity: <ul style="list-style-type: none"> ○ Music foundations and American Music History <ul style="list-style-type: none"> ■ Rhythm, pitch, melody, harmony, tone ■ Cultural impacts throughout American History ■ Examples ● Diary Entry: Find and analyze examples of musical elements in popular music
Econ	<p>Economic systems differ in the ways that they address the three basic economic issues of allocation, production and distribution to meet society’s broad economic goals.</p>	<ul style="list-style-type: none"> ●

Econ	Profit provides an incentive for individuals and businesses; different business organizations and market structures have an effect on the profit, price and production of goods and services.	•
Econ	The overall performance of an economy can be influenced by the fiscal policies of governments and the monetary policies of central banks.	•
US Hist A	North America was populated by indigeonous nations that had developed a wide range of social structures, political systems and economic activities, and whose expansive trade networks extended across the continent (before european contact).	•
US Hist A	Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varies responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government (Colonization and Settlement: 1585-1763)	•
US Hist A	Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the united states; led to increasing regional, economic, and ethnic divisions; and inspired multiple reform movements. (Expansion and reform: 1792-1861)	•
		•
*Art	Create original artistic artwork - Synthesize visual literacy strategies and conceptual intent to create artwork for a specific purpose.	•
Art	Evaluate the impact of an artwork to influence ideas, feelings, and behaviors of specific audiences.	•
Geometry	Accurately interpret and use words and phrases such as "if...then," "if and only if," "all," and "not." Recognize the logical relationships between an "if...then" statement and its inverse, converse and contrapositive.	<ul style="list-style-type: none"> • <u>Content Delivery Mode</u> • Diary Entry or Student Task <ul style="list-style-type: none"> ○ Example: The statement "If you don't do your homework, you can't go to the dance" is not logically equivalent

		to its inverse "If you do your homework, you can go to the dance."
Geometry	Assess the validity of a logical argument and give counterexamples to disprove a statement.	•
Prob / Stats	Evaluate reports based on data published in the media by identifying the source of the data, the design of the study, and the way the data are analyzed and displayed. Show how graphs and data can be distorted to support different points of view. Know how to use spreadsheet tables and graphs or graphing technology to recognize and analyze distortions in data displays.	•
Prob / Stats	Identify and explain misleading uses of data; recognize when arguments based on data confuse correlation and causation.	•