School Board Meeting Agenda
Tuesday, November 19, 2019
5:00 pm
AAHS Classroom 122

**Present:** Amy Charpentier, Josh MacLachlan, LeAnn Lindusky,  David Massey, Katie Siewert, Rachael McNamara, Tenille Warren, Nate Winter - CLA (Ex Officio), AAHS TPS Representatives:

**Absent:**

**Agenda**

1. Call to Order:

2. Conflict of Interest Check:

3. Approval of November 19, 2019 Agenda:

4. Approval of October 15, 2019 Minutes:

5. Approval of October 31, 2019 Special Meeting Minutes:

6. Public Comments:

7. Financial Report: (Josh MacLachlan - Treasurer, Nate Winter - CLA)
   a. Approval of Financial Reports for October 2019
   b. Approval of disbursements for October 2019

8. TPS Committee Report:
   a. Enrollment:
   b. ADM:
   c. School Events:
   d. TPS Accountability Manager:
   e. Staffing:
   f. Committees:
       i. TPS:
      ii. Personnel Committee:
     iii. Evaluation Task Force:
      iv. Curriculum:
       v. Financial:
      vi. PLC Committee:

       vii.   ESSA Task Force:

9. Student Data Report – Katie Seiwert

10. Committee to Evaluate Contract with EdVisions

11. Strategic Items
    a. Board member search
    b. Review of updated contract proposal from CLA - Josh MacLachlan
    c. Update on ACNW Leaders Retreat on November 16, 2019 - Josh Maclachlan
    d. Annual Board Training - Josh MacLachlan
    e. Review of TPS improvement plan - Josh MacLachlan
    f. Policy Review
        i. Crisis Management Policy - Second Reading
        ii. Acceptable Use Policy - Second Reading
        iii. Updated Family Leave Policy - Second Reading

12. Action Items
    a. Approval of current academic data report for submission to ACNW
    b. Dissolution of Committee to Evaluate Contract with EdVisions
    c. Establishment of Committee to Negotiate Building Lease
    d. Establishment of Task Force to Organize Board Training

13. Adjourn

School Board Meeting Agenda
Tuesday, October 15, 2019
5:00 pm
AAHS Classroom 122

**Present:** Amy Charpentier, Josh MacLachlan, LeAnn Lindusky, David Massey, Katie Siewert, Rachael McNamara, Tenille Warren, Nate Winter - CLA (Ex Officio), AAHS TPS Representatives: Ty Cody (Ex Officio) & David Gunderman (Ex Officio)

**Absent:**

## Agenda

1. Call to Order:
   a. Amy Charpentier calls meeting to order at 4:58PM

2. Conflict of Interest Check:
   a. None to report

3. Approval of October 15, 2019 Agenda:
   a. Josh MacLachlan motions to approve the October 15, 2019 agenda with addition of items 11C, Updated Crisis Management Policy, and 11D, Acceptable Use Policy - David Massey seconds
   b. Discussion:
      i. No further changes
   c. Motion passes with following votes:
      i. Amy Charpentier - Aye
      ii. Josh MacLachlan - Aye
      iii. Leann Lindusky -Aye
      iv. David Massey -Aye
      v. Katie Siewert - Aye
      vi. Tenille - Aye

4. Approval of September 17, 2019 Minutes:
   a. Katie Siewert motions to approve the September 15, 2019 minutes - Amy Charpentier seconds
   b. Discussion:
      i. Adjourn time is 6:36
   c. Motion passes with following votes:
      i. Amy Charpentier - Aye
      ii. Josh MacLachlan - Aye
      iii. Leann Lindusky -Aye

        iv.  David Massey -Aye

         v.  Katie Siewert - Aye

       vi.  Tenille Warren - Aye

5. Public Comments:
   a. None

6. Financial Report: (Josh MacLachlan - Treasurer, Nate Winter - CLA)
   a. Approval of Financial Reports for September 2019
      i. Josh MacLachlan motions to approve the September 2019 financial reports - David Massey seconds
      ii. Discussion
         1. Supplies cost high. This is typical for beginning of year
         2. Salaries and benefits low due to summer
         3. Additional ~$80K calculated that was not accounted for in initial budget

      iii. Motion passes with following votes:
         1. Amy Charpentier - Aye
         2. Josh MacLachlan - Aye
         3. Leann Lindusky -Aye
         4. David Massey -Aye
         5. Katie Siewert - Aye
         6. Tenille Warren - Aye

   b. Approval of disbursements for September 2019
      i. Josh MacLachlan motions to approve disbursements for September 2019 - Amy Charpentier seconds
      ii. Discussion
         1. Katie inquires about "Code" column.
         2. Would like department budget and tracking in report
      iii. Motion passes with following votes:
         1. Amy Charpentier - Aye
         2. Josh MacLachlan - Aye
         3. Leann Lindusky -Aye
         4. David Massey -Aye
         5. Katie Siewert - Aye
         6. Tenille - Aye

7. TPS Report: (Ty Cody/David Gunderman - Ex Officio)
   a. Enrollment: 92
      i. Lower than hoped for
      ii. Continuing marketing and outreach initiatives
   b. ADM: 88.13
   c. School Events:
      i. Conferences on October 24
      ii. First camping trip to Interstate State Park on October 16. Students visited Franconia Sculpture park and the geologic potholes at Taylors Falls.
   d. TPS Accountability Manager:
   e. Staffing:
   f. Committees:
      i. TPS:
         1. First Parent-Teacher committee meeting was on October 9. Developed ideas for fundraising and volunteering.
         2. ParentSquare is being used to better connect with parents. Will use ParentSquare to manage parent surveys.
      ii. Personnel Committee:
         1. Offering position to SpEd teacher
         2. Discussing hiring another GenEd teacher. Position is unfilled and is budgeted for in the current budget. Will verify with finance committee that hiring is still fiscally responsible.
      iii. Evaluation Task Force:
      iv. Curriculum:
         1. Continuing work with Greg Schagl on curriculum development aligned with standards and cross-curricular themes
      v. Financial:
         1. Currently vetting alternative HR, Benefit and Payroll service providers
      vi. PLC Committee:
      vii. ESSA Task Force:

Rachel McNamara Arrives at - 5:21pm

8. Student Data Report – Katie Seiwert
   a. Currently at 49.0% of academic goals for SY18 & SY19. 3 indicator areas still have missing data: ACT, Life Plan, Retention

9. Committee to Evaluate Contract with EdVisions

a. Compared services from 4 other providers: CLA, Brown & Brown, Region 3, Designs for learning

b. Edvisions is a for-profit co-op. Having EdVisions as "employer of record" prevents school from using PEIP benefits. PEIP benefits use larger, state-wide pool which would ensure predictable raises in benefits costs.

c. No recommendations yet. Would like to make decision and inform edvisions (if deciding to leave) by November 1.

d. Will update by next meeting.

10. Strategic Items
   a. Board member search status: No additional candidates
   b. Review of remediation plan submitted to ACNW
        i. Plan clearly details how the school plans continuous improvement.
   c. Review of Updated family leave policy
        i. Updated policy clearly distinguishes access to maternity/paternity leave between salaried and not salaried staff.

11. Action Items
   a. Approval of Annual Report
        i. Josh MacLachlan motions to approve the annual report with noted edits. Amy Charpentier seconds.
        ii. Discussion
            1. Template and formatting for annual report, used for last several years, is clear and concise and does a good job of expressing the school's structure, programs, strengths and challenges.
            2. Pending noted edits, will be submitted to ACNW by November 1, 2019.
        iii. Motion passes with following votes:
            1. Amy Charpentier - Aye
            2. Josh MacLachlan - Aye
            3. Leann Lindusky -Aye
            4. David Massey -Aye
            5. Katie Siewert - Aye
            6. Tenille - Aye
            7. Rachael McNamara - Aye
   b. Approval of updated crisis management policy
        i. Josh motions to approve updated crisis management policy. Amy seconds
        ii. Discussion:
            1. Update includes addition of new crisis team member: Jenny Rubio

2. Policy needs to go through review process as per board bylaws.
iii. Motion fails with following votes:
1. Amy Charpentier - Nay
2. Josh MacLachlan - Nay
3. Leann Lindusky - Nay
4. David Massey - Nay
5. Katie Siewert - Nay
6. Tenille - Nay
7. Rachael McNamara - Nay

c. Approval of Acceptable Use policy
i. Josh MacLachlan motions to approve Acceptable Use policy for school chromebooks. Amy seconds
ii. Discussion
1. Policy needs to go through review process as per board bylaws.
2. School should start chromebook program to test and streamline as acceptable use policy is going through review process.
iii. Josh MacLachlan Rescinds motion

12. Adjourn
a. Katie Siewert motions to adjourn at 6:09

Special School Board Meeting Agenda
Thursday, October 31, 2019
5:00 pm
AAHS Classroom 122

**Present:** Josh MacLachlan, LeAnn Lindusky,  Katie Siewert, Tenille Warren

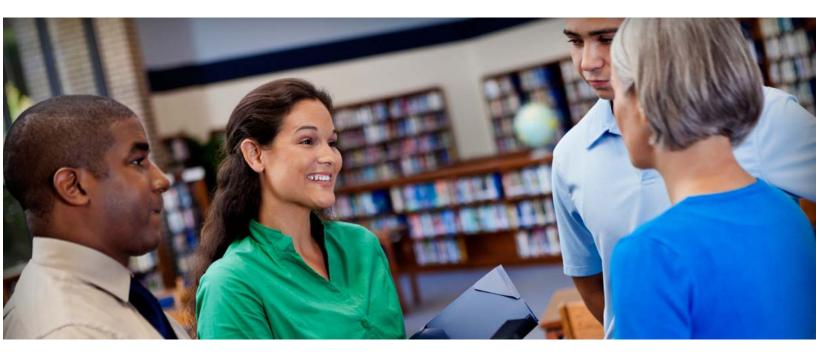**Absent:** Amy Charpentier, David Massey, Rachael McNamara

**Agenda**

1. Call to Order:
   a. Josh MacLachlan calls meeting to order at 5:17

2. Conflict of Interest Check:
   a. None to report

3. Approval of October 31, 2019 Agenda:
   a. Josh MacLachlan motions to approve the October 31, 2019 special meeting agenda. Katie Seiwert seconds.
   b. Discussion:
      i. No changes to note
   c. Motion passes with following votes
      i. Josh MacLachlan - Aye
      ii. Leann Lindusky - Aye
      iii. Tenille Warren - Aye
      iv. Katie Seiewert - Aye

4. Public Comments:
   a. None

5. Strategic Items
   a. Review of Service Comparison by Finance Committee
      i. Using CLA for benefits and payroll administration would cost an additional $975/month (school already uses CLA for financial services).
      ii. Because EdVisions is a for-profit co-op, school currently does not pay PERA. This would be a cost that would be added if school leaves EdVisions.
      iii. Insperity is option for PEIP benefits administration but school would have to maintain online dashboard.  Board wants to minimize tasks put on TPS committee.
      iv. Edvisions benefits costs rose by 10% and 12% the last two years respectively. School was not informed of increase until ~1 month before contract renewal.

School and School Board need to be able to predict costs so that it can budget appropriately.

    b. Recommendation for service provider

        i. Finance committee and committee to evaluate contract with edvisions recommend using CLA for payroll, administration of PEIP benefits, and ad hoc HR services.

6. Action Items

    a. Approval of proposal for payroll, administration of PEIP benefits, and HR services from CLA

        i. Josh Maclachlan motions to approve proposal from CLA so edvisions can be informed of intent to end contract effective January 1, 2020 -  Leann Lindusky seconds.

        ii. Discussion:

            1. $4K Monthly total from CLA includes finance services

            2. PEIP is biggest factor.  Using PEIP benefits (and having CLA administer them) will prevent surprise rate hikes in benefits as seen with EdVisions for past two years.

        iii. Motion passes with following votes

            1. Josh MacLachlan - Aye

            2. Leann Lindusky - Aye

            3. Tenille Warren - Aye

            4. Katie Seiewert - Aye

7. Adjourn

    a. Katie motions to adjourn at 5:31 PM

*Create Opportunities*



October 21, 2019

**Proposal to provide professional Outsourced Accounting Services to:**

**Academic Arts High School**

CLAconnect.com

WEALTH ADVISORY

OUTSOURCING

AUDIT, TAX, AND CONSULTING

*Prepared by:*
**Nichole Schmidt, CFO**
nichole.schmidt@CLAconnect.com
Direct 612.397.3526 | mobile 651.208.8580

October 21, 2019

Josh MacLachlan, Treasurer
Academic Arts High School
60 Marie Ave East Suite 220
West Saint Paul, MN 55118

Dear Josh:

Thank you for inviting us to propose our services to you. We gladly welcome the opportunity to share our approach to helping Academic Arts High School (AAHS) meet its need for professional services. The enclosed proposal responds to your request for outsourced accounting services.

We are confident our proposal not only addresses your need for financial management accounting services, but also demonstrates our interest in a business relationship and our strong capabilities in serving similar clients, developed during our more than 60-year history of working within this industry. We believe we are the right fit for AAHS for the following reasons:

- *Timely Proactive Service* — We have assembled a team familiar with your needs and experienced transitioning similar clients to CLA.
- *Dedicated Team* — We have focused industry outsourcing professionals and other industry specialized resources that will be available to you.
- *We Can Grow With You* — We serve more than 50,000 privately held businesses nationwide. You can rest assured that we will proactively advise you on the latest challenges and opportunities facing your organization.

We are eager to work with you and welcome the chance to present our proposal to the entire management team. If you have any questions about our offerings, please do not hesitate to contact me.

Sincerely,

**CliftonLarsonAllen LLP**

Heidi Grinde, CPA
Principal
612.397.3288
heidi.grinde@claconnect.com

A member of
Nexia
International

# Table of Contents

# Executive Summary

## Why should AAHS choose CLA?

With CLA by your side, you can find everything you need in one firm. We know your industry, and we want to know you.

- Need help getting started? We can provide resources.
- Want to improve your performance and results? We assemble the right team for you.
- Planning for an ownership or leadership transition? CLA has the tools you need.

## Create opportunities

We understand your most important needs are:

- **A proposed team of professionals carefully-selected for compatibility with AAHS's needs and circumstances** — Your service team understands the strategic, operational, and regulatory issues impacting your organization. These professionals dedicate a substantial percentage of their time assisting charter schools with financial, regulatory, and information security matters.
- **Efficiency** — Our goal is to provide exceptional client service at the lowest possible cost. A well-planned and well-executed engagement by an experienced service team will minimize disruption to your staff and enable timely completion of all deliverables.
- **Experience and continuity** — Each engagement team member has in-depth experience in charter school accounting, auditing, and tax matters. We will commit the necessary resources to provide quality client service and timely report delivery. We have an extensive local and national state and local government practice from which to draw resources.
- **We want to get to know you!** — AAHS's mission is for all students to learn by doing. By embracing their place in the world and preparing for their future all while making friends along the way. CLA will be able to put your mind at ease with the financial side of operations within the School. We will work with AAHS to tailor for the needs requested by the staff, board, and authorizer all while making sure you stay compliant with the state.  AAHS has remained financially stable - attaining a near 20% fund balance at the end of the 2017-2018 fiscal year and CLA will be able to assist the School in continuing this history.

# Scope of services to be provided

Our engagement provides you access to the accumulated wisdom of the firm through professionals with substantial experience who can help your organization enhance its future and achieve its business goals.

CLA will provide the following services for AAHS based on the information you provided in your RFP:

**Finance and Accounting Services**

→ Staff Accountant
   – Prepare monthly account reconciliations and journal entries
   – Process accounts payable and cash receipts on a weekly basis
   – Coordinate annual tax reporting (1099s, etc.)
   – Ensure quality files are kept and record retention guidelines followed

→ Payroll Accountant
   – Process payroll in conjunction with School's payroll calendar
      o Includes HR services related to payroll changes (earnings, deductions, etc.)
   – Coordinate quarterly and annual tax reporting (i.e., 941s, W-2s, etc.)

→ Assistant Controller
   – Report Special Education and Title data on SEDRA and SERVS
   – Draft monthly financial statements
   – Provide reporting on grant funding, if applicable
   – Provide financial reports for grant applications and grant reporting
   – Prepare and file financial reports needed to be compliant with State required education reporting

→ Controller/CFO
   – Meet with school director and key management team members – when needed in person and as needed daily via phone/email
   – Present financial reports at finance committee and/or board meeting
   – Develop and manage cash flow forecast and monitor cash flow needs
   – Work with management on debt/line of credit compliance and implementation
   – Perform financial reporting analysis, benchmarking, and trending comparisons
   – Develop, implement and monitor fiscal policies and procedures and internal controls
   – Oversee the audit, financial reporting, budgets, legal compliance, and required filings
   – Perform all aspects of preparing and presenting annual budgets
   – Compile monthly financial statements
   – Perform all aspects of annual audits from work paper preparation to report and footnote preparation
   – Respond to other audits as needed (e.g., workers comp, unemployment insurance, etc.)
   – Monitor and modify the fiscal systems based on changing compliance needs (federal, state, food service, etc.)
   – Assist School with preparing annual lease aid applications due to MDE – if applicable
   – Ensure UFARS codes are correct for all transactions

# Firm Overview

## Create opportunities

CLA exists to create opportunities for our clients, our people, and our communities through industry-focused wealth advisory, outsourcing, audit, tax, and consulting services.

More than
## 6,100
people

More than
## 120
U.S. locations

A
## global
affiliation

A member of Nexia International

*We promise to know you and help you*

With CLA by your side, you can find everything you need in one firm. Professionally or personally, big or small, we can help you discover opportunities and achieve more than you believed possible.

## What makes us different?

You can depend on CLA for several uncommon advantages:

### Deep industry specialization

Our people are industry practitioners first and foremost. You will work with professionals who know you, your organization, and your industry. We combine their knowledge with yours to make you stronger.

### Seamless, integrated capabilities

We offer planning and guidance from startup through succession, with particular care for the people behind the enterprise. Your team connects with a broad network of resources behind the scenes to support you.

### Premier resource for private business owners

We place you — personally — at the core of our strategic focus because your success means a better world for all of us.

### Inspired careers

Our team members are personally invested in your success. You will work with entrepreneurial people, who are constantly developing capabilities to help you meet any challenge you face.

For more information about CLA, visit CLAconnect.com/aboutus.

# Understanding Your Industry

Privately held companies are the backbone of our economy. We believe that in order to give sound financial, tax or business advice, we need to understand private business dynamics so that our advice focuses around enterprise-wide versus localized improvements. CLA has significant experience serving charter schools similar to yours locally and throughout the country. We work with these schools on a daily basis and have a keen understanding of their unique tax and accounting needs—not unlike those of AAHS.

We provide traditional accounting (audit, tax, and consulting), outsourcing, and wealth advisory services to more than 50,000 private companies nationwide through our team of 6,000 professionals.

## *Our beliefs and approach*

We are passionate about improving the competitiveness of U.S. business by helping companies achieve their dream. We work with owners and management to improve profitability, reduce risk, build business value, and plan for succession. Our advice will always focus on the ultimate goal of the owners we serve; building a valuable and sustainable business. In short, our goal is supporting and driving your success and support growth in whatever capacity is appropriate.

## *What drives your business?*

With our extensive industry experience, CLA professionals understand that schools want to focus on the needs of their students and growing their programs. However, in order to grow, you need to attend to your school's financial foundation. This includes the financial aspects that will drive the growth of your school and the risks that can affect its future.

# Outsourcing Overview

CLA can help improve your business operations and decision making ability without hiring additional staff. Our capabilities, industry knowledge, and flexibility allow you to be nimble as the business environment changes.

**CLA ties your financial and accounting operations together with industry insight.**

We can help make your life easier and your organization stronger. The power of technology combined with the power of CLA's industry experience will drive results to help you focus on building your business.



| Execution | Analysis | Growth |
|---|---|---|
| CLA helps you plan and monitor accounting functions of financial reporting, choosing the right technology, and hiring the right staff. | CLA helps with reporting and metrics that will allow you to spend more time managing your business through weekly dashboards that allow you to quickly see the critical numbers allowing you to make better decisions more quickly. | CLA can assist leadership in providing strategic direction for the organization, making the connection between operational excellence and financial results. We work with you every step of the way to provide financial and cash flow projections, and determine working capital and staffing needs to meet your business growth goals. |
| • Technology/software selection<br>• A/P and A/R processing<br>• Monthly dashboard<br>• Staffing and organizational planning<br>• Internal controls/process and procedure<br>• Cybersecurity<br>• Tax compliance including income, payroll, multi-state sales, and international | • Rent vs. buy equipment decisions<br>• Working capital management<br>• Labor and overhead allocation<br>• Inventory management<br>• Gross profit analysis<br>• Product/job profitability<br>• Pricing or quotation models<br>• Equipment utilization and efficiency | • Business expansion<br>• Cash and financial planning<br>• Banking capital structure support<br>• Bank financing<br>• Bonus and incentive planning<br>• Succession planning<br>• Budgeting and forecasting<br>• Increase enterprise value |

## Easing the transition to CLA

We recognize changing accountants presents an opportunity as well as a challenge. We have significant experience in minimizing the impact to your business.

| | |
|---|---|
| **Selection**<br><br>We select an experienced team in transitioning new clients – this provides an effective bridge and delivers a fresh look at your current processes. | **Planning**<br><br>We review past financial information and stress communication. We work as a team to make the transition easy and effective for all team members. |
| **Technology**<br><br>We use the most current technology to make communication and interaction between our team and yours flow smoothly throughout the transition process and beyond. | **Investment**<br><br>We spend additional time gaining an understanding of your organization and forming relationships. |

## Services integration

An engagement such as outlined in this proposal requires the interaction of numerous individuals working in a timely fashion. Our outsourcing professionals work as a team. We are in close, regular contact, keeping each other informed of our progress and any issues that arise. We emphasize communication — making sure that issues that cross disciplines are fully evaluated by the entire team.

# Engagement Team Experience

## Roles and responsibilities

An experienced engagement team has been aligned to provide the most value to your organization. The team members have performed numerous engagements of this nature and will commit the resources necessary to provide top quality service throughout the engagement.

Following are our proposed management team members:

**Nichole Schmidt, CFO, Charter School Lead**
612.397.3526 | nichole.schmidt@CLAconnect.com

Nichole has 15 years of experience in nonprofit and government accounting. She started her career working with charter schools at an outsourced accounting firm. She began as a staff accountant and worked her way through all the positions while learning the details involved with the way Minnesota School Districts are required to report to the state and federal government. She has been a charter school CFO for 6 years.

She has spent the last 15 years learning all areas of school finance that are crucial for a school to survive the ever changing rules and regulations brought on by the state and federal government. Her passion is finding how to streamline processes within a charter school to function more effectively and efficiently. She has developed an expertise in long-range budget model forecasting and strategic planning, and finding areas for financial improvement.

**Matt Wylie, Controller**
612.397.3107 | matt.wylie@CLAconnect.com

Matt has 10 years of experience in nonprofit and government accounting. He started his career working with charter schools at an outsourced accounting firm. He began as a staff accountant and worked his way through all the positions while learning the details involved with the way Minnesota School Districts are required to operate and report to the state and federal government. He has been a charter school Controller for 5 years.

**Nate Winter, Assistant Controller**
612.397.3045 | nate.winter@CLAconnect.com

Nate has 7 years of experience in nonprofit and government accounting. He started his career working with charter schools at an outsourced accounting firm. He began as a staff accountant and immediately was promoted to a senior accountant within the first two years. He oversees our staff accountants and continually develops processes and procedures to ensure efficiencies are all in place.

# References

CLA offers its clients the best of two worlds — a firm with national nonprofit and charter school experience, complemented by a local team dedicated to accessibility and responsiveness. We are pleased to provide you with the following references, who can describe their experience in greater detail.

| Organization Name | Hiawatha Academies |
|---|---|
| Address | 3500 E 28th Street Minneapolis, MN 55406 |
| Telephone Number | 1.507.269.1394 |
| Contact Person | Rosie Kellogg, Director of Finance |
| Email | rkellogg@hiawathaacademies.org |

| Organization Name | Excell Academy |
|---|---|
| Address | 6510 Zane Ave N, Minneapolis, MN 55429 |
| Telephone Number | 763.533.0500 |
| Contact Person | Sabrina Williams, Executive Director |
| Email | srwilliams@excellacademy.org |

| Organization Name | Yinghua Academy |
|---|---|
| Address | 1616 Buchanan Street NE Minneapolis, MN 55413 |
| Telephone Number | 612.788.9095 |
| Contact Person | Susan Berg, Executive Director |
| Email | susan.berg@yinghuaacademy.org |

# Professional Fees

We operate under the philosophy of open and direct communication regarding billing. Our professional fees are based on actual hours worked at a consultant's hourly billing rate. The scope of our work and fee estimates are outlined below based on the following hourly rates, plus actual out-of-pocket expenses:

| Professional Services | Timeline | Estimated Monthly Hours | Standard Hourly Fee | Estimated Monthly Fees |
|---|---|---|---|---|
| Staff Accountant | July 1, 2019 | 18 | $65 | $1,170 |
| Payroll Accountant | January 1, 2020 | 15 | $65 | $975 |
| Assistant Controller | July 1, 2019 | 15 | $75 | $1,125 |
| Controller/CFO | July 1, 2019 | 5 | $135 | $675 |
| Principal/Quality Review | July 1, 2019 | 0.5 | $185 | $93 |
| **Total Ongoing Monthly Services** | | | | **$4,038** |

We have found over the years that our clients don't like fee surprises. Neither do we. We commit to you, as we do all of our clients, that:

- We will be available for brief routine questions at no additional charge, a welcome investment in an on-going relationship.
- Any additional charges not discussed in this proposal will be mutually agreed upon up front.
- We will always be candid and fair in our fee discussions, and we will avoid surprises.

## Value add

- Timely and meaningful financial reporting
- Budgeting involvement and integration
- Continuous improvement mindset
- Ability to split up controller duties across assets to become more efficient
- Industry experience
- Multi-discipline capabilities to bring tax, technical accounting, technology, human resources, security, valuation, transaction advisory, and wealth management recommendations to the forefront
- Interactive approach which will foster collaboration

We also add value in the following areas:

- Turnover – we find replacements for people that find a new career path
- Reduction of fraud risk due to our internal control experience and mindset
- Directing the effort so we have the right people doing the right tasks
- Ability scale up or down based on the needs of the organization due to our vast access to talent
- Become a variable cost instead of a fixed cost

- Significant tax capabilities that are available to supplement any needs you may have, both at the federal, state and specialty level
- Our reputation and quality brings credibility to investors, lenders and other outside parties
- Taking away hidden costs such as training, health benefits, unemployment claims, and space requirements

We do all of this while performing the work in the United States.

# Appendix

# Additional outsourcing services

### *Payroll*

Our payroll professionals can handle your time-consuming payroll processing and related payroll tax filing. We help you stay compliant while reducing in-house staffing needs and costs.

- Payroll processing (calculation of wages, bonuses, deductions, and tip/gratuity tracking)
- Automated federal, state, and local payroll tax management
- Payroll tax return preparation and electronic filing of W-2s and 1099s
- Online access to view data, reports, check stubs, and W2s
- Web-based expense reporting modules

### *Technology consulting and outsourcing services*

We can help you build and execute a technology strategy that can improve your processes, reduce your operational costs, and increase your employee and customer satisfaction.

From accounting software to network and information security consulting, CLA can provide the applications and advice you need to keep your organization running efficiently. CLA will provide consistent daily procedures. The technologies will provide online access from anywhere via a client portal, providing the ability to:

- Upload information for reviews and approvals
- View financial information
- View transactions.

We also offer a comprehensive outsourced IT service, if you want to focus on managing your organization and leave the technology details to us.

- Financial accounting software
- Outsourced IT
- Network consulting
- Information security

### *Human Resource Services*

When your organization needs exceptional executives or professionals — whatever the role, whatever the duties, whatever the industry — CLA can help. Our certified human resource (HR) professionals have the experience to step in so you can move HR and recruiting off your plate and refocus on your business.

From the HR support to special projects requiring specialized knowledge, or searching for the next leader or professional staff, CLA can provide the high-level insights you need, when you need it.

# OVERALL PERFORMANCE RATING

**Overall Rating:** **Needs Improvement**

|  | **Needs Improvement** | **Meets** | **Exceeds** |
|---|---|---|---|
| Academic | 3 | 3 | 1 |
| Financial | 2 | 7 | 1 |
| Organization | 1 | 7 | 1 |
| Communication | 3 | 5 | 1 |
| **TOTAL** | **9** | **22** | **4** |
| % of TOTAL | 25.7% | 62.9% | 11.4% |

**A note about this evaluation process**: Next year, the board expects more from the TPS Committee's self evaluation. For every standard, make sure to provide evidence for the rating given, including details and any plans for improvement. This is an opportunity for the school leader to showcase all of the work that has been done during the year to run the school, so it should be well documented and provide a complete picture.

**Rationale:** This has been a challenging year for the TPS Committee, due largely in part to record staff turnover at the beginning of the year. The board has seen tremendous growth in key areas and we are encouraged by the proactive strategies that the TPS committee is putting into place for the next school year. The board also feels that there are significant areas that need improvement in each of the four functional areas, which is why the board decided to rate TPS's overall performance as Needs Improvement.

Even during this difficult year, the TPS Committee has achieved some great successes. The most notable improvements have been:
- reached 100% compliance with IEPs;
- updated expenditure approval processes to reduce, and in many months eliminate, unapproved purchases;
- dramatically improved the teacher evaluation process;
- improved communication with the board and increased TPS involvement during board meetings.

The TPS Committee has made tremendous growth over the 18-19 school year, and the board is confident that the committee will continue to make substantial improvements next year. Thank you all for everything you do for Academic Arts High School!

# PERFORMANCE IMPROVEMENT PLAN

If the overall rating is Needs Improvement, copy/paste each of the standards with a NI rating below. The board initially develops the improvement plan for each standard and then discusses with the TPS Committee and changes the plan(s) as necessary. Then each month during board meetings, the board and a representative of the TPS Committee discuss the progress of each improvement plan until all of them have been completed.

| Needs Improvement Standard | Improvement Plan | Progress Notes | Plan Status |
|---|---|---|---|
| The school is on track to have an overall academic performance of at least 75%, according to academic measures in the current contract with the authorizer. | Work with Greg Schnagl to help improve school's entire academic program. Provide specific details about recommended and implemented strategies in the Plan Progress Notes. | <ul><li>Using scrum board to track curriculum development</li><li>Thursday standup meetings to track progress</li><li>Curriculum committee initiatives:</li><li>Data submitted? Who submits? Josh will verify</li></ul> | In Progress |
| There is no academic indicator that falls far below of the goal, according to academic measures in the current contract with the authorizer. | Make improvements in the following academic indicators: <ul><li>Attendance: Introduce Parentsquare, phone calls to parents and students by a designated co-advisor.</li><li>Science Proficiency/Reading Growth/Math Growth: Apply cross-curricular themes and ubiquitous reading/writing/math strategies in all classes with the goal of improving comprehension. Also implement interactive notebooks in science classes.</li><li>Life Plan: Determine plan for improving student performance in Life Plan projects.</li></ul> | <ul><li>REACH Support Staff</li></ul> | In Progress |
| The committee submits timely and complete data for academic measures to the board for analysis and trending. | <ul><li>Make academic data collection a regular agenda item for CurCom meetings.</li><li>Assign one Measure Steward to each academic measure who will be responsible for understanding the measure logic, responding to board inquiries about the</li></ul> | <ul><li>Board is contacting specific staff for specific data</li><li>"Tiger Team" will be CC'd on data request emails and will check in with academic data requests</li></ul> | In Progress |

| | measure within one week, sending student or assignment data to the board on a regular basis, and validating the calculated measure to ensure accuracy. | | |
|---|---|---|---|
| The school maintains an average daily enrollment at or above the budgeted amount. | <mark>Determine plan for boosting and maintaining enrollment above the budgeted ADM.</mark> | ● | In Progress |
| The school pursues and is awarded funding grants to increase revenues. | ● Determine plan for organizing fundraising events<br>● Discuss with the board who should perform a cost benefit analysis to determine if the school can utilize Designs for Learning's services to apply for grants. | 9/25/19:<br>● $300 Donors Choose<br>● $100 outside donors<br>● $200 paper drive<br>● $250 trip to Walker<br>● $250 trip to MIA<br>● signing up for restaurant fundraiser<br>● pursuing MN Zoo grant | In Progress |
| At least 90% of the staff from the previous school year remained employed at the school this year. | ● Work with board to develop an exit interview process.<br>● Develop plan for preventing TPS member turnover.<br>● Determine what the appropriate level of turnover is for paraprofessionals. | 10/15/19<br>● Add to PerCom agenda<br>● Established mentor relationships<br>● SEL is supposed to help with overall staff environment and school culture<br>● Staff Survey (job satisfaction quarterly survey) | In Progress |
| Staff, student, and family surveys are conducted regularly and the results are used to create goals for making improvements. | ● Develop calendar for surveying staff, students, and families.<br>● Develop calendar for reviewing survey results with the board throughout the year. | 10/15/19<br>● Staff Survey (job satisfaction quarterly survey)<br>● Josh and Aimée creating calendar<br>10/30/19 update<br>● Josh & Aimée created survey calendar | In Progress |
| The committee engages the community to participate in school events. | ● Create Marketing committee and develop plan for communicating with the community about school events.<br>● Attend summer events in St. Paul (community fairs, farmer's markets, outdoor music events). | Summer:<br>● staff attended summer events<br>● open houses (1 in July and 1 in Aug)<br><br>10/30/19<br>● Zoo staff coming to Exhibition in January<br>● Parent/Teacher committee has begun<br>● Parent Square for communication | In Progress |

| The committee effectively uses social, online, and print media to communicate with the community. | ● Develop process for having multiple employees regularly updating social media accounts to communicate with the community.<br>● Utilize various methods for communicating open house events. | 10/30/19<br>  ● Aimée posts 3 times/week in Instagram/FB | In Progress |

*Academic Arts High School Crisis Team & Procedures*

*MDE Crisis Management Policy Model: http://education.state.mn.us/MDE/dse/safe/mod/*

*Procedures adopted and modified as recommended by the Minnesota Department of Public Safety.*

*\*Crisis team member roles are described at the end of this document*

**UNIVERSAL PROCEDURES**

Universal procedures are those actions taken in response to any emergency, threat or hazard in school. There are six universal procedures. However, the primary question when choosing a procedure is whether staff and students will **stay** or **go**.

*Stay*
When conditions are more dangerous outside the school, such as severe weather, a chemical spill or an armed assailant in the neighborhood, schools should plan to stay in the building. These universal procedures (see below) include; lockdown, shelter-in-place, reverse evacuation and severe weather shelter.

*Go*
When conditions are safer outside the building than inside the building, students and staff should go. Schools may go in cases of a fire, hazardous material spill or confirmed incendiary device in the school. These universal procedures (see below) include: evacuation/relocation and reunification/student

**STAY Procedures:**
*Lockdown (STAY)*
Critical Information
- Lockdown procedures are used to protect building occupants from potential dangers in the building (e.g. threats, intruders) or external threats that may enter the building.
- Lockdown with Warning
  - Occurs when there is a threat outside the building or there is a non-threatening circumstances when people need to be kept away from areas (e.g. medical emergency or disturbance). Lockdown with Intruder occurs when there is a threat or intruder inside the building
  - When implementing Lockdown with Warning procedures:
    - Building Administration

- Announce "lockdown with warning"
- Repeat announcement several times
- Be direct. DO NOT USE CODES
- Bring people inside
- Lock exterior doors
- Control all movement
- Disable all bells
- Direct any movement by announcement only
- Announce "all clear" signal when the threat has ceased
  - Staff
    - Lock all exterior doors
    - Cover exterior windows*
    - Keep students away from the windows
    - Continue classes. Move on announcement only
    - Wait for further instructions
    * Check with local law enforcement agencies regarding the covering of windows and doors.
- When implementing Lockdown with Intruder (these actions happen rapidly) procedures:
  - Building Administration
    - Announce "lockdown with intruder"
    - Repeat announcement several times.
    - Be direct. DO NOT USE CODES
    - Call 911 and notify law enforcement
    - Direct all students, staff and visitors to the nearest classroom or secured space
    - Classes outside the building SHOULD NOT enter the building
    - Move outside classes to primary evacuation site
    - DO NOT lock exterior doors
    - Announce "all clear" signal when threat has ceased as authorized by law enforcement
  - Staff
    - Clear all students, staff and visitors from hallways immediately
    - Report to nearest classroom
    - Assist those with special needs accommodations
    - Close and lock all windows and doors
    - DO NOT LEAVE for any reason
    - DO NOT OPEN THE DOOR for any reason
    - If a fire alarm has been activated, do not evacuate unless fire or smoke is visible

- ■ Shut off lights
- ■ Stay away from all doors and windows
- ■ Be Quiet
- ■ Wait for further instructions
- ○ Minnesota State Statute 121A.037 SCHOOL SAFETY DRILLS Private schools and educational institutions not subject to section 121A.035 must have at least five school lock-down drills, five school fire drills consistent with section 299F.30 and one tornado drill.
    - ■ It is essential to practice and plan for all emergencies during these required drills
    - ■ Develop an action plan for notifying and directing people in common areas (e.g. cafeteria, gymnasium, auditorium, bathrooms).
    - ■ During the "all clear" notification, consider having law enforcement accompany building staff to each classroom or safe area

### *Shelter–In–Place (STAY)*

Critical Information:
- ● Sheltering in place is used when evacuation would put people at risk (e.g. environmental hazard, blocked evacuation route). Sheltering in place provides refuge for students, staff and the public inside the school building during an emergency. Shelters are located in areas of the building that maximize the safety of inhabitants. When sheltering-in-place:
- ● Building Administration
    - ○ Announce students and staff must to go to shelter areas
    - ○ Close all exterior doors and windows, if appropriate
    - ○ Turn off ventilation system (HVAC), if appropriate
    - ○ Monitor the situation
    - ○ Provide updates and instructions as available
    - ○ Announce "all clear" signal when the emergency has ceased
- ● Staff
    - ○ Clear the halls of students and staff immediately and report to the nearest available classroom or other designated shelter area
    - ○ Assist those with special needs accommodations
    - ○ Take emergency go-kit and class roster
    - ○ Take attendance and report any missing or extra students to building administration or incident commander
    - ○ Do not allow anyone to leave the classroom or shelter area
    - ○ If there appears to be air contamination within the shelter area, place a wet handkerchief or wet paper towel over the nose and mouth for temporary respiratory protection

- If sheltering-in-place because of an external gas or chemical release
    - Close and tape all windows and doors
    - Seal the gap between the bottom of the door
- If sheltering-in-place because all evacuation routes are blocked
    - Seal door
    - Open or close windows as appropriate
    - Limit movement and talking
    - Communicate your situation to administration or emergency officials by whatever means possible
    - Stay away from all doors and windows
    - Wait for instructions
- In planning, district and building administration should identify safe areas in each building.

### *Reverse Evacuation (STAY)*
Critical Information:
- Reverse evacuation procedures are implemented when conditions inside the building are safer than outside. Reverse evacuation procedures are often implemented in combination with other procedures (e.g. lockdown, shelter-in-place) in order to ensure the safety of students and staff who are outside the building.
- When implementing Reverse Evacuation procedures:
- Building Administration
    - Make an announcement or sound alarm for reverse evacuation
    - Direct staff to physically notify any classes that may be too far away from the building to hear the announcement or alarm
    - Monitor the situation
    - Provide staff with any updates or additional instructions
    - Announce "all clear" signal when the emergency has ceased
- Staff
    - Move all students and staff inside as quickly as possible
    - Assist those needing additional assistance
    - Report to classroom
    - Take attendance
    - Report any missing, extra or injured students to building administration
    - Wait for further instructions

### *Severe Weather Shelter Area (STAY)*
Critical Information

Severe Weather Shelter Area procedures are implemented during a severe weather emergency. "DROP and TUCK" procedures are used in severe weather emergencies e.g. tornados earthquakes or other imminent danger to building or immediate surroundings.

- When implementing Severe Weather Shelter Area procedures:
  - Building Administration
    - Make an announcement or sound alarm for severe weather emergency
    - Move students and staff from any portable classrooms into a permanent building
    - Announce "all clear" signal when the severe weather has ceased
  - Staff
    - Take emergency go-kit and class roster
    - Take the closest and safest route to shelter in designated safe area
    - Use secondary route if primary route is blocked or dangers
    - If outside, return to main building
    - If in a portable classroom, go to a permanent building and designated safe area
    - Assist those needing additional assistance
    - Do not stop for personal belongings
- Once in safe area
  - If appropriate, implement "drop and tuck" procedures
  - Take attendance
  - Report any missing, extra or injured students to building administration
  - Remain in safe area until "all clear" signal is given by building administration
  - Wait for additional instructions
- When implementing "DROP and TUCK" procedures:
  - Face an interior wall
  - Drop to your knees and roll forward to the balls of your feet
  - If physically unable to perform, sit on the floor
  - Tuck your head down and place your hands on top of your head and neck
  - Do not lie flat on the ground
- Minnesota State Statute 121A.037 requires that school practice at least one tornado drill annually.

*GO Procedures:*
*Evacuation/Relocation (GO)*
Critical Information:
- Evacuation procedures are used when conditions are safer outside the building than inside the building.

- Evacuation routes should be specified according to the type of emergency:
  - Bomb threats: Building administrator notifies staff of evacuation route dictated by known or suspected location of a device
  - Fire: Follow primary routes unless blocked by smoke or fire. Know the alternate route
  - Hazardous Materials: Total avoidance of hazardous materials is necessary as fumes can overcome people in seconds. Plan route accordingly
- When implementing Evacuation procedures:
  - Building Admignistration
    - Determine evacuation routes based on location and types of emergency
    - Announce evacuation
      - Specify any changes in evacuation routes based on location and types of emergency
    - Monitor the situation and provide updates and additional instructions as needed
    - Announce "all clear" signal once it is safe to re-enter the building
  - Staff
    - Take emergency go-kit and class roster
    - Take the closest and safest way out as posted or announced
    - Use a secondary route if the primary route is blocked or hazardous
    - Assist those needing special assistance
    - Do not lock classroom doors when leaving
    - Do not stop for student or staff belongings
    - Go to Assembly Area
  - When outside the building:
    - Check for injuries
    - Account for all students
    - Immediately report any missing, extra or injured students to building administration or incident command
    - Continue to contain and maintain students
    - Wait for additional instructions
  - When implementing Evacuation and Relocation procedures:
    - Building Administration
      - Determine whether students and staff should be evacuated to a relocation center
      - Alert school emergency response team of emergency type and evacuation
      - Notify relocation center

- If necessary, coordinate transportation or student process to relocation center
- Announce evacuation
  - Specify any changes in evacuation routes based on location and types of emergency
- Notify superintendent's office and district public information office of relocation center address
- Implement reunification procedures at the relocation/reunification site
  - Document the reunification of all students released
- Staff
  - Take emergency go-kit and class roster
  - Take the closest and safest way out as posted or announced
  - Use a secondary route if the primary route is blocked or hazardous
  - Assist those needing special assistance
  - Do not lock classroom doors when leaving
  - Do not stop for student or staff belongings
  - Remain with class en route to the relocation center
  - Take attendance upon arriving at the center
  - Immediately report any missing, extra or injured students to building administration or incident command
  - Continue to contain and maintain students
  - Wait for additional instructions
- When planning primary and secondary relocation sites, consider distance, accessibility, hours of operation, transportation and amenities (e.g. bathrooms, drinking water).
- An agreement should be made with owners of non-district buildings that may be used for relocation/reunification sites that details usage and availability (sample agreement is included at the end of this section).
- Relocation Centers List primary and secondary student relocation centers. Include maps and written directions to centers for staff reference. Primary relocation center Secondary relocation center Address: Address: Phone: Phone:

**Reunification/Student Release Procedures**
At the beginning of the school year when reviewing the school safety procedures, inform parents about the student reunification and release procedures. The procedures should be

included in the student handbook which is distributed at the beginning of the school year and can be posted on the district web site.

- AAHS Reunification Procedures
- When implementing Student Reunification/release procedures:
  - Building Administration
    - Designate a location for reunification of students with authorized adults (e.g. parents, legal guardians or others authorized in student's emergency information)
    - Location: _____
      - Notify district administration and public information officer
      - Coordinate messages to parents with public information officer
    - Notify emergency responders for assistance with traffic control, crowd control and medical needs as needed
    - Activate staff assigned to set up the location for reunification.
      - Assigned staff take most current student emergency contact/pick up information to the site along with other reunification supplies
    - Request transportation for students and staff including special needs transportation
    - Provide for behavioral health services at the reunification site for students and parents
    - Ensure documentation of release of students
    - See the following planning guidance for more information on each of the steps indicated in this procedure.

*CRISIS PROCEDURES:*
*Emergency Procedures are detailed actions school administrators and staff should take in the event of an emergency. The following emergency procedures may be used to guide emergency response in the situations below.*

**Assault**
Critical Information
An assault is the intentional infliction of or attempt to inflict bodily harm upon another person. Early intervention may reduce or eliminate escalation of the incident.
When an assault occurs:

- Staff
  - Notify building administration
  - Ensure the safety of students and other staff
  - Work as a team in response

- Use a calm voice and low tones in addressing the assailant
- If behavior escalates, shout "Stop!" and continue to use a calm voice
- Disperse onlookers and keep others from congregating
- Ensure first aid is rendered to all injured parties (see Medical Emergency procedures)
- Do not leave the victim alone
- Seal off area to preserve evidence for law enforcement
- Identify the assailant by name and description (e.g. clothing, height)
- If the assailant has left the building, determine direction and mode of travel
- If assailant leaves in a vehicle, provide description of the vehicle and license number
- Identify any witnesses
  - Building Administration
    - Call 911 and notify law enforcement
    - Give type and number of injuries
    - Advise if assailant is still in the building or on the property
    - Give name and description of the assailant
    - Give direction and mode of travel (vehicle type and description)
    - Consider lockdown procedures
    - Notify district administration
    - Notify parents or legal guardians of students involved
    - Make appropriate referrals to student services or student assistance team
    - Document all actions taken by staff and complete incident reports
  - Minnesota Statute 121A.582 Subdivision 1. Student Discipline; Reasonable force standard. (a) A teacher or school principal, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.


**Bomb Threat**

Critical Information

ALL bomb threats must be taken seriously until they are assessed. Schools are primarily responsible for assessing the threat. The decision to evacuate rests with the school, not emergency responders, UNLESS a device is located.

Upon receiving a bomb threat:
- Staff
  - Notify building administration
  - Preserve evidence for law enforcement
    - If written threat, place note in paper envelope to preserve fingerprints
    - If the threat is written on a wall, photograph

- - - If phoned threat, document all relevant information (see Threat Incident Report Form)
    - Complete Threat Incident Report Form
  - Building Administration
    - Call 911 to notify law enforcement
    - Assess the threat by using the Threat Assessment Procedures
    - Consult with emergency responders, as time permits
    - Determine credibility of threat • Document all actions taken by staff
  - If the bomb threat is determined to be credible:
    - Building Administration
      - Initiate appropriate Lockdown procedures
        - Provide additional instructions as necessary
      - Direct staff to implement scanning process for suspicious items o
        - Bombs may be placed anywhere on school property — inside or outside
      - Document all actions taken and findings by staff
      - Determine if evacuation procedures should be initiated
    - Staff
      - Implement appropriate Lockdown procedures
      - Scan classroom or assigned areas for suspicious items
      - Do not touch any suspicious devices, packages, etc. If a device(s) is located, it should be pointed out to emergency responders
      - Notify building administration of findings
    - If Evacuation Procedures are initiated:
  - Building Administration
    - Notify staff via phone system, hardwired PA system or by messenger. Do not use cell phones, radios or fire alarm system because of risk of activating a device
    - Ensure evacuation routes and area(s) are clear of suspicious items
  - Staff
    - Implement Evacuation procedures
    - Take emergency go-kit and class roster When responding to a bomb threat, law enforcement and first responders generally will not search a building unless requested. A bomb squad will generally not respond unless a suspicious package has been located.

**Demonstration**
Critical Information
Demonstrations on school property could be deemed trespassing. Minnesota State Statute 609.605 gives a school building administrator authority to have persons removed from school

property as trespassers if they are not authorized to be there.

- If demonstration is near, but not on school property:
    - Staff
        - Notify building administration Building Administration
        - Notify district administration
        - Notify and consult with law enforcement in developing a plan of action
        - Notify building staff
        - Encourage staff not to participate in student-led or public demonstrations and to maintain the learning environment
        - Monitor situation and make decisions based on developing information
        - Consider communication venues (e.g. Web site posting, email)
        - Consider lockdown with warning procedures (see Lockdown procedures)
- If demonstration is on school property:
    - Staff
        - Notify building administration Building Administration
        - Notify district administration
        - Notify and consult with law enforcement
            - Identify who asks the demonstrators to leave
            - Develop an action plan
        - Notify building staff
        - Encourage staff not to participate in student-led or public demonstrations and to maintain the learning environment
        - Consider lockdown with warning procedures (see Lockdown procedures)
        - Ensure safe entry into and exit from the building
        - Monitor situation and make decisions based on developing information
        - Consider communication venues (e.g. Web site posting, email)

**Fight/Disturbance**
Critical Information
Not all fights are criminal in nature. Many fights or disturbances are spontaneous behavioral situations that should not elicit a significant response from law enforcement. They should be handled by school staff and follow school district disciplinary policies and procedures.

- When a fight or disturbance occurs:
    - Staff
        - Notify building administration
        - Ensure the safety of students and other staff
        - Work as a team in response
            - One staff member seek administration assistance
            - One staff member address the disturbance

- - - Use a calm voice and low tones in addressing students
    - If behavior escalates, shout "Stop!" and continue to use a calm voice to deescalate the situation
    - Disperse onlookers and keep others from congregating in the area
    - Don't let a crowd incite participants
    - Separate participants
    - Ensure that first aid is rendered to all injured parties (see Medical Emergency procedures)
  - Building Administration
    - Address the event according to school district discipline policy and procedures
    - Notify parents or legal guardians of students involved in fight
    - Notify district administration and law enforcement as indicated by school policy
    - Make appropriate referrals to student services or student assistance team
    - Document all actions taken by staff and complete incident reports

**Fire**

Critical Information:

Smoke is just as dangerous as fire. Most fire deaths are due to smoke inhalation. In the event of fire or smoke:

- Staff
  - Activate fire alarm and notify building administration
  - Check assigned locations where students may not hear alarm (e.g. washrooms, lunchroom, sound booths, dark rooms, pool, locker rooms)
  - Implement evacuation plan for any students needing special accommodations
  - Evacuate students and other staff to designated areas
  - Take emergency go-kits and class roster • If primary route is blocked or dangerous, use closest, safe exit
  - If trapped by fire, implement Shelter-in-Place procedures
  - Once outside, assemble a safe distance from building and emergency apparatus
    - Take student attendance o Report missing, extra or injured students to building administration Building Administration
    - Call 911 and notify emergency responders
    - Confirm address of school
    - Provide exact location of smoke or fire
    - Ensure fire alarm has sounded
    - Notify district administration

■ Meet with fire officer o Identify the location of fire o Advise location of injured persons o Provide names of any missing persons • Determine if students need to be transported to an evacuation site • Notify parents or legal guardians of student reunification and release procedures • Signal "all clear" when safe to re-enter school building Additional Considerations • Plan for accommodations for students or staff with special needs

**Hazardous Materials**

Critical Information

In the event of a natural or propane gas leak or odor – EVACUATE IMMEDIATELY. In all other cases, first responders will take command of the situation and determine the steps to take regarding evacuation, shelter-in-place and ventilation systems (HVAC). In the event of a hazardous material incident inside a school building:

- Staff
  - Notify building administration
  - Report location and type (if known) of the hazardous material
  - Move students away from the immediate danger zone
  - If safe, close doors to the affected area
  - If implementing Evacuation procedures
    - Take emergency go-kits and class roster
    - Take attendance and report missing, extra or injured students to building administration
  - Render first aid as needed Building Administration
  - Call 911 and notify emergency responders
  - Report location of leak or spill and type of material (if known)
  - Report any students or staff missing or injured
  - Develop an action plan with emergency responders (e.g. evacuation, shelter-inplace, shutdown ventilation system (HVAC)
  - Notify district administration
  - Move staff and students away from the immediate danger zone
  - Keep staff and students from entering or congregating in danger zone
  - Document all actions taken
  - Report incident to Minnesota Duty Officer (800-422-0798 or 651-649-5451) In the event of a hazardous material incident outside a school building:
- Staff
  - Notify building administration
  - Report location and type (if known) of hazardous material
  - Move students away from the immediate vicinity of the danger

- - If outside, implement Reverse Evacuation procedures
- Building Administration
  - Monitor situation
  - Notify district administration
  - Consult with emergency responders
  - Identify the need for evacuation
  - Develop an action plan with emergency responders
  - Consider implementing Shelter-in-Place procedures
  - If there is an airborne release, shutdown ventilation system (HVAC)
  - Notify parents or legal guardians of student reunification and release procedures
    - Document all actions taken

**Hostage**

Critical Information

If the hostage–taker is unaware of your presence, Do Not Attract Attention! In the event of a hostage situation and you are taken hostage:

- Cooperate with the hostage-taker to the fullest extent possible
- STAY CALM, try not to panic; calm students if they are present
- Be respectful to the hostage-taker
- Ask permission to speak; do not argue or make suggestions If you witness a hostage situation:
- Staff
  - Notify building administration immediately
  - Keep all students in their classrooms until further notice
  - Wait for further instructions
- Building Administration
  - Initiate Lockdown with Intruder procedures
    - Call 911 and notify emergency responders
    - If known, provide a description of the following:
      - Identity and description of the individual
      - Description and location of the incident
      - Number of hostages
      - Number of injuries
    - Seal off area near hostage scene
    - Students should be moved from exposed areas or classrooms to safer areas of the building
    - As soon as possible, and only if it can be accomplished safely, assign a staff member to stand outside warning visitors of the danger, until law enforcement arrives

- When law enforcement arrives, they will take control of the situation
  - Continue to coordinate with law enforcement for the safety and welfare of students and staff
- Document all actions taken In planning, work with local law enforcement to identify their response methods and capabilities. At the beginning of each school year, provide them with updated building diagrams.

**Intruder**

Critical Information

An intruder may be either well- or ill-intentioned. Early intervention may reduce or eliminate the escalation of the incident. There is always the potential that an intruder may possess a weapon or become violent. When interacting with a stranger at school, use the "I CAN" rule. Intercept Contact Ask Notify In the event an unauthorized person enters school property (intruder):

Staff

- Politely greet the subject and identify yourself
- Consider asking another staff person to accompany you before approaching the subject
- Inform the subject that all visitors must register at the reception area
  - Ask the subject the purpose of his or her visit o If possible, attempt to identify the individual and vehicle
  - Escort the subject to the reception area
- If the subject refuses or his or her purpose is not legitimate, notify building administration that there may be an intruder in the school building
  - Attempt to maintain visual contact with the intruder until assistance arrives
  - If possible keep students away from the intruder
  - Take note of the subject name, clothing and other descriptors
  - Observe the actions of the intruder (e.g. where he or she is located in the school building, whether he or she is carrying a weapon or package)
- Back away from the subject if he or she indicates a potential for violence
- Allow an avenue of escape for both the intruder and yourself
- Building Administration
  - Respond to call for assistance from staff
  - Advise the subject they are trespassing and need to leave the school or law enforcement will be notified
  - If the subject refuses or his or her purpose is not legitimate,
    - Consider initiating Lockdown with Intruder procedures
    - Call 911 and notify law enforcement o Advise law enforcement of the intruder's location and provide a full description o Attempt to keep the subject in full view until law enforcement arrives while maintaining a safe

distance o Provide all staff with a full description of the intruder • Notify district administration • Document all actions taken by staff Minnesota State statute 609.605 subd.4 gives a school building administrator authority to have persons removed from school property as trespassers if they are not authorized to be there.

**Medical Emergency**

Critical Information

The role of school staff in a medical emergency is to provide care to the victim until first responders arrive. Staff should NOT provide any first aid beyond their training. Staff should comfort the victim and reassure him or her that medical attention is on the way. Before providing assistance, staff should survey the scene for additional hazards and ensure it is safe to render aid. In the event a non-responsive or life-threatening injury or illness:

- Staff
    - Send for immediate help (notify health office staff or school nurse) and Call 911 • Describe injuries, number of victims and give exact location
    - Notify building administration
    - DO NOT move the victim(s), especially if you suspect a head or neck injury, unless safety is a concern
        - Check victim for medical alert bracelet or necklace
        - Provide information to first responders
        - Disperse onlookers and keep others from congregating in the area
        - If possible, isolate the victim(s)
        - Direct someone (e.g. staff, student) to meet and guide the first responders
        - Assist emergency medical services personnel with pertinent information about the incident
        - Complete an incident report and document all actions taken Building Administration
        - Ensure 911 was called and provide any updated information
        - Secure victim(s) medical emergency profile
        - Activate school emergency response team
        - Ensure someone (e.g. staff, student) meets and directs first responders
            - Provide any additional information about the status of the victim(s)
            - Provide information from the victim(s) medical emergency profile
        - If needed, assign a staff member to accompany victim(s) to the hospital
        - Notify district administration
        - Notify victim(s) parents, legal guardians or emergency contact

- ■ Activate Recovery procedures as appropriate
  - ● Conduct a debriefing
- ■ Document all actions taken by staff For medical emergencies related to life-threatening allergies:
- ■ Students with life-threatening allergies should have emergency care plans completed by their parents or legal guardians and made accessible to school personnel
- ■ Bus drivers and kitchen staff should be informed of students with known life threatening allergies
- ■ Encourage all employees with special health considerations to alert building administration

**Poisoning**

MN Poison Control Center

1-800-222-1222 Call the **MN Poison Control** system for all poison emergencies and questions. We are available 24/7.

**Severe Weather**

*Tornado/Severe Thunderstorm/Flooding*

Critical Information

Tornado shelter areas are interior hallways, interior restrooms or rooms away from exterior walls and windows and large rooms with long-span ceilings in permanent structures. Building diagrams should be posted in each classroom highlighting routes to safe areas. Watches: Indicate conditions are right for development of a weather hazard. Watches provide advance notice. Warnings: Indicate a hazard is imminent or the probability of occurrence is extremely high. If a tornado or severe thunderstorm WATCH includes all or part of the district area:

- ● District Administration
  - ○ Monitor National Weather Service (NOAA) weather radio, all-hazard or emergency alert radio
  - ○ Notify impacted schools, buildings and programs in the district
  - ○ Building Administration:
  - ○ Monitor National Weather Service (NOAA) weather radio, all-hazard or emergency alert radio
  - ○ Activate appropriate members of the school emergency response team to be aware of potential weather changes
  - ○ Notify head custodial staff of potential utility failure
  - ○ Consider moving all persons inside building(s)
  - ○ Consider closing windows

- Review severe weather sheltering procedures and location of shelter areas
  - Staff
    - Review "Drop and Tuck" procedures with students
    - If a tornado or severe thunderstorm WARNING has been issued or a tornado has been spotted near the school:
  - District Administration
    - Notify impacted buildings and programs in the school district
    - Continue to monitor National Weather Service (NOAA) weather radio, all-hazard or emergency alert radio or television stations
    - Provide any updated information to impacted schools, buildings and programs
  - Building Administration
    - Activate appropriate members of the school emergency response team of a change in weather status
    - Initiate Severe Weather Shelter Area procedures
    - Move students and staff out of portable classrooms and into a permanent building
    - Notify parents and legal guardians according to district policy
  - Staff
    - Initiate Severe Weather Shelter Area procedures
    - Close classroom doors
    - Take emergency go-kit and class roster
    - Ensure students are in "tuck" positions
    - Take attendance and report any missing, extra or injured students to building administration
    - Remain in shelter area until an "all clear" signal is issued
    - In the event of building damage, evacuate students to safer areas
    - If evacuation does occur, do not re-enter the building until an "all clear" signal is issued If flooding occurs near or at a school:
  - District Administration
    - Monitor NOAA weather radio, all-hazard or emergency alert radio stations
    - Develop an action plan with local emergency management officials and transportation coordinator
    - Notify any impacted buildings or programs in the district Building Administration
    - Review evacuation procedures with staff
    - Notify relocation centers
    - Determine an alternate relocation center if primary and

secondary centers are affected
- ● Notify transportation resources
- ● If district officials and emergency responders advise evacuation, do so immediately
- ● Notify parents or guardians of evacuation and relocation
  - ■ Staff
    - ● Initiate Evacuation procedures as directed
    - ● Take emergency go-kit and class roster
    - ● Take attendance and report any missing, extra or injured students to building administration

**Sexual Assault**

Critical Information

Sexual assault is a crime of violence. For the victim, it is often an experience of fear, humiliation, violence and loss of control. Victims may experience a full range of emotional reactions. It is extremely beneficial for the victim to seek support regarding the assault. Schools should address sexual assault as a crisis or emergency when:

- ● A rape or sexual assault occurs on campus
- ● A member of the victim's family or friend requests intervention
- ● Rumors or myths of an alleged incident are widespread and damaging In the event of a sexual assault or notification of a sexual assault:
- ● Staff
  - ○ Notify building administration immediately
  - ○ Complete all required reports
  - ○ Maintain confidentiality during the investigation
    - ■ Direct the individual (e.g. student or staff) not to repeat any information elsewhere in the school, especially if not the direct victim
    - ■ Do not leave the victim alone
    - ■ Ensure the short-term physical safety of the victim
    - ■ Notify the school nurse or student services to provide care and secure immediate medical treatment if needed
    - ■ If appropriate, preserve all physical evidence
  - ○ Building Administration
    - ■ Maintain confidentiality during the investigation
      - ● If a staff person heard the report, instruct them not to repeat anything or give any information within or outside the school unless specifically told to do so
    - ■ If assault occurred on campus
      - ● Notify appropriate law enforcement

- Notify local rape crisis center
- Designate a school counselor or staff member who has a positive relationship with the victim to review the types of support she or he may need
- Determine needs for peer support
- Encourage the victim to seek support from a rape crisis center
- Take action to control rumors
- Document all actions taken by staff and complete incident reports
- Store all records related to sexual assault incidents and services provided in an confidential administrative file. A sexual assault examination is an important piece of evidence in a sexual assault investigation. The exam should be performed as soon as possible to preserve quality and quantity of the evidence. A trained medical professional will perform the exam. The victim must be advised on how to protect the evidence she or he may have. The victim must be told not to douche, bathe, shower, wash or throw away the clothing she or he was wearing at the time of the sexual assault.

**Shooting**

Critical Information

School policies should address who has the authority to initiate lockdown/flee procedures in all schools and buildings. If a person displays a firearm, begins shooting or shots are heard:

- Staff
  - Seek immediate shelter or flee to the nearest exit for staff and students
  - Call 911 and notify emergency responders. Provide the following information, if known:
    - Location of shooter(s)
    - Description, identity and number of shooters
    - Description of weapon(s)
    - Number of shots fired
    - Is shooting continuing?
    - Number of injuries
  - Provide location of the shooting, if known
  - As soon as threat is removed, take attendance and notify other staff of missing students or staff.
  - If threat is still active ***do not share your location in the building or surround neighborhood since a threat may still be active***
- Building Administration

- Document all actions taken by staff
- Implement Media procedures
- Implement Recovery procedures. Work with local law enforcement to identify their response methods and capabilities. Provide law enforcement updated building diagrams at the beginning of each school year.

**Suicide Attempt or Threat**

Critical Information

Writing, talking or even hinting about suicide must be taken seriously. Immediate intervention is essential. Student confidentiality is superseded by the need for student safety. In the event a staff member believes a student is a suicide risk or has attempted suicide:

- Staff
  - Stay with the student until assistance arrives
  - Notify school administration, counselor, social worker or school psychologist
  - Ensure short-term physical safety of the student, provide first aid if needed
  - Listen to what the student is saying and take the threat seriously
    - Assure the student of your concern
      - Assure the student you will find help to keep him or her safe
      - Stay calm and don't visibly react to the student's threats or comments
      - Do not let the student convince you the crisis is over
      - Do not take too much upon yourself. Your responsibility is limited to listening and providing support until the student can receive appropriate medical care or counseling
- Building Administration
  - Call 911 if the student needs medical attention, has a weapon, needs to be restrained or a parent or guardian cannot be reached
  - Determine a course of action with the school's mental health professional
  - Contact student's parent or guardian and make appropriate recommendations (18+ student - contact parent unless the Crisis Committee determines that contacting the parent may increase the risk)
  - If risk is deemed high by Crisis Committee, do not allow the student to leave school without a parent or guardian, or police officer or ambulance
  - Document all actions
  - Follow-up and monitor to ensure student safety
  - Implement Recovery procedures: School staff must exercise caution when discussing an attempted suicide or death by suicide with students. When the incident becomes public knowledge, it is best to request permission from the

family to discuss it with students in order to address emotional reactions within the school community.

**Suspicious Package or Mail Chemical/Biological Threat**
Critical Information
Characteristics of a suspicious package or letter include excessive postage or excessive weight; misspellings of common words; oily stains, discolorations, or odor; no return address or a city or state postmark that does not match the return address; or a package that is not anticipated by someone in the school or is not sent by a known school vendor. If you receive a suspicious package or letter by mail or delivery service:

- Staff
  - DO NOT OPEN package or letter
  - Notify building administration
  - Limit access to the area where the suspicious letter or package is located to minimize the number of people who might directly handle it
  - Preserve evidence for law enforcement
- Building Administration
  - CALL 911 and notify law enforcement
  - Notify district administration
  - Document all actions taken by staff If a letter/package contains a written threat but no suspicious substance.
- Staff
  - Notify building administration
  - Limit access to the area in which the letter or package was opened to minimize the number of people who might directly handle it
  - Preserve evidence for law enforcement
  - Complete Threat Incident Report Form
- Building Administration
  - Call 911
  - Preserve evidence for law enforcement and turn the letter or package over to law enforcement
  - Document all actions taken by staff If a letter or package is opened and contains a suspicious substance.
- Staff
  - Notify building administration
  - Limit access to the area in which the letter or package was opened to minimize the number of people who might directly handle it
  - Isolate the people who have been exposed to the substance to prevent or minimize contamination

- Preserve evidence for law enforcement
- Complete Threat Incident Report Form
- Building Administration
  - Call 911
  - Preserve evidence for law enforcement
  - Turn the letter or package over to law enforcement
  - Consult with emergency officials to determine:
    - Need for decontamination of the area and the people exposed to the substance
    - Need for evacuation or shelter-in-place
  - Notify district administration
  - Notify parents or legal guardians according to district policies When sorting mail, staff should always be aware of the characteristics of a suspicious package or letter. When a suspicious package or letter has been identified, these procedures should be implemented immediately.

**Terrorism**

Critical Information

Terrorism is the unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives (Federal Bureau of Investigation). Most terrorism events are at a national or international level. Initially, domestic or local events will be perceived as a criminal act and not immediately recognized as terrorism. In the event of an attack within the United States: District

- Administration
  - Monitor the situation
  - Consult with local law enforcement and emergency management agencies
  - Develop an action plan o If school is in session, consider a district wide lockdown with warning (see Lockdown procedures) or student release
  - Notify all building administration
  - Implement district-wide behavioral health crisis intervention procedures
  - Notify parents or legal guardians of actions taken
    - Availability of counselors
    - If implementing Lockdown procedures, instruct parents not to come to the school
    - If implementing Student-Release procedures, notify parents of reunification plan
  - Re-evaluate action plan as new information develops
  - Building Administration

- Monitor the situation
- Consult with district administration
    - Implement district-wide action plan
    - Implement behavioral health crisis intervention procedures
    - Notify all staff
    - Allow teachers to suspend regular learning programming
    - Provide opportunities for students to meet with student services staff
    - Staff
        - Inform students of the incident in an age appropriate manner
        - Stay calm and address student concerns
        - Limit access to media outlet (e.g. television, radio, internet)
        - Answer student questions honestly
        - Do not allow students to speculate or exaggerate graphic details
        - Decide whether or to temporarily suspend regular learning programming adjusting lesson plans to include discussion and activities about the event
        - Monitor student behaviors and reactions and make referrals to appropriate student services staff It is important to restore the learning environment as soon as possible, maintaining structure and stability throughout the school day. Try to engage in classroom activities that do not focus solely on the attacks. Children are comforted by normal routines and "back-to-normal" activities will help and reassure them.

**Threat**

Critical Information

A threat is the expression of intent to harm one's self, another person or property. A threat can be spoken, written, or symbolic (e.g. a gesture). A threat can be direct, indirect, veiled or conditional. A threat may be a crime. All threats must be taken seriously and evaluated to address imminent danger and determine course of action.

Option A: In the event of IMMEDIATE danger:

- Staff

- - Take immediate action to secure or isolate the individual making the threat
    - Prevent access to potential weapons
    - Prevent access to the individual's backpack, purse, locker, cell phone or other personal property that may contain a weapon
    - Take immediate action to move others from harm's way (in the immediate vicinity of the incident)
    - Notify building administration
- Building Administration
    - Initiate Lockdown with Intruder procedures
    - CALL 911
    - Notify district administration
    - Document the incident

OPTION B: If threat is identified but there is no immediate risk:

- Staff:
    - Complete a Threat Incident Report Form
    - Notify building administration and student services staff
    - Maintain confidentiality
    - Building Administration:
    - Convene the appropriate staff to evaluate the threat (e.g. Threat Assessment Teams or Student Assistance Teams). Use Threat Assessment guidance to determine threat credibility
    - Notify law enforcement, if appropriate
    - Conduct search of school and personal property, if needed
    - Interview the individual posing a threat
    - Develop an action plan
    - Notify district administration
    - Contact parents or legal guardians
    - Inform them of the situation, any concerns and course of action
    - Obtain permission to exchange information between agencies
    - Document any referrals, actions taken and decisions made
    - Implement recovery procedures

**Weapons**
Critical Information
Student access to weapons creates significant risk within a school environment. Early

intervention may reduce or eliminate escalation of the incident. If you are aware of a weapon on school property:

- Staff
  - Notify building administration immediately and provide the following information:
    - Location, identity and description of the individual
    - Description and location of weapon(s)
    - Whether the individual has threatened him or herself or anyone else
  - Limit information to staff and students on a need to know basis
  - Stay calm and do not call attention to the weapon
- Building Administration
  - Call 911 to report that a weapon is in school
    - Provide location, identity and description of the individual
    - Provide description and location of weapons
  - Develop an action plan for response
    - If the weapon is located on an individual, isolate the individual
    - If the weapon is in a locker or in a backpack, prevent access to that area
  - Determine whether to initiate Lockdown, Evacuation or other procedures
  - Notify district administration
  - Conduct weapon search, if needed
  - DO NOT approach the individual alone. Consider these factors:
    - Need for assistance from law enforcement
    - Best time and location to approach individual
    - Description, location and accessibility of weapon(s)
    - Safety of persons in the area
    - State of mind of the individual
      - If the individual displays or threatens with the weapon(s):
        - DO NOT try to disarm him or her
        - Avoid sudden moves or gestures
        - Use a calm, clear voice
        - Instruct the individual to place the weapon down
        - Use the individual's name while talking to them
        - Allow for escape routes. Back away with your hands up
      - If the individual is a student, notify parent or guardian
      - Document all actions taken by staff
      - File report according to district policy Staff members should be familiar with definitions of weapons within their school district's policies.

*AAHS School Crisis Response Team*

*General guide for school teams:*
*[https://ojp.gov/ovc/publications/bulletins/schoolcrisis/pg3.html](https://ojp.gov/ovc/publications/bulletins/schoolcrisis/pg3.html)*

**Crisis Response Team Members (alphabetical):**
- Ty Cody, Sam Kvilhaug, Mallery Hammers, Julie Peterson,  Shoua Yang, Jenny Rubio

Crisis Team purpose: A trained school safety and crisis response team is essential to respond in a timely, efficient manner should a school crisis occur. At a minimum, the team should include an administrator, school-employed mental health professional, school security personnel, and other appropriate school personnel. Each crisis response team member needs to have clearly defined roles and responsibilities.

Team roles:

- Crisis team chair (Sam)—Convenes scheduled and emergency team meetings, oversees both broad and specific team functions, ensures that the required resources are available to each team member for assigned duties, and communicates with the district-level team. Is often an administrator or designee.

- Crisis team chair (Mallery)—Assists the crisis team chair with all functions and substitutes for the chair in the chair's absence.

- Coordinator of counseling (Mallery)—Develops mechanisms for ongoing training of crisis team members and other school staff and identifies and establishes liaisons with community resources for staff and student counseling. At the time of a crisis, determines the extent of counseling services needed, mobilizes community resources, and oversees the mental health services provided to students. Must have appropriate counseling and mental health skills and experience.

- Staff notification coordinator (Ty)—Establishes, coordinates, and initiates the telephone tree when school is not in session to contact the crisis team and general school staff,

including itinerant, part-time, and paraprofessional staff. Also establishes a plan to rapidly disseminate relevant information to all staff during regular school hours.

- Communications coordinator (Jenny)—Conducts all direct in-house communications, screens incoming calls, and maintains a log of telephone calls related to the crisis event. Helps the staff notification coordinator develop a notification protocol for a crisis event that occurs during the school day.

- Media coordinator (Julie)—Contacts the media; prepares statements to disseminate to staff, students, parents, and the community; and maintains ongoing contact with police, emergency services, hospital representatives, and the district office to keep information current.

- Crowd management coordinator (Sam)—In collaboration with local police and fire departments, develops and implements plans for crowd management and movement during crises, including any required evacuation plans and security measures. Crowd management plans must anticipate many scenarios, including the need to cordon off areas to preserve physical evidence or to manage increased vehicular and pedestrian traffic. Because of the possibility of actual threats to the physical safety of students, crowd management plans must provide for safe and organized movement of students in a way that minimizes the risk of harm to them under various threats, such as sniper fire.
- Local police: call 911

***Resources:***
- Resources for Coping with a School Shooting or Other Traumatic Event
    - [www.macmh.org/2012/12/trauma-resources/?j=5204416&sfmc_sub=697889995&l=51320_HTML&u=129753247&mid=1077892&jb=106](www.macmh.org/2012/12/trauma-resources/?j=5204416&sfmc_sub=697889995&l=51320_HTML&u=129753247&mid=1077892&jb=106)
- [https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Pages/policy.aspx](https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Pages/policy.aspx)
- School safety is both a moral responsibility to students, teachers and other school staff personnel, and a legal obligation. The state of Minnesota and the Federal Government have legislated mandates regarding school safety that all schools must implement and uphold. While implementation and adherence to the statutes does not guarantee a safe school, a combination of prevention efforts in addressing school climate, planning and facility will assist in creating a safer school environment.

- Guidance for school safety: http://education.state.mn.us/MDE/dse/safe/clim/er/

ACADEMIC ARTS
HIGH SCHOOL

# TECHNOLOGY ACCEPTABLE USE POLICY

I. PURPOSE
The purpose of this policy is to set forth policies and guidelines for access to the school technology equipment and resources, including, but not limited to school computers, devices, printers and other accessories, networks, Internet access and third-party systems the school licenses and makes available to employees and students.

II. GENERAL STATEMENT OF POLICY
In making decisions regarding student access to the school's computer system and to the Internet, including electronic communications, the Academic Arts High School considers its own stated educational mission, goals, and objectives. Electronic information research skills are fundamental to preparation of citizens and future employees. Access to the school's computer system and the Internet enables the school community to explore thousands of libraries, databases, and other resources while exchanging messages with people around the world. Academic Arts High School expects that faculty will blend thoughtful use of the school's computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III. PURPOSE LIMITED TO EDUCATION
The school is providing students and employees with access to the school district's computer system, which includes Internet access. The purpose of the system is not merely to provide students and employees with general access to the Internet. The school system has a limited educational purpose, which includes use of the system for classroom activities and professional or career development. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited purpose network. Although student use of the Internet at school will be supervised by staff, we cannot guarantee that students will not gain access to inappropriate materials. We encourage families to have a discussion with their students about values and how those beliefs should guide student activities while using the Internet.

IV. USE OF SYSTEM IS A PRIVILEGE
The use of the school's system and access to the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school's system or the Internet may result in one or more of the following consequences: suspension, cancellation or restriction of use or access privileges, payments

for damages and repairs, discipline under other appropriate school district policies, including suspension or expulsion of students and termination of employment, or civil or criminal liability under other applicable laws.

V.  UNACCEPTABLE USES
    A.  The following uses of the school's system and Internet resources or accounts are considered unacceptable:
        1.  Users shall not use the school's system to access, review, upload, download, store, print, post, or distribute pornographic, obscene or sexually explicit material, as defined by the school Student Handbook.
        2.  Users shall not use the school's system to transmit or receive obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language, as defined by the school.
        3.  Users shall not use the school's system to access, review, upload, download, store, print, post, or distribute materials that use language or images that are inappropriate in the educational setting or disruptive to the educational process, as defined by the school.
        4.  Users shall not use the school's system to access, review, upload, download, store, print, post, or distribute materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination, as defined in school policy.
        5.  Users shall not use the school's system to knowingly or recklessly post false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
        6.  Users shall not use the school's system to engage in any illegal act or violate any local, state or federal statute or law.
        7.  Users shall not use the school's system to vandalize, damage or disable the property of another person or organization, shall not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses or by any other means, shall not tamper with, modify or change the school district system software, hardware or wiring or take any action to violate the school district system's security, and shall not use the school's system in such a way as to disrupt the use of the system by other users.
        8.  Users shall not use the school's system to gain unauthorized access to information resources or to access another person's materials, information or files without the implied or direct permission of that person.
        9.  Users shall not use the school's system to post private information about another person or to post personal contact information about themselves or other persons including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or

passwords, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

    a. This paragraph does not prohibit the posting of employee contact information on school webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).

    b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless: (1) such information is classified by the school as directory information, and verification is made that the school has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with the Student Handbook; or (2) Such information is not classified by the school as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with the Student Handbook. In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the TPS Committee.

    c. These prohibitions specifically prohibit a user from utilizing the school's system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as Facebook, Twitter, Snapchat, Instagram, etc…

10. Users shall keep their logon account information, user name, and passwords private. Users shall not attempt to gain unauthorized access to the school system or any other system through the school system, attempt to log in through another person's account, or use computer accounts, access codes or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the appropriate permission of school authorities.

11. Users shall not use the school system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and shall not plagiarize works they find on the Internet.

12. Users shall not use the school system for the conduct of a business, for unauthorized commercial purposes or for financial gain unrelated to the mission of the school. Users shall not use the school system to offer or provide goods or services or for product advertisement. Users shall not use the school system to purchase goods or services for personal use without authorization from the appropriate school official.

13. Users will not use the school system to engage in bullying or cyberbullying in violation of the school Bullying Prohibition Policy. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.

B. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school premises also may be in violation of this policy as well as other school policies. Examples of such violations are, but are not limited to, situations where the school system is compromised or if a school employee or student is negatively impacted. If the school receives a report of an unacceptable use originating from a non-school computer or resource, the school may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school's computer system and the Internet and discipline under other appropriate school policies, including suspension, expulsion, exclusion, or termination of employment.

C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school official. In the case of an employee, the immediate disclosure shall be to the TPS Committee. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school employee, the TPS Committee.

VI. CONSISTENCY WITH OTHER SCHOOL POLICIES
Use of the school's computer system and use of the Internet shall be consistent with school policies and the mission of the school.

VII. LIMITED EXPECTATION OF PRIVACY
A. By authorizing the use of the school system, the school does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy for content they store on the school system.
B. Routine maintenance and monitoring of the school system may lead to a discovery that a user has violated this policy, another school policy, or the law.
C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school policy.
D. Parents/Guardians have the right at any time to investigate or review content their child has stored on the system to the extent possible without compromising other students' privacy. Parents have the right to request the termination of their child's individual account at any time.
E. School employees should be aware that data and other materials in files maintained on the school system may be subject to review, disclosure or discovery under Minnesota Statutes, Chapter 13 (the Minnesota Government Data Practices Act).

F. The school will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school policies conducted through the school district system.

## VIII. INFORMATION TECHNOLOGY ACCEPTABLE USE AGREEMENT

A. The proper use of Information Technology systems, including the Internet, and the educational value to be gained from proper use, is the joint responsibility of students, parents/guardians and employees of the school.

B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.

C. The Student Information Technology Acceptable Use Agreement must be read and signed by the user and a parent or guardian prior to the student being granted access to the district system. Signed agreements will be retained by the school. The school may require students to re-sign the agreement and periodically thereafter as Information Technology changes require. The content of this agreement shall be included in each school's student/parent handbook as an annual review.

D. The Employee Information Technology Acceptable Use Agreement must be signed by staff at the start of their employment, and periodically thereafter as Information Technology changes required.

## IX. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school system is at the user's own risk. The system is provided on an "as is, as available" basis. The school will not be responsible for any damage users may suffer, including, but not limited to, loss, damage or unavailability of data stored on school district diskettes, tapes, hard drives or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school system. The school will not be responsible for financial obligations arising through the unauthorized use of the school system or the Internet.

## X. USER NOTIFICATION

A. All users shall be notified of the school policies relating to Internet use.

B. This notification shall include the following:
   1. Notification that Internet use is subject to compliance with school policies.
   2. Disclaimers limiting the school liability relative to:
      a. Information stored on school removable media, hard drives or servers.
      b. Information retrieved through school computers, networks or online resources.
      c. Personal property used to access school computers, networks or online resources.
      d. Unauthorized financial obligations resulting from the use of school resources/accounts to access the Internet.
   3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.

4. Notification that the collection, creation, reception, maintenance and dissemination of data via the Internet, including electronic communications, is governed by Policy 406, Public and Private Personnel Data, and Policy 515, Protection and Privacy of Pupil Records.

5. Notification that, even though the school may use technical means to limit student and employee Internet access, these limits do not provide a foolproof means for enforcing the provisions of this Acceptable Use policy.

6. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student or the student's parents. Employees are personally responsible for unauthorized financial obligations incurred over the Internet.

7. Notification that should the user violate the school's Acceptable Use Policy, the student's or employee's access privileges may be revoked, disciplinary action may be taken and/or appropriate legal action may be taken.

8. Notification that all provisions of the Acceptable Use Policy are subordinate to local, state and federal laws.

## XI. PARENT RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

A. Outside of school, parents/guardians bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies and other possibly offensive media. Parents/Guardians are responsible for monitoring their student's use of the school system and of the Internet if the student is accessing the school system from home or a remote location.

B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:

1. A copy of the user notification form provided to the student user.
2. A description of parent/guardian responsibilities.
3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
4. A statement that the Student Information Technology Acceptable Use Agreement must be signed by the user and a parent or guardian prior to use by the student.
5. A statement that the school district's Acceptable Use Policy is available for parental review.

## XII. IMPLEMENTATION AND POLICY REVIEW

A. The school administration will develop appropriate guidelines and procedures necessary to implement this policy.

B. This policy will be reviewed annually and the administration will recommend changes as necessary.

## XIII. INTERNET CONTENT FILTERING

A. With respect to any of its computers with Internet Access, the school will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:
   a. Obscene;
   b. Child pornography; or
   c. Harmful to minors.
B. The Term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
   a. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, excretion; or
   b. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
   c. Taken as a whole, lacks serious literary, artistic, political, or scientific value to minors.
C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
D. An administrator, supervisor, or other person authorized by the Board may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
E. The school will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.

## XIV. PERSONAL EQUIPMENT USE
A. Personal computing devices such as desktops, laptops, PDA, WiFi capable cellular phones, and other such hybrid devices that are intended to be used to connect to the school computer system will be subject to discovery, mitigation, and quarantine. Dependent on the discovery procedure, access may be disallowed, limited, or permitted with appropriate security rights based access. Personal equipment brought onto school property, must adhere to the same policies and guidelines as the school computer system.
B. Students are prohibited from using personal computing devices as wireless hotspots to circumvent the district wireless network and content filters.
C. Student use of personal computing devices are further defined by building specific student handbooks.

## Current policy:

Academic Arts Family Leave Policy
Provide 6 calendar weeks of family leave at 100% of salary for a new child regardless of medical need (i.e. birth mothers, fathers, and adoptive parents all qualify) in conjunction with the forfeit of 10 days of accrued PTO. Without forfeit of 10 days of PTO, leave would be at 60% of salary.
Those taking Family/Medical Leave are not responsible for the duties that fall under their job description, however, some duties within the job description, as well as outside of it, can be contracted to the employee upon Personnel Committee approval.

## Clarified wording for board (TPS determined hourly employees do not apply for this family leave - birth mothers can however use Short-term disability and FMLA):

### *Academic Arts Family Leave Policies*

*For all AAHS employees, Short-Term Disability and the Family Family Medical Leave Act may apply to you for time off.*

### *Academic Arts Six Week Family Leave Policy for Salaried Employees*

*Academic Arts High School provides 6 calendar weeks of family leave at 100% of salaried employee pay for a new child regardless of medical need in conjunction with the forfeit of 10 days of accrued PTO. Without forfeit of 10 days of PTO, the school provides leave at 60% of employee pay.  For birth mothers, this policy is used in conjunction with short term disability. Those taking Family/Medical Leave are not responsible for the duties that fall under their job description, however, some duties within the job description, as well as outside of it, can be contracted to the employee upon Personnel Committee approval.*