

Academic Arts High School School Board Meeting Agenda

Tuesday, October 18, 2022 | 5:00 pm | Academic Arts High School Room 123
Participation Remotely Via Google Meet

Agenda

- 1. Call to Order:**
- 2. Conflict of Interest Check:**
- 3. Approval of October 18, 2022 Agenda:**
- 4. Approval of September 13, 2022 Minutes:**
- 5. Approval of October 12, 2022 Special Meeting Minutes:**
- 6. Public Comments:**
- 7. Financial Report: (Josh MacLachlan - Treasurer, Nate Winter - CLA)**
 - a. **Approval of September 2022 financial report**
 - b. **Approval of September 2022 disbursements**
- 8. Ex Officio Report:**
- 9. Student Data Report – Josh MacLachlan**
 - a. Academic Measures
 - b. Environmental Education Measures
- 10. Strategic Items:**
 - a. Board Training:
 - i. Overview of Authorizer-Board-TPS relationship
 - ii. Establish task force to plan board recruitment/training/retreat
 - b. Overview of school processes & policies
 - d. TPS Evaluation: Organizational Items
 - e. Review updates to FY23 Academic Calendar document
 - f. Review updates to behavior protocol (First Reading)
 - g. Updated Experience Policy (First Reading)
 - h. Background check policy (First Reading)
- 11. Action Items:**
 - a. Approval/Rejection of FY22 Annual Report
- 12. Adjourn:**

Academic Arts High School School Board Meeting Agenda

Tuesday, September 13, 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, Christy Dickinson,, David Gunderman, David Massey

Others Present: Nate Winter - CLA (Ex Officio, Remotely), AAHS TPS Representatives: Stephanie Bade (Ex Officio, Remotely),

Absent:

Agenda

1. **Call to Order:** Josh MacLachlan calls meeting to order at 5:01 pm.
2. **Conflict of Interest Check:**
 - a. None to note
3. **Approval of September 13, 2022 Agenda:**
 - a. Josh MacLachlan motions to approve the September 13, 2022 agenda. David Gunderman seconds.
 - b. Discussion:
 - i. To ensure enough time, members choose to start with item 10a, the approval/rejection of the reauthorization application, then resume regular order of agenda.
 - c. Josh MacLachlan rescinds original motions and remotions to approve the September 13, 2022 agenda with the caveat of starting with item 10a, the approval/rejection of the reauthorization application. David Gunderman seconds.
 - d. Discussion:
 - i. No further discussion
 - e. Motion passes with following votes:

- i. Josh MacLachlan - Aye
- ii. David Gunderman - Aye
- iii. David Massey - Aye
- iv. Brenda Johnson - Aye

4. Approval of August 16, 2022 Minutes:

- a. David Gunderman motions to approve the August 16, 2022 minutes. Brenda Johnson seconds.
- b. Discussion:
 - i. No further discussion
- c. Motion passes with following votes:
 - i. Josh MacLachlan - Aye
 - ii. David Massey - Aye
 - iii. David Gunderman - Aye
 - iv. Brenda Johnson - Aye

5. Public Comments:

- a. TPS members present: Steph Bade, Steph Lonetti, Zonea Grant
- b. Emily Edstrom Moore Osprey Wilds representative present to observe board meeting
- c. Zonea Grant asks about site visit. Emily Edstrom Moore explains, generally, how site visit will work. Osprey Wilds staff will have full-day schedule of observations and interviews with different staff, students, parents, and board members.

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

- a. **Approval of August 2022 financial report**
 - i. Josh MacLaclan motions to approve the August 2022 financial report.

Brenda Johnson seconds.

ii. Discussion:

1. ADM

a. Current Approved Budget: 110

b. Current School enrollment for first day of school:

c. Current Average ADM:

d. ADM Variance:

2. 17 % of way through year:

a. Revenues at 16% of budget

b. Expenditures at 9% of budget

3. Cash on hand at the end of August was \$378K, \$50K increase from prior month.

iii. Motion passes with following votes: (David Massey - Video call dropped)

1. Josh MacLachlan - Aye

2. David Gunderman - Aye

3. Brenda Johnson - Aye

b. **Approval of August 2022 disbursements**

i. Josh MacLachlan motions to approve the August 2022 disbursements.

David Gunderman seconds.

ii. Discussion:

1.

iii. Motion passes with following votes:

1. Josh MacLachlan - Aye

2. David Massey - Dropped

3. David Gunderman - Aye

4. Brenda Johnson - Aye

7. Ex Officio Report:

a. School Events:

b. Enrollment:

c. TPS:

d. Jay Squad:

e. Personnel:

f. Behavior:

g. Marketing:

h. Curriculum:

i. Special Education:

j. SEL:

8. Student Data Report – Josh MacLachlan

a. Academic Measures

i. FY22 data still needed for many measures. TPS has set internal deadline of September 21.

ii. Student growth data measures issues:

1. 03.2 Reading Growth: Many students not in denominator show “decline” that is well within range of error (day-to-day testing performance differences, e.g. a student who shows a decline from 100% to 98% is counted against this measure. This may be another example of a measure that needs to be redefined or have caveats defined in the language when reauthorization happens.

2.

b. EE Goals:

- i. Josh MacLachlan reviews EE goals for school and role of the school's

ELP

1. EE goals for all OW schools

- a. Awareness
- b. Knowledge
- c. Attitudes
- d. Skills
- e. Action

9. Strategic Items:

- a. Updates on reauthorization process.
 - i. Reviewed in reauthorization app discussion
- b. Mission / Vision / Values process review:
 - i. David Gunderman updates board on process so far
 1. Has been working with advocates from RCE to get resources for conducting review of mission vision values.
 2. Forming new task force start work (old members no longer at school)
- d. Review updates to FY23 Academic Calendar document:
 - i. Need to include half day schedule

10. Action Items:

- a. Approval/Rejection of SpEd Director hiring oversight policy (Third Reading)
 - i. Josh Maclachlan motions to approve the SpEd Director hiring oversight policy - Brenda Johnson seconds

- ii. Discussion:
 - 1. No further discussion
 - iii. Motion passes with following votes:
 - 1. Josh MacLachlan - Aye
 - 2. David Massey - Aye
 - 3. David Gunderman - Aye
 - 4. Brenda Johnson - Aye
- b. Approval/Rejection of updates to School Leader Requirements document (Third Reading)
- i. David Gunderman Motions to approve updates to the school leader requirements document. Brenda Johnson seconds.
 - ii. Discussion:
 - 1. No further discussion
 - iii. Motion passes with following votes:
 - 1. Josh MacLachlan - Aye
 - 2. David Massey - Aye
 - 3. David Gunderman - Aye
 - 4. Brenda Johnson - Aye
- c. Approval/Rejection of renewal application with authorizer
- i. Josh MacLachlan motions to approve the renewal application with the authorizer - Brenda Johnson seconds
 - ii. Discussion:
 - 1. Josh MacLachlan reviews timeline. Emily Edstrom Moore adds clarifications where needed. School will get recommendation in January and, assuming reauthorization is recommended, the

school will begin drafting new contract with authorizer to be

approved before July 1, 2023

iii. Motion passes with following votes:

1. Josh MacLachlan - Aye
2. David Massey - Aye
3. David Gunderman - Aye
4. Brenda Johnson - Aye

d. Approval of IOwA (Identified Official with Authority)

i. Josh MacLachlan motions to approve Shoua Yang as IOwA for the school - David Gunderman Seconds

ii. Discussion:

1. IOwA = “Identified Official with Authority”
2. Shoua Yang’s role , Administrative Manager, is most appropriate for this role.

iii. Motion passes with following votes:

1. Josh MacLachlan - Aye
2. David Massey - Aye
3. David Gunderman - Aye
4. Brenda Johnson - Aye

Adjourn:

e. Brenda motions to adjourn at 6:31pm

Academic Arts High School School Board Meeting Agenda

Tuesday, October 12, 2022 | 5:00 pm | Academic Arts High School Room 123

Board Members Present: Josh MacLachlan, Tenille Warren, Brenda Johnson, Rachael McNamara, Christy Dickinson

TPS Members Present: Courtney Cox, Pat Brown, Chris Lawler, Danyelle Bennett, Ty Cody, Aaron Buergi, Jacqueline Marcell

Others Present: Jason Abraham, Sara Franklin,

Special Meeting Purpose:

- To get updates on staffing and a 10/4/22 student protest
- To review policies and procedures on TPS discipline, TPS updates to the board, and Parent concerns to the board

Agenda

1. Call to Order:

- a. Josh MacLachlan calls meeting to order at 5pm

2. Conflict of Interest Check:

- a. None to note

3. Approval of October 12, 2022 Agenda:

- a. Josh MacLachlan Motions to approve the October 12, 2022 special meeting agenda. Brenda Johnson seconds
- b. Discussion
 - i. No further discussion
- c. Motion passes with Following votes:
 - i. Tenille Warren - Aye
 - ii. Christy Dickinson - Aye
 - iii. Rachael McNamara - Aye

- iv. Brenda Johnson - Aye
- v. Josh MacLachlan - Aye

4. Ex Officio Report:

a. Staffing Changes

- i. Two positions were let go since past board meeting:
 - 1. Cultural Liaison:
 - a. End date: 9/26/2022
 - 2. Para professional:
 - a. End date: 10/5/2022
- ii. Questions about discipline processes:
 - 1. Board member question: “When was the start of the Performance improvement plan for these staff”
 - a. Private staff information that can not be shared publicly
- iii. Rachel asks if there were any deviations from the policies?
 - 1. No. All policies were followed.
- iv. Christy Dickinson asks:
 - 1. Can the board be informed of performance improvement plans when they begin? Jay Squad will confer with HR consultants to verify what information TPS can give in real time.
 - 2. Can parents be informed of staffing changes? Yes.
 - 3. Board should be informed of staffing changes immediately.
- v. Certain events should be informed of certain things between meetings:
 - 1. Staffing changes since last meeting

2. Student protests

vi. Next steps:

1. TPS:

- a. Get HR consultant to come to a board meeting to explain philosophy of HR guidance and ask questions
- b. Get verification from HR consultant that policies were (or were not) followed.
- c. Get this verification for the two positions in question to the board ASAP.
- d. Define what happens with Jay Squad staff discipline
- e. (From discussion later in meeting): Moving forward, send updates like these to parents day of, even if it is vague and not detailed

2. Board:

- a. Review / update Board-TPS relationship.
- b. Review board's role in employment:
 - i. What is the board's role in employment: Approval? Interview process? Feedback? Etc.
 - ii. Review RACI roles of board members in staffing process
 1. Can/Should board members can be involved in interview process?

3. Reviewed Accountability flowchart

- a. Does a similar type of flowchart exist for students: No.
 - i. Students go through a restorative process with staff.
 - ii. Developing a similar flowchart with for students is a good idea!
 - iii. Tenille Warren asks about
- b. 6:09 - Sarah Franklin given the floor: how could a flowchart for students ensure that students know that they are being heard.

b. 10/4/22 Student Protest

- i. Questions from the board:
 - 1. Were students not feeling heard?
 - 2. Were students told that they would be expelled? No
- ii. Pat Brown:
 - 1. There is a process for students reporting complaints about staff.
 - 2. The protest was very toxic. It was disruptive and negatively affected the community.
 - 3. Students
- iii. Brenda Johnson:
 - 1. Communication is key. It helps all stakeholders stay informed and allow for feedback.
- iv. Christy Dickinson:
 - 1. Need to send updates to parents day of, even if it is vague and not detailed.

- v. Chris Lawler: Updates on process for walkout-protest policy.
- vi. David Massey: Suggests having a Board member who is more involved and can help identify what the board should know about between meetings
- vii. Chris Lawler: Starting a student senate. Updates in future meetings.
- viii. Sarah Franklin given the floor: Reachout to parents has not happened this school year. Need consistent outreach to parents (like a PTA)
- ix. Christy Dickinson: Events of this year have shaken the faith in this school. Not having that communication is affecting this.
- x. Pagel given floor: encourages TPS and notes how great the staff are. This is a valley that the school will rise out of.

5. Review of Processes / Procedures: *These processes were reviewed and discussed throughout discussion in previous section*

- a. Parent concerns to board**
- b. TPS discipline procedures**
- c. TPS updates to board**

6. Adjourn:

- a. Josh MacLachlan motions to adjourn at 6:52



- September 2022 -
Financial Statements

Prepared By:
Nate Winter



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Academic Arts High School Executive Summary

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

** As of month-end, 25% of the year was complete

Enrollment

- Current Approved Budget: 110
- Current School Enrollment: 107
- Current Average ADM: 105.76
- Variance: -3

Statement of Activities

Cash at the end of September was \$392K, which is a \$14K increase from the prior month. The current year estimated state receivable that is owed to the School through month end was \$79K. The preliminary prior year state receivable owed to the school is currently being estimated at \$124K

The preliminary beginning fund balance for the year is \$523,422.

Schedule of Budget and Actual Revenue and Expenses

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

- Revenues for the month were at 25% of budget:
 - Two IDEAS payments on the 15th and 30th.
 - Normally monthly deposits
 - Holdback
- Expenditures for the month were at 21% of budget:
 - Normal monthly payments of rent, benefits, contracted services, and supplies went out
 - Furniture for classrooms & smartboards (ESSER)

Other Items of Importance

- All beginning balances are currently preliminary until the audit fieldwork is completed and the audit report is presented by the auditors.
- Another round of the COVID-19 testing grant was allocated for FY23. Academic Arts High School received \$20,000.

Academic Arts High School Financial Dashboard

September 2022 25% of School Year Complete

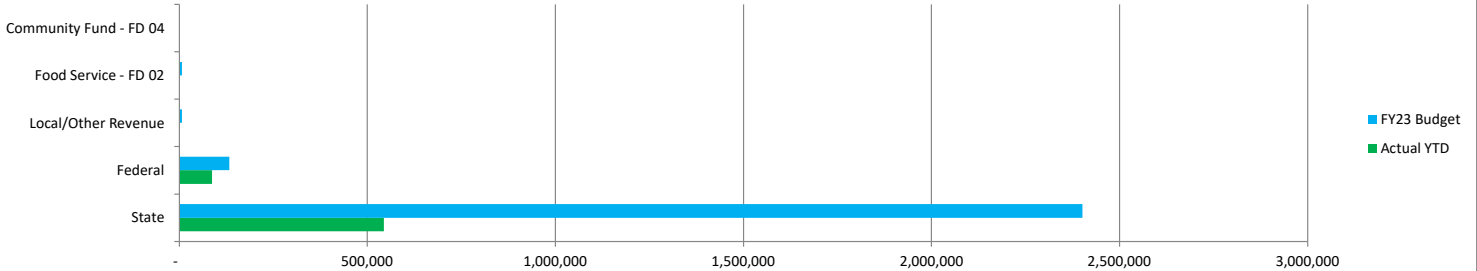
Total Revenue this Month
\$243,548

Total Revenue YTD
\$632,513

Budgeted Revenue FY23
\$2,549,167

% of Revenue Budget
25%

Revenue - Actual vs. Budget



EXPENSE

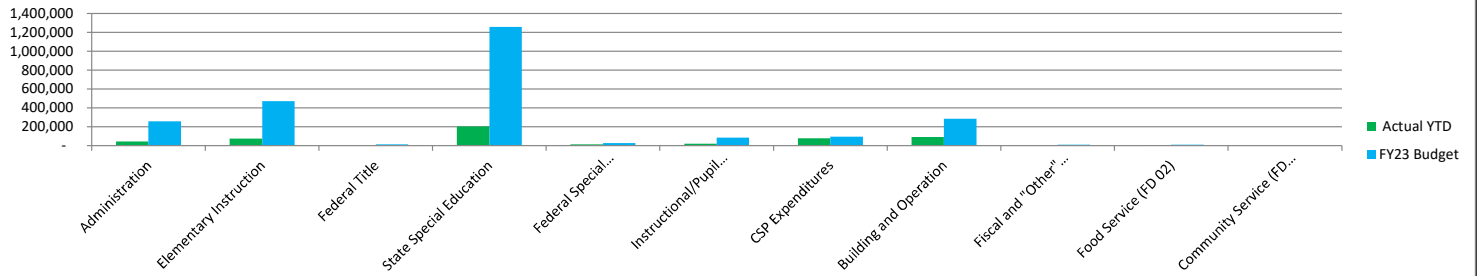
Total Expense this Month
\$214,540

Total Expense YTD
\$513,584

Budgeted Expense FY23
\$2,501,281

% of Expense Budget
21%

Expense - Actual vs. Budget



BALANCE SHEET

Cash at End of Month
\$392,400

Cash at End of Prior Month
\$378,426

Beginning Fund Balance - FY23
\$523,422

Budgeted Fund Balance - End of FY23
\$571,307

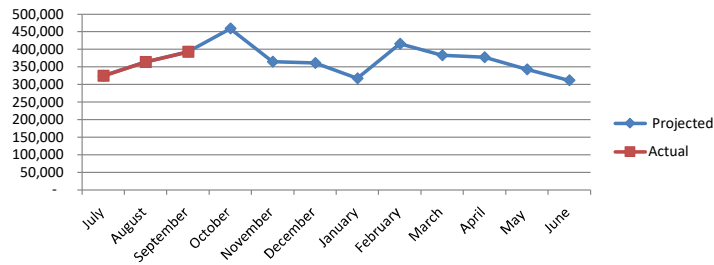
Cash at Beginning of Year
\$269,421

Projected Cash Balance- End of FY23
\$311,599

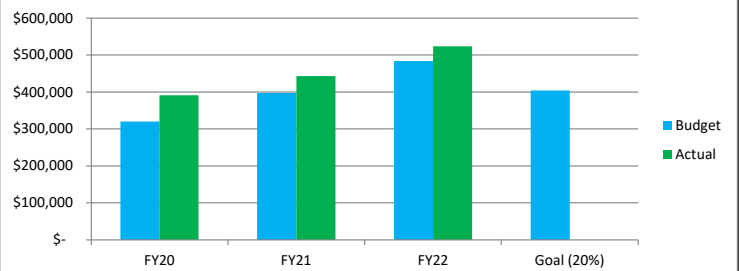
Fund Balance at Month End
\$642,351

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

Cash Flow Projection



Fund Balance - Budget vs. Actual



ENROLLMENT

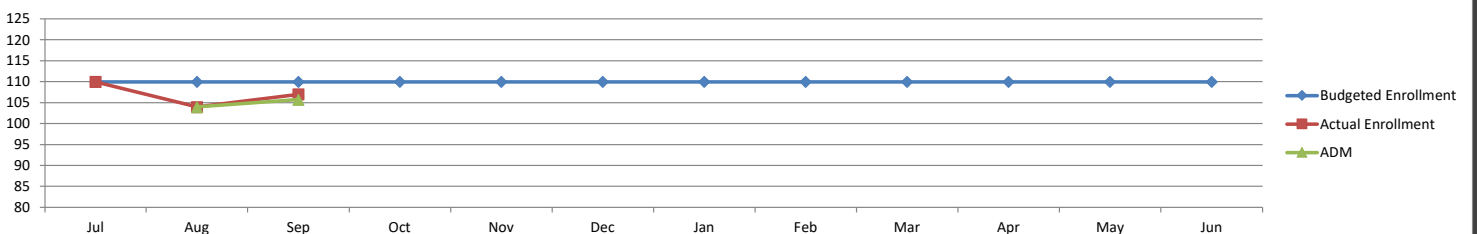
Actual Enrollment at Month End
107

Budgeted Enrollment
110

Actual ADM - YTD
106

Actual vs. Budgeted Enrollment Variance
(3)

Actual vs. Budgeted Enrollment



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

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

	Current Month	Prior Month	\$ Change	Un-Audited	YTD \$ Change
	9/30/2022	8/31/2022		6/30/2022	
ASSETS:					
Current Assets:					
Cash	392,400	378,426	13,974	269,421	122,979
Accounts Receivable	-	-	-	-	-
Due from MDE - Prior Year Receivable	108,359	251,447	(143,088)	-	108,359
Due from MDE - Current Year Estimate	79,165	56,220	22,945	318,272	(239,106)
Due from Federal	124,197	39,865	84,332	69,633	54,564
Prepays	9,976	20,719	(10,743)	30,314	(20,338)
Total Current Assets	714,096	746,677	(32,581)	687,639	26,457
Capital Assets:					
Buildings and Equipment	-	-	-	-	-
Less: Accumulated Depreciation	-	-	-	-	-
Total Net Capital Assets	-	-	-	-	-
TOTAL ASSETS	714,096	746,677	(32,581)	687,639	26,457
LIABILITIES:					
Current Liabilities:					
Salaries Payable	51,204	35,291	15,913	119,008	(67,804)
Accounts Payable	5,829	37,439	(31,610)	9,571	(3,743)
Payroll Liabilities	14,712	15,062	(350)	35,639	(20,926)
Other Liabilities	-	-	-	-	-
Unearned Revenue	-	-	-	-	-
Line of Credit	-	-	-	-	-
Total Current Liabilities	71,745	87,792	(16,047)	164,218	(92,473)
FUND BALANCE					
Beginning Fund Balance as of July 1, 2022	523,422	488,910	-	442,749	
Net Income, FY2023 to Date	118,930	169,975	(51,045)	80,673	38,257
Ending Fund Balance	642,351	658,885	(16,534)	523,422	118,930
TOTAL FUND BALANCE	642,351	658,885	(16,534)	523,422	118,930
TOTAL LIABILITIES AND FUND BALANCE	714,096	746,677	(32,581)	687,639	26,457

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

Academic Arts High School

Balance Sheet

As of September 2022

	ALL FUNDS	General Fund	Food Service	Community Fund	Capital Assets
	Total	FD 01	FD 02	FD 04	FD 98
ASSETS:					
Current Assets:					
Cash	392,400	392,505	(105)	-	-
Accounts Receivable	-	-	-	-	-
Due from MDE - Prior Year Receivable	108,359	108,359	-	-	-
Due from MDE - Current Year Estimate	79,165	79,165	-	-	-
	-	-	-	-	-
Due from Federal	124,197	124,197	-	-	-
Prepays	9,976	9,976	-	-	-
Total Current Assets	714,096	714,201	(105)	-	-
Capital Assets					
Buildings and Equipment					
(Less) Depreciation					
Total Net Capital Assets	-	-	-	-	-
TOTAL ASSETS	714,096	714,201	(105)	-	-
LIABILITIES:					
Current Liabilities:					
Salaries Payable	51,204	51,204	-	-	-
Accounts Payable	5,829	5,829	-	-	-
Payroll Liabilities	14,712	14,712	-	-	-
Other Liabilities	-	-	-	-	-
Unearned Revenue	-	-	-	-	-
Line of Credit	-	-	-	-	-
Total Current Liabilities	71,743	71,745	-	-	-
FUND BALANCE					
Beginning Fund Balance as of July 1, 2022	523,422	523,422	-	-	-
Net Income, FY 2023 to Date	118,930	119,035	(105)	-	-
Ending Fund Balance	642,351	642,456	(105)	-	-
Investment in Capital Assets	-	-	-	-	-
TOTAL LIABILITIES AND FUND BALANCE	714,096	714,201	(105)	-	-

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

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

2.5% of Fiscal Year 2022-2023 Complete

Approved
6/22/2022

	YTD Actual	YTD Budget	YTD Variance	FY23 Original Budget	% of Budget
FUND 01					
DISTRICT REVENUE - GENERAL FUND					
Local & Other	1,025	1,850	(825)	7,400	14%
State - Gen. Ed. Aid	369,191	265,004	104,187	1,060,017	35%
State - Special Education/ADSSIS	92,879	286,649	(193,771)	1,146,598	8%
State - Lease Aid	-	43,362	(43,362)	173,448	0%
State - Other	2,447	5,305	(2,858)	21,218	12%
Estimated State Holdback Recognized	79,822	-	-	-	N/A
PY Over/Under Accrual	-	-	-	-	N/A
Federal - ESSER	76,544	-	76,544	94,413	81%
Federal - COVID-19 Testing Grant	-	-	-	-	0%
Federal - Title	-	3,394	(3,394)	13,574	0%
Federal - Special Ed.	10,606	6,250	4,356	25,000	42%
TOTAL DISTRICT REVENUE - GENERAL FUND	632,513	611,814	20,700	2,541,667	25%
DISTRICT EXPENDITURES - GENERAL FUND					
Administration & District Support Services					
Salary & Benefits	10,736	29,355	(18,619)	117,418	9%
Purchased Services	21,687	26,250	(4,563)	105,000	21%
Supplies & Equipment	3,128	4,500	(1,372)	18,000	17%
Other Fees	6,794	4,378	2,417	17,510	39%
Total Administration & District Support Expenditures	42,345	64,482	(22,137)	257,928	16%
Instructional Expenditures					
Salary & Benefits	70,734	108,589	(37,855)	434,356	16%
Purchased Services	2,568	3,476	(908)	13,905	18%
Supplies & Equipment	-	5,375	(5,375)	21,500	0%
Other Fees	-	-	-	-	0%
Total Instructional Expenditures	73,302	117,440	(44,138)	469,761	16%
Federal Title					
Salary & Benefits	-	-	-	-	0%
Purchased Services	-	2,144	(2,144)	8,574	0%
Supplies & Equipment	-	1,250	(1,250)	5,000	0%
Other Fees	-	-	-	-	0%
Total Federal Title Expenditures	-	3,394	(3,394)	13,574	0%
State Special Education					
Salaries/Wages and Benefits	191,561	293,380	(101,819)	1,173,519	16%
Purchased Services	60	10,300	(10,240)	41,200	0%
Supplies & Equipment	-	1,250	(1,250)	5,000	0%
Transportation	9,587	9,527	60	38,109	25%
Other Fees	-	-	-	-	0%
Total State Special Education Expenditures	201,208	314,457	(113,249)	1,257,828	16%
Federal Special Education/CEIS					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	3,450	3,750	(300)	15,000	23%
Supplies & Equipment	7,156	2,500	4,656	10,000	72%
Other Fees	-	-	-	-	0%
Total Federal Special Education Expenditures	10,606	6,250	4,356	25,000	42%
Instructional/Pupil Support					
Salary & Benefits	15,439	15,439	-	61,755	25%
Purchased Services	2,175	5,375	(3,200)	21,500	10%
Supplies & Equipment	-	-	-	-	0%
Other Fees	-	-	-	-	0%
Total Instructional Support Expenditures	17,614	20,814	(3,200)	83,255	21%
ESSER/COVID19 Funding					

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

	YTD Actual	YTD Budget	YTD Variance	FY23 Original Budget	% of Budget
ESSER	76,544	23,603	52,940	94,412	81%
COVID19 Testing Grant	-	-	-	-	0%
Total Instructional Support Expenditures	76,544	23,603	52,940	94,412	81%
Building & Operations					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	13,162	17,113	(3,951)	68,450	19%
Facilities Lease	51,754	51,754	(0)	207,017	25%
Supplies & Equipment	26,943	75	26,868	300	8981%
Other Fees	-	2,189	(2,189)	8,755	0%
Total Building & Operations Expenditures	91,859	71,131	20,729	284,522	32%
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	26%
TOTAL DISTRICT EXPENDITURES - GENERAL FUND	513,479	629,070	(115,591)	2,493,781	21%
GENERAL FUND (01) - NET INCOME	119,035	(17,258)	136,292	47,886	
FUND 02					
DISTRICT REVENUE - FOOD SERVICE FUND					
Local & Other	-	-	-	-	0%
State	-	-	-	-	0%
Federal	-	-	-	-	0%
Transfers from Other Funds	-	1,875	(1,875)	7,500	0%
TOTAL DISTRICT REVENUE - FOOD SERVICE FUND	-	1,875	(1,875)	7,500	0%
DISTRICT EXPENDITURES - FOOD SERVICE FUND					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	105	1,875	(1,770)	7,500	1%
Supplies & Equipment	-	-	-	-	0%
TOTAL DISTRICT EXPENDITURES - FOOD SERVICE FUND	105	1,875	(1,770)	7,500	1%
FOOD SERVICE FUND (02) - NET INCOME	(105)	-	(105)	-	
TOTAL REVENUES - ALL FUNDS	632,513	613,689	18,825	2,549,167	25%
TOTAL EXPENDITURES - ALL FUNDS	513,584	630,945	(117,361)	2,501,281	21%
NET INCOME (LOSS) - ALL FUNDS	118,930	(17,258)	136,187	47,886	
Beginning Fund Balance 7/1/2022	523,422			523,422	
Ending Fund Balance	642,351			571,307	

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

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

District #	Payment #	Bank	Check #	Pay Type	Payment Date	Vendor #	Vendor	Curr	Amount	Financials
4119	9808	AB		WX	9/30/2022	1101	CUB FOODS	USD	\$ 111.55	Instructional S&E
4119	9809	AB		WX	9/30/2022	1101	CUB FOODS	USD	\$ 5.56	Federal SPED S&E
4119	9810	AB		WX	9/30/2022	1290	Lowes	USD	\$ 75.27	Federal SPED S&E
4119	9811	AB		WX	9/30/2022	1290	Lowes	USD	\$ 34.88	Federal SPED S&E
4119	9812	AB		WX	9/30/2022	1313	Amazon	USD	\$ 37.99	Instructional S&E
4119	9813	AB		WX	9/30/2022	1313	Amazon	USD	\$ 139.99	Admin S&E
4119	9814	AB		WX	9/30/2022	1313	Amazon	USD	\$ 19.99	Admin S&E
4119	9815	AB		WX	9/30/2022	1313	Amazon	USD	\$ 19.99	Admin S&E
4119	9816	AB		WX	9/30/2022	1313	Amazon	USD	\$ 9.51	Admin S&E
4119	9817	AB		WX	9/30/2022	1348	target	USD	\$ 51.03	Instructional S&E
4119	9818	AB		WX	9/30/2022	1368	HOLIDAY STATIONSTORES, LLC	USD	\$ 78.66	State SPED Transportation
4119	9819	AB		WX	9/30/2022	1368	HOLIDAY STATIONSTORES, LLC	USD	\$ 76.29	State SPED Transportation
4119	9820	AB		WX	9/30/2022	1473	US Bancorp Equipment Finance	USD	\$ 1,095.07	I/PS Purchased Services
4119	9821	AB		WX	9/30/2022	1570	Marathon Gas Station	USD	\$ 75.85	State SPED Transportation
4119	9822	AB		WX	9/30/2022	1570	Marathon Gas Station	USD	\$ 67.01	State SPED Transportation
4119	9823	AB		WX	9/30/2022	1570	Marathon Gas Station	USD	\$ 68.02	State SPED Transportation
4119	9824	AB		WX	9/30/2022	1570	Marathon Gas Station	USD	\$ 80.00	State SPED Transportation
4119	9825	AB		WX	9/30/2022	1575	Southview Office CenterLLC	USD	\$ 22,684.29	B/O Lease & PS
4119	9826	AB		WX	9/30/2022	1608	Costco	USD	\$ 173.77	Instructional S&E
4119	9827	AB		WX	9/30/2022	1608	Costco	USD	\$ 46.95	Instructional S&E
4119	9828	AB		WX	9/30/2022	1608	Costco	USD	\$ 17.96	Instructional S&E
4119	9829	AB		WX	9/30/2022	1608	Costco	USD	\$ 10.98	Instructional S&E
4119	9830	AB		WX	9/30/2022	1608	Costco	USD	\$ 176.05	Federal SPED S&E
4119	9831	AB		WX	9/30/2022	1654	Paypal	USD	\$ 2.51	Admin Purchased Services
4119	9832	AB		WX	9/30/2022	1775	Ford	USD	\$ 922.76	State SPED Transportation
4119	9833	AB		WX	9/30/2022	1775	Ford	USD	\$ 2,385.60	State SPED Transportation
4119	9834	AB		WX	9/30/2022	1778	Teacherspay teachers	USD	\$ 57.04	Instructional S&E
4119	9835	AB		WX	9/30/2022	1778	Teacherspay teachers	USD	\$ 4.04	Instructional S&E
4119	9836	AB		WX	9/30/2022	1778	Teacherspay teachers	USD	\$ 18.20	Instructional S&E
4119	9837	AB		WX	9/30/2022	1778	Teacherspay teachers	USD	\$ 6.41	Instructional S&E
4119	9838	AB		WX	9/30/2022	1778	Teacherspay teachers	USD	\$ 27.84	Instructional S&E
4119	9839	AB		WX	9/30/2022	1778	Teacherspay teachers	USD	\$ 2.99	Instructional S&E
4119	9840	AB		WX	9/30/2022	1778	Teacherspay teachers	USD	\$ 2.15	Instructional S&E
4119	9841	AB		WX	9/30/2022	1778	Teacherspay teachers	USD	\$ 3.22	Instructional S&E
4119	9842	AB		WX	9/30/2022	1778	Teacherspay teachers	USD	\$ 8.56	Instructional S&E
4119	9843	AB		WX	9/30/2022	1778	Teacherspay teachers	USD	\$ 14.98	Instructional S&E
4119	9844	AB		WX	9/30/2022	1849	Comcast Business	USD	\$ 336.74	Admin Purchased Services
4119	9845	AB		WX	9/30/2022	1856	CliftonLarsonAllen LLP	USD	\$ 6,506.15	Admin Purchased Services
4119	9846	AB		WX	9/30/2022	1883	Alerus	USD	\$ 129.92	Payrol Liabilities
4119	9847	AB		WX	9/30/2022	1883	Alerus	USD	\$ 97.44	Payrol Liabilities
4119	9848	AB		WX	9/30/2022	1883	Alerus	USD	\$ 50.00	Payrol Liabilities
4119	9849	AB		WX	9/30/2022	1886	TRA	USD	\$ 5,055.98	Payrol Liabilities
4119	9850	AB		WX	9/30/2022	1886	TRA	USD	\$ 5,066.29	Payrol Liabilities

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

4119	9851	AB		WX	9/30/2022	1887	PERA	USD \$	2,434.13	Payrol Liabilities
4119	9852	AB		WX	9/30/2022	1887	PERA	USD \$	2,941.11	Payrol Liabilities
4119	9853	AB		WX	9/30/2022	1888	IRS	USD \$	11,179.50	Payrol Liabilities
4119	9854	AB		WX	9/30/2022	1888	IRS	USD \$	11,994.67	Payrol Liabilities
4119	9855	AB		WX	9/30/2022	1889	MN Dept of Revenue	USD \$	1,791.88	Payrol Liabilities
4119	9856	AB		WX	9/30/2022	1889	MN Dept of Revenue	USD \$	1,945.68	Payrol Liabilities
4119	9857	AB		WX	9/30/2022	1891	The Lincoln National Life Insurance Company	USD \$	1,429.32	Payrol Liabilities
4119	9858	AB		WX	9/30/2022	1891	The Lincoln National Life Insurance Company	USD \$	100.00	Payrol Liabilities
4119	9859	AB		WX	9/30/2022	1924	Skyroam, INC	USD \$	99.00	Instructional PS
4119	9860	AB		WX	9/30/2022	1924	Skyroam, INC	USD \$	99.00	Instructional PS
4119	9861	AB		WX	9/30/2022	1924	Skyroam, INC	USD \$	99.00	Instructional PS
4119	9862	AB		WX	9/30/2022	1997	Midwest Insurance Company	USD \$	613.00	Payrol Liabilities
4119	9863	AB		WX	9/30/2022	2013	HomeGoods	USD \$	2,564.91	ESSER III Expense
4119	9864	AB		WX	9/30/2022	2034	Dan Hauling	USD \$	835.00	Admin Purchased Services
4119	9872	AB		WX	9/30/2022	1348	target	USD \$	0.27	Instructional S&E
4119	9873	AB		WX	9/30/2022	1014	Century Link	USD \$	786.12	Admin Purchased Services
4119	9729	AB	6845	CH	9/9/2022	2019	Gurstel Law Firm PC	USD \$	2,354.74	Payrol Liabilities
4119	9730	AB	6846	CH	9/12/2022	1581	Julie Peterson	USD \$	5,010.00	Admin Purchased Services
4119	9731	AB	6847	CH	9/12/2022	1879	MN PEIP - C/O MMB Fiscal Services	USD \$	2,555.56	Payrol Liabilities
4119	9732	AB	6848	CH	9/13/2022	1115	DEMCO, INC.	USD \$	16,137.20	ESSER III Expense
4119	9741	AB	6849	CH	9/28/2022	2020	Bluum of Minnesota, LLC	USD \$	44,170.83	ESSER III Expense
4119	9733	AB	6850	CH	9/28/2022	1016	EDVISIONS COOPERATIVE	USD \$	50.00	Admin Purchased Services
4119	9736	AB	6851	CH	9/28/2022	1770	Inver Grove Ford	USD \$	1,747.30	State SPED Transportation
4119	9737	AB	6852	CH	9/28/2022	1913	Navigate Care Consulting	USD \$	22.50	I/PS Purchased Services
4119	9737	AB	6852	CH	9/28/2022	1913	Navigate Care Consulting	USD \$	90.00	I/PS Purchased Services
4119	9737	AB	6852	CH	9/28/2022	1913	Navigate Care Consulting	USD \$	112.50	I/PS Purchased Services
4119	9734	AB	6853	CH	9/28/2022	1284	Osprey Wilds ELC	USD \$	6,794.37	Admin Other Fees
4119	9735	AB	6854	CH	9/28/2022	1493	Premium Water Inc	USD \$	29.00	Admin Purchased Services
4119	9740	AB	6855	CH	9/28/2022	1953	Stephanie Lonetti	USD \$	149.30	Federal SPED S&E
4119	9739	AB	6856	CH	9/28/2022	1939	Superior Point	USD \$	944.00	Payrol Liabilities
4119	9738	AB	6857	CH	9/28/2022	1914	Tech Rescue	USD \$	340.19	Admin S&E
4119	9868	AB	3032000	CH	9/13/2022	1046	MN BCA	USD \$	8.00	Admin Purchased Services
4119	9865	AB	30240000	CH	9/13/2022	1046	MN BCA	USD \$	8.00	Admin Purchased Services
4119	9866	AB	30290000	CH	9/2/2022	1827	Danyelle Bennett	USD \$	100.00	Admin Purchased Services
4119	9867	AB	30310000	CH	9/13/2022	1046	MN BCA	USD \$	8.00	Admin Purchased Services
4119	9869	AB	30330000	CH	9/13/2022	1046	MN BCA	USD \$	8.00	Admin Purchased Services
4119	9870	AB	30340000	CH	9/13/2022	1046	MN BCA	USD \$	8.00	Admin Purchased Services
4119	9871	AB	30350000	CH	9/27/2022	1946	Domain Listings	USD \$	288.00	Admin S&E
Total:								USD \$	165,703.56	

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
1778	4119	AB	CR0922													
09.01.22	Amazon Smile Deposit		1953	Credit	A	09/01/22		Wire	1	c1	Misc					
						4119	R 01 005 000	000	096	000	09.01.22 Amazon Smile Depo				10.11	0.00
														Receipt Total:	\$10.11	\$0.00
														Deposit Total:	\$10.11	\$0.00
1780	4119	AB	CR0922													
09.13.22	CLICK Report Refund		1954	Credit	A	09/13/22		Wire	1	c1	Misc					
						4119	E 01 005 108	000	405	000	09.13.22 CLICK Report Refu				199.01	0.00
														Receipt Total:	\$199.01	\$0.00
														Deposit Total:	\$199.01	\$0.00
1781	4119	AB	CR0922													
09.15.22	IDEAS Payment		1955	Credit	A	09/15/22		Wire	1	c1	Misc					
						4119	R 01 005 000	000	201	000	FY23 Endow Fund Apportion				2,446.76	0.00
						4119	R 01 005 000	000	211	000	FY23 General Education Aid				78,971.60	0.00
														Receipt Total:	\$81,418.36	\$0.00
														Deposit Total:	\$81,418.36	\$0.00
1783	4119	AB	CR0922													
09.22.22	SERVS Draw		1956	Credit	A	09/22/22		Wire	1	c1	Misc					
						4119	B 01 122 000				FY22 FIN 414				1,693.38	0.00
						4119	B 01 122 000				FY22 FIN 414				378.34	0.00
														Receipt Total:	\$2,071.72	\$0.00
														Deposit Total:	\$2,071.72	\$0.00
1787	4119	AB	CR0922													
09.30.22	IDEAS Payment		1957	Credit	A	09/30/22		Wire	1	c1	Misc					
						4119	B 01 121 000				FY22 General Education				38,017.55	0.00
						4119	B 01 121 000				FY22 Special Education				37,252.40	0.00
						4119	B 01 121 000				FY22 Lease Aid				6,817.04	0.00
						4119	B 01 121 000				FY22LT Fac Maint				679.38	0.00
						4119	R 01 005 000	000	211	000	FY23 General Education Aid				60,770.70	0.00
						4119	R 01 005 000	740	360	000	FY23 State Special Ed Aid				16,311.25	0.00
														Receipt Total:	\$159,848.32	\$0.00
														Deposit Total:	\$159,848.32	\$0.00
														Report Total:	\$243,547.52	\$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 Three Months Ended September 30th, 2022 and Year Ending June 30th, 2023

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

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

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

The effects of these departures have not been determined.

Summary of Significant Assumptions

These financial forecasts present, to the best of management's knowledge and belief, the School's expected financial position, results of operations, and cash projection for the forecast periods. Accordingly, the forecasts reflect its judgment as of June 22, 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.

22-23 OCTOBER
Board Meeting (Highlights and To Do)
Date: 10/18/2022
Ex Officio: Courtney Cox

School Events

- Conferences: Thursday, October 13th
 - Vaccine Clinic: Thursday, November 3rd: 4-6 pm
 - Osprey Wilds School Wide Field Trip: November 21st-23rd
-

Committee Updates

TPS:

Personnel:

- Cultural Liaison
- Paraprofessional are no longer employed by Academic Arts High School

Behavior:

- New Dean of students is doing a great job with upholding Code of Conduct and community within our school
- Courtney (SpEd Lead) is now on behavior to assist with PBIS, Behavior goals within IEPs, etc.
- Looking into additional de-escalation training for staff

Finance:

- Vaccine clinic

Nutrition: none

Marketing: none

Enrollment:

- Starting at 112 beginning 10/13/22

Curriculum:

- Exhibition Day: November 5th

SpEd:

- SpEd Teacher schedule switch to best accommodate authorizer and IEP goals
 - Highest need areas: reading, writing, math and behavior
- Hiring for a new Case Manager/SpEd Teacher

Due Process:	Transitions:	Language Arts:	Math:	Para Supervisor:	Behavior:
Steph B	Lonetti	Elaine	new	Jacqueline	Courtney
<ul style="list-style-type: none">● IEP writing● Eval planning● IEP meetings	<ul style="list-style-type: none">● transitions program● transitions goals for all of SpEd/push-in to classes	<ul style="list-style-type: none">● Language Arts goals and services for IEPs● Build program with LA teacher● Present in LA classes	<ul style="list-style-type: none">● Math goals and services for IEPs● Build program with math teacher● Present in Math classes	<ul style="list-style-type: none">● Building para training program● Para Supervisor● Float into classrooms● Organizational Support	<ul style="list-style-type: none">● Behavior goals in IEPs● PBIS● Support on Behavior Team● BIPs?

Jay Squad:

TPS conference - Jay Squad is going
Jay Squad looking into specific HR training
Updated Parent Square
Training for Staff -CPI

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

- 1.
- 2.
- 3.

TPS Members attending next meeting:

1. Jacqueline
2. Steph B
3. Bauer

Academic Arts High School Board - Admin Relationship

AHA! Come see what makes us different.

Distinctions between traditional/charter/AHA

- Unions
- Decision making
 - RACI chart
 - Purpose
 - History at AHA
 - Voting
 - Role and purpose of voting as a TPS team
 - End Goal: make good decisions
 - Purpose: be planful and deliberate (not fast)
 - Consensus vs Majority
 - Hierarchy/Voice
 - Complaining
 - Important
 - Cathartic
 - Can help in identifying problems
 - Can speak truth to power
 - At AHA: different - we don't have an authority to complain about, we ARE the boss

The problem

The board - admin (TPS) relationship is ... a little muddy. Not clear



This will be true for our school regardless. We are unique and do things differently for good reason.

However, there are still some key ways we can clarify our governance and management structure that will help everyone.

“The purpose of a school board is to make sure that students are learning and that nothing unlawful is happening within the school”

from Brian Carpenter's book *Charter School Board University*, which is adapted from the Carver governance model. Basically he states that the purpose of charter school boards is to make sure that all students learn and that nothing illegal, unethical or imprudent is allowed to exist in the school.

“Governance”

ETYMOLOGY:

From Latin

“Gubernare” → To steer



Charter Contact 124E.10 Subd 1 STUFF FOR WHICH BOARDS ARE RESPONSIBLE

- the purpose of the program, which must improve or increase pupils' learning opportunities, create different and innovative measures of learning outcomes, create new forms of school accountability, encourage different and innovative teaching methods, or give teachers new professional opportunities
- pupil outcomes that meet or exceed the educational outcomes required of other public school students
- admission policies and procedures
- school management and administration
- requirements and procedures for program and financial audits
- how the charter school will comply with state and local requirements applicable to charter schools, the required number of days of student instruction, whether the charter school or the school district in which the charter school is located will provide House Research Department Updated: November 2005 Charter Schools Page 6 transportation to pupils enrolled in the charter school, and the causes for not renewing or terminating the contract
- the liability of the charter school
- the types and amounts of insurance the charter school will obtain
- the contract term, which must not exceed three years
- the financial parameters for providing special education instruction and services, if applicable
- the process and criteria the sponsor intends to use to monitor and evaluate the fiscal and student performance of the charter school

What is a board for?

124E.07 Sub. 6

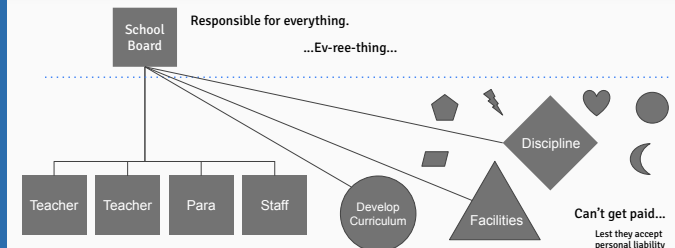
So, a board is responsible for everything that goes into running the school.

But that's a full time job! Board members can't benefit financially* or be compensated in any way**. What is a board to do?

*Lest they be personally liable

**Except teacher salaries - 124E.14(b)

~~Substitution: Just do It~~ This is not “Governance”



The board of directors also shall decide and is responsible for policy matters related to operating the school, including budgeting, curriculum programming, personnel, and operating procedures. The board shall adopt a nepotism policy. The board shall adopt personnel evaluation policies and practices that, at a minimum:

- (1) carry out the school's mission and goals;
- (2) evaluate how charter contract goals and commitments are executed;
- (3) evaluate student achievement, postsecondary and workforce readiness, and student engagement and connection goals;
- (4) establish a teacher evaluation process under section 124E.03, subdivision 2, paragraph (h); and
- (5) provide professional development related to the individual's job responsibilities.

The the rest of the world:
 “Charters are basically public schools that are publicly funded but privately run.”

ETHICS!

This is not an issue in MN. We are incorporated as a 501c3 nonprofit organization. It's a good thing board members can't get paid. It promotes transparency for the public good.



A board directly employs a director

Director's job is to do stuff to make sure that the stuff for which the board is responsible actually gets done. A director is compensated for this work by the board. The board evaluates a director's performance. Employment can continue or end at any point given the judgement of the board. A **DIRECTOR** is an **EMPLOYEE OF THE BOARD**.

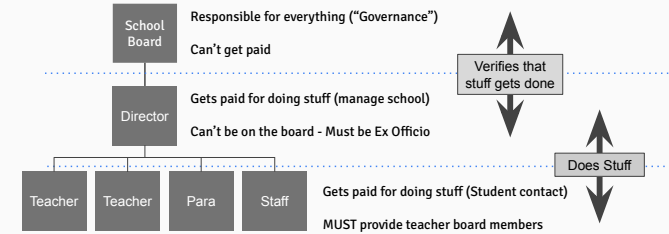


**Solution:
Hire director**

Verification:
Director Evaluation
 Stogan:
New Director



“Keep the boat but get a new captain”



How does a board hire a director?

Through a hiring process:

- Job posting
- Interviews
- References
- Negotiations
- Etc.

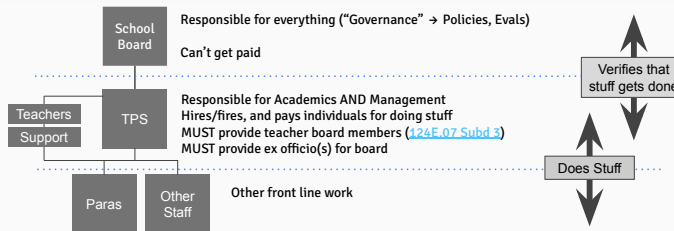


**Our System:
TPS Committee functions as director**

Verification:
TPS Evaluation
 Stogan:
END TPS



“Blow up the boat”



How does our board approve membership to TPS?

...Uh...?

- No interviews
- No references
- No individual verification
- Current Process According to our Policy:

- 1 year as non voting member
- TPS then recommends appointment of individual as voting member
- Board appoints individual as voting member or not*

Reasonable questions people can (and should) have for the board

And for which the board should have GOOD answers (and we currently don't).

Abby Authorizer
 “So, you don't have any direct oversight as to who leads the school?”
Board's answer:
 “None”

Tommy Taxpayer
 “So you have many school leaders. How do you get rid of one of your school leaders if they aren't meeting your expectations?”
Board's answer:
 “We can't. The only mechanism we have is to get rid of the whole leadership team”

Emily MDE
 “You can't? Uh...well, that's problematic! You're cool with that?”
Board's answer:
 “Hold on. We've got a way to test leaders out first: 1 year probation”

Peter Parent
 “Uh... that's pretty weak. The board isn't selecting any leaders? It's sounds like the policy is just to blindly trust that nothing will ever go wrong.”
Board's answer:
 “Uh...good point.”

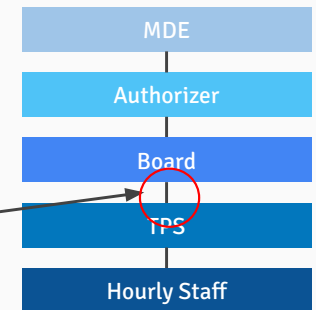
So... How does the board select leaders for the school?

Formal appointment to the TPS committee.

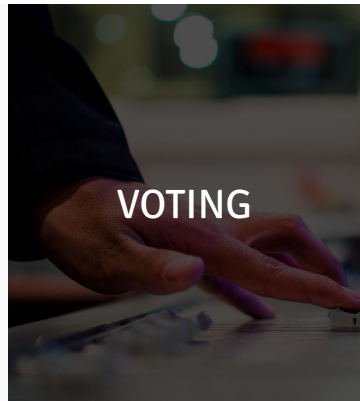
- Recommendation from TPS committee after 1 year of probationary service
-That's it.

Accountability Model

Different entities are responsible for and accountable to other entities.



The following section is intended for discussion within the school's TPS Committee



Voting has different functions in different situations. We need to make sure we understand how and why we vote as a TPS committee.

How Congress makes a "decision"

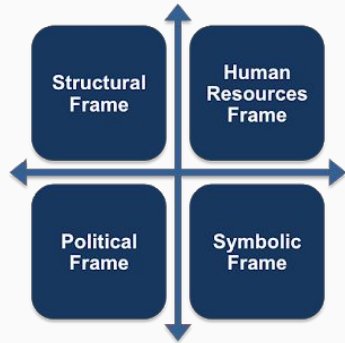
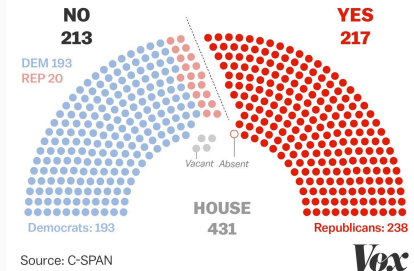
- Represent party and constituency ONLY
- No incentive to UNDERSTAND or COMPROMISE
- No accountability for position

RESULTS:

- Shut downs
- Etc.

How Congress passed the AHCA

The House voted on a revised health care bill that will repeal and replace major parts of Obamacare

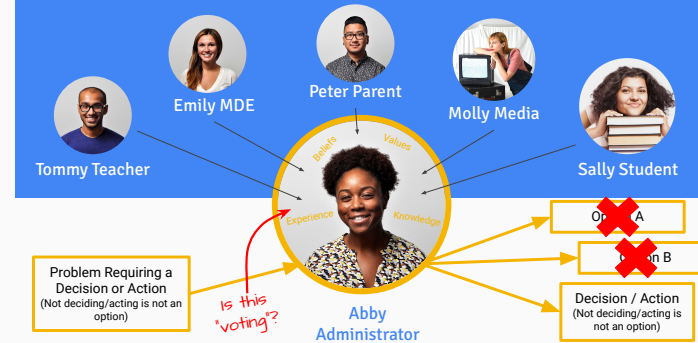


The Four Frames Summary

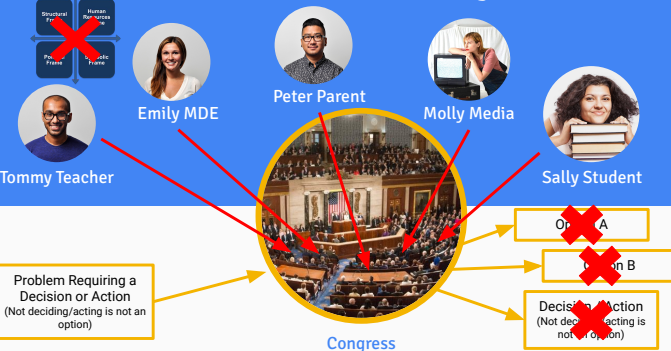
"The Machine" Structural	"The Jungle" Political
<ul style="list-style-type: none"> Rules Roles Goals Policies, processes Technology Environment 	<ul style="list-style-type: none"> Power Conflict Scarce Resources Competition
<ul style="list-style-type: none"> Division of Labour Meeting Individual Needs 	<ul style="list-style-type: none"> Bargaining, Negotiating, Coalition Building Attaching, Creating, Meaning
"The Extended Family" Human Resource	"Theatre" Symbolic
<ul style="list-style-type: none"> Needs Skills Relationships 	<ul style="list-style-type: none"> Culture Ritual Heroes, Villains Myths Symbols Metaphors Ceremonies

Central circle: ISSUES

How An Administrator (or any leader) makes a decision.

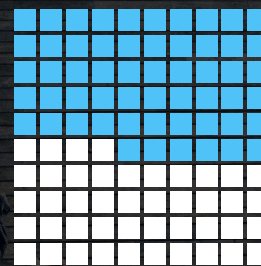


If TPS Made Decisions Like Congress

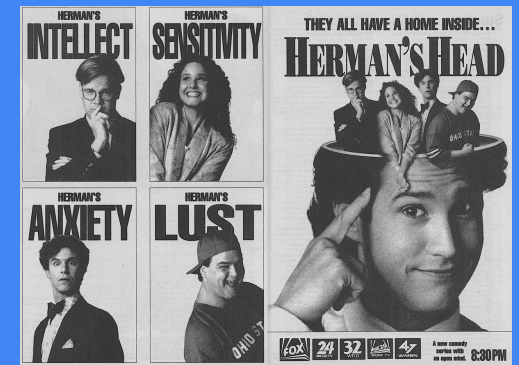


MAJORITY VOTING

- Disincentivizes understanding and accountability for position
- Encourages factioning
- Ineffective - Results in deadlock, does not require a result
- Encourages political posturing
- PRO - Fast



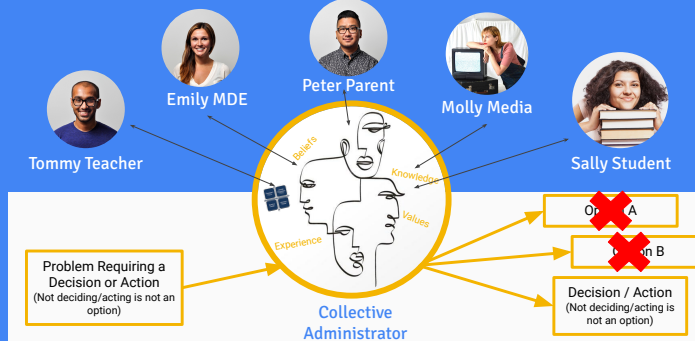
This is not how TPS votes.





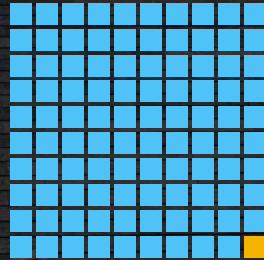
How TPS makes a decision

(Hint: it's the same way a lone administrator does)



CONSENSUS VOTING

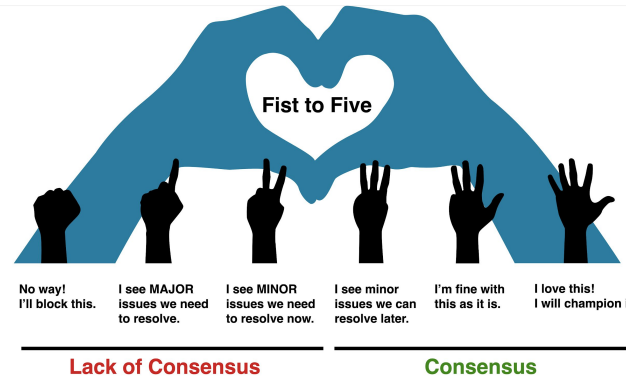
- REQUIRES full understanding of context and accountability for position
- Encourages team cohesion
- Effective - Requires a result
- CON - Can be slow



Consensus voting allows for a single person to pump the breaks. We don't vote to document who thinks what*. We vote to make sure that we don't move forward with something we shouldn't

* Because if we all have a full understanding of relevant variables, then will all think the same thing!

But what if consensus voting breaks down and we need to make a decision NOW?



2 = "Pump the breaks. I just need more time to think/discuss"

1 = "I've got major problems with this and will return with a proposal on how to address them."

0 = "I've got major problems with this and will propose and lead a different plan."

More than 1 person votes "2 or lower":
We keep talking.

1 person votes "2 or lower":

Come back. If still 2 or lower after talking / researching outside of TPS, then person must "recruit" someone else by next meeting. If this doesn't happen, motion goes forward.

Unions

"Unions are teams of individuals coming together to guarantee the things you care about like decent wages, affordable health care, job security, safe and respectful workplaces, and fair scheduling."
-AFL-CIO



Teachers' Unions



TPS Board Members are not Union Reps

“The purpose of a school board is to make sure that students are learning and that nothing unlawful is happening within the school”

from Brian Carpenter's book *Charter School Board University*, which is adapted from the Carver governance model. Basically he states that the purpose of charter school boards is to make sure that all students learn and that nothing illegal, unethical or imprudent is allowed to exist in the school.

11/17/2017 TPS MEETING

- Decision Making
 - Discussion:
 - Taking stakeholders out of the process
 - What happens when everyone has an opinion and are all stakeholders?
 - Set limits as TPS and send to committee/Board?
 - When an item is sent to committees, and it is not a unanimous vote, it goes back to TPS for discussion.

Review of School Processes

10/18/22

Behavior Expectations:

- During classes:
 - Unless with a staff, students need permission from staff to leave the room and need a pass
 - During work time students can work, with staff chaperone, in “Jay lounge” or “multi-purpose room”
- Restorative circles for student conflict:
 - Support staff and dean of students arrange and lead restorative circles to resolve student conflict.
 - Restorative circles are used for preventative strategies to address conflict before it starts and as a forum to reflect and resolve conflict that has already occurred.

Roles of Support Staff:

- Social Worker and Psychologist pull students from classes, during work time, as needed to check in on caseload and to address any concerns with students.
 - Social worker and psychologist check in with all students with IEPs at beginning of year, and throughout the year, to verify that students are being served appropriately.
 - If needed, students can choose to set up times with social worker and/or psychologist for regular (weekly) meetings.

Testing:

- NWEA:
 - Not required by statute. School uses data to inform instruction. Does not affect student grades or credits.
 - Fall and Spring in-person sessions
 - Winter session if needed
- MCA:
 - Required by statute. All students in MN take MCA tests. Does not affect student grades or credits.
 - 3 Separate in-person dates for different tests (Reading, Math, Science)
 - Strict restrictions and rules for testing (electronics, notes, resources, etc.)
- ACT:
 - Not required by statute. School uses data to inform instruction. Does not affect student grades or credits.
 - Offered to 11th graders at school. Single date. Must be in-person.

- Strict restrictions and rules for testing (electronics, notes, resources, etc.)

Credits:

<u>MDE</u>		<u>AAHS</u>
<p>Language Arts - 16 total credits</p> <ul style="list-style-type: none"> ● Language Arts I - 8 credits ● Language Arts II - 8 credits <p>Social Studies - 14 total credits</p> <ul style="list-style-type: none"> ● US History - 4 credits ● World History - 4 credits ● Geography - 2 credits ● Citizenship & Govt. - 2 credits ● Economics - 2 credits 	<p>Math - 12 total credits</p> <ul style="list-style-type: none"> ● Geometry - 4 credits ● Algebra 2 - 4 credits ● Probability & Stats. - 4 credits <p>Science - 12 total credits</p> <ul style="list-style-type: none"> ● Life Science - 4 credits ● Advanced Sciences - 8 credits <p>Other Content Areas - 8 total credits</p> <ul style="list-style-type: none"> ● Fine Art - 4 credits ● Physical Education - 2 credits ● Health - 2 credits 	<p>Senior Project 4 credits</p> <p>Life Plan 2 credits (plus 2 Economics)</p> <p>General Electives 18 credits</p>

- Students are scheduled in 12, 2-credit courses scheduled each school year
 - 3 courses per quarter, 2 credits per course = 24 regular course credits per year
 - Additional credits available through experiences (advisory classes, overnight trips, etc.)
 - Individual projects can be arranged with advisors:
 - Develop with advisor
 - Propose to Curriculum Committee for approval
 - Complete project as per parameters and deadlines defined in approved project plan

Virtual Learning:

- In FY21, due to COVID, the school had virtual learning for all students. By quarter 2, the school identified the need for a more focused virtual learning program and developed “The NEST”. This program worked better for many students. This program worked because all teaching staff had work time dedicated to maintaining it.

- In FY22, due to COVID, the school was required, by statute, to provide virtual learning options for students who chose not to return to in-person learning. The school was not allowed to enroll new students into this program; only continuously enrolled students. Since teachers were holding in-person classes and could not maintain the robust online experience of “The Nest” the school needed a self contained virtual learning program. The school chose “Edgenuity” for this. Edgenuity guided students through courses within its online curriculum. Students and families were informed that staff were not available to provide real-time help for students in the virtual learning program for FY22. The program was a transitory hold-over from virtual learning requirements from COVID.
- The school does not offer a virtual learning program in FY23. An official virtual learning program requires an extensive application process with MDE and would require dedicated staffing. The school is focusing its resources on helping the high-needs population it serves best in-person.

Code of Conduct Violations and Guidelines

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

Chemical Infractions

1. ALCOHOL OR CHEMICALS, POSSESSION OR USE

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

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

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

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

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

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

3. MEDICATION MISUSE (OVER THE COUNTER)

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

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

4. MEDICATION MISUSE (PRESCRIPTION)

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

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

5. TOBACCO USE OR POSSESSION

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

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

DANGEROUS AND/OR NUISANCE ITEMS

1. FIREARMS

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

1st Offense
10 day suspension Expulsion Recommendation Police Referral

2. FIREWORKS

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

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

3. NUISANCE OBJECTS

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

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

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

4. POTENTIALLY DANGEROUS ITEMS

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

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

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

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

1st Offense
10 day suspension Expulsion Recommendation Police Referral

DRIVING INFRACTIONS AND TRANSPORTATION

1. DRIVING, CARELESS OR RECKLESS

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

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

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

2. TRANSPORTATION

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

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

PHYSICAL INFRACTIONS

1. ASSAULT

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

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

2. ASSAULT, AGGRAVATED

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

1st Offense
10 day suspension Expulsion Recommendation Police Referral

3. FIGHTING

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

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

4. PUSHING, SHOIVING, SCUFFLING

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

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

5. SEXUAL MISCONDUCT

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

1st Offense
10 day suspension Expulsion Recommendation Police Referral

PROPERTY INFRACTIONS

1. ARSON

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

1st Offense
10 day suspension Expulsion Recommendation Police Referral

2. BREAKING AND ENTERING

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

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

3. FIRE EXTINGUISHER, UNAUTHORIZED USE

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

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

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

4. ROBBERY OR EXTORTION

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

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

5. SECURITY SYSTEM TAMPERING

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

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

6. THEFT, RECEIVING OR POSSESSING STOLEN PROPERTY

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

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

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

7. TRESPASSING

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

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

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

8. VANDALISM, MINOR ACTS (LESS THAN \$500)

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

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

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

9. VANDALISM, MAJOR ACTS (MORE THAN \$500)

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

1st Offense
10 day suspension Expulsion Recommendation Police Referral

SCHOLASTIC DISHONESTY

1. DISHONESTY, SCHOLASTIC

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

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

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

TECHNOLOGY INFRACTIONS

1. ELECTRONIC DEVICES, MISUSE OF

** See Electronic Policy

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

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

2. PHOTOGRAPHIC OR RECORDING DEVICE MISUSE

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

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

3. TECHNOLOGY AND TELECOMMUNICATIONS, MISUSE

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

1st Offense
10 day suspension Expulsion Recommendation Police Referral

THREATENING AND/OR DISRUPTIVE BEHAVIOR

1. ABUSE, VERBAL

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

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

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

2. BOMB THREAT OR TERRORISTIC THREAT

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

1st Offense
10 day suspension Expulsion Recommendation Police Referral

3. BULLYING OR INTIMIDATING BEHAVIOR

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

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

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

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

4. DISORDERLY CONDUCT

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

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

5. DISRUPTIVE OR DISRESPECTFUL BEHAVIOR

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

1st Offense	2nd Offense	3rd Offense
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*** Restorative Assignment	1-3 day suspension	3-5 day suspension
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(***) Indicates disciplinary action assigned by building administration

6. FIRE ALARM, FALSE

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

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

7. GAMBLING

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

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

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

8. HARASSMENT OR RETALIATION

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

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

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

9. HAZING

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

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

10. INSUBORDINATION

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

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

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

11. THREATENING GROUP ACTIVITY

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

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

12. THREATS OF PHYSICAL HARM TOWARD STUDENTS, EMPLOYEES OR OTHER PERSONS

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

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

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

OTHER BEHAVIOR INFRACTIONS

1. DRESS AND APPEARANCE

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

It is not the intention of this policy to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated.

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

1. Wearing clothing that includes words or pictures that are obscene, vulgar, abusive and discriminatory or that promote or advertise alcohol, chemicals, tobacco or any other product that is illegal for use by minors.
2. Wearing clothing promoting products or activities that are illegal for use by minor
3. Wearing clothing and other items or grooming in a manner that represents and/or promotes threat/hate groups, including gangs or supremacist groups. This prohibition includes objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist or otherwise derogatory to a protected minority group; evidences gang membership or affiliation; or

approves, advances or provokes any form of prohibited harassment or violence against other individuals as defined in district policy.

4. Wearing clothing or footwear that could damage school property.
5. Wearing masks face paint or grooming that limits or prevents identification of a student.
6. Wearing clothing or grooming that is potentially disruptive to the education process or that poses a threat to the health and safety of others.
7. Wearing clothing in a manner that displays undergarments.

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

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

2. FALSE REPORTING

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

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

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

3. RECORDS OR IDENTIFICATION FALSIFICATION

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

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

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

UNIQUE SITUATIONS

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

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

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

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Organizational measures from FY23 TPS Evaluation Document

ORGANIZATIONAL	TP S	Boar d	Comments with Specific Examples
At least 90% of the staff from the previous school year remained employed at the school this year.			
Replacing staff members is initiated quickly and positions are filled by quality candidates with oversight from the entire committee.			
The staff is completely up-to-date on all teacher and administrative staff evaluations.			
All staff members have professional development goals documented and progress toward goals is evaluated.			
Staff leaves of absence do not interrupt daily operations because there is adequate coverage and understanding of all staff duties.			
School policies are reviewed regularly, understood, and enforced without favoritism or partisanship.			
Submissions to the Minnesota Department of Education are timely and complete.			
Submissions to the authorizer are timely and complete.			
All required staff licensures will remain valid and up-to-date.			
STRATEGIC GOAL:			<p><i>FY21 Strategic goals:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Address coverage for paraprofessionals <input checked="" type="checkbox"/> Update policy tracking system <p><i>FY22 Strategic goals:</i></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)

Teacher Pay/Experience Research

- <https://www.teachersalaryproject.org/national-teacher-salary-map.html>
- <https://www.nbcnews.com/news/us-news/states-raise-teacher-pay-pandemic-shortage-c-an-retain-educators-rcna25447>

The governor said at the time that teachers have to be paid a salary that corresponds with their “experience, education and the fact that they are working more than full time supporting their students.”

Resignations and retirements have mounted in schools across the nation due, at least in part, to the ongoing Covid pandemic. As of January, 44 percent of schools reported having at least one teaching vacancy, and nearly half had at least one staff vacancy, [according to data released last month](#) by the Education Department’s National Center for Education Statistics. More than half of those vacancies were because of resignations, the data found.

- <https://www.washingtonpost.com/education/2022/08/03/school-teacher-shortage/>
- <https://mn.gov/pelsb/aspiring-educators/portfolio/>
- <https://www.teacherpowered.org/faq>
 - What is the typical salary of a director/principal- that salary might be distributed amongst leadership
 - Burnout seems to be higher due to increased work load
 - How do we account for leadership experience?
 - Experience regarding charter school law, how charter schools run, etc. is beneficial to running a TPS school
 - More experience in this area should equal years of experience for applicants

Non-Classroom Experience:

- Gain experience from someone who has worked “in the field”
- Real world experience
- More equitable- not all have access to teacher prep courses and unpaid student teaching
- More diverse teaching population
- Different experience that may be more applicable to the TPS model of our school

As a school I think we need to look into ways to make our teaching positions more equitable and years of experience more reflective of actual experience:

Here is some supporting data from the PELSB 2019 Biennial Teacher Supply and Demand Report

With those concerns, there are still some findings that can be pulled from the data in this report:

- The total percentage of individuals teaching on a special permission out of their licensure area or without a standard teaching license is 3.8 percent
- Slightly more than half (52.5%) of teachers holding an active teaching license are not currently working as a teacher in a Minnesota public school. More data on why these individuals left and remain out of the classroom would provide better understanding about the current supply of teachers
- Licensure areas with a high percentage of teachers on special permission include career and technical education fields, world languages, special education, and STEM
- Districts continue to report a perception of “difficult” and “very difficult” to fill teaching positions
- The percentage of teachers of color remain stagnant while the percentage of students of color continues to grow in Minnesota

From 2017-2018: 95.7% of teachers in MN were white and 75.8% were female.

Standard-licensed teacher shortages

In the survey, school districts reported that teacher shortages are a problem; 41.9 percent of districts reported that it is a major problem and 51.8 percent reported that it is a minor problem. Only a few districts (6.4%) indicated that it is not a problem for them (Figure 10).

Compared to five years ago, more than half of the districts reported that there are significantly fewer applicants (57.6%) and one-third of the district reported that there are somewhat fewer applicants. (32.3%).

10. School district perceptions of teacher shortages

Problems with teacher shortages	Percent
A serious problem	41.9%
A minor problem	51.8%
No problem	6.4%
Total number	313
Availability of teachers, compared to five years ago	
Significantly fewer	57.6%
Somewhat fewer	32.3%
About the same	8.1%
Somewhat more	1.0%
Significantly more	1.0%
Total number	297

Over 1 in 10 school districts (12.7%) reported that they had to cancel classes or programs due to a shortage of teachers. School districts reported that they needed between one and four full-time equivalent (FTE) teachers for those classes, with most of them (68.6%) mentioning that they needed one FTE teacher.

<https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:c4994627-f58c-3e33-99e5-569a7946a568>

- Link to 2019 Biennial Teacher Supply and Demand Report

ACADEMIC ARTS TEACHING STAFF EXPERIENCE

Academic Arts High School is a unique learning environment that tailors to individualized learning and learning by doing. We stand apart from traditional district schools in many ways, with building relationships and school community being at the forefront.

In order to best serve our students we employ highly qualified, compassionate, empathetic and passionate teaching staff. With teacher shortages at an all time high and teacher retention at an all time low, this policy allows Academic Arts to be proactive in recruiting and retaining highly qualified teachers. In addition to being proactive in creating an equitable pathway to teaching for BIPOC applicants.

The traditional route of teaching, including unpaid student teaching and internships, is simply not equitable. Many states are implementing programs such as PELSB's Licensure Via Portfolio as a way to include professionals in their field into the teaching profession. We strive to be leaders in the charter school system and are taking steps forward to ensure that we become as equitable and diverse in our teaching and support staff as possible.

This policy allows Academic Arts High School to include professional education experience outside of school environments to be included when calculating "years of experience" for teaching staff. Employment in areas such as wilderness instructing, outdoor/environmental education, curriculum development, (ADD "BY AN ACCREDITED PROGRAM THAT HAS BEEN VERIFIED BY PER COM"AT THE DISCRETION OF PERCOM TO ACCEPT)etc. for 7 months or longer will count towards one year of experience. As a school authorized by Osprey Wilds with an emphasis on environmental education, staff with additional experience in these areas will be beneficial to our students and are parallel to years of experience in a classroom. In addition, as a Teacher Powered School, we will actively seek out individuals with experience in charter school law and governance. **Individuals with experience in these areas may be granted an additional year of experience. - can we say that?**

This policy will go into effect on _____, upon approval by the Board of Directors.

Supporting data from the PELSB 2019 Biennial Teacher Supply and Demand Report used to support this policy can be found below:

With those concerns, there are still some findings that can be pulled from the data in this report:

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<https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:c4994627-f58c-3e33-99e5-569a7946a568>

- **Link to 2019 Biennial Teacher Supply and Demand Report**



423 Background Checks

I. Purpose

North Shore Community School (NSCS) is committed to the safety of its students and staff. In order to maintain a safe and healthful environment, the district should be assured that all employees and others having contact with students do not have criminal histories or engage in criminal behavior that threatens that well-being.

II. General Statement of Policy

A. North Shore Community School will seek a criminal history background check for all individuals who will have the potential to be in a one-to-one environment with students. Such individuals include, but may not be limited to: job applicants who receive an offer of employment, individuals who provide student services, volunteers, independent contractors and subcontractors, regardless of whether any compensation is paid or other background checks have been conducted.

B. Applicants for NSCS positions as employees or as persons offering children's services, including after-school child care providers and after school NSCS sponsored programs, must disclose as part of their application any criminal conviction in their history, or any currently pending criminal charge against them.

C. The offer of any employment or the offer of an opportunity to provide services to NSCS students shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, NSCS.

D. NSCS specifically reserves any and all rights it may have to conduct criminal or other background checks regarding current employees, applicants, or service providers without the consent of such individuals.

E. Adherence to this policy by NSCS shall in no way limit the school's right to require additional information or to use procedures to gain additional background information concerning employees, applicants, volunteers, service providers, independent contractors, and student employees. These persons are put on notice that the District may review social media created by or concerning the individual to gather background information.

III. Procedures

A. Normally an individual will not commence employment or provide services until NSCS receives the results of the criminal history background check. NSCS may conditionally hire an applicant or allow an individual to provide services pending completion of the background check, but shall notify the individual that the individual's employment or opportunity to provide services may be terminated based on the result of the background check. Background checks will be comprehensive in nature including, but not limited to check including a BCA, National Sex Offenders Registry, FBI Criminal Index, and a Social Security Cross Check. The BCA shall conduct the background check by retrieving criminal history data as defined in Minnesota Statutes section 13.87.

B. In order for an individual to be eligible for employment, provide student services, serve as an unsupervised volunteer, independent contractor, or subcontractor, the individual must sign a criminal history consent form which provides permission for NSCS to conduct a criminal history background check. The cost of the background check will be at the expense of the school for job applicants and employees. All other individuals will assume the cost of the check unless the school elects to pay the cost for a volunteer, independent contractor, subcontractor, student teacher, or interns in the school.

C. NSCS, in its discretion, may elect not to request a criminal history background check on an individual who holds an initial entrance license issued by the state board of teaching or the commissioner of education within the 12 months preceding an offer of employment or permission to provide services.

D. NSCS, in its discretion, may elect not to request a criminal history background check on an individual who is enrolled in an accredited higher education program that conducts background checks of its enrollees.

E. NSCS will contact the Board of Teaching to determine whether the board has taken disciplinary action against a teacher at the time the school district conducts the criminal background check of any individual it offers to employ as a teacher. The school district must require the individual to provide information in the employment application regarding all current and previous disciplinary actions in Minnesota and other states taken against the individual's teaching license, and the school district will notify the teacher that intentionally submitting false or incomplete information is a ground for dismissal.

F. The individual will be informed of the results of the criminal background check(s) to the extent required by law.

G. At the beginning of each school year or when a student enrolls, NSCS will notify parents and guardians about this policy and identify those positions subject to a background check and the extent of the school district's discretion in requiring a background check. The school may include this notice in its student handbook, a school policy guide, or other similar communication.

North Lakes Academy

Policy #: 605

Policy Name: Background Checks

Adopted: February 9, 2010

Revised: May 11, 2013, March 15, 2016

Reviewed: February 10, 2015

I. Purpose

The Board of Directors recognizes the importance of providing a safe school environment to ensure the physical, social and psychological well-being of all of its students. Therefore, The Board of Directors has developed a background screening process for all applicants who receive an offer for employment, volunteers serving in any capacity at/or on behalf of North Lakes Academy, independent contractors, or student employees.

II. Specific Policy Elements

A. North Lakes Academy shall require all applicants who receive an offer of employment submit to a criminal background check at their expense. The offer of employment shall be based upon a determination by school administrators that an applicant's criminal history does not preclude the applicant from employment with the school.

B. Adherence to this policy by the school shall in no way limit North Lakes Academy from requiring additional information. When required, employees, applicants, volunteers, or independent contractors must provide fingerprints to assist in criminal background check. If the fingerprints provided are unusable, the individual must submit another set of prints.

C. North Lakes Academy may use the results of a previous background check, as long as it has been done within the past 12 months and it is completed by an appropriate authority.

D. North Lakes Academy administration will ensure that all background checks are held in compliance with all state and federal statutes, such as Fair Consumer Reporting Act.

E. Copies of this policy will be available from the school's business office upon request.

F. Procedures regarding background checks for employment

1. An individual will not commence employment until the school receives the results of the criminal background check. However, the school may conditionally hire an individual pending completion of the background check, but shall notify the individual that the individual's employment may be terminated based on the results

of the background check. The school's hiring authority is not liable for failing to hire or terminating an individual's employment or other service based on the outcome of the criminal background check.

2. An individual who is offered employment must sign a background check consent form.
3. For all non-state residents or recently relocated applicants who are offered employment, the school shall request at least two background checks, one from the state of Minnesota and one from the applicant's most recent resident state.
4. Copies of this policy will be distributed to applicants for employment upon request. The need to submit to a background check may be included with the basic criteria for employment in the job posting or advertisements.
5. The applicant will be informed of the results of the background check to the extent required by law.
6. If the background check precludes employment with the school, the individual will be so advised.
7. Background checks for employees shall be done in conjunction with license renewal for teaching staff and every 5 years for all other positions at the employee's expense.

G. Procedures regarding background checks for volunteers

1. Background check consent forms are available from the business office.
2. Fees for background checks will be paid by the volunteer.
3. Background checks need to be completed before a volunteer can coach either athletic or non-athletic activities, chaperone field trips, attend overnight activities, work with students, or run for a seat on the school's Board of Directors.
4. Volunteers need to sign in and out at the school office prior to working with students or attending field trips.
5. The volunteer will be notified of the results of the background check to the extent required by law.
6. Background checks must be updated every 3 years in the same manner which originally applied, including payment.

7. The school shall notify the parents of the policy at the beginning of each school year after it is adopted or when it is revised.

H. Procedures regarding background checks for independent contractors, guests and bus drivers.

1. Independent contractors subject to this policy who possess professional licensure granted by the State of Minnesota and whose professional license is in the field directly related to the service they are contracted for, may be allowed to commence work provided that a background check is a condition for the issuance of their license. Such independent contractors must provide proof of licensure and proof of their background check prior to commencing work.
2. Should a background check not be a requirement of licensure, the contractor will need to fill out a consent form from our business office and pay for the background check.
3. Guests will not be required to have a background check completed. Instead, they are required to have a visible badge or other form of identification distributed by school staff that signifies they are permitted to be in the building. Guests include: one time repair technicians, guest speakers and anyone who has a specific reason to visit during the regular school day and are approved by administration.
4. Background checks for bus drivers are done by the school district(s) we hire for service; therefore, NLA has no separate policy regarding them.

I. Procedures regarding background investigations returned with findings

1. If the background Investigation reveals information that could be relevant to the application, the Executive Director may request additional information from the applicant, and they will have the final authority on a case by case basis in determining whether potential alerts constitute disqualifying the individual from being hired as an employee or contractor, and/or volunteering for school-related activities.

III. Legal References

Minnesota Statutes, Chapter 13.04, Subd. 4 (Inaccurate or incomplete data)

Minnesota Statutes, Chapter 123B.03 (Background checks)

Minnesota Statutes, Chapter 299C.60-299C.64 (Minnesota Child Protection Background Check Act)

Minnesota Statutes, Chapter 364.09(b) (Exception for School Districts)

IV. Cross References:

Policy 401-Crisis Management

Policy 402-Visitors to Buildings and Sites

NOVA CLASSICAL ACADEMY
MANUAL OF POLICIES APPROVED BY THE BOARD OF DIRECTORS

POLICY NP 404:
BACKGROUND CHECKS

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment at Nova Classical Academy in order to promote the physical, social, and psychological well-being of its students. Nova Classical requires a criminal history background check or other background check of volunteers, independent contractors, and student employees in the school district.

II. GENERAL STATEMENT OF POLICY

- A. Nova Classical shall require a criminal history background check for all individuals who receive an offer of employment for school district positions or who work directly with students, regardless of whether any compensation is paid. The offer of employment or the opportunity to provide services shall be contingent upon a determination by Nova Classical that an individual's criminal history does not preclude the individual from employment with, or provision of services to, Nova Classical. Nova Classical does not require background checks for enrolled student volunteers under the age of 18, but may require them for student volunteers over the age of 18.
- B. Nova Classical specifically reserves any and all rights it may have to conduct background checks regarding current employees, individuals, or service providers without the consent of such individuals.
- C. Adherence to this policy by Nova Classical shall in no way limit Nova Classical's right to require additional information, or use other procedures to gain additional background information concerning employees, individuals, volunteers, service providers, independent contractors, and student employees.

III. PROCEDURES

- A. Normally an individual will not commence employment or provide services until the school district receives the results of the criminal history background check. Nova Classical may conditionally hire an individual or allow an individual to provide services pending completion of the background check, but shall notify the individual that the individual's employment or opportunity to provide services may be terminated based on the result of the background check. Background checks will be performed by an authorized vendor with the ability to complete a background check in compliance with

Minn. Stat. 123B.03 which will include, but is not limited to, a request for records from the Minnesota Bureau of Criminal Apprehension (BCA). The BCA shall conduct the background check by retrieving criminal history data as defined in Minn. Stat. § 13.87. Nova Classical reserves the right to also have criminal history background checks conducted by other organizations or agencies.

- B. In order for an individual to be eligible for employment or to provide extracurricular services to the school district, except for an enrolled student volunteer, the individual must complete the required consent form online through the school's authorized vendor and submit the required payment, pursuant to Minn. Stat. 123B.03 in regard to pre-employment background checks. If the individual fails to submit to the required pre-employment criminal background check between the time the individual receives a job offer and the start date of their employment or permission to provide services, the individual will be considered to have voluntarily withdrawn the application for employment or request to provide services.
- C. Nova Classical, in its discretion, may elect not to request a criminal history background check on an individual who holds an initial entrance license issued by the state board of teaching or the commissioner of education within the 12 months preceding an offer of employment or permission to provide services.
- D. Nova Classical may use the results of a criminal background check conducted at the request of another school hiring authority if:
 - 1. the results of the criminal background check are on file with the other school hiring authority or otherwise accessible;
 - 2. the other school hiring authority conducted a criminal background check within the previous 12 months;
 - 3. the individual executes a written consent form giving the school district access to the results of the check;
 - 4. there is no reason to believe that the individual has committed an act subsequent to the check that would disqualify the individual for employment or provision of services; and
 - 5. the criminal background check conducted at the request of another hiring authority matches the requirements of the standard used by the Nova Classical.
- E. For all nonstate residents who are offered employment with or the opportunity to provide extracurricular services to the school district, Nova Classical shall request a criminal history background check on such individuals from the superintendent of the BCA and from the government agency performing the same function in the resident state or, if no government entity performs the same function in the resident state, from the

Federal Bureau of Investigation. The offer of employment or the opportunity to provide services shall be contingent upon a determination by Nova Classical that an individual's criminal history does not preclude the individual from employment with, or provision of services to, Nova Classical. Such individuals must provide an executed criminal history consent form.

- F. When required, individuals must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the individual are unusable, the individual will be required to submit another set of prints.
- G. Copies of this policy shall be available in the Nova Classical's employment office and will be distributed to individuals for employment and individuals who are offered the opportunity to provide extracurricular services upon request. The need to submit to a criminal history background check may be included with the basic criteria for employment or provision of services in the position posting and position advertisements.
- H. The individual will be informed of the results of the criminal background check(s) to the extent required by law.
- I. If the criminal history background check precludes employment with, or provision of services to, Nova Classical, the individual will be so advised.
- J. Nova Classical may apply these procedures to other volunteers, independent contractors, or student employees.
- K. At the beginning of each school year or when a student enrolls, Nova Classical will notify parents and guardians about this policy and identify those positions subject to a background check and the extent of the school district's discretion in requiring a background check. Nova Classical may include this notice in its student handbook, a school policy guide, or other similar communication.
- L. Additional background checks will occur equitably and not based on someone's status as a member of a protected class.

Legal References: Minn. Stat. § 13.04, Subd. 4 (Inaccurate or Incomplete Data)
Minn. Stat. § 13.87, Subd. 1 (Criminal History Data)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. §§ 299C.60-299C.64 (Minnesota Child Protection Background Check Act)
Minn. Stat. § 364.09(b) (Exception for School Districts)

MSBA/MASA Model Policy 404 Orig. 1995
Revised: 2009

ADOPTED BY THE BOARD: 08/22/2011
REVISED BY THE BOARD: 08/29/2022
EFFECTIVE DATE: 08/29/2022



ACADEMIC ARTS HIGH SCHOOL

PUBLIC CHARTER SCHOOL DISTRICT #4119

SCHOOL YEAR 2021-2022
WORLD'S BEST WORKFORCE & ANNUAL REPORT (Final Edits Needed)

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School Information

Includes Mission, Vision, & Authorizer Information

Contact Information

Address: 60 East Marie Avenue, Suite 220

Phone: 621-457-7427

Email Address: tps@academicarts.org

Website: www.academicarts.org

Academic Arts High School (AAHS) is managed as a Teacher Powered School (TPS). In the TPS model¹, teachers have the collective autonomy to make decisions influencing the success of the school, with roles and responsibilities traditionally handled by a school director. Many Teacher Powered Schools include traditional school directors. With a philosophy of maximizing teacher buy-in through more autonomy and accountability, AAHS does not have a traditional administrator like a principal or director. Instead, the school's Teacher Powered Schools Committee (the "TPS Committee") oversees the day-to-day management of the school. The school's board manages and evaluates the TPS Committee as a whole.

Grades Served: 9 - 12

Year Opened: 2004

Mission and Vision

Mission:

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

Vision:

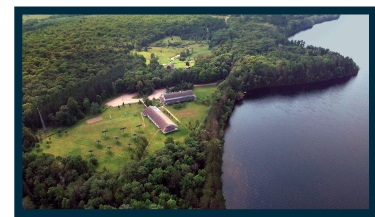
At AAHS, our vision is a generation of young people who can navigate the world with the awareness, knowledge, attitudes, and skills necessary to make a positive impact.

¹ Find out more about "Autonomies" of Teacher Powered Schools here: <https://www.teacherpowered.org/inventory/autonomies>

In an increasingly complex time, it can be difficult to know the right path. At AAHS, we focus on our strong community where we get to know each other as individuals, encourage each other when times get tough, hold each other accountable, and work together to succeed.

Authorizer Information

Academic Arts High School's authorizer for fiscal year 2020 (FY20) was the Audubon Center of the North Woods (ACNW). At the end of FY20, ACNW changed names to "Osprey Wilds Environmental Learning Center" (OW). With the continual support of OW through superior oversight, evaluation, feedback, and strategic support AAHS is empowered to develop a robust and dynamic learning community for students. The school is guided by the academic, financial, operational, and environmental education performance goals agreed upon in the school's contract with OW. Due to challenges in gathering necessary contractual data associated with COVID-19 and considering the strong relationship built between AAHS and OW the school and authorizer agreed to a two year contract extension at the end of FY21. This contract extension keeps the current contract active through FY23 for a total contract length of five years, the longest contract length allowable by MN law. FY22 was the 4th year in this five-year contract. AAHS and OW will begin the contract renewal process for FY24 in the 2022-2023 school year, which includes evaluation and negotiation of contract details during FY23.



**Osprey Wilds
Environmental Learning
Center in Sandstone, MN**

The authorizing vision of OW is to authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities while working towards a healthy planet where all people live in balance with the Earth. As an urban school serving a student population with diverse learning needs, AAHS holds an opportunity to be a unique model school in this vision.

The authorizing mission of OW is to ensure quality academic and environmental literacy outcomes for students in Minnesota by conducting effective oversight and evaluation of its authorized schools, providing strategic support to schools, and making informed and merit-based decisions about its portfolio of charter schools.

Authorizer Contact Information

Erin Anderson, Director of Charter School Authorizing
Osprey Wilds Environmental Learning Center
Charter School Division
1730 New Brighton Blvd
Suite 104, PMB 196
Minneapolis, MN 55413
(612) 331-4181
ospreywilds.org/charter-school-division/

Statutory Purposes

Implementation of Primary & Additional Purposes

The primary purpose of Academic Arts High School is to improve all pupil learning and student achievement. Efforts to implement this primary purpose for Minnesota charter schools are described throughout this annual report.

Academic Arts High School meets the primary statutory purpose, to improve all pupil learning and all student achievement, through its four pillars: Authentic Learning, Environmental Education, Real-World Readiness, and Personal Relationships². These pillars are aligned with the school’s mission, to “Learn by doing, Embrace Your Place in the World, Prepare for Success, and Make Friends Along the Way”.

The school’s learning program fosters authentic learning by incorporating project-based learning³ into all classes. Cross-curricular themes allow students to dive deep into the same topics from different perspectives in all classes within a quarter. Experiences, including field trips, speakers, seminars, etc., are aligned with quarter themes and provide students with further context on the themes that they are studying in classes. Students prove mastery of standards not only through traditional assessments like tests and quizzes but also by addressing common topics in different classes to produce and present projects by deadlines. Projects are designed, by teachers, to require mastery of standards in order to be completed. Additionally, in response to additional student needs identified during distance learning in FY21, the school began implementing practices from the Modern Classroom Project⁴. In FY22, the practices were implemented in science, math, and art classes.

The school’s culture and norms foster environmental education through the presence of and focus on the seven Leave No Trace (LNT) principles in the physical space as well as through continual links to environmental topics in class curriculum. Throughout the year, students participate in activities that instill the values of the leave no trace principles in the school and in their lives outside of school. Several planned overnight trips, including trips to the



Ropes course at OW

² “Pillars” are described in detail in the Educational Approach & Curriculum section

³ In addition to continual training and research conducted by teaching staff, project design in the school’s curriculum is informed the High Tech High project design model. Learn more about this model here: <https://www.hightechhigh.org/student-work/student-projects/>

⁴ The Modern Classroom Project incorporate mastery-based grading and a class structure that allows for self-pacing by students. Learn more about the Modern Classroom Project here: <https://www.modernclassrooms.org/>

Osprey Wilds Environmental learning center⁵ in the spring and fall and to the Steger Wilderness Center in spring, give students opportunities to practice these principles in natural settings. Of course, distance learning due to the COVID-19 pandemic prevented these planned trips from happening in FY21. In FY22, the continued occurrence of COVID-19 outbreaks prevented the school from holding overnight outdoor experiences in natural spaces. The school had to move to distance learning multiple times throughout the year due to student and staff infection rates. Holding overnight trips was simply too much of a risk for the community.

Key features of the school’s learning program foster real-world readiness by developing specific life-skills. Courses such as Life Plan and Senior Project are required for graduation from AAHS. These courses help students develop and practice basic skills needed for life as an adult including opening a savings account, registering to vote, finding housing, balancing a personal budget, researching career options, etc. Additionally, the “block” system allows for fewer total classes and longer class times. The structure of the daily and quarter schedules emulates a workplace where teams work on fewer projects for longer amounts of the day for a limited time up until a deadline at which they present their progress to the entire community and celebrate their accomplishments. This is in contrast to a traditional school schedule where students work on several (as many as 6 to 8) unrelated subjects per day for only a short time and show their work only to teachers of respective subjects. The school has also continued development of its “Transitions” program to better serve students qualifying for special education services. The Transitions Program focuses special education resources for student who are severely behind in credits, helping them graduate with a diploma. The school identified increased student need in this area as a result of distance learning at the end of FY20 and throughout FY21 which accelerated the further development and scope of the program during FY21. In FY22 the school graduated a record 21 students from the transitions program.

The school’s learning program, culture, and norms promote personal relationships. Personal relationships allow students and staff to better hold each other accountable for pupil learning and student achievement. The advisory program provides a safe and confidential forum through which students can talk through and get support with issues that may affect their achievement in school with a group of trusted staff and peers. Restorative justice and PBIS practices further foster these personal relationships. Led by the school’s social worker, instruction and practice of Social/Emotional Learning (SEL) skills and strategies began being incorporated into curriculum for classes in FY20. Due to increased need identified during distance learning in FY21, the school expanded SEL practices to every day in every class in FY22. The first 10 minutes of class (“Take 10”) are reserved for SEL education and



Role-playing activity in class

⁵ Due to COVID-19 restrictions, these planned trips did not happen in FY21.

activities to prepare students for learning. In these “Take 10” activities, the school social worker interacted with all classes simultaneously via Zoom. Students would be led through different activities including stretches, meditations, SEL lessons, stories, etc.

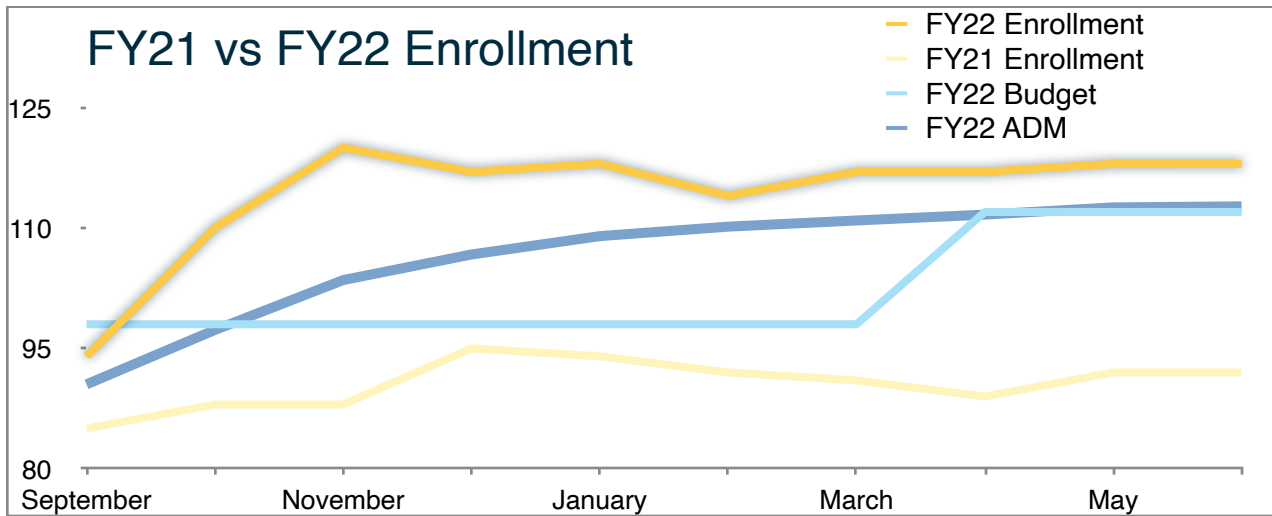
AAHS also meets one of the additional statutory purposes of a charter school: the program increases learning opportunities for all pupils by providing a small, project-based program where students who may not thrive in traditional high schools can learn and build their unique paths toward graduation and beyond. AAHS is deeply invested in preparing students for life outside of High School. The school’s curriculum utilizes project based learning to reach that goal as it reflects the way students will live their lives after graduation. Group work is encouraged and emphasized and reflects the team-oriented environment of the workplace. Each year, students tour community colleges and technical schools and learn about post-secondary learning opportunities in classes, specifically Life plan and Senior Project. AAHS invites representatives of post-secondary programs to visit to speak about their programs, campus life, and financial options for schooling. The focus is on setting students up for a successful life post-graduation.

Regarding the components of the World’s Best Workforce, AAHS focuses on ensuring all students are ready for life after high school through career skills development and college readiness.

Student Enrollment & Demographics

Student Enrollment

The small learning community at AAHS provides an ideal learning environment for many of the students it serves. With such a small student population, even minor fluctuations in student enrollment can have a profound affect on the school’s budget and, in turn, the services it can provide to students. Increasing and maintaining financially healthy student enrollment was identified as a key initiative in FY20 (2019-2020) and continued through FY21 (2020-2021). Due to these efforts, enrollment remained strong throughout FY22. A key indicator of this the fact that, for the first time since at least FY13, the school made a positive mid-year budget revision. For FY22, the school’s ADM exceeded the originally budgeted ADM. The chart below compares FY22 enrollment, ADM, and Budget to FY21 enrollment. In FY22 the school revised its



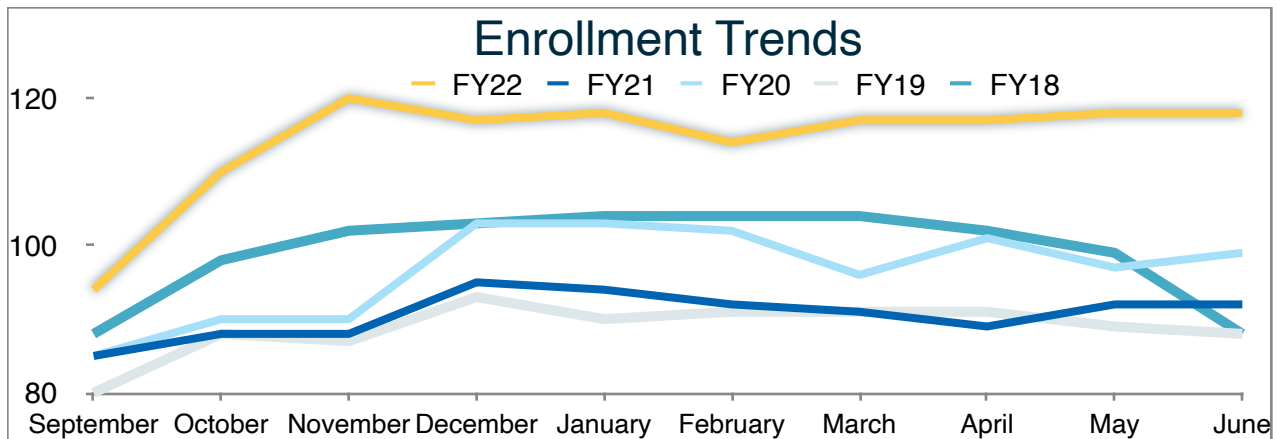
Enrollment rose steadily from September through November (“October Bump”) and maintained for remainder of the year. Budget revised from 98 to 112 in April. Final ADM of 112.7.

budget in February⁶ to account for higher than expected ADM.

Student enrollment typically increases throughout the first months of a school year. Enrollment historically tapers slightly near the end of the year. This was not observed in FY22. The return to in-person learning for most schools after COVID-19 restrictions may have prompted more students and families to reevaluate their educational needs.

⁶ A revised “working budget”, established in February, was used throughout the rest of the school year and approved board approved in April.

the school has a different learning environment than most traditional schools and may have attracted more of these families and students. FY22 saw less fluctuation in enrollment than in prior years.



Enrollment typically begins low, raising through second quarter. FY22 showed much healthier enrollment than the prior 4 years.

Comparing the past 4 years prior to FY22, total number of students served typically reach approximately 120 throughout a given year and ADM typically does not surpass numbers in the 90s. In FY22, however, the school served a total of 138 students and maintained a record ADM of over 112. Maintaining these enrollment levels will require the school to continue to serve students and a families with unique and specific educational needs.

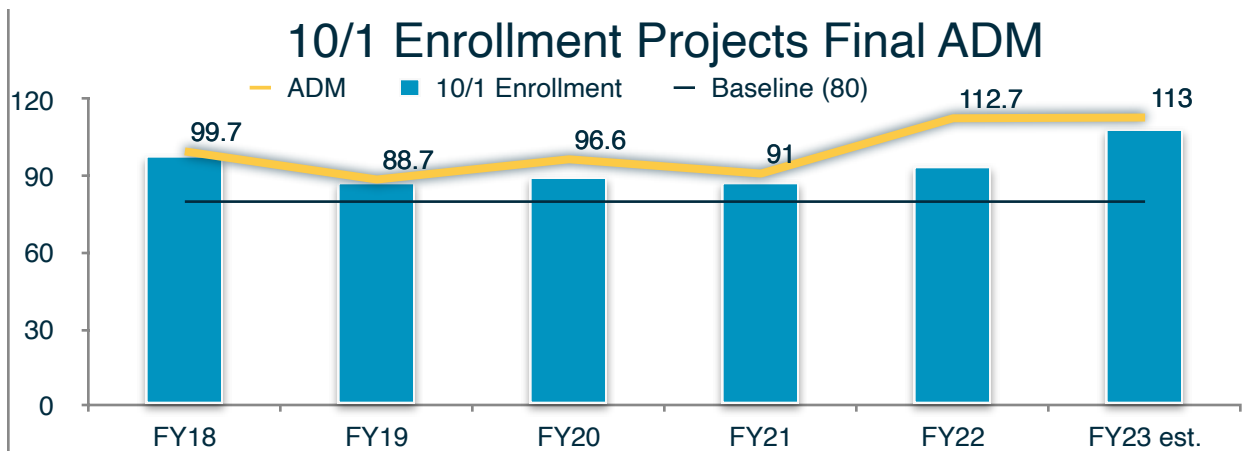
Historically, the disparity between total students served and ADM (typically a difference of around 25) highlights the significant student mobility, mid-year enrollment, and struggles with consistent attendance for many of the students and families whom AAHS serve. In FY21, this disparity was notably reduced to 15; again, likely due to variables associated with distance learning during COVID-19. In FY22, this disparity was observed once again with a disparity of 26.

Number of Students Enrolled	2017-2018	2018-19	2019-20	2020-21	2021-2022 (est.)
9th Grade	28	10	16	11	28
10th Grade	27	33	23	16	28
11th Grade	27	28	33	25	26
12th Grade	45	48	48	53	56
Total	127	119	120	105	138

Total ADM (Average Daily Membership) for year <i>*Not accounting for PSEO</i>	99.77	88.67	96.6	91.0	112.7
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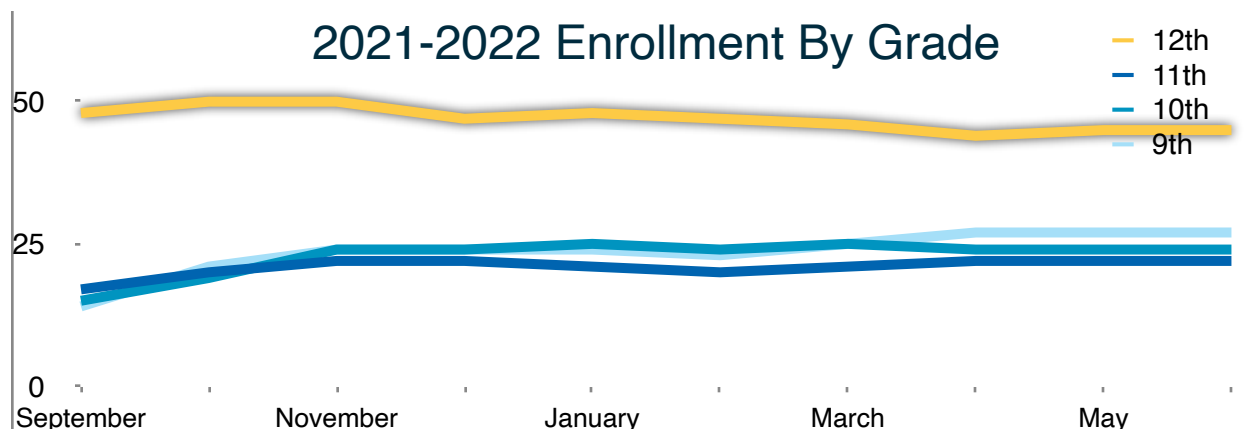
Total students served is typically significantly higher than final ADM, indicative of high levels of student mobility, mid-year enrollment, and struggles with consistent attendance.

In past years, beginning-of-year enrollment numbers (gathered on October 1) tended to correspond to slightly higher end-of-year ADM. From FY18 through FY21 the end-of-year ADM was 1 to 5 students greater than beginning-of-year enrollment. This trend was not seen in FY22 with end-of-year ADM 8 greater than beginning of year enrollment. Beginning of year enrollment has increased steadily starting in FY19 and continued into FY22. Final ADM for FY22 was 112.7. Referencing beginning-of-year enrollment of 108, ADM for FY23 is projected at 113.



Trends of end-of-year ADM corresponds with beginning-of-year enrollment.

The school’s historically low beginning-of-year enrollment is due, in part, to its high population of seniors. Many students come to AAHS when other school environments simply aren’t working for them. This often means that students that transfer to AAHS join the learning community significantly behind in credits. Catching up on credits takes extra time and often results in students staying beyond their senior year thus increasing the relative population of seniors in the learning community.



High senior enrollment. Includes many seniors beyond their 4th year.

The school has become adept at helping students in this type situation graduate. Of course, graduating students affects enrollment. Graduating students from a such a large pool of seniors removes more students from total enrollment than the school has been able to replace with recruitment of 9th, 10th, and 11th graders by the beginning of the following year, resulting in the historically low beginning-of-year enrollment discussed above. The school largely attributes increases in beginning-of-year ADM in FY21 and FY22 to the rebranding process (completed between FY20 and FY21) and initiatives of the school’s marketing committee (established at the end of FY20).

A key initiative to increase and maintain healthy enrollment beyond FY20 was a comprehensive re-branding to produce streamlined and consistent marketing media. In addition to clear brand standards⁷ the school created a new logo and school mascot. The “AHA” logo and “AJ” mascot express the innovative, urban, and modern learning community at AAHS which has not been effectively conveyed to the greater community in the past. The goal of clear and consistent messaging in marketing efforts is to improve the school ’s exposure in the greater community and, in turn, increase enrollment overall.

Of course, the lasting affects of the COVID-19 pandemic on student learning continues to change everything with regards to what can be projected from past data. Some students thrived while learning virtually. However, many of the students that AAHS serve come to the school and stay because of the emphasis on 1-to-1 help that a high staff to student ratio can provide. These students do not see these types of benefits as directly when learning happens virtually. In FY22, the school had to move to virtual learning 3 times throughout the year. These event severely disrupted student learning. AAHS does it’s best work for students in-person. This small learning community’s ability to provide in-person learning will continue to affect enrollment for students who most need in-person learning.

⁷ The colors and fonts used in this annual report comply with these brand standards

Student Demographics

The school serves a diverse student population. Racially, the student population is approximately 27% Hispanic/Latino, 24% Black, 43% White, and less than 8% Asian/Pacific Islander, Indigenous, or Unknown in FY22. The school's LGBTQ+ student population was approximately 22% in FY22. 56 of all 138 students enrolled at any point in FY22 had an IEP; a rate of approximately 41%.

Demographic Trends	2017-2018	2018-19	2019-20	2020-21	2021-2022
Total Enrollment	127	119	120	105	138
Male	54	54	63	51	67
Female	73	65	57	48	71
Special Education	51	49	51	40	56
LGBTQ+	22	20	11	5	30
English Learners	1	4	4	3	4
Black, not of Hispanic Origin	18	12	14	13	33
Hispanic/Latino	35	41	40	34	37
Asian/Pacific Islander	2	2	3	2	5
American Indian/Alaskan Native	1	1	0	1	4
White, not of Hispanic Origin	71	63	63	52	60

Of 138 total students enrolled throughout the year: approximately 27% Hispanic/Latino, 24% Black, 43% White, and less than 8% Asian/Pacific Islander, Indigenous, or Unknown. LGBTQ+ population at approximately 22%. 41% of all students served had an IEP in FY22.

Though these demographics are important to understand, a key demographic, and large focus of how the school is staffed and how curriculum is designed, is the population of students receiving special education services. In the past 4 years the percentage of students enrolled at AAHS with IEPs has consistently hovered at or above 40%. The school has complete integration of students receiving special education services in general education classes. There are no separate classes or tracks for students with IEPs, by design.

After many years serving such relatively high special education student populations the school has concluded that making individual accommodations for 40+% of the student population in each class is unrealistic, unreasonable, and ultimately ineffective. The

high population of students receiving special education services is, instead, seen as a condition of the learning community. Curriculum is designed with accommodation as a default. AAHS believes that all students, not just those with IEPs, benefit when decisions are made and curriculum is designed with accommodation in mind.

Student Attendance

Includes Student Attrition & Mobility

Student Attendance

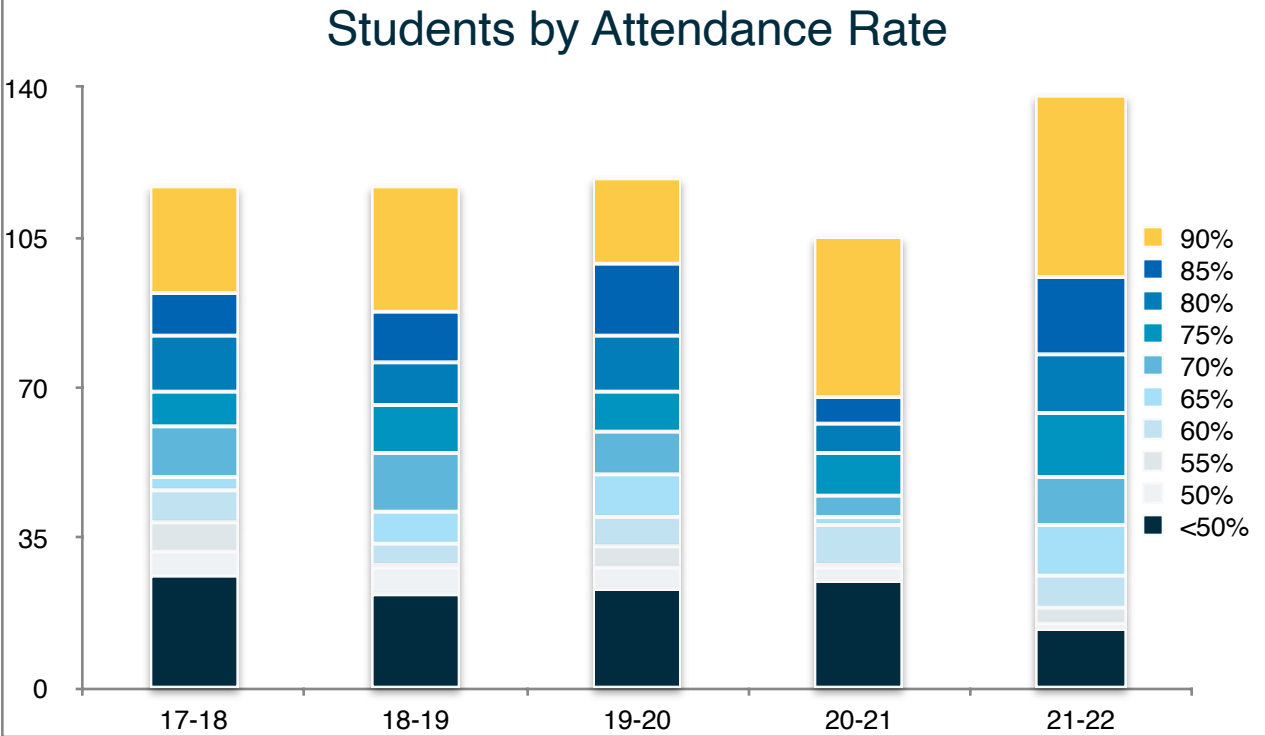
As discussed in prior sections, AAHS serves a highly at-risk population (i.e., former dropout students, “over-aged/under-credited” students, students struggling with mental health and/or substance abuse, etc.). Though it approaches the 85% overall attendance goal defined in the contract with OW, the school has never met this goal in the past four years. It has come closest to meeting this goal in the 2019-2020 school year with an overall attendance rate of 78%.

	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
Overall Student Attendance Rate (Goal: 85%)	76.84%	76.70%	78.01%	80.6%	
Students with Consistent Attendance (# of Students with ≥90% Attendance)	25 (Goal: 95)	29 (Goal: 89)	20 (Goal: 90)	37 (Goal : 79)	42 (Goal: 103)
Consistent Attendance Rate (% of Students with ≥90% Attendance) (Goal: 75%)	19.7%	24.4%	16.7%	35.24%	30.4%

In its contract with OW, the school defines an additional attendance goal of 75% of students having an attendance rate of 90% or higher. The school has not approached this goal in the past 5 years. Typically, fewer than 25% of all students served throughout a given school year have attendance rates of 90% or higher. This changed to 35% in FY21, for reasons that are discussed later in this section, and stayed above 30% for FY22.

Greater context can be gained when looking at student attendance on a more detailed level. In the chart below, students are separated into groups by attendance rate at 5% intervals between 50% and 90% attendance. The chart shows that, generally, more than 75% of students have attendance rates of 50% or higher. In FY22, this rate increased dramatically; possibly due to the return to in-person instruction after COVID-19 quarantine for most of FY21. It also highlights the consistently even distribution of students with attendance rates between 50% and 90%; an opportunity for using focused strategies to maximize increases in student attendance individually and overall. One such strategy that the school tried in FY21 was adjusting the definition of being “present” for attendance during distance learning. In FY22, however, being

“present” was measured as it was in prior years. Aside from fewer than 10 students who continued virtual learning at different points throughout the year, all student attendance was tracked in-person.



For FY22, approximately 30% of all students served throughout year met the 90% attendance rate goal. Majority of students (~60%) fall between 50% and 90% attendance. Fairly uniform distribution within this range.

In response to needs identified during distance learning at the end of FY20 and into FY21, the school expanded the modes by which students could be counted present for attendance. Much of this was out of sheer necessity as requiring full classes to attend synchronous class virtual meetings was not only unfeasible but also was not in line with student and family needs identified from outreach and surveys. The school’s student population also had diverse needs outside of school and attendance needed to be more flexible to accommodate for this. Students were doing much of their school work outside of formal school ours (evening, night, weekends, etc.). Thus, any student contact with staff documented in the 24-hour period for that day counted that student as present for attendance.

The difference in attendance policies is seen in FY21 attendance data when compared to prior years. There was a significantly higher percentage (35.24%) of students with attendance rates of 90% attendance or higher. The return to in-person learning in FY22, expectedly, saw a drop in attendance attendance rates in the school. However, at 30.4%

Student Attrition

AAHS serves a highly mobile and at-risk student population. Typically, when a school sees non-continuous enrollment for many of its students in a given school year it can be an indication that students may be leaving to seek a different preferred learning environment. For the population of students that AAHS serves, this is not full story. The next section, Student Mobility, provides further details about how many variables can affect a student's continuous enrollment.

Of 76 non-graduating students enrolled on October 1 of the 2019-2020 school year, 42 remained continuously enrolled until at least October 1 of the 2020-2021 school year, a rate of 55.26%.

<i>Percentage of students* who were continuously enrolled between October 1 of the 2019-2020 school year and October 1 of the 2020-2021 school year.</i>	55.26%
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**Does not include graduating students*

Of 80 non-graduating students enrolled at the end of the 2019-2020 school year, 70 returned to AAHS and were enrolled on October 1 of of the 2020-2021 school year, a rate of 87.5%.

<i>Percentage of students* who continued enrollment in the school from Spring 2020 to October 1, 2020.</i>	87.5%
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**Does not include graduating students*

Student Mobility

AAHS Serves a highly mobile student population. Students come to AAHS mid-year for many reasons including transfers from other schools and family relocation. MDE's reporting of mobility data lags such that figures for 2017-2018 and beyond are not yet available for comparison. For this annual report, data from the school's student information system is used to fill in data for school years 2017-2018, 2018-2019, and 2019-2020. It is important to note that data from these years are is not official data from MDE. This data includes all mid-year enrollments in and out of the school for any reason, not just transfers to other schools. Additionally, the school sets enrollment date to the first day of school for a specific school year. Thus, the school's student information system does not track data for summer transfers in.

<u>School Year</u>	<u>Summer Transfers In</u>	<u>Number of students</u>	<u>Mid-year Transfers In</u>	<u>Mid-year Transfers Out</u>	<u>Total Mid-year Transfers</u>	<u>Mobility Index* (as a %)</u>
2014-15	1	79	45	19	64	81%

2015-16	5	94	42	23	65	96%
2016-17	1	103	37	23	60	58%
2017-18	-	98	49	48	97	99%
2018-19	-	88	45	37	82	93%
2019-20	-	90	52	38	90	100%
2020-21	-	88	28	19 <small>(Not including mid year graduations)</small>	49	55.7%

* Total mid-year transfers divided by number of students on October 1.

A positive indicator is that there continue to be significantly more mid-year transfers in, than out. Reasons for leaving mid year are highly variable and include temporary enrollment in chemical or mental health rehabilitation programs, family relocation, 15 days of consecutive absence, and even mid-year graduation. However, this analysis is incomplete without understanding the significant number of students who leave the school mid-year to later return.

<u>School Year</u>	<u># Returning after Leaving Mid-Year</u> <small>(% of total students served)</small>	<u># Completing Year Non-Consecutively</u>
17-18	16 (12.6%)	11
18-19	4 (3.4%)	2
19-20	14 (11.7%)	8
20-21	9 (8.6%)	5

Many students who unenroll mid-year end up returning to AAHS. In the 2020-2021 school year, 47% of all mid-year transfers out came from students who ultimately returned to AAHS. Additionally, many of these students start and complete the school year at AAHS with relatively short stints not formally enrolled.

Yet another way to gain a more complete picture of student mobility is to consider the extent to which students stay enrolled for the full school year. A review of AAHS enrollment data for 2020-21 shows that of the 105 students who were enrolled or members of AAHS at any time during the year, there were 72 who were enrolled at least 95% of the time, a rate of 68.6%.

Percentage of students enrolled for ≥95% of the 2019-20 school year

17-18	57.5%
18-19	56.3%
19-20	56.7%
20-21	68.6%

For many students and families whom AAHS serve, high rates of mobility are simply a reality. Providing a consistent and safe learning community to which students can return, should they need to leave mid-year, is a key niche that AAHS fills for at-risk student populations in the greater community.

Educational Approach & Curriculum

The Academic Arts High School educational approach is to “Learn by doing, embrace your place in the world, prepare for success, and make friends along the way.” Academic Arts High School utilizes a foundational approach to student success. AAHS values information, techniques, and skills that can be learned outside of the classroom and seeks to integrate core classes with Project Based Learning. Students are assigned an Advisor each year. This Advisor helps students select coursework and projects that fit their learning needs and individual interests. Grades and progress are reported and the students’ advisor monitors overall progress and growth.

Currently, AAHS uses a combination of in-class, traditional teaching and project based learning for core subjects and electives. Project based learning is teacher designed and guided and student driven. Students are also able to design their own projects for approval by the school’s curriculum committee. The school has integrated project-based learning into the classroom. Students work independently to develop strong self-advocacy skills and they also work in groups to learn effective communication and collaboration; vital skills for a modern workforce.

Students are engaged in authentic learning, environmental education, post-secondary readiness and relationship building on a daily basis. They employ project-based learning related to environmental awareness and post secondary options. These projects can be student or teacher-driven. Student-driven projects are projects that a student designs with the guidance of their advisor or with a teacher. Once a project is determined to be ready by the student-teacher team, the student presents the project proposal to the school’s curriculum committee for approval. Once approved, a student can work on their project independently, outside of classes. In past years, students were enrolled in a designated PBL class that aligns with state standards. This class was eliminated from the AAHS schedule at the beginning of the 2018-19 school year. Referencing student data, it was clear that this type of class was not producing effective results. This model changed to content-specific PBL classes in the core academic areas; the thought being that limiting the scope of the types of projects students work on would allow for more robust products as the teacher would be within their main content area. Ultimately, this type of “PBL class” was phased out for the 2019-2020 school year. The curriculum committee made the decision to dedicate resources to building engaging, rigorous, curriculum that also incorporated project-based learning. A teacher-driven project would be one that an advisor or advisors create based on state standards and assigns to students based on individual I credit needs. Whether a student or teacher-driven project, the advisor guides the student through each week of the project by setting weekly goals. Students work on teacher-driven projects in all classes. This is useful for students who are new to project-based learning or those who continue to need extra structure to be successful at PBL. Students can also work on pre-designed

or “canned” teacher-driven projects outside of classes or in a PBL class.

Combining project-based learning with the traditional teaching model develops an interest in learning that will follow students after graduation. Curriculum is aligned to state standards and project based learning requires students be inquisitive and develop a passion for lifelong learning.

Within a quarter, classes and experiences align with cross-curricular themes. Themes are typically announced at the beginning of the year. However, in prior years, teachers noticed that having the ability to update or change themes each quarter allowed for more relevant themes to be used. The themes, with brief descriptions, for the 2019-2020 school year are below:

- Q1 - We Are A Natural Disaster: humans have the capability of messing stuff up a lot
- Q2 - We Are Survivors: Humans are really good at overcoming obstacles
- Q3 - We Are Connected: Humans are social and are really good at learning from each other through connection of information, technology, etc.
- Q4 - We Are The Future: The decisions that humans make affect the future.

The goal of themes is to have student looking at the same topics and problems from different perspectives in their respective classes. An example of the theme from prior years is “invasion”. For this theme, students learn and complete projects about invasive species in life science classes, the history of important invasions or wars in social studies classes, the physics of warfare in physics classes, etc. In class field trips, students interact with the community in experiences that align with the quarter theme. An example of a past experience for the “invasion” theme was a visit to the Somali Museum of Minnesota where students learned about and discussed issues regarding immigration in the modern world.

Two large senior projects are required of juniors and graduating seniors. The two projects include a life plan and a senior project. The senior project is selected by the student in an area of their interest. The life plan requires students apply for college or jobs, get quotes on housing and develop a budget. This prepares them for a successful life after High School.

A goal of the school is to continue to develop a focus on academic rigor informed by data.

Data from content-specific probes, cross-curricular reading/writing/language comprehension assessments, and NWEA testing informs curriculum. For example, students whose scores show low reading skills are enrolled in courses specifically designed to improve reading. These students are then given the respective assessment again to track effectiveness of the intervention.

In addition to the academic program described above, AAHS offers enrichment opportunities for students, through after-school clubs. After school clubs are student-driven and are offered as per student interest and availability of supervising staff. Staff

supervise clubs on a volunteer basis. The purpose of these clubs is to provide a safe space for students to enjoy after school. Students may work toward credit in clubs if a plan is developed and overseen by relevant staff and advisors (e.g. a Language Arts teacher may approve a “canned” PBL project for students to complete in an after school writing club). Examples of student-organized clubs include archery, anime, Minecraft, RPG games, guitar /ukulele /bass / drum lessons, writing club, ping pong club, board game club, and student government. Virtual learning during quarter 4 of 2019-2020 stopped extra-curricular clubs. Not having in-person interactions or a physical space to meet makes after-school clubs difficult to arrange and manage. The school continues to seek innovative ways to provide students with extracurricular student clubs. In the beginning the the 2020-2021 school year the school has been able to organize informal football practices for interested students.

Environmental Education-specific experiences at AAHS during 2018-19 included the following:

- **Opening week LNT challenges:** Students in all advisories learned all seven Leave No Trace principles by practicing a mnemonic device. They then competed in "LNT Challenge" competitions. Advisories started at one end of the school. Their first challenge was to put arrange a set of individual words (cut out of a document) into the LNT principles, verbatim. Once they completed this task, their advisory could move on to the next stage: campsite setup. Advisories had to set up a campsite (tents, sleeping bags) and correctly put them away. The next stage was a waste disposal obstacle. The challenge was to properly dispose of a set of waste into appropriate receptacles (i.e. recycling, trash, compost).
- **Environmental Education Excursions:** There were two planned overnight camping excursions planned during the 2019-2020 school year. The first was the Franconia Sculpture Park & Geologic Potholes at Taylors falls. The second was an annual trip to the Steger Wilderness Center in Ely, MN. Unfortunately, due to COVID-19 restrictions, this second excursion was canceled. Students, worked journaled. To prepare for camping trips, students plan, with the chaperoning teachers, meals, gear, and their route. Planning involves calculating appropriate nutrition and food amounts, to prevent food waste. Student also select appropriate gear, ensuring that the group has the correct collective number of tents, sleeping bags, etc.. Then they select our hiking route and campsite according to the Leave No Trace Principles which are incorporated into our school culture.
- **Osprey Wilds Environmental Learning Center:** Two overnight trips to OW-ELC are traditionally planned for fall and spring. Unfortunately, due to COVID-19 restrictions, these trips did not happen in FY21.

AAHS policies and curriculum are guided by four pillars. These pillars help school leaders maintain focus on what is most important for the learning community. These pillars are referenced when making any decision that can affect students and the school:

AUTHENTIC LEARNING

Students learn by studying topics that interest them and apply to their lives (e.g., project-based learning, experiential days)

ENVIRONMENTAL EDUCATION

Students study environmental themes in their coursework (e.g., river tours with national park rangers, annual Audubon retreat)

REAL-WORLD READINESS

Students graduate from AAHS ready for life after high school. (e.g., senior life plan, internships, college applications)

PERSONAL RELATIONSHIPS

Students develop real working relationships classmates and staff (e.g., project advisories, student organizations)

AAHS does not have remediation or acceleration practices. Students are evaluated upon enrollment based on current credits. Projects are developed based on a student's learning targets, state benchmarks, curriculum and personal interest. This way, a student who is behind their peers can develop a program with their advisor to build on their current skill sets and accelerate their learning.

The Special Education population at Academic Arts High School consistently falls between one-third and one-half of the student body. As discussed in the Student Demographics section, students with an Individualized Education Plan (IEP) are integrated into the general education population as much as their IEP allows. Their coursework is modified as required by their IEP document. All of their classes are the same as general education students. AAHS utilizes the inclusion model of instruction, which keeps special education students and general education students in the same classes. Accommodations are made based on IEP needs.

AAHS has served English Learner students in the past. There was one student who was officially identified as requiring specific support during the 2019-2020 school year. Historically, EL students at AAHS are typically Spanish speakers, and are supported by paraprofessionals who are native Spanish-speakers.

Academic Arts High School is staffed to have no more than twenty-four students per classroom and no more than fifteen per advisory group. This principle had to be relaxed during the 2018-2019 school year due to the complement of teachers being one short much of the year. In 2019-2020, all teaching positions were filled and the school was able to keep class sizes low. Because of the high proportion of special-needs students, some of whom need one-on-one attention, staff includes a large number of special education teachers and paraprofessionals. As of the 2019-2020 school year, AAHS employs six general education teachers, four special education teachers, ten paraprofessionals, a school social worker, and a school psychologist. AAHS strives to

keep class size small, focusing on individualized attention.

Each student’s advisor ensures that projects and core subject work contribute to overall student achievement and learning. Student work is in alignment with state standards; the project-based learning aspect contributes to AAHS mission of preparing students for life after high school. A senior-specific advisory team works with senior students to adequately prepare them for graduation.

A student graduating from AAHS will earn 86 credits. Students can choose from a multitude of electives in their PBL seminars. A detail of credits needed to graduate from AAHS can be found below:

MDE		AAHS
<p>Language Arts - 16 total credits</p> <ul style="list-style-type: none"> • Language Arts I - 8 credits • Language Arts II - 8 credits <p>Social Studies - 14 total credits</p> <ul style="list-style-type: none"> • US History - 4 credits • World History - 4 credits • Geography - 2 credits 	<p>Math - 12 total credits</p> <ul style="list-style-type: none"> • Geometry - 4 credits • Algebra 2 - 4 credits • Probability & Stats. - 4 credits <p>Science - 12 total credits</p> <ul style="list-style-type: none"> • Life Science - 4 credits • Advanced Sciences - 8 credits 	<p>Senior Project 4 credits</p> <p>Life Plan 2 credits (plus 2 Economics)</p> <p>General Electives 18 credits</p>

In FY21, the school was in distance learning for the entire year. During quarter four, the school moved to stage 2 of its safe return to school protocol. In this stage, students could set up 2-hour appointments with teachers once per week. Regardless of the stage, the school’s typical daily schedule was largely moot as students were not in the building on a regular daily basis.

Innovative Practices & Implementation

Academic Arts High School is deeply invested in preparing students for life outside of High School. The school utilizes project-based learning, described elsewhere in this report, to reach that goal because it reflects the way students will live their lives after graduation. Group work is highly emphasized and reflects the team-oriented environment of the workplace.

AAHS continues to focus on social-emotional learning (SEL) to help support student engagement and achievement. Staff and students continue to build common language and strategies to address social-emotional issues that impact achievement. School support staff remain educated on current research-based interventions and promising practices that influence student growth and achievement in the classroom and community. The School Social Worker continued to provide direct social/emotional training to all staff once a month in the 2019-2020 school year. The School Social Worker runs weekly groups with students to help them build skills to excel in the classroom by focusing on one of the five competencies: self-awareness, self-management, social awareness, responsible decision making, and relationship skills. SEL is further supported through morning REACH advisories (Relationships, Education, Accountability, Character, Hard work) advisories, restorative practices, and service learning. Additionally, in the 2019-2020 school year, the school social worker conducted monthly push-in sessions in the classrooms. The goal of these push-in sessions was to update the perceived purpose of SEL at AAHS. School leadership had identified a perception among the student population that SEL was separate and unrelated to academics. An initiative for the 2019-2020 school year was to begin to change this culture by incorporating SEL directly into academic courses.

Academic Arts High School continued to implement the REACH program, originally instituted in 2016-17, in the 2019-2020 school year. REACH stands for Relationships Education Accountability Character & Hard Work, and provides structure for AAHS's advisories. The REACH program was originally developed by Chad Harlander at the Hutchinson High School. The program was designed as a voluntary, in-school program designed to assist students who may need support academically, socially, and/or emotionally. The Mission of REACH is to "REACH out and serve all students who need support, by helping them attain their place in life through academic and interpersonal success." The REACH program is designed to focus and address what is happening outside of school that affects students academically. The program gives the student a voice and place to belong in their school. It provides a venue to develop a social and emotional connection between students and advisors. It addresses students' needs through sharing and goal setting to promote personal growth. Implementation REACH at AAHS is a team effort of investing in the students and in staff who are making valuable connections that result in student improvement. AAHS adapted this program

for all students in the school using "REACH advisories".

REACH advisories follow a schedule, adapted from the weekly schedule of the REACH class at Hutchinson High School. sOn Monday, students gather in their REACH groups to debrief on their weekend; they talk about the good, the bad, and the ugly. On Tuesdays, students set or review their goals. Goals can be both long and short term, but each week they are reviewed for progress. Students develop a school, personal, and family goal. On Wednesday, groups complete a group activity which is designed to enhance team building. On Thursdays, students have individual check- ins with their advisor while the other students in their group use the extra time to complete homework.

Throughout the 2019-2020 school year, the school determined that the for format for REACH Advisories needed to be updated. The original program was voluntary. Adapting it for the entire school made the strategies mandatory for all students by default. Referencing student feedback, it became clear that the perception of the program's structure was an impediment for many students. Throughout the year, different advisors worked with the students in their advisories and experimented with different advisory structures. The school determined that adjusting the structure of advisories was advisable. For the 2020-2021 school year, advisories were organized by student interest. Categories of interest include Music, The Great Outdoors, Theater, Art, Sports, and Hot Topics. The goal of grouping students by interest is to form more cohesive connections within advisories. Advisors will experiment with different advisory structures, referencing REACH strategies as a resource, when developing advisory norms for their specific advisory groups. Weekly checkins (e.g. "good, bad, and ugly"), and planned advising time for reviewing grades and credits will remain consistent throughout advisories.

Academic Arts High School incorporates themes of Environmental Education, Technological Literacy and Social-Emotional Wellness throughout all scholastic disciplines. The school believes that, alongside academic success, these themes are the cornerstone of healthy and responsible individuals. These values are taught cohesively throughout each classroom. Students utilize multiple forms of technology, including 3D printers and scanners, coding, software programs and other tools to facilitate fluid technological literacy and adaptability.

Key successes from the past school year

The AAHS students' schedule provides for long block periods each day and fewer subjects per day. This schedule allows students time to dig in and focus on the lecture and the coursework associated with the topic. Students receive the same amount of lesson time in each subject over the week but interact with fewer subjects per day. Students have reported that this system works better for them.

Throughout the 2019-2020 school year, teaching staff at the school referenced data such as student attendance, grades, student surveys, and direct feedback from

students to analyze the school's weekly schedule. It was determined that, for many students, absences were simply a reality that the school needed to work with. Though the school makes continual efforts to improve attendance, it became clear that there was an opportunity to help all students' learning even if many of them experience absences. The school developed a plan for an updated weekly schedule for the 2020-2021 school year. The plan allows for students to access all curriculum via Google Classroom at all times throughout any course. The Curriculum committee defined requirements for posting content, assignments, and recordings on Google Classrooms for all classes. The ultimate goal of ensuring this virtual access is to allow for students to be able stay caught up on content even if they need to be absent from the physical building one or more days during a week. The same content would be available to all students, not just those who may be absent on a specific day. Maintaining this virtual content would require dedicated time. The school identified a need for unstructured time for teachers to maintain virtual curriculum, commit to keeping grades up to date weekly, and stay on top of advising efforts. This time would also allow for students to seek help and catch up on late work. In this plan, students and teachers have all of Friday to schedule individual or small group help sessions in the school. In the 2020-2021 school year in-person attendance will be optional on Fridays ("Virtual Fridays"). Students who do not attend school in person on Fridays will be counted present via interactions on Google Classroom and the the school's student information system, Infinite campus.

Though a major setback for all schools in Minnesota, the COVID-19 Pandemic required that content for all courses be available on line as per the school's Distance Learning Plan⁸. The work that the curriculum committee had already done made the transition to distance learning at the end of quarter 3 of the of the 2019-2020 school year relatively streamlined. The school already had a strong structure for a distance learning plan from which to work.

Other notable successes from 2019-2020 include:

- The TPS committee restructured committee assignments so that all TPS staff are on 1 "Powerhouse Committee". The "Powerhouse Committees" are Behavior Committee, Finance Committee, and Personnel Committee. These are committees tend to require more time and specific expertise than others. Before this, some staff were on multiple powerhouse committees and some where not on any. This update is a stopgap a more even administrative workload for TPS staff.
- The TPS committee redefined and renamed the school's Tiger Team as the "Jay Squad" to better clarify roles and responsibilities of streamlining communication with stakeholders and ensure problems are identified and resolved quickly.
- The TPS committee and the school's curriculum committee worked continuously throughout the year with a curriculum consultant Greg Schnagl of Teacher Centricity, LLC to develop the first year of curriculum for a 3-year curriculum cycle

⁸ See the Distance Learning Plan section of this annual report for more details.

that is directly linked to state standards. Work done with Greg Schangl was a continuation of the efforts and requirements defined in the school's authorizer-mandated School Remediation Plan.

- The TPS committee continued to operate effectively and lead the school, integrating three new teaching staff and effectively carrying school leadership roles typically undertaken by an administrator. All but one licensed staff from the 2018-2019 school year returned for the 2019-2020 school year to serve on the TPS committee.
- In the 2019-2020 school year, working in tandem with the school board, the TPS committee vetted and hired a new financial management service provider, a new payroll service provider, a new HR service, and new benefits administration services resulting in moderate savings but significantly more financial stability over previous arrangements. The school's leadership team continued to foster and benefit from relationships with these contracted service providers in FY21.
- Recognizing specific professional development needs, the TPS committee chose to forgo the MAAP Conference, an annual conference of charter schools and alternative programs. The school's leadership and teaching staff had attended this conference for the past 9 consecutive years. Until the 2019-2020 school year, the MAAP conference was the central focus of the school professional development efforts. As with the 2019-2020 school year, in the 2020-2021 school year the school's "Jay Squad" planned a virtual "mini conference" catered specifically to the needs of the school.
- The TPS committee received an "Exceeds" rating from the board's evaluation of the TPS committee. The board explains the rationale for this rating below:

The board of directors of Academic Arts High School is truly impressed by the outstanding performance of the Teacher Powered School (TPS) committee this year, which has proven to be even more challenging than the previous year due to the ongoing pandemic. TPS and its subcommittees have taken proactive and creative approaches to connect with students and parents, rebrand the school, and improve enrollment strategies.

The most notable improvements that the TPS committee has made this year have been:

- completely rebranding the school and overhauling the school's social media presence to reach more students and improve enrollment;

- working with students and families to create Personalized Growth Plans (PGPs) to keep students on track during the challenging school year;
- negotiating new terms for the building lease to improve the school's financial outlook;
- creating strategies to mentor, evaluate, and support teachers and paraprofessionals to help them succeed in this unique school community;
- consistently creating IEPs for the school's high volume of special education students, improving student outcomes and relationships with teachers and paraprofessionals.

While the board of directors gave the TPS committee a rating of "Exceeds" for the 2021 school year because of all of this outstanding work, we did so with a caveat that the TPS committee must focus its efforts to improve the school's academic performance in the next school year. The TPS committee has made such vast improvements in the past two years, the board of directors is confident that the committee can continue to develop innovative solutions to these challenging problems. Thank you all for everything you do for Academic Arts High School!

Key challenges from past school year

As with all schools in Minnesota and many throughout the nation and world, the COVID-19 Pandemic had been and continued to be a major challenge for the school in FY21. Students do not get the direct, in-person instruction that they depend on from the school's unique supportive and accommodating learning program. Distance learning through the majority of the 2020-2021 school year and the constellation of issues that arise from this type of isolation (effects on mental health, socialization, learning, etc.) was a major factor affecting student academic success and school culture.

Enrollment is also a consistent challenge for the school. Enrollment trends are discussed in detail in the Student Enrollment and Demographics section of this annual report. The key challenge that the school faces with low enrollment is financial stability. Low enrollment early in the year affected ADM to the point where the school's finance committee established a revised budget (used as a "working budget" until formal board approval at the end of the school year). The school had to reset a working budget from 96 to 92. In order to plan conservatively for the 2020-2021 school year the school did not provide scheduled raises for staff in 2020-2021. Despite the fact that many schools

throughout the state saw reduced enrollment due to COVID-19, the school was able to maintain relatively normal enrollment numbers and was able to closely meet its revised budgeted ADM. Strategies and initiatives led by the schools aggressive and innovative marketing committee a largely credited for relatively stable enrollment during distance learning. Conservative budgeting paired with impressive enrollment under the circumstances allowed for budgeting of scheduling raises for staff in the 2021-2022 school year.

PBL is a central component of AAHS' educational program. Starting in the 2019-2019 school year, the school has continued to reevaluate its PBL practices. PBL classes, a strategy that consistently produced high rates of course failure, were dropped from the schedule for 2019-2020 school year. In the 2020-2021 school year, the school's curriculum committee identified the Modern Classroom Project as an innovative strategy that had potential to address many of the issues identified as affecting student success (absence, access to content when not at school, mastery-based grading, robust incorporation of projects, etc.). All teaching staff enrolled in a training program starting at various points throughout the 2020-2021 school year. Students continue to learn through projects in most classes and the curriculum committee has established a 2-3 year plan to incorporate (and continually assess) integration of Modern Classroom strategies in all classes. In the 2020-2021 school year, the school continued to work with Greg Schnagl on developing 3-year curriculum cycle, incorporating it with the strategies being learned in Modern Classroom trainings.

Effectively supporting all students to succeed, especially those who are behind in basic academic skill areas, continues to be challenging. AAHS continued to utilize a formalized remedial program in math and reading to address needs in those areas, informed by data gathered throughout the year.

Chronic absenteeism continues to be a major problem; multiple absences make it difficult to implement academic rigor. Overall percent-of-attendance at AAHS was essentially unchanged from 2017-18 (77.8%) to 2018-19 (77.7%) and 20219-2020 (78%) and 2020-2021 (80.6%). AAHS staff continue to work with students to support them in combating challenges that impact regular attendance. In fact, the TPS Committee continued to utilize the support team, established in the 2018-2019 school year, that was designed to improve overall school attendance rates with its system of attendance accountability and parent engagement.

Serving a population including many learners with disabilities remains challenging. Between one-third and one-half of AAHS students have IEP's, for a variety of disabilities. AAHS meets this challenge with enhanced staffing, led by three full time education teachers and a school social worker and school psychologist, for a population of less than 100 students.

Academic Performance

Goals & Benchmarks

Progress on Osprey Wilds Contractual Academic Goals & WBWF Alignment

AAHS serves an at-risk population of students. Students choose the school for a variety of reasons and many come behind in credits and grade-level skills. Many had difficulty learning in other school environments. Many have specific learning disabilities and come to the school for its highly responsive and individualized special education program. These are all difficult challenges that affect learning and academic achievement. Not surprisingly, many AAHS students do not show proficiency on state standardized tests.

Despite this reality, AAHS is a school and is accountable for teaching all students regardless of learning difficulty or disability. Historically, AAHS has scored low in state standardized testing when compared to the rest of the state. However, the school has become adept at helping students improve. This is recognized in the goals that the school has with OW. For example, 30% of the academic goals for which the school is accountable are associated with NWEA testing which track growth as opposed to other state mandated standardized tests which track proficiency. The school is required to be held accountable by state proficiency tests and values tracking student proficiency. Proficiency simply isn't the only metric that can inform the effectiveness of a school, especially one serving students with such high needs. For this reason, state proficiency testing accounts for a lower percentage of what the school is accountable for at 15%.

As of the beginning of the 2021-2022 school year, the school has earned 51.5% of the total possible academic goal points for its current extended five-year contract with OW. However, due to the significant disruption of the COVID-19 pandemic, NWEA testing and statewide MCA testing was not conducted in the 2019-2020 school year and affected the number of students tested in the 2020-2021 school year. This accounts for 45% of all of the academic measures for which the school is held accountable. Removing these goals from the equation, the school earned 62.7% of possible academic goals in the 2019-2020 school year and 60.6% of possible academic goals in the 2020-2021 school year. With the improvements made to the learning program in the 2019-2020 school year (e.g. continual PD work with a focus on curriculum development with Greg Schnagl) the school had expected to see improvements in NWEA and MCA data. Distance learning through the entirety of the 2020-2021 school year also affected expected improvements in these areas. Due in part to the fact that insufficient data was available for these and other measures, OW and AAHS agreed to an extension of the current contract with the school an additional two years, the maximum time allowed, so that more complete data could be gathered to inform reauthorization.

World's Best Workforce (WBWF) Goal Areas:

- **Ready for Kindergarten [R4K]:** All students are ready for kindergarten.

- * NotApplicable. Academic Arts High School does not serve Pre K or Kindergarten students.
- **Reading Well by 3rd Grade [RG3]:** All students in third grade achieve grade-level literacy.
 - * NotApplicable. Academic Arts High School does not serve 3rd grade students.
- **Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed
 - * Due to small student population, differences in achievement among and between ethnic groups for Continuously Enrolled students are minimal and not useful for determining progress towards closing the achievement gap. Despite this, the school’s “Transitions Program” was developed to address needs of students with IEPs who are far behind in credits. The program focuses special education resources for student who are severely behind in credits, helping them graduate with a diploma. Though the parameters of participation in the program are defined by individual student IEPs, the racial and ethnic background of these, some of the school’s most at-risk students, provides some context as it pertains to this WBWF goal. Of the 16 students in the transitions program in FY21, 5 were English learners, 3 were black, 6 were hispanic/ latino, 1 was asian/pacific islander, 1 was American Indian/ Alaskan native, 8 were white/non hispanic, and 2 were both black/non hispanic and white/non hispanic.
- **Career and College Ready [CCR]:** All students are career- and college-ready before graduating from high school.
 - * Academic Measure 9.2 of the school’s contract with OW addresses this goal.
 - **Measure 9.2** - From FY18 to FY22, the aggregate percentage of students who pass their senior project and earn a “ready for workforce” designation on the work experience section of their senior project as per the workforce readiness rubric will be at least 80%.
 - **2017-2018:** 81.0% of seniors earned “ready for the workforce” designation through the work experience section on their senior project as per the workforce readiness rubric. Meeting performance target. It is important to note that the “ready for workforce” rubric

was not developed until the end of the 17-18 school year. In the 17-18 annual report, this measure was listed as not in place. In the 18-19 school year, the senior project instructor stayed in contact with graduates from the 17-18 school year and, referencing their employment status, verified the “ready for workforce” designation retroactively for at least 17 of the 21 graduates.

- **2018-2019:** Of 23 seniors, 18 (78.3%) earned “ready for the workforce” designation through the work experience section on their senior project (1.7% or one student away from meeting the target). The school approaches this target for FY19 and overall.
 - **2019-2020:** 11 of 14, or 78.6% of students who passed senior project earned a “ready for workforce” designation. The school approaches this target for FY20 and overall.
 - **2020-2021:** 10 of 12 students, or 83%, who passed senior project earned a “ready for workforce” designation. The school meets this target for FY21 and overall.
- * Academic Measures 9.3 and 9.6 of the school’s contract with OW (updated 6/22/2021) addresses this goal.
- **Measure 9.3** - From FY18 to FY19, the aggregate percentage of graduates who are accepted into at least one post-secondary option (college/university, military, apprenticeship, post-secondary training program) prior to graduation will be at least 65%.
 - **Measure 9.6** - From FY20 to FY22, the aggregate percentage of graduates who are accepted into at least one post-secondary option (college/university, military, apprenticeship, post-secondary training program) prior to or within one year of graduation will be at least 65%.
 - **2017-2018:** 65% 2018 graduates were accepted into at least one post secondary option. Meets target.
 - **2018-2019:** Of 18 graduates, 12 (66.7%) were accepted to a post-secondary institution prior to graduation⁵. Meeting performance target.
 - **2019-2020:** 18 of 23, or 78.3% of graduates were accepted in to a post secondary option. The school continues to improve on this measure. The school meets this goal.

- **2020-2021:** 25 of 28, or 89.3% of graduates were accepted in to a post secondary option. The school continues to improve on this measure. The school meets this goal.
- **Graduate from High School [GRAD]:** All students graduate from high school.
 - * Academic Measure 9.1 of the school’s contract with OW addresses this goal.
 - **Measure 9.1** - From FY18 to FY22, the aggregate 4-year, 5-year, 6-year or 7-year graduation rate will be at least 67%.
 - **2017-2018:** AAHS 4-, 5-, 6-, and 7-year graduation rates were 52%, 39%, 46%, and 41% respectively. Not meeting target.
 - **2018-2019:** There were 33 4-year, 5-year, 6-year, and 7-year seniors, and 17 of them graduated in 2019. Additionally, one junior also graduated, making the 7-year graduation rate 52.9%. While this value does not meet the performance target, it is over 30% higher than the baseline of 40.0%. Approaching performance target.
 - **2019-2020:** There were 44 4-year, 5-year, 6-year, and 7-year seniors, and 24 of them graduated in 2020. This is a 7-year graduation rate of 54.5%. While this value does not meet the performance target, it is a further improvement on the prior year’s rate and over 30% higher than the baseline of 40.0%. Approaching performance target.
 - **2020-2021:** There were 52 4-year, 5-year, 6-year, and 7-year seniors, and 28 of them graduated in 2021. This is a 7-year graduation rate of 53.8% for FY21. This value does not meet the performance target. However, it is consistent with the prior year’s rate and more than 30% higher than the baseline of 40.0%. With an overall 7-year graduation rate of 50.7%, the school does not meet this performance target.

INDICATOR 1: MISSION RELATED OUTCOMES

Goal: *Over the period of the contract, students at Academic Arts High School (AAHS) will demonstrate understanding and commitment to the school’s mission.*

WBWF Goal Areas Addressed by this Goal: *CCR, GRAD*

Key Measures & Results for this Goal:

- **Measure 1.1** – From SY18-22, the aggregate percentage of students able to identify at least one trusted adult school staff member and at least one positive friendship with a school peer through a self-report online survey administered each spring will be at least 80%.
 - * **2017-2018:** A survey specific to this item was not undertaken, though AAHS began work in this area, planning to implement Restorative Justice during the next school year to facilitate conflict resolution.
 - * **2018-2019:** Spring 2019 survey results show, 64 of 79, or 81% of students affirmed that they could identify at least one trusted adult school staff member and that they had at least one positive friendship with a school peer³. AAHS is meeting this performance measure.
 - * **2019-2020:** Spring 2020 survey results show 81 of 88, or 92.% of students affirmed that they could identify at least one trusted adult school staff member and that they had at least one positive friendship with a school peer. 7 students did not complete the survey for this measure. Even if those students are assumed to not count toward this measure, the results would be 81 of 95, or 85%. Regardless, AAHS is meeting this performance measure.
 - * **2020-2021:** Spring 2021 survey results show 53 of 93, or 57% of students affirmed that they could identify at least one trusted adult school staff member and that they had at least one positive friendship with a school peer. This is a significant drop in this measure from prior years. This reduced rate is likely related extended COVID-19 restrictions. The school recognizes that this issue will require innovative strategies to prevent it from becoming a trend.
- **Measure 1.2** – From fall 2018 to fall 2022, the aggregate percentage of continuing, non-graduating students who are enrolled in the spring, re-enroll in the subsequent academic year, and are enrolled on October 1 of that year will be at least 75%..
 - * **2018-2019:** Of 69 continuing, non-graduating students enrolled in the spring of FY18 50 returned and were enrolled on October 1 of FY19, a rate of 72.5%. AAHS is approaching this performance measure.
 - * **2019-2020:** Of 70 continuing, non-graduating students enrolled in the spring of FY19 56 returned and were enrolled on October 1 of FY20, a rate of 80%. AAHS is meeting this performance measure.
 - * **2020-2021:** Of 80 continuing, non-graduating students enrolled in the spring of FY20 70 returned and were enrolled on October 1 of FY21, a rate of 87.5%.

AAHS is meeting this performance measure.

- * **2021-2022:** Of 66 continuing, non-graduating students enrolled in the spring of FY21 56 returned and were enrolled on October 1 of FY22, a rate of 84.85%. AAHS is meeting this performance measure.

INDICATOR 2: ENGLISH LANGUAGE LEARNERS

Goal: The school does not have a contractual goal in this indicator area as it does not serve a significant population of English Learners.

INDICATOR 3: READING GROWTH

Goal: Over the period of the contract, students at AAHS will demonstrate growth in reading as measured by nationally normed assessments and curriculum-based measures.

WBWF Goal Areas Addressed by this Goal: AGC, CCR

Key Measures & Results for this Goal:

- **Measure 3.1** – From FY18 to FY19 and FY21 to FY22, the school will earn at least 70.0% of possible growth index points* on the NWEA MAP-Reading. (FY20 is excluded due to impacts from distance learning and Covid-19.)
- * **2017-2018:** Initially, NWEA Measures of Academic Progress (MAP) test results showed that the school earned 41% of possible growth index points. This did not meet projections and did not meet the performance target. This was reported in the school's FY18 annual report. The calculation system for growth index points was developed by a consultant service working with ACNW. In July of 2019, the school and ACNW agreed on an updated calculation system developed by the school. Using the updated calculation protocols, the school earns 66.1% of possible growth index points which approaches the performance target.
- * **2018-2019:** NWEA MAP data shows the school earned 70.3% of the possible index points from Fall 2018 to Spring 2019. The school is meeting this performance target.
- * **2019-2020:** Due to distance learning in response to the COVID-19 pandemic, NWEA testing was not conducted during Q4 of the 2019-2020 school year. The school does not have data for this specific measure for the 2019-2020 school year.

- * **2020-2021:** NWEA MAP data shows the school earned 32.95% of the possible index points from Fall 2020 to Spring 2021. Distance learning due to COVID-19 restrictions likely play a large role in this significant drop in percentage of possible index points earned. The school is not meeting this performance target.
- **Measure 3.2** – From FY18 to FY22 (excluding Q3 and Q4 of FY20), the aggregate percentage of students who show growth in reading and language comprehension skills using quarterly reading probes (such as Easy CBM, Newsela – school to provide Osprey Wilds with samples) at appropriate reading levels will be at least 70.0%.
 - * **2017-2018:** Data not collected, but AAHS generated probes for use during 2018-19
 - * **2018-2019:** Of 86 students enrolled in a reading class for at least two quarters, 24 or 27.9% showed growth in reading using quarterly reading probes given in Newsela.
 - * **2019-2020:** Of 48 students with more than one quarter of reading probe data in language arts classes, 29 or 60.4% showed growth. The school approaches this goal.
 - * **2020-2021:** Of 53 students with more than one quarter of reading probe data in language arts classes, 32 or 60.4% showed growth. The school approaches this goal.

INDICATOR 4: MATH GROWTH

Goal: Over the period of the contract, students at AAHS will demonstrate growth in math as measured by nationally normed assessments.

WBWF Goal Areas Addressed by this Goal: *AGC, CCR*

Key Measures & Results for this Goal:

- **Measure 4.1** – From FY18 to FY19 and FY21 to FY22, the school will earn at least 70.0% of possible growth index points* on the NWEA MAP-Math. (FY20 is excluded due to impacts from distance learning and Covid-19.)A MAP-Math.
- * **2017-2018:** As with measure 3.1 (NWEA Reading), in July of 2019 the school and ACNW agreed on an updated calculation system for Measure 4.1. The new calculation protocol shows the school earning 62% (28.5 of 46) of possible

growth index points. Approaching Target.

- * **2018-2019:** NWEA MAP data shows the school earned 62% (29.75 of 48) of the possible index points from Fall 2018 to Spring 2019. The school approaches this performance target.
 - * **2019-2020:** Due to distance learning in response to the COVID-19 pandemic, NWEA testing was not conducted during Q4 of the 2019-2020 school year. The school does not have data for this specific measure for the 2019-2020 school year.
 - * **2020-2021:** NWEA MAP data shows the school earned 40% of the possible index points from Fall 2020 to Spring 2021. Distance learning due to COVID-19 restrictions likely play a large role in this significant drop in percentage of possible index points earned. The school is not meeting this performance target.
- **Measure 4.2** – From FY18 to FY22 (excluding Q3 and Q4 of FY20), the aggregate percentage of students who show growth in mathematics skills using quarterly school developed probes (school to provide Osprey Wilds with samples) will be at least 70.0%.
 - * **2017-2018:** Data not collected, but AAHS generated probes for use during 2018-19
 - * **2018-2019:** No usable data was gathered for this measure during the 2018-2019 school year. The school forfeits points for this measure and does not approach this goal.
 - * **2019-2020:** Of 48 students pinpointing valid diagnostic scores in IXL at the beginning and end of a math course, 30 or 62.5% showed growth. The school approaches this goal.
 - * **2020-2021:** Of 41 students pinpointing valid diagnostic scores in IXL at the beginning and end of a math course, 29 or 70.7% showed growth. The school meets this goal for FY21 but approaches goal (66.3%) overall.

INDICATOR 5: READING PROFICIENCY

Goal: Over the period of the contract, students at AAHS will demonstrate proficiency in reading as measured by state accountability tests.

WBWF Goal Areas Addressed by this Goal: AGC, CCR

Key Measures & Results for this Goal:

- **Measure 5.1** – From FY18, FY19, and FY22, the school’s aggregate proficiency index score will be equal to or greater than that of the state for the same grades (grade 10) OR it will increase by at least 6.0 points from the baseline proficiency index score (baseline score – 44.3– based on FY13-17 performance). (FY20 & 21 excluded due to impacts from distance learning and Covid-19.)
- * **2017-2018:** AAHS 10th graders’ aggregate proficiency index score for the spring 2018 MCA in Reading was 54.2 (based on five of 12 October 1-enrolled 10th graders Meeting or Exceeding proficiency on the test, and three Partially meeting). This is below the statewide proficiency index which is 71.1; however it does exceed the baseline score, by more than 6 points. Meeting performance target.
- * **2018-2019:** AAHS 10th graders' aggregate proficiency index score for the spring 2019 MCA in Reading was 52.5 (based on nine of 20 October 1-enrolled 10th graders Meeting or Exceeding proficiency on the test, and three Partially meeting). This result is below the statewide proficiency index which is 71.1; however it does exceed the baseline score, by more than 6 points. This result is slightly lower than that of the previous year, which was 54.2; however, 8 more students took the test this than did last year. Meeting performance target.
- * **2019-2020:** Due to distance learning in response to the COVID-19 pandemic, MCA testing was not conducted during Q4 of the 2019-2020 school year. The school does not have data for this specific measure for the 2019-2020 school year.
- * **2020-2021:** AAHS 10th graders' aggregate proficiency index score for the spring 2019 MCA in Reading was 60 (based on three of five October 1-enrolled 10th graders Partially meeting, Meeting, or Exceeding proficiency on the test). Though this is technically meeting the performance target it is important to note that very few students completed MCA testing due complications with testing associated with distance learning. This extremely small sample size limits the school’s ability to gain useful insights from this data.

INDICATOR 6: MATH PROFICIENCY

Goal: Over the period of the contract, students at AAHS will demonstrate proficiency in math as measured by state accountability tests.

WBWF Goal Areas Addressed by this Goal: *AGC, CCR*

Key Measures & Results for this Goal:

- **Measure 6.1** – From FY18, FY19, and FY22, the school’s aggregate proficiency index score will be equal to or greater than that of the state for the same grades (grade 11) OR it will increase by at least 15.0 points from the baseline proficiency index score (baseline score – 7.9 based on FY12-17 performance). (FY20 & 21 excluded due to impacts from distance learning and Covid-19.)
- * **2017-2018:** AAHS 11th graders’ aggregate proficiency index score for the spring 2018 MCA in Math was 15.4 (based on one of 13 October 1-enrolled juniors Meeting proficiency on the test, and two Partially meeting). This is below the statewide proficiency index which is 60.2; and does exceed the baseline score but only by 7 points. Not meeting performance target.
- * **2018-2019:** AAHS 11th graders’ aggregate proficiency index score for the spring 2019 MCA in Math was 4.2 (based on zero of 12 October 1-enrolled juniors Meeting or Exceeding proficiency on the test, and one Partially meeting). This result is below the statewide proficiency index which is 60.2, it is below the baseline score by more than three points, and it is below the AAHS’s 2018 MCA proficiency index score for math. Not meeting performance target. The school’s math department faced challenges in SY19. The sample size of students completing MCA math tests with valid scores was small (6). The school’s long-time math teacher resigned at the end of SY18. A new math teacher was hired for SY19 who resigned at the end of the year. Considering the unique circumstances of the at-risk population that the school serves, the math teacher and the rest of the TPS committee agreed on several areas for improvement in the math department to better help students including support for new teaching staff, how math courses are scheduled and sequenced, and how SpEd staff work and plan with math instructors. These variables may have contributed to the lower performance scores seen in SY19
- * **2019-2020:** Due to distance learning in response to the COVID-19 pandemic, MCA testing was not conducted during Q4 of the 2019-2020 school year. The school does not have data for this specific measure for the 2019-2020 school year.
- * **2020-2021:** AAHS 11th graders’ aggregate proficiency index score for the spring 2019 MCA in Reading was 50 (based on only 3 11th graders students testing). Though this is technically exceeding the performance target it is important to note that very few students completed MCA testing due complications with testing associated with distance learning. This extremely small sample size limits the school’s ability to gain useful insights from this data. The school is not meeting this goal overall.

INDICATOR 7: SCIENCE PROFICIENCY (AND GROWTH)

Goal: Over the period of the contract, students at AAHS will demonstrate proficiency in science as measured by state accountability tests.

WBWF Goal Areas Addressed by this Goal: *AGC, CCR*

Key Measures & Results for this Goal:

- **Measure 7.1** – From FY18, FY19, and FY22, the school’s aggregate proficiency index score will be equal to or greater than that of the state for the same grades (High School) OR it will increase by at least 6.0 points from the baseline proficiency index score (baseline score – 44.0 – based on FY15-17 performance). (FY20 & 21 excluded due to impacts from distance learning and Covid-19).
- * **2017-2018:** AAHS students’ aggregate proficiency index score for the spring 2018 MCA in Science was 20.0 (based on two of 15 October 1-enrolled students Meeting proficiency on the test, and two Partially meeting). This is below the statewide proficiency index which is 65.9; and does exceed the baseline score but by less than 2 points.
- * **2018-2019:** AAHS students' aggregate proficiency index score for the spring 2019 MCA in Science was 34.1 (based on five of 22 October 1-enrolled students Meeting or Exceeding proficiency on the test, and five Partially meeting). This result is below the statewide proficiency index which is 65.9 and does not exceed the baseline score of 40 points. Not meeting performance target, but a 70% improvement over the school's 2018's result with seven more students taking the test. The science instructor references the school’s curriculum (weekly curriculum meetings and PLCs) as a variable that helped guide instruction and could be a factor in improved proficiency scores.
- * **2019-2020:** Due to distance learning in response to the COVID-19 pandemic, MCA testing was not conducted during Q4 of the 2019-2020 school year. The school does not have data for this specific measure for the 2019-2020 school year.
- * **2020-2021:** Due to complications with distance learning in response to the COVID-19 pandemic, the MCA science test was only offered to graduating seniors who had not yet taken it. Non of these student completed the test. The school does not have new data for this specific measure for the 2020-2021 school year. The does not meet this goal overall.

- **Measure 7.2** – From FY19 to FY22, the aggregate percentage of lab reports produced by students taking science classes that earn a score of 80% or higher will be at least 70.0%.
 - * **2017-2018:** Data not collected, but AAHS established science lab exemplars for use during 2018-19.
 - * **2018-2019:** Review of data shows that the aggregate percentage of lab reports earning a score of 80% or higher was 70.1%. The average lab report score was 84.3%. Meeting performance target.
 - * **2019-2020:** Review of data shows 42 of 57, or 73.7% of lab reports in science classes earned above 80% on report rubrics. The school is meeting the performance target for this measure.
 - * **2020-2021:** Review of data shows 41 of 49, or 83.7% of lab reports in science classes earned above 80% on report rubrics. It is important to note that lab reports were not conducted for science classes during quarters 3 and 4 as the “Nest” curriculum structure was being utilized. The school is meeting the performance target for this measure for FY21 and overall.

INDICATOR 8: PROFICIENCY OR GROWTH IN OTHER CURRICULAR AREAS OR EDUCATIONAL PROGRAMS

Goal: Over the period of the contract, students at AAHS will demonstrate proficiency and growth in other curricular areas as measured by nationally normed assessments and school based measures.

WBWF Goal Areas Addressed by this Goal: *AGC, CCR*

Key Measures & Results for this Goal:

- **Measure 8.1** – From FY18 to FY19 and FY21 to FY22, the school will earn at least 70.0% of possible growth index points* on the NWEA MAP-Language Usage. (FY20 is excluded due to impacts from distance learning and Covid-19.)
 - * **2017-2018:** As with measures 3.1 (NWEA Reading) and 4.1 (NWEA Math), in July of 2019 the school and ACNW agreed on an updated calculation system for Measure 8.1. The new calculation protocol shows the school earning 74.5% of possible growth index points. Meeting performance target.
 - * **2018-2019:** NWEA MAP data shows the school earns 77.5% of possible growth index points. Meeting performance target.

- * **2019-2020:** Due to distance learning in response to the COVID-19 pandemic, NWEA testing was not conducted during Q4 of the 2019-2020 school year. The school does not have data for this specific measure for the 2019-2020 school year.
- * **2020-2021:** NWEA MAP data shows the school earns 82.95% of possible growth index points. This was a surprising result as other NWEA testing showed lower rates of growth, likely due to distance learning during COVID-19 restrictions. The fact that the school implemented an “anchor text” in all content areas for both quarter 3 and quarter 4 may have contributed to growth in this area. It is also important to note that only 22 student had usable data (completed both spring and fall testing). The small sample size limits the insights that can be gained from this data. The school exceeds this performance target for FY21 and meets the the target overall.
- **Measure 8.2** – From FY19 to FY22, the aggregate percentage of presentations produced by students enrolled in any class that earn a score of 80% or higher as measured by a presentation rubric (to be provided to Osprey Wilds) will be at least 70.0%. (Students are expected to give at least one presentation per quarter.)
 - * **2017-2018:** Not measured; AAHS staff did establish a rubric for 2018-19, for purposes of rating student presentations, with a four-point scale on which raters will assess presentations in seven areas: Effectiveness, Sequencing of Information, Originality, Spelling and Grammar, Use of Graphics, Organization, and Sources.
 - * **2018-2019:** Of 86 student-produced presentations, 65 (76.7%) earned a score of 80% or higher using a standard rubric. The rubric had only been used to score student presentations given to the entire school; in 2019-20 all student presentations will be evaluated using the standard rubric. The average presentation score was 84.9%. Meeting performance target.
 - * **2019-2020:** out of 159 student presentations given throughout the school year, 71 earned a score of 80% or higher using a presentation rubric. This is a rate of 44.7%. The school does not meet this target.
 - * **2020-2021:** Of 96 student presentations given throughout the school year 84 earned a score of 80% or higher using a presentation rubric, a rate of 87.5%. It is important to note that student presentations were not conducted for science classes during quarters 3 and 4 as the “Nest” curriculum structure was being utilized. The school exceeds this target for FY21 and approaches the target overall.

After reviewing 2019-2020 mid-year data for this measure, the school's curriculum committee realized that students were being assessed on their presentations skills but were not being trained on how to improve. The committee identified a need for direction instruction on presentation skill. Moving forward, students do not officially present until they have met preliminary requirements including at least one practice presentation so teaching staff can provide feedback and coach students to improve presentation skills.

- **Measure 8.3** – From FY19 to FY22, 70% of students attending overnight experiences will document learning and personal growth through pre-experience and post-experience journaling as measured by a school developed rubric.
 - * **2017-2018:** Not measured; a rubric was developed for the overnight-experience journals.
 - * **2018-2019:** Of 41 students overnight experiences, 38 (92.7%) had documentation of learning and personal growth through pre- and post-experience journaling. Meeting performance target.
 - * **2019-2020:** 16 of 20, or 80% of students who participated in overnight environmental experiences documented learning and personal growth. The school exceeds this goal.
 - * **2020-2021:** Due to restrictions from COVID-19 the school did not conduct any overnight experiences with students. The school has no additional data for the measure for FY21. The school does not meet this goal for FY21 but technically exceeds goal overall.

It is important to note that two of the four overnight environmental experiences planned for the 2019-2020 school year and all planned for the 2020-2021 school year were cancelled due to the COVID-19 pandemic. In a typical school year, the total number of students attending overnight environmental experiences would be higher.

INDICATOR 9: POST SECONDARY READINESS

Goal: Over the period of the contract, students at AAHS will demonstrate readiness for post secondary success.

WBWF Goal Areas Addressed by this Goal: GRAD, CCR

Key Measures & Results for this Goal:

- **Measure 9.1** – From FY18 to FY22, the aggregate 4-year, 5-year, 6-year or 7-year graduation rate will be at least 67%.
 - * **2017/2018:** AAHS 4-, 5-, 6-, and 7-year graduation rates were 52%, 39%, 46%, and 41% respectively. Not meeting target.
 - * **2018-2019:** There were 33 4-year, 5-year, 6-year, and 7-year seniors, and 17 of them graduated in 2019. Additionally, one junior also graduated, making the 7-year graduation rate 52.9%. While this value does not meet the performance target, it is over 30% higher than the baseline of 40.0%. Approaching performance target.
 - * **2019-2020:** 24 of 44, or 54.5% of possible 4-year, 5-year, 6-year, and 7-year graduates graduated in the 2019-2020 school year. Though the school continues to make improvements on this measure, it does not meet this goal for the 2019-2020 school year.
 - * **2020-2021:** 28 of 52, or 53.8% of possible 4-year, 5-year, 6-year, and 7-year graduates graduated in the 2020-2021 school year. Though the school continues to make improvements on this measure, it does not meet this goal for the FY21 nor overall.

- **Measure 9.2** – From FY18 to FY22, the aggregate percentage of students who pass their senior project and earn a “ready for workforce” designation on the work experience section of their senior project as per the workforce readiness rubric will be at least 80%.
 - * **2017-2018:** 81.0% of seniors earned “ready for the workforce” designation through the work experience section on their senior project as per the workforce readiness rubric. The school is meeting this performance target. It is important to note that the “ready for workforce” rubric was not developed until the end of the 17-18 school year. In the 17-18 annual report, this measure was listed as not in place. In the 18-19 school year, the senior project instructor stayed in contact with graduates from the 17-18 school year and, referencing their employment status, verified the “ready for workforce” designation retroactively for at least 17 of the 21 graduates.
 - * **2018-2019:** Of 23 seniors, 18 (78.3%) earned “ready for the workforce” designation through the work experience section on their senior project (1.7% or one student away from meeting the target). The school approaches this goal for this school year. The aggregate number of students meeting this measure, dating back to the 2017-2018 school year, is 35 out of 44, a rate of 79.5%. The school approaches this goal.

- * **2019-2020:** 11 of 14, or 78.6% of students who passed senior project earned a “ready for workforce” designation. The school approaches this goal for this school year. The aggregate number of students meeting this measure, dating back to the 2017-2018 school year, is 46 out of 58, a rate of 79%. The school approaches this goal.
- * **2020-2021:** 10 of 12 students (83%) who passed senior project earned a “ready for workforce” designation. The school meets this goal for this school year. The aggregate number of students meeting this measure, dating back to the 2017-2018 school year, is 56 out of 70 which exactly meets the goal of 80%. The school meets this goal.
- **Measure 9.3** – From FY18 to FY19, the aggregate percentage of graduates that are accepted into at least one post-secondary option (college/university, military, apprenticeship, post-secondary training program) prior to graduation will be at least 65%.
 - * **2017-2018:** 65% 2018 graduates were accepted into at least one post secondary option. Meets target
 - * **2018-2019:** Of 18 graduates, 12 (66.7%) were accepted to a post-secondary institution prior to graduation. Meeting performance target.
- **Measure 9.4** – From FY19 to FY22, the aggregate percentage of students that complete their Life Plan project with a grade of C or better will be at least 75%.
 - * **2017-2018:** In the 2017-2018 annual report the school reported that 62.7% of students completed their Life Plan project with a grade of C or better which was not meeting target. After reviewing data initially reported, it was later found that several sections of the class were not included in the initial calculation. Also, the measure population was more clearly defined as "Students who took a Life Plan course, excluding those who did not complete a course due to dropping out, poor attendance, or receiving all Fs for every Life Plan course they took (i.e. did not complete a project)." With this updated data, the school reports that out of 31 students completing a life plan project 30 completed projects with a grade of C or higher, an aggregate percentage of 96.8%. Exceeds Target.
 - * **2018-2019:** The school reports that out of 30 students completing a life plan project 24 completed projects with a grade of C or higher, an aggregate percentage of 80%. Meets target.
 - * **2019-2020:** 13 of 14, or 92.9% of students completing the life plan project completed earned a C or higher. The school exceeds this goal.

- * **2020-2021:** 5 of 23, or 21.7% of students completing a life plan project completed earned a C or higher. The school does not meet this goal for FY21 and approaches overall.
- **Measure 9.5** – From FY18 to FY22, the aggregate percentage of graduating students who earn a score of college or career ready or needing no more than one semester of remediation on one of three assessments (ACT, Accuplacer, and ASVAB) will be at least 50%.*
 - * **2017-2018:** 35.0% of students earned the college or career ready score. Approaching target.
 - * **2018-2019:** Of 18 graduates in 2018-19, only one (5.6%) earned a score of 18 or more on the ACT (the test that AAHS uses to assess students' college or career readiness for this measure). Only two of the 18 students took the ACT test last year; many of them took the test the year before, and the school is requesting those results from ACT. Even with the remaining results, AAHS does not expect to meet the performance target for this measure Not meeting target.
 - * **2019-2020:** Due to distance learning in response to the COVID-19 pandemic, ACT testing was not conducted during Q4 of the 2019-2020 school year. The school does not have data for this specific measure for the 2019-2020 school year.
 - * **2020-2021:** Due to distance learning in response to the COVID-19 pandemic, ACT testing was not conducted during the 2020-2021 school year. The school does not have data for this measure for the 2019-2020 school year and does not meet this goal.
- **Measure 9.6** – From FY20 to FY22, the aggregate percentage of graduates that are accepted into at least one post-secondary option (college/university, military, apprenticeship, post-secondary training program) prior to or within one year of graduation will be at least 65%.
 - * **2019-2020:** 18 of 23, or 78.3% of graduates were accepted in to a post secondary option. The school continues to improve on this measure. The school meets this goal for FY20 and overall.
 - * **2020-2021:** 25 of 28, or 89.3% of graduates applied and/or were accepted to a post secondary option. The school continues to improve on this measure but it is important to note that this is preliminary data. FY21 data is not complete until one year after graduation to verify student status in post-secondary options. Preliminarily, the school exceeds this goal for FY21. As of October 2021, the

school exceeds this goal overall.

INDICATOR 10: ATTENDANCE

Goal: Over the period of the contract, students at AAHS will attend the school at high rates.

WBWF Goal Areas Addressed by this Goal: *GRAD, CCR*

Key Measures & Results for this Goal:

- **Measure 10.1** – From FY18 to FY19, the average of the school’s annual attendance rates will be at least 85.0%.
 - * **2017-2018:** Overall percent-of-attendance during the 2017-2018 school year was 76.85%. The school approaches this target.
 - * **2018-2019:** Overall percent-of-attendance during the 2018-2019 school year was 76.5%. The school approaches target.
 - * **2019-2020:** Overall attendance for the 2019-2020 school year was 77.8%. The school approaches this target.
 - * **2020-2021:** Overall attendance for the 2020-2021 school year was 80.6%. The school approaches this target for FY21 and overall (79.2%).

As noted in the Student Attendance section above, regular attendance continues to be a challenge for many students at AAHS.

- **Measure 10.2** – From FY18 to FY22, on average, 75% of students enrolled will have an individual attendance rate of 90% or higher.
 - * **2017-2018:** Of 126 students who were enrolled for at least one day during the school year, 27 (21.4%) had an individual attendance rate of 90% or higher. The average individual attendance rate was 68.2%. Not meeting performance target.
 - * **2018-2019:** Of 119 students who were enrolled for at least one day during the school year, 23 (19.3%) had an individual attendance rate of 90% or higher. The average individual attendance rate was 78.3%. Not meeting performance target.
 - * **2019-2020:** 26 of 119, or 21.8% of all students served by AAHS in the 2019-2020 school year had an attendance rate of 90% or higher. The school does not approach this goal. A detailed analysis of this metric is discussed in the Student Attendance section of this annual report.

- * **2020-2021:** 40 of 105, or 38.1%, of all students served by AAHS in the 2020-2021 school year had an attendance rate of 90% or higher. The school does not approach this goal. A detailed analysis of this metric is discussed in the Student Attendance section of this annual report.
- **Measure 10.3** – From FY21 to FY22, the percentage of students who have an individual attendance rate of 90% or higher will increase by at least 25%.
- * **2020-2021:** 40 of 105, or 38.1%, of all students served by AAHS in the 2020-2021 school year had an attendance rate of 90% or higher. This data point will be compared to that of 2021-2022 school year to determine performance on this measure.

FEDERAL AND STATE ACCOUNTABILITY

WBWF Goals:

- *Goal: “All racial and economic achievement gaps between students are closed”*
 - * *Strategies/Initiatives: Transitions program, Cultural liaison position,*
 - * *Progress: Differences in ethnic groups for Continuously Enrolled students are minimal and not useful for determining progress towards closing the achievement gap. For further context review “Achievement Gap Closure” under the “WBWF Area Goals” section of this annual report.*
- *Goal: “All Students Career-Ready and College-Ready by Graduation”*
 - * *Strategies/Initiatives: Life plan program, Senior project, and Transitions program*
 - SMART goal in contract with authorizer: “From FY18 to FY20, the aggregate percentage of students who pass their senior project and earn a "ready for workforce" designation on the work experience section of their senior project as per the workforce readiness rubric will be at least 80%.”
 - SMART goal in contract with authorizer: “From FY18 to FY20, the aggregate percentage of graduates who are accepted into at least one post-secondary option (college/university, military, apprenticeship, post-secondary training program) prior to graduation will be at least 65%.”
 - * *Progress: In FY21, 10 of 12 students, or 83%, who passed senior project earned a “ready for workforce” designation. As per the contracted language with its authorizer, the school meets this target for FY21 and overall.*
- *Goal: “All Students Graduate”*
 - * *Strategies/Initiatives:*
 - SMART goal in contract with authorizer: “From FY18 to FY20, the aggregate 4-year, 5-year, 6-year or 7-year graduation rate will be at least 67%.”
 - * *Progress: Though it continues to improve and expand pathways to graduation for all*

students and at-risk seniors, the school does not yet meet or approach this goal.

World's Best Workforce: *MDE will provide World's Best Workforce data profiles. Schools should provide a summary of the World's Best Workforce data profile including:*

- **Achievement gap data**
 - * *Though the small student population of the school (and any of its student demographic groups) limits the usefulness of any insights that can be gained from comparing demographic groups, the school has used specific indicator through which to focus its resources to help the most students. A key indicator is student credits as they pertain to graduation status. Students who are most at risk of not graduating ("no time" or within 7 years) are identified and supported through many processes (advising processes, child find/child study, IEP teams, the Transitions Program, Senior advisory, etc.). Again, due to the extremely small student population, any potential demographic trends noticed in a given year are not seen in years before or after. This is a key reason why the school focuses on this indicator to focus resources.*
- **Graduation rates: Most current data includes the 2020 graduating class**
 - * **4-year rate:** 45.71%
 - * **5-year rate:** 62.07%
 - * **6-year rate:** 62.96%
 - * **7-year rate:** 43.90%
- **Teacher equity data**
 - * *The school provides equitable access to all teachers. Due to the small size of the school, all students are taught by all teachers throughout a given year. Credentials of teachers and teacher evaluations are metrics used to assess effectiveness of the school's teaching staff overall. The school goes above and beyond in its teacher evaluation process by conducting full evaluations yearly both in house, through a peer evaluation process, and through third-party contractors (Greg Schnagl - Teacher Centricity).*

High Quality Charter School Status: *For the purposes of the Federal Charter School Program (CSP) replication/significant expansion grant, MDE identifies Charter Schools that qualify as "High Quality" through its Comprehensive Performance Framework (CPF).*

Academic Arts High School has not yet been identified as a High Quality Charter School by MDE and has not received the CSP grant. However, the school plans to pursue this grant to expand some of its innovative programs (e.g. Transitions Program, Modern Classroom, integrated and comprehensive advising, etc.) for expansion in and of the school and replication in other schools.

ESSA Identification

AAHS has been identified as a school needing support. The school was identified due to low graduation rates. In the 2018-2019 school year, advocates from the Regional Centers of Excellence were assigned to the school. The school's TPS committee and curriculum committee have and continue to utilize the expertise of these advocates extensively throughout the past three school years. Advocates continue to be part of weekly curriculum committee meetings and are regularly consulted on strategies to improve attendance, achievement,

credits, graduation rates, etc. This relationship continued in the 2020-2021 school year.

Additional Academic Data

Detailed analysis of student enrollment, attendance, attrition and mobility as it affects academics can be found in prior sections.

Educational Effectiveness

Assessment & Evaluation

Continually throughout the year and annually at end-of-year PD sessions the AAHS Leadership Team meets to review student achievement data from the school year, completes a retrospective analysis of the school year from their perspective as school teachers and administrative leadership, and then makes determinations of what changes will be made to the educational program. The leadership team looks at student information by classroom, subject area, demographic information, credits earned, and progress towards graduation. With the small school size, AAHS staff know each student's situation in life and are able to monitor their respective progress individually and as a demographic groups.

AAHS leadership reviews and evaluates the strengths and weaknesses of the curriculum through:

- Weekly curriculum meetings
- MCA, NWEA, and other data such as grade fluctuations amongst subjects, quarters, and teachers. COVID-19, of course, affected this data for the 2019-2020 and 2020-2021 school years.
- Staff development meeting at the end of each year to discuss struggles and possible improvements for the coming school year.
- The school's improvement efforts were also guided by performance improvement plans from OW and the board.

Due to COVID-19, the 2020-2021 school year unprecedented in many ways. This was true for students in all school's across the state and nation. For AAHS students, the effects of distance learning were especially apparent as many students and families choose to come to the for its specialization in providing support and accommodation for all students emphasizing school culture in an in-person setting. During distance learning the school identified additional key areas of need for students and families. Strategies identified for addressing these areas of need and improving instruction at AAHS (as well as specific examples of initiatives for to address these key areas of need) are listed below.

- **Curriculum Standards:** build a 3-year cycle of engaging curriculum aligned to standard for all core classes
- **Attendance:** address low attendance rates with direct family engagement and innovative curriculum structures and teaching strategies.

- * Integrate parent communication through multiple modes (ParentSquare, Email, phone, social media, mailings, etc.)
- * Implementation of the “NEST” curriculum for quarters 3 and 4 in response to extremely low observed engagement during distance learning.
- **PGPs:** implement the use of “Personalized Growth Plans”, advisory time was used to focus on struggles students had in/out of school to improve attention during class hours.
- **Social/Emotional Learning:**
 - * SEL in every class for first 10 minutes (“Take 10”) - Social worker leads classes through SEL techniques and activities.
 - * Small group, full-class, and all-school circles
 - * Use of restorative justice practices and restorative circles for conflict resolution
 - * Referral system for students needing emotional/mental health support
 - * Partnerships with
- **Expand pathways to earning credits:**
 - * Credits: separate granting credits from time-in-class and move to a standards/ mastery based system allowing for creative ways for educators to grant credit based off of actual learning.
 - * “Masterclass” - Complete parts of past classes that students failed to show mastery and earn credits instead of retaking a whole class.
 - * Online Program: continue to develop robust online curriculum managed by educators where students show mastery of concepts and skills for students not yet ready to return to in-person learning
 - * Transitions program (specific students with IEPs)
 - * Earn credit for mastery of skills learned in jobs
 - * Expand PBL practices
- **Support Families & Ensure access:**
 - * Continuous outreach to all families
 - Cultural liaison position for connecting with Spanish-speaking families
 - Expand Presence on ParentSquare and social media platforms.
 - Parent engagement meetings
 - Strategic planning meetings (with parents and community stakeholders)
 - * Expand Wifi hotspot loan program
 - * Continue to improve 1-to-1 Chromebook program

- * Expand transportation services
- **Innovative practices:** Support learning for all students despite learning needs or conditions
 - * Modern Classroom Project practices in classes
 - Asynchronous, self-paced learning (students who are absent can come back where they left off)
 - Mastery based grading
 - Build in Accommodation/Modification: “must do, should do, aspire to do
 - Access curriculum online
 - * Anchor texts in advisory: Reference common themes in all classes. Students earn LA credit for reading/reflection/analysis/discussion in class and/or online (if they are absent). Feature BIPOC authors.
 - * Personalized growth plans for all students
 - * Expand scope of “Life Plan” and “Senior Project” classes.
 - * Add staff and funding in specific key roles (e-learning lead, stipends for coaching and clubs, additional teachers to minimize class size)

AAHS teachers have weekly curriculum meetings (GenEd/Spec). Each week all general education teachers, as well as two special education teachers, meet to discuss academic goals, curriculum, teaching struggles, etc. The teachers adjust curriculum and teaching strategies after each meeting. They also meet for "project tuning" sessions in which they pitch new unit ideas and get them finely tuned by other teachers.

AAHS operates around strong Advisory Groups, where a teacher works closely with their student group to advise and guide their educational progress. For each student, the advisor monitors the student’s attendance, coursework, individual project completion (if applicable), and credits earned. Graduation plans are developed between the student, and the advisor and the advisor monitors progress quarterly and yearly.

In the 2019-2020 school year, the school leadership identified a problem with course offerings. Many students come to AAHS behind in credits. With such a small learning community, not all credit types are offered during every quarter throughout the year. Some courses are offered only once. This results in scheduling conflicts, specifically for students who need specific credits to graduate. Advisors utilized a credit tracking tool to verify student course needs. The curriculum committee also updated a protocol for offering credits through independent student projects to both allow for seniors to earn

credits needed for graduation and maintain academic rigor. Additionally, the school updated course codes in its SIS allowing for better tracking and planning of credit needs for individual students and the student population as a whole. The process of analyzing and updating the school’s system of offering credit was stalled during the 2020-2021 school year due to a necessary focus on providing online instruction during distance learning.

Through its Advisory system and PBL framework, AAHS provides accommodations to all students, effectively individualizing the educational program in response to student needs, and providing customized supports for each student. Whether a student is on an IEP (as are close to half of AAHS students), is from a low-income family (about a third), is a person of color (one-third to one-half), identifies as LGBTQ+, or is a combination of these designations, AAHS educators continually reflect, update, and implement strategies to create the customized learning environment for all students to thrive. Utilizing strategies from the Modern Classroom Project (identified in the 2020-2021 school year to be rolled out over 3 years starting in the 2021-2022 school year), the school intends to continue to customize learning for the specific needs of students.

The school’s curriculum is reviewed and adjusted yearly based on prior year feedback from teachers, students, and parents. As a project-based school, AAHS has ample flexibility in how it implements curriculum.

Full teacher evaluations are done yearly, and address specific goals in instruction, classroom management, professionalism, and overall performance. These evaluations are completed each school year (starting in the 2018-2019 school year) and led by the school’s Evaluation Task force working with Greg Schnagl (a consultant from Teacher Centricity whose role is discussed in detail in earlier sections).

Teacher Equity

Districts are required to provide an assurance on their World’s Best Workforce Summary Report that teacher equity data is publicly reported. The table below summarized the teacher equity indicators for AAHS.

	Licensed Educators	3+ Years experience	Working in Area of License	Advanced Degrees	Racially/Ethnically Diverse
Teachers	10	7 (70%)	9 (90%)	2 (30%)	0 (0%)
Support Staff	2	2 (100%)	2 (100%)	2 (100%)	

The school provides equitable access to effective teachers. All teachers are licensed. Most content areas are taught by a single teacher. The small learning community ensures that all students are taught by all teachers during their time at the school.

needed to teach content for which they have extensive experience (e.g. the science teacher has a bachelor's degree in music and extensive experience in music production but does not hold a formal teaching license in music. This teacher teaches a "Music Production" elective at various points throughout the year). One teacher was teaching outside of license area and was also a second-year teacher. This teacher is assigned a veteran teacher as a mentor and is working with the school's curriculum consultant, Greg Schnagl.

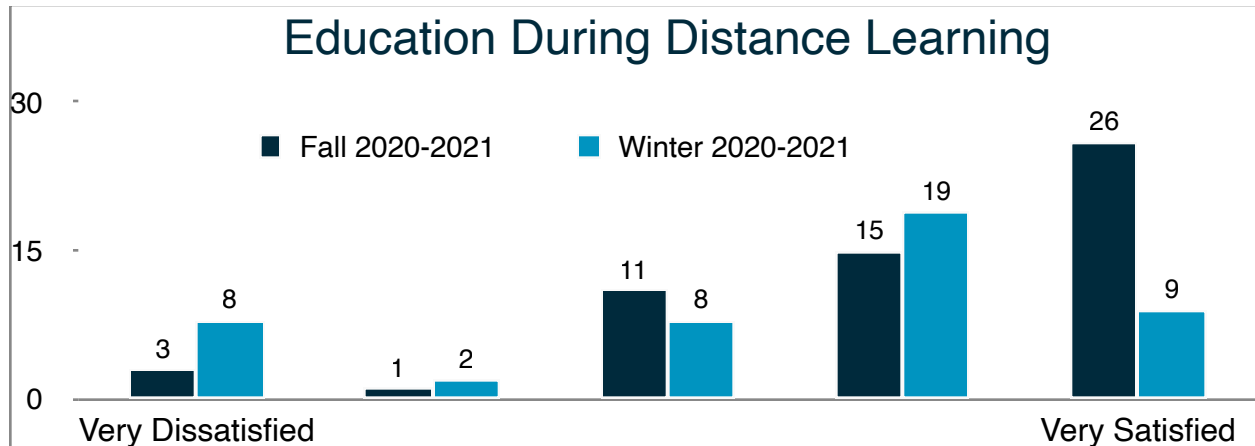
The school does not provide equitable access to diverse teachers. All licensed educators are white. White students account for approximately one-half of the student population at any given time. Non white students at AAHS do not see representation in the school by licensed educators who look like them. In addition to standard qualifications such as education, licensure, and education philosophy, the school considers the race and ethnicity of applicants as important assets. A person's race and ethnicity shapes their experiences and worldview. These perspectives are invaluable for building relationships with students, framing content in classes, and leading in a TPS school. The school continues to struggle to recruit racially and ethnically diverse licensed educators. This is a continual area of improvement for the 2021-2022 school year and beyond. The "Grow Your Own Expansion" priority funded through the ESSER III grant is a possible route that the school plans to develop and utilize in to address this issue in the future.

Student & Parent Satisfaction

Includes Survey Data

In the 2020-2021 school year the school conducted several surveys throughout the year to better understand needs of students and families and to gauge how distance learning curriculum was working. Surveys included parent and student satisfaction surveys, surveys to gauge interest in various experience options, and surveys for needs associated with NWEA and MCA testing. The school received 57 responses from a fall 2020-2021 general satisfaction survey and 46 responses from another in the winter. The school associates the low number of responses to the myriad of challenges in connecting with students and families during distance learning. In past years, surveys like this included questions covering attendance, the nutrition program, school culture, academics & learning program, individual learning style, social/emotional learning, and advisory. In surveys for the the 2020-2021 school year, the school focused on issues related to COVID-19 restrictions and distance learning.

The chart below highlights results for the question “In general, how satisfied are you with your child’s education during distance learning due to COVID-19”. The results indicate that the majority of families are satisfied with the education that the school is providing students under the circumstances.



On a 1-5 scale, 93% of families indicate (≥ 3) that their satisfaction with the education the school provides during distance learning is neutral or higher in the fall survey. As the year went on, overall satisfaction dropped to 78.3%. This observation prompted the development of the “NEST” curriculum outlined in previous sections.

Other questions on these surveys were logistical and focused on plans and protocols associated COVID-19. Viewing some parent comments can give further context into understanding family satisfaction. In the sections below, questions are listed followed by an approximately representative sample of family responses:

What has worked well for your child during this time? / What could the school have done differently or better...?

Fall 2020-2021 responses

What works?

“Routine and less distractions” | “Less anxious” | “So far everything has been great” | “independent work. She is doing well, I can see that she is communicating better with her teachers” | “Being able to have communication with teachers and other support from school” | “Flexibility to complete work throughout the day” | “Lots of support”

What is not working? What could we do better?

“It’s tough. She’s lacking social skills” | “Bring them back to school” | “Make sure technology works”

Winter 2020-2021 responses

What works?

“Flexible schedule” | “I appreciate that the staff is working hard” | “Not being disturbed by other students” | “Independent time” | “(Specific teachers) helping him” | “Staff engagement with students” | “No bullying to deal with” | “Not being bogged down with assignments” | “You are doing a wonderful job”

What is not working? What could we do better?

“I don’t believe my voice has mattered. There could have been a phase 2 with a small school early on to address learning needs with students and teachers as they feel comfortable.” | “I feel strongly that my child needs in person school to be successful.”

Overall, the majority of major concerns aligned with affects of distance learning. Though a a small percentage of parents (fewer than 10%) expressed strong desire to bring students back in person, citing perspectives that risk from COVID-19 would be low and manageable, the vast majority of families expressed clear desire to wait for in-person learning until conditions were safer.

Environmental Education Includes ELP Goals

Environmental Education at AAHS

The mission of Academic Arts High School’s authorizer, Osprey Wilds (formerly ACNW), is to instill a connection and commitment to the environment in people of all communities through experiential learning. OW defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth. The overarching goal of environmental education is an environmentally literate citizenry. The test of environmental literacy is the capacity of an individual to work individually and collectively toward sustaining a healthy natural environment. This requires sufficient awareness, knowledge, skills, and attitudes to create a healthy planet where all people live in balance with the Earth.

Although AAHS did emphasize environmental education during the 2020-2021 school year, the focus was not as apparent as prior years. Navigating the challenges of funning a curriculum online was the main concern of the school’s curriculum committee and administration.

The implementation of a quality environmental education program continues through the course of the contract period. Overall AAHS implements an environmental education program in which students met or nearly met the goals, and continuing progress was a challenge during the 2020-2021 school year due to restrictions associated with the COVID-19 pandemic. AAHS’s EE program aligns with its mission and vision and is increasing the environmental literacy of its students. The school demonstrates commitment to environmental education in its curriculum and school culture, especially through its field experiences, science classes, and LNT principles. Scheduled field trips and outdoor experiences supplement in-classroom learning and contribute to students’ environmental literacy. Unfortunately, these experiences were cancelled in the 2020-2021 school year due to COVID-19 restrictions.

In its FY17 EE Survey, the school articulated its continual approach to environmental education:

“Ours is simple: Get our students outside as to foster awareness, knowledge, skills, attitudes and participation that instill a connection and commitment to the environment. We have an urban population of students. Many do not have access to natural areas. We want our students to get out of their comfort zone, challenge them mentally and physically, and see their world differently. We also want to foster environmental stewardship and apply the LNT principles that

we have been learning in classes and as a part of our school culture.

The school's commitment to building long-term environmental literacy is evident. ACNW anticipates that the school will continue to build systems to support this progress and document changes in environmental literacy, as well as strengthening teacher professional development, ensuring consistent and equitable access to EE across classrooms, and engaging the board with monitoring the school's progress toward its EE goals in a meaningful way."

In the 2018-2019 EE survey submitted to ACNW, school details its use of the 7 LNT principles and implementing EE into more curriculum across content areas:

We have relied upon The 7 Principles of Leave No Trace as a foundation for our EE program. We apply these regularly with students as ethical principles for being part of a community. The environmental aspect comes through easily when we explore topics in classes (example: Students identifying several LNT principles when learning about environmental justice through case studies such as Uranium mining in the Navajo nation). Furthermore, the increased prevalence of the effects of climate change in local, national, and world news makes incorporating EE into curriculum increasingly inevitable. With many new teaching staff in the 18-19 school year, incorporating EE into an already challenging curriculum and school model was a concern. However, new teaching staff have embraced the importance of EE and have incorporated it, when possible, on their own. Though not necessarily in every class, at some point throughout the year, all subject areas included EE themes, topics, and even projects in the curriculum.

ELP Indicators & School Goals

In the 2021-2021 school year the school, in collaboration with ANCW, established an Environmental Literacy Plan. Plan outlined 5 objectives and evaluation methods for each of 5 indicator areas vital to fostering environmental citizenship in students: Awareness, Knowledge, Attitudes, Skills, and Action. These indicators are incorporated in to the school's vision. The following section outlines the indicators and evaluation methods of EE initiatives in the 2019-2020 school year. The school's Environmental Education Survey for the 2019-2020 school year, with results for each indicator, can be found in Appendix B.

EE Performance Indicator 1: Awareness

Students at Academic Arts High School have the awareness, or are increasing their awareness, of the relationship between the environment and human life.

Objective: Students will be able to identify all 7 LNT principles.

Evaluation Method: Students will take a quarterly quiz identifying the 7 LNT principles. 80% of students will be able to identify all 7 LNT principles by the quarter 4 quiz.

EE Performance Indicator 2: Knowledge

Students at Academic Arts High School have the knowledge, or are increasing their knowledge, of human and natural systems and processes.

Objective: Students will be able to articulate how each of the 7 LNT principles effect various environments.

Evaluation Method: Students will take a quarterly quiz applying the 7 LNT principles to different situations. 80% of students will be able to correctly identify and articulate how all 7 LNT principles effect relevant environments by the quarter 4 quiz.

EE Performance Indicator 3: Attitudes

Students at Academic Arts High School have an attitude, or are increasing their attitude of, appreciation and concern for the environment.

Objective: Students who participate in overnight outdoor experiences will demonstrate appreciation and concern for the environment

Evaluation Method: Students will complete journaling prompts for all overnight Academic Arts High School FY19 World's Best Workforce & Annual Report Page 28 experiences. 80% of students will indicate at least one area of appreciation or concern or show an increase when responding to the following journal prompts:
Pre/Post trip: "On a scale of 1-10, how well do you connected to the natural world (or the specific place that the students are going)."

EE Performance Indicator 4: Skills

Students at Academic Arts High School have or are increasing their problem solving and critical thinking skills as it relates to the environment and human life.

Strategy: At least three courses throughout the school year will require student projects to propose a solution to a real-world environmental problem

Evaluation Method: 80% of students who pass courses with projects requiring a proposal fora solution to a real-world environmental problem will earn at least 80% on

the final project rubric.

EE Performance Indicator 5: Action

Students at Academic Arts High School demonstrate the capacity, or are increasing their capacity, to work individually and collectively toward sustaining a healthy natural environment.

Strategy: Students will complete a project that directly influences the natural environment.

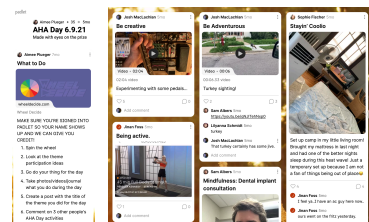
Evaluation Method: 80% of students in quarter 4 environmental science classes will communicate directly with community members (legislators, local businesses, etc.) via email, letter, or in person, about an environmental issue that they have researched as per requirements of the “Public Service” project. Students will research a controversial environmental topic, form an opinion, and propose a solution, and communicate their proposed solution to a member of the community.

EE & Distance Learning (“AHA! Days” & “The NEST”)

The school’s environmental education efforts were significantly hindered by restrictions associated with the COVID-19 pandemic. In the 2020-2021 school year, all regularly planned overnight trips were cancelled. Additionally, due to the need to alter credit offerings and the format through which credits were offered, the environmental science course was, again, not offered. This was the same case as in the 2019-2020 school year.

Despite these roadblocks, the school continued to try innovative strategies to incorporate Environmental Education into the learning program. A few examples include “AHA! Days” and “The NEST” curriculum.

Early in distance learning, the school identified the need for students to and staff to connect on in engaging ways. In-person, these connections happen organically and easily through conversation and interaction. In distance learning, these interactions had to be planned. AHA! Days, held on Wednesdays, were an attempt to guide students through experiences outdoors. Very simply, students were not expected to focus on work for classes on AHA! Days. The only “requirement” was to share something interesting and fun that they were doing via the school’s padlet, a virtual space to share and celebrate experiences with groups.



School AHA! Day Padlet
(No student posts shown in this example)



As the distance learning continued, the school's curriculum and the leadership team as a whole identified extremely low student engagement. To address this, the curriculum committee developed "The Nest" curriculum which was fully implemented in quarters 3 and 4. The Nest was a single course that all students took which incorporated all content areas. The course used an anchor text each quarter and teachers from different content areas added weekly lessons connecting their content areas with what was happening in the book. "The Nest Podcast" was a weekly, interactive, live-streamed podcast that the entire school participated in via ZOOM. The podcast reviewed key themes from the anchor text and featured different teachers whose content connections were particularly relevant that week. The Nest was created to address larger issues with curriculum in general, its main goal being to get all students together in a single virtual space so they could experience their learning as a cohesive group. This allowed for the school to provide more cohesive environmental education experiences and lessons across the entire student population; something not possible. Especially during the live podcast, the staff were able to incorporate weekly "segments" where the school would visit (virtually) different national parks, learn about local natural places, and observe different types of wildlife (live cams, mini documentaries, etc.). Segments in the podcast were also a good way to incorporate elements of the school's anti-bias/anti-racist commitment. Segments such as "People You Should Know But Probably Don't" were used to introduce students to BIPOC scientists, activists, artists, etc. from the past and present.

Governance & Management

Includes Annual Board Training & TPS Professional Development Reports

Board of Directors

The AAHS board of directors oversees the governance of the school. The board is responsible for ensuring that that school’s finances, employment policies and practices, and student achievement are all on track and compliant with statute. The board of directors also help guide the future of the school through governance practices including strategic planning, analysis of data from the school and greater community, and building direct relationships with school leaders and members of the the greater community.

Though the board is ultimately accountable and responsible for the success of the school, the day to day management of the school and its learning program is delegated to the school’s leadership team, the TPS committee. Due to the unique nature of the TPS committee, the board evaluates the committee as a whole, using the board-developed TPS evaluation framework⁹, in the same way it would a director. The board has the authority to disband the school’s TPS committee and hire a traditional director if it determines that the committee is not working in the best interest of the school.

The TPS committee of Academic Arts High School have a good relationship with the school’s board of directors. A board meeting takes place once a month at the school, and at that meeting, a non-board member representative from the school serves as an ex-officio member for that meeting to report to the board on events, academics, and other happenings. Teachers who are on the Board are familiar with day-to-day operations and can work with the board as representatives of the school as well as work with the school as representatives of the board, in the interest of pursuing the school's mission and vision.

<u>Member Name</u>	<u>Board Position</u>	<u>Affiliation</u>	<u>Date Seated</u>	<u>Date Elected</u>	<u>Term End Date</u>	<u>Email Address</u>
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⁹ See Appendix A

Amy Charpentier	Board Chair	Community Member	1/19/2016	11/21/2017*	Resigned 11/17/2020	
Katie Siewert	Member, Student Data Lead	Community Member	2/20/2018	11/20/2018	11/16/2021	katie.siewert@gmail.com
Rachael McNamara	Member	Community Member	2/20/2018	11/20/2018	11/16/2021	meis0082@umn.edu
David Massey	Member	Community Member	8/21/2018	11/20/2018	11/16/2021	david.massey@academicarts.org
Leann Lindusky	Member	Parent	9/18/2020	11/20/2018	Resigned 9/2020	
Tenille Warren	Member	Parent	9/17/2019	11/19/2019	11/15/2022	tenille24_7@yahoo.com
Melinda Haas	Board Secretary	Teacher	12/15/2020	Did not serve through an election	Resigned 8/30/2021	

*most recent election

Board Training and Development

The school's board is utilizing the board training resources curated at mncharterboard.com. New board members complete the Board Roles and Responsibilities Courses, a series of six courses that cover board roles and responsibilities, financial management, and employment policies and practices.

For additional trainings, the board has developed a monthly calendar of courses. Board members complete these courses as per the calendar. Trainings are discussed at respective board meetings. A Training calendar for the first part of the 2020-2021 school year is detailed in the table below:

September	<ul style="list-style-type: none"> Adopt required reports #1 WBWF Strategic Plan Adopt required reports #2 — WBWF Summary Report
October	<ul style="list-style-type: none"> Adopt Required Reports #3 - Annual Report Conduct a Board Election
November	<ul style="list-style-type: none"> Develop and Effective Relationship with the Authorizer Negotiate the Charter Contract
December	<ul style="list-style-type: none"> Follow Open Meeting Law Take Minutes

February	<ul style="list-style-type: none"> • Develop and Use Policies • Retain and Maintain Records • REVEIW TRAINING SCHEDULE
March	<ul style="list-style-type: none"> • Approve and Adopt a Budget • Maximize Revenue for Reimbursement
April	<ul style="list-style-type: none"> • Safeguard Private Data • Prevent Conflicts of Interest

Initial Training

New board members complete required initial training covering board roles and responsibilities (governance), employment policies and practices, and school financial management within 6 months of being seated on the board. In past years, initial trainings were conducted by hired consultants. Details for these types of trainings can be found in the table below for board members who completed these initial trainings. Starting in the 2019-2020 school year, new board members complete the a suite of six courses through mncharterboard.com. This suite of courses covers the same required training areas described above.

Initial Training				
<u>Board Member Name</u>	<u>Original Date Seated</u>	<u>Board's Role & Responsibilities</u>	<u>Employment Policies & Practices</u>	<u>Financial Management</u>
Josh MacLachlan	12/15/2015*	12/10/2016 Andrew Adelman	12/10/2016 Liz Sommerville	12/10/2016 Lisa Hasledalen
Amy Charpentier	1/19/2016*	12/10/2016 Andrew Adelman	12/10/2016 Liz Sommerville	12/10/2016 Lisa Hasledalen
Katie Seiwert	2/20/2018*	3/10/2018 Rod Haenke	3/10/2018 Rod Haenke	3/10/2018 Rod Haenke, Mongsher Ly
Rachael McNamara	2/20/2018*	3/10/2018 Rod Haenke	3/10/2018 Rod Haenke	3/10/2018 Rod Haenke, Mongsher Ly
David Massey	8/21/2018*	12/16/2018 Rod Haenke	12/16/2018 Rod Haenke	12/16/2018 Rod Haenke
Leann Lindusky	9/18/2020*	12/16/2018 Rod Haenke	12/16/2018 Rod Haenke	12/16/2018 Rod Haenke
Tenille Warren	9/17/2019*	12/17/2019 mncharterboard.co m	12/17/2019 mncharterboard.co m	12/17/2019 mncharterboard.co m

- * **new board members who fill open seats mid-year are seated at the end of board meetings. They officially begin as active board members at the board meeting following the month of their seating.**

Annual Training

The AAHS board of directors conduct continual ongoing training monthly. The board uses the courses curated through mncharterboard.com and chooses trainings aligned with its needs. In the 2019-2020 school year, all board members completed the following trainings through **mncharterboard.com**.

- Conduct Financial Oversight #1 - Pupil Units
- Conduct Financial Oversight #2 - Fund Balance
- Conduct Financial Oversight #3 - Cash Flow
- Evaluate School Leadership
- Create A Board Development Plan

Management

As previously noted, Academic Arts High School is managed as a Teacher Powered School rather than employing an administrator. Teachers collectively make school decisions and run the school, serving on several committees that provide for appropriate consultation before decisions are made. Committee members support each other and train new teachers to be part of this model, in an ongoing effort to improve functioning as a TPS school.

The AAHS Teacher Powered Schools Committee, which includes all licensed teachers plus licensed support staff and the administrative manager and behavior lead, collectively carry out administrative, supervisory, and instructional leadership responsibilities at AAHS.

The TPS committee continued work during 2019-2020 school year, under the oversight of the AAHS Board, to improve its functioning and build capacity. Accomplishments include establishing a “Tiger Team” of three committee members to oversee management among and between TPS subcommittees, executing the teacher evaluation procedure developed in the 2018-2019 school year, and establishing a process for evaluation of AAHS’ collaborative governance model:

- Further clarification of decision-making procedures continued through the use of the “Responsible, Accountable, Consulted and Informed” (RACI) framework. The RACI framework spells out, for approximately 90 tasks, who is Responsible (does the work), Accountable (approves the work that is done), Consulted (asked for their opinion about the work), and Informed (told about the work). The RACI framework, in the form of a detailed spreadsheet, has been a great help for school management and oversight at AAHS.
- In the 2019-2020 school year the school’s Evaluation Committee, a subcommittee

of the TPS Committee, worked with consultant Greg Schnagl to evaluate and define professional development plans and, if necessary, develop improvement plans for each of its members. The evaluation processes resulted in no members of the TPS requiring an improvement plan.

- The AAHS Board updated and completed its Collaborative Governance Evaluation, the evaluation that it uses to evaluate the school's TPS committee. Based on the evaluation, the board gave the TPS committee a "Meets" rating noting significant improvements in management and implementation of the school's learning program and employment policies and practices.
- Working with the board, the school's Finance Committee and Personnel Committee successfully and efficiently obtained new financial management, payroll administration, benefits, benefits administration, PTO tracking, and HR service providers.

In addition to these developments, there were several specific professional development activities undertaken by members of the TPS Committee. These included:

- Restorative Justice Training - The Restorative Justice approach is a key part of the school's disciplinary policy; TPS members take part in restorative circles and trainings throughout the year led by the school's social worker.
- The board treasurer (also a TPS member) got financial training at Board meetings, and through the school contracted business manager.
- Several TPS Committee members reached out to other Teacher Powered and project-based charter schools, to learn and compare innovative practices
- Through the AAHS Curriculum Committee, the TPS committee studied strategies for building curriculum and addressing state academic standards through project based learning.

To assist with other aspects of management, AAHS contracted with the following organizations:

- Tammy Pulver for Special Education Director Service
- Designs for Learning for Program Support Services
- Done Right Foods for Food Service
- Nate Winter and Nathan Percy from CLA for financial management services.
- Greg Schnagl for teacher evaluations and TPS evaluation support.

List of Administrators/Qualifications

TPS Member	Position Title	Direct Administrative or Supervisory	Qualifications
Ryan Bauer	<ul style="list-style-type: none"> • Teacher - Social Studies • Behavior Committee • Landlord Contact 		
Ty Cody	<ul style="list-style-type: none"> • School Psychologist • Personnel Committee • Homeless liaison • Tiger Team 	Correspond with Authorizer	
Heather Fjelstad	<ul style="list-style-type: none"> • Teacher - Special Education • Finance Committee 	Correspond with Authorizer	
Josh MacLachlan	<ul style="list-style-type: none"> • Teacher - Science • EE Lead 	Submit Tasks in Epicenter: Board, EE	EE: - 7 yrs Board - 4 yrs Continual training through ACNW &
Julie Peterson	<ul style="list-style-type: none"> • Teacher - Special Education • “Jay Squad” • Nutrition Committee • Evaluation Task Force 	Correspond with Authorizer Manage Evaluation of staff	Continual training & consultation through HR service providers and hired consultants (Haenke/Schnagl)
Stephanie Bade	<ul style="list-style-type: none"> • Teacher - Special Education • Enrollment Lead 	Manage student enrollment in SIS	Continual training & consultation through SIS provider
Sam Kvilhaug	<ul style="list-style-type: none"> • Behavior Lead • Behavior Committee • IOwA 	Manage/submit IOwA tasks through MDE	5 yrs experience
Danyelle Bennett	<ul style="list-style-type: none"> • Teacher - Language Arts • Curriculum Lead • Nutrition Lead 	Curriculum Lead: Plan agendas, take minutes, Guide PD	Continual training and consultation with Greg Schnagl
Melinda Haas	<ul style="list-style-type: none"> • Teacher - Special Education 		
Mallery Hammers	<ul style="list-style-type: none"> • School Social Worker • Personnel Committee • Evaluation Task Force 	Manage Evaluation of staff	Continual training & consultation through HR service providers and hired consultants (Haenke/Schnagl)
Shoua Yang	<ul style="list-style-type: none"> • Administrative Manager • Personnel Committee 	Oversee receptionist, Submit reports to MDE (MARRS, SERVS, Etc.)	16 years experience managing administrative tasks for school
David Gunderman	<ul style="list-style-type: none"> • Teacher - Math • Finance Committee 		TPS: 2019-2020 is Probationary Training Year
Aimee Plueger	<ul style="list-style-type: none"> • Teacher - Art • Behavior Committee 		TPS: 2019-2020 is Probationary Training Year
Sophie Fischer	<ul style="list-style-type: none"> • Teacher - Social Studies • Behavior Committee 		TPS: Probationary Year ends Q3

Staffing

Approach & Philosophy in Support of Mission

Staffing at Academic Arts is one of the school’s greatest strengths. Teachers and school staff are committed to the Mission and Vision of the school and to supporting students in finding their individual paths to success. Staffing structure at AAHS is unusual in the proportion of staff devoted to special needs students: AAHS employs a full time school psychologist, a full-time social worker, four special education teachers and nine paraprofessionals who are focused on special education and other student needs. The school also contracts with several third party therapists to meet with students on a weekly basis.

During 2017-2018 school and from the 2017-2018 school year there was significant turnover with four of five teachers not returning. Since then, staffing and teacher retention has remained strong. All licensed staff, not just teaching staff, from the 2019-2020 school year are returned for the 2020-2021 school year. An additional special education teacher was hired during the 2020-2021 school year to replace a teacher who took a leave of absence. The teacher who took a leave of absence did not return for the 2021-2022 school year. Another special education teacher found different employment and resigned from AAHS in august of 2021.

2020-21 Staffing

2020-21 Licensed Teaching Staff				
<u>Name</u>	<u>File #</u>	<u>License and Assignment</u>	<u>2021-22 Status</u>	<u>Notes*</u>
Bade, Stephanie	996502	Special Education	Returning	
Bauer, Ryan	478589	Social Studies Teacher	Returning	IPP
Bennett, Danyelle	489490	Language Arts Teacher	Returning	IPP
Fischer, Sophie	1006873	Social Studies Teacher	Returning	IPP
Fjelstad, Heather	476801	Special Education	Not Returning	Took leave of absence mid year 20-21, not returning 21-22
Gunderman, David	467244	Math Teacher	Returning	IPP
Haas, Melinda	1002920	Special Education	Not Returning	Resigned 8/21
MacLachlan, James	443250	Science Teacher	Returning	IPP

Plueger, Aimee´	488656	Art Teacher	Returning	IPP
Stephanie Lonetti	344090	Special Education	Returning	

* IPP = Innovative Program Permission

2020-21 Other Licensed (non-teaching) Staff				
<u>Name</u>		<u>License and Assignment</u>	<u>2020-21 Status</u>	<u>Comments</u>
Cody, Ty	474875	School Psychologist & Homeless Liaison	Returning	
Hammers, Mallery	489628	Social Worker	Returning	

2020-21 Non-Licensed Staff			
<u>Name</u>	<u>Assignment</u>	<u>2020-21 Status</u>	<u>Comments</u>
Albers, Sam	Paraprofessional	Returning	
Kvilhaug, Sam	Behavior Lead	Returning	
Lentz, Sarah	Paraprofessional	Returning	
Parilla, Mari	Paraprofessional	Returning	
Lecander, Kaelyn	Paraprofessional	Returning	
Reed, Michael	Paraprofessional	Returning	
Foss, Jinan	Paraprofessional	Returning	
Ozuna, Jacqueline	Paraprofessional	Returning	
Yang, Shoua	Administrative Manager	Returning	
Rubio, Jenny	Reception	Not returning	Resigned in October, 2020

2020-21 Teacher Professional Development Activities

Teacher professional development changed significantly in the 2019-2020 school year. In responses to the school's performance improvement plan with OW, the TPS committee and curriculum committee began working with Greg Schnagl, a consultant

was broad. He met with teaching staff and the curriculum committee multiple times per month. The goal of this work was to guide and coach teachers, some of whom were new to teaching, on research-based classroom strategies and practices designed to improve student engagement and achievement.

Additionally, the curriculum committee defined a goal of establishing a baseline for curriculum. In such a small school, teaching staff are continually challenged to develop new, fresh, and interesting content for classes. Many students are behind in credits and have already taken many of the courses for which they need credit at other schools. AAHS teachers work hard to keep coursework engaging.

Creating brand new content continuously is very time consuming. Teachers also improve on lessons as they teach them more and more, a benefit that the school was not capitalizing on. In the 2018-2019 school year, the curriculum committee identified the need for a baseline curriculum, mainly to assist teachers who are new to teaching and the school. As a TPS school, teachers at AAHS assume an extra level of accountability and, thus, a larger workload automatically by being part of the school's leadership team (TPS committee). The school determined that having a library of standards-aligned curriculum, that was proven to be engaging, for teachers to use could ease workload and allow teachers to focus on teaching which will ultimately help students.

The work Greg Schnagl did with the curriculum committee helped define the technical aspects (scope of content, engagement strategies, storage of materials, access for new staff, etc.) of this curriculum. The school successfully established the first of a three-year course cycle. Once complete, the school will have a set of 3 years of engaging coursework so courses do not need to be repeated year after year.

Greg Schnagl also worked extensively with the school's evaluation committee to assist with staff observations as per the school's employee evaluation system updated at the end of the 2018-2019 school year. He was scheduled to conduct a minimum of two observations for each staff during the 2019-2020 school year. Restrictions associated with the COVID-19 pandemic prevented some observations during Q4.

The school's TPS committee made another significant change in professional development in the 2019-2020 school year by creating a customized professional development conference. Recognizing the many specific professional development needs outlined in performance improvement plans from OW and the school board, the TPS committee chose to forgo the Minnesota Association of Alternative Programs (MAAP) Conference. The MAAP conference is an annual conference of charter schools and alternative programs. The conference is well run and provides a wide variety of resources for educators working in schools that face many of the same challenges as AAHS. The school's entire leadership and teaching staff had attended this conference for the past 9 consecutive years. Until the 2019-2020 school year, the MAAP conference was the central focus of the school's professional development efforts. However, in the 2019-2020 school year, it became clear that the school needed more

directed and specific training, a need that the MAAP conference is not designed to meet. Instead, the school’s “Jay Squad” planned a “mini conference” catered specifically to the needs of the school. Trainers from universities and consultant groups were hired and the TPS staff rented conference space at a hotel in Stillwater, MN. The school continued this in FY21 with a virtual conference to address issues specific to distance learning and anti-bias/anti-racist commitment.

Teacher Retention

There was zero turnover of licensed staff from the 2019-2020 school year to the 2020-2021 school year. All licensed staff returned.

Percentage of Licensed Teachers from 2020-21 not returning in 2020-22 <small>(non-returning teachers/total teachers from any point of 2020-21 X 100)</small>	14% (2 teaching staff)
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The school’s “Jay Squad” also began conducting staff and teacher job satisfaction surveys in the 2019-2020 school year and continued in the 2020-2021 school year. Summarized results of two teacher satisfaction surveys can be found in the table below. For all survey questions, staff were asked to respond on a 1-5 scale with 1 meaning “Strongly Disagree” and 5 being “Strongly Agree”. Note that results for additional surveys regarding COVID-19 conducted throughout the 2020-2021 school year are not included. Survey results, paired with the high rate of teacher and staff retention, indicate that staff satisfaction is high. Notably, feeling overburdened day-to-day responsibilities had the lowest average indicating that staff are overworked. Addressing and managing work among and between staff in order to better streamline and increase efficiency (and reduce work overall) is an initiative identified for FY22.

<i>Survey Question</i>	<i>Average score</i>
<i>"I enjoy my workplace culture"</i>	4
<i>"I find my work meaningful."</i>	4.27
<i>"My creative and innovative ideas are supported."</i>	4.09
<i>"I feel recognized and appreciated at work."</i>	3.81
<i>"My organization gives me the tools and technologies I need to do my job well."</i>	3.9
<i>"Does the school communicate news effectively and in a timely manner?"</i>	3.81
<i>"Do you feel as though your job responsibilities are clearly defined?"</i>	3.9
<i>"I believe that work is distributed evenly across the staff team."</i>	3.27

<i>"I feel free to be who I am at work."</i>	4.45
<i>"I believe my job utilizes my skills and abilities as much as it could."</i>	4
<i>"The school values my feedback."</i>	4.09
<i>"I believe the school is open to change."</i>	4.64
<i>"I trust our TPS leadership team."</i>	4.45
<i>"Do you feel overburdened by your day-to-day responsibilities?"</i>	2.9
<i>"I look forward to going to work most days."</i>	3.9
<i>"I know someone at work who encourages my development."</i>	4.09

**Survey responses for a 1-5 scale
(1 = strongly disagree, 5 = strongly agree)**

Operational Performance

Academic Arts High School materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to:

- Academic Arts High school completes relevant compliance and reporting requirements for the authorizer, state education agency, and/or federal authorities, including but not limited to:
 - * State reporting and applications, including but not limited to MARSS, STARS, UFARS, EDRS, Q Comp, DIRS, lease aid;
 - * TRA/PERA;
 - * School web site is compliant with statutory and authorizer expectations;
 - * Insurance coverage.
- School facilities, grounds and transportation, including but not limited to:
 - * Fire inspections and related records;
 - * Viable certificate of occupancy or other required building use authorization;
 - * Physical space provides a safe, positive learning environment for students;
 - * Appropriate and safe student transportation practices.
- Health and safety, including but not limited to:
 - * Nursing services and dispensing of pharmaceuticals;
 - * Emergency management plan;
 - * Foodservice.
 - * In an audit at the end of the 2018-2019 school year, the school's Free and Reduced Lunch eligibility tracking system was determined to be inadequate by MDE. A committee was developed to address this issue during the 2019-2020 school year. By the end of the 2019-2020 school year, the school determined that participation in the federal free and reduced lunch program was not viable for the school. The program would require a full-time staff to manage it properly. The number of students who qualify and utilize the program would save the school less than the cost of the dedicated staff required to run the program. The school developed a nutrition plan that does not utilize the federal free and reduced lunch program. Find more details of this plan in the Future Plans section of this annual report.
- Admission and enrollment rights of students, including but not limited to policies and practices related to admissions, lottery, waiting lists, fair and open recruitment.
- Due process and privacy rights of students, including but not limited to:
 - * Due process protections, privacy, civil rights and students liberties

requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction;

- * Conduct of discipline pursuant to the Pupil Fair Dismissal Act;
 - * Maintain the security of and provide access to students records under the Family Educational Rights and Privacy Act and other applicable authorities;
 - * Transfer of student records.
- Employment including transparent hiring, evaluation and dismissal policies and practices.

Background checks for all school employees are required.

Finances

Budgets & Practices

For questions regarding school finances and for complete financials for 2019-20 and/or an organizational budget for 2020-21, contact:

Name: Josh MacLachlan

Position: Board Treasurer

Phone: 651-457-7427

Email: josh.maclachlan@academicarts.org

Clifton Larson Allen (CLA) provides accounting services for Academic Arts High School.

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Osprey Wilds Environmental Learning Center no later than December 31, 2020.

FY21 Finances	
Total Revenues	\$1,966,334.66
Total Expenditures	\$1,914,143.24
Net Income	\$52,191.42
Total Fund Balance	\$442,749

Overview

Though trends show that enrollment is beginning to stabilize, the school has struggled with enrollment in the past. Due to low ADM, the budget for the 2020-2021 school year had to be adjusted to 92 from 96. The school year ended with an ADM of 92, meeting ADM targets of the adjusted budget.

- We are following our current Attendance Policies, managed by Sam Kvilhaug/Shoua Yang. If students are not participating on Google Classroom, families will be contacted on an individual basis by AAHS staff members.
 - School staff will continue to monitor truancy guidance as updated on Dakota, Ramsey, and other relevant counties.
- If we are unable to make contact after four attempts, Academic Arts High School is bound by law to conduct Wellness Checks on students. Staff have been identified to assist families in this area: Sam Kvilhaug, Mallery Hammers.

Despite a tumultuous 18 months for which the school's future funding situation was unclear and ambiguous the school was still able to end year with surplus and add to fund balance. In fact, the school met its goal of a 20% fund balance in FY21.

Title funds were allocated to PD for staff development. Additionally, the school's special education program also met maintenance of effort (MOE) requirements for special education funding.

Revenues & Expenses

All revenues and expenditures for the 2020-2021 fiscal year came from traditional state and federal sources traditional sources. The school continued leveraged Title I and Title IV funding to continue to provide innovative support for the learning community.

COVID-19 Related Costs

There were no COVID-19 related cost for the 2019-2020 school year. The school had developed a protocol for posting content to Google Classroom, which was ultimately used as a framework for the school's distance learning plan, before distance learning restrictions were put into place. Purchases for cleaning supplies to prepare the school for in-person instruction were not purchased until July which are considered expenses for the next fiscal year, FY21.

Net Surplus or Deficit and Fund Balance

With distance learning throughout the 2020-2021 school year, specific costs (e.g. school lunch, student transportation, etc.) were lower than expected. Lower expenditures in addition to discretionary spending freezes earlier in the year due to low ADM resulted in a surplus of \$41,482.44. This brought the school's fund balance to \$390,557.65 or 21.02%. This

World's Best Workforce Annual Budget

Goals associated with school's WBWF plan is integrated with the school's vision, mission, and contractual goals. The general budget does not have specific funds allocated to WBWF plan goals exclusively.

Future Plans

Community & Growth

The key future plans focus on enrollment. The school regularly struggles to maintain enrollment (and, thus, ADM) that can support its budget and build a healthy fund balance and robust learning program. Below are initiatives on which the school is focusing to increase enrollment and continually improve the learning program:

Marketing:

- The school created a new logo, brand standards, and mascot in the summer of 2020.
- A marketing committee has been established to execute a cohesive marketing strategy through all outlets including the school's website, social media, mail, and print.
- Led by the school's marketing committee, the school plans to establish more robust relationships with community partners to better provide access to needed resources for students.

Research/Influencers:

- The school's unique structure and learning program necessitates regular research into cutting-edge strategies in education. In the 2020-2021 school year, the school plans to further differentiate itself among area charter schools by featuring blogs of the research AAHS educators do when making decisions in the school. The ultimate goal is to build a following as an authority in innovative education.

Classroom and Curriculum:

- The school's curriculum committee is continuing work, with Greg Schnagl, on a 3-year initiative to compile a library of content aligned to standard for all courses. The school will continue the third year of this initiative in the 2020-2021 school year. Since the school was competed focused on altering curriculum to distance learning, the alignment process was postponed and will continue (and likely be altered in response to what was learning in the 2020-2021 school year) into the 2021-2022 school year.
- The school will continue to innovate and update its virtual learning framework to improve access for students when they are not physically in the building.
- The curriculum committee plans to revisit and update the school's messaging on its credit offerings for students who are behind in credits.
- As identified in past years, the TPS committee recognizes the need to continue to innovate and take risk. In the past several years the school has restricted the scope of define curriculum & teaching practices, reflect on student data, and make informed changes in order to improve student achievement. There are some aspects of the learning program that resemble a traditional learning program more than in the past. Armed with a strong team, clear vision of purpose, and valuable

past experience the school plans to take measured risks in trying new and innovative strategies to help students succeed. One example is the institution of “AHA days” and “The NEST” curriculum during virtual learning in the 2020-2021 school year.

Safe Learning Plan Description & Reflection On Implementation

- *Did your plan effectively serve students and families and what pieces might you change moving forward?*
 - * Yes, our learning plans effectively served students. Our student attendance was similar to in person learning during the 2019-20 school year. RCE (Regional Centers for Excellence) often shared our learning model strategies with other schools they were working with as an example of success.
 - * We did use outdoor home visits to re engage disengaged students. In the future, would increase the number of staff conducting home visits.
- *For the students who opted for distance learning, or for the whole school as you pivoted due to outbreak conditions, was the school's Safe Learning Plan comprehensive? Were there any gaps that were identified?*
 - * We were in a full distance learning model (Stage 1) for quarters 1-3. Yes, we had a comprehensive plan in place for them because we had created one using the required guidelines provided by Osprey Wilds. After their review of our plan, we were able to add in additional elements that were partially incomplete or missing.
- *How effective was the Safe Learning Plan and how did you measure its effectiveness?*
 - * *Stage 1:* Our Safe Learning Plan in Stage 1 was effective. To measure effectiveness of Stage 1 for the 2020-2021 school year, we sent out parent surveys to gauge where families were at with their comfort level and how they felt their student was doing. We regularly evaluated student engagement and attendance for each quarter of the school year to determine which students needed additional support, home visits, etc. to re-engage with school. From here, we determined that students needed a revamped learning experience for students to increase engagement. Overall, we found our Stage 1 to be highly effective for students once we adjusted the learning experience for students to increase engagement and student success.
 - * *Stage 2:* To measure effectiveness of Stage 2 for the 2020-2021 school year, we continued to send out parent surveys to gather information on their comfort levels with a hybrid learning experience. We continued to evaluate student engagement and gather data on student success with our new learning model. During this stage we were also able to schedule individual appointments with students to work in-person and found an increase in engagement and success for students who utilized this option.

- *How did your team prioritize communication, mental health, and general well-being of staff and students during self-selected or whole school hybrid or distance learning?*
 - * We planned our annual February staff retreat as a virtual event.
 - * We expanded our means of communication to include google text to stay in close contact with students and families.
 - * We created AHA Day on Wednesdays that focused on mental health and overall wellbeing of staff and students.
- *How have the challenges of the past 18 months impacted the school's enrollment? (e.g. Was student enrollment higher/lower than in past years?)*
 - * While our enrollment was up and down during full distance learning due to the wide variety of changes that had to take place (i.e. distance learning, student contact, internet issues, zoom meetings, etc), our current enrollment is the highest it's been since the school opened. During the pandemic we gained more marketing strategies and were able to get our program strengths out into our community more. We believe students and their families saw the support our school can provide.
- *How have the challenges of the past 18 months impacted the school's staffing? (e.g. Was staff turnover higher than in past years?)*
 - * Over the past 18 months, we had three staff members leave our staff. This included a Paraprofessional and two Special Education Teachers. None of these staff members cited virtual learning, COVID, etc as the primary reason for their departure. However, all three did discuss the stressors of the job as part of their reasoning.
- *What protocols, policies, committees, or trainings, do you plan to incorporate going forward as school resumes in-person operations during the 2021-22 school year?*
 - * We contracted our school nurse to conduct trainings to improve our school safety procedures. We established a COVID committee of three members (with one primary leader)
 - * We have a COVID committee
 - * We have safety procedures shared with staff and students found here: <https://www.academicarts.org/202021-school-year-plan>
- *What did you learn about your staff, students, and community that make you proud of the work you have done?*
 - * We have a very creative, flexible, and resilient school community!

A

ppendix A

TPS Evaluation Framework (truncated to fit on single page)

TPS Evaluation

OBJECTIVE

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

PROCEDURE

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

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

The following is the timeline for completing the evaluation:

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

EVALUATION FORM

School Year:

TPS Committee Members:

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

Appendix B

Distance Learning Plan

AUDUBON CENTER OF THE NORTH WOODS - CHARTER SCHOOL DIVISION
43 Main Street SE, Suite 507 • Minneapolis, MN 55414 • 612-331-4181

The authorizing mission of ACNW is to ensure quality academic and environmental literacy outcomes for Minnesota students through effective charter school authorizing.

Distance Learning Plan Amendment for Extended Distance Learning Period 5/5/20-6/30/20

Governor Walz Executive Order 20-41 requires that existing distance learning plans **must be revised** to include additional engagement efforts including, but not be limited to, addressing communication pathways with student families, community input on student and family needs, and other outreach opportunities. This, in addition to core instruction, supports for all student groups, nutrition, school-age care, technology needs and effectively delivering educational models to students in a distance setting.

COMMUNICATION PATHWAYS WITH FAMILIES:

Describe how the school is communicating information and expectations to students and families. Address how this is accessible to all families in the school and does not amplify inequities.

- Google Classroom is the main platform used for distance learning
 - Students are given their attendance question and academic tasks/assignments daily in each of their classes. Assignments include directions and any other resources needed (e.g. links, videos, articles, etc.)
 - Assignments include written and video recorded directions as resources
 - Daily agendas for courses are posted on Google Classroom stream daily. Posts are read by staff in video recordings and posted to the Google Classroom stream daily.
 - Guardians are invited to google classrooms and can opt to receive daily or weekly updates on assignments for their students.
- Teachers and staff have ongoing communication through phone, email, Google Hangouts to walk students through the daily expectations and use of technology (majority students have used Google Classroom all school year)
- All important school updates are posted on ParentSquare, which sends texts and/or emails to staff, parents, and students. These posts contain links to the school website and other resources. We also include important updates on our website's home page in the "announcement bar".
- Parentsquare attendance updates are sent to parents and students at 5pm each school day (they will be updated with the student's attendance from the previous day 24 hour period)
- Daily and weekly Google classroom agendas are posted to Google Classroom streams for each class. Parents can opt to receive update emails for class work.

Describe how the school has reached out to determine what specific families' need?

- Ongoing communication from ALL staff through phone, text, email, Google Hangouts (chat and video).

OTHER OUTREACH OPPORTUNITIES:

Describe what additional outreach opportunities the school has pursued and/or participating in to provide for the needs of your students. Identify any partner organizations the school is working with.

- Partner organizations:
 - The Link (ensuring access to coordinated entry for our homeless student population).
- Support from MN Association of Charter Schools (MACS). AAHS is a member of MACS.

EXPANDING ACCESS TO, AND SUPPORT WITH, TECHNOLOGY:

Describe how the school identified the technology and or access needs of the students/families.

- For newly enrolled students, Chromebooks are picked up at the school site (by appointment after 3/20/20), one student/family at a time. Delivery by paras and Danyelle (Language Arts Teacher) to new students as needed.

Describe how the school worked to bridge the gaps identified to ensure equitable distance learning.

- Ongoing communication from ALL staff through phone, email, Google Hangouts to determine specific needs
- Receptionist working on school site four days (8 hours total) per week to meet unique needs of students (e.g. getting a Chromebook charger replaced)

PARTNERING TO SUPPORT STUDENT SAFETY AND WELLNESS:

Describe how the school is working to identify student safety and wellness concerns.

- Concerns for students are shared at weekly Zoom staff meetings. Next steps are delegated to appropriate staff (e.g. School Social Worker, student Advisor)

Describe the procedures the school has put in place to be proactive in supporting student safety and wellness.

- We have communicated with the school community how we are taking attendance and following Truancy law and Wellness Checks. Student attendance is taken when students answer the daily Attendance Questions in their Google Classroom courses. Students receive credit for answering the question in each of their classes in

Academic Arts High School
60 Marie Ave E, Suite 220
West Saint Paul, MN 55118
651-457-7427

Re-Opening Procedures 2020

AAHS FAMILIES
We have been hard at work finalizing our re-opening procedures and we are very excited to welcome students and staff back to school! We have worked closely with area schools and our local health department to create a plan to best maintain the health and safety of our students and staff at AAHS, which is always our top priority.

Our mission remains the same - To maintain a safe & healthy environment, provide the highest quality of learning experience possible, and stay connected - not isolated! We are confident our plan meets our mission and provides the safest possible environment for our students and staff.

We are committed to minimizing the spread of COVID-19. Please note that this plan is based on guidance from the Centers for Disease Control (CDC), Minnesota State Department of Health (MDH), Minnesota Department of Education (MDE) and the Dakota County Health Department and is subject to change.

Sincerely,
AAHS TPS Team

PLANNING DETAILS
We have four phases to our plan and will initiate each phase based on guidance from MDE and MDH. We will announce the beginning of each phase to allow for as much notice for our families as possible.

School will resume on September 8, 2020.
A Virtual Learning option will be available to students at all times throughout the year. Please see page three for more information regarding this option.

2020-2021 LEARNING ROADMAP

STAGE 1: All learning will be virtual.

STAGE 2: Half Learning: Students in building by alternating days (remote on one, in building on the other).

STAGE 3: Full Learning: 2-day on remote, 1-day in building, 1-day on remote.

STAGE 4: Full Learning: All students will full in building in Stage 4.

SCHOOL HOURS
8:30 AM - 3:05 PM

VIRTUAL FRIDAYS
Every Friday students will participate in virtual learning.

Academic Arts High School
60 Marie Ave E, Suite 220
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651-457-7427

COVID-19 Prevention Procedures

SOCIAL DISTANCING
We will practice social distancing as much as possible. This may not be possible at all times due to the layout of our school. In classrooms, student seating will be spaced as far apart as possible throughout the day.

VISITORS
Unfortunately, AAHS must restrict all school visitors to our buildings to promote health and safety. We will be scheduling virtual meetings for all necessary meetings with staff and teachers.

MASKS
Masks will be required for students and staff, while in the building per Governor Walz's Executive Order. For example, masks will be required on vans, while entering and exiting the school building, during class, while picking up food in the cafeteria line, and during passing periods. Masks may be removed while students are eating. Students should plan to have two cloth masks as part of their back-to-school supplies. If you are unable to purchase two cloth masks, please contact your student's advisor and they will assist in providing masks. All students will receive one free cloth mask and three disposable masks from the Minnesota Department of Education. If your student has a medical condition that makes it difficult to wear a mask, please talk with your healthcare provider to discuss possible options and communicate this to Sam Kvilhaug.

HEALTH SCREENINGS
Face masks will be required for everyone who enters the school and in situations where students and staff are unable to socially distance.

Students will be evaluated for symptoms of illness upon arrival at school with a touch-free thermometer and symptom screening. If symptoms are present the student will be removed to a predetermined isolation area until picked up from school. Please identify someone to have as a backup for picking students up from school in case you are not available. If your child is presenting symptoms of COVID-19 or other illness, please contact your healthcare provider and do not send them to school. You will need to call the school to report the absence and the reason for the absence.

COMMONS & WATER FOUNTAINS
Students may have assigned seats in the cafeteria and will be spaced as far apart as possible. All students will be asked to wash hands prior to entering the cafeteria. All water fountains will be turned off and we will be using water bottle filling stations to provide students with access to water. All students will be allowed to bring their own water bottles to school each day but will also be expected to bring them home to clean daily.



SYMPTOMS OF COVID-19 or BEING TESTED FOR COVID-19

According to the MDH guidance, students with symptoms of COVID-19 will be suspected to have COVID-19 until they are cleared by their healthcare provider or if a healthcare provider is not contacted, they will be suspected positive until the end of an isolation period as directed by the local health department.

It's very important to keep children who have symptoms of COVID-19 or are being tested for COVID-19 at home. Contact the school and report the absence and the reason for the absence. The school will work with you and help determine when your student can return. This is determined on a case by case basis at the direction of the health department.

POSITIVE COVID-19

It will be important for parents to communicate with school immediately if your child tests positive for COVID-19 even if they are not showing symptoms. They will need to remain home as determined by the health department. All cases of COVID-19, both suspected and tested, are to be reported to the Dakota County Health Department by the school. The health department will provide the school with steps to begin the process of cleaning and disinfecting the building. This may include closing a classroom or school for a period of time and shifting quickly to digital at home for students who are impacted. Many of our new procedures are designed to support contact tracing should a confirmed case occur. This will assist the health department with quickly identifying and contacting individuals who may have been exposed.

SELF QUARANTINE STUDENTS and FAMILIES

We will need parents to contact the school to let us know if your student has been asked to self-quarantine. This will allow us to follow potential cases as well as provide educational opportunities while your student is quarantined at home. Sibling and household members of students who are home due to COVID-19 symptoms or a COVID positive test, will be required to self-quarantine at home for 14 days as well.

SCHOOL CALENDAR

Currently, the plan is to maintain the normal school calendar for the 2020-21 school year and meet the state required **1020 instructional hours**.

However, we must be as flexible as possible as we know how quickly the situation can change.

LUNCH

We will now be offering a vending option for lunch where students can purchase healthy meals. This service will be offered in Stages 3 and 4. Please reach out to Danyelle or Julie for more information.

STAY CONNECTED

Our main form of communication with families is through ParentSquare. If you haven't set up your account, please reach out to Sam Kvilhaug. You can also follow us on Facebook and Instagram @academicarts.



For additional comments, questions, or feedback, please email:

info@academicarts.org

Thank you for your flexibility and cooperation as we plan for a safe return to school. We are excited to welcome our students back to school!