

Academic Arts High School School Board Meeting Agenda

Tuesday, November 17, 2022 (rescheduled from 11/15) | 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 November 17, 2022 Agenda:**
- 4. Approval of October 18, 2022 Minutes:**
- 5. Public Comments:**
- 6. Financial Report: (Josh MacLachlan - Treasurer, Nate Winter - CLA)**
 - a. **Approval of October 2022 financial report**
 - b. **Approval of October 2022 disbursements**
- 7. Ex Officio Report:**
- 8. Student Data Report – Josh MacLachlan**
 - a. **Academic Measures**
 - b. **Environmental Education Measures**
- 9. Strategic Items:**
 - d. Review updates to behavior protocol (Second Reading)
 - e. Updated Experience Policy (Second Reading)
 - f. Background check policy (Second Reading)
 - g. Review fund balance policy (First Reading)
 - h. Review land acknowledgement statement (First Reading)
 - i. Review Renewal Evaluation report for authorizer
 - j. Updates from “Community-Teacher Association” (Brenda Johnson)
 - k. Board Training: Updates on task force to plan board recruitment/training/retreat
 - l. TPS Evaluation: Organizational Items
- 10. Action Items:**
 - a. Approve/Reject Calendar Update:
 - i. Change to TPS retreat dates from 2/2-2/3 to 2/9-2/10
- 11. Adjourn:**

Academic Arts High School School Board Meeting Agenda

Tuesday, October 18, 2022 | 5:00 pm | Academic Arts High School Room 123
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Agenda

Board Members Present:

In-person: Christy Dickinson, Josh MacLachlan, Brenda Johnson, David Gunderman
Online: Rachael McNamara

Absent:

Tenille Warren, David Massey

1. Call to Order:

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

2. Conflict of Interest Check:

- a. None to note

3. Approval of October 18, 2022 Agenda:

- a. David Gunderman motions to approve the October 18, 2022 agenda. Brenda Johnson seconds.
- b. Discussion:
 - i. No further discussion
- c. Motion passes/fails with following votes:
 - i. Brenda Johnson - Aye
 - ii. David Gunderman - Aye
 - iii. Rachael McNamara - Aye
 - iv. Christy Dickinson - Aye
 - v. Josh MacLachlan - Aye

4. Approval of September 13, 2022 Minutes:

- a. Josh MacLachlan motions to approve the September 13, 2022 minutes. Brenda Johnson seconds.
- b. Discussion:

- i. Update: need to include Brenda Johnson as “present”.
 - ii. Update discussion of disbursement notes
 - iii. Update ex officio report details
 - c. Motion passes with following votes:
 - i. Brenda Johnson - Aye
 - ii. David Gunderman - Aye
 - iii. Rachael McNamara - Aye
 - iv. Christy Dickinson - Aye
 - v. Josh MacLachlan - Aye

5. Approval of October 12, 2022 Special Meeting Minutes:

- a. Brenda Johnson motions to approve the October 12, 2022 special meeting minutes. Rachael McNamara seconds.
- b. Discussion:
 - i. Student Protest.b.2.iii - delete (no context)
- c. Motion passes with following votes:
 - i. Brenda Johnson - Aye
 - ii. David Gunderman - Aye
 - iii. Rachael McNamara - Aye
 - iv. Christy Dickinson - Aye
 - v. Josh MacLachlan - Aye

6. Public Comments:

- a. Christy Dickinson
 - i. Question concerning emergency response plan. If not on the website, want to know what the school has in place for emergency response. What other drills, besides fire drills, are conducted?

- ii. Jacqueline Marcell: shares school's universal crisis procedures
- iii. Chris Lawler: Reviews plans for drills
- iv. Need ParentSquare update on emergency response plan on how to find it on the school website. Crisis team working on a condensed version of these procedures and will post on ParentSquare
- v. Brenda Johnson: Are there visuals of drills (fire/active shooter) for students to reference?
- vi. Christy Dickinson: A simple visual for students would be helpful
- vii. Sarah Franklin: Appreciate quick update to parents on incident involving threat. Wonder if there could have been more detail shared.
- viii. Christy Dickinson: If and when a lockdown happens more details would be needed in the contact to parents.
- ix. Note: All students get support from school. School is always in contact with students during suspension.

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

a. Approval of September 2022 financial report

- i. Josh MacLachlan motions to approve the September 2022 financial report.
David Gunderman seconds.
- ii. Discussion:
 - 1. ADM
 - a. Current Approved Budget: 110
 - b. Current School Enrollment: 107
 - c. Current Average ADM: 105.76
 - d. Variance: -3
 - 2. Cash on hand at end of September: \$392K, \$14k increase from

prior month. Current fund balance at \$523,422

3. Revenues at 25% of budget. Expenditures at 21% of budget

4. Items of importance:

a. Waiting on “Letter of Collateral” from bank for audit.

b. Covid-19 testing grant of ~\$20k was granted to school for FY23.

c. Security system purchase finalized in FY23. Not accounted for in current budget so percentage shows far beyond budget. Will update in revised budget later in year.

iii. Motion passes with following votes:

1. Brenda Johnson - Aye

2. David Gunderman - Aye

3. Rachael McNamara - Aye

4. Christy Dickinson - Aye

5. Josh MacLachlan - Aye

b. Approval of September 2022 disbursements

i. David Gunderman motions to approve the September 2022 disbursements.

Brenda Johnson seconds.

ii. Discussion:

1. Christy Asks about payments to “Julie Peterson” of \$5K?

a. Julie is not an employee but a consultant

b. Payments should be to consultant company, not to individual.

iii. Motion passes with following votes:

1. Brenda Johnson - Aye

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

8. Ex Officio Report:

- a. Two school events happening soon
 - i. Community Vaccination Clinic
 1. Christy Dickinson: On instagram but not on ParentSquare. David Gunderman updating on ParentSquare.
 2. Goals of November 3 event:
 - a. Conduct vaccine clinic
 - b. Update Parents and students on Osprey Wilds trip in Sandstone
 - c. Exhibition day projects will be on display
 - d. PTA Startup table
 - e. Board table
 - ii. Osprey Wilds trip details being sent out on Wednesday

9. Student Data Report – Josh MacLachlan (Tabled to November Meeting)

- a. Academic Measures
- b. Environmental Education Measures
 - i. Reviewed FY23 Environmental citizenship plan
 - ii. Shifting focus from LNT principles to focus on environmental justice
(how climate change affects different groups of people more or less)

10. Strategic Items:

- a. Board Training:
 - i. Overview of Authorizer-Board-TPS relationship

1. Role of board: “To ensure that students are learning and to make sure that nothing unlawful is allowed to happen in the school”
2. Charter Public School boards are volunteer. Board members may not be paid (lest they incur personal liability).
3. Board has defaulted to giving TPS authority to manage the school
 - a. Board does not manage hiring/firing
 - b. Board does want to meet new TPS staff at board meetings ASAP
- ii. Establish task force to plan board recruitment/training/retreat
- b. Overview of school processes & policies
 - i. Reviewed policies and processes regarding:
 1. Student behavior expectations
 2. Roles of support staff (social worker and psychologist)
 3. How testing works at the school
 4. Credits
- d. TPS Evaluation: Organizational Items
 - i. TPS should update prior to meeting for review and discussion
- e. Review updates to FY23 Academic Calendar document
 - i. Half day scheduled updated. Added to school website.
- f. Review updates to behavior protocol (First Reading)
- g. Updated Experience Policy (First Reading)
 - i. Courtney Cox reviews research on experience policies.
 1. Expanding what is considered relevant experience promotes more equitable and inclusive compensation of staff
 - ii. Proposed policy would include the following as valid types of experience:
 1. Work experience
 2. Curriculum design
 3. Etc.
- h. Background check policy (First Reading)
 - i. Reviewed background check policy examples from 3 other schools.
 - ii. Formal draft being written. Draft will use the examples as template.

11. Action Items:

- a. Approval/Rejection of FY22 Annual Report

- i. Josh MacLachlan motions to approve the FY22 Annual Report pending final edits. Rachael McNamara seconds.
- ii. Discussion
 1. Josh MacLachlan and David Gunderman drafting report
 2. Using template from previous two years
 3. Final edits need to be made:
 - a. Update WBWF data
 - b. Update successes and challenges from FY22
 - c. Etc.
- iii. Motion passes with following votes:
 1. Brenda Johnson - Aye
 2. David Gunderman - Aye
 3. Rachael McNamara - Aye
 4. Christy Dickinson - Aye
 5. Josh MacLachlan - Aye

12. Adjourn:

- a. Christy dickinson motions to adjourn at 7:02 pm



- October 2022 -
Financial Statements

Prepared By:
Nate Winter



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Academic Arts High School Executive Summary

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

** As of month-end, 33% of the year was complete

Enrollment

- Current Approved Budget: 110
- Current School Enrollment: 108
- Current Average ADM: 105.07
- Variance: -2

Statement of Activities

Cash at the end of October was \$427K, which is a \$35K increase from the prior month. The current year estimated state receivable that is owed to the School through month end was \$107K. The preliminary prior year state receivable owed to the school is currently being estimated at \$58K

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 October:

- Revenues for the month were at 32% of budget:
 - Two IDEAS payments on the 15th and 30th.
 - Normally monthly deposits
 - Holdback
- Expenditures for the month were at 29% of budget:
 - Normal monthly payments of rent, benefits, contracted services, and supplies went out
 - Consulting services

Other Items of Importance

- All beginning balances are currently preliminary until the audit report is presented by the auditors.
- The COVID-19 testing grant application has been submitted and approved. Funds will be used to support community vaccine clinics and the school's testing program.

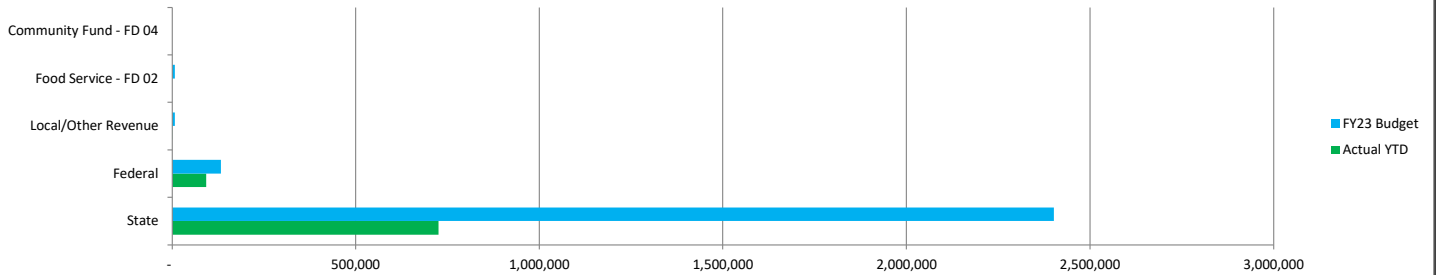
Academic Arts High School Financial Dashboard

October 2022 33% of School Year Complete

REVENUE

<u>Total Revenue this Month</u> \$211,855	<u>Total Revenue YTD</u> \$819,590	<u>Budgeted Revenue FY23</u> \$2,549,167	<u>% of Revenue Budget</u> 32%
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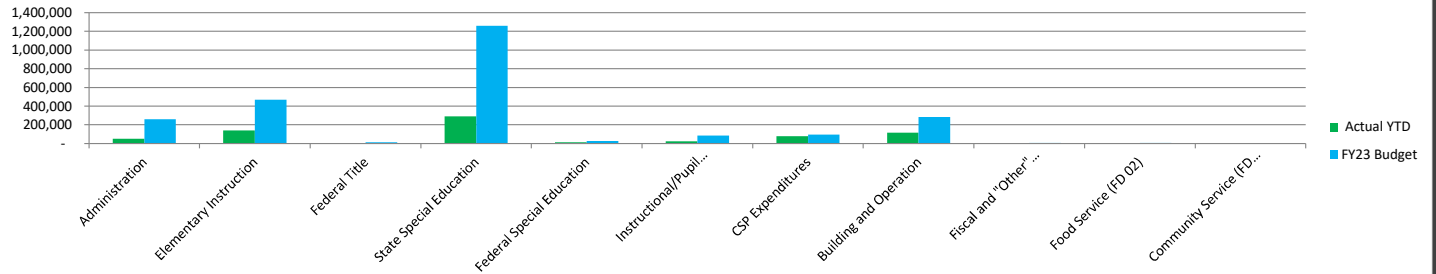
Revenue - Actual vs. Budget



EXPENSE

<u>Total Expense this Month</u> \$177,236	<u>Total Expense YTD</u> \$714,790	<u>Budgeted Expense FY23</u> \$2,501,281	<u>% of Expense Budget</u> 29%
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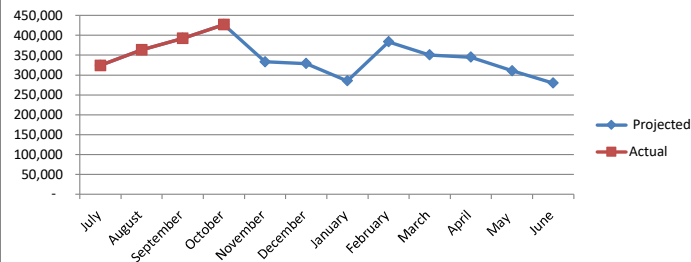
Expense - Actual vs. Budget



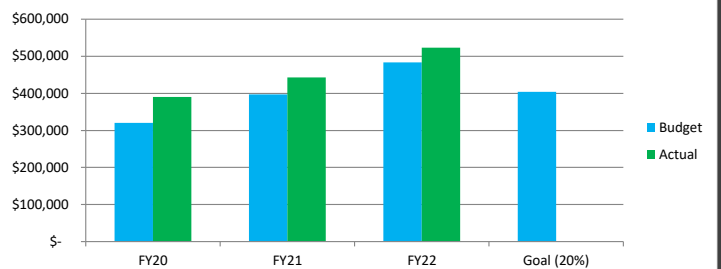
BALANCE SHEET

<u>Cash at End of Month</u> \$427,124	<u>Cash at End of Prior Month</u> \$392,400	<u>Beginning Fund Balance - FY23</u> \$523,422	<u>Budgeted Fund Balance - End of FY23</u> \$571,307
<u>Cash at Beginning of Year</u> \$269,421	<u>Projected Cash Balance- End of FY23</u> \$279,631	<u>Fund Balance at Month End</u> \$628,221	<u>Long-Term Fund Balance Goal (20%)</u> \$403,831

Cash Flow Projection



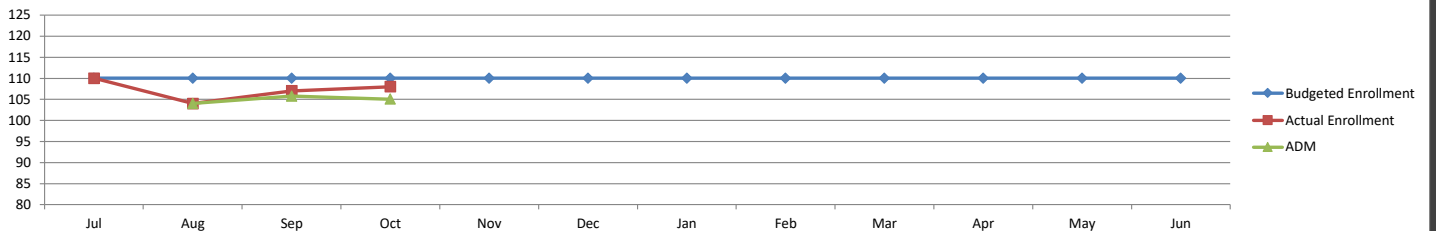
Fund Balance - Budget vs. Actual



ENROLLMENT

<u>Actual Enrollment at Month End</u> 108	<u>Budgeted Enrollment</u> 110	<u>Actual ADM - YTD</u> 105	<u>Actual vs. Budgeted Enrollment Variance</u> (2)
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Actual vs. Budgeted Enrollment



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

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

	Current Month	Prior Month		Un-Audited	
	10/31/2022	9/30/2022	\$ Change	6/30/2022	YTD \$ Change
ASSETS:					
Current Assets:					
Cash	427,124	392,400	34,724	269,421	157,703
Accounts Receivable	-	-	-	-	-
Due from MDE - Prior Year Receivable	57,850	108,359	(50,509)	-	57,850
Due from MDE - Current Year Estimate	106,678	79,165	27,513	318,272	(211,594)
Due from Federal	127,262	124,197	3,065	69,633	57,629
Prepays	9,976	9,976	(0)	30,314	(20,338)
Total Current Assets	728,890	714,097	14,793	687,639	41,251
Capital Assets:					
Buildings and Equipment	-	-	-	-	-
Less: Accumulated Depreciation	-	-	-	-	-
Total Net Capital Assets	-	-	-	-	-
TOTAL ASSETS	728,890	714,097	14,793	687,639	41,251
LIABILITIES:					
Current Liabilities:					
Salaries Payable	70,582	51,204	19,378	119,008	(48,426)
Accounts Payable	7,902	5,829	2,073	9,571	(1,669)
Payroll Liabilities	22,185	14,712	7,473	35,639	(13,454)
Other Liabilities	-	-	-	-	-
Unearned Revenue	-	-	-	-	-
Line of Credit	-	-	-	-	-
Total Current Liabilities	100,669	71,745	28,924	164,218	(63,549)
FUND BALANCE					
Beginning Fund Balance as of July 1, 2022	523,422	523,422	-	442,749	
Net Income, FY2023 to Date	104,800	118,930	(14,130)	80,673	24,127
Ending Fund Balance	628,221	642,352	(14,131)	523,422	104,800
TOTAL FUND BALANCE	628,221	642,352	(14,131)	523,422	104,800
TOTAL LIABILITIES AND FUND BALANCE	728,890	714,097	14,793	687,639	41,251

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

Academic Arts High School

Balance Sheet

As of October 2022

	ALL FUNDS	<i>General Fund</i>	<i>Food Service</i>	<i>Community Fund</i>	<i>Capital Assets</i>
	Total	FD 01	FD 02	FD 04	FD 98
ASSETS:					
Current Assets:					
Cash	427,124	427,229	(105)	-	-
Accounts Receivable	-	-	-	-	-
Due from MDE - Prior Year Receivable	57,850	57,850	-	-	-
Due from MDE - Current Year Estimate	106,678	106,678	-	-	-
	-	-	-	-	-
Due from Federal	127,262	127,262	-	-	-
Prepays	9,976	9,976	-	-	-
Total Current Assets	728,890	728,995	(105)	-	-
Capital Assets					
Buildings and Equipment (Less) Depreciation					
Total Net Capital Assets	-				-
TOTAL ASSETS	728,890	728,995	(105)	-	-
LIABILITIES:					
Current Liabilities:					
Salaries Payable	70,582	70,582	-	-	-
Accounts Payable	7,902	7,902	-	-	-
Payroll Liabilities	22,185	22,185	-	-	-
Other Liabilities	-	-	-	-	-
Unearned Revenue	-	-	-	-	-
Line of Credit	-	-	-	-	-
Total Current Liabilities	100,667	100,669	-	-	-
FUND BALANCE					
Beginning Fund Balance as of July 1, 2022	523,422	523,422	-	-	-
Net Income, FY 2023 to Date	104,800	104,905	(105)	-	-
Ending Fund Balance	628,221	628,326	(105)	-	-
Investment in Capital Assets	-				-
TOTAL LIABILITES AND FUND BALANCE	728,890	728,995	(105)	-	-

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

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

33% 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	2,467	(1,442)	7,400	14%
State - Gen. Ed. Aid	421,895	353,339	68,556	1,060,017	40%
State - Special Education/ADSSIS	194,108	382,199	(188,091)	1,146,598	17%
State - Lease Aid	-	57,816	(57,816)	173,448	0%
State - Other	2,447	7,073	(4,626)	21,218	12%
Estimated State Holdback Recognized	107,334	-	-	-	N/A
PY Over/Under Accrual	-	-	-	-	N/A
Federal - ESSER	78,643	-	78,643	94,413	83%
Federal - COVID-19 Testing Grant	-	-	-	-	0%
Federal - Title	-	4,525	(4,525)	13,574	0%
Federal - Special Ed.	14,137	8,333	5,803	25,000	57%
TOTAL DISTRICT REVENUE - GENERAL FUND	819,590	815,751	3,838	2,541,667	32%
DISTRICT EXPENDITURES - GENERAL FUND					
Administration & District Support Services					
Salary & Benefits	18,571	39,139	(20,568)	117,418	16%
Purchased Services	22,302	35,000	(12,698)	105,000	21%
Supplies & Equipment	3,418	6,000	(2,582)	18,000	19%
Other Fees	6,794	5,837	958	17,510	39%
Total Administration & District Support Expenditures	51,086	85,976	(34,890)	257,928	20%
Instructional Expenditures					
Salary & Benefits	136,303	144,785	(8,483)	434,356	31%
Purchased Services	1,703	4,635	(2,932)	13,905	12%
Supplies & Equipment	3,139	7,167	(4,027)	21,500	15%
Other Fees	-	-	-	-	0%
Total Instructional Expenditures	141,145	156,587	(15,442)	469,761	30%
Federal Title					
Salary & Benefits	-	-	-	-	0%
Purchased Services	-	2,858	(2,858)	8,574	0%
Supplies & Equipment	-	1,667	(1,667)	5,000	0%
Other Fees	-	-	-	-	0%
Total Federal Title Expenditures	-	4,525	(4,525)	13,574	0%
State Special Education					
Salaries/Wages and Benefits	272,928	391,173	(118,245)	1,173,519	23%
Purchased Services	2,880	13,733	(10,853)	41,200	7%
Supplies & Equipment	-	1,667	(1,667)	5,000	0%
Transportation	13,734	12,703	1,031	38,109	36%
Other Fees	-	-	-	-	0%
Total State Special Education Expenditures	289,542	419,276	(129,734)	1,257,828	23%
Federal Special Education/CEIS					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	3,529	5,000	(1,471)	15,000	24%
Supplies & Equipment	10,608	3,333	7,274	10,000	106%
Other Fees	-	-	-	-	0%
Total Federal Special Education Expenditures	14,137	8,333	5,803	25,000	57%

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
Instructional/Pupil Support					
Salary & Benefits	20,585	20,585	-	61,755	33%
Purchased Services	3,848	7,167	(3,319)	21,500	18%
Supplies & Equipment	-	-	-	-	0%
Other Fees	-	-	-	-	0%
Total Instructional Support Expenditures	24,433	27,752	(3,319)	83,255	29%
ESSER/COVID19 Funding					
ESSER	78,643	31,471	47,173	94,412	83%
COVID19 Testing Grant	-	-	-	-	0%
Total Instructional Support Expenditures	78,643	31,471	47,173	94,412	83%
Building & Operations					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	21,766	22,817	(1,051)	68,450	32%
Facilities Lease	69,006	69,006	0	207,017	33%
Supplies & Equipment	24,927	100	24,827	300	8309%
Other Fees	-	2,918	(2,918)	8,755	0%
Total Building & Operations Expenditures	115,699	94,841	20,858	284,522	41%
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	36%
TOTAL DISTRICT EXPENDITURES - GENERAL FUND	714,685	836,260	(121,575)	2,493,781	29%
GENERAL FUND (01) - NET INCOME	104,905	(20,510)	125,415	47,886	
FUND 02					
DISTRICT REVENUE - FOOD SERVICE FUND					
Local & Other	-	-	-	-	0%
State	-	-	-	-	0%
Federal	-	-	-	-	0%
Transfers from Other Funds	-	2,500	(2,500)	7,500	0%
TOTAL DISTRICT REVENUE - FOOD SERVICE FUND	-	2,500	(2,500)	7,500	0%
DISTRICT EXPENDITURES - FOOD SERVICE FUND					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	105	2,500	(2,395)	7,500	1%
Supplies & Equipment	-	-	-	-	0%
TOTAL DISTRICT EXPENDITURES - FOOD SERVICE FUND	105	2,500	(2,395)	7,500	1%
FOOD SERVICE FUND (02) - NET INCOME	(105)	-	(105)	-	
TOTAL REVENUES - ALL FUNDS	819,590	818,251	1,338	2,549,167	32%
TOTAL EXPENDITURES - ALL FUNDS	714,790	838,760	(123,970)	2,501,281	29%
NET INCOME (LOSS) - ALL FUNDS	104,800	(20,510)	125,310	47,886	
Beginning Fund Balance 7/1/2022	523,422			523,422	
Ending Fund Balance	628,221			571,307	

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

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

District #	Payment	Bank	Check #	Pay Type	Payment Date	Vendor #	Vendor	Curr	Amount	Financials
4119	9894	AB		WX	10/31/2022	1031	QUILL CORPORATION	USD	\$ 266.44	Admin S&E
4119	9895	AB		WX	10/31/2022	1313	Amazon	USD	\$ 3.99	Instructional S&E
4119	9896	AB		WX	10/31/2022	1348	target	USD	\$ 23.96	Admin S&E
4119	9897	AB		WX	10/31/2022	1368	HOLIDAY STATIONSTORES, LLC	USD	\$ 45.43	State SPED Transportation
4119	9898	AB		WX	10/31/2022	1368	HOLIDAY STATIONSTORES, LLC	USD	\$ 78.96	State SPED Transportation
4119	9899	AB		WX	10/31/2022	1368	HOLIDAY STATIONSTORES, LLC	USD	\$ 74.79	State SPED Transportation
4119	9900	AB		WX	10/31/2022	1570	Marathon Gas Station	USD	\$ 80.87	State SPED Transportation
4119	9901	AB		WX	10/31/2022	1570	Marathon Gas Station	USD	\$ 78.99	State SPED Transportation
4119	9902	AB		WX	10/31/2022	1570	Marathon Gas Station	USD	\$ 77.01	State SPED Transportation
4119	9903	AB		WX	10/31/2022	1575	Southview Office CenterLLC	USD	\$ 22,684.29	B/O Lease & PS
4119	9904	AB		WX	10/31/2022	1608	Costco	USD	\$ 56.57	Instructional S&E
4119	9905	AB		WX	10/31/2022	1608	Costco	USD	\$ 56.69	Federal SPED S&E
4119	9906	AB		WX	10/31/2022	1770	Inver Grove Ford	USD	\$ 4,332.23	State SPED Transportation
4119	9907	AB		WX	10/31/2022	1770	Inver Grove Ford	USD	\$ 1,212.77	State SPED Transportation
4119	9908	AB		WX	10/31/2022	1778	Teacherspay teachers	USD	\$ 10.77	Instructional S&E
4119	9909	AB		WX	10/31/2022	1778	Teacherspay teachers	USD	\$ 5.35	Instructional S&E
4119	9910	AB		WX	10/31/2022	1778	Teacherspay teachers	USD	\$ 3.24	Instructional S&E
4119	9911	AB		WX	10/31/2022	1778	Teacherspay teachers	USD	\$ 1.61	Instructional S&E
4119	9912	AB		WX	10/31/2022	1833	Old National Bank	USD	\$ 13.36	Admin Purchased Services
4119	9913	AB		WX	10/31/2022	1883	Alerus	USD	\$ 50.00	Admin Purchased Services
4119	9914	AB		WX	10/31/2022	1883	Alerus	USD	\$ 97.44	Payroll Liabilities
4119	9915	AB		WX	10/31/2022	1883	Alerus	USD	\$ 97.44	Payroll Liabilities
4119	9916	AB		WX	10/31/2022	1885	FORD CREDIT	USD	\$ 11.53	State SPED Transportation
4119	9917	AB		WX	10/31/2022	1885	FORD CREDIT	USD	\$ 1,163.71	State SPED Transportation
4119	9918	AB		WX	10/31/2022	1886	TRA	USD	\$ 5,285.50	Payroll Liabilities
4119	9918	AB		WX	10/31/2022	1886	TRA	USD	\$ 5,147.75	Payroll Liabilities
4119	9919	AB		WX	10/31/2022	1887	PERA	USD	\$ 2,620.28	Payroll Liabilities
4119	9919	AB		WX	10/31/2022	1887	PERA	USD	\$ 172.07	Payroll Liabilities
4119	9919	AB		WX	10/31/2022	1887	PERA	USD	\$ 3,023.84	Payroll Liabilities
4119	9920	AB		WX	10/31/2022	1888	IRS	USD	\$ 11,667.49	Payroll Liabilities
4119	9920	AB		WX	10/31/2022	1888	IRS	USD	\$ 252.65	Payroll Liabilities
4119	9921	AB		WX	10/31/2022	1888	IRS	USD	\$ 12,762.40	Payroll Liabilities
4119	9922	AB		WX	10/31/2022	1889	MN Dept of Revenue	USD	\$ 1,897.90	Payroll Liabilities
4119	9922	AB		WX	10/31/2022	1889	MN Dept of Revenue	USD	\$ 52.57	Payroll Liabilities
4119	9923	AB		WX	10/31/2022	1889	MN Dept of Revenue	USD	\$ 2,116.35	Payroll Liabilities
4119	9924	AB		WX	10/31/2022	1924	Skyroam, INC	USD	\$ 99.00	Instructional PS
4119	9925	AB		WX	10/31/2022	1924	Skyroam, INC	USD	\$ 99.00	Instructional PS
4119	9926	AB		WX	10/31/2022	1924	Skyroam, INC	USD	\$ 99.00	Instructional PS
4119	9927	AB		WX	10/31/2022	1997	Midwest Insurance Company	USD	\$ 613.00	Admin Benefits
4119	9878	AB	6858	CH	10/17/2022	1849	Comcast Business	USD	\$ 158.37	Admin Purchased Services
4119	9876	AB	6859	CH	10/17/2022	1581	Julie Peterson	USD	\$ 3,150.00	Instructional PS
4119	9874	AB	6860	CH	10/17/2022	1034	METRO TRANSIT	USD	\$ 2,000.00	I/PS Purchased Services
4119	9879	AB	6861	CH	10/17/2022	1879	MN PEIP - C/O MMB Fiscal Services	USD	\$ 12,776.06	Payroll Liabilities
4119	9875	AB	6863	CH	10/17/2022	1493	Premium Water Inc	USD	\$ 89.49	Admin Purchased Services
4119	9880	AB	6864	CH	10/17/2022	2018	S.O.S Security MN LLC	USD	\$ 34.39	B/O Purchased Services

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

4119	9877	AB	6865	CH	10/17/2022	1821	South Central Service Cooperative	USD	\$	282.00	Admin Purchased Services
4119	9891	AB	30230000	CH	10/5/2022	1046	MN BCA	USD	\$	8.00	Admin Purchased Services
4119	9892	AB	30360000	CH	10/20/2022	1046	MN BCA	USD	\$	8.00	Admin Purchased Services
4119	9893	AB	30370000	CH	10/28/2022	1564	DVS Renewal	USD	\$	265.25	Admin Purchased Services
4119	9890	AB	30390000	CH	10/28/2022	1876	USPS	USD	\$	5.92	Admin Purchased Services
Total:										\$ 95,213.72	

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
1788	4119	AB	CR1022													
10.03.22	Payroll-Peter Salazar			1960	Credit	A	10/03/22	Wire	1	c1	Misc					
							4119 E 01 010 211 000 140 000				10.03.22 Payroll-Peter Salazar				1,313.30	0.00
														Receipt Total:	\$1,313.30	\$0.00
														Deposit Total:	\$1,313.30	\$0.00
1789	4119	AB	CR1022													
10.03.22	IKEA Refund			1958	Credit	A	10/03/22	Wire	1	c1	Misc					
							4119 E 01 010 420 419 303 000				10.03.22 IKEA Refund- Taxes				259.63	0.00
														Receipt Total:	\$259.63	\$0.00
														Deposit Total:	\$259.63	\$0.00
1790	4119	AB	CR1022													
10.06.22	SERVS Draw			1959	Credit	A	10/06/22	Wire	1	c1	Misc					
							4119 B 01 122 000				FY22 FIN414				57.01	0.00
							4119 B 01 122 000				FY22 FIN 433				407.35	0.00
							4119 B 01 122 000				FY22 FIN 433				220.60	0.00
							4119 B 01 122 000				FY22 FIN 433				1,225.00	0.00
														Receipt Total:	\$1,909.96	\$0.00
														Deposit Total:	\$1,909.96	\$0.00
1791	4119	AB	CR1022													
10.14.22	IDEAS Payment			1961	Credit	A	10/14/22	Wire	1	c1	Misc					
							4119 R 01 005 000 740 360 000				FY23 Special Education Aid				77,075.36	0.00
														Receipt Total:	\$77,075.36	\$0.00
														Deposit Total:	\$77,075.36	\$0.00
1793	4119	AB	CR1022													
10.20.22	SERVS Draw			1962	Credit	A	10/20/22	Wire	1	c1	Misc					
							4119 B 01 122 000				FY22 FIN150				654.66	0.00
														Receipt Total:	\$654.66	\$0.00
														Deposit Total:	\$654.66	\$0.00
1796	4119	AB	CR1022													
10.28.22	IDEAS Payment			1963	Credit	A	10/28/22	Wire	1	c1	Misc					
							4119 B 01 121 000				FY22 General Education Aid				28,578.14	0.00
							4119 B 01 121 000				FY22 Special Education Aid				20,226.68	0.00
							4119 B 01 121 000				FY22 Charter School Lease				1,704.25	0.00

Academic Arts High School
Historical and Forecasted Financial Statements
Selected Information

For the Four Months Ended October 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 MONTH
Board Meeting (Highlights and To Do)

Date:

Ex Officio:

School Events

- Osprey Wilds trip November 14-16
-

Committee Updates

TPS:

Personnel:

- Resignation of Social Worker - 11/11
- Seeking applicants - Consultant doing this work

Behavior:

- Seeking

Nutrition:

- Reigning in nutrition program
 - Payment system
 - FRL form push

Enrollment:

- 108

Curriculum:

- Virtual learning November 17-18

SpEd:

Jay Squad:

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

- 1.
 - 2.
 - 3.
-

TPS Members attending next meeting:

1. **Jacqueline**
2. **Ryan Bauer**
- 3.

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, SHOVING, 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: _____

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: _____

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:

- 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**

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

Academic Arts High School Fund Balance Policy (September 2013)

Adopted September 30, 2013

Reviewed and re-approved by the board September 29, 2015

Academic Arts High School is committed to maintaining a prudent level of financial resources to protect against the need to reduce service levels because of temporary revenue shortfalls or unpredicted expenditures. The school's Minimum Fund Balance Policy requires a Reserve for Economic Uncertainties, consisting of unassigned amounts, equal to no less than 25 percent of General Fund expenditures and other financing uses. This percentage is based on the expectations set forth by the school's authorizer, Audubon Center of the North Woods.



AHA Land Acknowledgement Statement

Land Acknowledgement Statements have been utilized to recognize the history of Indigenous people and the past and present impact of colonialism. Developing and reading land acknowledgement statements is a means to both celebrate and support Indigenous communities. They have often been read during public gatherings to recognize the communities that have called this land home long before Europeans arrived in the Americas.

Academic Arts High School is located on the traditional homelands of the Dakota people, with the land that we now know as Minnesota originating from the Dakota name for this region: Mni Sota Makoce (Minnesota "Mah-coe-chay"). This translates to the land where the waters reflect the skies, or cloudy waters. AHA would like to honor the history of the Dakota People that call this land home, both past and present, and continue to find ways to celebrate their history and that of all Indigenous groups.

**Academic Arts High School
FY22 Academic Performance Evaluation
Contract Period July 1, 2018 through June 30, 2023**

The Academic Performance Evaluation is conducted to determine progress on overall student achievement at the school as evidenced by the school’s attainment of the contractual goals in the charter contract and the school’s performance according to the state’s accountability system – the North Star system. This evaluation is conducted annually and is designed to provide an update on the school’s performance on contractual measures to date. In addition to the annual evaluations, a final academic performance evaluation is issued as part of the school’s summative renewal evaluation in the last year of its charter contract.

For detailed information on the school’s contractual goals, including performance rating criteria and World’s Best Workforce alignment, refer to Exhibit G of the charter contract. All performance ratings presented in this evaluation are based upon currently available data. For comprehensive data by each performance measure, see the Academic Data Profile.

Summary of Indicator Points

Indicator	Points Possible	Points Earned	Performance Ranking	Percent Earned Through FY22	Percent Earned Through FY21
1: Mission Related Outcomes	6	4.5	Meets	75.0%	50%
2: English Language Learners	N/A	N/A	N/A	N/A	N/A
3: Reading Growth	15	5	Does Not Meet	33.3%	33.33%
4: Math Growth	15	2.5	Does Not Meet	16.7%	16.7%
5: Reading Proficiency	5	5	Meets	100.0%	100%
6: Math Proficiency	5	0	Does Not Meet	0.0%	0%
7: Science Proficiency (and Growth)	10	5	Approaches	50.0%	50%
8: Other Proficiency or Growth	16	17.5	Exceeds	109.4%	100%
9: Post-Secondary Readiness	22	9	Does Not Meet	40.9%	36.36%
10: Attendance	8	1	Does Not Meet	12.5%	17%
Overall	102	49.5	Candidate for Non-Renewal	48.5%	45.50%

**In line with Minnesota’s ESSA waiver, and due to the effects of the COVID-19 pandemic on data collection and usability, MCA, ACCESS, and MTAS data collected during the 2020-21 school year will not be used for accountability purposes. To this end, Osprey Wilds will provide a FY21 academic evaluation to all schools, yet will use FY19 data to inform accountability decisions (i.e. renewal, etc.) until FY22 data becomes available.*

Summary Analysis: The school demonstrated weak performance on academic measures through the term of the contract. Overall, one area exceeded target (Other Proficiency and Growth), two areas met target (Mission Related Outcomes and Reading Proficiency), and one area approached target (Science Proficiency and Growth.) The school did not meet target in the remaining five indicators: Reading Growth, Math Growth, Math Proficiency, Post-Secondary Readiness, and Attendance. The school's performance increased marginally from FY21 to FY22, with two indicator areas (Mission Related Outcomes and Other Proficiency or Growth) increasing performance ranking.

Reading Growth and Math Growth are areas of concern for the school. For NWEA Reading, the school met target in two of the four years for which data is available during the contract term. In NWEA Math, the school did not meet target in any years of the contract.

For the Proficiency measures, Reading has been a consistent strength of the school, meeting target every year of the contract. Science has fluctuated, though mostly approached target. The final year of the contract had one measure unable to be scored due to lack of reported data from the school. Math did not meet target for any year of the contract, and has consistently had concerning results in the single digit proficiencies for students tested, with FY22 having 0% of students being proficient.

For other indicator areas, Mission Related Outcomes is an area of strength for the school, having approached or met target every year of the contract. This is one of two indicator areas that improved from FY21 to FY22, with measure 1.1 improving from does not meet target to approaches target. Other Proficiency or Growth is a strength as well, meeting or exceeding target for every year of the contract. Post-Secondary Readiness and Attendance, however, did not meet target for any years of the contract. Also, while some measures in the Post-Secondary Readiness area improved during the contract, the school should work to support students in areas related to these metrics given the critical work of the school in supporting students to graduate and be prepared for life after high school.

Math is a significant area of concern for the school. The school did not meet target for any Math Growth or Math Proficiency measure for any year of the contract. The school should immediately seek to provide rigorous support to students in this subject area, and reassess the school's approach to this subject overall.

In FY19, the last year prior to COVID, the school earned 52.5% of the points available on this framework. In FY22, the final year of the contract, the school earned 48.5% of the points available. Based on performance to date, the school is on track to be a "Candidate for Non-Renewal" consistent with Exhibit P of the charter contract.

Indicator 1: Mission Related

6 Points

School Goal: Over the period of the contract, students at Academic Arts High School (AAHS) will demonstrate understanding and commitment to the school's mission.			
Performance Ratings	Measure 1.1 – 3 Points: From SY18-22, the aggregate percentage of students are 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%.		Result: 73.6%
Exceeds Target (x 1.5)	The aggregate percent is at least 90%.		
Meets Target (x1.0)	The aggregate percent is at least 80%.		
Approaches Target (x0.5)	The aggregate percent is at least 70%.	X	1.5
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 1.2 – 3 Points: 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%.		Result: 77.1%

Exceeds Target (x 1.5)	The aggregate percent is at least 90%.		
Meets Target (x1.0)	The aggregate percent is at least 75%.	X	3
Approaches Target (x0.5)	The aggregate percent is at least 65%.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
		Points Possible	Points Earned
		6	4.5
			% Earned
			75.0%

Analysis: The school demonstrated strong performance on Mission Related measures through the term of the contract. For measure 1.1, the school did not meet target one year, approached target one year, and met target the two years least impacted by COVID. The aggregate for this measure approached target, with 73.6% of students able to identify at least one trusted adult and at least one positive friendship with a school peer. In aggregate for measure 1.2, 77.1% of continuing non-graduate students returned to enroll in the fall, meeting the target of 75%. Overall, the indicator earned 75.0% of the points through FY22, which meets target.

Indicator 2: English Language Learners

N/A Points

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

15 Points

School 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.			
Performance Ratings	Measure 3.1 [CCR] – 10 Points: 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.)		Result: 63.8%
Exceeds Target (x 1.5)	The school earns at least 80% of possible growth index points.		
Meets Target (x1.0)	The school earns at least 70% of possible growth index points.		
Approaches Target (x0.5)	The school earns at least 60% of possible growth index points.	X	5
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 3.2 [CCR] – 5 Points: 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%.		Result: 49.5%
Exceeds Target (x 1.5)	The aggregate percentage is at least 80.0%.		
Meets Target (x1.0)	The aggregate percentage is at least 70.0%.		
Approaches Target (x0.5)	The aggregate percentage is at least 60.0%.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.	X	0
		Points Possible	Points Earned
		15	5
			% Earned
			33.3%

*See Implementation Guide for details on how NWEA growth index points are calculated.

Analysis: The school demonstrated poor performance on Reading Growth measures in throughout the term of the contract. The school earned 63.8% of possible aggregate growth index points on the NWEA MAP-Reading. Through FY22, only 49.5% of students showed growth using quarterly reading probes, far below the target of 70%.

Indicator 4: Math Growth

15 Points

School Goal: Over the period of the contract, students at AAHS will demonstrate growth in math as measured by nationally normed assessments.			
Performance Ratings	Measure 4.1 [CCR] – 10 Points: 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.)		Result: 55.1%
Exceeds Target (x 1.5)	The school earns at least 90% of possible growth index points.		
Meets Target (x1.0)	The school earns at least 70% of possible growth index points.		
Approaches Target (x0.5)	The school earns at least 60% of possible growth index points.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.	X	0
Performance Ratings	Measure 4.2 [CCR] – 5 Points: 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%.		Result: 69.6%
Exceeds Target (x 1.5)	The aggregate percentage is at least 90.0%.		
Meets Target (x1.0)	The aggregate percentage is at least 70.0%.		
Approaches Target (x0.5)	The aggregate percentage is at least 60.0%.	X	2.5
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
<i>*See Implementation Guide for details on how NWEA growth index points are calculated.</i>		Points Possible	Points Earned
		15	2.5
			% Earned
			16.7%

Analysis: The school demonstrated weak performance on Math Growth measures through the term of the contract. The school earned 55.1% of possible aggregate growth index points on the NWEA MAP-Math, falling below the 70% target. Through FY22, 69.6% of students demonstrated growth on math probes, just shy of the target.

Indicator 5: Reading Proficiency

5 Points

School Goal: Over the period of the contract, students at AAHS will demonstrate proficiency in reading as measured by state accountability tests.			
Performance Ratings	Measure 5.1 [RG3] – 5 Points: 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.)		Result: 52.6 (AAHS) – 44.3 (Baseline) = 8.3 52.6 (AAHS) – 70.0 (state) = -17.4

Exceeds Target (x 1.5)	The school's aggregate proficiency index score is at least 15.0 points above the state's score OR it is at least 12.0 points above the baseline score.		
Meets Target (x1.0)	The school's aggregate proficiency index score is equal to or greater than the state's score OR it is at least 6.0 points above the baseline score.	X	5
Approaches Target (x0.5)	The school's aggregate proficiency index score is within 10.0 points of the state's score OR it is greater than the baseline score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
		Points Possible	Points Earned
		5	5
			% Earned
			100.0%

Analysis: The school demonstrated strong performance on Reading Proficiency measures through the term of the contract. The school's aggregate proficiency index score was 52.6, which is 8.3 points above the baseline, which met the target for improvement. The school's aggregate, however, falls 17.4 points below the state aggregate.

Indicator 6: Math Proficiency

5 Points

School Goal: Over the period of the contract, students at AAHS will demonstrate proficiency in math as measured by state accountability tests.			
Performance Ratings	Measure 6.1 [CCR] – 5 Points: 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.)		Result: 9.4 (AAHS) – 7.9 (Baseline) = 1.5 9.4 (AAHS) – 55.5 (state) = -46.1
Exceeds Target (x 1.5)	The school's aggregate proficiency index score is at least 15.0 points above the state's score OR it is at least 30.0 points above the baseline score.		
Meets Target (x1.0)	The school's aggregate proficiency index score is equal to or greater than the state's score OR it is at least 15.0 points above the baseline score.		
Approaches Target (x0.5)	The school's aggregate proficiency index score is within 10.0 points of the state's score OR it is at least 7.5 points above the baseline score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.	X	0
		Points Possible	Points Earned
		5	0
			% Earned
			0.0%

Analysis: The school demonstrated poor performance on Math Proficiency measures through the term of the contract. The school's aggregate proficiency index was 9.4, 1.5 points above the baseline and falling far below the target increase of at least 15 points. The aggregate proficiency index was also 46.1 points below the state aggregate. It should be noted that in order to obtain any points, the school would have needed to increase math proficiency by a minimum of 7.5 index points during the COVID pandemic years. While that is what the school needs to do, they did see some increase during difficult years.

Indicator 7: Science Proficiency

10 Points

<i>School Goal: Over the period of the contract, students at AAHS will demonstrate proficiency in science as measured by state accountability tests.</i>			
Performance Ratings	Measure 7.1 [CCR] – 5 Points: 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.)		Result: 29.0 (AAHS) – 44.0 (Baseline) = -15 29.0 (AAHS) – 63.1 (state) = -34.1
Exceeds Target (x 1.5)	The school’s aggregate proficiency index score is at least 15.0 points above the state’s score OR it is at least 12.0 points above the baseline score.		
Meets Target (x1.0)	The school’s aggregate proficiency index score is equal to or greater than the state’s score OR it is at least 6.0 points above the baseline score.		
Approaches Target (x0.5)	The school’s aggregate proficiency index score is within 10.0 points of the state’s score OR it is at least above the baseline score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.	X	0
Performance Ratings	Measure 7.2 [CCR] – 5 Points: 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%.		Result: 75.7%
Exceeds Target (x 1.5)	The aggregate percentage of student produced reports that earn a score of 80% or better is 80%.		
Meets Target (x1.0)	The aggregate percentage of student produced reports that earn a score of 80% or better is 70%.	X	5
Approaches Target (x0.5)	The aggregate percentage of student produced reports that earn a score of 80% or better is 60%.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
		Points Possible	Points Earned
		10	5
			% Earned
			50.0%

Analysis: The school demonstrated poor performance on Science Proficiency and Growth measures through the term of the contract. The school’s aggregate proficiency index was 29.0, which is 15.0 points below the baseline and 34.1 points below the state aggregate. For measure 7.2, 75.7% of student lab reports earned a score of 80% of higher, meeting the target of 70%.

Indicator 8: Proficiency or Growth in Other Curricular Areas

16 Points

<i>School 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.</i>			
Performance Ratings	Measure 8.1 [CCR] – 10 Points: 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.)		Result: 75.2%
Exceeds Target (x1.5)	The school earns at least 80% of possible growth index points.		
Meets Target (x1.0)	The school earns at least 70% of possible growth index points.	X	10

Approaches Target (x0.5)	The school earns at least 60% of possible growth index points.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 8.2 [CCR] –3 Points: 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.)		Result: 70.6%
Exceeds Target (x1.5)	The aggregate percentage is at least 80%.		
Meets Target (x1.0)	The aggregate percentage is at least 70%.	X	3
Approaches Target (x0.5)	The aggregate percentage is at least 60%.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 8.3 [CCR] – 3 Points: 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.		Result: 88.5%
Exceeds Target (x1.5)	The aggregate percentage is at least 80%.	X	4.5
Meets Target (x1.0)	The aggregate percentage is at least 70%.		
Approaches Target (x0.5)	The aggregate percentage is at least 60%.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

*See Implementation Guide for details on how NWEA growth index points are calculated.

Points Possible	Points Earned	% Earned
16	17.5	109.4%

Analysis: The school demonstrated very strong performance in Proficiency or Growth in Other Curricular Areas through the term of the contract. The school earned 75.1% of possible growth index points on the NWEA MAP-Language Arts, meeting the 70% target. In addition, the aggregate percentage of presentations that scored 80% or above was 70.6%, which approaches target. Finally, 88.5% of students attending overnight experiences documented learning and personal growth through journaling, exceeding the target of 70%. It should be noted that measure 8.3 only has data for FY19 and FY20 as COVID restrictions prevented overnight experiences for FY21 and FY22.

Indicator 9: Post-Secondary Readiness

22 Points

School Goal: Over the period of the contract, students at AAHS will demonstrate readiness for post-secondary success.			
Performance Ratings	Measure 9.1 [GRAD] – 8 Points: From FY18 to FY22, the aggregate 4-year, 5-year, 6-year or 7-year graduation rate will be at least 67%.		Result: 4-year= 44.6% 5-year= 57.1% 6-year = 55.2% 7-year = 50.4%
Exceeds Target (x 1.5)	The aggregate percentage is at least 80%.		
Meets Target (x1.0)	The aggregate percentage is at least 67%.		
Approaches Target (x0.5)	The aggregate percentage is at least 55%.	X	4
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	Measure 9.2 [CCR] – 3 Points: 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%.		Result: 78.9%
Exceeds Target (x 1.5)	The aggregate percentage is at least 90%.		
Meets Target (x1.0)	The aggregate percentage is at least 80%.		
Approaches Target (x0.5)	The aggregate percentage is at least 70%.	X	1.5
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 9.3 [CCR] – 2 Points: 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%.		Result: 65.8%
Exceeds Target (x 1.5)	The aggregate percentage is at least 80%.		
Meets Target (x1.0)	The aggregate percentage is at least 65%.	X	2
Approaches Target (x0.5)	The aggregate percentage is at least 50%.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 9.4 [CCR] – 3 Points: From FY18 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%.		Result: 57.9%
Exceeds Target (x 1.5)	The aggregate percentage is at least 90%.		
Meets Target (x1.0)	The aggregate percentage is at least 75%.		
Approaches Target (x0.5)	The aggregate percentage is at least 65%.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.	X	0
Performance Ratings	Measure 9.5 [CCR] – 4 Points: 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%.*		Result: 34.3%
Exceeds Target (x 1.5)	The aggregate percentage is at least 65%.		
Meets Target (x1.0)	The aggregate percentage is at least 50%.		
Approaches Target (x0.5)	The aggregate percentage is at least 35%.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.	X	0
Performance Ratings	Measure 9.6 [CCR] – 2 Points: 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%.		Result: 57.3%
Exceeds Target (x 1.5)	The aggregate percentage is at least 80%.		
Meets Target (x1.0)	The aggregate percentage is at least 65%.		
Approaches Target (x0.5)	The aggregate percentage is at least 50%.	X	1.5
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

*Each subject of the Accuplacer – math and reading – will be measured separately and will count for one-half of a student’s attainment of this measure. Benchmark scores for this measure:

Accuplacer: Reading minimum score of 56; Arithmetic minimum score of 80; Algebra minimum score of 52; College minimum score of 35.

ACT: Composite Score of 18. ASVAB minimum score of 31.

Points Possible	Points Earned	% Earned
22	9	40.9%

Analysis: The school demonstrated poor performance on Post Secondary Readiness measures through the term of the contract. The school met the target 65.8% of students being accepted into a post-secondary option prior to graduation. It approached target with 5-year and 6-year graduation rates being over 55%, and with 78.9% of seniors passing their senior project and earning a “ready for the workforce” designation. Similarly, 57.3% of students were accepted in a post-secondary option within one year of graduation, which approached target as well. The other two measures did not meet target. Overall, the school earned 40.9% of points for this indicator.

Indicator 10: Attendance

8 Points

School Goal: Over the period of the contract, students at AAHS will attend the school at high rates.			
Performance Ratings	Measure 10.1 – 2 Points: From FY18 to FY19, the average of the school’s annual attendance rates will be at least 85.0%.		Result: 76.7%
Exceeds Target (x 1.5)	The average of the school’s annual attendance rates is at least 90.0%.		
Meets Target (x1.0)	The average of the school’s annual attendance rates is at least 85.0%.		
Approaches Target (x0.5)	The average of the school’s annual attendance rates is at least 75.0%.	X	1
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 10.2 – 4 Points: From FY18 to FY22, on average, 75% of students enrolled will have an individual attendance rate of 90% or higher.		Result: 26.2%
Exceeds Target (x 1.5)	On average, 85% of students have an attendance rate of at least 90%.		
Meets Target (x1.0)	On average, 75% of students have an attendance rate of at least 90%.		
Approaches Target (x0.5)	On average, 65% of students have an attendance rate of at least 90%.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.	X	0
Performance Ratings	Measure 10.3 – 2 Points: From FY21 to FY22, the percentage of students who have an individual attendance rate of 90% or higher will increase by at least 25%.		Result: Attendance decreased
Exceeds Target (x 1.5)	The percentage of students who have an individual attendance rate of 90% or higher increases by 35%		
Meets Target (x1.0)	The percentage of students who have an individual attendance rate of 90% or higher increases by 25%		
Approaches Target (x0.5)	The percentage of students who have an individual attendance rate of 90% or higher increases by 15%		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.	X	0
		Points Possible	Points Earned
		8	1
			% Earned
			12.5%

Analysis: The school demonstrated poor performance on Attendance measures through the term of the contract. The school’s aggregate attendance rate was 76.7%, below the target of 85%. Additionally, in aggregate, only 26.1% of students attended at least 90% of the school year, far below the target of 75%. Finally, the percentage of students who have an individual attendance rate of 90% or higher decreased from FY21 to FY22 rather than increasing the target amount.

Academic Arts High School

Environmental Education Performance Evaluation

Overview

The Osprey Wilds Environmental Learning Center 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 in order to create a healthy planet where all people live in balance with the Earth.

The Environmental Evaluation (EE) Performance Framework was derived through a review of Osprey Wilds' charter contract, Minnesota's plan for environmental education, as well as the "Awareness to Action Continuum," identified in the Tbilisi Declaration (1977) and outlined from left to right below. Also known as the "environmental literacy ladder," this loose hierarchy lays out the five essential components of environmental literacy. Each area is designed to build on the previous steps, although there may be some overlap.



No single indicator describes the full picture of a school's environmental focus or performance on its EE-related goals. The performance areas are to be used together to indicate the total picture of the school's EE efforts. As appropriate, this evaluation should provide guidance for the school on areas of improvement.

This evaluation is informed by data from state assessments, data provided by the school, Osprey Wilds site visits to the school, interviews, and other information available to Osprey Wilds. Its purpose is to determine the strength and level of the school's overall environmental focus, as well as progress on contractual goals in the charter contract. Results of this evaluation become part of the body of information used to inform charter school renewal decisions made by the Osprey Wilds Board of Directors.

The Osprey Wilds Environmental Learning Center (Osprey Wilds), as part of the charter contracts with each school we authorize, evaluates each school's progress towards its environmental education (EE) related goals. Each school is required, as a condition of its contract, to provide opportunities to instill a connection and commitment to the environment through experiential learning. While environmental education is a pervasive educational strategy intended to permeate all curricular components, it is particularly useful in science learning and as a component of other curricula through hands-on, place-based learning activities.

Osprey Wilds' approach to measuring a school's commitment to and performance of environmental education is evolving. This evaluation framework reflects Osprey Wilds' current established guidelines for determining mission match; however, as the expectations and processes become more defined, the evaluation metrics will reflect that definition. Osprey Wilds will work closely with schools during their contract renewal period to clarify the expectations, goals, and reporting procedures.

Environmental Education Performance Indicators

The Environmental Education Performance Framework includes eight indicators, or general categories, used to evaluate a school’s environmental education performance.

OUTCOMES	Indicator 1: Awareness	Students demonstrate an awareness of the relationship between the environment and human life and the diversity of life that shares the earth with humans.
	Indicator 2: Knowledge	Students have knowledge of how natural systems function and how human systems interact with and depend on them.
	Indicator 3: Attitudes	Students demonstrate respect and concern for the earth’s health and the motivation to participate in environmental stewardship.
	Indicator 4: Skills	Students possess the skills needed to identify and critically analyze environmental issues, and to contribute to resolving the root of environmental challenges.
	Indicator 5: Action	Students have the capacity, or are increasing their capacity, to perceive and interpret the health of environmental and social systems and take appropriate action to maintain, restore, or improve the health of those systems.
INPUTS	Indicator 6: Environmental Education Program	The school implements values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth.
	Indicator 7: Governance	The board of directors allocates the appropriate financial, human, and organizational resources to carry out environmental education and monitors the school’s progress toward its goals.
	Indicator 8: Operations	Operational decision-making by school leadership, staff, and faculty reflects a commitment to environmental sustainability. The school has a waste reduction and recycling program in place.

Ratings

Each measure will receive one of five ratings based on evaluation of the established indicators. Again, no one measure identifies the full picture of a school's operational standing. The measures are to be used together to indicate the total strength of the school's EE program.

OUTCOMES:

Exceeds Standard

The school met its contractual goal, implements fully established EE programs, and provided evidence of increasing environmental literacy among its students and faculty.

Meets Standard

The school met its contractual goal and provided evidence of increasing environmental literacy among its students and faculty.

Approaches Standard

The school nearly met its contractual goal and provided evidence of emergent environmental literacy among its students and faculty.

Does Not Meet Standard

The school did not meet its contractual goal or did not provide evidence to demonstrate an emergent level of environmental literacy among its students and faculty.

INPUTS:

Well-Developed

The school's performance is commendable in that it meets or exceeds Osprey Wilds' standard.

Approaching Well-Developed

The school's performance is fundamentally sound in that it contains most aspects of a well-developed practice but requires one or more material modifications to meet Osprey Wilds' standard.

Partially Developed

The school's performance is incomplete in that it contains some aspects of a well-developed practice but is missing key components, is limited in its execution, or otherwise falls short of meeting Osprey Wilds' standard.

Minimally Developed

The school's performance is inadequate in that the school has minimally undertaken the practice or is carrying it out in a way that falls far short of meeting Osprey Wilds' standard.

Undeveloped

The school's performance is wholly inadequate in that the school has not undertaken the practice at all or is carrying it out in a way that is not recognizably connected to Osprey Wilds' standard.

Summary of Environmental Education Performance

Indicator		Rating	
Outcomes	Indicator Area 1: Awareness	Does Not Meet Standard	
	Indicator Area 2: Knowledge	Does Not Meet Standard	
	Indicator Area 3: Attitudes	Approaches Standard	
	Indicator Area 4: Skills	Approaches Standard	
	Indicator Area 5: Action	Meets Standard	
Inputs	Indicator Area 6: Environmental Education Program	6.1: Curriculum and Instruction	Partially Developed
		6.2: School Culture	Partially Developed
		6.3: Alignment to Mission or Community	Partially Developed
	Indicator Area 7: Governance	Partially Developed	
	Indicator Area 8: Operations	Partially Developed	

Summary

While Academic Arts High School (AAHS) began the term of the contract with a clear investment, focus, and systems in place to implement the environmental education program (earning a Meets or Approaches Standard in each of the 5 input Indicator Areas), the impacts of the Covid-19 pandemic severely disrupted the school’s systems, particularly in terms of environmental education. It is evident that the EE excursions established as an integrating component of the educational program were a hinge point upon which the successful implementation of the EE program balanced. It is evident that the school has struggled to creatively adapt the plans that had been established prior to the pandemic in order to give staff the needed capacity and resources to implement projects. Because a majority of the student population at AAHS is at risk of dropping out, the school’s stated priorities were in re-engaging students in school as a whole, focusing on attendance and engagement at very basic levels. In review of the school’s Annual Reports and EE Surveys, it seems clear that while environmental education is being incorporated ad hoc in a number of subjects, staff have struggled to find consistent and intentional ways to engage student learning, and student participation has been low.

Even as the school articulates the intersectionality of its mission and vision with environmental stewardship in its Annual Reports, this is not yet evident in interviews with students, staff and parents. The school board allocates some financial resources to support environmental sustainability [funding student trips to Osprey Wilds or other field experiences] and teacher training [an EE committee, Osprey Wilds Teacher Workshop], board minutes do not indicate that the Board regularly engages in discussions necessary to demonstrate that environmental education and sustainability is an operating principle.

In the 22-23 year, the school has articulated an approach to environmental education that reflects the weaving together of the school’s pillars: of authentic learning, real-world readiness,

environmental education, and personal relationships—a focus on social and environmental justice. The effort to re-ignite an environmentally literate and sustainable school culture will take time, and the school has demonstrated that it has the capacity and resources to provide learning opportunities that foster the development of students’ environmental literacy.

EE Performance Indicator 1: Awareness

Standard:

Students demonstrate an awareness of the relationship between the environment and human life and the diversity of life that shares the earth with humans.

School Goal:

1. Students and staff at *ACADEMIC ARTS HIGH SCHOOL* have the awareness, or are increasing their awareness, of the relationship between the environment and human life.

Rating:

Exceeds Standard

The school met its contractual goal, implements fully established EE programs, and provided evidence of increasing environmental literacy among its students and faculty.

Meets Standard

The school met its contractual goal and provided evidence of increasing environmental literacy among its students and faculty.

Approaches Standard

The school nearly met its contractual goal and provided some evidence of environmental literacy among its students and faculty.

Does Not Meet Standard

The school did not meet its contractual goal or provided insufficient evidence of environmental literacy among its students and faculty.

Data:

AAHS 2021-2022 ELP Indicated the following measures for this indicator area:

- Students will be able to identify all 7 Leave No Trace (LNT) principles.
 - Students will take a quarterly quiz identifying the 7 LNT principles. 80% of students with two or more (4 possible) completed quizzes to compare will be able to identify all 7 LNT principles by the quarter 4 quiz.
 - The school did not conduct these quizzes in FY22 and has no data.
- Students will be able to identify one human activity contributing to climate change (e.g. carbon dioxide, burning fossil fuels, cattle farming etc.)
 - Students will take a quarterly quiz identifying the 7 LNT principles. This quiz includes questions about human activity and climate change. Students with two or more (4 possible) completed quizzes to compare will be included in the dataset. Additionally, for students who may not have completed 2 quizzes to compare, classroom teachers can report on the completion of this objective from class discussions, assignments and projects. 80% of students in the dataset will be able to identify at least one human activity contributing to climate change.
 - The school did not conduct these quizzes in FY22 and has no data.

Analysis:

In the 21-22 school year, the school did not conduct the learning activities in the Environmental Literacy Plan.

Over the term of the contract, the school was only able to meet standard in this indicator area one time—which was during the 2020-2021 school year. Osprey Wilds is not using data from the 2019-2020 school year for accountability purposes due to the disruptions from the Covid-19 pandemic. In the first year of the school’s current contract, the school was able to consistently implement and track data in this indicator area, but the evidence provided for that year approached standard. The annual EE performance data provided to Osprey Wilds during the term of the contract demonstrates that overall, the school struggled to implement the learning activities outlined in Indicator 1, and therefore the school earns a rating of Does Not Meet Standard.

EE Performance Indicator 2: Knowledge

Standard:

Students have knowledge of how natural systems function and how human systems interact with and depend on them.

School Goal:

1. Students and staff at *ACADEMIC ARTS HIGH SCHOOL* have the knowledge, or are increasing their knowledge, of human and natural systems and processes.

Rating:

Exceeds Standard

The school met its contractual goal, implements fully established EE programs, and provided evidence of increasing environmental literacy among its students and faculty.

Meets Standard

The school met its contractual goal and provided evidence of increasing environmental literacy among its students and faculty.

Approaches Standard

The school nearly met its contractual goal and provided some evidence of environmental literacy among its students and faculty.

Does Not Meet Standard

The school did not meet its contractual goal or provided insufficient evidence of environmental literacy among its students and faculty.

Data:

AAHS 2021-2022 ELP Indicated the following measures for this indicator area:

- Students will be able to articulate how each of the 7 LNT principles affect various environments.
 - Students will take a quarterly quiz applying the 7 LNT principles to different situations. 80% of students with two or more (4 possible) completed quizzes to compare will be able to correctly identify and articulate how all 7 LNT principles affect relevant environments by the quarter 4 quiz.
 - The school did not conduct these quizzes in FY22 and has no data.
- Students will be able to identify one way in which climate change affects humans.
 - Students will take a quarterly quiz identifying the 7 LNT principles. This quiz includes questions about human activity and climate change. Students with two or more (4 possible) completed quizzes to compare will be included in the dataset. Additionally, for students who may not have two completed quizzes to compare, classroom teachers can report on completion of this objective from class discussions, assignments, and projects. 80% of students in this dataset will be able to identify at least one human activity contributing to climate change by the end of quarter 4.
 - The school did not conduct LNT quizzes in FY22 and has no data. However, the school has minimal data from relevant student projects. Out of 24 students in a life science course with a qualifying project, students were able

to identify at least one human activity contributing to climate change through their project.

Analysis:

In the 21-22 school year, the school did not conduct the learning activities in the Environmental Literacy Plan.

Over the term of the contract, the EE performance data results for this indicator area are similar to Indicator Area 1. While the school approached standard in the first year of the contract, it was unable to meet standard in the other years during the contract for which Osprey Wilds is holding the school accountable. Prior to the pandemic, the school had a clear structure and focus on EE in this indicator area, with 75% of students correctly identifying all 7 Leave No Trace principles by the quarter 4 quiz. Overall, the school earns a Does Not Meet rating for this indicator area.

EE Performance Indicator 3: Attitudes

Standard:

Students demonstrate respect and concern for the earth's health and the motivation to participate in environmental stewardship.

School Goal:

1. Students and staff at *ACADEMIC ARTS HIGH SCHOOL* have an attitude, or are increasing their attitude of, appreciation and concern for the environment.

Rating:

Exceeds Standard

The school met its contractual goal, implements fully established EE programs, and provided evidence of increasing environmental literacy among its students and faculty.

Meets Standard

The school met its contractual goal and provided evidence of increasing environmental literacy among its students and faculty.

Approaches Standard

The school nearly met its contractual goal and provided some evidence of environmental literacy among its students and faculty.

Does Not Meet Standard

The school did not meet its contractual goal or provided insufficient evidence of environmental literacy among its students and faculty.

Data:

AAHS 2021-2022 ELP Indicated the following measures for this indicator area:

- 9-12 grade students who participate in overnight outdoor experiences, students in Life science who complete the ecology unit project, and students who participate in qualifying "Virtual Wednesday" experiences will demonstrate appreciation and concern for the environment.
 - 25% of students who participate in overnight outdoor experiences, students in Life Science who complete the ecology unit project, or students participate in qualifying "Virtual Wednesday" experiences will increase their attitude towards an appreciation and concern for the environment using a pre- and post self-assessment at the beginning and end of overnight experiences or respective quarters using questions developed using the Environmental Attitudes Inventory (EAI).
 - No overnight experiences were conducted in FY22.

Analysis:

In the 21-22 school year, the school did not conduct the learning activities in the Environmental Literacy Plan.

Over the term of the contract, the school provided evidence that students were able to meet standard the majority of the years for which the school is being held accountable. In both FY19 and

FY20, the evidence the school provided demonstrated that students met the goal in this indicator area, therefore the school earns a rating of Approaches Standard in this indicator area.

EE Performance Indicator 4: Skills

Standard:

Students possess the skills needed to identify and critically analyze environmental issues, and to contribute to resolving the root of environmental challenges.

School Goal:

1. Students and staff 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.

Rating:

Exceeds Standard

The school met its contractual goal, implements fully established EE programs, and provided evidence of increasing environmental literacy among its students and faculty.

Meets Standard

The school met its contractual goal and provided evidence of increasing environmental literacy among its students and faculty.

Approaches Standard

The school nearly met its contractual goal and provided some evidence of environmental literacy among its students and faculty.

Does Not Meet Standard

The school did not meet its contractual goal or provided insufficient evidence of environmental literacy among its students and faculty.

Data:

AAHS 2021-2022 ELP Indicated the following measures for this indicator area:

- Students will propose, as part of class projects, a solution to a real-world environmental problem.
 - 80% of students who complete a class activity (assignment, discussion, project deliverable, etc.) requiring a proposal for a solution to a real-world environmental problem and/or a social/political/economic exacerbated by a real-world environmental problem will earn at least 80% (proving mastery) on the specific project or assignment rubric.
 - Though there were several projects in different content areas throughout the year that met the requirements of this metric, the school's curriculum committee did not effectively document specific student projects and does not have usable data for this metric for FY22.

Analysis:

In the 21-22 school year, the school did not conduct the learning activities in the Environmental Literacy Plan.

Over the term of the contract, the school's performance in this indicator area was inconsistent, earning a rating of Approaches Standard. While the school met standard in FY19, the performance data from FY21 indicated that the school did not meet standard, and in FY22 the school did not

meet standard. It is clear that the school has had some traction in this area, but will need to significantly re-engage students in the learning activities in order to move students toward the goal.

EE Performance Indicator 5: Action

Standard:

Students have the capacity, or are increasing their capacity, to perceive and interpret the health of environmental and social systems and take appropriate action to maintain, restore, or improve the health of those systems.

School Goal:

1. Students and staff at *ACADEMIC ARTS HIGH SCHOOL* demonstrate the capacity, or are increasing their capacity, to work individually and collectively toward sustaining a healthy natural environment.

Rating:

Exceeds Standard

The school met its contractual goal, implements fully established EE programs, and provided evidence of increasing environmental literacy among its students and faculty.

Meets Standard

The school met its contractual goal and provided evidence of increasing environmental literacy among its students and faculty.

Approaches Standard

The school nearly met its contractual goal and provided some evidence of environmental literacy among its students and faculty.

Does Not Meet Standard

The school did not meet its contractual goal or provided insufficient evidence of environmental literacy among its students and faculty.

Data:

AAHS 2021-2022 ELP Indicated the following measures for this indicator area:

- Students will educate and advocate to the greater community about their views on issues relevant to the natural environment.
 - 80% of students who complete a project that features or includes a reflection of their views (knowledge and/or attitudes) on an environmental issue will present these views to members of the greater community by presenting at “Friday Spotlight”, exhibition day, or exhibiting their project and reflection in a public forum (e.g. Padlet, Blog, etc.) or a combination.
 - EXAMPLE: A “3D Environmental Art” class may have students create art inspired by nature. If, as part of the final project, students are required to reflect on their views on an environmental issue as part of the artist statement, students who complete this class project (i.e. pass the class) would be included in the data set for this evaluation method.
 - Few classroom projects featured this expectation in FY22. However, all senior projects have this expectation as a graduation requirement. 18 of 20 students completed and presented their “senior project” meeting all relevant requirements in FY22.

Analysis:

In the 21-22 school year, the school met standard in this indicator area. The school provided evidence that 90% of students who had this requirement completed an action project that included a reflection of their views (knowledge and/or attitudes) on an environmental issue.

Over the term of the contract, the school was able to meet standard in this indicator area for 2 out of the 3 years for which the school is being held accountable. It is clear that the school has some energy and capacity to consistently engage students in hands-on EE activities. How might the school leverage this relative success in any future contract years? The school might consider centering the learning activities for Indicator Area 5, designing learning activities for other indicator areas with a connecting theme or action.

EE Performance Indicator 6: Environmental Education Program

Standard:

The school implements values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth.

6.1 Curriculum and Instruction

Environmental education is integrated into the core curricula or used as an integrating theme across the curriculum.

Rating:

Well-Developed

The school and employs environmental education as a strategy for teaching and learning across the majority of disciplines; ample cross-curricular collaborations are evident.

Approaching Well-Developed

The school employs environmental education as a strategy for teaching and learning within its science curriculum and at least one other discipline (e.g. language arts or physical education).

Partially Developed

The school employs environmental education as a strategy for teaching and learning within its science curriculum. Its application is not evident in other disciplines.

Minimally Developed

The school occasionally teaches concepts related directly to the natural environment but does not employ environmental education as a pervasive educational strategy for teaching and learning in any discipline.

Undeveloped

The school does not employ environmental education as a strategy for teaching and learning.

Analysis:

According to EE Surveys and Annual Reports from the term of the contract, AAHS began the contract period with a clear intention and plan for environmental education that was integrated into the curriculum using cross-cutting themes, but the sustained implementation of this plan was severely disrupted by the Covid-19 pandemic. 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.

The most recent years of the contract term, the school struggled to implement or collect data on any of the EE related learning activities. In the additional questions posed of staff on site visits and in the EE survey, the curriculum and instruction committee explains that moving forward it is working to integrate the school's focus on social justice with environmental justice to allow for cross-disciplinary connections, deeper student engagement, and conceptual alignment for staff as they guide student projects and learning activities. During a site visit in fall 2022, Osprey Wilds staff observed teaching about natural resources, mining, and environmental impacts in a Social Studies class which is evidence that concepts related directly to the natural environment are occurring in the school beyond science classes. However, while there is evidence that some environmental

education learning may be happening at the school, it is clear that staff need structure, increased capacity, and clarity in order to develop and implement a sustainable environmental education program.

6.2 School Culture

The school creates a positive social and academic environment to support students in the process of learning, asking questions and thinking critically about environmental issues and solutions.

Rating:

Well-Developed

Evidence of a school culture of environmental sustainability and stewardship is observable in the classroom, work spaces, and school yard and readily evident when interviewing students, leadership, and faculty.

Approaching Well-Developed

Evidence of a school culture of environmental sustainability and stewardship is observable in some classrooms or other areas of the school and evident in most interviews with students, leadership, and faculty.

Partially Developed

Evidence of a school culture of environmental sustainability and stewardship is inconsistent and limited across classrooms and individuals.

Minimally Developed

Evidence of a school culture of environmental sustainability and stewardship is inadequate or falls far short of satisfying the standard.

Undeveloped

All or nearly all students, school leadership, staff, and faculty are unaware of the school's environmental education requirements or are actively resistant to environmental stewardship, sustainability, or education.

Analysis:

Evidence from Annual Reports, EE Surveys, site visits and the school's renewal application indicate that the school's culture of environmental sustainability and stewardship is inconsistent and limited across classrooms and individuals. The foundation of the school's culture to support students in the process of learning, asking questions and thinking critically about environmental issues and solutions has been teaching and practicing the 7 Leave No Trace principles, but over the term of the contract the ability to practice these principles through outdoor learning trips was not an option and therefore the school's culture of environmental stewardship suffered.

As stated in the renewal application, the school has a vision for re-engaging with a culture and philosophy to support student learning toward the ELP goals.

"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 OW ELC in Sandstone, MN, and a trip to the Steger Wilderness center in Ely, MN). These key aspects of the school's EE programming were not possible for the last half of FY20, all of FY21 and FY22 due to COVID-19 restrictions."

The school has a stated goal moving forward to align the school's academic and environmental literacy goals through a 'key curriculum initiative' of environmental justice. If the school is committed to Environmental Education as one of its four pillars (along with Authentic Learning, Real-World Readiness, and Personal Relationships), it will be necessary for the school to ensure the curriculum committee and all staff are given training and support to engage and embed environmental education and a focus on environmental justice across subjects and in student projects. Returning to activities like the Opening Week Leave No Trace challenges, Environmental Excursions, and trips to Osprey Wilds Environmental Learning Center may provide on-ramps to re-engaging staff and students in learning activities that have been dormant due to the impacts of the pandemic. Not only do these learning experiences provide opportunities for practical engagement with environmental principles and concepts, they also provide unique opportunities for students and staff to build shared understandings and relationships through that engagement. These dynamics, along with the academic focus on environmental justice, will contribute to revitalizing a school culture of environmental stewardship and sustainability.

6.3 Alignment to Mission or Community

The school adapts environmental education to the needs and unique aspects of the school's educational program or the needs of the school community.

Rating:

Well-Developed

The school fully integrates environmental education in the majority of school-related activities and events, and is central to mission fulfillment.

Approaching Well-Developed

Environmental education values and strategies are readily evident in the school's projects and programs, but not central to its mission fulfillment.

Partially Developed

Environmental education values and strategies are evident in some of the school's projects and programs, but not central to its mission fulfillment and limited in execution.

Minimally Developed

The school has minimally undertaken environmental education or is carrying it out in a way that is not relevant to its mission or community.

Undeveloped

The school does not implement any aspect of environmental education in projects and programs related to mission fulfillment or community service.

Analysis:

Evidence from Annual Reports, site visits and the school's renewal application indicate that the school views Environmental Education as one of its four pillars, which 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." While environmental education values and strategies are evident in some of the school's project and programs, they have been limited in execution over the years of the contract. The school acknowledges that during the pandemic-disrupted years, embedding EE into the curriculum was deprioritized which indicates that these values and strategies were less central to the school's mission fulfillment.

According to the school's FY22 EE Survey:

"In ideal circumstances, the school utilizes the Leave No Trace Principles to show connection between decisions humans make and their effects on the environment whether that "environment" be a natural space, a school community, or our entire planet. At its most basic, using the LNT principles serves as a fun, sometimes campy, framework to talk about environmental ideas and ask common questions of each other while being in natural spaces, our school building, classrooms, etc. At its most aspirational, the principles give our staff and students a common language to ask bigger and better questions ACROSS content areas. Covid-19 has certainly damaged this culture centered on the LNT principles in FY20-22. Rebuilding this culture is one of many goals moving forward in FY23."

The school clearly made an effort to incorporate outdoor learning opportunities through 'The Nest' course that was offered in quarters 3 and 4 of FY21, a time when students were not able to

consistently learn in-person at the school. In general, the school's curriculum committee, in collaboration with the SpEd committee, adapts all content for all students to best meet their learning needs. A key revelation that has guided the curriculum committee's EE philosophy is that EE doesn't have to be an add-on. Though it can be easier to incorporate environmental concepts in a science class, once environmental concepts are recognized as a perspective through which to view the world, staff have found it becomes easier to find connections in all content areas. The school reports that in reflection between teaching teams, staff believe these connections to content happen often in the school, but that the systems and processes of planning and documenting how students experience EE in the school remain a structural challenge.

Osprey Wilds hopes that as the school continues to rebuild and regroup from the pandemic-disrupted years, the pillar of environmental education through a focus on environmental justice can become an integrating concept around which the school community can rally and engage.

EE Performance Indicator 7: Governance

Standard:

The board of directors allocates the appropriate financial, human, and organizational resources to carry out environmental education and monitors the school's progress toward its goals.

Rating:

Well-Developed

The school meets four or more of the following criteria:

- The board of directors allocates appropriate funding to implement an environmental education program, as evidenced by the school budget and budget discussion recorded in the board meeting minutes;
- The board of directors monitors the school's progress toward its EE goals at a minimum quarterly, as evidenced by board meeting minutes;
- Discussions about facilities, food program, transportation, schoolyard, and purchasing include consideration for environmental sustainability, as evidenced by board meeting minutes;
- The school's mission statement indicates a strong commitment to EE principles or practices;
- Staff and faculty receive appropriate training to implement the school's environmental education and recycling programs; and
- The school has systems in place to track its progress toward increasing student, faculty, and school leader environmental literacy.

Approaching Well-Developed

The school meets three of the criteria listed above.

Partially Developed

The school meets two of the criteria listed above.

Minimally Developed

The school meets one of the criteria listed above.

Undeveloped

The school meets none of the criteria listed above.

Analysis:

Evidence from board meeting minutes, EE surveys, and Annual Reports indicates that the school meets two of the criteria listed above:

- The board of directors allocates appropriate funding to implement an environmental education program, as evidenced by the school budget and budget discussion recorded in the board meeting minutes
- The school's mission statement indicates a strong commitment to EE principles or practices

Over the term of the contract, the board has approved, and revised as needed, an annual budget that allocates funds for overnight environmental trips (OW ELC, Will Steger Center, Local camping trips, etc.). Aside from updates from the school's leadership team in ex officio reports, the board

does not regularly monitor EE goals as it does with academic goals defined in exhibit G of the school's contract with OW. As noted in the school's FY22 EE survey, "This is likely due to the emphasis on academic goals affecting reauthorization defined in the school's most recent reauthorization. Adding an "EE data" section to board meetings is a change that the school board plans to make in FY23 in order to have a more active role in allocating resources and monitoring the school's EE goals."

As discussed in Section 6 of this evaluation, strong leadership and intentional investment from the school board will be a vital support as the school centers environmental justice in the curricular and experiential components of its program in any future term of the contract. As the school has seen significant staff turnover in the last couple of years, it will be important for the board to not only share but even more to lead with a vision for environmental education as one of the school's four pillars. As staff have noted, EE does not need to be a burdensome 'add-on' to the curriculum, and as the school strives to regain its footing after the pandemic, focusing on how environmental justice is a relevant aspect of students lived experiences may be an energizing catalyst for students holistic wellbeing and academic and environmental literacy outcomes.

EE Performance Indicator 8: Operations

Standard:

Operational decision-making by school leadership, staff, and faculty reflects a commitment to environmental sustainability. The school has a waste reduction and recycling program in place.

Rating:

Well-Developed

The school has a waste reduction and recycling program in place and provides ample, observable evidence that its decision-making and operations reflect a commitment to environmental sustainability in four or more of the following areas:

- Facilities (e.g. lowering energy costs, refillable water bottle stations, low-VOC cleaners)
- Food (e.g. locally sourced food, low or no waste packaging, ort collection, composting)
- Schoolyard and outdoor areas (e.g. school garden, native plantings)
- Transportation (e.g. incentivizing carpools or biking, offset carbon footprint of buses)
- Purchasing (e.g. purchasing office supplies made from recycled materials, contracting with low-impact service providers, ensuring end-of-life recycling for purchases)
- Teacher training (e.g. school-wide or individual professional development, EE in PLCs)

Approaching Well-Developed

The school has a waste reduction and recycling program in place and meets three of the criteria listed above.

Partially Developed

The school has a waste reduction and recycling program in place and meets two of the criteria listed above.

Minimally Developed

The school has a waste reduction and recycling program in place and meets one of the criteria listed above.

Undeveloped

The school does not have a waste reduction and recycling program in place or does not meet any of the criteria listed above.

Analysis:

The school has a waste reduction and recycling program in place and meets two of the criteria listed:

- Teacher training (e.g. school-wide or individual professional development, EE in PLCs)
- Schoolyard and outdoor areas

As recounted by the school and seen on school visits, recycling bins are available throughout the school and composting bins are in the school's lunch room. There is an expectation that at least 1 member of the school's curriculum committee attends the OW EE retreat yearly. Attendees update the rest of the school's curriculum committee in summer PD days. The school has a small raised bed garden in the front of the school, and has included a small aesthetic garden and plants in indoor school spaces. While the school garden has not been actively cultivated in several years, this plot

provides opportunities for student learning activities that can be pursued in any future term of the contract.

In any future term of the contract, the school should consider how operational investments will enable staff and students to successfully engage in EE—through appropriate resourcing, a range of learning opportunities within and beyond the building, and importantly through alignment with and implementation of the school’s stated values and mission. Providing opportunities for students to develop environmental literacy involves more than creating a curriculum, it involves providing a space and an environment where that learning can occur, and that is a responsibility of the school’s leadership.

Academic Arts High School

FY19-21 Financial Performance Evaluation

Contract term: July 1, 2018-June 30, 2023

Overview

The Financial Performance Evaluation is conducted to determine whether the school is compliant with legal requirements, the charter contract, and generally accepted principles of financial oversight and management, as well as to assess the financial health and viability of the school. This framework was derived through a review of model authorizer practices, charter school lender guidance, and expertise in the field. In completing the evaluation, Osprey Wilds has reviewed the school's financial audit, board meeting minutes, monthly financials, school policies, state reports, and other relevant documents. In addition, the evaluation may incorporate information learned through site visits, attendance at board meetings, and interviews or discussions with key individuals at the school including the director, board chair, treasurer, and financial service provider. No one measure identifies the full picture of a school's financial situation. The measures are to be used together to indicate the total financial picture of the school.

Financial Performance Indicators

The Financial Performance Framework includes three indicators, or general categories, used to evaluate a school's financial performance.

1. Financial Management

This portion of the evaluation focuses on the school's performance relative to required financial management. Quality management and oversight of financials is a critical indicator of financial health. Schools that fail to meet the standards are not implementing best practices or those required by law or the charter contract and may be at greater risk for financial challenges in the present or future. This indicator includes the following measures: **Budgeting, Financial Policies and Practices, Financial Reporting, and Financial Audit.**

2. Near-Term Financial Health

This portion of the evaluation tests a school's near term financial health and is designed to depict the school's financial position and viability in the coming year. Schools that fail to meet the standards may currently be experiencing financial difficulties and/or have a higher likelihood for financial hardship. These schools may require additional review and/or corrective action by Osprey Wilds. This indicator includes the following measures: **Current Ratio, Days Cash on Hand, and Enrollment Variance.**

3. Financial Sustainability

This portion of the evaluation includes longer-term financial sustainability measures and is designed to depict the school's financial position and viability over time. Schools that fail to meet the standards are more likely to face financial hardship in the future. This indicator includes the following measures: **Fund Balance Percentage, Total Margin and Aggregated Three-Year Total Margin, and Debt to Asset Ratio.**

Summary Discussion

Academic Arts High School demonstrated an improved financial performance in FY21. The school remains financially healthy on indicators of near-term health and long-term financial sustainability. Adequate enrollment predictions and timely financial reporting to Osprey Wilds continue to be areas of growth for the school. For the third year in a row, the school's fund balance meets standard at 21.5%, or \$442,747 at FY21 year-end, indicating the school is well-positioned to withstand cash shortfalls and likely does not have to engage in short-term borrowing.

During the course of the contract the school has improved its budgeting practices although enrollment predictions in the most recent year did not meet standard (which may be due, at least in part, to impacts from Covid-19). After feedback from Osprey Wilds early in the contract period, the board revised its budget template and financial presentation, which supported more transparent financial monitoring. The school began working with a new financial service provider at the end of FY19 which has also improved the quality of reporting and monitoring. In addition, the school resolved several audit findings from the last three years. Considering the continued unexpected impact of Covid-19 in FY20 and FY21 and having to adapt to distance learning and food service challenges, the school still succeeded in slowly growing its fund balance.

Summary of Financial Performance

Financial Statements – Three-year Summary			
	2019	2020	2021
Balance Sheet			
Cash	\$127,288	\$172,882	\$234,073
Current Assets	\$508,928	\$524,226	\$598,756
Non-Current Assets	\$7,075	\$9,772	\$20,152
Total Assets	\$516,003	\$533,998	\$618,908
Current Liabilities	\$159,852	\$133,669	\$156,008
Non-Current Liabilities	\$0	\$0	\$0
Total Liabilities	\$159,852	\$133,669	\$156,008
Net Assets	\$356,150	\$400,330	\$462,900
Income Statement (All Funds)			
Total Revenue	\$1,775,105	\$1,879,240	\$1,964,167
Total Expenditures	\$1,748,889	\$1,837,758	\$1,911,977
Debt Proceeds & Capital Leases	\$0	\$0	\$52,190
Surplus (Deficit)	\$26,216	\$41,482	\$442,747
Total Fund Balance	\$349,075	\$390,557	\$443,457
Total Unrestricted General Fund Balance	\$341,207	\$370,106	\$1,964,167
Enrollment Information – Pupil Units (P.U.)			
Budgeted Enrollment	114.00	118.80	118.80
Actual Enrollment	102.59	115.57	103.52
Maximum Total Enrollment (number of students) <i>Per section 6.5(a) of the charter contract</i>	120	120	120

Financial Performance Evaluation – Summary			
Management Indicators	2019	2020	2021
Budgeting	Meets	Meets	Meets
Financial Policies and Practices	Meets	Meets	Meets
Financial Reporting	Does Not Meet	Does Not Meet	Meets
Financial Audit	Meets	Meets	Meets
Near-Term Indicators			
Current Ratio	3.18	3.92	3.84
Days Cash on Hand	35	43	53
Enrollment Variance	90.0%	97.3%	87.1%
Sustainability Indicators			
Fund Balance Percentage	20.2%	21.5%	23.2%
Total Margin/Aggregated Three-Year Total Margin	1.5%/1.4%	2.2%/2.3%	2.7%/2.1%
Debt to Asset Ratio	0.31	0.25	0.25

Financial Performance Indicator 1: Financial Management

1.1 Budgeting: *Does the school effectively establish and monitor budgets?*

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to budgets.

- Board meeting minutes and/or audit notes document approval of fiscal year budget on or prior to the June 30 statutory deadline.
 - The board appropriately monitors the budget, which may include:
 - Monthly review of budget to actuals;
 - Mid-year budget updates approved by the board as appropriate;
- The board reviews and approves quality monthly financial statements which include recommended reports: balance sheet, income/expense statement, cash flow statement (at least quarterly), budget vs. actual report, enrollment report, disbursements.
- Budget variances are reasonable. The variance compares actuals to projected revenues and expenditures based on the school's approved budget as of December 1* for all fund areas.
 - Revenue variance: Does the school meet or exceed overall revenue projections?
 - Expenditure variance: Does the school stay within or below expenditure projections?

*Our intention is to compare year-end actuals to the December 1 approved budget. In lieu of that we will compare to the revised budget that we have available to us. Please ensure Osprey Wilds has your approved budget as of December 1 of each fiscal year.

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

Calculation

Revenue Variance = (Actual Revenue – Projected Revenue) ÷ Projected Revenue
-4.0% = (\$ 1,964,167 - \$ 2,046,048) ÷ \$ 2,046,048

Expenditure Variance = (Actual Expenditures – Projected Expenditures) ÷ Projected Expenditures
-5.7% = (\$ 1,911,977 - \$ 2,027,201) ÷ \$ 2,027,201

Analysis

The school board approved the FY20 and FY21 budgets prior to the start of the respective fiscal years. There is minimal evidence that the board engaged in budget development leading up to its approval, other than approval of the action item itself. Budget to actual variances were near 5% in each instance and enrollment was lower than projected.

Ongoing issues related to timely financial reporting and quality monthly financial statements led the school to hire a new financial services provider effective July 1, 2019. Over the course of several months, financial statements were not approved or accepted due to outstanding questions for the financial services provider. During FY19, OW required the school to develop a school remediation plan that resulted in increased student engagement and learning, effective instructional leadership, and a safe and conducive learning environment. The school worked with its financial service provider to develop a three-year financial plan that aligned with these outcomes and appropriately

invests in student outcomes. This is an improvement over past years and demonstrates that the board is more closely linking its financial and contractual oversight responsibilities. It will be important that the school use this plan to guide development of its budget over the course of the next few years.

1.2 Financial Policies and Practices: *Does the school implement appropriate financial policies and practices?*

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to financial policies and practices, including but not limited to:

- Contracting/Purchasing Policy
- Fund Balance Policy
- Credit Card Policy
- Conflict of Interest Policy
- Electronic Funds Transfer Policy
- Contributions and Fundraising Policy
- Group Health Insurance Policy (required if the school provides group health insurance coverage)
- Assessing Student Fees Policy (required if the school charges fees for textbooks, workbooks, and library books)
- Appropriate use of public funds
- Sufficient internal controls

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

Analysis

Osprey Wilds has on file the following board approved financial-related policies:

- Purchasing and Procurement Policy, approved November 19, 2013
- Fund Balance Policy, adopted September 30, 2013
- Conflict of Interest Policy, approved November 19, 2013

Please provide Osprey Wilds with updated versions of these policies, if applicable.

In addition, please provide OW with copies of the following required policies:

- Electronic Funds Transfer Policy
- Contributions and Fundraising Policy
- Credit Card Policy
- Conflict of Interest Policy (included as part of the school's bylaws)
- Group Health Insurance Policy (required if the school provides group health insurance coverage)
- Assessing Student Fees Policy (required if the school charges fees for textbooks, workbooks, and library books)

If the school does not have these policies, the board must have in place a plan to draft and adopt the required policies, and all policies must be adopted prior to December 31, 2022.

1.3 Financial Reporting: *Did the school complete timely and accurate financial reporting?*

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to financial reporting.

- Financial audit, including required supplemental information, is submitted to Osprey Wilds and MDE no later than December 31.
- Preliminary and final UFARS data are appropriately submitted (September 15 and November 30 respectively.)
- MDE School Finance Award
- CSP grant reports, SOD plans and reports and/or other required financial reports are submitted in a timely and accurate fashion.
- Financial reporting to Osprey Wilds is timely and accurate.

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

Analysis

The school's on-time financial reporting rate to Osprey Wilds via Epicenter for financial-related tasks was 44% over the course of the contract to date (July 1, 2018 through January 17, 2022), but was 88% for fiscal year FY21. Among other items, the school submitted multiple years of audits, budgets and Form 990s late. OW expects the school will maintain at least an 80% on-time Epicenter compliance rating. Generally, Epicenter timeliness is an area of growth for the school in all areas. The school earned the MDE School Finance Award for FY20 reporting which demonstrates on time and accurate financial reporting to MDE.

1.4 Financial Audit: *Did the school receive an unqualified/unmodified audit opinion absent any significant deficiencies or material weaknesses?*

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the annual financial audit.

- The most recent financial audit includes no significant deficiencies or material weaknesses.
- The most recent financial audit included an unqualified/unmodified opinion.
- Any previous year audit findings have not been repeated in most recent audit
- Appropriate corrective action plan is in place to ensure any finding is not repeated in the next fiscal year.

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

Analysis

The school's FY21 audit included an unmodified ("clean") opinion with no significant deficiencies, materials weaknesses, or legal compliance findings.

Financial Performance Indicator 2: Near-Term Financial Health

2.1 Current Ratio: *Does the school have enough current assets to pay off its current liabilities?*

The current ratio measures a school's ability to pay its obligations over the next 12 months. A current ratio of greater than 1.0 indicates that the school's current assets exceed its current liabilities, thus indicating ability to meet current obligations. A ratio of less than 1.0 indicates that the school does not have sufficient current assets to cover the current liabilities and is not in a satisfactory position to meet its financial obligations over the next 12 months.

Calculation

Current Ratio = Current Assets divided by Current Liabilities

$$3.84 = \$ 598,756 \div \$ 156,008$$

Meets Standard

Current Ratio is greater than or equal to 1.1, or Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's).

Does Not Meet Standard

Current Ratio is between 0.9 and 1.0 or equals 1.0, or Current Ratio is between 1.0 and 1.1 and one-year trend is negative.

Does Not Meet Standard

Current Ratio is less than or equal to 0.9.

Analysis

The school's current ratio was 3.84 at FY21 year-end and has been above 3.0 in each of the last six years. This is well above the standard and indicates the school is well-positioned to meet current obligations.

2.2 Days Cash on Hand: *Does the school have sufficient cash on hand to fund operations?*

The days cash measure calculates the extent to which a school has sufficient cash to meet its cash obligations. Depreciation expense is removed from the total expenses because it is not a cash expense. This critical measure takes on additional importance given the timing of school payments in Minnesota. For this measure, target levels may be adjusted based on the holdback percentage to ensure reasonable expectations, while still evaluating a school for cash levels necessary for financial health. Measures below are based on the holdback rate of 10%.

December 31 data is also included to provide a fuller picture of the school's cash position throughout the year and is averaged with June 30. In addition, any short-term borrowing done by the school to manage cash flow will be documented here, though it will not figure into calculations. Short-term borrowing will also be evident in the Current Ratio.

Calculation

Days Cash = Cash divided by [(Total Expenses - Depreciation Expense)/365]

Previous fiscal year end (June 30):
45 days = $\$ 234,073 \div [(\$ 1,996,336 - \$ 84,359) \div 365]$

December 31 of current fiscal year:
62 days = $\$ 325,466 \div [(\$ 1,996,336 - \$ 84,359) \div 365]$

53 days = Average days cash

Meets Standard:

- Average days cash is 60 or higher; or
- Average days cash is between 30 and 60 days and one-year trend is positive.

Does Not Meet Standard:

- Average days cash is between 15 and 30 days; or
- Average days cash is between 30 and 60 days and one-year trend is negative.

Falls Far Below Standard:

- Average days cash is less than 15 days cash.

Analysis

The school's days cash increased to 43 days by FY20 year-end, up from 35 days in FY19. This positive trend meets the standard for this measure. The increase in the school's fund balance also contributes to a stronger picture of the school's near-term financial health.

2.3 Enrollment Variance: *Does the school meet enrollment projections?*

The enrollment variance analysis will indicate whether the school is on target with enrollment targets from approved budgets and compares actuals to projected enrollment based on the school's originally approved budget. A school that fails to meet its enrollment targets may not be able to meet its budgeted expenses, and a poor enrollment variance is an important indicator of potential financial issues. Enrollment variance is used to evaluate a charter school's financial health as well as board and management capacity to forecast. Thus, while enrollment variance is a primary measure of financial health, it can also be seen as a secondary measure for organizational aptitude. Enrollment Variance is based on Per Pupil Units (PP) as this is the primary driver of funding.

Calculation

Enrollment Variance = Actual Enrollment divided by Projected Enrollment
 $87.1\% = 103.52 \div 118.8$

Meets Standard:

Enrollment Variance exceeds 95%.

Does Not Meet Standard:

Enrollment Variance is between 85% and 95%.

Falls Far Below Standard:

Enrollment Variance is less than 85%.

Analysis

The school's enrollment variance has been below projections over the term of the contract and was 87.1% at FY21 year-end, the lowest it has been in eight years and almost a 13% variance. This does not meet the standard for this measure. Accurate enrollment predictions are the basis upon which

the budget is based and inaccurately predicting revenue can cause stress on the school's overall financial health.

Financial Performance Indicator 3: Financial Sustainability

3.1 Fund Balance Percentage: *Does the school have sufficient reserves on hand to serve as a cushion for unexpected situations or to help fuel growth or investment in new programs?*

The fund balance percentage measures the equity a school has built up in its general fund. Using the Fund Balance in the General Fund, this calculation indicates the percentage of available funds that the school has in reserve in relation to its Total General Fund Annual Expenditures.

Calculation

Fund Balance Percentage = General Fund Balance divided by Total General Fund Annual Expenditure

$$23.2 \% = \$ 442,403 \div \$1,908,551$$

Meets Standard:

Fund Balance Percentage is greater than or equal to 20.0%.

Does Not Meet Standard:

Fund Balance Percentage is between 10.0-19.9%.

Falls Far Below Standard:

Fund Balance Percentage is less than 9.9%.

Analysis

The school's fund balance has increased every year of the contact term, with a balance of \$442,747, an increase of 1.7% over the previous year. The board must carefully manage its budget going forward to maintain this trend and in order to ensure great outcomes for students and the long-term viability of the school.

3.2 Total Margin and Aggregated Three-Year Total Margin: *Does the school operate with an annual surplus or has the school needed to deplete its fund balance to operate?*

The total margin measures whether a school added to its fund balance in a current year (positive total margin) or if the school depleted the fund balance in the current year (negative total margin).

The aggregated three-year total margin is helpful for measuring the long-term financial stability of the school by smoothing the impact of single-year fluctuations on the single-year total margin indicator. The performance of the school in the most recent year, however, is indicative of the sustainability of the school. It is expected that the school has a positive total margin in the most recent year, however in some instances, a school with a larger fund balance may have a planned spend down as part of a strategy to invest in some aspect of its program. Such instances will be noted in the analysis.

Calculation

Total Margin = Most recent year Surplus (or Deficit) divided by Total Revenue
 $2.7\%/2.1\% = \$ 52,190 \div \$ 1,964,167$

Aggregated Three-Year Total Margin = Total Three-Year Surplus (or Deficit) divided by Total Three-Year Revenue
 $2.1\% = \$ 119,889 \div \$ 5,618,512$

Meets Standard:

- Aggregated Three-Year Total Margin is positive and the most recent year Total Margin is positive; or
- Aggregated Three-Year Total Margin is greater than -1.5%, the trend is positive for the last two years, and the most recent year Total Margin is positive; or
- Aggregated Three-Year Total Margin is greater than -1.5%, the fund balance Meets Standard, and the school has executed a planned spending of its fund balance to invest in program needs.

Does Not Meet Standard:

- Aggregated Three-Year Total Margin is greater than -1.5%, but trend does not Meet Standard.

Falls Far Below Standard:

- Aggregated Three-Year Total Margin is less than or equal to -1.5%; or
- The most recent year Total Margin is less than -10.0%.

Analysis

The school's total and the three-year aggregated total margin have been positive and have met standard for each year of the current contract. These numbers reflect that the school has added to its fund balance over each of the last six years.

3.3 Debt to Asset Ratio: *Does the school have sufficient resources to manage its debt?*

The debt to asset ratio compares the school's liabilities to its assets. Simply put, the ratio demonstrates what a school owes against what it owns. A lower debt to asset ratio generally indicates stronger financial health. Charter schools in Minnesota generally do not own buildings; therefore the assets are not recorded in the books of the school. The target levels are therefore set to reflect organizations which do not own their own facilities or land. In cases where a school has an affiliated building company, this measure does not take into account the building company's assets or liabilities. Additionally, this measure does not include any long-term liabilities related to TRA and PERA.

Calculation

Debt to Asset Ratio = Total Liabilities divided by Total Assets

$0.25 = \$ 156,008 \div \$ 618,908$

Meets Standard:

- Debt to Asset Ratio is less than 0.5.

Does Not Meet Standard:

- Debt to Asset Ratio is between 0.5 and 1.0.

Falls Far Below Standard:

- Debt to Asset Ratio is greater than 1.0.

Analysis

The school's debt to asset ratio has met standard for each year of the contract, including FY21 at 0.25. This calculation does not include any net pension liabilities related to TRA or PERA. The school has no long-term debt.

Academic Arts High School

Operations Performance Evaluation

Overview

The Operations Performance Evaluation is conducted not only to determine whether the school is compliant with legal requirements, the charter contract, and generally accepted principles of governance, oversight, and management, but also to assess the operational standing of the school. In completing this evaluation, Osprey Wilds has reviewed the school's board meeting minutes, school policies, state reports, compliance with Epicenter tasks and deadlines, and other relevant documents and information. In addition, the evaluation will incorporate information learned through site visits, attendance at board meetings, and interviews or discussion with key individuals at the school including the director, board chair, teachers, or others. Results of this evaluation become part of the body of information used to inform charter school renewal decisions made by the board of directors of Osprey Wilds.

Operations Performance Indicators

The Operations Performance Framework includes six indicators, or general categories, used to evaluate a school's operations performance.

1. Educational Program

This portion of the evaluation focuses on how the school has implemented key components of the educational program. This indicator includes the following measures: **Mission & Vision, Instruction & Assessment, Educational Requirements, Special Education, English Learners, and Parent & Student Satisfaction.**

2. Governance

This portion of the evaluation focuses on the board's governance, oversight, and evaluation. This indicator includes the following measures: **Board Composition & Capacity, Board Decision-Making & Oversight, and Management Accountability.**

3. School Environment

This portion of the evaluation focuses on the environment that the school has created for students. This indicator includes the following measures: **Facilities & Transportation and Health & Safety.**

4. Student Rights

This portion of the evaluation focuses on the practices and procedures of the school related to student enrollment and privacy rights. This indicator includes the following measures: **Admissions & Enrollment and Due Process & Privacy.**

5. Personnel Practices

This portion of the evaluation focuses on the school's practices and successes related to staffing. This indicator includes the following measures: **Licensure, Staff Retention and Employment Practices.**

6. Compliance & Reporting

This portion of the evaluation focuses on the school's ability to meet various authorizer and state compliance and reporting deadlines and activities. This indicator includes the following measures: **Charter School Annual Reports, Insurance and Authorizer & State Compliance.**

Operations Performance Evaluation Summary	
Indicator Area 1: Educational Program	
1.1: Mission & Vision	Meets Standard
1.2: Instruction & Assessment	Approaches Standard
1.3: Educational Requirements	Rating Pending
1.4: Special Education	Meets Standard
1.5: English Learners	Does Not Meet Standard
1.6: Parent & Student Satisfaction	Approaches Standard
Indicator Area 2: Governance	
2.1: Board Composition & Capacity	Approaches Standard
2.2: Board Decision-Making & Oversight	Approaches Standard
2.3: Management Accountability	Meets Standard
Indicator Area 3: School Environment	
3.1: Facilities & Transportation	Meets Standard
3.2: Health & Safety	Meets Standard
Indicator Area 4: Student Rights	
4.1: Admissions & Enrollment	Meets Standard
4.2: Due Process & Privacy	Meets Standard
Indicator Area 5: Personnel Practices	
5.1: Licensure	Rating Pending
5.2: Staff Retention	Meets Standard
5.3: Employment Practices	Rating Pending
Indicator Area 6: Compliance & Reporting	
6.1: Charter School Annual Reports	Approaches Standard
6.2: Insurance	Rating Pending
6.3: Authorizer & State Compliance	Does Not Meet Standard

Operations Performance Indicator 1: Education Program

1.1 Mission & Vision: Does the school demonstrate fidelity to the mission and vision outlined in the contract?

Meets Standard

The school implements programs that align to the mission and vision outlined in its current charter contract, including but not limited to:

- Implementation of statutory purposes
- Instructional program, including key pedagogical approach
- Staffing levels and assignments
- Stakeholders identify with school mission

Approaches Standard

The school implements programs that align to the mission and vision outlined in its current charter contract, with one or more of the above elements developing or in need of improvement.

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

Data sources: Exhibits D & F of the charter contract, site visit, annual report, school website

Analysis:

Academic Arts High School's (AAHS) mission is "learn by doing. Embrace your place in the world, prepare for the future. And make friends along the way." The school's 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. The school serves 9-12th grades. While the school has consistently focused on implementing project based learning (PBL), over the term of the contract, the school has honed its focus on "community, social-emotional learning, antiracism, and restorative justice."

In AAHS's Exhibit F and in its FY21 Annual Report, the school states that it meets the primary statutory purpose, to improve all pupil learning and all student achievement through its four pillars:

1. **Authentic Learning:** The school seeks to provide authentic learning through incorporation of Project Based Learning (PBL). The school's implementation of PBL has shifted over the term of the contract to provide more scaffolding for students that better achieves the goals of PBL and meets the needs of their student body. PBL is now addressed through several different paths:
 - Individualized, student designed independent projects (overseen by licensed instructors)
 - Master Classes which apply a project design model and are aligned with standards and allow students to earn credits across multiple content areas during the course of one class.
 - School wide text that are read during Advisory to build on ELA standards
2. **Environmental Education:** According to the school's FY21 Annual Report, "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.”

3. **Real-World Readiness:** A central focus in this effort is 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. Over the term of the contract the school has 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.
4. **Personal Relationships.** 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. Some examples of how the learning program promotes relationships are through:
 - 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 activities to prepare students for learning.

AAHS’s additional statutory purpose is to increase learning opportunities for all pupils. Over the term of the contract AAHS has expanded the accommodations available to learners with the intent of “fostering a community in which many students who were unable to succeed in a traditional school setting are able to thrive.” It states in its Exhibit F that it addresses this “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 committed to preparing students for life outside of High School.

- The school uses project based learning 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.” Graduation requirements which include development of a Life Plan and completion of a Senior Project as prime examples of this work.

AAHS’s current staffing levels account for all licensures required and address the school’s current student levels. It is relevant that the Cultural Liaison, tasked with supporting the EL learners and engaging families was vacated prior to the OW site visit. Given that the school has a handful of English learners, ensuring that position is staffed and those duties accounted for will be important.

There is evidence that the school’s stakeholders identify with the school’s mission. Site visit letters over the term of the contract have noted “Students feel that they are part of a community that values who they are and nurtures relationships among staff and students. (FY19)”

“Students demonstrate a strong relationship to the school and staff. They identify that their teachers keep trying and don’t give up on them. They feel encouraged and pushed to stretch themselves. They identify that the student culture is supportive and that AAHS is a good place to stay clean and sober.” (FY22) The school has been inconsistent with obtaining and reporting parent satisfaction data, failing to conduct a survey in at least two years of the current contract. The data in FY18 indicated a 67%-76% satisfaction with core elements of AAHS’s program. The school conducted a survey in FY21, however the data reported focused specifically on the education provided during distance learning.

1.2 Instruction & Assessment: Does the school implement instructional and assessment programming that focuses on student achievement?

Meets Standard

The school implements instructional and assessment programs focused on student achievement, with the following elements fully developed and functioning effectively:

- Instruction: Instructional leadership, instructional approach, implementation of evidence-based practices
- Curriculum: A broad, deep and rich curriculum, aligning curriculum to state standards
- Data: Formative assessments, data collection and analysis, remediation and acceleration practices
- Training: Professional development, teacher evaluation, observation, and feedback
- Equity: Equitable opportunities for all students, educational programming engages students in ways that are culturally and linguistically appropriate, responsive, and relevant

Approaches Standard

The school implements instructional and assessment programs focused on student achievement, with one or more of the above elements developing or in need of improvement.

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

n.b. The only way to merit a ratio of “meets standard” is to also receive 50% or more of the possible points on the Academic Performance Evaluation.

Data sources: Annual report, site visit

Analysis:

Instruction. AAHS’s FY 21 Annual Report states that it “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.” While the school states that students are able to design their own projects for approval, OW evaluators did not observe evidence of this and interviews with staff and students did not lift up this opportunity. It is unclear if there are any projects that exist outside of the classroom. In the classroom, the use of project based learning is really in an effort to show mastery of skills. AAHS defines mastery as the demonstration of achievement of standards. All

courses implement standards based grading, with projects serving the role of the evaluation measure. Staff report that while the school has successfully implemented standards based grading across the school, not all courses have a standards-aligned curriculum. Observations and interviews demonstrate that many courses have achieved that (science and math specifically) but other classes still have work to do. Since the course curriculum is not always standards aligned, yet the course grading is standards based, the school runs the risk of assessing students on standards achievement when the standards being assessed have not be adequately addressed in the curriculum. It will be important for the school to move intentionally to provide the support and guidance necessary to ensure that all courses have standards aligned curriculum and standards based grading.

The Renewal Application states that: “AHA’s instructional design focuses on engaging students through authentic, project based learning and experiences while prioritizing accommodations. This community is over IDENTIFIED 40% Special Education, accommodations are essential to student learning needs and preparation for life after high school.” Accommodations include fewer, longer classes to reduce transition time and to maximize time for student support, focusing on real world readiness skills through the life plan and senior project, and creating credit opportunities that meet unique student needs. The school has taken advantage of Google Classroom and Modern Classroom to provide supports for students. Many lessons in most classes are pre-recorded in Modern Classroom, allowing students who are present for the material to use the recordings as additional support and providing students who are absent to access the material. Assignments are universal, regardless of whether a student is present or absent, and since the instructional support is available for viewing and reviewing as students need, students have additional ways to master the concepts.

Over the term of the contract, AAHS’s work to assess student needs and to change curriculum approaches to meet those needs has been noted by OW evaluators through site visit feedback. Particularly in response to the needs of distance learning, the school redesigned its curriculum to have the whole school work on essential questions, read a school-wide text, and incorporate social emotional learning in an intentional way. The acquisition and use of Modern Classroom takes advantage of the work done over the periods of distance learning to provide additional supports for students now that school is back in-person. The flexibility of the entire staff in realigning instruction to meet emerging needs during distance learning subsequent recovery period was noteworthy and impressive.

In a site visit letter from FY19, OW evaluators noted that, “there is inconsistency in understanding how the instructional program should be implemented, which indicates that there is a lack of instructional leadership that supports consistency and rigor. Though the creation of several committees was designed to create this, there is not enough understanding on the part of those on the committee to carry this forth. Who is ultimately responsible for the success of the instructional program? Who ensures that all teachers are effectively implementing the instructional program with fidelity and rigor? What supports are in place for teachers who may struggle?” While it is clear that the school has worked on addressing these concerns raised early on in the current contract, it is not clear that they have been completely addressed. In the Renewal Application the school notes that, “it became clear that the TPS committee and its subcommittees required more organizational oversight as well as efficiency.” The strategy has been to more clearly articulate the organizational structure and to define authority. The Jay Squad was developed to provide the organizational oversight for the work of the TPS Committee. In the Renewal Application the school states: “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 all authority and autonomy to make decisions about the school’s curriculum, instructions, community expectations, and other policies.”

In interviews it was stated that tasks are delegated by the Jay Squad to the committees and every Monday the Jay Squad checks in to see if the tasks have been completed.

In February 2022 the school received a Notice of Concern that centered on a concern about the decision making evident in leadership's decision to continue to code an employee to special education despite advice from the Special Education Director that such coding was not appropriate given the experience and skill level of the staff person. The Notice of Concern goes on to state that "Being a teacher-led school requires that colleagues must make decisions about job duties and compensation that serves the best interest of the school, follows laws that govern schools, and appropriates financial resources in the public's best interest." Additionally in a site visit letter later that spring, it was noted that OW: "encourage[s] the TPS team to develop a structure that better supports the team to make hard decisions. Sometimes what is right for kids isn't popular. The team needs to be able to ensure that the school changes to meet the needs of students." Subsequently AAHS has taken a greater interest in ensuring that systems are in place for the Board to both understand and oversee the work of the Jay Squad to appropriately hold it accountable for desired outcomes. This is evidence that the school is working towards developing a more effective and accountable structure, but the development of this structure is so new it is unclear if it will fully address the needs identified in the Notice of Concern. The school must tackle these challenges head-on in any future contract period.

Curriculum. The school's administration of PBL has changed significantly over the term of the contract. At the start of the current contract, students were provided content-specific PBL classes in the core academic areas, in theory allowing for more robust products as the teacher would be within their main content area. However, this was phased out at the beginning of FY20 with a recognition that more structure was required for it to be successful. Instead, the focus was in developing engaging and rigorous curriculum that also incorporated project-based learning. Teacher-driven projects are created by an advisor or advisors based on state standards and these projects are assigned to students based on individual credit needs. Both student and teacher-driven projects involve the advisor guiding the student through each week of the project by setting weekly goals. As addressed earlier, the school should move intentionally to ensure that all course curriculum is standards aligned to ensure that students are not being assessed without proper exposure to the standards.

The staff have engaged in professional development in Modern Classroom, which has been well received by the instructional team. The program's research-backed instructional model is designed to respond to every student's needs by providing student access to content through teacher-created videos which allow students to control the pace of their own learning, progressing to the next lesson after they demonstrate mastery. Returning teachers have been able to take advantage of the material developed during distance learning to build up their instructional videos and create new content, and new staff are just beginning this work. The school intends to implement that more fully next year. Staff seem enthusiastic to move forward with this program.

Data. The school states in its Renewal Application: "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." In board observations conducted by OW, review of data related to the school's contractual goals is thorough and the Board has developed a monitoring dashboard to help in the oversight.

Training. All 12 TPS staff members complete a peer evaluation of all other TPS members (so each TPS receives 11 peer evaluations throughout the year). These evaluations reflect job performance as it relates to the TPS Committee. Additionally, the school contracts with an outside consultant to provide classroom observations, evaluation and to develop improvement goals with the teaching staff. All teaching staff receive at least one/year. 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. The Jay Squad then meets individually with each employee to review all the data. In interviews at the site visit, the school shared that their contracted evaluator retired last year and they are currently searching for a replacement to conduct FY23 evaluations. The school is also consulting with advocates from the Regional Centers of Excellence and Julie Peterson (previous employee and TPS member) who has been contracted to research and offer alternatives to consultants who are no longer available.

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.

Equity. AAHS's classes and experiences align with cross-curricular themes. Over the term of the contact, they shifted from setting themes for the school year to changing them each quarter. This allows for the themes to be responsive to the students' experiences (for example, following the murder of George Floyd). The goal of themes is to have students looking at the same topics and problems from different perspectives in their respective classes. An example provided by the school is "invasion." For this theme, students learned and completed 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 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.

During the distance learning period following the onset of the Covid-19 epidemic, the school began to engage in the use of school-wide reads featuring texts that reflect a variety of Black, Indigenous, and authors of color and addressed racial equity. In FY21, both virtual site visits were full of interviews with staff discussing the impact of these all school book studies and engagement of students and staff together on challenging social topics. When discussing the instruction and engagement around *Punching the Air*, a book focusing on a wrongfully incarcerated black youth, one staff member stated they had, "...grown more this year professionally as a teacher than I have in my whole career because of the time we have spent in meetings working together as a team on these topics...conversations that we wouldn't all have otherwise." Students interviewed at that same visit commented that they "actually finished a book for the first time in two years" and that the assignment to write connections about yourself to the book was "eye opening and grounding."

In the FY22 Annual Report the school states, "The school does not provide equitable access to diverse teachers. All licensed educators are white. White students account for approximately half of the student population at any given time . . . Non white students at AHA do not see representation in the school by licensed educators who look like them." It goes on to state, "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 reports that it has been active in providing anti-bias / anti-racism training at a staff level and that all staff (licensed and non-licensed) have participated in these trainings. School leadership report that they did see a divide develop between the non-licensed and licensed staff related to power dynamics and that the school is working to address these. It is worth noting that currently there is no non-licensed staff representation on the Jay Squad, and given the crucial role that non-licensed staff play at the school, it may be important for the school to provide a pathway for such representation.

Student interviews reflect a mixed reaction to the question about identity affirmation. While students do acknowledge structural responses (non-gender bathrooms for example) they do feel that the commitment to equity is emergent in practice. Part of this response may be generated by students not seeing the result of restorative justice work with students that disrupted the community. Students expressed a belief that student behavior that targets a student's identity is not addressed. While it is understandable that students who are not part of the issue would not know the specific consequences, it may be important for the school to determine how the community can be made whole, understanding that behavior transgressions reverberate far beyond the identified target. AAHS should consider how its implementation of restorative justice impacts the broader school community.

Overall, the school's commitment to equity is clearly articulated by staff across the board. There is also some evidence of implementation of this commitment in the themes and school-wide texts incorporated into the curriculum.

1.3 Educational Requirements: Does the school comply with applicable educational requirements?

Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to education requirements, including but not limited to:

- School calendar meets state requirements.
- Graduation requirements meet state standards.
- School administers state assessments as required.
- Evidence suggests the school complies with requirements of Title or federal and state programs.

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

Data sources: MDE report, annual report, school submissions to Epicenter, site visits, MDE Title reviews and school corrective action plans

Analysis:

According to the school's 2022-2023 calendar submitted to OW and the schedule on the website, AAHS has school for 186 days (assuming that students are in school during the MAAP Conference). A full school day consists of 5.75 hours of instructional day (including Advisory), and the Wednesday half days provide for 3.17 hours of instructional time (including Advisory). There are 37 Wednesdays when students are in school, so altogether students are receiving 974.04

instructional hours over the course of the year. The state requires that students in grades 7-12 receive 1,020 hours of instruction.

Revise the 2022-23 school calendar to align with the statutorily required number of instructional hours for students in Grades 9-12. Resubmit to OW and disseminate to staff and families.

Students at AAHS are required to complete 86 credits which through the Senior Project and Life Plan credit areas, and through both Class and Independent Projects. The requirements are consistent with statute.

Evidence suggests that the school complies with state assessments as shown by data submitted to OW and MDE.

The school receives Title I funding, and there is no evidence that the school does not comply with the requirements of the Title or federal and state programs.

Rating pending additional information from the school.

1.4 Special Education: Does the school protect the rights of students with disabilities and implement a program that appropriately serves their needs?

Meets Standard

Consistent with the school's status and responsibilities as a Local Education Agency (LEA), the school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to:

- Identification and referral including evaluation of representation of groups (a Child Find screening is in place and the school adheres to this process)
- Operational compliance including the academic program, assessments, staffing and all other aspects of the school's program and responsibilities (school adheres to Special Education laws/IDEAS and CAPs)
- Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
- Carrying out Individual Education Plans and Section 504 plans
- Access to the school's facility and program to students and parents in a lawful manner and consistent with students' abilities
- Accommodations on assessments
- Securing all applicable funding
- TSES manual submitted in Epicenter.

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

Data sources: Site visits, annual reports, TSES manual, MDE compliance reviews

Analysis:

Review of the school's documents as well as interviews with special education staff and the school's special education director indicate that AAHS is effectively implementing their special education program with fidelity and fully supporting the needs of students identified with disabilities.

A particular effective program is the school's Transitions program which intentionally works on life skills acquisition for super seniors (students that have over four years of attendance and have not yet graduated) with identified disabilities who may not be able to attain the traditional credit load necessary to graduate. Students come in once a week, are expected to hold a part-time to a full time job, and work on earning credits in life skills. Students that successfully meet their life skill credits are able to graduate off of their individualized education program (IEP). The school supports students by providing transportation if needed. In the last year, the Transitions program had 22 students, and 21 of those graduated. It is significant that the school has demonstrated such strong success in meeting these unique student needs.

1.5 English Learners: Does the school protect the rights of English Learners (EL) and implement a program that appropriately serves their needs?

Meets Standard

Consistent with the school's status and responsibilities as a Local Education Agency (LEA), the school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including Title III of the Elementary and Secondary Education Act [ESEA] and U.S. Department of Education authorities) relating to English Learners (EL) requirements, including but not limited to:

- School has an English Learner Plan of Service.
- Evidence suggests the school complies with its EL plan of service and applicable requirements.
- Enrollment packet includes the Minnesota Language Survey (MNLS).

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

Data sources: Site visits, annual reports, Minnesota Language Survey, and EL plan of service

Analysis:

The school has an EL plan of service that describes services that are not currently being provided, as well as staffing that does not currently exist. In the school's renewal evaluation from FY18, the Operations Evaluation noted: "AAHS is not currently implementing a program that appropriately serves the needs of English Learners... The school provided individualized teaching time with trained paraprofessionals and digital equipment for guided reading and writing. Additionally, the school provided these students with iPads with speech-to-text apps and supplementary recorded readings to support learning...AAHS submitted an EL Plan of Service; the plan is not consistent with the school's approach to serving English learners. For example, the plan references EL teachers and sheltered instruction, neither of which is evident at the school." While there may be slight differences in the details, this is essentially the case at present. The EL plan of service has not changed, and the school's strategy of support is no more robust or aligned with the plan of service than it was at the time of the last renewal.

While AAHS has a small number of English learners (hovering around 4/year), the school is required to have an English Language Learner Plan of service and provide EL programming upon the enrollment of an EL student that is consistent with that plan. In the school's renewal evaluation from FY18, the school was "encouraged to look for additional resources and training so that EL students are provided the most appropriate services for their needs." Further, in the school's Performance Improvement Plan (Exhibit S) the school was required to: "Provide a description of the school's plan to serve English learners." The school stated that it would submit a revised plan for service to EL students no later than August 15, 2018 and will include at least two additional resources for learning opportunities relative to EL programming and instruction." There is no evidence that this expectation was completed.

1.6 Parent & Student Satisfaction: Are parents and students satisfied with the school's educational program?

Meets Standard

Parent and students satisfaction data consistently documents a high degree of satisfaction with the school's educational program.

- Administers both parent and student satisfaction surveys.
- Evidence suggests there is a high degree of parents and students satisfied with the academic program of the school.

Approaches Standard

Parent and students satisfaction data documents a moderate and/or inconsistent degree of satisfaction with the school's educational program.

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

Data sources: Site visits, annual reports, survey data

Analysis:

Over the term of the contract the school has made inconsistent efforts to survey parents and inconsistent efforts to survey students. According to the school's renewal application, the school administers parent surveys continually, but has a very low response rate, typically between 15-20% of parents responding. The school reports that it primarily relies on parent feedback through interactions with staff which are more consistent and are used to inform committee decisions in all areas. For the 2021-2022 school year, the school administered a fall and winter parent survey, receiving 57 responses from the fall survey and 46 responses from another in the winter. While in prior years of the contract term, the surveys focused on general satisfaction, the 2021-22 school year surveys focused on issues related to Covid-19 restrictions and distance learning. The majority of parents (83% of respondents) answered the question "In general, how satisfied are you with your child's education during distance learning due to COVID-19" with a response of Satisfied (24/71) or Very Satisfied (35/71). The school reported the same data in the FY22 annual report, so it is unclear if any new surveys were conducted.

Student surveys are not reported in the FY21 or FY22 Annual reports, though student surveys were conducted and reported on in the 2019-2020 school year. In the 2019-2020 school year a formal

parent survey was not conducted, although parent feedback on the initial switch to Distance Learning was gathered and parent testimonials were collected. In the student responses that were reported, 100% of respondents indicated that staff are welcoming and supportive of students, with 87% of respondents indicating they feel safe emotionally at school, and 83% of students indicating they feel physically safe at school.

The school has struggled to survey parents and students in a consistent and effective manner. In any future contract term, the school must make a plan to consistently administer and report on both parent and student surveys in accordance with MN §124B.11 subd. 7. Due to the low parent response rate, the school should consider giving fewer parent surveys and being clearer about the types and purposes of different parent feedback (i.e. surveys versus parent feedback in meetings with staff).

Operations Performance Indicator 2: Governance

2.1 Board Composition & Capacity: Does the school's board demonstrate the capacity to effectively govern a successful charter school?

Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract and school bylaws relating to school board composition and training, and the board demonstrates the capacity to govern an effective charter school, with the following elements fully developed and functioning effectively:

- Board complies with applicable laws and its own bylaws with respect to board composition.
- Board conducts required background checks of members.
- Board completes statutorily mandated training.
- Board elections are consistent with statute and bylaws.
- Meeting minutes document election of officers consistent with statute and bylaws.

Approaches Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the school board, however one or more of the above elements is developing or in need of improvement.

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

Data sources: Annual report, school submission to Epicenter, board meeting minutes, Osprey Wilds site visits and board observations, school bylaws, board roster

Analysis:

Over the course of the contract the school has materially complied with applicable laws, rules, regulations, and provisions of the charter contract and school bylaws relating to school board composition. Board elections are held consistent with statute and bylaws at the school's annual meeting in November.

The board has not consistent conducted required background checks of its members in accordance with Section 6.20 of its charter contract. Per the contract, "The School agrees to obtain background checks, at the School's or the individual's expense, whichever is allowed by Applicable Law, on all potential board members before such members are added to the School Board; the School shall certify to ACNW within ten (10) business days of receipt of such background check that the background check has been completed and whether or not the background check contained adverse information."

Provide Osprey Wilds evidence the school has obtained background checks on all current board members and whether or not the background check contained adverse information.

The board roster indicates the board has a chair (i.e. president) and treasurer in accordance with statute (MN §317A.301), and a secretary (in accordance with Article V, Section 1 of the bylaws). In addition, Article V, Section 1 of the school's bylaws state, "The officers of the Board shall be elected for one (1) year terms by the Board of Directors..." Over the contract period, OW evaluators were

able to find evidence in board meeting minutes of only one officer election on January 19, 2021. The board must hold officer elections consistent with its board bylaws and document election outcomes in the meeting minutes.

Please provide evidence the board completed statutorily mandated training annual training during the 2020-21 and 2021-22 school years. The FY21 and FY22 Annual Reports, where this information is typically reported, include information from FY20 (which are identical to the FY20 Annual Report).

2.2 Board Decision-Making & Oversight: Is the board engaged in appropriate decision-making and oversight through effective and transparent board meetings?

Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to board decision-making and oversight, with the following elements fully developed and functioning effectively:

- Meeting minutes are complete.
- Meetings are held consistent with Open Meeting Law
 - Meeting times and location are posted properly on the school website and/or onsite at the school, including for special or emergency meetings.
 - If meeting includes board member participation via interactive TV (e.g. Zoom), it is done so consistent with MN §13D.
 - A quorum is present when the board meeting is convened.
 - One set of board materials is available for public inspection.
 - If meeting is closed, it is done so in accordance with MN Stat. 13D: agenda and minutes show statutory authority to close the meeting, and minutes appropriately summarize actions taken during the closed meeting.
- The board monitors performance on the charter contract at least quarterly in areas of Academic, Environmental Education, Finance and Operations and other aspects of the contract.
- The board takes appropriate action to ensure the school's success based on its review of school performance.
- Required policies are in place and policies that must be approved or reviewed annually are addressed.
- The board reviews and approves or accepts key organizational documents (e.g. Annual Report, Financial Audit, Contract with Authorizer, and other Authorizer related documents).
- ~~The board ensures that the school's affiliated building company complies with all applicable legal requirements (if applicable).~~

Approaches Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the board decision-making and oversight, however one or more of the above elements is developing or in need of improvement.

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

Data sources: Board meeting minutes, Osprey Wilds board reviews and observations, and site visit interviews, director evaluation policy

Analysis:

AAHS board meeting minutes are well-organized and generally convey the business of the board, including any action taken by the board. They contain summary information about reports, cover key topics presented at the meeting, and are presented clearly. They could be improved by including enough detail and adequacy for a member of the public or OW evaluators to fully understand the board’s deliberations and how board decisions were influenced by the content of the conversation.

The board generally complies with MN §13D, Open Meeting Law, and a review of board meeting minutes over the term of the contract indicate very few violations. However, the board closed its May, June, and July 2020 meetings in accordance with MN §13D.05, subd. 3(a), “...to evaluate the performance of an individual who is subject to its authority.” While the meeting was closed properly, this section of statute also requires, “At its next open meeting, the public body shall summarize its conclusions regarding the evaluation.” OW evaluators were unable to find evidence of this summary in AAHS board meeting minutes.

Board meeting minutes indicate the board consistently discusses the school’s financial performance at board meetings. Minutes also indicate that the board monitors the school’s progress toward its contractual academic goals at least twice / year and its contractual environmental education goals at least annually. (Minutes note that the board receives a “Student Data Report” at every meeting but the content of the report is mixed – sometimes it allows board members to monitor the school’s progress toward its contractual goals, and many of the updates in the minutes reviewed were related to how the data system was functioning rather than the actual student data.) OW evaluators were not able to find evidence in board meeting minutes that the board was monitoring its contractual Performance Improvement Plan (PIP) consistent with Exhibit S of the charter contract. As noted above, OW expects the board will monitor its progress toward meeting contractual academic and EE goals and PIP at least four times / year.

While the board did not meet this standard, over the course of the contract period many of the issues identified in the PIP have been resolved and the school effectively closed an intervention for academic performance (Notice of Concern – Level 1, consistent with Exhibit Q of the charter contract). This indicates that the board generally takes appropriate action to ensure the school’s success based on its review of school performance. However, as noted in Section 1.5 above, the school has not revised its EL Plan of Service which was one of the required items in the school’s current PIP.

OW reviewed the board policies on file and posted on the AAHS website. The school is missing two required policies:

- Electronic Funds Transfer Policy (MN §471.38 Subd. 3(a) / MN §124E.16 Subd. 1)
- Contributions and Fundraising Policy (OW Contract Section 6.13)

Please submit these policies to OW if the school has them on file and post them on the school’s website. If the school does not have these policies in place, the board should develop a plan to draft and adopt the required policies as soon as possible.

2.3 Management Accountability: Does the board hold management accountable for clear and measurable outcomes?

Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to holding management accountable for reaching performance targets, including but not limited to:

- Board established qualification for persons holding leadership positions.
- Board established a formal evaluation process for Director/Lead Admin or EMO/CMO.
- Board implements a formal evaluation process for Director/Lead Admin or EMO/CMO.
- School leader evaluation process evaluates performance in relation to OW contractual goals and expectations.
- Board engages in periodic review of school leader throughout the school year (at least four times / year).

Approaches Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to management accountability, however one or more of the above elements is developing or in need of improvement.

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

Data sources: Board meeting minutes, Osprey Wilds board review and observations, and Osprey Wilds site visit interviews

Analysis:

During the 2018-19 school year (the first year of this contract period), the school developed a system for evaluating its unique leadership model. Because it is teacher-powered and is not led by one director, the AAHS board evaluates the Teacher Powered School (TPS) Committee. The board has conducted this evaluation in each year of the contract period.

Beginning in FY23, the AAHS board added TPS evaluation as a standing agenda item. In its renewal evaluation, the school stated the goal is, "...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."

Operations Indicator 3: School Environment

3.1 Facilities & Transportation: Do the school's facilities and transportation practices effectively serve students?

Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds and transportation, including but not limited to:

- Fire Inspections and Records are maintained.
- Certificate of occupancy is on file.
- School has a plan for transportation services.
- Evidence suggests the physical space is safe.

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

Data sources: Site visits, annual report, lease aid application

Analysis:

The school received a fire inspection in accordance with the legal requirements (in the last 3 years), however the tags on the building fire extinguishers show that they were last serviced in 2019/2020.

The school must ensure the fire extinguishers are inspected and/or serviced before any future contract term.

3.2 Health & Safety: Is the school an effective steward of the health and safety of all students?

Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to health and safety, including but not limited to:

- Crisis Management Policy is aligned to statute and applied.
- School complies with MDE food and nutrition program requirements.
- School has a plan for nursing services and dispensing pharmaceuticals.
- Evidence suggests parents/students perceive the school provides a safe learning environment.

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

Data sources: Site visit, annual report, crisis management policy

Analysis:

In an audit at the end the 2018-2019 school year, MDE determined that the school's Free and Reduced Lunch eligibility tracking system was inadequate. The school developed a committee to address this issue during the 2019-2020 school year. By the end of the 2019-2020 school year, the

school determined that the requirements for 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 use 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 access the federal free and reduced lunch program and now contracts with an external provider, Done Right Foods for food service.

The school has clearly articulated protocols and procedures for nursing and dispensing pharmaceuticals. For administering medications, families complete an Authorization for Self-Administration of Medications in the School Setting Form if medications are required while in school. The school's nursing consultant provides annual training. Two staff are trained to administer student medications which are stored and labeled in a secure and locked location in the school.

Evidence from site visits, interviews, and annual reports indicates that students and parents perceive the school provides a safe learning environment.

Operations Performance Indicator 4: Student Rights

4.1 Admissions & Enrollment: Does the school implement open, impartial and transparent admissions and enrollment practices?

Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the admission and enrollment rights of students, including but not limited to policies and practices related to admissions, lottery, waiting lists, fair and open recruitment.

Lottery policy is in alignment with applicable laws and implemented with fidelity.

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

Data sources: Lottery policy, school website

Analysis:

In practice, the school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the admission and enrollment rights of students. However, the school's admissions policies (including enrollment and lottery) are non-compliant with statute:

- The school's policy needs to state that students are considered enrolled until they formally withdraw or are expelled under the Pupil Fair Dismissal Act.
- There is a reference to MN State Statute 124D in the second to last page which should be updated to 124E.

The school will be required to make these revisions to its policy prior to any future contract period.

4.2 Due Process & Privacy: Does the school honor due process and privacy for all students?

Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the due process, privacy, and civil rights of students, including but not limited to:

- Transfer of student records
- Evidence indicates the school implements equitable discipline practices and due process protections in compliance with the Pupil Fair Dismissal Act.
- Evidence suggests school complies with laws prohibiting religious instruction.
- Evidence suggests school complies with Family Educational Rights and Privacy Act of 1974 (FERPA), laws related to student records and privacy.

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

Data sources: School policy, student & family handbook, annual charter school assurance, lease aid application

Analysis:

The school substantially honors due process and privacy for all students. AAHS provides its policies on its website, including student discipline, bullying prohibition, protection and privacy of pupil records, and several non-discrimination policies.

Operations Indicator 5: Personnel Practices

5.1 Licensure: Is the school's staff appropriately licensed?

Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to appropriate licensure of school staff.

School staff is appropriately licensed.

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

Data sources: Annual report, STAR report, requests for special permissions

Analysis:

There were several discrepancies noted between the schools FY22 Annual Report and licenses found using MDE's License Lookup. Before any future term of the contract, the school should revise typos and/or clarify roles of the following staff:

- It appears Stephanie Bade's license number is 497509 rather than 996502 which the school reported in the FY22 Annual Report.
- It appears that Danyelle Bennett's license expired on 6/30/2022.
- It appears that Sophie Fischer's license expired on 6/30/2022.
- The license number provided for David Gunderman is incorrect, it should be 497244.
- It appears Julie Peterson's license number is 499627, not 997261.
- It is noted that Jacqueline Ozuna was promoted to SpEd teacher in FY22, however a file folder under that name could not be found.

Submit to OW record of license renewals for Danyelle Bennett and Sophie Fischer. Further, the school should submit a record of a license for Jacqueline Ozuna if she is serving as a Special Education teacher.

Rating pending additional information from the school.

5.2 Staff Retention: Does the school retain staff at a level that is conducive to operating a successful school?

Meets Standard

The school demonstrates stability in instructional and non-instructional staffing that is conducive to operating a successful school. This is evidenced by reasonable staff turnover rates.

80% retention ratio or system that is designed to negate negative effects of high turnover as evidenced by positive academic outcomes

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

Data sources: annual report, STAR report

Analysis:

3 of 9 licensed teachers were not returning from 20-21 to 21-22, with a retention rate of 66%. It should be noted that out of 25 total staff reported in the FY22 Annual Report, 14 of them were not returning, which is over half of the total staff. As the school continues to grow and rebuild from the disruptions of the pandemic, the school may examine the needs and supports for paraprofessionals in particular.

The retention rates for licensed teachers over the term of the contract are: 89% (FY19), 100% (FY20), 78% (FY21), and 67% (FY22). The average teacher retention rate for the term of the contract is 83.5%.

A point of clarification for the school: the years reported in the staffing section of the Annual Reports for FY21 and FY22 are the same, although some other content in the tables changes. The data reported is unclear and confusing, and should be updated to reflect the correct information for the FY22 school year. In particular, the Teacher Retention section of the FY22 Annual report is very confusing stating both that there was 100% retention (data copied from the FY21 report) and also that 14% of staff were not returning from 2020-2022, which seems to be a typo.

5.3 Employment Practices: Does the school engage in appropriate and equitable hiring, evaluation and termination practices?

Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to employment including transparent hiring, evaluation and dismissal policies and practices, including but not limited to:

- Evidence suggests the school has open and fair hiring practices based on clear job descriptions.
- The school has clear employment and evaluation policies outlined in the employee / staff handbook.
- Evidence suggests the school follows the evaluation and termination processes and policies outlined in its employee / staff handbook.
- The school conducts appropriate background checks on staff and volunteers.
- The school disseminates a clear staff handbook.

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

Data sources: Staff/ employee handbook, staff interviews, background check reviews

Analysis:

Non-discrimination information is included in the Employee Handbook, but Osprey Wilds staff did not find any statements or information regarding AAHS commitment to non-discrimination in the job descriptions or on the school’s website. The school may consider adding simple language to that effect for potential candidates. In addition, the job description for the Admin Manager position that the school submitted to Osprey Wilds is notably less structured and clear than other roles outlined in job descriptions. If that is a document that the school publishes or distributes, the school might consider revising the contents of the document for clarity and comprehensiveness.

The school disseminates a staff handbook; however, including active revisions in the document distributed to staff may cause confusion regarding established expectations versus draft revisions to which staff may not be held accountable. Osprey Wilds could find no evidence that the school has not followed its termination processes and policies, and evidence suggests that the school follows its teacher evaluation process.

The school is in process of bringing staff, volunteer, and board member background checks into full compliance in accordance with feedback from Osprey Wilds. In addition, the school is required to have a policy regarding background checks, and is also required to notify parents and guardians annually regarding the policy. Specifically, MN §123B.03 Subd. 1(e) states: "At the beginning of each school year or when a student enrolls, a school hiring authority must notify parents and guardians about the school hiring authority's policy requiring a criminal history background check on employees and other individuals who provide services to the school, and identify those positions subject to a background check and the extent of the hiring authority's discretion in requiring a background check." The policy should identify all employees, board members, and volunteers at the school who are subject to a background check as well as the procedures for obtaining background check information, how the school will use the data, and how the school will dispose of data collected. The school may use the student handbook or similar communication as the vehicle for the annual notification.

Provide Osprey Wilds evidence the school has obtained a criminal history background check from the Bureau of Criminal Apprehension on all employees, volunteers, board members, and any contractors who have contact with students.

Submit the school's background check policy to OW if the school has them on file and inform Osprey Wilds staff where the school notifies families about the background check policy. If the school does not have this policy in place, the board should develop a plan to draft and adopt the required policies as soon as possible, no later than June 30, 2023, and provide notification to families upon validation and every school year thereafter.

Rating pending additional information from the school.

Operations Performance Indicator 6: Compliance & Reporting

6.1 Charter School Annual Reports: Does the school comply with statutory and contractual requirements regarding annual reports?

Meets Standard

The school complies with applicable laws, rules, regulations, and provisions of the charter contract relating to charter school annual reports, including but not limited to:

- Statutory and contractual requirements
- Report submitted to Osprey Wilds by deadline
- Posted to school website and distributed to stakeholders
- World's Best Workforce reporting requirements

Approaches Standard

The school complies with applicable laws, rules, regulations, and provisions of the charter contract relating to charter school annual reports, but only after the school makes revisions in response to compliance feedback.

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

Data sources: Annual reports

Analysis:

The school's FY19 Annual Report was brought into compliance after revisions, and was submitted after the deadline. In several of the reports, the school did not complete both a parent and student survey in accordance with the World's Best Workforce reporting requirements.

6.2 Insurance: Does the school secure and maintain insurance coverages required by statute and the charter contract?

Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to insurance coverages, including but not limited to:

- Workers' compensation insurance
- Insurance covering all of the School's real and personal property, whether owned or leased
- Insurance required by MN §124E.09 and MN §466.04, including minimum of:
 - Commercial general liability insurance in comprehensive form
 - Bodily injury and property damage combined of one and a half million dollars (\$1,500,000) per occurrence
 - Personal injury of one and a half million dollars (\$1,500,000) per occurrence
 - Three million dollars (\$3,000,000) per occurrence for the release or threatened release of a hazardous substance
- If not included under its general liability coverage, additional coverages as follows:

- Minimum automobile liability insurance coverage, bodily injury and property damage, of one million dollars (\$1,000,000) per occurrence if the School owns or operates motor vehicles
- Officer and employee errors and omissions/professional liability of one and a half million dollars (\$1,500,000) per occurrence
- Employee dishonesty insurance of one hundred thousand dollars (\$100,000)
- Providing Osprey Wilds in a timely fashion with certificate of coverage that includes Osprey Wilds as certificate holder

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

Data sources: Certificate of Liability Insurance (Acord Form)

Analysis:

The school's 21-22 Certificate of Liability Insurance indicates that the school has no Worker's Compensation coverage.

Submit to OW the school's current Certificate of Liability Insurance (Acord Form).

Rating pending additional information from the school.

6.3 Authorizer & State Compliance: Does the school comply with authorizer and state deadlines and compliance requirements?

Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant compliance and reporting requirements to the authorizer, state education agency, and federal authorities, including but not limited to:

- Evidence suggests the school completes state reporting on time.
- School website meets statutory requirements.
- Minimum 80% on-time percentages in Epicenter
- Evidence suggests the school fulfills requirements related to TRA and PERA

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

Data sources: Epicenter on-time and accuracy rates, MDE communications, TRA/PERA, school website

Analysis:

As of the date of this evaluation the school's website is compliant with statutory requirements. If the school has a Wellness Policy, please post to the website or point Osprey Wilds to where the policy is posted.

Over the term of the contract, the school's on-time rate for Epicenter was persistently low; in fact it never reached 80%, which is OW's contractual expectation (as noted above). The average on-time

rate for the term of the contract is 43%. The school's on-time rates were as follows: 52% (FY19), 58% (FY20), 65% (FY21), and 20% (FY22).

Evidence suggests the school historically completes state reporting on time and fulfills requirements related to TRA and PERA.

Academic Arts High School

Indicator 1: Mission Related Outcomes

Measure 1.1 Performance Data:

Student Commitment to school's mission

Academic Arts High School	Number of Students able to identify a trusted adult and at least one positive friend	Number of students who participated in the survey	Percentage of students able to identify a trusted adult and at least one positive friend
FY19	64	79	81.0%
FY20	82	96	85.4%
FY21	53	93	57.0%
FY22	86	119	72.3%
Aggregate	285	387	73.6%

Data Source: Data provided to OW by school

Measure 1.2 Performance Data:

Student Retention

Academic Arts High School	Number of continuing students enrolled from spring to October 1 of next school year	Total number of non-graduating students enrolled in Spring	Percentage of continuing students enrolled from spring to October 1 of next school year
FY18 (October 2018 data)	54	74	73.0%
FY19 (October 2019 data)	51	68	75.0%
FY20 (October 2020 data)	65	83	78.3%
FY21 (October 2021 data)	49	69	71.0%
FY22 (October 2022 data)	60	68	88.2%
Aggregate	279	362	77.1%

Data Source: Data provided to OW by school

Indicator 3: Reading Growth

Measure 3.1 Performance Data:

NWEA MAP-Reading – Growth Index Point Calculation*

NWEA Growth Goals (Growth goals for 11th and 12th graders calculated with AAHS NWEA Data Analysis Guidelines)	Below 60% of Target	60-79.9% of Target	80-99.9% of Target	100%-120% of Target	Over 120% of Target	Sum
	FY18	20	1	0	9	18
FY19	14	2	5	12	15	33.75
FY21	16	0	0	1	5	7.25
FY22	7	0	0	4	9	15.25
		FY18	FY19	FY21	FY22	Aggregate
Total Points Earned		31.75	33.75	7.25	15.25	88
Total Number of Students (Points Possible)		48	48	22	20	138
Percent of Points Achieved		66.1%	70.3%	33.0%	76.3%	63.8%

Source: Requested data provided to OW by school

Measure 3.2 Performance Data:

EasyCBM, Newslea

Academic Arts High School	Number of Students who show growth in reading and language comprehension skills using quarterly reading probes	Number of students enrolled	Percentage of Students who show growth in reading and language comprehension skills using quarterly reading probes
FY18	0	0	0.0%

FY19	24	86	27.9%
FY20	29	48	60.4%
FY21	32	53	60.4%
FY22	24	33	72.7%
Aggregate	109	220	49.5%

Data Source: Data provided to OW by school

Indicator 4: Math Growth

Measure 4.1 Performance Data:

NWEA MAP-Math – Growth Index Point Calculation

NWEA Growth Goals (Growth goals for 11th and 12th graders calculated with AAHS NWEA Data Analysis Guidelines)		Below 60% of Target	60-79.9% of Target	80-99.9% of Target	100%-120% of Target	Over 120% of Target	Sum
	FY18	19	1	4	5	17	28.5
	FY19	21	1	1	9	16	29.75
	FY21	16	1	0	1	7	10
	FY22	15	2	0	3	7	12.25
			FY18	FY19	FY21	FY22	Aggregate
Total Points Earned			28.5	29.75	10	12.25	80.5
Total Number of Students (Points Possible)			46	48	25	27	146
Percent of Points Achieved			62.0%	62.0%	40.0%	45.4%	55.1%

Source: Requested data provided to OW by school

Measure 4.2 Performance Data:

School developed math probe

Academic Arts High	Number of Students	Number of students	Percentage of
FY18	0	0	0.0%
FY19	37	53	69.8%
FY20	30	48	62.5%
FY21	29	41	70.7%
FY22	21	26	80.8%
Aggregate	117	168	69.6%

Data Source: Data provided to OW by school

Indicator 5: Reading Proficiency

Measures 5.1 Performance Data:

Reading: All State Accountability Tests – All Students (Enrolled October 1, Grade 10)

Academic Arts High	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency
Baseline (FY13-17)						44.3%
FY18	1	4	3	4	12	54.2%
FY19*	3	11	6	12	32	53.1%
FY22	3	3	2	6	14	50.0%
Aggregate (FY18-20)	7	18	11	22	58	52.6%

Data Source: Data provided to OW by school

State of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency
FY18	13,435	21,592	11,787	10,731	57,545	71.1%
FY19*	13,933	22,937	12,682	10,765	60,317	71.6%
FY22	10,357	20,193	12,290	11,985	54,825	66.9%
Aggregate	37,725	64,722	36,759	33,481	172,687	70.0%

Source: MDE Data Center

*Due to the elimination of the October 1 flag for data available from the MDE Report Card, proficiency data for FY19 is measured with the North Star Accountability measure (enrolled for six months, including December 15) instead of October 1, as previous years data are measured. OW has filed a public data request for the October 1 data, and will update when it is received.

Indicator 6: Math Proficiency

Measures 6.1 Performance Data:

Math: All State Accountability Tests – All Students (Enrolled October 1, Grade 11)

Academic Arts High	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency
Baseline (FY12-17)						7.9%
FY18	0	1	2	10	13	15.4%
FY19*	0	1	3	21	25	10.0%
FY22	*	*	*	*	*	0.0%
Aggregate (FY18-20)	*	*	*	*	*	9.4%

Data Source: Data provided to OW by school

State of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency
FY18	9,759	16,587	11,514	15,502	53,362	60.2%
FY19*	9,140	15,359	11,978	17,486	53,963	56.5%
FY22	5,121	10,918	9,955	17,330	43,324	48.5%
Aggregate	24,020	42,864	33,447	50,318	150,649	55.5%

Source: MDE Data Center

*Due to the elimination of the October 1 flag for data available from the MDE Report Card, proficiency data for FY19 is measured with the North Star Accountability measure (enrolled for six months, including December 15) instead of October 1, as previous years data are measured. OW has filed a public data request for the October 1 data, and will update when it is received.

Indicator 7: Science Proficiency

Measures 7.1 Performance Data:

Science: All State Accountability Tests – All Students (Enrolled October 1, Grade HS)

Academic Arts High	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency
Baseline (FY15-17)						44.0%
FY18	0	2	2	11	15	20.0%
FY19*	1	6	7	23	37	28.4%
FY22	0	0	9	1	10	45.0%
Aggregate (FY18-20)	1	8	18	35	62	29.0%

Data Source: Data provided to OW by school

State of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency
FY18	8,431	18,319	12,079	10,926	49,755	65.9%
FY19*	9,422	22,788	12,890	14,159	59,259	65.2%
FY22	6,783	17,266	13,184	15,545	52,778	58.1%
Aggregate	24,636	58,373	38,153	40,630	161,792	63.1%

Source: MDE Data Center

*Due to the elimination of the October 1 flag for data available from the MDE Report Card, proficiency data for FY19 is measured with the North Star Accountability measure (enrolled for six months, including December 15) instead of October 1, as previous years data are measured. OW has filed a public data request for the October 1 data, and will update when it is received.

Measure 7.2 Performance Data:

Lab reports

Academic Arts High School	Number of student-produced lab reports earning at least 80%	Total number of student-produced lab reports	Percentage of student-produced lab reports earning at least 80%
FY19	68	97	70.1%
FY20	42	57	73.7%
FY21	41	49	83.7%
FY22	27	32	84.4%
Aggregate	178	235	75.7%

Data Source: Data provided to OW by school

Indicator 8: Proficiency or Growth in Other Curricular Areas or Educational Program

Measure 8.1 Performance Data:

NWEA MAP-Language Usage – Growth Index Point Calculation

NWEA Growth Goals (Growth goals for 11th and 12th graders calculated with AAHS NWEA Data Analysis Guidelines)	Below 60% of Target	60-79.9% of Target	80-99.9% of Target	100%-120% of Target	Over 120% of Target	Sum
FY18	17	0	1	9	21	35.75
FY19	16	1	0	13	21	39.5
FY21	7	0	0	2	13	18.25
FY22	12	0	0	6	10	18.5
		FY18	FY19	FY21	FY22	Aggregate
Total Points Earned		35.75	39.5	18.25	18.5	112
Total Number of Students (Points Possible)		48	51	22	28	149
Percent of Points Achieved		74.5%	77.5%	83.0%	66.1%	75.2%

Source: Requested data provided to OW by school

Measure 8.2 Performance Data:

Presentations

Academic Arts High School	Number of students earning at least 80% as measured by presentation rubric	Total number of students expected to do a presentation	Percentage of students earning at least 80% as measured by presentation rubric
FY19	66	86	76.7%
FY20	71	159	44.7%
FY21	84	96	87.5%
FY22	82	88	93.2%
Aggregate (FY18-20)	303	429	70.6%

Data Source: Data provided to OW by school

Measure 8.3 Performance Data:

Overnight experiences

Academic Arts High School	Number of students documenting learning and personal growth through pre and post experience journaling.	Total number of students attending overnight experiences	Percentage of students documenting learning and personal growth through pre and post experience journaling.
FY19	38	41	92.7%
FY20	16	20	80.0%
FY21*			
FY22*			
Aggregate (FY18-20)	54	61	88.5%

Data Source: Data provided to OW by school

*No overnight trips held due to COVID restrictions

Indicator 9: Post-Secondary Readiness

Measure 9.1 Performance Data:

4-Year Graduation Rate (MDE reported)

Academic Arts High School	Graduated Count	Continuing	Dropped Out	Unknownn	Total Count	Percent Graduated
FY18	14	8	4	1	27	51.9%
FY19	9	12	3	4	28	32.1%
FY20	16	15	3	1	35	45.7%
FY21	15	12	2	2	31	48.4%
FY22						
Aggregate	54	47	12	8	121	44.6%

5-Year Graduation Rate (MDE reported)

Academic Arts High School	Graduated Count	Continuing	Dropped Out	Unknown	Total Count	Percent Graduated
FY18	16	3	19	3	41	39.0%
FY19	17	1	6	3	27	63.0%
FY20	18	4	3	4	29	62.1%
FY21	25	6	3	2	36	69.4%
FY22						
Aggregate	76	14	31	12	133	57.1%

6-Year Graduation Rate (MDE reported)

Academic Arts High School	Graduated Count	Continuing	Dropped Out	Unknown	Total Count	Percent Graduated
FY18	13	2	8	5	28	46.4%
FY19	18	0	19	4	41	43.9%
FY20	17	4	4	2	27	63.0%
FY21	21	1	3	4	29	72.4%
FY22						
Aggregate	69	7	34	15	125	55.2%

7-Year Graduation Rate (MDE reported)

Academic Arts High School	Graduated Count	Continuing	Dropped Out	Unknown	Total Count	Percent Graduated
FY18	12	0	10	7	29	41.4%
FY19	15	0	8	6	29	51.7%
FY20	18	0	19	4	41	43.9%
FY21	18	0	6	2	26	69.2%
FY22						
Aggregate	63	0	43	19	125	50.4%

Source: MDE Data Center

*Due to the elimination of the October 1 flag for data available from the MDE Report Card, proficiency data for FY19 is measured with the North Star Accountability measure (enrolled for six months, including December 15) instead of October 1, as previous years data are measured. OW has filed a public data request for the October 1 data, and will update when it is received.

**Measure 9.2 Performance Data:
Senior Project**

Academic Arts High School	Number of Students passing their senior project and earning a "ready for workforce" designation on the work experience section	Total number of seniors	Percentage of Students passing their senior project and earning a "ready for workforce" designation on the work experience section
FY18	17	21	81.0%
FY19	18	23	78.3%
FY20	11	14	78.6%
FY21	10	12	83.3%
FY22	15	20	75.0%
Aggregate	71	90	78.9%

Data Source: Data provided to OW by school

**Measure 9.3 Performance Data:
Post-secondary option**

Academic Arts High School	Number of Students accepted into at least one post-secondary option (college/ university, military, apprenticeship, post-secondary training program) prior to graduation	Total number of graduates	Percentage of Students accepted into at least one post-secondary option prior to graduation
FY18	13	20	65%
FY19	12	18	66.7%
Aggregate	25	38	65.8%

Data Source: Data provided to OW by school

**Measure 9.4 Performance Data:
Life Plan**

Academic Arts High School	Number of Students who complete Life Plan project with a grade of C or better	Number of Students with attendance > 40%	Total number of students expected to complete Life Plan Project	Percentage of Students who complete Life Plan project with a grade of C or better
FY18	66	98*	144	46%
FY19	44	73*	96	45.8%
FY20	13	14*	14	92.9%
FY21	5	23*	23	21.7%
FY22	10	12	12	83.3%
Aggregate	138	171	289	57.9%

* AAHS internally is using the number of students with > 40% attendance for the denominator for this measure. ACNW does not believe that was intended in the drafting of the measure, so the academic evaluation is based on the total number of student expected to complete the Life Plan Project.

Data Source: Data provided to OW by school

Measure 9.5 Performance Data:

ACT/Accuplacer/ASVAB

Academic Arts High School	Number of graduates earning a score of college or career ready or needing no more than one semester of remediation on ACT, Accuplacer or ASVAB	Total number of graduates	Percentage of graduates earning a score of college or career ready or needing no more than one semester of remediation on ACT, Accuplacer or ASVAB
FY18	7	20	35.0%
FY19	5	18	27.8%
FY20			
FY21			
FY22	12	32	37.5%
Aggregate	24	70	34.3%

Data Source: Data provided to OW by school

Measure 9.6 Performance Data:

Post-Secondary Options

Academic Arts High School	Number of graduates accepted into at least one post-secondary option prior to or within one year of graduating	Total number of graduates	Percentage of graduates accepted into at least one post-secondary option prior to or within one year of graduating
FY20	18	23	78.3%
FY21	25	28	89.3%
FY22	4	31	12.9%
Aggregate	47	82	57.3%

Data Source: Data provided to OW by school

Indicator 10: Attendance

Measure 10.1 Performance Data:

Academic Arts High School	Annual Attendance Rate
FY18	76.9%
FY19	76.5%
Average	76.7%

Data Source: Data provided to OW by school

Measure 10.2-10.3 Performance Data:

Academic Arts High School	Number of students with an attendance rate of 90% or higher	Total number of students	Percentage of students with an attendance rate of 90% or higher
FY18	27	126	21.4%
FY19	23	119	19.3%
FY20	27	120	22.5%
FY21	40	105	38.1%
FY22	42	138	30.4%
Average	159	608	26.2%

Data Source: Data provided to OW by school