

School Board Meeting Agenda
Tuesday, December 17, 2019
5:00 pm
AAHS Classroom 122

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

Absent: Tenille Warren

Agenda

1. Call to Order:
2. Conflict of Interest Check:
3. Approval of December 17, 2019 Agenda:
4. Approval of November 19, 2019 Minutes:
5. Public Comments:
6. Financial Report: (Josh MacLachlan - Treasurer, Nate Winter - CLA)
 - a. Approval of Financial Reports for November 2019
 - b. Approval of disbursements for November 2019
 - c. Audit Report: Bonnie Schwieger - Abdo Eick & Meyers
7. Ex Officio Report:
8. Student Data Report – Katie Seiwert
9. Strategic Items
 - a. Board member search
 - b. Annual Board Training - Josh MacLachlan
 - c. Review of TPS improvement plan - Josh MacLachlan
10. Action Items
 - a. Approval of Updated Crisis Management Policy - Third Reading
 - b. Approval of Acceptable Use Policy - Third Reading
 - c. Approval of Updated family leave policy - Third Reading
 - d. Approval of current FY19 academic data report for submission to ACNW
11. Adjourn

School Board Meeting Agenda & Minutes
Tuesday, December 17, 2019

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: Julie Peterson

Absent: Leann Lindusky

Agenda

1. Call to Order:
 - a. Amy Charpentier calls meeting to order at 5:00 PM

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

3. Approval of November 19, 2019 Agenda:
 - a. Josh MacLachlan motions to approve the November 19, 2019 - Katie Siewert seconds
 - b. Discussion:
 - i. No changes
 - c. Motion passes with following votes:
 - i. Amy Charpentier - Aye
 - ii. Josh MacLachlan - Aye
 - iii. David Massey -Aye
 - iv. Katie Siewert - Aye
 - v. Tenille - Aye

Rachael McNamara Arrives 5:08PM

4. Approval of October 15, 2019 Minutes:
 - a. David Massey motions to approve the October 15, 2019 minutes - Katie Siewert seconds
 - b. Discussion:
 - i. No changes
 - c. Motion passes with following votes:
 - i. Amy Charpentier - Aye
 - ii. Josh MacLachlan - Aye
 - iii. David Massey -Aye
 - iv. Katie Siewert - Aye
 - v. Tenille - Aye

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- vi. Rachael McNamara - Aye
- 5. Approval of October 31, 2019 Special Meeting Minutes:
 - a. Katie Siewert motions to approve the October 31, 2019 minutes - Amy Charpentier seconds
 - b. Discussion:
 - i. Met to approve proposal to switch to CLA from Edvisions
 - c. Motion passes with following votes:
 - i. Amy Charpentier - Aye
 - ii. Josh MacLachlan - Aye
 - iii. David Massey -Aye
 - iv. Katie Siewert - Aye
 - v. Tenille - Aye
 - vi. Rachael McNamara - Aye
- 6. Public Comments:
 - a. None
- 7. Financial Report: (Josh MacLachlan - Treasurer, Nate Winter - CLA)
 - a. Approval of Financial Reports for October 2019
 - i. Josh MacLachlan motions to approve the September 2019 financial reports - David Massey seconds
 - ii. Discussion
 - 1. ADM 96
 - 2. Budget for 99
 - 3. Should revise budget after new year
 - iii. Motion passes with following votes:
 - 1. Amy Charpentier - Aye
 - 2. Josh MacLachlan - Aye
 - 3. David Massey -Aye
 - 4. Katie Siewert - Aye
 - 5. Tenille - Aye
 - 6. Rachael McNamara - Aye
 - b. Approval of disbursements for October 2019
 - i. Amy Charpentier motions to approve disbursements for September 2019 - Josh MacLachlan seconds
 - ii. Discussion
 - 1. Rachael asks about jackets...

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

- 8. TPS Report: (Julie Peterson)
 - a. Enrollment:
 - b. ADM:
 - c. School Events:
 - i. Audubon trip
 - ii. Field Trips
 - 1. Life Science
 - a. Como zoo 11/15/19
 - b. MN Zoo 11/22/19
 - 2. Life Plan
 - 3. Physics
 - a. Planetarium 11/20/19
 - 4. All School trip to walker December 19
 - iii. Vikings Stadium
 - d. TPS Accountability Manager:
 - e. Staffing:
 - i. New Special Ed teacher
 - ii. New social studies teacher hired
 - iii. New hires will allow for SpEd teachers
 - iv. Many newly enrolled students are designated “level 3” which necessitates hiring one-to-one paraprofessionals.
 - f. Committees:
 - i. TPS:
 - 1. TPS considering having “mini conference” instead of going to MAAP conference
 - a. Save money
 - b. Cater training directly to the PD needs defined in PIPs.
 - ii. Personnel Committee:
 - iii. Evaluation Task Force:
 - iv. Curriculum:
 - v. Financial:

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- vi. PLC Committee:
- vii. ESSA Task Force:

9. Student Data Report – Katie Seiwert

- a. Academic measure at 53.5% for FY19
- b. Should be ready to send data to ACNW for approval to continue limited contract
- c. School ready to begin reporting measure data for current school year. Will have current data for following areas ready for next meeting:
 - i. Presentations
 - ii. Lab reports
 - iii. Reading growth
 - iv. Math growth
 - v. Attendance
 - vi. Overnight experiences

10. Committee to Evaluate Contract with EdVisions

- a. Recommended CLA for HR/Benefits administration at 10/31 special meeting.

11. Strategic Items

- a. Board member search:
 - i. No new candidates yet
 - ii. Brainstorm of places to search
 - 1. Local professional organizations
 - a. Accounting firms
 - b. Law offices
 - 2. WSP Reader (Rachael will connect)
- b. Review of updated contract proposal from CLA
 - i. Committee to Evaluate Contract with Edvisions made recommendation to switch payroll, benefits administration, and HR to CLA from edvisions at October 31 special meeting. Board approved proposal at october 31 special meeting.
 - ii. Board to approve final updated contract at December board meeting for transition to take place January 1, 2020.
- c. Update on ACNW Leaders Retreat on November 16, 2019 - Josh Maclachlan
 - i. Two TPS staff attended
 - ii. Audubon Staff articulated revised approach:
 - 1. Old approach: ACNW interact with board which interacts with school. Little interaction between ACNW directly

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2. New approach: ACNW works with both board and school directly to help build strong schools and governance systems
- iii. Board can be inquiring with professional organization to recruit members.
- d. Annual Board Training - Josh MacLachlan
 - i. Rachael and Josh will arrange annual training for December
 - ii. Will review and discuss board self evaluation to determine additional board trainings needed at
- e. Review of TPS improvement plan - Josh MacLachlan
 - i. Several areas of improvement are showing great improvement
 - ii. Board discusses how to identify items on the PIP as complete
- f. Crisis Management Policy - Second Reading
 - i. No new changes
 - ii. Action Item for next meeting
- g. Acceptable Use Policy - Second Reading
 - i. No new changes
 - ii. Action item for next meeting
- h. Updated family leave policy - Second Reading
 - i. TPS will update wording for third reading
 - ii. Action item for next meeting

12. Action Items

- a. Approval of current academic data report for submission to ACNW
 - i. Josh motions to approve current academic data report for submission to ACNW - David Massey seconds
 - ii. Discussion
 1. Board wants to first check with ACNW to verify data is in acceptable format
 - iii. Josh Rescinds motion
- b. Dissolution of Committee to Evaluate Contract with EdVisions
 - i. Amy Charpentier motions to dissolve committee to Evaluate Contract with EdVisions - Katie Siewert seconds
 - ii. Discussion:
 1. Committee has made recommendation
 - iii. Motion passes with following votes:
 1. Amy Charpentier - Aye
 2. Josh MacLachlan - Aye
 3. David Massey -Aye
 4. Katie Siewert - Aye
 5. Tenille - Aye

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6. Rachael McNamara - Aye

- c. Establishment of Committee to Negotiate Building Lease
 - i. Josh motions to establish committee to Negotiate Building Lease - Amy seconds
 - ii. Discussion
 - 1. Lease is up in July of 2020
 - 2. New lease needs to be negotiated
 - 3. Members: David Massey, Josh MacLachlan, Rachael McNamara
 - iii. Motion passes with following votes:
 - 1. Amy Charpentier - Aye
 - 2. Josh MacLachlan - Aye
 - 3. David Massey -Aye
 - 4. Katie Siewert - Aye
 - 5. Tenille - Aye
 - 6. Rachael McNamara - Aye
- d. Establishment of Task Force to Organize Board Training
 - i. Josh motions to establish task force to organize board training - Amy Charpentier seconds
 - ii. Discussion
 - 1. Josh needs help organizing training
 - 2. Josh does not have specific roles defined for other task force members
 - 3. Formal task force not necessary at this point. Josh will update as needed.
 - iii. Josh Rescinds motion

13. Adjourn

- a. David Massey motions to adjourn at 6:16PM



- November 2019-
Financial Statements

Prepared By:
Nate Winter



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Academic Arts High School Executive Summary

*To accompany the November 2019 financial statements, as presented to the
School Board*

** As of month-end, 42% of the year was complete

Enrollment

- Current Approved Budget: 99
- Current School Enrollment: 103
- Current Average ADM: 93
- Variance: -6

Statement of Activities

Cash at the end of November was \$216k, which is a \$138k decrease from the prior month. This was due to a SPED update that lowered the aid amount for the 11/30 IDEAS payment. The current year estimated state receivable that is owed to the School through month end was \$214k. The prior year state receivable owed to the School through month end was \$31k.

The beginning fund balance for the year is \$348,564.

Schedule of Budget and Actual Revenue and Expenses

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

- Revenues for the month were at 41% of budget:
 - Two IDEAS payments on the 13th and 30th
 - CliCs Reimbursement
- Expenditures for the month were at 40% of budget:
 - Normal monthly payroll and benefits
 - Normal monthly payments of rent, contracted services, and supplies went out
 - Yearly Office Software

Other Items of Importance

- The beginning balances are now audited FY19 figures. The audit report has been finalized and will be presented at the December board meeting.

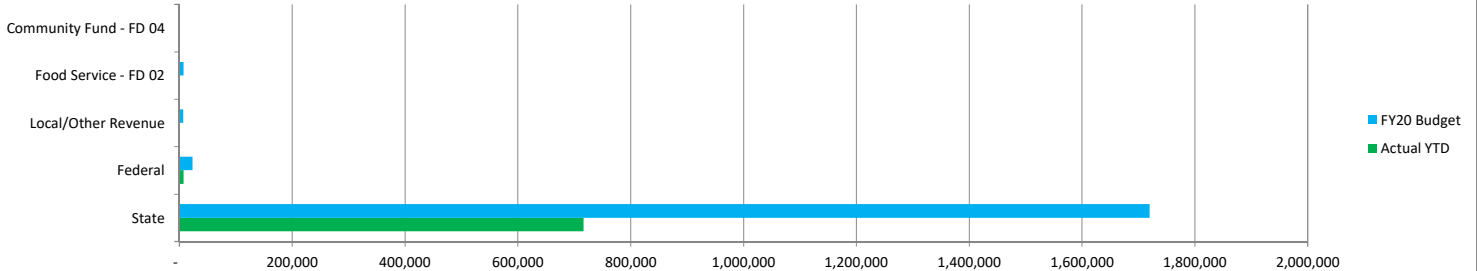
Academic Arts High School Financial Dashboard

November 2019 42% of School Year Complete

REVENUE

<u>Total Revenue this Month</u> \$76,428	<u>Total Revenue YTD</u> \$726,077	<u>Budgeted Revenue FY20</u> \$1,759,407	<u>% of Revenue Budget</u> 41%
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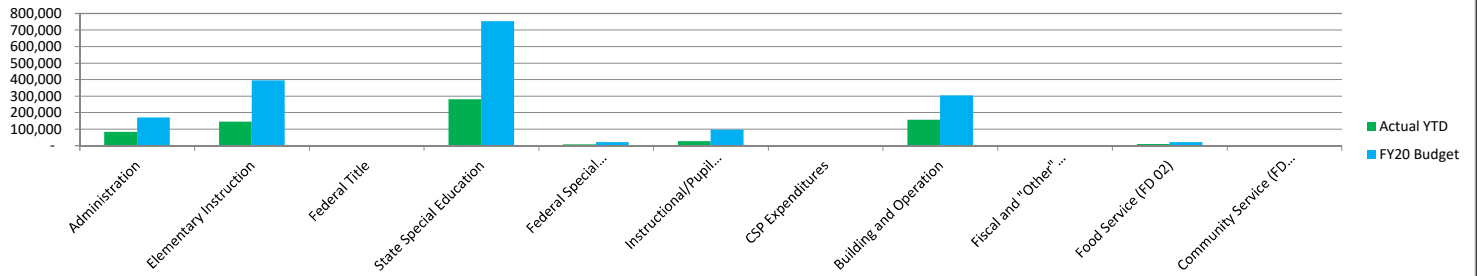
Revenue - Actual vs. Budget



EXPENSE

<u>Total Expense this Month</u> \$214,453	<u>Total Expense YTD</u> \$706,438	<u>Budgeted Expense FY20</u> \$1,759,193	<u>% of Expense Budget</u> 40%
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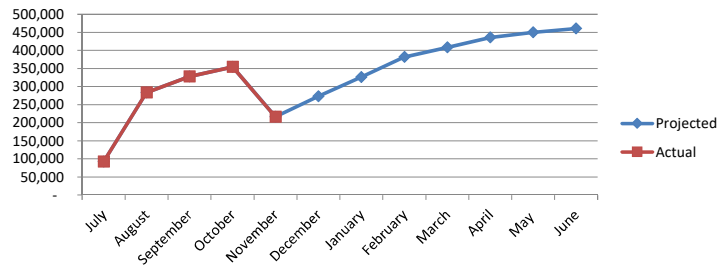
Expense - Actual vs. Budget



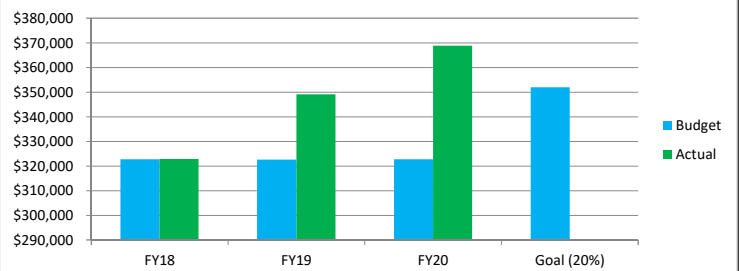
BALANCE SHEET

<u>Cash at End of Month</u> \$216,162	<u>Cash at End of Prior Month</u> \$354,188	<u>Beginning Fund Balance - FY20</u> \$348,564	<u>Budgeted Fund Balance - End of FY20</u> \$322,730
<u>Cash at Beginning of Year</u> \$127,288	<u>Projected Cash Balance- End of FY20</u> \$460,745	<u>Fund Balance at Month End</u> \$368,203	<u>Long-Term Fund Balance Goal (20%)</u> \$351,839

Cash Flow Projection



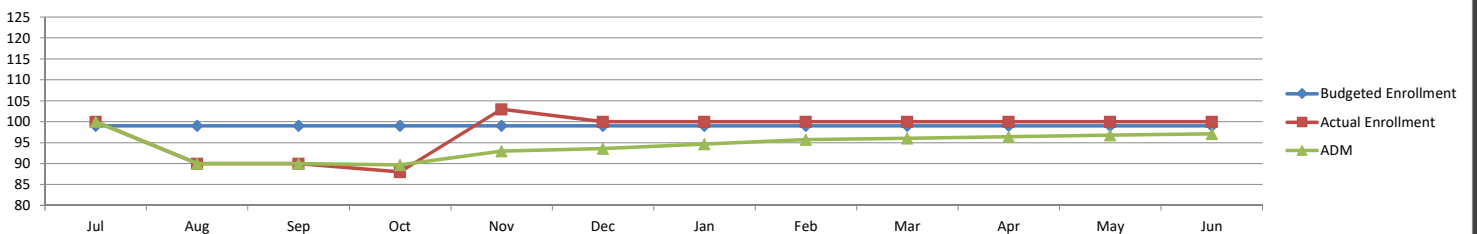
Fund Balance - Budget vs. Actual



ENROLLMENT

<u>Actual Enrollment at Month End</u> 103	<u>Budgeted Enrollment</u> 99	<u>Actual ADM - YTD</u> 93	<u>Actual vs. Budgeted Enrollment Variance</u> (6)
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Actual vs. Budgeted Enrollment



Academic Arts High School
Comparative Balance Sheet - All Funds
As of November 2019

	<i>Current Month</i>	<i>Prior Month</i>	<i>\$ Change</i>	<i>Audited</i>	<i>YTD \$ Change</i>
	11/30/2019	10/31/2019		6/30/2019	
ASSETS:					
Current Assets:					
Cash	216,162	354,699	(138,537)	127,288	88,873
Accounts Receivable	-	-	-	-	-
Due from MDE - Prior Year Receivable	30,963	38,493	(7,530)	-	30,963
Due from MDE - Current Year Estimate	214,048	146,850	67,198	357,399	(143,350)
Due from Federal	8,657	2,700	5,957	17,325	(8,668)
Prepays	-	-	-	6,916	(6,916)
Total Current Assets	469,829	542,742	(72,913)	508,928	(39,098)
Capital Assets:					
Buildings and Equipment	-	-	-	-	-
Less: Accumulated Depreciation	-	-	-	-	-
Total Net Capital Assets	-	-	-	-	-
TOTAL ASSETS	469,829	542,742	(72,913)	508,928	(39,098)
LIABILITIES:					
Current Liabilities:					
Salaries Payable	101,457	81,166	20,291	146,091	(44,634)
Accounts Payable	169	5,892	(5,723)	13,762	(13,593)
Payroll Liabilities	-	-	-	-	-
Other Liabilities	-	-	-	-	-
Unearned Revenue	-	-	-	-	-
Line of Credit	-	-	-	-	-
Total Current Liabilities	101,626	87,058	14,568	159,852	(58,226)
FUND BALANCE					
Beginning Fund Balance as of July 1, 2019	348,564	356,605	-	322,859	
Net Income, FY2020 to Date	19,640	99,079	(79,439)	26,216	(6,577)
Ending Fund Balance	368,203	455,684	(87,481)	349,075	19,128
TOTAL FUND BALANCE	368,203	455,684	(87,481)	349,075	19,128
TOTAL LIABILITIES AND FUND BALANCE	469,829	542,742	(72,913)	508,928	(39,098)

Academic Arts High School

Balance Sheet

As of November 2019

	ALL FUNDS	<i>General Fund</i>	<i>Food Service</i>	<i>Community Fund</i>	<i>Capital Assets</i>
	Total	FD 01	FD 02	FD 04	FD 98
ASSETS:					
Current Assets:					
Cash	216,162	224,690	(8,529)	-	-
Accounts Receivable	-	-	-	-	-
Due from MDE - Prior Year Receivable	30,963	30,963	-	-	-
Due from MDE - Current Year Estimate	214,048	214,048	-	-	-
Due from Federal	8,657	7,604	1,053	-	-
Prepays	-	-	-	-	-
Total Current Assets	469,829	477,305	(7,476)	-	-
Capital Assets					
Buildings and Equipment (Less) Depreciation	-	-	-	-	-
Total Net Capital Assets	-	-	-	-	-
TOTAL ASSETS	469,829	477,305	(7,476)	-	-
LIABILITIES:					
Current Liabilities:					
Salaries Payable	101,457	101,457	-	-	-
Accounts Payable	169	169	-	-	-
Payroll Liabilities	-	-	-	-	-
Other Liabilities	-	-	-	-	-
Unearned Revenue	-	-	-	-	-
Line of Credit	-	-	-	-	-
Total Current Liabilities	101,624	101,626	-	-	-
FUND BALANCE					
Beginning Fund Balance as of July 1, 2019	348,564	347,612	952	-	-
Net Income, FY 2020 to Date	19,640	28,067	(8,428)	-	-
Ending Fund Balance	368,203	375,679	(7,476)	-	-
Investment in Capital Assets	-	-	-	-	-
TOTAL LIABILITIES AND FUND BALANCE	469,829	477,305	(7,476)	-	-

Academic Arts High School
Income Statement - Variance
 As of November 2019

42% of Fiscal Year 2019-2020 Complete

	YTD Actual	YTD Budget	YTD Variance	Original FY20 Budget	% of Budget
FUND 01					
DISTRICT REVENUE - GENERAL FUND					
Local & Other	1,053	3,125	(2,073)	7,500	14%
State - Gen. Ed. Aid	371,085	363,406	7,679	872,174	43%
State - Special Education	113,328	290,842	(177,515)	698,022	16%
State - Lease Aid	-	62,415	(62,415)	149,796	0%
State - Other	18,202	-	18,202	-	0%
<i>Estimated State Holdback Recognized</i>	<i>214,048</i>	-	-	-	N/A
PY Over/Under Accrual	-	-	-	-	N/A
Federal - Title	-	1,632	(1,632)	3,916	0%
Federal - Special Ed.	7,604	8,333	(729)	20,000	38%
TOTAL DISTRICT REVENUE - GENERAL FUND	725,319	729,753	(4,434)	1,751,407	41%
DISTRICT EXPENDITURES - GENERAL FUND					
Administration & District Support Services					
Salary & Benefits	26,519	32,210	(5,691)	77,304	34%
Purchased Services	33,089	30,602	2,487	73,444	45%
Supplies & Equipment	13,687	2,833	10,854	6,800	201%
Other Fees	8,395	5,417	2,978	13,000	65%
Total Administration & District Support Expenditures	81,690	71,062	10,628	170,548	48%
Instructional Expenditures					
Salary & Benefits	131,877	144,552	(12,675)	346,924	38%
Purchased Services	4,456	11,373	(6,918)	27,296	16%
Supplies & Equipment	7,982	8,250	(268)	19,800	40%
Other Fees	-	-	-	-	0%
Total Instructional Expenditures	144,314	164,175	(19,861)	394,020	37%
Federal Title					
Salary & Benefits	-	-	-	-	0%
Purchased Services	-	1,181	(1,181)	2,834	0%
Supplies & Equipment	-	-	-	1,082	0%
Other Fees	-	-	-	-	0%
Total Federal Title Expenditures	-	1,181	(1,181)	3,916	0%
State Special Education					
Salaries/Wages and Benefits	257,924	306,636	(48,712)	735,926	35%
Purchased Services	4,791	5,000	(209)	12,000	40%
Supplies & Equipment	-	1,800.00	(1,800)	4,320	0%
Transportation	18,325	-	18,325	-	0%
Other Fees	-	-	-	-	0%
Total State Special Education Expenditures	281,040	313,436	(32,396)	752,246	37%

	YTD Actual	YTD Budget	YTD Variance	Original FY20 Budget	% of Budget
Federal Special Education					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	2,268	4,167	(1,899)	10,000	23%
Supplies & Equipment	5,336	4,167	1,169	10,000	53%
Other Fees	-	-	-	-	0%
Total Federal Special Education Expenditures	7,604	8,333	(729)	20,000	38%
Instructional/Pupil Support					
Salary & Benefits	14,149	17,075	(2,926)	40,981	35%
Purchased Services	11,914	22,663	(10,748)	54,390	22%
Supplies & Equipment	70	-	70	-	0%
Other Fees	-	-	-	-	0%
Total Instructional Support Expenditures	26,134	39,738	(13,604)	95,371	27%
Building & Operations					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	54,881	30,108	24,773	72,260	76%
Facilities Lease	94,228	91,388	2,840	219,332	43%
Supplies & Equipment	445	833	(388)	2,000	22%
Other Fees	6,916	8,458	(1,542)	9,500	73%
Total Building & Operations Expenditures	156,471	130,788	25,683	303,092	52%
Fiscal & Other Fixed Cost Programs					
Purchased Services	-	-	-	-	0%
<i>Transfers to Other Funds</i>	-	-	-	-	0%
Total Fiscal & Other Fixed Cost Programs Expend.	-	-	-	-	40%
TOTAL DISTRICT EXPENDITURES - GENERAL FUND	697,252	728,713	(31,460)	1,739,193	40%
GENERAL FUND (01) - NET INCOME	28,067	1,040	27,027	12,214	
FUND 02					
DISTRICT REVENUE - FOOD SERVICE FUND					
Local & Other	-	-	-	-	0%
State	178	-	178	-	0%
Federal	580	3,333	(2,753)	8,000	7%
<i>Transfers from Other Funds</i>	-	-	-	-	0%
TOTAL DISTRICT REVENUE - FOOD SERVICE FUND	758	3,333	(2,576)	8,000	9%
DISTRICT EXPENDITURES - FOOD SERVICE FUND					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	9,185	8,333	852	20,000	46%
Supplies & Equipment	-	-	-	-	0%
TOTAL DISTRICT EXPENDITURES - FOOD SERVICE FUND	9,185	8,333	852	20,000	46%
FOOD SERVICE FUND (02) - NET INCOME	(8,428)	(5,000)	(3,428)	(12,000)	
TOTAL REVENUES - ALL FUNDS	726,077	733,086	(7,009)	1,759,407	41%
TOTAL EXPENDITURES - ALL FUNDS	706,438	737,046	(30,608)	1,759,193	40%
NET INCOME (LOSS) - ALL FUNDS	19,640	(3,960)	23,599	214	
<i>Beginning Fund Balance 7/1/2019</i>	<i>349,075</i>			<i>322,515</i>	
Ending Fund Balance	368,715			322,730	

**Academic Arts High School
November 2019 Payment Register**

District #	Payment #	Bank	Check #	Pay Type	Payment Date	Vendor #	Vendor	Curr	Amount	Financials
4119	7823	AB		WX	11/30/2019	1101	CUB FOODS	USD \$	26.97	Instructional S/E
4119	7824	AB		WX	11/30/2019	1101	CUB FOODS	USD \$	16.52	Instructional S/E
4119	7825	AB		WX	11/30/2019	1101	CUB FOODS	USD \$	35.96	Instructional S/E
4119	7826	AB		WX	11/30/2019	1290	Lowes	USD \$	23.98	Instructional S/E
4119	7827	AB		WX	11/30/2019	1290	Lowes	USD \$	64.98	Instructional S/E
4119	7828	AB		WX	11/30/2019	1307	Walmart	USD \$	31.11	Fed SPED S/E
4119	7829	AB		WX	11/30/2019	1313	Amazon	USD \$	84.88	Admin S/E
4119	7830	AB		WX	11/30/2019	1313	Amazon	USD \$	169.99	Admin S/E
4119	7831	AB		WX	11/30/2019	1313	Amazon	USD \$	0.99	Instructional S/E
4119	7832	AB		WX	11/30/2019	1313	Amazon	USD \$	9.84	Admin S/E
4119	7833	AB		WX	11/30/2019	1313	Amazon	USD \$	4.99	Instructional S/E
4119	7834	AB		WX	11/30/2019	1348	target	USD \$	85.69	Admin S/E
4119	7835	AB		WX	11/30/2019	1348	target	USD \$	67.44	Fed SPED S/E
4119	7836	AB		WX	11/30/2019	1414	City of West St. Paul	USD \$	30.00	Admin Purchased Services
4119	7837	AB		WX	11/30/2019	1414	City of West St. Paul	USD \$	30.00	Admin Purchased Services
4119	7838	AB		WX	11/30/2019	1430	Apple online	USD \$	999.00	Federal SPED S/E
4119	7839	AB		WX	11/30/2019	1430	Apple online	USD \$	1,194.00	Federal SPED S/E
4119	7840	AB		WX	11/30/2019	1430	Apple online	USD \$	999.00	Federal SPED S/E
4119	7841	AB		WX	11/30/2019	1430	Apple online	USD \$	183.00	Instructional S/E
4119	7842	AB		WX	11/30/2019	1444	Little Ceasers	USD \$	87.36	Instructional S/E
4119	7843	AB		WX	11/30/2019	1472	MN Historical Society	USD \$	90.00	Instructional PS
4119	7844	AB		WX	11/30/2019	1556	Panera Bread	USD \$	130.00	State SPED PS
4119	7845	AB		WX	11/30/2019	1647	Old World Pizza	USD \$	177.00	Pupil Support PS
4119	7846	AB		WX	11/30/2019	1775	Ford	USD \$	461.38	State SPED Transportation
4119	7847	AB		WX	11/30/2019	1775	Ford	USD \$	1,163.71	State SPED Transportation
4119	7848	AB		WX	11/30/2019	1775	Ford	USD \$	461.38	State SPED Transportation
4119	7849	AB		WX	11/30/2019	1778	Teacherspay teachers	USD \$	8.63	Instructional S/E
4119	7850	AB		WX	11/30/2019	1778	Teacherspay teachers	USD \$	4.32	Instructional S/E
4119	7851	AB		WX	11/30/2019	1778	Teacherspay teachers	USD \$	8.62	Instructional S/E
4119	7852	AB		WX	11/30/2019	1778	Teacherspay teachers	USD \$	3.22	Instructional S/E
4119	7853	AB		WX	11/30/2019	1778	Teacherspay teachers	USD \$	16.02	Instructional S/E
4119	7854	AB		WX	11/30/2019	1778	Teacherspay teachers	USD \$	1.55	Instructional S/E

4119	7855	AB		WX	11/30/2019	1833	Old National Bank	USD \$	25.36	Admin Purchased Services
4119	7856	AB		WX	11/30/2019	1872	MN DMV	USD \$	402.25	Federal SPED S/E
4119	7857	AB		WX	11/30/2019	1872	MN DMV	USD \$	10.02	Admin Purchased Services
4119	7858	AB		WX	11/30/2019	1874	Bulk Bookstore	USD \$	214.25	Instructional S/E
4119	7859	AB		WX	11/30/2019	1875	Teachers Discovery	USD \$	83.97	Instructional S/E
4119	7860	AB		WX	11/30/2019	1877	Curriculum That Matters	USD \$	548.50	Admin Other fees
4119	7861	AB		WX	11/30/2019	1016	EDVISIONS COOPERATIVE	USD	\$121,698.42	Novembr 2019 Payroll
4119	7862	AB		WX	11/30/2019	1775	Ford	USD \$	1,163.71	State SPED Transportation
4119	7821	AB	1716	CH	11/6/2019	1046	MN BCA	USD \$	8.00	Admin Purchased Services
4119	7819	AB	1717	CH	11/6/2019	1873	Glen Lucken	USD \$	600.00	Admin S/E
4119	7820	AB	1718	CH	11/13/2019	1876	USPS	USD \$	165.00	Admin Purchased Services
4119	7822	AB	1719	CH	11/26/2019	1726	MN Zoo	USD \$	169.00	Instructional PS
4119	7754	AB	6362	CH	11/7/2019	1014	Century Link	USD \$	319.61	Admin Purchased Services
4119	7760	AB	6363	CH	11/7/2019	1737	CKC Good Food	USD \$	847.50	Food Service
4119	7765	AB	6364	CH	11/7/2019	1856	CliftonLarsonAllen LLP	USD \$	3,063.00	Admin Purchased Services
4119	7765	AB	6364	CH	11/7/2019	1856	CliftonLarsonAllen LLP	USD \$	3,063.00	Admin Purchased Services
4119	7756	AB	6365	CH	11/7/2019	1146	cmERDC	USD \$	562.50	Admin S/E
4119	7764	AB	6366	CH	11/7/2019	1849	Comcast Business	USD \$	153.06	Admin Purchased Services
4119	7755	AB	6367	CH	11/7/2019	1015	DESIGNS FOR LEARNING	USD \$	973.75	State SPED PS
4119	7762	AB	6368	CH	11/7/2019	1830	Hennepin Healthcare	USD \$	232.00	State SPED PS
4119	7766	AB	6369	CH	11/7/2019	1866	MN Association of Charter Schools	USD \$	1,659.60	Admin Other fees
4119	7761	AB	6370	CH	11/7/2019	1740	Scott's Home Delivery	USD \$	402.00	Food Service
4119	7763	AB	6371	CH	11/7/2019	1847	Shelia Merzer	USD \$	587.50	State SPED PS
4119	7757	AB	6372	CH	11/7/2019	1324	Teachers on Call	USD \$	552.50	State SPED PS
4119	7759	AB	6373	CH	11/7/2019	1625	Tech Rescue	USD \$	331.98	Admin Purchased Services
4119	7758	AB	6374	CH	11/7/2019	1473	US Bancorp Equipment Finance	USD \$	198.78	I/PS Purchased Services
4119	7804	AB	6375	CH	11/18/2019	1575	Southview Office CenterLLC	USD \$	24,552.16	B/O Purchased Services/Lease
4119	7812	AB	6376	CH	11/26/2019	1737	CKC Good Food	USD \$	801.00	Food Service
4119	7812	AB	6376	CH	11/26/2019	1737	CKC Good Food	USD \$	807.20	Food Service
4119	7812	AB	6376	CH	11/26/2019	1737	CKC Good Food	USD \$	690.40	Food Service
4119	7812	AB	6376	CH	11/26/2019	1737	CKC Good Food	USD \$	863.00	Food Service
4119	7815	AB	6377	CH	11/26/2019	1856	CliftonLarsonAllen LLP	USD \$	3,063.00	Admin Purchased Services
4119	7816	AB	6378	CH	11/26/2019	1857	CST MN- BIN # 170065	USD \$	4,590.00	I/PS Purchased Services
4119	7817	AB	6379	CH	11/26/2019	1871	Cybersoft Technologies, INC	USD \$	2,995.00	Admin Purchased Services
4119	7805	AB	6380	CH	11/26/2019	1015	DESIGNS FOR LEARNING	USD \$	1,496.25	State SPED PS
4119	7805	AB	6380	CH	11/26/2019	1015	DESIGNS FOR LEARNING	USD \$	1,360.00	State SPED PS

4119	7810	AB	6381	CH	11/26/2019	1641	Dick's Sanitation	USD	\$	65.30	B/O Purchased Services
4119	7808	AB	6382	CH	11/26/2019	1368	Holiday Gas Station	USD	\$	146.07	SPED Supplies
4119	7811	AB	6383	CH	11/26/2019	1642	Metro Sales	USD	\$	290.48	I/PS Purchased Services
4119	7813	AB	6384	CH	11/26/2019	1834	MN Dept of Health	USD	\$	450.00	Admin Other fees
4119	7809	AB	6385	CH	11/26/2019	1493	Premium Water Inc	USD	\$	154.63	Admin Purchased Services
4119	7806	AB	6386	CH	11/26/2019	1031	QUILL CORPORATION	USD	\$	57.97	Admin S/E
4119	7806	AB	6386	CH	11/26/2019	1031	QUILL CORPORATION	USD	\$	936.68	Admin S/E
4119	7818	AB	6387	CH	11/26/2019	1575	Southview Office CenterLLC	USD	\$	25,013.10	B/O Purchased Services/Lease
4119	7814	AB	6388	CH	11/26/2019	1850	TeacherCentricity, LLC	USD	\$	751.25	Admin Purchased Services
4119	7807	AB	6389	CH	11/26/2019	1324	Teachers on Call	USD	\$	221.00	Instructional PS
4119	7807	AB	6389	CH	11/26/2019	1324	Teachers on Call	USD	\$	442.00	Instructional PS
Total:										\$214,453.28	

Academic Arts High School Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
1639	4119	AB	CR1119													
11.15.19 IDEAS Payment																
			1812	Credit	A	11/15/19		Wire	1	C1	Misc					
						4119	R 01 005 000	740 360 000			FY19/20 Special Education A				52,685.82	0.00
														Receipt Total:	\$52,685.82	\$0.00
														Deposit Total:	\$52,685.82	\$0.00
1640	4119	AB	CR1119													
11.21.19 CLICS Deposit																
			1813	Credit	A	11/21/19		Wire	1	C1	Misc					
						4119	R 02 005 000	701 300 000			FY19/20 State Lunch				14.02	0.00
						4119	R 02 005 000	705 300 000			FY19/20 State Breakfast				31.50	0.00
						4119	R 02 005 000	701 472 000			FY19/20 Free/Reduced Lunc				118.11	0.00
						4119	R 02 005 000	705 476 000			FY19/20 Breakfast CFDA				86.70	0.00
						4119	R 02 005 000	701 471 000			FY19/20 HHFKA Lunch CFD,				6.51	0.00
						4119	R 02 005 000	705 471 000			FY19/20 Regular Lunch CFD				29.76	0.00
														Receipt Total:	\$286.60	\$0.00
														Deposit Total:	\$286.60	\$0.00
1641	4119	AB	CR1119													
11.29.19 IDEAS Payment																
			1814	Credit	A	11/29/19		Wire	1	C1	Misc					
						4119	R 01 005 000	740 360 000			FY19/20 Special Education A				10,619.07	0.00
						4119	R 01 005 000	000 317 000			FY19/20 LT FAC Maint				12,830.40	0.00
														Receipt Total:	\$23,449.47	\$0.00
														Deposit Total:	\$23,449.47	\$0.00
1642	4119	AB	CR1119													
11.04.19 Lowes Refund																
			1815	Credit	A	11/04/19		Wire	1	C1	Misc					
						4119	E 01 010 211	000 401 000			Lowes Refund				5.79	0.00
														Receipt Total:	\$5.79	\$0.00
														Deposit Total:	\$5.79	\$0.00
														Report Total:	\$76,427.68	\$0.00

**Academic Arts High School
Historical and Forecasted Financial Statements
Selected Information**

For the Five Months Ended November 30th, 2019 and Year Ending June 30th, 2020

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

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

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

The effects of these departures have not been determined.

Summary of Significant Assumptions

These financial forecasts present, to the best of management's knowledge and belief, the School's expected financial position, results of operations, and cash projection for the forecast periods. Accordingly, the forecasts reflect its judgment as of June 18th, 2019, the date of these forecasts, of the expected conditions and its expected course of action. The assumptions disclosed herein are those that management believes are significant to the forecasts. There will usually be differences between the forecasted and actual results, because events and circumstances frequently do not occur as expected, and those differences may be material.

Balance Sheet & Cash Projection Assumptions

1 Due from MDE	90 Days
2 Payables are expected to be paid at net	120 Days
3 Payroll Payables are expected to be paid at net	30 Days

Statement of Operations Assumptions

1 Revenue is expect to grow at a rate of	9%
2 Salaries, benefits, and taxes are expected to increase by	9%
3 All other expenses are expected to increase	7%

No assurance is provided.

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
<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> ● Using scrum board to track curriculum development ● Thursday standup meetings to track progress ● Curriculum committee initiatives: ● Data submitted? Who submits? Josh will verify 	<p>In Progress</p>
<p>There is no academic indicator that falls far below of the goal, according to academic measures in the current contract with the authorizer.</p>	<p>Make improvements in the following academic indicators:</p> <ul style="list-style-type: none"> ● <u>Attendance</u>: Introduce Parentsquare, phone calls to parents and students by a designated co-advisor. ● <u>Science Proficiency/Reading Growth/Math Growth</u>: 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. ● <u>Life Plan</u>: Determine plan for improving student performance in Life Plan projects. 	<ul style="list-style-type: none"> ● REACH Support Staff 	<p>In Progress</p>
<p>The committee submits timely and complete data for academic measures to the board for analysis and trending.</p>	<ul style="list-style-type: none"> ● Make academic data collection a regular agenda item for CurCom meetings. ● Assign one Measure Steward to each academic measure who will be responsible for understanding the measure logic, responding to board inquiries about the 	<ul style="list-style-type: none"> ● Board is contacting specific staff for specific data ● "Tiger Team" will be CC'd on data request emails and will check in with academic data requests 	<p>In Progress</p>

	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.	Determine plan for boosting and maintaining enrollment above the budgeted ADM.	•	In Progress
The school pursues and is awarded funding grants to increase revenues.	<ul style="list-style-type: none"> • Determine plan for organizing fundraising events • 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. 	<p>9/25/19:</p> <ul style="list-style-type: none"> • \$300 Donors Choose • \$100 outside donors • \$200 paper drive • \$250 trip to Walker • \$250 trip to MIA • signing up for restaurant fundraiser • pursuing MN Zoo grant 	In Progress
At least 90% of the staff from the previous school year remained employed at the school this year.	<ul style="list-style-type: none"> • Work with board to develop an exit interview process. • Develop plan for preventing TPS member turnover. • Determine what the appropriate level of turnover is for paraprofessionals. 	<p>10/15/19</p> <ul style="list-style-type: none"> • Add to PerCom agenda • Established mentor relationships • SEL is supposed to help with overall staff environment and school culture • 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.	<ul style="list-style-type: none"> • Develop calendar for surveying staff, students, and families. • Develop calendar for reviewing survey results with the board throughout the year. 	<p>10/15/19</p> <ul style="list-style-type: none"> • Staff Survey (job satisfaction quarterly survey) • Josh and Aimée creating calendar <p>10/30/19 update</p> <ul style="list-style-type: none"> • Josh & Aimée created survey calendar 	In Progress
The committee engages the community to participate in school events.	<ul style="list-style-type: none"> • Create Marketing committee and develop plan for communicating with the community about school events. • Attend summer events in St. Paul (community fairs, farmer's markets, outdoor music events). 	<p>Summer:</p> <ul style="list-style-type: none"> • staff attended summer events • open houses (1 in July and 1 in Aug) <p>10/30/19</p> <ul style="list-style-type: none"> • Zoo staff coming to Exhibition in January • Parent/Teacher committee has begun • Parent Square for communication 	In Progress

<p>The committee effectively uses social, online, and print media to communicate with the community.</p>	<ul style="list-style-type: none">• Develop process for having multiple employees regularly updating social media accounts to communicate with the community.• Utilize various methods for communicating open house events.	<p>10/30/19</p> <ul style="list-style-type: none">• Aimée posts 3 times/week in Instagram/FB	<p>In Progress</p>
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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 Administration
 - 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
 - Identify the location of fire
 - Advise location of injured persons
 - 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-in-place, 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
 - 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.

Source:

www.dps.mn.gov/divisions/hsem/mn-school-safety-center/Pages/planning-universal-procedures.aspx

AAHS School Crisis Response Team

General guide for school teams:

<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
- <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/>



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.