

Academic Arts High School School Board Annual Meeting Agenda

Tuesday, January 18, 2022 | 5:00 pm | Academic Arts High School Room 123
Participation Remotely Via Google Hangouts Meeting

Board Members Present In-Building: Josh MacLachlan **Remotely:** David Massey, Tenille Warren, Katie Siewert, Rachael McNamara, David Gunderman, Christy Dickinson

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

Agenda

- 1. Call to Order:**
- 2. Conflict of Interest Check:**
- 3. Approval of January 18, 2022 Agenda:**
- 4. Approval of December 14, 2021 Minutes:**
- 5. Public Comments:**
- 6. Financial Report: (Josh MacLachlan - Treasurer, Nate Winter - CLA)**
 - a. **Approval of December 2021 financial report**
 - b. **Approval of December 2021 disbursements**
- 7. Ex Officio Report: (Ty Cody)**
- 8. Student Data Report – Katie Siewert / Josh MacLachlan**
- 9. Strategic Items:**
 - a. Mission / Vision / Values process review: Continual
 - b. Policy Review: E-Learning Days (Second Reading)
 - c. Policy Review: Student Sexual Harrassment Policy (First Reading)
 - d. Review of EE evaluation from Authorizer
 - e. Review of security/phone system upgrade quote
- 10. Action Items:**
 - a. Approval/Denial of security system upgrade purchase
- 11. Adjourn:**

Academic Arts High School School Board Annual Meeting Agenda

Tuesday, December 14, 2021 | 5:00 pm | Academic Arts High School Room 123
Participation Remotely Via Google Hangouts Meeting

Board Members Present In-Building: Josh MacLachlan **Remotely:** David Massey, Tenille Warren, Katie Siewert, Rachael McNamara, David Gunderman, Christy Dickinson

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

Agenda

- 1. Call to Order:** Josh MacLachlan calls this meeting to order at 5:01 pm.
- 2. Conflict of Interest Check:**
 - a. None to note.
- 3. Approval of December 14, 2021 Agenda:**
 - a. Josh MacLachlan motions to approve the December 14, 2021 agenda. Rachael McNamara seconds.
 - b. Discussion:
 - i. No further discussion
 - c. Motion passes with following votes:
 - i. Katie Siewert - Aye
 - ii. Josh MacLachlan - Aye
 - iii. Tenille Warren - Aye
 - iv. David Gunderman - Aye
 - v. Christy Dickinson - Aye
 - vi. Rachael McNamara - Aye
 - vii. David Massey - Aye
- 4. Approval of November 16, 2021 Minutes:**
 - a. Katie Siewert motions to approve the November 16, 2021 minutes. Tenille

seconds.

b. Discussion:

i. Update Rachael's name on the minutes

c. Motion passes with following votes:

i. Katie Siewart - Aye

ii. Josh MacLachlan - Aye

iii. Tenille Warren - Aye

iv. David Gunderman - Aye

v. Christy Dickinson - Aye

vi. Rachael McNamara - Aye

vii. David Massey - Aye

5. Public Comments:

a. None to note

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

a. Approval of November 2021 financial report

i. Josh MacLachlan motions to approve the November 2021 financial report. Katie Siewert seconds.

ii. Discussion:

1. ADM

a. Current Approved Budget: 98

b. Current School enrollment: 118

c. Current Average ADM: 105.3

d. Enrollment variance: +22

e. ADM Variance: +7

2. 42% of way through year:

a. Revenues at % of budget

b. Expenditures at% of budget

3. Cash on hand at end of november \$339k, \$90k increase/decrease from prior month.

4. Revenues ast 40%, Expenditures are at 39%

5. Funding updates:

6. Questions:

a. David Massey asks how revision process will work:

i. Revision will address higher needs.

ii. Also will require team to update planning

iii. Motion passes with following votes:

1. Katie Siewart - Aye

2. Josh MacLachlan - Aye

3. Tenille Warren - Aye

4. David Gunderman - Aye

5. Christy Dickinson - Aye

6. Rachael McNamara - Aye

7. David Massey - Aye

b. Approval of November 2021 disbursements

i. Katie Siewert motions to approve the November 2021 disbursements.

Christy Dickinson seconds.

ii. Discussion

1. None to note

iii. Motion passes with following votes:

1. Katie Siewart - Aye

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

c. Review of

- i. Stephanie Lonetti given the floor: Is our high level of spending on special education something to worry about? - No, higher SpEd population so higher expenditures make sense.
- ii. Christy Dickinson: Higher SpEd

7. Ex Officio Report: (Ryan Bauer)

- a. Enrollment: Currently at X
- b. Personnel:
 - i. 2 paras changed roles to SpEd teachers
 - ii. 3 New paraprofessional positions filled
- c. Behavior
 - i. Locks going on bathroom doors
 - ii. Many behavior issues
- d. Marketing
 - i. Blogs published
 - ii. Newspaper Ads for FY23 enrollment
- e. Enrollment
 - i. Enrollment cap: as per 124E.11.b, school defines “the capacity of a program, class, grade level, or building”. For current program:

1. In-person cap: 100
2. Overall cap including Off-campus (transitions/online) students:
125

f. Curriculum:

i. Teachers are struggling

1. Constant uncertainty. Decision fatigue.
2. Have to cancel so many things:
 - a. No field trips
 - b. No celebrations
 - c. Need fun... and inspiration
3. What resources are available to help?
 - a. Does the state have any resources?
 - b. Danyelle has reached out to Jane Stevenson from the Regional Centers of Excellence.
 - c. Josh meeting with Nalani from OW on 12/15 to brainstorm ideas for resources.
 - d. Christy Dickinson will look into additional resources through the state.

ii. Special Education

1. Evaluating 5 students
2. Waiting on consent forms from 2 students to formally begin SpEd
3. High SpEd population
 - a. Does high SpEd population affect education of GenEd students

8. Student Data Report – Katie Siewert / Josh MacLachlan

- a. Reviewed Reading growth, Math growth, and presentation data.

9. Strategic Items:

- a. Mission / Vision / Values process review: Grow program?
 - i. Variables relevant to question of growing program
 1. Staffing is a huge issue that will need to continually be part of the conversation
 - a. Pursuing alternative avenues to licensure is important.
Some ESSER III programs may make this easier.
 - ii. Starting negotiations with OW at end of school year
- b. Review board election results
 - i. 9 total votes were cast.
 - ii. All votes provided by valid voting members? - VERIFIED
 - iii. Seats up for election: 3
 1. Katie Siewert (Community Member) - 9 votes, no write-ins (100%) -
RE-ELECTED
 2. Rachael McNamara (Community Member)- 9 votes, no write-ins
(100%) - RE-ELECTED
 3. David Massey (Community Member) - 9 votes, no write-ins (100%) -
RE-ELECTED
 - iv. Open seats with nominees: 1
 1. David Gunderman (Teacher Candidate) - 9 votes, no write-ins (100%) -
ELECTED
 - v. Open seats: 3
 1. Christy Dickinson (Parent Candidate) - 7 write-ins, no other write-ins

(100%) - ELECTED

2. No write-ins were made and no votes were cast for remaining 2 open seats.

- c. Review WBWF Summary Report
 - i. Summary report due to MDE December 15.
 - ii. Summary of WBWF goals.
- d. Policy Review: E-Learning Days (First Reading)
 - i. Ty Cody given floor: need formal policy for E-learning days
- e. Review TPS school calendar change request
 - i. Text functionality in Parent Square - Make sure that all parents get texts
- f. Board Training:
 - i. Onboarding of New board members: mncharterboards.com
 - ii. Legislation updates

10. Action Items:

- a. Approval/Denial/ of Policy: Health Insurance Bid Selection
 - i. Josh-Katie
 - 1. Unanimous
- b. Approval of Policy: Staff Licensure Requirements
 - i. Josh-Rachael
 - ii. Discussion
 - iii. Unanimous
- c. Approval of School Calendar Change:
 - i. Josh-Katie
 - ii. Discussion:
 - 1. 80% parents surveyed approved of the policy change

2. Should we do this with such close notice?

3. Sophie

iii. Motion Passes with Following votes:

1. Tenille - Aye

2. Christy - Aye

3. Katie - Aye

4. David Massey - Aye

5. David Gunderman - Nay

6. Rachael - Aye

7. Josh - Nay

11. Adjourn:

a. David Massey motions to adjourn at 7:21pm



- December 2021 -
Financial Statements

Prepared By:
Nate Winter



TABLE OF CONTENTS

Executive Summary.....	3
Dashboard.....	4
Comparative Balance Sheet.....	5
Balance Sheet by Fund.....	6
Income Statement.....	7-8
Check Register.....	9-10
Cash Receipt Register.....	11-12
Selected Information.....	13

Academic Arts High School Executive Summary

**To accompany the December 2021 financial statements, as presented to the
School Board**

** As of month-end, 50% of the year was complete

Enrollment

- Current Approved Budget: 98
- Current School Enrollment: 117
- Current Average ADM: 106.56
- Variance: 19

Statement of Activities

Cash at the end of December was \$330K, which is a \$9K decrease from the prior month. The current year estimated state receivable that is owed to the School through month end was \$204K. The estimated amount owed in the prior year state receivable to the School is \$35K.

The beginning fund balance for the year is \$442,749.

Schedule of Budget and Actual Revenue and Expenses

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

- Revenues for the month were at 50% of budget:
 - Two IDEAS payments on the 15th and 30th.
 - Normally monthly deposits, SERVS draws
- Expenditures for the month were at 49% of budget:
 - Normal monthly payments of rent, benefits, contracted services, and supplies went out
 - Chromebooks & tech equipment

Other Items of Importance

- Lease aid application is in the process of being submitted and is currently not included in the IDEAS payment formula.
- Due to the enrollment variance, CLA & AAHS are in the process of putting together a revised budget.

Academic Arts High School Financial Dashboard

December 2021 50% of School Year Complete

REVENUE

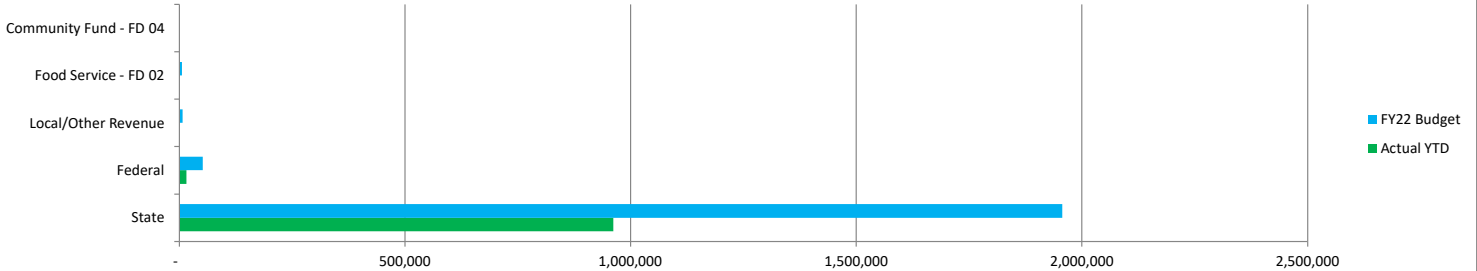
Total Revenue this Month
\$167,336

Total Revenue YTD
\$1,014,109

Budgeted Revenue FY22
\$2,021,625

% of Revenue Budget
50%

Revenue - Actual vs. Budget



EXPENSE

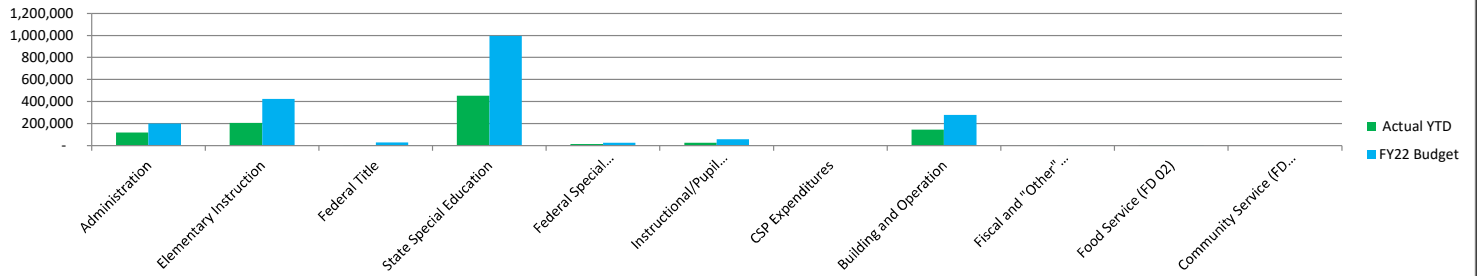
Total Expense this Month
\$171,596

Total Expense YTD
\$998,556

Budgeted Expense FY22
\$2,019,153

% of Expense Budget
49%

Expense - Actual vs. Budget



BALANCE SHEET

Cash at End of Month
\$329,810

Cash at End of Prior Month
\$338,524

Beginning Fund Balance - FY22
\$442,749

Budgeted Fund Balance - End of FY22
\$400,130

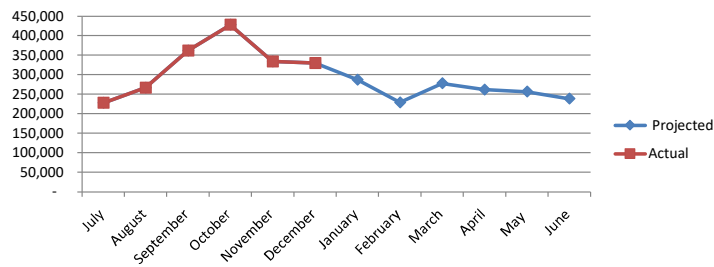
Cash at Beginning of Year
\$234,073

Projected Cash Balance- End of FY22
\$238,477

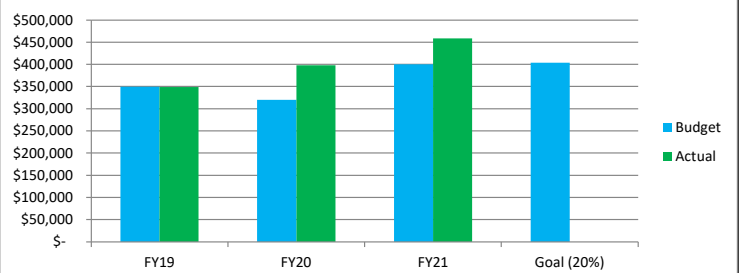
Fund Balance at Month End
\$458,302

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

Cash Flow Projection



Fund Balance - Budget vs. Actual



ENROLLMENT

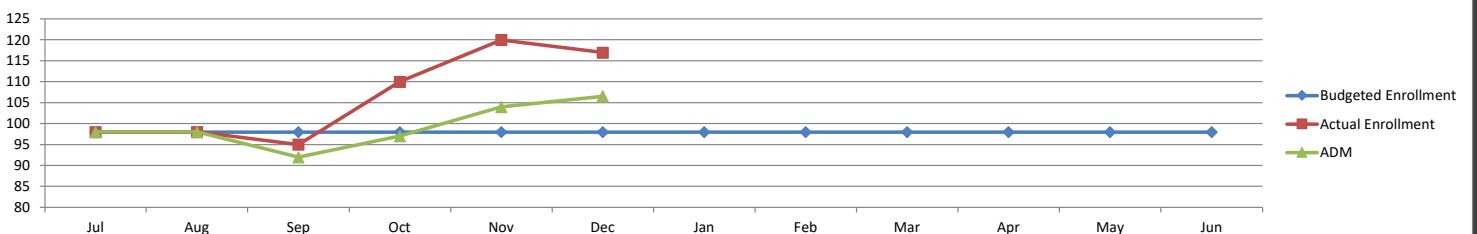
Actual Enrollment at Month End
117

Budgeted Enrollment
98

Actual ADM - YTD
107

Actual vs. Budgeted Enrollment Variance
19

Actual vs. Budgeted Enrollment



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

Academic Arts High School
Comparative Balance Sheet - All Funds
 As of December 2021

	Current Month	Prior Month	\$ Change	Audited	YTD \$ Change
	12/31/2021	11/30/2021		6/30/2021	
ASSETS:					
Current Assets:					
Cash	329,810	338,524	(8,714)	234,073	95,736
Accounts Receivable	-	-	-	4,895	(4,895)
Due from MDE - Prior Year Receivable	34,638	34,638	(0)	-	34,638
Due from MDE - Current Year Estimate	203,727	153,762	49,965	298,429	(94,702)
Due from Federal	25,237	38,981	(13,744)	52,414	(27,178)
Prepays	264	264	1	8,944	(8,680)
Total Current Assets	593,675	566,169	27,507	598,756	(5,080)
Capital Assets:					
Buildings and Equipment	-	-	-	-	-
Less: Accumulated Depreciation	-	-	-	-	-
Total Net Capital Assets	-	-	-	-	-
TOTAL ASSETS	593,675	566,169	27,507	598,756	(5,080)
LIABILITIES:					
Current Liabilities:					
Salaries Payable	120,146	100,122	20,024	93,315	26,831
Accounts Payable	10,949	-	10,949	35,715	(24,766)
Payroll Liabilities	4,279	3,895	384	26,977	(22,698)
Other Liabilities	-	-	-	-	-
Unearned Revenue	-	-	-	-	-
Line of Credit	-	-	-	-	-
Total Current Liabilities	135,373	104,017	31,356	156,007	(20,634)
FUND BALANCE					
Beginning Fund Balance as of July 1, 2021	442,749	442,749	-	390,558	
Net Income, FY2022 to Date	15,553	19,403	(3,850)	52,191	(36,638)
Ending Fund Balance	458,302	462,152	(3,850)	442,749	15,553
TOTAL FUND BALANCE	458,302	462,152	(3,850)	442,749	15,553
TOTAL LIABILITIES AND FUND BALANCE	593,675	566,169	27,506	598,756	(5,080)

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

Academic Arts High School

Balance Sheet

As of December 2021

	ALL FUNDS	General Fund	Food Service	Community Fund	Capital Assets
	Total	FD 01	FD 02	FD 04	FD 98
ASSETS:					
Current Assets:					
Cash	329,810	333,478	(3,668)	-	-
Accounts Receivable	-	-	-	-	-
Due from MDE - Prior Year Receivable	34,638	34,638	-	-	-
Due from MDE - Current Year Estimate	203,727	203,727	-	-	-
	-	-	-	-	-
Due from Federal	25,237	24,890	346	-	-
Prepays	264	264	-	-	-
Total Current Assets	593,675	596,997	(3,322)	-	-
Capital Assets					
Buildings and Equipment					
(Less) Depreciation					
Total Net Capital Assets	-				-
TOTAL ASSETS	593,675	596,997	(3,322)	-	-
LIABILITIES:					
Current Liabilities:					
Salaries Payable	120,146	120,146	-	-	-
Accounts Payable	10,949	10,949	-	-	-
Payroll Liabilities	4,279	4,279	-	-	-
Other Liabilities	-	-	-	-	-
Unearned Revenue	-	-	-	-	-
Line of Credit	-	-	-	-	-
Total Current Liabilities	135,371	135,373	-	-	-
FUND BALANCE					
Beginning Fund Balance as of July 1, 2021	442,749	442,403	346	-	-
Net Income, FY 2022 to Date	15,553	19,221	(3,668)	-	-
Ending Fund Balance	458,302	461,624	(3,322)	-	-
Investment in Capital Assets	-				-
TOTAL LIABILITIES AND FUND BALANCE	593,675	596,997	(3,322)	-	-

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

Academic Arts High School
Income Statement - Variance
As of December 2021

50% of Fiscal Year 2021-2022 Complete

Approved
06/15/2021

	YTD Actual	YTD Budget	YTD Variance	FY22 Original Budget	% of Budget
FUND 01					
DISTRICT REVENUE - GENERAL FUND					
Local & Other	1,069	3,700	(2,631)	7,400	14%
State - Gen. Ed. Aid	485,811	431,040	54,771	862,080	56%
State - Special Education	256,184	459,346	(203,162)	918,692	28%
State - Lease Aid	-	77,263	(77,263)	154,526	0%
State - Other	15,868	10,429	5,439	20,857	76%
Estimated State Holdback Recognized	203,727	-	-	-	N/A
PY Over/Under Accrual	-	-	-	-	N/A
Federal - CARES	35,664	-	35,664	-	0%
Federal - CRF	-	-	-	-	0%
Federal - Title	3,006	13,535	(10,529)	27,070	11%
Federal - Special Ed.	12,781	12,500	281	25,000	51%
TOTAL DISTRICT REVENUE - GENERAL FUND	1,014,109	1,007,813	6,297	2,015,625	50%
DISTRICT EXPENDITURES - GENERAL FUND					
Administration & District Support Services					
Salary & Benefits	48,781	48,329	453	96,657	50%
Purchased Services	53,234	35,000	18,234	70,000	76%
Supplies & Equipment	10,148	7,600	2,548	15,200	67%
Other Fees	6,608	8,500	(1,892)	17,000	39%
Total Administration & District Support Expenditures	118,770	99,429	19,342	198,857	60%
Instructional Expenditures					
Salary & Benefits	186,615	202,379	(15,764)	404,757	46%
Purchased Services	4,346	4,750	(405)	9,500	46%
Supplies & Equipment	13,662	5,000	8,662	10,000	137%
Other Fees	-	-	-	-	0%
Total Instructional Expenditures	204,622	212,129	(7,506)	424,257	48%
Federal Title					
Salary & Benefits	-	6,400	(6,400)	12,800	0%
Purchased Services	-	5,375	(5,375)	10,750	0%
Supplies & Equipment	3,006	1,760	1,246	3,520	85%
Other Fees	-	-	-	-	0%
Total Federal Title Expenditures	3,006	13,535	(10,529)	27,070	11%
State Special Education					
Salaries/Wages and Benefits	424,420	462,328	(37,908)	924,656	46%
Purchased Services	14,252	15,000	(748)	30,000	48%
Supplies & Equipment	-	1,250	(1,250)	2,500	0%
Transportation	12,545	19,055	(6,510)	38,109	33%
Other Fees	-	-	-	-	0%
Total State Special Education Expenditures	451,216	497,633	(46,416)	995,265	45%

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

	YTD Actual	YTD Budget	YTD Variance	FY22 Original Budget	% of Budget
Federal Special Education					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	2,489	7,500	(5,011)	15,000	17%
Supplies & Equipment	10,291	5,000	5,291	10,000	103%
Other Fees	-	-	-	-	0%
Total Federal Special Education Expenditures	12,781	12,500	281	25,000	51%
Instructional/Pupil Support					
Salary & Benefits	21,494	21,494	-	42,988	50%
Purchased Services	3,426	7,500	(4,074)	15,000	23%
Supplies & Equipment	-	-	-	-	0%
Other Fees	-	-	-	-	0%
Total Instructional Support Expenditures	24,920	28,994	(4,074)	57,988	43%
CARES/CRF Funding					
CARES	35,664	-	35,664	-	0%
CRF	-	-	-	-	0%
Total Instructional Support Expenditures	35,664	-	35,664	-	0%
Building & Operations					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	32,518	32,500	18	65,000	50%
Facilities Lease	102,108	102,108	0	204,216	50%
Supplies & Equipment	1,005	500	505	1,000	100%
Other Fees	8,277	4,250	4,027	8,500	97%
Total Building & Operations Expenditures	143,908	139,358	4,551	278,716	52%
Fiscal & Other Fixed Cost Programs					
Purchased Services	-	-	-	-	0%
Transfers to Other Funds	-	6,000	-	6,000	0%
Total Fiscal & Other Fixed Cost Programs Expend.	-	6,000	(6,000)	6,000	49%
TOTAL DISTRICT EXPENDITURES - GENERAL FUND	994,888	1,009,576	(14,689)	2,013,153	49%
GENERAL FUND (01) - NET INCOME	19,221	(1,765)	20,986	2,472	
FUND 02					
DISTRICT REVENUE - FOOD SERVICE FUND					
Local & Other	-	-	-	-	0%
State	-	-	-	-	0%
Federal	-	-	-	-	0%
Transfers from Other Funds	-	3,000	(3,000)	6,000	0%
TOTAL DISTRICT REVENUE - FOOD SERVICE FUND	-	3,000	(3,000)	6,000	0%
DISTRICT EXPENDITURES - FOOD SERVICE FUND					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	3,668	3,000	668	6,000	61%
Supplies & Equipment	-	-	-	-	0%
TOTAL DISTRICT EXPENDITURES - FOOD SERVICE FUND	3,668	3,000	668	6,000	61%
FOOD SERVICE FUND (02) - NET INCOME	(3,668)	-	(3,668)	-	
TOTAL REVENUES - ALL FUNDS	1,014,109	1,010,813	3,297	2,021,625	50%
TOTAL EXPENDITURES - ALL FUNDS	998,556	1,012,576	(14,020)	2,019,153	49%
NET INCOME (LOSS) - ALL FUNDS	15,553	(1,765)	17,318	2,472	
Estimated Beginning Fund Balance 7/1/2021	442,749			397,658	
Ending Fund Balance	458,302			400,130	

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

**Academic Arts High School
December 2021 Payment Register**

District #	Payment #	Bank	Check #	Pay Type	Payment Date	Vendor #	Vendor	Curr	Amount	Financials
4119	9150	AB		WX	12/31/2021	1101	CUB FOODS	USD	\$ 11.71	Instructional S&E
4119	9151	AB		WX	12/31/2021	1101	CUB FOODS	USD	\$ 180.00	Instructional S&E
4119	9152	AB		WX	12/31/2021	1313	Amazon	USD	\$ 16.09	Federal SPED S&E
4119	9153	AB		WX	12/31/2021	1313	Amazon	USD	\$ 89.28	Admin S&E
4119	9154	AB		WX	12/31/2021	1313	Amazon	USD	\$ 28.73	Admin S&E
4119	9155	AB		WX	12/31/2021	1313	Amazon	USD	\$ 70.91	Admin S&E
4119	9156	AB		WX	12/31/2021	1313	Amazon	USD	\$ 52.99	Federal SPED S&E
4119	9157	AB		WX	12/31/2021	1313	Amazon	USD	\$ 783.86	Federal SPED S&E
4119	9158	AB		WX	12/31/2021	1348	target	USD	\$ 70.13	Instructional S&E
4119	9159	AB		WX	12/31/2021	1348	target	USD	\$ 280.00	Admin S&E
4119	9160	AB		WX	12/31/2021	1348	target	USD	\$ 269.24	Admin S&E
4119	9161	AB		WX	12/31/2021	1348	target	USD	\$ 43.47	Instructional S&E
4119	9162	AB		WX	12/31/2021	1348	target	USD	\$ 1,030.00	Instructional S&E
4119	9163	AB		WX	12/31/2021	1353	St. Paul Voice	USD	\$ 165.72	Admin Purchased Services
4119	9164	AB		WX	12/31/2021	1430	Apple online	USD	\$ 2,291.30	Federal SPED S&E
4119	9165	AB		WX	12/31/2021	1575	Southview Office CenterLLC	USD	\$ 22,415.29	B/O Lease & PS
4119	9166	AB		WX	12/31/2021	1778	Teacherspay teachers	USD	\$ 3.22	Instructional S&E
4119	9167	AB		WX	12/31/2021	1778	Teacherspay teachers	USD	\$ 1.60	Instructional S&E
4119	9168	AB		WX	12/31/2021	1778	Teacherspay teachers	USD	\$ 2.00	Instructional S&E
4119	9169	AB		WX	12/31/2021	1778	Teacherspay teachers	USD	\$ 15.61	Instructional S&E
4119	9170	AB		WX	12/31/2021	1778	Teacherspay teachers	USD	\$ 4.29	Instructional S&E
4119	9171	AB		WX	12/31/2021	1778	Teacherspay teachers	USD	\$ 5.35	Instructional S&E
4119	9172	AB		WX	12/31/2021	1795	Aldi	USD	\$ 19.41	Instructional S&E
4119	9173	AB		WX	12/31/2021	1833	Old National Bank	USD	\$ 0.12	Admin Purchased Services
4119	9174	AB		WX	12/31/2021	1856	CliftonLarsonAllen LLP	USD	\$ 4,394.92	Admin Purchased Services
4119	9175	AB		WX	12/31/2021	1883	Alerus	USD	\$ 162.40	Payroll Liabilities
4119	9176	AB		WX	12/31/2021	1883	Alerus	USD	\$ 50.00	Payroll Liabilities
4119	9177	AB		WX	12/31/2021	1883	Alerus	USD	\$ 162.40	Payroll Liabilities
4119	9178	AB		WX	12/31/2021	1886	TRA	USD	\$ 4,471.04	Payroll Liabilities
4119	9179	AB		WX	12/31/2021	1886	TRA	USD	\$ 4,471.04	Payroll Liabilities
4119	9180	AB		WX	12/31/2021	1887	PERA	USD	\$ 3,381.70	Payroll Liabilities
4119	9181	AB		WX	12/31/2021	1887	PERA	USD	\$ 3,512.68	Payroll Liabilities
4119	9182	AB		WX	12/31/2021	1888	IRS	USD	\$ 12,115.49	Payroll Liabilities
4119	9183	AB		WX	12/31/2021	1888	IRS	USD	\$ 11,665.44	Payroll Liabilities
4119	9184	AB		WX	12/31/2021	1889	MN Dept of Revenue	USD	\$ 1,949.12	Payroll Liabilities
4119	9185	AB		WX	12/31/2021	1889	MN Dept of Revenue	USD	\$ 2,045.66	Payroll Liabilities
4119	9186	AB		WX	12/31/2021	1919	C & S Vending Company	USD	\$ 6.10	Food Service
4119	9187	AB		WX	12/31/2021	1919	C & S Vending Company	USD	\$ 6.10	Food Service
4119	9188	AB		WX	12/31/2021	1919	C & S Vending Company	USD	\$ 6.10	Food Service
4119	9189	AB		WX	12/31/2021	1919	C & S Vending Company	USD	\$ 6.10	Food Service

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

4119	9190	AB		WX	12/31/2021	1919	C & S Vending Company	USD \$	6.10	Food Service
4119	9190	AB		WX	12/31/2021	1919	C & S Vending Company	USD \$	(6.10)	Food Service
4119	9191	AB		WX	12/31/2021	1919	C & S Vending Company	USD \$	5.85	Food Service
4119	9192	AB		WX	12/31/2021	1919	C & S Vending Company	USD \$	5.85	Food Service
4119	9193	AB		WX	12/31/2021	1919	C & S Vending Company	USD \$	5.85	Food Service
4119	9194	AB		WX	12/31/2021	1919	C & S Vending Company	USD \$	5.85	Food Service
4119	9195	AB		WX	12/31/2021	1919	C & S Vending Company	USD \$	5.85	Food Service
4119	9196	AB		WX	12/31/2021	1919	C & S Vending Company	USD \$	5.85	Food Service
4119	9197	AB		WX	12/31/2021	1919	C & S Vending Company	USD \$	5.10	Food Service
4119	9198	AB		WX	12/31/2021	1919	C & S Vending Company	USD \$	4.60	Food Service
4119	9199	AB		WX	12/31/2021	1919	C & S Vending Company	USD \$	4.10	Food Service
4119	9200	AB		WX	12/31/2021	1919	C & S Vending Company	USD \$	3.60	Food Service
4119	9201	AB		WX	12/31/2021	1919	C & S Vending Company	USD \$	3.60	Food Service
4119	9202	AB		WX	12/31/2021	1919	C & S Vending Company	USD \$	2.85	Food Service
4119	9204	AB		WX	12/31/2021	1924	Skyroam, INC	USD \$	9.00	Instructional PS
4119	9205	AB		WX	12/31/2021	1959	Stamps.com	USD \$	17.99	Admin Purchased Services
4119	9206	AB		WX	12/31/2021	1979	Midway Driving School	USD \$	565.00	Instructional PS
4119	9207	AB		WX	12/31/2021	1982	Key Me Locksmith	USD \$	11.21	B/O S&E
4119	9208	AB		WX	12/31/2021	1982	Key Me Locksmith	USD \$	1.86	B/O S&E
4119	9210	AB		WX	12/31/2021	1924	Skyroam, INC	USD \$	9.00	Instructional PS
4119	9127	AB	6715	CH	12/16/2021	1919	C & S Vending Company	USD \$	493.75	Food Service
4119	9127	AB	6715	CH	12/16/2021	1919	C & S Vending Company	USD \$	293.50	Food Service
4119	9127	AB	6715	CH	12/16/2021	1919	C & S Vending Company	USD \$	254.00	Food Service
4119	9127	AB	6715	CH	12/16/2021	1919	C & S Vending Company	USD \$	275.50	Food Service
4119	9127	AB	6715	CH	12/16/2021	1919	C & S Vending Company	USD \$	373.75	Food Service
4119	9127	AB	6715	CH	12/16/2021	1919	C & S Vending Company	USD \$	366.50	Food Service
4119	9127	AB	6715	CH	12/16/2021	1919	C & S Vending Company	USD \$	(633.00)	Food Service
4119	9115	AB	6716	CH	12/16/2021	1014	Century Link	USD \$	350.90	Admin Purchased Services
4119	9120	AB	6717	CH	12/16/2021	1849	Comcast Business	USD \$	154.76	Admin Purchased Services
4119	9116	AB	6718	CH	12/16/2021	1016	EDVISIONS COOPERATIVE	USD \$	25.00	Admin Purchased Services
4119	9119	AB	6719	CH	12/16/2021	1830	Hennepin Healthcare	USD \$	966.00	I/PS Purchased Services
4119	9121	AB	6720	CH	12/16/2021	1879	MN PEIP - C/O MMB Fiscal Services	USD \$	9,956.47	Payroll Liabilities
4119	9117	AB	6721	CH	12/16/2021	1249	National Recognition Products	USD \$	25.00	Instructional S&E
4119	9123	AB	6722	CH	12/16/2021	1922	Pacific Onesource Inc	USD \$	3,204.00	ESSER S&E
4119	9125	AB	6723	CH	12/16/2021	1953	Stephanie Lonetti	USD \$	17.68	Instructional S&E
4119	9124	AB	6724	CH	12/16/2021	1939	Superior Point	USD \$	1,174.00	Admin Benefits
4119	9118	AB	6725	CH	12/16/2021	1473	US Bancorp Equipment Finance	USD \$	229.50	I/PS Purchased Services
4119	9118	AB	6725	CH	12/16/2021	1473	US Bancorp Equipment Finance	USD \$	202.79	I/PS Purchased Services
4119	9126	AB	6726	CH	12/16/2021	1975	WeVideo Inc.	USD \$	1,070.75	Admin S&E
4119	9128	AB	6727	CH	12/16/2021	1324	Teachers on Call	USD \$	229.50	Instructional PS
4119	9129	AB	30010	CH	12/24/2021	1046	MN BCA	USD \$	8.00	Admin Purchased Services
4119	9130	AB	30020	CH	12/14/2021	1046	MN BCA	USD \$	8.00	Admin Purchased Services
Total:									\$ 95,975.97	

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

Academic Arts High School Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
1735	4119	AB	CR122													
12.15.21	IDEAS Payment			1910	Credit	A	12/15/21	Wire	1	c1	Misc					
							4119 R 01 005 000 000 211 000			FY22 General Education Aid					61,735.01	0.00
														Receipt Total:	\$61,735.01	\$0.00
														Deposit Total:	\$61,735.01	\$0.00
1736	4119	AB	CR122													
12.15.21	YMCA Eagan Reimburs			1911	Credit	A	12/15/21	Wire	1	c1	Misc					
							4119 E 01 010 211 000 820 000			12.15.21 YMCA Eagan Reiml					6.31	0.00
														Receipt Total:	\$6.31	\$0.00
														Deposit Total:	\$6.31	\$0.00
1737	4119	AB	CR122													
12.16.21	SERVS Draw			1912	Credit	A	12/16/21	Wire	1	c1	Misc					
							4119 R 01 005 000 155 400 011			FY22 FIN 155 CRS 011					19,055.13	0.00
							4119 R 01 005 000 151 400 012			FY22 FIN 151 CRS 012					5,824.11	0.00
							4119 R 01 005 000 152 400 012			FY22 FIN 152 CRS 012					1,680.33	0.00
														Receipt Total:	\$26,559.57	\$0.00
														Deposit Total:	\$26,559.57	\$0.00
1738	4119	AB	CR122													
12.23.21	Amazon Refund			1913	Credit	A	12/23/21	Wire	1	c1	Misc					
							4119 E 01 005 110 000 401 000			12.23.21 Amazon Refund					100.00	0.00
														Receipt Total:	\$100.00	\$0.00
														Deposit Total:	\$100.00	\$0.00
1739	4119	AB	CR122													
12.29.21	Amazon Refund			1914	Credit	A	12/29/21	Wire	1	1003	FEDERAL START-UP					
							4119 E 01 005 110 000 401 000			12.29.21 Amazon Refund					1,202.97	0.00
														Receipt Total:	\$1,202.97	\$0.00
														Deposit Total:	\$1,202.97	\$0.00
1740	4119	AB	CR122													
12.30.21	IDEAS Payment			1915	Credit	A	12/30/21	Wire	1	c1	Misc					
							4119 B 01 121 000			FY21 General Education Aid					1.03	0.00

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

Academic Arts High School Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
1740	4119	AB	CR1221													
12.30.21	IDEAS Payment		1915	Credit	A	12/30/21		Wire	1	c1	Misc					
			4119	R	01	005	000	000	211	000	FY22 General Education Aid			77,730.94		0.00
														Receipt Total:	\$77,731.97	\$0.00
														Deposit Total:	\$77,731.97	\$0.00
														Report Total:	\$167,335.83	\$0.00

Academic Arts High School
Historical and Forecasted Financial Statements
Selected Information
For the Six Months Ended Decemer 31st, 2021 and Year Ending June 30th, 2022

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 15th, 2021 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.

21-22 September
Board Meeting (Highlights and To Do)

Date: 1/18/22
Ex Officio: Ty Cody

School Events

-
-

Committee Updates

TPS:

- Decision based on protocol to go to 10 day quarantine through 1/24
- Planning for Feb retreat with Jane/Erik of RCE. Will be held at school.
- Looking at voting system.

Personnel:

- Currently have hired three more staff than originally planned for 21-22
 - One Special Ed Teacher, 2 Special Ed Paras

Behavior:

- Bathroom doors are now back on with locks (major issues were taking place)
- Getting updated security systems

Finance:

-

Nutrition:

-

Marketing:

- New blogs! On our website
 - First one on how we're different as a tps school

Enrollment:

- 123 enrolled, 107.8 ADM

Curriculum:

- Pushed clear expectations to families during virtual learning

Sped:

- In the process of evaluating 7 students - would bring our sped above 40%
 -
-

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

- 1.

(draft for board)

AAHS currently has five snow days built into our 21-22 calendar.

If we take away three of those by extending winter break, we'd only have two snow days remaining.

We realized we need an e-learning plan to be able to have virtual days if we need more than two snow days in the 21-22 school year

E-Learning Days

The TPS Committee requests the board approve our E-Learning Day plan. There is an annual notice requirement. We are requesting approval now due to unforeseen challenges we've faced with COVID-19.

E-Learning (Virtual) Days at Academic Arts

E-Learning day hours: 8:30 a.m. - 3:05 p.m.

Daily notice: On an e-learning day declared by the school, the school will notify parents and students at least two hours prior to the normal school start time that students need to follow the e-learning day plan for that day.

All students will be provided Chromebooks the day prior to an anticipated E-Learning day being called.

Accommodations: accommodations for students without Internet access at home and for digital device access for families without the technology or an insufficient amount of technology for the number of children in the household. A school's e-learning day plan must provide accessible options for students with disabilities

Teacher access. Each student's teacher will be accessible both online and by telephone during normal school hours on an e-learning day to assist students and parents.

Annual notice. The school will notify parents and students of the e-learning day plan at the beginning of the school year.

HARASSMENT AND VIOLENCE

I. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

B. A violation of this policy occurs when any student, teacher, administrator or other school district personnel harasses a student, teacher, administrator or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a person's race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability as defined in the attached procedures.

C. A violation of this policy occurs when any student, teacher, administrator or other school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, and to discipline or take appropriate action against any student, teacher, administrator or other school district personnel who is found to have violated this policy. Please refer to the school's Code of Conduct for additional information related to this policy.

Flagrant or extreme forms of harassment or any form of violence may result in immediate suspension followed by expulsion. Academic Arts encourages parties in conflict to participate in restorative conflict-resolution procedures.

E. For purposes of this policy, school personnel includes school board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the district.

II. HARASSMENT OR VIOLENCE AS ABUSE

A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn. Statutes may be applicable.

B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence or abuse.

Policy 413 - Harassment and Violence Adopted:

References: Minn. Stat. § 120B.232 (Character Development Education) Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious and Racial Harassment and Violence Policy) Minn. Stat. § 121A.031 (School Student Bullying Policy) Minn. Stat. Ch. 363 (Minnesota Human Rights Act) Minn. Stat. § 609.341 (Definitions) Minn. Stat. § 626.556 et seq. (Reporting of Maltreatment of Minors) 20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972) 29 U.S.C. § 621 et seq. (Age Discrimination in Employment Act) 29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504) 42 U.S.C. § 1983 (Civil Action for Deprivation of Rights) 42 U.S.C. § 2000d et seq. (Title VI of the Civil Rights Act of 1964) 42 U.S.C. § 2000e et seq. (Title VII of the Civil Rights Act) 42 U.S.C. § 12101 et seq. (Americans with Disabilities Act) Cross References: Policy 102 (Equal Educational and Employment Opportunity) Policy 401 (Equal Employment Opportunity) Policy 402 (Disability Nondiscrimination Policy) Policy 403 (Dismissal of School District Employees) Policy 406 (Public and Private Personnel Data) Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse) Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults) Policy 506 (Student Discipline) Policy 514 (Bullying Prohibition) Policy 515 (Protection and Privacy of Pupil Records) Policy 521 (Student Disability Nondiscrimination) Policy 522 (Student Sex Nondiscrimination) Policy 524.1 and 524.2 (Internet Acceptable Use and Safety Policy) Policy 526 (Hazing Prohibition) Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

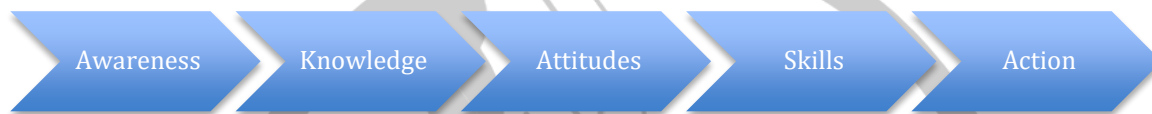
Academic Arts High School

FY21 Formative Environmental Education Performance Evaluation

Overview

The Osprey Wilds Environmental Learning Center defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth. The overarching goal of environmental education is an environmentally literate citizenry. The test of environmental literacy is the capacity of an individual to work individually and collectively toward sustaining a healthy natural environment. This requires sufficient awareness, knowledge, skills, and attitudes in order to create a healthy planet where all people live in balance with the Earth.

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



No single indicator describes the full picture of a school’s environmental focus or performance on its EE-related goals. The performance areas are to be used together to indicate the total picture of the school’s EE efforts. This formative evaluation should provide guidance for the school on areas of improvement related to the five outcomes identified in Exhibit H of the charter contract, and reflect the school’s progress toward these goals.

This evaluation is informed solely by data provided by the school. This underscores the importance of effectively implementing the school’s environmental literacy plan (ELP), which includes ensuring teachers understand their role, collecting appropriate data, and reporting on students’ progress toward the goal – not only activities. This evaluation does not include inputs observed by Osprey Wilds on site visits or reported by the school in the Annual Report or EE Survey.

Results of this formative evaluation become part of the body of information used to complete a summative evaluation of the school’s environmental education program during the final year of the school’s contract, and inform charter school renewal decisions made by the Osprey Wilds Board of Directors.

Environmental Education Performance Indicators

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

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

Ratings

Each measure will receive one of five ratings based on evaluation of the established indicators. Because it is formative in nature, this evaluation will indicate whether schools are on track to meet the rating described below. Again, no one measure identifies the full picture of a school's operational standing. The measures are to be used together to indicate the total strength of the school's EE program and its success in creating environmentally literate students.

OUTCOMES:

Exceeds Standard

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

Meets Standard

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

Approaches Standard

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

Does Not Meet Standard

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

INPUTS:

Well-Developed

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

Approaching Well-Developed

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

Partially Developed

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

Minimally Developed

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

Undeveloped

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

Summary of 2020-2021 Environmental Education Performance

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

Note: This evaluation is intended to provide feedback on the school's performance on its ELP, which is aligned to Indicator Areas 1-5, above. Evaluation on Indicator Areas 6-8 will be issued in the school's summative EE evaluation, which will be provided during the final year of the school's current contract.

Formative Evaluation Summary:

As the narrative from Academic Arts High School explains, the challenges of engaging students during extended periods of distance learning presented prohibitive barriers to completing or even incorporating complex individual projects such as the projects outlined in Indicator 4 and 5, into the curriculum. Because no data was gathered by the time of submitting the EE Survey for several areas, the school did not meet standard for several indicator areas.

However, in reading the school's responses to the additional questions posed in the EE Survey, it is clear the school is making significant, school-wide changes to its approach to EE. Osprey Wilds is hopeful that with the incorporation of the EE committee into the curriculum committee, the school will be able to draft goals for the coming school year that will provide evidence of progress toward the goals. It will be important for the school to draft at least two feasible strategies and methods for each Indicator, planning for potential periods of distance learning and/or low student engagement. The school should consider drafting more, simple goals to ensure that at least some data can be gathered and evaluated for each indicator in the coming academic year. Emphasizing the interconnected nature of social justice and environmental literacy could be a helpful pathway for deeper student engagement, and Osprey Wilds is eager to see how AAHS begins to draft new goals in the coming academic year.

EE Performance Indicator 1: Awareness

Standard:

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

School Goal:

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

The school is on track to earn the rating:

Exceeds Standard

The school met its contractual goal and provided additional evidence of increasing awareness of the relationship between the environment and human life among its students and faculty.

Meets Standard

The school met its contractual goal and provided evidence of increasing awareness of the relationship between the environment and human life among its students and faculty.

Approaches Standard

The school nearly met its contractual goal and provided some evidence of increasing awareness of the relationship between the environment and human life among its students and staff.

Does Not Meet Standard

The school did not meet its contractual goal or did not provide evidence to demonstrate an emergent awareness of the relationship between the environment and human life among its students and staff.

Data: AAHS's 2020-2021 ELP indicated the following measure for this indicator area:

- Students will be able to identify one human activity contributing to climate change (e.g.) carbon dioxide, burning fossil fuels, cattle farming, etc.)
 - 80% of students will be able to identify at least one human activity contributing to climate change in at least 1 of 2 teacher tie-in reflection assignments asking for this identification in the NEST by the end of quarter 4.
 - **Results:** Out of 36 students who completed the quarter 2 LNT survey (only LNT survey conducted in FY21), 29 were able to identify at least one human activity that contributes to climate change (80.6%).

Analysis:

Using the revised evaluation method indicated above, the school was able to meet the target goal. The school's performance in this indicator area meets standard. The school provided evidence that students and staff at AAHS have the awareness, or are increasing their awareness, of the relationship between the environment and human life.

EE Performance Indicator 2: Knowledge

Standard:

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

School Goal:

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

The school is on track to earn the rating:

Exceeds Standard

The school met its contractual goal and provided evidence of increasing knowledge of human and natural systems and processes among its students and faculty.

Meets Standard

The school met its contractual goal and provided evidence of increasing knowledge of human and natural systems and processes among its students and faculty.

Approaches Standard

The school nearly met its contractual goal and provided some evidence of knowledge of human and natural systems and processes among its students and faculty.

Does Not Meet Standard

The school did not meet its contractual goal or provided insufficient evidence of knowledge of human and natural systems and processes among its students and faculty.

Data: AAHS's 2020-2021 ELP indicated the following measure for this indicator area:

- Students will be able to identify one way in which climate change affects humans.
 - 80% of students will be able to identify at least one way in which climate change affects humans in at least 1 of 2 teacher tie-in reflection assignments asking for this identification in the NEST by the end of quarter 4.
 - **Results:** Out of 36 students who completed the quarter 2 LNT survey (only LNT survey conducted in FY21), 29 were able to identify at least one human activity that contributes to climate change (80.6%).

Analysis:

Using the revised evaluation method indicated above, the school was able to meet the target goal. The school's performance in this indicator area meets standard. The school provided evidence that students and staff at AAHS have the knowledge, or are increasing their knowledge, of human and natural systems and processes.

EE Performance Indicator 3: Attitudes

Standard:

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

School Goal:

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

The school is on track to earn the rating:

Exceeds Standard

The school met its contractual goal and provided evidence of increasing attitudes of appreciation and concern for the environment among its students and faculty.

Meets Standard

The school met its contractual goal and provided evidence of increasing attitudes of appreciation and concern for the environment among its students and faculty.

Approaches Standard

The school nearly met its contractual goal and provided some evidence of attitudes of appreciation and concern for the environment among its students and faculty.

Does Not Meet Standard

The school did not meet its contractual goal or provided insufficient evidence of attitudes of appreciation and concern for the environment among its students and faculty.

Data: AAHS' 2020-2021 ELP indicated the following measure for this indicator area:

- Students who participate in qualifying "AHA Day" experiences will demonstrate appreciation and concern for the environment.
 - Students will complete journaling prompts OR complete surveys for all qualifying** experiences. * *Data set will consist of all valid students from respective learning models throughout the year.* ***Qualifying experiences include those in natural spaces or suggestions from staff specifically designed for this metric.*
 - 80% of students will indicate at least one area of appreciation or concern or show an increase when responding to the following journal prompts / Survey question: Pre/Post trip example question: "On a scale of 1-5, how much do you agree with the statement: *'My AHA Day experience increased my appreciation or concern for the environment?'*"
 - **Results:** We do not have useful data for this indicator. No overnight experiences were held in FY21. Though students did participate in outdoor AHA Day experiences relevant to the variant indicator. The rate of outdoor experiences was estimated at 25-30% (i.e. 25-30% of students who participated in AHA Day chose and shared outdoor experiences). We did not effectively track and follow up with the students who chose to have outdoor experiences on AHA Days. Though there were many variables that made meeting the goals in or ECP during Covid, timely data collection during distance learning is the main reason we do not have useful data for this

indicator. Assuming we will go back to full in-person teaching in FY22, this variant will be obsolete. However, were we to continue with this variant better data collection protocols would be the key focus area for improvement.

Analysis:

As the narrative from Academic Arts High School explains, the challenges of engaging students during extended periods of distance learning presented prohibitive barriers to completing or even incorporating complex individual projects into the curriculum. Because no data was gathered for this indicator by the time of submitting the EE Survey, the school does not meet standard for this indicator area.



EE Performance Indicator 4: Skills

Standard:

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

School Goal:

1. Students and staff at *ACADEMIC ARTS HIGH SCHOOL* have or are increasing their problem solving and critical thinking skills as it relates to the environment and human life.

The school is on track to earn the rating:

Exceeds Standard

The school met its contractual goal and provided evidence of increasing problem solving and critical thinking skills as it relates to the environment and human life among its students and faculty.

Meets Standard

The school met its contractual goal and provided evidence of increasing problem solving and critical thinking skills as it relates to the environment and human life among its students and faculty.

Approaches Standard

The school nearly met its contractual goal and provided some evidence of problem solving and critical thinking skills as it relates to the environment and human life among its students and faculty.

Does Not Meet Standard

The school did not meet its contractual goal or provided insufficient evidence of problem solving and critical thinking skills as it relates to the environment and human life among its students and faculty.

Data: AAHS' 2020-2021 ELP indicated the following measure for this indicator area:

- Students will propose, as part of class projects, a solution to a real-world environmental problem.
 - 80% of students who complete a class activity (assignment, discussion, project deliverable, etc.) requiring a proposal for a solution to a real-world environmental problem will earn at least 80% on the specific project or assignment rubric. EXAMPLE: A "Build Your Own Society" project in a Social Studies class may have a small assignment in development of the final product or part of the final product that requires the student to propose a solution to a real world environmental problem. In this example, we would be referencing the rubric for that specific part, not necessarily the final project grade.
 - **Results:** We currently do not have useful data for this indicator. We found that the structure of the NEST curriculum did not allow for individual projects that could focus on the specific questions addressed in this indicator. There are projects that are relevant to this indicator that were completed in the quarters 1 and 2 of FY21 (before the NEST curriculum was implemented) but we do not have this data available for the June 30, 2021

submission of our ECP survey. We do plan to review this data in curriculum development meetings in July and August and will update OW as we have more information.

Analysis:

As the narrative from Academic Arts High School explains, the challenges of engaging students during extended periods of distance learning presented prohibitive barriers to completing or even incorporating complex individual projects into the curriculum. Because no data was gathered for this indicator by the time of submitting the EE Survey, the school does not meet standard for this indicator area.



EE Performance Indicator 5: Action

Standard:

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

School Goal:

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

The school is on track to earn the rating:

Exceeds Standard

The school met its contractual goal and provided evidence of increasing capacity to perceive and interpret the health of environmental and social systems and take appropriate action to maintain, restore, or improve the health of those systems among its students and faculty.

Meets Standard

The school met its contractual goal and provided evidence of increasing capacity to perceive and interpret the health of environmental and social systems and take appropriate action to maintain, restore, or improve the health of those systems among its students and faculty.

Approaches Standard

The school nearly met its contractual goal and provided some evidence of capacity to perceive and interpret the health of environmental and social systems and take appropriate action to maintain, restore, or improve the health of those systems among its students and faculty.

Does Not Meet Standard

The school did not meet its contractual goal or provided insufficient evidence of capacity to perceive and interpret the health of environmental and social systems and take appropriate action to maintain, restore, or improve the health of those systems literacy among its students and faculty.

Data: AAHS' 2020-2021 ELP indicated the following measure for this indicator area:

- Students will educate and advocate to the greater community about their views on issues relevant to the natural environment.
 - 80% of students who complete a project that features or includes a reflection of their views (knowledge and/or attitudes) on an environmental issue will present these views to members of the greater community by presenting at exhibition day or exhibiting their project and reflection in a public forum (e.g. Padlet, Blog, etc.) or both. EXAMPLE: A "3D Environmental Art" class may have students create art inspired by nature. If, as part of the final project, students are required to reflect on their views on an environmental issue as part of the artist statement, students who complete this class project (i.e. pass the class) would be included in the data set for this evaluation method.
 - **Results:** We currently do not have useful data for this indicator. See response to previous indicator for an explanation as to why we currently do not have useful data for this indicator.

Analysis:

As the narrative from Academic Arts High School explains, the challenges of engaging students during extended periods of distance learning presented prohibitive barriers to completing or even incorporating complex individual projects such as the projects outlined in Indicator 4 and 5, into the curriculum. Because no data was gathered by the time of submitting the EE Survey, the school does not meet standard for this indicator area.



PROPOSAL

Updated of Academic Arts

Academic Arts

60 E Marie Ave Suite 220
West St Paul, Minnesota 55118 United States
651-457-7427

Revision: 0
Modified: 12/14/2021



Presented By:

S.O.S Security, LLC

2619 E. Clairemont Ave.
Eau Claire, WI 54701 USA
(715) 955-4581
www.sos-security.com



S.O.S Security, LLC
(715) 955-4581



- 1 Aiphone Master Station**
Color Video Set, Hands Free 2 Door Set



- 1 Altronix Corporation 2.5 amp power supplies board only**
Power Supply Charger, Single Output, 6/12/24VDC @ 2.5A, 24/28VAC, Board



- 1 Eik TRG1640L6
16V40VA Plugin Transformer, Protection level 6



- 1 MISC BATT127
MarCum 12 Volt 7 Amp Replacement Battery



- 15 DMP DMP Keyfob**
DMP Keyfob



- 2 DMP Single Gauge Reader**
Supports Farpointe + certain HID and AWID 125-kHz Proximity protocols, single-gang mount



- 1 DMP Thinline LCD Keypad with 4 zones**
32-character alphanumeric LCD keypad in a sleek design with blue backlit keyboard, four Class B zones, self-test diagnostics, three 2-button Panic keys, supervised or unsupervised operation, alert sounder, armed and AC LED. Keypad turns red in alarm condition. Includes EOL resistors. (8.5-15 VDC)

* Price Includes Accessories



1 DMP XR150 DMP Control panel

142 inputs, 8 keypads = 32 zones, 1 built-in LX Bus (100zones), and 10,000 user codes with 99 profiles, dialer and network connectivity, systems integration, Includes 50VA



1 Altronix Corporation 2.5 amp power supplies board only
Power Supply Charger, Single Output, 6/12/24VDC @ 2.5A, 24/28VAC, Board



1 MISC BATT127
MarCum 12 Volt 7 Amp Replacement Battery

1 SOS Access Control Drop

Pull Wire from System to Access Controlled Door



100 MISC 18/4 Stranded
18/4 Stranded wire



100 MISC 22/6 per ft
22/6 Stranded, shield, riser Per Foot



1 SOS Access Control Installation

Run 22/10 to all Card Readers, Run 18/2 to all Door Strikes/Mag Locks, Install Conduit where needed, Terminate all Devices and Install Panel, Program and Test

Access Control Total

\$3,296.39

* Price Includes Accessories



1 SOS Camera System Install

Pull wire to all cameras, Install cameras and recorder, setup and test



26 SOS Cat6 drop with WallPlate installed

1 Cat6, with 1 port wallplate, 1 Cat6 Insert



26 Carlon Single Gang
single gang box



3900 MISC Cat6 non-plenum
23-4P UTP Cat6



26 Vanco International, Inc 1 Port Wallplate
1 Port Wallplate



26 Vanco International, Inc Cat6 Insert
Cat6 Data Jack Insert, Light Almond



1 Uniview tec 32Ch 16 PoE 12MP Resolution H.265 NVR

32Ch 16 PoE 12MP Resolution H.265 NVR Supports 4 SATA HDD's up to 10TB each



26 Uniview tec 5MP, TDN, WDR, IR, Lighthouse Turret Dome

LightHunter illumination technology ensures ultra-high color image up to 0.003 Lux 2.8mm fixed lens,

* Price Includes Accessories



26 Uniview tec 5MP Turret Back Box
5MP Turret Back Box



26 Uniview tec Wall Mount for 5MP Turret
Wall Mount for 5MP Turret

Camera System Total

\$13,202.58

Phone System



12 **Ipitomy T46S**
Executive Color Gig Phone

Phone System Total

\$2,400.00

Project Subtotal:

\$18,898.97

* Price Includes Accessories

PROJECT SUMMARY

Equipment:	\$18,898.97
Sales Tax:	\$1,432.46

Grand Total:	\$20,331.43
---------------------	--------------------

Service Plan

Name: Stephanie

Number: SP-02967

Auto-renew? Yes No

DMP Advanced Access Control Reports	\$6.00	Monthly
Annual Inspection	\$75.00	Annually
DMP Basic Interactive	\$22.95	Monthly
Phone System	\$324.00	Monthly
Per line monthly fee		

Plus Applicable Taxes

Client:

Date

Contractor: S.O.S Security, LLC

Date