

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

Agenda

- 1. Call to Order:**
- 2. Conflict of Interest Check:**
- 3. Approval of September 13, 2022 Agenda:**
- 4. Approval of August 16, 2022 Minutes:**
- 5. Public Comments:**
- 6. Financial Report: (Josh MacLachlan - Treasurer, Nate Winter - CLA)**
 - a. **Approval of August 2022 financial report**
 - b. **Approval of August 2022 disbursements**
- 7. Ex Officio Report:**
- 8. Student Data Report – Josh MacLachlan**
- 9. Strategic Items:**
 - a. Updates on reauthorization process.
 - b. Mission / Vision / Values process review:
 - d. Review updates to FY23 Academic Calendar document:
- 10. Action Items:**
 - a. Approval/Rejection of SpEd Director hiring oversight policy (Third Reading)
 - b. Approval/Rection of updates to School Leader Requirements document (Third Reading)
 - c. Approval/Rejection of renewal application with authorizer
 - d. Approval of IOwA (Identified Official with Authority)
- 11. Adjourn:**

Academic Arts High School School Board Meeting Agenda

Tuesday, August 16, 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

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

Absent: David Massey, Rachael McNamara Brenda Johnson

Agenda

- 1. Call to Order:** Josh MacLachlan calls this meeting to order at 5:02 pm.
- 2. Conflict of Interest Check:**
 - a. None to note
- 3. Approval of August 16, 2022 Agenda:**
 - a. Josh MacLachlan motions to approve the August 16, 2022 agenda. Rachael McNamara seconds.
 - b. Discussion:
 - i. No further discussion
 - c. Motion passes with following votes:
 - i. Josh MacLachlan - Aye
 - ii. Tenille Warren - Aye
 - iii. Christy Dickinson - Aye
 - iv. Rachael McNamara - Aye
 - v. David Gunderman - Aye

David Massey Arrives at 5:06pm

- 4. Approval of July 19, 2022 Minutes:**
 - a. Christy motions to approve the July 19, 2022 minutes. David Gunderman seconds.

- b. Discussion:
 - i. No further discussion
- c. Motion passes with following votes:
 - i. Josh MacLachlan - Aye
 - ii. Tenille Warren - Aye
 - iii. Christy Dickinson - Aye
 - iv. Rachael McNamara - Aye
 - v. David Massey - Aye
 - vi. David Gunderman - Aye

5. Public Comments:

- a. No public comments

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

a. Approval of July 2022 financial report

- i. Josh MacLachlan motions to approve the July 2022 financial report.

Tenille Warren seconds.

- ii. Discussion:

1. ADM

a. Current Approved Budget: 110

b. Current School enrollment for first day of school: 97 (as of 8/16/2022)

c. Current Average ADM: N/A (School year not started)

d. ADM Variance: -13

2. 8% of way through year:

a. Revenues at 7% of budget

b. Expenditures at 2% of budget

3. Cash on hand at the end of July was \$329K, \$48K increase from prior month.

iii. Motion passes with following votes:

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

b. Approval of July 2022 disbursements

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

David Gunderman seconds.

ii. Discussion:

1. Christy - IKEA and Home Goods?

iii. Motion passes with following votes:

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

7. Ex Officio Report:

a. School Events:

- i. Open house on Sept 1 from 4pm-7pm: orientation for students and families
 - 1. Tenille and Christy covering a booth for information on public transportation and the board
 - 2. Genesis Works: Community partner working with school to get students connected with internships. Will have a booth at open house.
 - 3. “Scavenger Hunt” to access all information and tasks needed for orientation (school pic, schedule, logins, etc.)
 - 4. Tennile Warren: what is an average turnout? Trying to gauge how many transit cards to bring.
 - a. David Gunderman:
- ii. Summer Activities for students:
 - 1. Last event tomorrow: Minnehaha Falls Park (geology tour and reading books in new hammocks)
- b. Enrollment: On track for starting the year close to 110
- c. TPS: No updates
- d. Jay Squad: No updates
- e. Personnel:
 - i. Para- offered position to 1 so far
 - ii. Social Studies- offered and accepted
 - iii. Art- offered and accepted
 - iv. Cultural Liaison- offered position
 - v. Rachael: Does TPS need any extra/additional resources to help with staffing?
 - 1. Josh: Was a crisis situation. May be past it. But important to remember

to be aware of what TPS needs to stay sustainable in terms of staffing.

- f. Behavior: No updates. Patrick (new Dean of Students) will introduce self at meeting after start date (September meeting).
- g. Marketing:
- h. Curriculum:
 - i. Wednesday Schedule
 - ii. Need to verify update new staff about modern classroom
 - iii. Update board with scope of work across curriculum (some general cross curricular plans)
- i. Special Education: Currently 40 students with IEPs starting in fall (>40%)
- j. SEL: No updates

8. Student Data Report – Josh MacLachlan

- a. Overall academic goals at 46% for term of contract
- b. Academic Data tracker had not been pulling information from proper cells. Josh has checked half of the current measures so far. Due to be complete by August board meeting.
- c. FY22 data not updated for several measures. Josh has delegated tasks to relevant TPS members via monday.com (task management application used by TPS)

9. Strategic Items:

- a. Updates on reauthorization process.
 - i. OW site visit on September 27th
 - ii. Current reauthorization details:
- b. Mission / Vision / Values process review:
 - i. Update on Mission/Vision review (David Gunderman):

1. David met with RCE reps (Jane and Erik): Provided processes and systems for doing a re-evaluation of mission/vision/values. Began process. Will be bringing Diversity and Inclusion committee in on this process.
- d. Review SpEd Director hiring oversight policy (Second Reading)
 - i. Rename to “special education oversight policy”
 - ii. Need to “if someone becomes aware that someone is not properly licensed to perform their duties by law then the board will be informed at the next board meeting”.
 - iii. Could be as simple as “are you on track for renewal”
 - iv. Policy should default to federal regulations
 - v. Josh will connect with Personnel Committee to review relevant policies
- e. Review updates to School Leader Requirements document (Second Reading)
 - i. “Behavior Lead” position name changed to “Dean of Students”. Minimum requirements changed to include MDE license relevant to position.
- f. Review updates to FY23 Academic Calendar document: Have to have updates made to this document by open house.
 - i. Christy Dickinson: Rethink how website is updated. Social media gives more up to date information than the website.
 - ii. Tennille/Christy: Social media is done well. It would be great if the website felt as fun. Consider contracting with Aimee Plueger (former social media lead) to help manage social media.

10. Action Items:

- a. Approval/Rejection of updates to employee handbook (Third Reading)

- i. Josh MacLachlan motions to approve updates to the FY23 employee handbook. Christy Dickinson seconds.
 - ii. Discussion:
 1. From last meeting - Warning statement at end of 6.8 should be reworded:
 - iii. Motion passes with following votes:
 1. Josh MacLachlan - Aye
 2. Tenille Warren - Aye
 3. Christy Dickinson - Aye
 4. Rachael McNamara - Aye
 5. David Gunderman - Aye
- b. Approval/Rejection of updated enrollment policy (Third Reading)
- i. Josh MacLachlan motions to approve the updated enrollment policy.
Rachael McNamara Seconds.
 - ii. Discussion:
 1. Updates requested at last meeting:
 - a. Indicate that lottery will happen after the last day of the “application window” (should not use term “open enrollment”), May 1. Families will be notified within one week of lottery.
 - b. Indicate start of “application window”, January 1
 - c. Include infographic in the policy
 - iii. Josh MacLachlan rescinds original motion
 - iv. Josh MacLachlan remotions to approve the updated enrollment policy with the changes listed above (“application window” starting on January

1 and include infographic in the policy), Rachael McNamara seconds.

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

c. Finalize FY22 TPS Evaluation Document

- i. Reviewed Evaluation document
- ii. “TPS Evaluation” will be a recurring item on all board meeting agendas to address different sections of the evaluation as the year progresses instead of doing it all at once at the end of the year.

Adjourn:

d. Christy Dickinson motions to adjourn at 7:01pm



- August 2022 -
Financial Statements

Prepared By:
Nate Winter



TABLE OF CONTENTS

Executive Summary.....	3
Dashboard.....	4
Comparative Balance Sheet.....	5
Balance Sheet by Fund.....	6
Income Statement.....	7-8
Check Register.....	9
Cash Receipt Register.....	10-11
Selected Information.....	12

Academic Arts High School Executive Summary

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

** As of month-end, 17% of the year was complete

Enrollment

- Current Approved Budget: 110
- Current School Enrollment: 104
- Current Average ADM: 104
- Variance: -6

Statement of Activities

Cash at the end of August was \$378K, which is a \$50K increase from the prior month. The current year estimated state receivable that is owed to the School through month end was \$56K. The preliminary prior year state receivable owed to the school is currently being estimated at \$251K

The preliminary beginning fund balance for the year is \$488,910.

Schedule of Budget and Actual Revenue and Expenses

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

- Revenues for the month were at 16% of budget:
 - Two IDEAS payments on the 15th and 30th.
 - Normally monthly deposits
 - Holdback
- Expenditures for the month were at 9% of budget:
 - Normal monthly payments of rent, benefits, contracted services, and supplies went out
 - Furniture for classrooms (ESSER), security system

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.

Academic Arts High School Financial Dashboard

August 2022 17% of School Year Complete

REVENUE

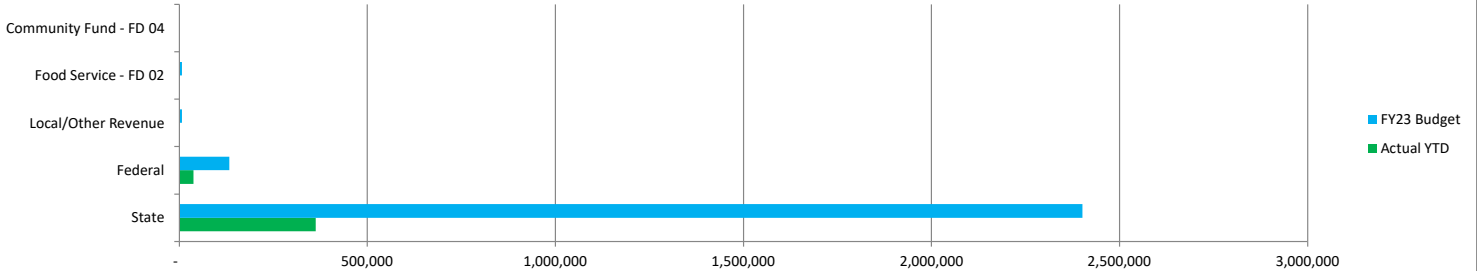
Total Revenue this Month
\$284,113

Total Revenue YTD
\$401,909

Budgeted Revenue FY23
\$2,549,167

% of Revenue Budget
16%

Revenue - Actual vs. Budget



EXPENSE

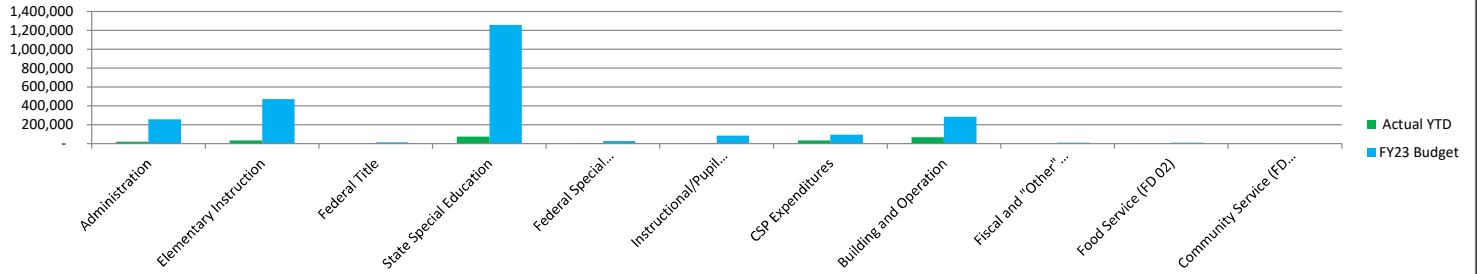
Total Expense this Month
\$234,550

Total Expense YTD
\$231,934

Budgeted Expense FY23
\$2,501,281

% of Expense Budget
9%

Expense - Actual vs. Budget



BALANCE SHEET

Cash at End of Month
\$378,426

Cash at End of Prior Month
\$328,863

Beginning Fund Balance - FY23
\$488,910

Budgeted Fund Balance - End of FY23
\$536,796

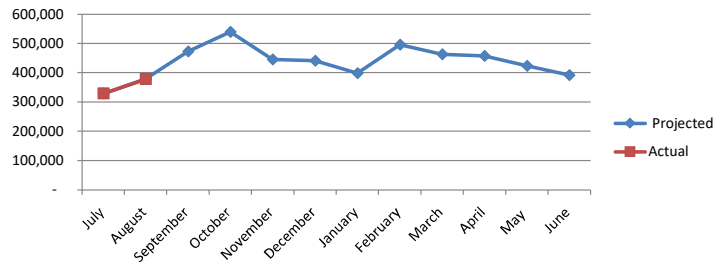
Cash at Beginning of Year
\$273,824

Projected Cash Balance- End of FY23
\$392,095

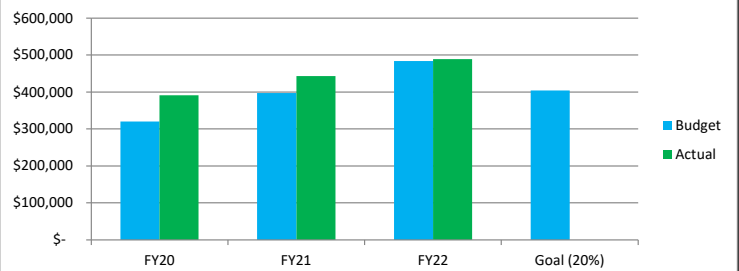
Fund Balance at Month End
\$658,885

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

Cash Flow Projection



Fund Balance - Budget vs. Actual



ENROLLMENT

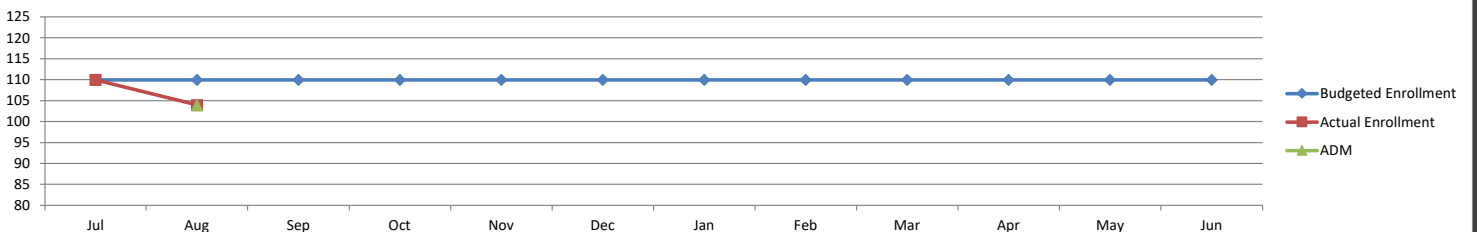
Actual Enrollment at Month End
104

Budgeted Enrollment
110

Actual ADM - YTD
104

Actual vs. Budgeted Enrollment Variance
(6)

Actual vs. Budgeted Enrollment



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

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

	Current Month	Prior Month	\$ Change	Un-Audited	YTD \$ Change
	8/31/2022	7/31/2022		6/30/2022	
ASSETS:					
Current Assets:					
Cash	378,426	328,863	49,563	280,645	97,781
Accounts Receivable	-	-	-	-	-
Due from MDE - Prior Year Receivable	251,447	379,250	(127,803)	-	251,447
Due from MDE - Current Year Estimate	56,220	27,885	28,335	379,250	(323,030)
Due from Federal	39,865	8,868	30,997	32,031	7,834
Prepays	20,719	20,529	191	30,972	(10,253)
Total Current Assets	746,677	765,394	(18,717)	722,898	23,779
Capital Assets:					
Buildings and Equipment	-	-	-	-	-
Less: Accumulated Depreciation	-	-	-	-	-
Total Net Capital Assets	-	-	-	-	-
TOTAL ASSETS	746,677	765,394	(18,717)	722,898	23,779
LIABILITIES:					
Current Liabilities:					
Salaries Payable	35,291	88,028	(52,737)	171,353	(136,062)
Accounts Payable	37,439	14,298	23,141	44,501	(7,062)
Payroll Liabilities	15,062	7,562	7,500	18,134	(3,072)
Other Liabilities	-	-	-	-	-
Unearned Revenue	-	-	-	-	-
Line of Credit	-	-	-	-	-
Total Current Liabilities	87,792	109,888	(22,096)	233,988	(146,196)
FUND BALANCE					
Beginning Fund Balance as of July 1, 2022	488,910	523,910	-	442,749	
Net Income, FY2023 to Date	169,975	131,596	38,379	46,161	123,814
Ending Fund Balance	658,885	655,506	3,379	488,910	169,975
TOTAL FUND BALANCE	658,885	655,506	3,379	488,910	169,975
TOTAL LIABILITIES AND FUND BALANCE	746,677	765,394	(18,717)	722,898	23,779

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

Academic Arts High School

Balance Sheet

As of August 2022

	ALL FUNDS	General Fund	Food Service	Community Fund	Capital Assets
	Total	FD 01	FD 02	FD 04	FD 98
ASSETS:					
Current Assets:					
Cash	378,426	387,260	(8,834)	-	-
Accounts Receivable	-	-	-	-	-
Due from MDE - Prior Year Receivable	251,447	251,447	-	-	-
Due from MDE - Current Year Estimate	56,220	56,220	-	-	-
	-	-	-	-	-
Due from Federal	39,865	39,519	346	-	-
Prepays	20,719	20,719	-	-	-
Total Current Assets	746,677	755,164	(8,487)	-	-
Capital Assets					
Buildings and Equipment					
(Less) Depreciation					
Total Net Capital Assets	-				-
TOTAL ASSETS	746,677	755,164	(8,487)	-	-
LIABILITIES:					
Current Liabilities:					
Salaries Payable	35,291	35,291	-	-	-
Accounts Payable	37,439	37,439	-	-	-
Payroll Liabilities	15,062	15,062	-	-	-
Other Liabilities	-	-	-	-	-
Unearned Revenue	-	-	-	-	-
Line of Credit	-	-	-	-	-
Total Current Liabilities	87,790	87,792	-	-	-
FUND BALANCE					
Beginning Fund Balance as of July 1, 2022	488,910	497,292	(8,382)	-	-
Net Income, FY 2023 to Date	169,975	170,080	(105)	-	-
Ending Fund Balance	658,885	667,373	(8,487)	-	-
Investment in Capital Assets	-				-
TOTAL LIABILITES AND FUND BALANCE	746,677	755,164	(8,487)	-	-

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

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

17% 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	1,015	1,233	(218)	7,400	14%
State - Gen. Ed. Aid	229,449	176,669	52,779	1,060,017	22%
State - Special Education/ADSSIS	76,568	191,100	(114,532)	1,146,598	7%
State - Lease Aid	-	28,908	(28,908)	173,448	0%
State - Other	-	3,536	(3,536)	21,218	0%
Estimated State Holdback Recognized	56,876	-	-	-	N/A
PY Over/Under Accrual	-	-	-	-	N/A
Federal - ESSER	31,635	-	31,635	94,413	34%
Federal - COVID-19 Testing Grant	-	-	-	-	0%
Federal - Title	-	2,262	(2,262)	13,574	0%
Federal - Special Ed.	6,368	4,167	2,201	25,000	25%
TOTAL DISTRICT REVENUE - GENERAL FUND	401,909	407,876	(5,966)	2,541,667	16%
DISTRICT EXPENDITURES - GENERAL FUND					
Administration & District Support Services					
Salary & Benefits	8,123	19,570	(11,446)	117,418	7%
Purchased Services	10,650	17,500	(6,850)	105,000	10%
Supplies & Equipment	1,897	3,000	(1,103)	18,000	11%
Other Fees	-	2,918	(2,918)	17,510	0%
Total Administration & District Support Expenditures	20,671	42,988	(22,317)	257,928	8%
Instructional Expenditures					
Salary & Benefits	31,637	72,393	(40,756)	434,356	7%
Purchased Services	762	2,318	(1,555)	13,905	5%
Supplies & Equipment	1,266	3,583	(2,317)	21,500	6%
Other Fees	-	-	-	-	0%
Total Instructional Expenditures	33,665	78,294	(44,628)	469,761	7%
Federal Title					
Salary & Benefits	-	-	-	-	0%
Purchased Services	-	1,429	(1,429)	8,574	0%
Supplies & Equipment	-	833	(833)	5,000	0%
Other Fees	-	-	-	-	0%
Total Federal Title Expenditures	-	2,262	(2,262)	13,574	0%
State Special Education					
Salaries/Wages and Benefits	68,312	195,587	(127,274)	1,173,519	6%
Purchased Services	-	6,867	(6,867)	41,200	0%
Supplies & Equipment	-	833	(833)	5,000	0%
Transportation	4,086	6,352	(2,266)	38,109	11%
Other Fees	-	-	-	-	0%
Total State Special Education Expenditures	72,398	209,638	(137,240)	1,257,828	6%
Federal Special Education/CEIS					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	-	2,500	(2,500)	15,000	0%
Supplies & Equipment	6,368	1,667	4,701	10,000	64%
Other Fees	-	-	-	-	0%
Total Federal Special Education Expenditures	6,368	4,167	2,201	25,000	25%
Instructional/Pupil Support					
Salary & Benefits	-	10,293	(10,293)	61,755	0%
Purchased Services	528	3,583	(3,056)	21,500	2%
Supplies & Equipment	-	-	-	-	0%
Other Fees	-	-	-	-	0%
Total Instructional Support Expenditures	528	13,876	(13,348)	83,255	1%
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	31,635	15,735	15,899	94,412	34%
COVID19 Testing Grant	-	-	-	-	0%
Total Instructional Support Expenditures	31,635	15,735	15,899	94,412	34%
Building & Operations					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	7,729	11,408	(3,680)	68,450	11%
Facilities Lease	34,503	34,503	-	207,017	17%
Supplies & Equipment	24,334	50	24,284	300	8111%
Other Fees	-	1,459	(1,459)	8,755	0%
Total Building & Operations Expenditures	66,565	47,420	19,145	284,522	23%
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	12%
TOTAL DISTRICT EXPENDITURES - GENERAL FUND	231,829	421,880	(190,051)	2,493,781	9%
GENERAL FUND (01) - NET INCOME	170,080	(14,005)	184,086	47,886	
FUND 02					
DISTRICT REVENUE - FOOD SERVICE FUND					
Local & Other	-	-	-	-	0%
State	-	-	-	-	0%
Federal	-	-	-	-	0%
Transfers from Other Funds	-	1,250	(1,250)	7,500	0%
TOTAL DISTRICT REVENUE - FOOD SERVICE FUND	-	1,250	(1,250)	7,500	0%
DISTRICT EXPENDITURES - FOOD SERVICE FUND					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	105	1,250	(1,145)	7,500	1%
Supplies & Equipment	-	-	-	-	0%
TOTAL DISTRICT EXPENDITURES - FOOD SERVICE FUND	105	1,250	(1,145)	7,500	1%
FOOD SERVICE FUND (02) - NET INCOME	(105)	-	(105)	-	
TOTAL REVENUES - ALL FUNDS	401,909	409,126	(7,216)	2,549,167	16%
TOTAL EXPENDITURES - ALL FUNDS	231,934	423,130	(191,196)	2,501,281	9%
NET INCOME (LOSS) - ALL FUNDS	169,975	(14,005)	183,981	47,886	
Beginning Fund Balance 7/1/2022	488,910			488,910	
Ending Fund Balance	658,885			536,796	

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

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

District #	Payment #	Bank	Check #	Pay Type	Payment Date	Vendor #	Vendor	Curr	Amount	Financials
4119	9709	AB		WX	8/31/2022	1056	NWEA	USD	\$ 1,266.00	Instructional S&E
4119	9710	AB		WX	8/31/2022	1313	Amazon	USD	\$ 383.98	B/O Supplies
4119	9711	AB		WX	8/31/2022	1575	Southview Office CenterLLC	USD	\$ 22,684.29	B/O Building Lease & PS
4119	9712	AB		WX	8/31/2022	1856	CliftonLarsonAllen LLP	USD	\$ 4,432.53	Admin Purchased Services
4119	9712	AB		WX	8/31/2022	1856	CliftonLarsonAllen LLP	USD	\$ 4,970.00	Admin Purchased Services
4119	9713	AB		WX	8/31/2022	1876	USPS	USD	\$ 60.00	Admin Purchased Services
4119	9714	AB		WX	8/31/2022	1883	Alerus	USD	\$ 50.00	Admin Purchased Services
4119	9715	AB		WX	8/31/2022	1883	Alerus	USD	\$ 129.92	Payroll Liabilities
4119	9716	AB		WX	8/31/2022	1883	Alerus	USD	\$ 129.92	Payroll Liabilities
4119	9717	AB		WX	8/31/2022	1886	TRA	USD	\$ 5,017.27	Payroll Liabilities
4119	9718	AB		WX	8/31/2022	1886	TRA	USD	\$ 4,767.75	Payroll Liabilities
4119	9719	AB		WX	8/31/2022	1887	PERA	USD	\$ 1,455.11	Payroll Liabilities
4119	9720	AB		WX	8/31/2022	1887	PERA	USD	\$ 1,672.73	Payroll Liabilities
4119	9721	AB		WX	8/31/2022	1888	IRS	USD	\$ 9,179.77	Payroll Liabilities
4119	9722	AB		WX	8/31/2022	1888	IRS	USD	\$ 9,177.92	Payroll Liabilities
4119	9723	AB		WX	8/31/2022	1889	MN Dept of Revenue	USD	\$ 1,538.46	Payroll Liabilities
4119	9724	AB		WX	8/31/2022	1889	MN Dept of Revenue	USD	\$ 1,539.27	Payroll Liabilities
4119	9725	AB		WX	8/31/2022	1924	Skyroam, INC	USD	\$ 99.00	Admin Purchased Services
4119	9726	AB		WX	8/31/2022	1924	Skyroam, INC	USD	\$ 99.00	Admin Purchased Services
4119	9727	AB		WX	8/31/2022	1924	Skyroam, INC	USD	\$ 99.00	Admin Purchased Services
4119	9728	AB		WX	8/31/2022	1997	Midwest Insurance Company	USD	\$ 613.00	Payroll Liabilities
4119	9692	AB	6828	CH	8/17/2022	1014	Century Link	USD	\$ 15.73	Admin Purchased Services
4119	9697	AB	6829	CH	8/17/2022	1146	cmERDC	USD	\$ 2,350.00	Admin Purchased Services
4119	9702	AB	6830	CH	8/17/2022	1849	Comcast Business	USD	\$ 168.37	Instructional PS
4119	9696	AB	6831	CH	8/17/2022	1115	DEMCO, INC.	USD	\$ 15,939.91	ESSER II Expense
4119	9693	AB	6832	CH	8/17/2022	1015	DESIGNS FOR LEARNING	USD	\$ 3,577.00	State SPED PS
4119	9693	AB	6832	CH	8/17/2022	1015	DESIGNS FOR LEARNING	USD	\$ 401.66	State SPED PS
4119	9694	AB	6833	CH	8/17/2022	1016	EDVISIONS COOPERATIVE	USD	\$ 50.00	Admin Purchased Services
4119	9701	AB	6834	CH	8/17/2022	1777	Infinite Campus	USD	\$ 2,242.50	Admin S&E
4119	9699	AB	6835	CH	8/17/2022	1642	Metro Sales	USD	\$ 527.82	I/PS Purchased Services
4119	9703	AB	6836	CH	8/17/2022	1879	MN PEIP - C/O MMB Fiscal Services	USD	\$ 18,436.88	Payroll Liabilities
4119	9703	AB	6836	CH	8/17/2022	1879	MN PEIP - C/O MMB Fiscal Services	USD	\$ 18,436.88	Payroll Liabilities
4119	9698	AB	6837	CH	8/17/2022	1493	Premium Water Inc	USD	\$ 29.50	Admin Purchased Services
4119	9706	AB	6838	CH	8/17/2022	2018	S.O.S Security MN LLC	USD	\$ 24,008.61	B/O Equipment
4119	9700	AB	6839	CH	8/17/2022	1740	Scott's Home Delivery	USD	\$ 105.00	Food Service
4119	9695	AB	6840	CH	8/17/2022	1055	SpEd FORMS	USD	\$ 2,044.42	Federal SPED S&E
4119	9705	AB	6841	CH	8/17/2022	1953	Stephanie Lonetti	USD	\$ 80.00	ESSER III Expense
4119	9704	AB	6842	CH	8/17/2022	1939	Superior Point	USD	\$ 944.00	B/O Purchased Services
4119	9707	AB	6843	CH	8/25/2022	1115	DEMCO, INC.	USD	\$ 16,137.20	ESSER II Expense
4119	9708	AB	6844	CH	8/25/2022	1909	Ratwik, Roszak & Maloney, P.A.	USD	\$ 70.50	Admin Purchased Services

Total: \$ 174,930.90

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	Receipt 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
1772	4119	AB	CR0822													
08.03.22	Deposit		1947	Credit	A	08/03/22		Wire	1	c1	Misc					
						4119	E 01 005 940	000 340	000		Hanover Overpayment Return				3,137.00	0.00
														Receipt Total:	\$3,137.00	\$0.00
														Deposit Total:	\$3,137.00	\$0.00
1773	4119	AB	CR0822													
08.03.22	Deposit		1948	Credit	A	08/03/22		Wire	1	c1	Misc					
						4119	R 01 005 000	000 096	000		Art Tech/Drawing Pads				500.00	0.00
														Receipt Total:	\$500.00	\$0.00
														Deposit Total:	\$500.00	\$0.00
1774	4119	AB	CR0822													
08.15.22	IDEAS Payment		1949	Credit	A	08/15/22		Wire	1	c1	Misc					
						4119	B 01 121 000				FY22 Charter School Lease /				4,895.96	0.00
						4119	R 01 005 000	000 211	000		FY23 General Education Aid				76,544.15	0.00
														Receipt Total:	\$81,440.11	\$0.00
														Deposit Total:	\$81,440.11	\$0.00
1775	4119	AB	CR0822													
08.17.22	Amazon Return		1950	Credit	A	08/17/22		Wire	1	c1	Misc					
						4119	E 01 005 110	000 401	000		08.17.22 Amazon Return				173.94	0.00
														Receipt Total:	\$173.94	\$0.00
														Deposit Total:	\$173.94	\$0.00
1776	4119	AB	CR0822													
08.29.22	Express Bike Return		1951	Credit	A	08/29/22		Wire	1	c1	Misc					
						4119	E 01 005 110	150 401	000		08.29.22 Express Bike Return				43.14	0.00
														Receipt Total:	\$43.14	\$0.00
														Deposit Total:	\$43.14	\$0.00
1777	4119	AB	CR0822													
08.30.22	IDEAS Payment		1952	Credit	A	08/30/22		Wire	1	c1	Misc					
						4119	B 01 121 000				FY22 General Education Aid				68,125.33	0.00
						4119	B 01 121 000				FY22 Special Education Aid				47,734.22	0.00
						4119	B 01 121 000				FY22 Charter School Lease /				5,112.77	0.00
						4119	B 01 121 000				FY22 LT FAC Maint				1,278.45	0.00

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
1777	4119	AB	CR0822													
08.30.22	IDEAS Payment		1952	Credit	A	08/30/22		Wire	1	c1	Misc					
			4119	R	01	005	000	740	360	000	FY22 State Special Ed Aid				76,567.62	0.00
Receipt Total:														\$198,818.39	\$0.00	
Deposit Total:														\$198,818.39	\$0.00	
Report Total:														\$284,112.58	\$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 Two Months Ended August 31st, 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 September
Board Meeting (Highlights and To Do)

Date: 9/13/2022

Ex Officio: Stephanie Bade

School Events

- NWEA testing Sept. 19-22
-

Committee Updates

TPS:

Personel:

- 4 new paras
- 2 new teachers
- 5 new support staff

Behavior:

- Pat writing and implementing new policies

Nutrition:

- Collecting FRL forms from families

Marketing:

Enrollment:

- 110

Curriculum:

SpEd:

- 39 students with IEPs

Jay Squad:

- ADSIS update due to MDE on Friday
-

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

- 1.
 - 2.
 - 3.
-

TPS Members attending next meeting:

1. Courtney
2. Danyelle
3. Steph B

2022-2023 Academic Arts High School



District 4119
60 W Marie Ave Suite 220
West Saint Paul, MN 55118

www.academicarts.org
PH: 651.457.7427
FX: 651.554.7611

AUGUST

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER

SUN	MON	TUE	WED	THU	FRI	SAT
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23	24	25	26	27	28	29
30	31					

NOVEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
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20	21	22	23	24	25	26
27	28	29	30			

DECEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY

SUN	MON	TUE	WED	THU	FRI	SAT
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22	23	24	25	26	27	28
29	30	31				

FEBRUARY

SUN	MON	TUE	WED	THU	FRI	SAT
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL

SUN	MON	TUE	WED	THU	FRI	SAT
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

IMPORTANT DATES

September

6 First day of school
19-22 NWEA Testing

October

13 Conferences
20-21 MEA/No School

November

4 End of quarter 1
7 No School/PD day
24-25 Thanksgiving break

December

22-Jan 2 Winter Break

January

2 Winter Break
16 MLK day
19 End of quarter 2
20 No School/ PD day

February

2-3 No School/ Staff PD
8-10 MAAP Conference
20 Presidents day
24 Conferences

March

2-3 NWEA Testing
7 ACT testing
24 End of quarter 3
27-31 Spring break

April

3 No School/PD day
12-13 MCA testing
19-20 MCA testing
26-27 MCA testing

May

29 Memorial day

June

1 End of quarter 4
2 Last day of school
Graduation night
Half day

COLOR KEY:

NO SCHOOL
TESTING
CONFERENCES
END OF QUARTER
MAAP CONFERENCE

Qtr 1 Sept 6-Nov 4

Qtr 2 Nov 8-Jan 19

Qtr 3 Jan 23- March 24

Qtr 4 Apr 4- June 1

Daily Schedule

Period 1
8:30AM - 10:10AM

Advisory
10:15AM - 10:45AM

Period 2
10:50AM - 1:20PM

Period 3
1:25PM - 3:05PM

LUNCH
11:40-12:30

Notes

Board Approved:

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)

AHA! Special Education Hiring Oversight Policy

(7/19/2022 First Reading)

To ensure transparency between the school board and the TPS committee regarding hiring of SpEd staff being paid with federal SpEd funds, the following protocol will be followed when hiring staff being paid with Special Education funds:

- Personnel committee will inform the school board chair and the SpEd director that the committee has chosen a candidate to be hired.
- The SpEd director and Board chair will confer to verify that the SpEd director sees no compliance issues with hiring the candidate for the defined position.
- The SpEd director will verify with the Personnel committee that offering the position to the candidate may (or may not) commence.

AAHS School Leader Qualifications

(22-23 update - proposed changes in RED)

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

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

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

1. Membership to the TPS committee is limited to salaried employees. Job type qualifications are detailed below:
 - a. Teachers:
 - i. Required Qualifications: Bachelor's degree or higher, Valid MDE teaching license (with relevant variances if necessary).
 - ii. Preferred Qualifications: 3 years teaching experience, PBL experience, experience working in "Teacher Powered" teams
 - b. Support staff:
 - i. **School Psychologist & School Social Worker**
 1. Required Qualifications: Master's degree or higher, Valid MDE license respective to job title (e.g. psychiatrist, social worker, etc.)
 2. Preferred Qualifications: 3 years experience in schools, experience with at-risk student populations, experience working in "Teacher Powered" teams
 - ii. **Cultural Liaison:**
 1. Preferred Qualifications: Minimum 3 years relevant experience, experience working in "Teacher Powered" teams
 - c. **Behavior Staff: "Dean of Students"**

- i. **Required Qualifications:** Valid MDE license respective to job title.
Experience working with at-risk student populations.
 - ii. **Preferred Qualification:** experience working in “Teacher Powered” teams
 - d. Administrative staff
 - i. Preferred Qualifications: Minimum 3 years relevant experience,
experience working in “Teacher Powered” teams
- 2. Potential members must serve on the TPS committee as non-voting members for one school year. Attendance and participation in all TPS committee and relevant subcommittee meetings is required. Upon successful completion of one year as a non-voting attendee, the board will use the recommendation of voting members of the TPS committee (which includes the employee’s evaluation portfolio) to determine whether or not to appoint an employee as a full voting member of the TPS committee.

Osprey Wilds Environmental Learning Center Application for Charter School Renewal Guide

Introduction

The Osprey Wilds Environmental Learning Center (Osprey Wilds) will consider applications for charter school contract renewal by its authorized schools in the final year of the school's current charter contract. This is required for a school to continue to be authorized by Osprey Wilds. In order to make informed decisions about contract renewal, Osprey Wilds evaluates the school's mission fulfillment and performance in the areas of academics, finances, operations, and environmental education during the term of the school's current contract. In addition, Osprey Wilds evaluates the school's strategic direction and proposed performance outcomes as outlined in this application.

Introductory Email

By May 1 of a school's renewal year, Osprey Wilds will send an email to the school leader and board chair introducing them to the renewal process. The email will contain the application template, including the school's specific requirements for the application, and the renewal timeline.

Application Requirements

Please type your answers into this application template. Make sure to enter your school name and submission date on the cover page. Directly address each question below that is required for your renewal application as indicated by Osprey Wilds' introductory email. Responses should be concise and comprehensive. The answers provided will be evaluated on substance, quality, and clarity – not quantity. This application is used to inform Osprey Wilds' renewal site visit and overall school evaluation.

Submission of Application

An email containing an electronic version of the application must be **received** by Osprey Wilds by the designated deadline. Applicants must send an electronic copy of the application including all attachments via e-mail to csdadmin@ospreywilds.org.

Page Limits

Total page limit is 35 pages. Page limits do not apply to attachments. Please limit attachments to those that are requested.

Required Attachments

- Organizational chart
- Four-year financial plan

Optional Attachments

- Strategic plan

Application Deadline

- **September 15, 2022**

(If the deadline falls on a weekend or non-business day, the deadline moves to the following business day)

Academic Arts High School Application for Charter School Renewal

Submitted on: 9/15/2022
Prepared by: J. Josh MacLachlan

Board members present at the meeting at which this application was approved must sign below (add additional lines as necessary).

*By our signatures below, we affirm that this application was approved by majority vote of the board in public session on **Enter Date of Board Approval**.*

Board Member Signature

Board Member Signature

Board Member Signature

Board Member Signature

Board Member Signature

Board Member Signature

Board Member Signature

Board Member Signature

Board Member Signature

Board Member Signature

Submit to csdadmin@ospreywilds.org by the deadline of **September 15**. If the deadline falls on a weekend or non-business day, the deadline moves to the following business day.

By approval and submission of this application, the school agrees to the terms of the base charter contract (no exhibits) without modification. The base charter contract is available on the [Osprey Wilds website](#).

Board Chair Signature

School Leader Signature

PART A: CONTRACT FULFILLMENT

Mission, Vision & Statutory Purposes

State your mission, vision, and statutory purposes as outlined in your charter contract with Osprey Wilds. Describe the school's progress in fulfilling its mission, vision, and statutory purposes.

- **Mission:** *Learn by doing, embrace your place in the world, prepare for the future, and make friends along the way*
- **Vision:** *a generation of young people who can navigate the world with the awareness, knowledge, attitudes, and skills necessary to make a positive impact.*

The school has become specialized in helping students who do not find success in a traditional public school environment. The school's focus on community, social-emotional learning, antiracism, restorative justice, and extensive access to accommodations in addition to its project focused authentic curriculum foster a community in which many students who were unable to succeed in a traditional school can thrive. The school helps these students develop the knowledge, attitudes, and skills to make a positive impact where other environments simply haven't worked. The current mission and vision will be reviewed and potentially revised in FY23 to better account for the antiracist and social/environmental justice work that the school is doing and planning for the future.

Summarize the school's instructional program and curriculum, highlighting unique elements at the elementary, middle, and high school levels (as appropriate). Explain the breadth and depth of the curriculum and its alignment to state standards and school mission.

The school's learning program is focused on engaging students through authentic, project based learning while allowing for accommodations for student learning needs and preparing students for life after high school:

- **Fewer, longer classes** - *Classes emulate a workplace where students work on few different types of tasks for longer periods of time. Instead of switching focus between 6 different subjects for a short period of time, students have three 100 minutes to dive deeper into class content.*
- **Life Plan & Senior Project** - *As graduation requirements, students complete the "Life Plan" and "Senior Project" classes. These classes*

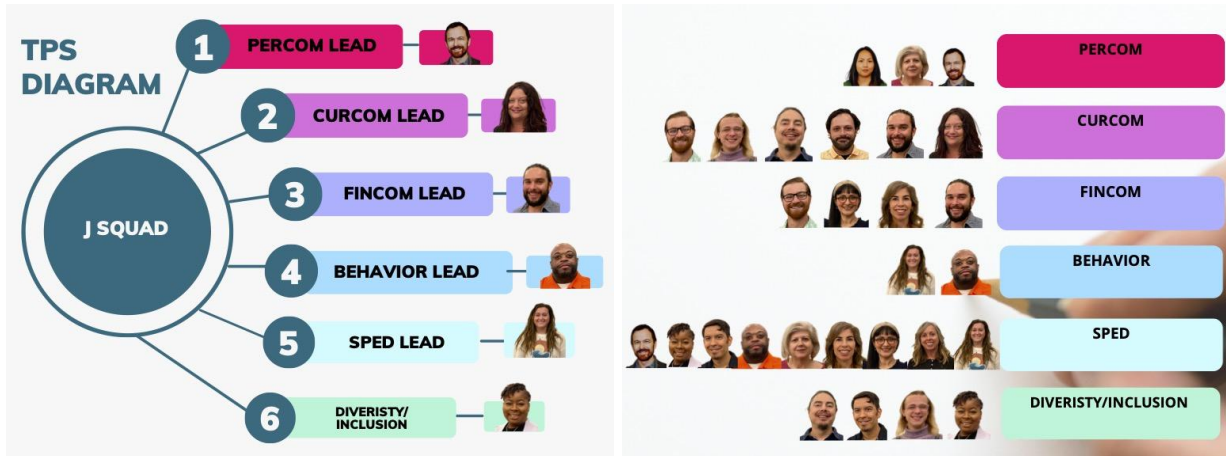
Describe how instructional leadership and staffing is organized to fulfill the school mission. *Include an organizational chart as an attachment.*

The school is a "Teacher Powered School" without a single traditional director. The school's leadership and managing body is the "TPS Committee" which consists of teachers and support staff and is overseen and evaluated by the school's board of directors.

As the school has grown it was determined that the TPS committee and its subcommittees required more organizational oversight. Prior to the 22-23 school year,

committee leads were identified to serve on the “Jay Squad”. The role of the Jay Squad is to oversee all work being done by the school’s committees and ensure that no important tasks are being missed. The TPS committee entrusts the Jay Squad to delegate work when needed and to make decisions on behalf of the TPS committee when needed.

Below is a graphic of the current committees and their leads making up Jay Squad



Different tasks are covered by subcommittees of the TPS committee that specialize in specific areas of school leadership (Curriculum, behavior, finance, etc.). The TPS committee and its subcommittees are accountable and responsible for running all functions of the school. As such, the TPS committee and its subcommittees have the authority and autonomy to make decisions about the school’s curriculum, instruction, community expectations, and other policies. The following is an overview of key areas of the school’s leadership structures as they pertain to the school’s mission and vision:

CURRICULUM:

The school employs 6 general education classroom teachers in the following content areas: Social studies (2), Art (1), Math (1), Language Arts (1), Science (1). General Education teachers in the curriculum committee collaborate to plan cross curricular content, observe and review classroom strategies, assess need and find training opportunities. As the school’s population of students with IEP is consistently over 40%, the curriculum committee also collaborates with the special education committee to plan accommodations and modifications for students. SpEd teachers also do push-ins into GenEd classrooms and plan with teachers during teacher prep times.

Describe the school’s process for assessing and evaluating student learning and growth.

The school utilizes many domains to assess and evaluate student learning and growth

Advisory: *Each student has a GenEd advisor with whom they complete a “Personal Growth Plan” (PGP) at the beginning of the year. The PGP is an in-depth overview of the students interests, educational needs, and goals and is updated throughout the year as a student’s educational and personal conditions change. Parents are also consulted when creating a student’s PGP. Instructional staff use PGPs to inform instructional strategies and interventions for individual students and student groups.*

Class Grading Strategies: *in FY22, the school's instructional team has shifted to standards based grading. Students earn credit for showing mastery rather than completing work. When grades are linked directly to mastery of content standards they reflect how much a student has mastered and not simply an amount of assignments completed. This gives all instructional staff a better understanding of how a student is progressing in real time.*

NWEA testing: *The school conducts two NWEA testing session (fall and spring). NWEA scores are used to inform class rosters for different areas of need, specifically math and language arts.*

IEPs: *Student learning goals*

Student Data: *Trends in student data (attendance, grades, credits earned, etc.) are reviewed and compared at twice monthly data meetings. The school's TPS committee and its sub committees define initiatives based on trends observed in student data and assess effectiveness of initiatives after implementation. The school, in collaboration with the school board, also tracks student data toward contractual academic goals in a dashboard designed to facilitate useful analysis of real-time (updated quarterly) academic measure data.*

Describe the school's process to review and evaluate the effectiveness of instruction and curriculum. What is the process for making changes if ineffectiveness is identified?

Peer evaluations: *The school's evaluation system is robust and exceeds the statutory requirements. All TPS staff have multiple peer evaluations throughout the year and are observed and evaluated by third-party evaluators. These two levels of evaluation are paired with any relevant data that the school receives from parents and students about a staff's effectiveness to compile a staff's performance evaluation.*

Third Party Consultation: *The school has contracted with third party consultants to assist in classroom observations developing improvement goals with teaching staff. Consultants include Greg Schnaglof Teacher Centricity and, advocates from the Regional Centers of Excellence.*

Performance Improvement Plans: *If a staff member's final evaluation report indicates a need for improvement, the staff is put on a performance improvement plan with specific goals to address for the following year. These goals are considered when evaluating the staff moving forward. Staff that do not make adequate progress toward PIP goals may not be offered work agreements moving forward.*

Student Data: *In addition to the data described in the previous section, student and classroom data from specific instructional and curriculum initiatives are regularly reviewed by the school's curriculum committee and in data meetings.*

Describe your practices and programming for remediation and acceleration.

Modern Classroom: The school utilizes modern classroom strategies to address remediation and acceleration in in real-time. With many students struggling with attendance, teachers found the need to reteach content often. The school's curriculum committee (in collaboration with the school's SpEd committee) identified a need for curriculum that would allow for students to catch up at their own pace in the event that they are absent*. Strategies from the Modern Classroom Project allow for just this. This MCP format ensures curriculum (instruction and practice) is provided in Google Classroom, so content can be accessed remotely when students are not able to be present in the classroom. The school's curriculum committee (GenEd teachers) started incorporating MCP strategies into classrooms in FY22 with the goal of full implementation by FY25.

**Many of the school's students are "chronically absent". This has been a problem observed in the school's student population for at least 10 years. Though the school continually looks for new and better ways to help students and families with attendance, the school's curriculum committee shifted its thinking about absences. Instead of designing curriculum and classroom practices that assume full attendance the committee identified low attendance rates as a condition rather than a problem. After researching, the committee chose to pursue training from the Modern Classroom Project. These practices allow for self-paced units using standards-based grading. The ultimate goal is for teachers to waste no time reteaching and know exactly what students are struggling with so that they can focus resources on helping students most effectively.*

PSEO: Students who elect to and qualify (GPA, Credits, etc.) are able to access PSEO options. As resources allow, the school helps students with this process providing additional supports and resources for students who need it.

Skill-Focused Elective Classes: Using NWEA, and class probe data, the school identifies 9th grade students (and other students new to the school) who may need remediation in math and language arts. If the need exists for a large enough number of students, remedial elective classes (not listed as "required class" for graduation requirements) are created to

Describe the structures and practices in place to serve English Learners.

WIDA: The school conducts WIDA testing to assess the specific needs of EL students.

Spanish Speaking Students and Families: Two staff (receptionist and a SpEd case worker) speak spanish and are main points of contact for spanish speaking families. The school's cultural liaison collaborates with these points of contact to ensure EL students and families are able to access needed resources through the school and community.

Describe the school's special education program and practices, including the Child Find process.

Child Find: The school's curriculum committee holds a minimum of 1 child find meeting per month. Instructional staff discuss students and identify students who may need additional support. This team identifies a specific targeted support for the student and defines how to gather data to assess the effectiveness of the support. This data is gathered and reviewed at the following meeting(s). The child find team, in

collaboration with case workers, recommend students for SpEd evaluation based on analysis of this data. For example, if a student is not showing improvement with the additional support for a defined period, the child find team may define a different support plan to track or may recommend the student to the SpEd team for evaluation.

Problem Solving: The school's special education committee holds a minimum of 1 problem solving meeting per month. In these meetings, SpEd case workers review status and needs of students with IEP and collaborate to define plans to help students who are struggling.

Transitions: The school has developed a unique program to help students who are far behind in credits to graduate. This program is only available to students with IEPs. Students are recommended for this program by SpEd case workers. These students focus on basic life skills needed for life after high school (opening bank accounts, finding housing, writing resumes, etc.) to fulfill graduation requirements as defined in their respective IEPs. Employment is a requirement for this program. Students come into the building once per week and meet one-on-one with case workers and/or paraprofessionals to focus on weekly tasks toward the graduation requirements defined in their transition plan. The program is a path to graduation for students who would otherwise not be able to graduate on time due, mainly, to very low credits in their senior year and beyond.

Due Process: The school has a dedicated due process staff (licensed SpEd teacher) who focuses on due process of all IEPs. This staff collaborates with all case workers, support staff, and teachers to ensure that IEP compliance is happening and that the school is providing the best support possible for all students and families as per their respective IEPs. This staff also focuses on student credits, giving them further insights on graduation needs for all students. Outside of IEP meetings, this staff has no student contact. This ensures that they are able to focus on these important areas of oversight and provide the school's instructional team with valuable perspective.

Academic Performance

In this section, you may provide graphs and/or charts to supplement your narrative.

Reflect on your school's academic performance in relation to the goals outlined in the current contract. Highlight successes and challenges and describe how the school will address challenges.

Though showing great improvement from last renewal, the school still shows poor overall academic performance on contractual academic goals (hovering around 50% for the length of the extended 5-year contract). As already acknowledged by the authorizer, the school's contractual academic measures are not ideal for measuring the school's effectiveness in helping its students with their education. As described in previous sections, the school's student population is, and has historically always been, "at-risk". The school has a VERY high population of students with mental health challenges. School mental health staff (school psychologist, school social worker, and contracted mental health providers) report an estimated 75% of students in the school struggle with suicidal ideation, self harm, effects of past trauma, anxiety, unstable and/or unsafe living conditions, etc. In the reauthorization process, the school intends

to work with the authorizer to adopt academic measures that more closely reflect the specific work that the school is doing to help the specific needs of its student population.

Reflect on other aspects of the school's academic performance (not directly related to contractual goals) that you would like Osprey Wilds to consider. Highlight successes and challenges and describe how the school will address challenges.

SEL: Understanding the needs of its at-risk student population, and especially noting the adverse effects on mental health of the isolation of the COVID-19 pandemic, school has identified Social-Emotional Learning (SEL) as a key and vital area of needed focus. Students can simply not learn course content if they do not have good mental health. The school is continuing to incorporate SEL into all aspects of the school day (in classroom management practices, during passing time, use of restorative circles for conflict resolution, as part of the actual curriculum in classes and projects, in all class experiences, speakers from the community that present at the school, etc.)

Accommodations:

Personal Growth Plans (PGPs): In-depth review of student's learning styles and learning needs. Advisors conduct PGP interviews with all advisees. Data and insights from PGPs is used by instructional staff to inform curriculum, classroom instructional strategies, student support initiatives, etc.

Innovative Curriculum initiatives: The school's curriculum Anchor Texts, "The Nest" virtual class, Modern Classroom Project strategies,

Provide and reflect on additional information regarding academic-related indicators your school would like Osprey Wilds to consider. (This could include social and emotional development, attendance and retention, student engagement, student discipline, and others as appropriate.) Highlight successes and challenges and describe how the school will address challenges.

Environmental Education Performance

Provide a summary of your school's environmental education performance in relation to the goals outlined in the current contract.

During the massive interruptions to learning resulting from COVID-19 and the increased national discussion on race and white supremacy spurred by the murder of George Floyd the school's environmental education goals have, admittedly, taken a back seat to other matters viewed as more pressing. From the beginning COVID shut-down in FY20 through the end of FY22, the school's curriculum committee changed its entire learning program seven times. Though environmental learning was an intended focus of much of these learning programs ("The Nest" class*, "experience Wednesdays", environmental themes in classes and projects, etc.), tracking the data defined in the

school's PLPs simply didn't happen as it should have. This is certainly an area of needed improvement for the school's leadership team.

****When the school was fully virtual in FY21, it became clear that online learning was not working for the vast majority of students. In response, the curriculum committee created "The Nest", an online class that all students took and earned credit for their classes. All students read an "anchor text" either on their own, with videos, or in real-time chats with staff. All content areas gave lessons connected to the themes in the book throughout the quarter. The result was much higher engagement and participation during virtual learning.***

Highlight successes and challenges of the school's EE program and describe how the school will address challenges in future years.

As discussed in the previous section, collecting relevant data that is also aligned with the school's defined ELP goals for a specific year is a consistent challenge for the school. Environmental initiatives are present but clear goals for the school's overall EE program and tracking for them are not consistent. The school has noted that the levels of environmental citizenship in its ELPs (Awareness, Knowledge, Attitudes, Skills, Action) are the same as those identified in attaining "multicultural competence" and "social justices for citizenship". The vision is to align the school's ELP goals with the social justice, multicultural learning, and antiracist work that it is doing.

Additional EE challenges stemming from the COVID-19 pandemic include the school's camping experience programming. Traditionally, the school has conducted a minimum of 5 overnight, outdoor-focused experiences with students throughout the school year (2 one-night camping trips at local campgrounds, two trips the the OW ELC in Sandstone, MN, and a trip to the Steger Wilderness center in Ely, MN). These key aspects of the school's EE programing were not possible for the last half of FY20, all of FY21 and FY22 due to COVID-19 restrictions.

Provide additional information regarding environmental education performance your school would like Osprey Wilds to consider.

As addressed in previous questions, the school has EE initiatives embedded into it's curriculum and culture ("Leave No Trace", curricular themes, etc.). Developing more practical and useful EE goals and documenting progress toward EE goals, specifically, are areas where the school continues to struggle.

Probationary Status

Describe how the school fulfilled the terms of its probationary status as outlined in Exhibit S of the charter contract or the school's Performance Improvement Plan.

Financial Performance

In this section, you may provide graphs and/or charts to supplement your narrative.

Reflect on any financial successes and challenges the school has experienced during the term of this contract.

The key area of financial challenge and success that the school has experienced throughout the term of the contract is ADM. The school had traditionally struggled with enrollment. Though enrollment at any given point in a school year could be high, the school regularly struggled with initial enrollment numbers. The school would typically maintain enrollment for the remainder of the school year but overall ADM was regularly below budget. One year during the contract, the school's leadership team chose to halt cost of living increases to maintain a viable budget. Increasing ADM became a key initiative.

During the current contract, the school began working with a new financial management service (CLA). This new partnership resulted in far more clarity and transparency in understanding and communicating the school's finances at any given time.

In the summer of 2020, the school's leadership team (TPS), with the help of a marketing consultant, completed a comprehensive rebranding of the school (SWOT analysis, logo, brandmark, brand standards, new mascot, etc.). The school's first formal marketing committee was established and provided a modest budget. The marketing committee plans and manages strategic social media and mail campaigns to connect with families who may be looking for better education options for their students. With these new initiatives, more families became aware of the great work the school is doing for students for whom larger district schools simply weren't working and ADM steadily rose. The results of these efforts to increase ADM are most clearly seen in the board's FY22 budget revision. The school's finance committee reviews the current budget regularly and typically revises the budget to account for diversions from budgeted ADM. In prior years, these revisions have always been in the negative direction due to lower than expected ADM. Due to the school's small population, ADM variances of even 3 to 4 students had a significant effect on the school's budget. However, as a result of the initiatives of the school's marketing committee, FY22 was the first time that the budget was revised in a positive direction due to higher than budgeted ADM.

Reflect on the school's short-term financial viability, highlighting any strengths and weaknesses.

The school currently maintains a healthy fund balance at or above 20% of its FY23 budget. Initial enrollment at the start of the year is strong and has set the school up to maintain the FY23 budget as planned. Enrollment requests and tours continue to come in and the school is expected to reach its cap by the end of September, 2022.

As always, due to the school's small population, even small variances in ADM can have an outsized effect on the school's financial health. Though the school is currently in a strong financial position, the results of the marketing initiatives in which the school has invested resources have taken two years to fully correct the financial weaknesses seen in past fiscal years. The school plans to maintain its strong marketing initiatives as investment for future enrollment and sustained healthy ADM levels.

Reflect on the school's long-term financial sustainability, highlighting any strengths and weaknesses. Please describe recent enrollment trends and future enrollment assumptions.

As referenced in the previous question, the school's financial health is closely linked to ADM even more acutely than schools with larger populations as even small variances in ADM can adversely affect the schools financial health. The school also invests in its staff by paying 5% higher than any other competing district school (MPS, Edina, SPPS, and Mendota) at any level of experience (based on most current documented union pay scales). With these aggressive investments in staff, and with planned future ADMs of 110-115, the school is viable for at least five years. Expanding the school's programing (transitions program, virtual options, middle school) are strategic initiatives that the school will be pursuing for the long-term financial health of the school.

Describe how the organization provides quality financial oversight to ensure compliance, effective internal controls, and monitoring of public funds.

The school's finance committee works closely with financial advisors at CLA to monitor spending, budgets, grant applications, etc. At finance committee meetings, conducted weekly, the committee consults with representatives from CLA to review purchases requests, track in-house budget allocations (e.g. individual classroom budgets), review and draft grant applications, and address any other compliance issue. Representatives from CLA are present at all board meetings to review monthly financial reports and answer questions from board members. The school also conducts standard third-party audits yearly.

Operations Performance

Describe how the board has provided oversight in the areas of academics, environmental education, finance, and operations, including legal compliance.

The board reviews student academic data and finances as recurring agenda items on all board meetings. Throughout the current contract, the board has made updates and clarified expectations for the "ex officio report" section of board meetings. At the beginning of the contract the content for this report was largely up to the discretion of the TPS member acting as ex officio for the meeting. Currently, this report has defined areas for which the board expects updates at every meeting (e.g. updates from all committees, school events, any compliance issues, etc.). Standardizing this report has allowed the board to stay abreast of issues affecting the school's operations and legal compliance more effectively.

Due largely to the nature of the school's probationary authorization status emphasizing contractual academic goals (i.e. continued authorization for the current contract was contingent on the school meeting minimum levels of contractual academic goals specifically) the board became focused on tracking these goals closest and providing the school's leadership with resources and guidance when needed. Environmental education goals, admittedly, took a back seat to academic goals defined in its contract with its authorizer. As a first step in addressing this general lack of EE oversight by the board, "Environmental Education" will be a recurring agenda item in all meetings starting in the September 2022 meeting.

Additionally, the board added "TPS Evaluation" as a recurring agenda item in all meetings starting in the August 2022 meeting. Traditionally, this agenda item would

be added to two meetings per year to review the TPS committee's responses to the board's TPS Evaluation measures. In FY23, the board will be reviewing sections of the evaluation with TPS members (ex officios at board meetings) at each meeting to document and provide guidance as the school year is happening. Key goals of this initiative are to allow for a more robust and collaborative evaluation process (completing a comprehensive reflection of the entire year at the end of a school year proved to be increasingly difficult for school leadership especially after the prolonged myriad challenges of the COVID-19 pandemic) and to give the board better real-time insights into challenges, successes, and opportunities facing the TPS committee.

Discuss board-related successes and challenges during the current contract term. Areas you may want to consider as appropriate include:

- ***Membership and recruitment: The board has maintained consistent membership of key membership types (teachers, parents, community members). The skill sets of current board members are varied and provide helpful insights in governance (e.g. private industry, entrepreneurs, former teaching staff at the school, parents of current and former students, one member of the school's original chartering committee, etc.). Training: Basic compliance for board training is met through courses on mncharterboards.com. The board requests specific trainings from TPS committee members and contracted service providers (e.g. CLA) to acquire deeper knowledge and understanding of specific areas of charter school operations (e.g. "how do IEPs work?").***
- ***Meeting attendance: Attendance has always been challenging. Though meetings have ultimately always met quorum, due to many factors it was often that individual board members were unable to attend. During quarantine from COVID-19, the board conducted meetings virtually. It became clear that allowing for virtual attendance made attendance more consistent and achievable for all board members. The board continues to allow for virtual meeting attendance complying with state statute (all members can see each other's faces, etc.).***
- ***Board self-evaluation: The board conducts a self evaluation yearly and uses insights from the evaluation to plan initiatives and training.***
- ***Progress on particular board-level projects: In addition to ad hoc review of policies the board is restarting a review cycle of the school's employees, student policies, and board bylaws in FY23. A three year review cycle of all policies started in FY19.***

Describe the process used by the board to evaluate school leadership.

As discussed in a previous section, the board utilizes a TPS evaluation document* to evaluate the school's TPS committee.. This evaluation typically takes place at the end of the school year. However, in FY23, the board will be reviewing these metrics with the TPS committee at all board meetings.

****the authorizer has a copy of this document but another can certainly be provided if needed***

Discuss management and operations successes and challenges during the current contract term. Areas you may want to consider as appropriate:

Much of what was discussed in the "Leadership and Staffing" section above is relevant to this section as well. In lieu of repeating much of that section verbatim, below is a

summary of key points relevant to management and operations successes and challenges:

- **School leadership:**
 - **Challenges: the school's TPS committee**
- **Day-to-day operations including: transportation; facilities; food service; staffing (hiring, retention, professional development, evaluation); health and safety; community engagement**
- **State and federal compliance and reporting**
- **MDE compliance reviews**

Student and Parent Satisfaction

Describe how the school solicits feedback from parents and students regarding satisfaction with the school. Provide summary data and reflect on the feedback. How does the school use this information to inform ongoing school improvement?

The school sends parent surveys continually throughout the school year to gain insights on the needs of students' families as they pertain to the school's curriculum, schedule, programing, transportation, etc. Parent response for these surveys is typically quite low (~15-20%) and is certainly an identified area for continued improvement. Knowing this, however, the school gets most of its feedback directly from parents via individual staff. Staff (teachers, case workers, support staff, etc.) reach out to parents for myriad reasons

~~Educational Service Provider or Charter Management Organization~~

~~If the school works with an educational service provider (ESP) or charter management organization (CMO), describe the scope of the work of the ESP or CMO during the current contract period and how the school board has evaluated the performance of the ESP or CMO (see *Exhibit N—Provisions for Education Service or Management Contract* in the [contract exhibits templates](#) document under the *Renewal* tab).~~

PART B: FUTURE STRATEGIC DIRECTION

The school may include a strategic plan as an attachment to the application if one exists, but this is not required. Please answer the following questions:

Describe any significant program changes that will be implemented during the term of the potential new contract. Please discuss how these changes will aid the school in fulfilling its mission, vision, and statutory purposes. (Significant changes include a revised mission and/or vision statement, changes in the statutory purposes, or implementation of a substantially different instructional program.)

Identify plans over the next contract term for enrollment, growth and/or relocation. These plans may include but are not limited to:

- Enrollment projections including demographics
- Plans for grade level or site expansion, including early learning programs
- Plans to add other additional programs, such as out-of-school time
- Plans to move to a new site

Provide information regarding the capacity of the current board of directors and school leadership to implement the school's mission and vision. Include evidence of skills and experience in relevant areas including: board governance, fiscal management, education, curriculum and instruction, school and non-profit management.

Describe any plans for changes to governance during the term of the potential new contract and the reasons for those changes. Your plans may include but are not limited to

- Board development goals
- Plans to increase or reduce the number of board members
- Plans to change board structure (e.g., change from/to teacher majority)

Describe any plans for changes to management during the term of the potential new contract and the reasons for those changes. Your plans may include but are not limited to

- Expected changes in key leaders
- Changes to management structure
- Significant changes in responsibilities

Provide a four-year financial plan in a manner consistent with Osprey Wilds' [Financial Plan Template](#) (under the *Renewal* tab), starting with the current year. Please include as an attachment.

~~If the school contracts with an ESP or CMO please provide information about that organization consistent with *Exhibit N – Provisions for Education Service or Management Contract* (see in the [contract exhibits templates](#) document under the *Renewal* tab).~~

Discuss any potential challenges the school might face during the term of a new contract, and plans to remedy these challenges.

Describe your school's plans to strengthen its environmental education program and increase students' environmental literacy during the term of a new contract.

PART C: PROPOSED PERFORMANCE OUTCOMES

The purpose of the proposed outcomes in this application is to update Osprey Wilds of the school's strategic priorities, especially in areas in need of improvement. These outcomes will not necessarily become part of the next contract should one be granted, but will inform the contracting process as contractual outcomes are developed and refined. Please answer the following questions:

Please provide proposed academic and academic-related outcomes for the potential renewed contract using the [Academic Performance Evaluation framework](#) as a guide.

- ***Proficiency goals:*** *We'd like to link these goals to growth in number students at AHA! who show proficiency, not linked to state comparisons. We want measure students against themselves. As we are so focused on the individual, we'd like to focus on individual growth for our students. We want to link goals to individual student PGPs, similar to the way goals are tracked in IEPs. We'd like to link standards based grading. We'll certainly need help with drafting these goals in the renewal contract process.*
- ***Social Emotional Learning:*** *As SEL is such an integrated part of the school's learning program, we'd like to track growth in these skills*
- ***We'd like attendance goals to track individual growth. Example: "40% of student population will increase attendance rates by X%"***

Describe your school's approach to implementing and evaluating Indicator Areas 1-5 of Osprey Wilds' [EE Performance Evaluation Framework](#). (The school may provide a sample Environmental Literacy Plan for the next school year as an attachment.)

The school plans to align the key domains of environmental citizenship (Awareness, knowledge, attitudes, skills, action) with those of antiracist/multicultural citizenship (they happen to be the same!) in the Diversity, Equity, and Inclusion work it is doing. The EE focus of the school's future ELPs will be on environmental justice. The school wants to combine what it is already doing to reinforce both EE and DEI