

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

**Present:** Amy Charpentier, Josh MacLachlan, Rachael McNamara, LeAnn Lindusky, David Massey, Nate Winter - CLA, AAHS TPS Representative: Heather Fjelstad

**Absent:** Katie Siewert

**Agenda**

1. Call to Order:
2. Conflict of Interest Check:
3. Approval of September 17, 2019 Agenda:
4. Approval of August 20, 2019 Minutes:
5. Public Comments:
6. Financial Report: (Josh MacLachlan - Treasurer, Nate Winter - CLA)
  - a. Approval of Financial Reports for June, July, and August 2019
  - b. Approval of disbursements for June, July, and August 2019
7. TPS Report: (Ex Officio - )
  - a. Enrollment:
  - b. ADM:
  - c. School Events:
  - d. TPS Accountability Manager:
  - e. Staffing:
  - f. Committees:
    - i. TPS:
    - ii. Personnel Committee:
    - iii. Evaluation Task Force:
    - iv. Curriculum:
    - v. Financial:
    - vi. PLC Committee:
    - vii. ESSA Task Force:

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8. Student Data Report – Josh MacLachlan
9. Committee to Evaluate Contract with EdVisions
10. Strategic Items
  - a. Board member search status:
    - i. Parents interested in serving on board
  - b. Review of remediation plan and site visit feedback letter from ACNW
11. Action Items
  - a. Approval of revisions to policy 4.8 Tobacco Use and 4.9 Internet Use
  - b. Approval of Transportation agreement between Dakota county and AAHS
  - c. Establishment of task force to finalize Remediation plan to ACNW
  - d. Appointment of new board members
12. Adjourn

School Board Meeting Agenda and Minutes  
Tuesday, August 20, 2019  
5:00 pm  
AAHS Classroom 122

**Present:** Amy Charpentier, Josh MacLachlan, Rachael McNamara, Katie Siewert, LeAnn Lindusky, AAHS TPS Representative: Heather Fjelstad

**Absent:** David Massey, Nate Winter - CLA

**Agenda**

1. Call to Order:
  - a. Amy Charpentier calls meeting to order at 5:06
  
2. Conflict of Interest Check:
  - a. None to report
  
3. Approval of August 20, 2019 Agenda:
  - a. Rachael McNamara motions to approve the August 20, 2019 agenda with the amendment of items 11d, approval of transportation contract, and 11e, approval of the board evaluation of the TPS committee - Amy Charpentier Seconds
  - b. Discussion:
    - i. Additional action items needed:
      1. 11d - Approval of Transportation contract with CSTMN, LLC
      2. 11e - Approval of Board Evaluation of TPS committee.
  - c. Motion Passes with following votes:
    - i. Amy Charpentier - Aye
    - ii. Josh MacLachlan - Aye
    - iii. Rachael McNamara - Aye
    - iv. Leann Lindusky -Aye
    - v. Katie Siewert -Aye
  
4. Approval of July 16, 2019 Minutes:
  - a. Katie motions to approve the July 16, 2019 minutes - Amy Charpentier seconds
  - b. Discussion:
    - i. No corrections to note.
  - c. Motion Passes with following votes:
    - i. Amy Charpentier - Aye
    - ii. Josh MacLachlan - Aye
    - iii. Rachael McNamara - Aye
    - iv. Leann Lindusky -Aye

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v. Katie Siewert -Aye

5. Public Comments:
  - a. None
  
6. Financial Report: (Josh MacLachlan - Treasurer, Nate Winter - CLA not present)
  - a. CLA does not have financial reports prepared at this time. Reports from June-August ready at September board meeting.
  - b. Josh will have CLA send summary of financial to board members before next meeting.
  
7. TPS Report: (Ex Officio - Heather Fjelstad)
  - a. Enrollment: 76
  - b. ADM: 90
  - c. School Events:
    - i. Open house 8/20
    - ii. Back to School BBQ 8/29
    - iii. Marketing events throughout summer - staff promote school at public events
  - d. TPS Accountability Manager: N/A
  - e. Staffing:
    - i. Openings for Math, Para, SpEd, receptionist
    - ii. Interviews for Math, SpEd, receptionist scheduled for later this week
  - f. Committees:
    - i. TPS:
      1. Established team of 3 lead staff to cover unexpected tasks and decisions
      2. Includes Julie Peterson, Ty Cody, Heather Fjelstad
      3. "Tiger Team"
    - ii. Personnel Committee: See 7e
    - iii. Evaluation Task Force:
      1. Finishing 1 to 1 meetings with TPS staff
      2. Finalizing professional development goals
      3. Consultant will be helping with staff observations in 19-20 school year
    - iv. Curriculum:
      1. Developing year-long curriculum plan with cross-curricular themes
      2. Long-term goal of curriculum development initiative is to have a 3-4 year cycle of courses aligned with standards and cross-curricular themes so that new teaching staff have a baseline curriculum to reference. Curriculum committee wants to verify that all standards are

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being covered throughout the year in a way that is relevant and engaging for students.

- v. Financial:
    - 1. Training new receptionist in on purchasing protocol
    - 2. New software tool, “Permero Edge”, being considered for tracking funds for breakfast/lunch program. If software is chosen it will start mid-year. Will cost \$3000 to start and \$2000 every year after. Could also help with environmental goals.
  - vi. PLC Committee:
    - 1. Nothing to report.
  - vii. ESSA Task Force:
    - 1. Continuing to work with RCE representatives in conjunction with consultant to develop curriculum as per school’s SIP.
8. Student Data Report – Katie Siewert
- a. Using new NWEA testing logic, school is at 50% of academic goals
  - b. There still seems to be data missing from 17-18 and 18-19
  - c. Katie will contact individual staff for data instead of a single contact.
9. Committee to Evaluate Contract with EdVisions
- a. Heather Fjelstad summarizes negotiations thus far
  - b. EdVisions is willing to do a small group quote for the school which could reduce costs to school by 30%
  - c. Still waiting to hear back from EdVisions
10. Strategic Items
- a. Policy Review:
    - i. 4.8: Tobacco Use – Second Reading
      - 1. Omit entire second sentence
    - ii. 4.9: Internet Use – Second Reading
      - 1. No further changes
    - iii. 4.10: Employee Social Media Personal Use – Second Reading
      - 1. No Changes
  - b. Board Bylaws Review:
    - i. None to review
  - c. Review letter from ACNW regarding closing meetings:
    - i. School board observation feedback
      - 1. Closing meetings should follow statute and be clearly described in the agenda

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2. Statutory authority for closing meetings should be included in the agenda when a closed meeting is planned
- d. Board member search status:
- i. No new candidates at this time
  - ii. Continuing to utilize personal and professional circles to seek qualified candidates.
  - iii. Parent survey at open house will include question: “Interested in serving on school board.”

11. Action Items

- a. Approval of revisions to policy 4.7: Substance Abuse
- i. Katie motions to approve revisions to policy 4.7: Substance Abuse - Amy seconds
  - ii. Discussion
    1. Citing research conducted since the last meeting, Rachael McNamara suggests no changes are needed
  - iii. Katie Rescinds
- b. Approval of LICSW Stipend/Lane Proposal
- i. Josh MacLachlan motions to approve revisions to LICSW Stipend/Lane Proposal - Katie Siewert seconds
  - ii. Discussion
    1. No addition discussion
  - iii. Motion Passes with following votes:
    1. Amy Charpentier - Aye
    2. Josh MacLachlan - Aye
    3. Rachael McNamara - Aye
    4. Leann Lindusky -Aye
    5. Katie Siewert -Aye
- c. Approval of revisions to Article III
- i. Rachael McNamara motions to approve revisions to Article III of board bylaws - Amy Charpentier seconds
  - ii. Discussion:
    1. No additional discussion
  - iii. Motion Passes with following votes:
    1. Amy Charpentier - Aye
    2. Josh MacLachlan - Aye
    3. Rachael McNamara - Aye
    4. Leann Lindusky -Aye
    5. Katie Siewert -Aye

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- d. Approval of transportation contract with CSTMN, LLC
  - i. Amy motions to approve contract with CSTMN, LLC - Josh MacLachlan seconds
  - ii. Discussion:
    - 1. School currently contracts with taxi services for transporting homeless students which is costly and time consuming
    - 2. CSTMN will be able to help by managing transportation and predictable rates
- e. Approval of evaluation of the TPS committee by the board
  - i. Katie motions to approve evaluation of the TPS committee by the board - Josh seconds
  - ii. Discussion
    - 1. Summary of closed meetings
      - a. June 18:
        - i. Review self-evaluation comments from TPS committee
        - ii. Many areas of evaluation had incomplete comments and/or comments that did not address evaluation area
        - iii. Board provided specific requirements for each area that needing updates to be completed for July board meeting
      - b. July 16: reviewed follow-up comments from TPS committee
        - i. Rated TPS committee an overall rating of NI (“Needs Improvement”) due to ~25% of standards being rated “NI”
        - ii. Praised TPS for meeting or exceeding 75% of standards. 11% of standards rated “E”.
        - iii. Established performance improvement plan
          - 1. Documented specific steps that board thinks should be taken by TPS committee to improve areas that were rated “NI”.
          - 2. TPS committee to articulate plan (if it varies from the board’s suggestions) and report back on progress
          - 3. Will monitor at board meetings for at least the next 6 months
    - iii. Motion Passes with following votes:
      - 1. Amy Charpentier - Aye
      - 2. Josh MacLachlan - Aye
      - 3. Rachael McNamara - Aye
      - 4. Leann Lindusky -Aye

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5. Katie Siewert -Aye

12. Adjourn

a. Katie Motions to adjourn at 7:09pm





- August 2019-

# Financial Statements

**Prepared By:**  
Nate Winter



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# Academic Arts High School Executive Summary

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

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

## Enrollment

- Current Approved Budget: 99
- Current School Enrollment: 100
- Current Average ADM: 100
- Variance: +1

## Statement of Activities

Cash at the end of August was \$282k, which is a \$151k increase from prior month. This was due to the first holdback payment being made in August. The current year estimated state receivable that is owed to the School through month end was \$76k. The prior year state receivable owed to the School through month end was \$130k.

The *estimated* beginning fund balance for the year is \$304,940.

## Schedule of Budget and Actual Revenue and Expenses

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

- Revenues for the month were at 16% of budget:
  - Two IDEAS payments on the 15<sup>th</sup> and 30<sup>th</sup>
  - Prior year payments for Gen Ed, Special Ed and Lease Aid
- Expenditures for the month were at 9% of budget:
  - Both salaries & benefits payables owed for July and August were paid
  - Normal monthly payments of rent, contracted services, and supplies went out
  - 2 purchases from Best Buy for computers

## Other Items of Importance

- The beginning balances are estimated I FY19 figures. The audit will be taking place in October and will be finalized at that time

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

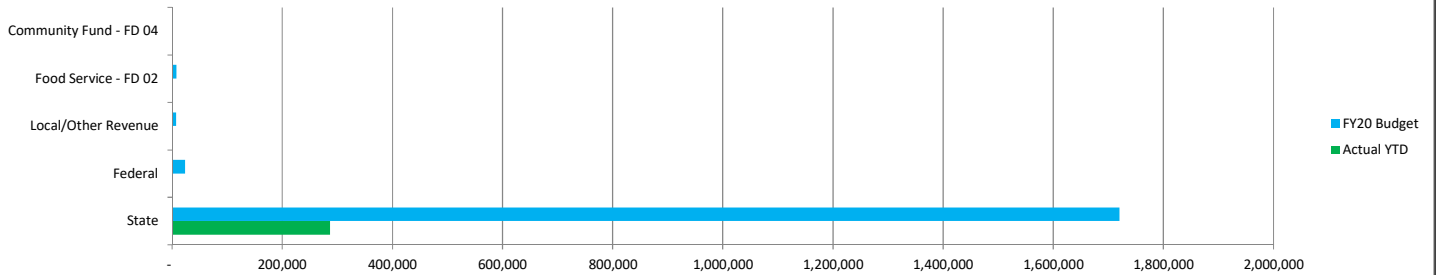
# Academic Arts High School Financial Dashboard

August 2019    17% of School Year Complete

## REVENUE

<u>Total Revenue this Month</u> \$305,127	<u>Total Revenue YTD</u> \$289,365	<u>Budgeted Revenue FY20</u> \$1,759,407	<u>% of Revenue Budget</u> 16%
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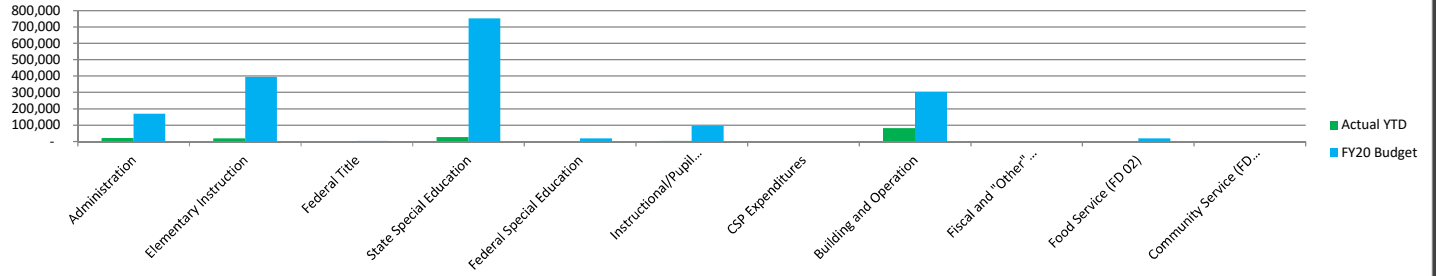
### Revenue - Actual vs. Budget



## EXPENSE

<u>Total Expense this Month</u> \$114,428	<u>Total Expense YTD</u> \$154,472	<u>Budgeted Expense FY20</u> \$1,759,193	<u>% of Expense Budget</u> 9%
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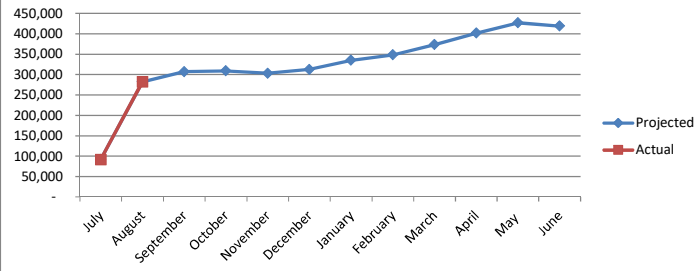
### Expense - Actual vs. Budget



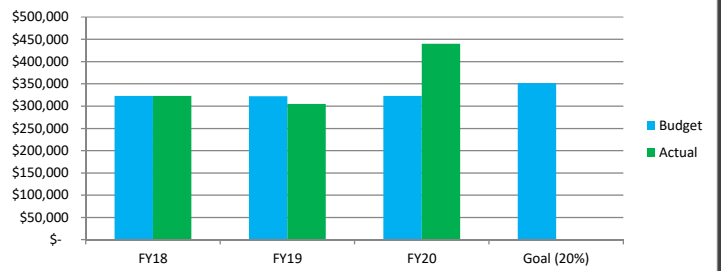
## BALANCE SHEET

<u>Cash at End of Month</u> \$282,295	<u>Cash at End of Prior Month</u> \$131,240	<u>Beginning Fund Balance - FY20</u> \$304,940	<u>Budgeted Fund Balance - End of FY20</u> \$322,730
<u>Cash at Beginning of Year</u> \$131,240	<u>Projected Cash Balance- End of FY20</u> \$419,215	<u>Fund Balance at Month End</u> \$439,833	<u>Long-Term Fund Balance Goal (20%)</u> \$351,839

### Cash Flow Projection



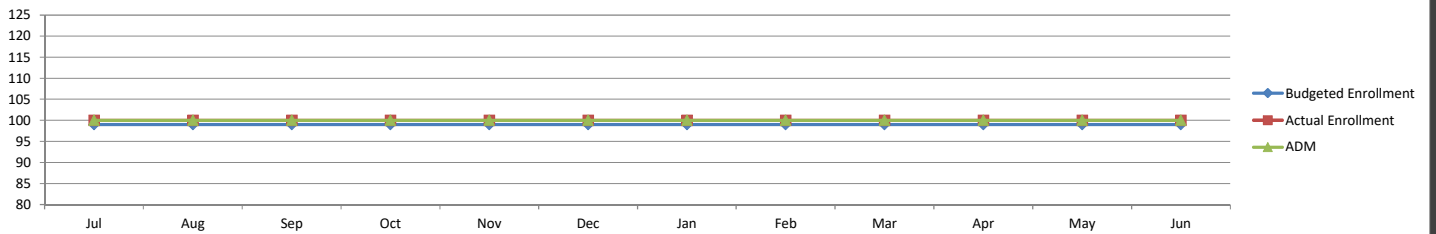
### Fund Balance - Budget vs. Actual



## ENROLLMENT

<u>Actual Enrollment at Month End</u> 100	<u>Budgeted Enrollment</u> 99	<u>Actual ADM - YTD</u> 100	<u>Actual vs. Budgeted Enrollment Variance</u> 1
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### Actual vs. Budgeted Enrollment



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

# Academic Arts High School

## Comparative Balance Sheet - All Funds

As of August 2019

	<i>Current Month</i>	<i>Prior Month</i>	<i>\$ Change</i>	<i>Un-Audited</i>	<i>YTD \$ Change</i>
	8/31/2019	6/30/2019		6/30/2019	
<b>ASSETS:</b>					
Current Assets:					
Cash	282,295	131,240	151,055	131,240	151,055
Accounts Receivable	-	-	-	-	-
Due from MDE - Prior Year Receivable	130,887	-	130,887	-	130,887
Due from MDE - Current Year Estimate	76,044	330,627	(254,583)	330,627	(254,583)
Due from Federal	17,919	16,272	1,647	16,272	1,647
Prepays	-	6,916	(6,916)	6,916	(6,916)
<b>Total Current Assets</b>	<b>507,145</b>	<b>485,055</b>	<b>22,090</b>	<b>485,055</b>	<b>22,090</b>
Capital Assets:					
Buildings and Equipment	-	-	-	-	-
Less: Accumulated Depreciation	-	-	-	-	-
<b>Total Net Capital Assets</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL ASSETS</b>	<b>507,145</b>	<b>485,055</b>	<b>22,090</b>	<b>485,055</b>	<b>22,090</b>
<b>LIABILITIES:</b>					
Current Liabilities:					
Salaries Payable	40,583	146,239	(105,656)	146,239	(105,656)
Accounts Payable	-	219	(219)	219	(219)
Payroll Liabilities	26,729	33,657	(6,928)	33,657	(6,928)
Other Liabilities	-	-	-	-	-
Unearned Revenue	-	-	-	-	-
Line of Credit	-	-	-	-	-
<b>Total Current Liabilities</b>	<b>67,312</b>	<b>180,115</b>	<b>(112,803)</b>	<b>180,115</b>	<b>(112,803)</b>
<b>FUND BALANCE</b>					
Beginning Fund Balance as of July 1, 2019	304,940	322,859	-	322,859	
Net Income, FY2020 to Date	134,892	(17,919)	152,811	(17,919)	152,811
<b>Ending Fund Balance</b>	<b>439,833</b>	<b>304,940</b>	<b>134,893</b>	<b>304,940</b>	<b>134,893</b>
<b>TOTAL FUND BALANCE</b>	<b>439,833</b>	<b>304,940</b>	<b>134,893</b>	<b>304,940</b>	<b>134,893</b>
<b>TOTAL LIABILITIES AND FUND BALANCE</b>	<b>507,145</b>	<b>485,055</b>	<b>22,090</b>	<b>485,055</b>	<b>22,090</b>

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

# Academic Arts High School

## Balance Sheet

As of August 2019

	<i>ALL FUNDS</i>	<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
<b>ASSETS:</b>					
Current Assets:					
Cash	282,295	304,520	(22,224)	-	-
Accounts Receivable	-	-	-	-	-
Due from MDE - Prior Year Receivable	130,887	130,887	-	-	-
Due from MDE - Current Year Estimate	76,044	76,044	-	-	-
Due from Federal	17,919	17,919	-	-	-
Prepays	-	-	-	-	-
<b>Total Current Assets</b>	<b>507,145</b>	<b>529,369</b>	<b>(22,224)</b>	<b>-</b>	<b>-</b>
Capital Assets					
Buildings and Equipment (Less) Depreciation	-	-	-	-	-
<b>Total Net Capital Assets</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL ASSETS</b>	<b>507,145</b>	<b>529,369</b>	<b>(22,224)</b>	<b>-</b>	<b>-</b>
<b>LIABILITIES:</b>					
Current Liabilities:					
Salaries Payable	40,583	40,583	-	-	-
Accounts Payable	-	-	-	-	-
Payroll Liabilities	26,729	26,729	-	-	-
Other Liabilities	-	-	-	-	-
Unearned Revenue	-	-	-	-	-
Line of Credit	-	-	-	-	-
<b>Total Current Liabilities</b>	<b>67,310</b>	<b>67,312</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>FUND BALANCE</b>					
Beginning Fund Balance as of July 1, 2019	304,940	327,165	(22,224)	-	-
Net Income, FY 2020 to Date	134,892	134,892	-	-	-
<b>Ending Fund Balance</b>	<b>439,833</b>	<b>462,057</b>	<b>(22,224)</b>	<b>-</b>	<b>-</b>
Investment in Capital Assets	-	-	-	-	-
<b>TOTAL LIABILITIES AND FUND BALANCE</b>	<b>507,145</b>	<b>529,369</b>	<b>(22,224)</b>	<b>-</b>	<b>-</b>

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

**Academic Arts High School**  
Income Statement - Variance  
As of August 2019

17% of Fiscal Year 2019-2020 Complete

	YTD Actual	YTD Budget	YTD Variance	Original FY20 Budget	% of Budget
<b>FUND 01</b>					
<b>DISTRICT REVENUE - GENERAL FUND</b>					
Local & Other	1,053	1,250	(198)	7,500	14%
State - Gen. Ed. Aid	210,621	145,362	65,259	872,174	24%
State - Special Education	-	116,337	(116,337)	698,022	0%
State - Lease Aid	-	24,966	(24,966)	149,796	0%
State - Other	-	-	-	-	0%
<i>Estimated State Holdback Recognized</i>	76,044	-	-	-	N/A
PY Over/Under Accrual	-	-	-	-	N/A
Federal - Title	-	653	(653)	3,916	0%
Federal - Special Ed.	1,647	3,333	(1,686)	20,000	8%
<b>TOTAL DISTRICT REVENUE - GENERAL FUND</b>	<b>289,365</b>	<b>291,901</b>	<b>(2,537)</b>	<b>1,751,407</b>	<b>17%</b>
<b>DISTRICT EXPENDITURES - GENERAL FUND</b>					
<b>Administration &amp; District Support Services</b>					
Salary & Benefits	2,592	12,884	(10,292)	77,304	3%
Purchased Services	10,852	12,241	(1,389)	73,444	15%
Supplies & Equipment	2,226	1,133	1,093	6,800	33%
Other Fees	5,215	2,167	3,048	13,000	40%
<b>Total Administration &amp; District Support Expenditures</b>	<b>20,886</b>	<b>28,425</b>	<b>(7,539)</b>	<b>170,548</b>	<b>12%</b>
<b>Instructional Expenditures</b>					
Salary & Benefits	12,528	57,821	(45,293)	346,924	4%
Purchased Services	201	4,549	(4,348)	27,296	1%
Supplies & Equipment	6,221	3,300	2,921	19,800	31%
Other Fees	-	-	-	-	0%
<b>Total Instructional Expenditures</b>	<b>18,950</b>	<b>65,670</b>	<b>(46,720)</b>	<b>394,020</b>	<b>5%</b>
<b>Federal Title</b>					
Salary & Benefits	-	-	-	-	0%
Purchased Services	-	472	(472)	2,834	0%
Supplies & Equipment	-	-	-	1,082	0%
Other Fees	-	-	-	-	0%
<b>Total Federal Title Expenditures</b>	<b>-</b>	<b>472</b>	<b>(472)</b>	<b>3,916</b>	<b>0%</b>
<b>State Special Education</b>					
Salaries/Wages and Benefits	26,575	122,654	(96,079)	735,926	4%
Purchased Services	1,195	2,000	(805)	12,000	10%
Supplies & Equipment	-	720.00	(720)	4,320	0%
Transportation	-	-	-	-	0%
Other Fees	-	-	-	-	0%
<b>Total State Special Education Expenditures</b>	<b>27,770</b>	<b>125,374</b>	<b>(97,604)</b>	<b>752,246</b>	<b>4%</b>

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

	YTD Actual	YTD Budget	YTD Variance	Original FY20 Budget	% of Budget
<b>Federal Special Education</b>					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	-	1,667	(1,667)	10,000	0%
Supplies & Equipment	1,647	1,667	(20)	10,000	16%
Other Fees	-	-	-	-	0%
<b>Total Federal Special Education Expenditures</b>	<b>1,647</b>	<b>3,333</b>	<b>(1,686)</b>	<b>20,000</b>	<b>8%</b>
<b>Instructional/Pupil Support</b>					
Salary & Benefits	1,480	6,830	(5,350)	40,981	4%
Purchased Services	1,908	9,065	(7,157)	54,390	4%
Supplies & Equipment	-	-	-	-	0%
Other Fees	-	-	-	-	0%
<b>Total Instructional Support Expenditures</b>	<b>3,388</b>	<b>15,895</b>	<b>(12,507)</b>	<b>95,371</b>	<b>4%</b>
<b>Building &amp; Operations</b>					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	27,745	12,043	15,702	72,260	38%
Facilities Lease	46,884	36,555	10,328	219,332	21%
Supplies & Equipment	286	333	(47)	2,000	14%
Other Fees	6,916	3,383	3,533	9,500	73%
<b>Total Building &amp; Operations Expenditures</b>	<b>81,831</b>	<b>52,315</b>	<b>29,516</b>	<b>303,092</b>	<b>27%</b>
<b>Fiscal &amp; Other Fixed Cost Programs</b>					
Purchased Services	-	-	-	-	0%
<i>Transfers to Other Funds</i>	-	-	-	-	0%
<b>Total Fiscal &amp; Other Fixed Cost Programs Expend.</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>9%</b>
<b>TOTAL DISTRICT EXPENDITURES - GENERAL FUND</b>	<b>154,472</b>	<b>291,485</b>	<b>(137,013)</b>	<b>1,739,193</b>	<b>9%</b>
<b>GENERAL FUND (01) - NET INCOME</b>	<b>134,892</b>	<b>416</b>	<b>134,476</b>	<b>12,214</b>	
<b>FUND 02</b>					
<b>DISTRICT REVENUE - FOOD SERVICE FUND</b>					
Local & Other	-	-	-	-	0%
State	-	-	-	-	0%
Federal	-	1,333	(1,333)	8,000	0%
<i>Transfers from Other Funds</i>	-	-	-	-	0%
<b>TOTAL DISTRICT REVENUE - FOOD SERVICE FUND</b>	<b>-</b>	<b>1,333</b>	<b>(1,333)</b>	<b>8,000</b>	<b>0%</b>
<b>DISTRICT EXPENDITURES - FOOD SERVICE FUND</b>					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	-	3,333	(3,333)	20,000	0%
Supplies & Equipment	-	-	-	-	0%
<b>TOTAL DISTRICT EXPENDITURES - FOOD SERVICE FUND</b>	<b>-</b>	<b>3,333</b>	<b>(3,333)</b>	<b>20,000</b>	<b>0%</b>
<b>FOOD SERVICE FUND (02) - NET INCOME</b>	<b>-</b>	<b>(2,000)</b>	<b>2,000</b>	<b>(12,000)</b>	
<b>TOTAL REVENUES - ALL FUNDS</b>	<b>289,365</b>	<b>293,235</b>	<b>(3,870)</b>	<b>1,759,407</b>	<b>16%</b>
<b>TOTAL EXPENDITURES - ALL FUNDS</b>	<b>154,472</b>	<b>294,818</b>	<b>(140,346)</b>	<b>1,759,193</b>	<b>9%</b>
<b>NET INCOME (LOSS) - ALL FUNDS</b>	<b>134,892</b>	<b>(1,584)</b>	<b>136,476</b>	<b>214</b>	
<i>Beginning Fund Balance 7/1/2019</i>	<i>304,940</i>			<i>322,515</i>	
<b>Ending Fund Balance</b>	<b>439,832</b>			<b>322,730</b>	

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



## Academic Arts High School Payment Reg by Bank and Check

Co	Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Curr	Pay/Void	Amount
													Date	
4119	AB		7649		Wire	1	1101	CUB FOODS	No	Yes	No	USD	07/31/2019	11.46
4119	AB		7650		Wire	1	1221	UNITED STATES POSTAL SERVICE	No	Yes	No	USD	07/31/2019	756.00
4119	AB		7651		Wire	1	1224	YMCA Greater St. Paul	No	Yes	No	USD	07/31/2019	38.00
4119	AB		7652		Wire	1	1760	Hobby Lobby	No	Yes	No	USD	07/31/2019	41.57
4119	AB		7653		Wire	1	1770	Inver Grove Ford	No	Yes	No	USD	07/31/2019	104.98
4119	AB		7654		Wire	1	1775	Ford	No	Yes	No	USD	07/31/2019	1,163.71
4119	AB		7655		Wire	1	1775	Ford	No	Yes	No	USD	07/31/2019	461.38
4119	AB		7656		Wire	1	1805	Newsela	No	Yes	No	USD	07/31/2019	1,650.50
4119	AB		7657		Wire	1	1833	Old National Bank	No	Yes	No	USD	07/31/2019	26.94
4119	AB		7666		Wire	1	1005	BEST BUY	No	Yes	No	USD	08/31/2019	2,637.22
4119	AB		7667		Wire	1	1005	BEST BUY	No	Yes	No	USD	08/31/2019	2,426.23
4119	AB		7668		Wire	1	1014	Century Link	No	Yes	No	USD	08/31/2019	329.69
4119	AB		7669		Wire	1	1224	YMCA Greater St. Paul	No	Yes	No	USD	08/31/2019	38.00
4119	AB		7670		Wire	1	1290	Lowes	No	Yes	No	USD	08/31/2019	108.58
4119	AB		7671		Wire	1	1290	Lowes	No	Yes	No	USD	08/31/2019	51.36
4119	AB		7672		Wire	1	1290	Lowes	No	Yes	No	USD	08/31/2019	98.42
4119	AB		7673		Wire	1	1307	Walmart	No	Yes	No	USD	08/31/2019	40.34
4119	AB		7674		Wire	1	1313	Amazon	No	Yes	No	USD	08/31/2019	73.51
4119	AB		7675		Wire	1	1313	Amazon	No	Yes	No	USD	08/31/2019	317.49
4119	AB		7676		Wire	1	1313	Amazon	No	Yes	No	USD	08/31/2019	46.99
4119	AB		7677		Wire	1	1313	Amazon	No	Yes	No	USD	08/31/2019	9.65
4119	AB		7678		Wire	1	1313	Amazon	No	Yes	No	USD	08/31/2019	7.99
4119	AB		7679		Wire	1	1313	Amazon	No	Yes	No	USD	08/31/2019	5.45
4119	AB		7680		Wire	1	1313	Amazon	No	Yes	No	USD	08/31/2019	64.99
4119	AB		7681		Wire	1	1349	Chipotle	No	Yes	No	USD	08/31/2019	166.95
4119	AB		7682		Wire	1	1349	Chipotle	No	Yes	No	USD	08/31/2019	10.23
4119	AB		7683		Wire	1	1523	IKEA	No	Yes	No	USD	08/31/2019	254.83
4119	AB		7684		Wire	1	1556	Panera Bread	No	Yes	No	USD	08/31/2019	72.17
4119	AB		7685		Wire	1	1579	Blick Art Materials	No	Yes	No	USD	08/31/2019	429.81
4119	AB		7686		Wire	1	1662	Indeed	No	Yes	No	USD	08/31/2019	133.87
4119	AB		7687		Wire	1	1775	Ford	No	Yes	No	USD	08/31/2019	261.03
4119	AB		7688		Wire	1	1833	Old National Bank	No	Yes	No	USD	08/31/2019	30.61
4119	AB		7690		Wire	1	1016	EDVISIONS COOPERATIVE	No	Yes	No	USD	07/31/2019	76,898.70
4119	AB		7691		Wire	1	1016	EDVISIONS COOPERATIVE	No	Yes	No	USD	08/31/2019	75,397.32
4119	AB		7646	1702	Check	1	1449	ISD # 197	Yes	Yes	No	USD	07/05/2019	60.00
4119	AB		7647	1704	Check	1	1625	Tech Rescue	Yes	Yes	No	USD	07/11/2019	90.00
4119	AB		7648	1705	Check	1	1575	Southview Office CenterLLC	Yes	Yes	No	USD	07/19/2019	24,552.16
4119	AB		7663	1706	Check	1	1103	HOME DEPOT	Yes	Yes	No	USD	08/19/2019	29.49
4119	AB	CLA	7664	1707	Check	1	1414	City of West St Paul	Yes	Yes	No	USD	08/22/2019 09/13/2019	26.00

## Academic Arts High School Payment Reg by Bank and Check

Co	Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Curr	Pay/Void	Amount
													Date	
4119	AB		7665	1709	Check	1	1653	Neighborhood House	Yes	Yes	No	USD	08/30/2019	350.00
4119	AB		7598	6303	Check	1	1284	Audubon Center - North Woods	Yes	Yes	No	USD	07/24/2019	5,214.78
4119	AB		7593	6304	Check	1	1014	Century Link	Yes	Yes	No	USD	07/24/2019	307.38
4119	AB		7596	6305	Check	1	1146	cmERDC	Yes	Yes	No	USD	07/24/2019	1,087.50
4119	AB		7609	6306	Check	1	1849	Comcast Business	Yes	Yes	No	USD	07/24/2019	153.06
4119	AB		7594	6307	Check	1	1015	DESIGNS FOR LEARNING	Yes	Yes	No	USD	07/24/2019	142.50
4119	AB		7604	6308	Check	1	1641	Dick's Sanitation	Yes	Yes	No	USD	07/24/2019	198.17
4119	AB		7602	6309	Check	1	1522	Heather Fjelstad	Yes	Yes	No	USD	07/24/2019	104.98
4119	AB		7607	6310	Check	1	1830	Hennepin Healthcare	Yes	Yes	No	USD	07/24/2019	272.00
4119	AB		7605	6312	Check	1	1642	Metro Sales	Yes	Yes	No	USD	07/24/2019	109.17
4119	AB		7597	6313	Check	1	1249	National Recognition Products	Yes	Yes	No	USD	07/24/2019	20.23
4119	AB		7601	6314	Check	1	1493	Premium Water Inc	Yes	Yes	No	USD	07/24/2019	27.50
4119	AB		7608	6315	Check	1	1847	Shelia Merzer	Yes	Yes	No	USD	07/24/2019	472.50
4119	AB		7606	6316	Check	1	1821	South Central Service Cooperative	Yes	Yes	No	USD	07/24/2019	270.00
4119	AB		7603	6317	Check	1	1575	Southview Office CenterLLC	Yes	Yes	No	USD	07/24/2019	24,552.46
4119	AB		7595	6318	Check	1	1055	SpEd FORMS	Yes	Yes	No	USD	07/24/2019	1,647.00
4119	AB		7610	6319	Check	1	1850	TeacherCentricity, LLC	Yes	Yes	No	USD	07/24/2019	250.00
4119	AB		7600	6320	Check	1	1473	US Bancorp Equipment Finance	Yes	Yes	No	USD	07/24/2019	198.78
4119	AB		7634	6321	Check	1	1853	ASL Interpreting Services, Inc.	Yes	No	No	USD	08/06/2019	120.00
4119	AB		7632	6323	Check	1	1318	Comcast	Yes	Yes	No	USD	08/06/2019	163.06
4119	AB		7633	6324	Check	1	1473	US Bancorp Equipment Finance	Yes	Yes	No	USD	08/06/2019	198.78
4119	AB		7636	6325	Check	1	1854	Shannon Gruidl Occupational Therapy Se	Yes	Yes	No	USD	08/06/2019	600.00
4119	AB		7644	6326	Check	1	1855	Aimee Plueger	Yes	No	No	USD	08/29/2019	18.50
4119	AB		7645	6327	Check	1	1856	CliftonLarsonAllen LLP	Yes	No	No	USD	08/29/2019	3,063.00
4119	AB		7639	6328	Check	1	1641	Dick's Sanitation	Yes	No	No	USD	08/29/2019	65.87
4119	AB		7642	6329	Check	1	1830	Hennepin Healthcare	Yes	No	No	USD	08/29/2019	224.00
4119	AB		7640	6330	Check	1	1642	Metro Sales	Yes	No	No	USD	08/29/2019	133.15
4119	AB		7637	6331	Check	1	1493	Premium Water Inc	Yes	No	No	USD	08/29/2019	27.50
4119	AB		7643	6332	Check	1	1847	Shelia Merzer	Yes	No	No	USD	08/29/2019	722.50
4119	AB		7638	6333	Check	1	1575	Southview Office CenterLLC	Yes	No	No	USD	08/29/2019	24,552.16
4119	AB		7641	6334	Check	1	1685	Stephanie Bade	Yes	No	No	USD	08/29/2019	72.17
4119	AB		7658	6335	Check	1	1014	Century Link	Yes	No	No	USD	08/30/2019	313.35
4119	AB		7660	6336	Check	1	1849	Comcast Business	Yes	No	No	USD	08/30/2019	163.06
4119	AB		7659	6337	Check	1	1473	US Bancorp Equipment Finance	Yes	No	No	USD	08/30/2019	437.32

Bank Total: \$255,176.05

No assurance is provided on these financial statements and supplementary information. See selected information. Report Total: \$255,176.05



## 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
1629	4119	AB	CR0819													
08.30.19	IDEAS Payment		1802	Credit	A	08/30/19		Wire	1	1027	MN Dept of Finance					
			4119	R	01	005	000	000	211	000	FY19/20 General Education /			52,712.59		0.00
														Receipt Total:	\$252,452.74	\$0.00
														<b>Deposit Total:</b>	<b>\$252,452.74</b>	<b>\$0.00</b>
														Report Total:	\$411,416.30	\$0.00

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

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

**For the Two Months Ended August 31st, 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.

AAHS Remediation Plan Outline  
August 30, 2019

This document outlines the remediation plan that the Academic Arts High School board is preparing for submission to its authorizer, Audubon Charter Schools, in October 2019. As per the notice of deficiency sent from the authorizer on June 19, 2019, this plan will include the following:

- A school improvement plan focused on developing higher expectations for student engagement and learning, implementation of research based and effective instructional strategies, aligning professional development and teacher evaluation school goals and state statute, and implementation of rigorous and standards-aligned curriculum;
- A professional development plan for teachers that is designed to increase student achievement;
- A detailed plan describing how the school will use students' academic data (both normed and curriculum-based) to drive instruction; and
- A three-year financial plan that is aligned to the above.

The outline below provides narratives and links to relevant documentation for respective required areas of the remediation plan.

**Remediation Plan Requirement 1: SIP**

As of the 2019-2020 school year, AAHS will be working under at least 4 improvement plans: The SIP through ESSA, a Performance Improvement Plan for the school's TPS committee overseen by the board, an improvement stipulation in the school's probationary contract, and a Remediation Plan through the school's Authorizer (outlined in this document). The school's TPS committee and the school board have been focused on ensuring that the work involved in these improvement initiatives are streamlined and consistent (i.e. the school should have consistent and common goals to maximize efficiency and efficacy).

To ensure this, the school's curriculum committee is collaborating with the board, a contractor ([Greg Schagl](#)) and Advocates from the Regional Centers of Excellence to streamline initiatives. The contractor and RCE advocates attend curriculum committee meetings together to provide insight, ask clarifying questions, and help with planning.

The school has completed a [SIP](#) (as per ESSA requirements) in collaboration with advocates from the Regional Centers of Excellence. The current strategy (taken direction from the SIP) is:

- Strategy #1: Implementing a Project-Based Learning (PBL) school learning model using field-based and classroom-based *experiential learning as an evidence based practice*
- **Root-Cause:** School disengagement

- **Goal:** The three year average for credit completion at Academic Arts High School will increase from BASELINE DATA (collected at the end of the 2018-19 school year) to 86% credits earned that were attempted within by the end of the 2020-21 school year. (A student needs to earn 86% of credits attempted each year to graduate in four years).

The school and board are continually working to improve and have altered this strategy and identified additional initiatives on which to focus in the 2019-2020 school year. Specifically, the school's curriculum committee has recognized that Project Based Learning, though effective in many situations, should not be the foundation of the school's curriculum. Rather, PBL should be considered one of many tools that teachers utilize to meet the educational needs of students.

As outlined in the SIP, the identified root cause of low academic success (resulting in low graduation rates) is student disengagement. The purpose of the strategy in the SIP, to implement an evidence-based and engaging curriculum, will remain the same. The focus on PBL alone will change to include all evidence-based strategies for implementing effective, engaging, experiential learning programs. The curriculum committee will continue to work closely with Greg Schagl and the RCE advocates to ensure that curriculum development is on track.

Beyond the strategy identified in the ESSA SIP, the school has identified additional initiatives to improve student success:

- Curriculum Development
  - consistent with ESSA SIP
- Crosscurricular Reading and Writing program
  - Students read and write in all classes
  - Curriculum committee developing program and training teaching staff
  - Goal is to establish simple, effective system that will provide useful data that can inform curriculum and interventions
- Social Emotional Learning program
  - Students and staff have a common language and strategies to address social-emotional issues that may affect academics.
  - School social worker training all staff throughout the year
  - School social worker working weekly with all staff and students to train and practice research based SEL strategies

## **Remediation Plan Requirement 2: Professional Development plan for teachers**

An evaluation system was developed for all TPS staff including teachers and fully implemented in the 2018-2019 school. The plan details how the school implements teacher evaluation, professional development, and teacher improvement plans (if warranted) and can be found in APPENDIX A.

The contractor that the school used to help develop the evaluation system and conduct teacher observations was used through the 2018-2019 school year but was replaced with the current contractor, Greg Schnagl, in June 2019. The curriculum committee (consisting of all classroom teachers in the school) will continue to work with the contractor on a weekly basis to develop and refine the school's curriculum and review student data. The long term goal is to establish a library of engaging, effective curriculum aligned with cross curricular themes. The curriculum library will consist of the 3-4 year cycle with state standard sequencing aligned to classes.

### **Remediation Plan Requirement 3: Use of Academic Data**

The school used academic data to inform curriculum extensively in the 2019-2020 school year.

NWEA data was used to identify students for reading interventions. More than 80% of students who were enrolled in reading interventions improved their NWEA reading and language usage scores. This program will continue in the 2019-2020 school year.

The math program invested in IXL software as a means to gather student data in math. This data was used to identify student levels in respective math classes and informed how interventions were implemented within those classes. IXL, in addition to formative and summative assessment data developed for the math curriculum, will continue to be used in the 2019-2020 school year to inform instruction.

Additionally, student demographic data and student survey data has informed the school's decision to focus on a Social-Emotional Learning initiative. The school's crisis team (psychologist, social worker, and behavior lead) are implementing a SEL curriculum weekly during "REACH", the advisory period. This team has and will continue to provide professional development training for teachers and other staff to best implement the SEL framework in classes and throughout the school day.

Finally the curriculum committee will be meeting as Professional Learning Communities weekly to analyze and discuss student assessment data in classes in order to better inform instruction.

### **Remediation Plan Requirement 4: Three-Year Financial Plan**

As of July 1, 2019, the school has contracted with a new financial management agency, CLA. They come highly recommended and will be working with the board's finance committee on a weekly basis to manage the school's finances and plan for the future. CLA will be assisting in developing the three-year financial plan for the remediation plan due in October 2019.





**AUDUBON CENTER OF THE NORTH WOODS - CHARTER SCHOOL DIVISION**

**43 Main Street SE, Suite 507 • Minneapolis, MN 55414 • 612-331-4181**

The authorizing mission of ACNW is to ensure quality academic and environmental literacy outcomes for Minnesota students through effective charter school authorizing.

September 12, 2019

Board of Directors  
c/o Amy Charpentier, Interim Board Chair  
TPS Committee  
Academic Arts High School  
60 Marie Ave East  
West Saint Paul, MN 55118

Re: ACNW Site Visit Follow-Up

Dear Board of Directors, and TPS Committee,

Thank you for hosting me yesterday for my site visit to Academic Arts High School (AAHS). As you know, these visits are an important part of our authorizing work, as they allow us to observe classrooms, tour the facility, and spend time meeting with staff, parents, students, board members, and others with whom we don't normally have the opportunity to engage.

The information we gather from our visits helps inform ACNW's Academic, Environmental Education, Financial, and Operations Performance Evaluations, and ultimately the Renewal Performance Evaluation and charter renewal. This visit provided me greater insight to react to the school's remediation plan outline, sent to ACNW on August 31, 2019 that was in response to the Notice of Deficiency sent to the school on June 19, 2019. This letter is intended to provide feedback on the remediation plan outline that was submitted, based on further information collected at the site visit. The goal is to provide guidance of areas that should be more fully developed in the final submission of a school improvement plan.

In the Notice of Deficiency, ACNW requested the school develop a remediation plan that includes:

- A school improvement plan focused on developing higher expectations for student engagement and learning, implementation of research based and effective instructional strategies, aligning professional development and teacher evaluation school goals and state statute, and implementation of rigorous and standards-aligned curriculum;

In the school's remediation plan outline it references the development of four improvement plans.

1. **MDE/CRE Driven School Improvement Plan:** The school indicates that this has been written in conjunction with their work with the Regional Centers for Excellence. The school has provided ACNW with a copy of the SIP. This plan indicates that the root cause identified was school disengagement. The strategy to address that school disengagement is implementing a Project Based Learning model that uses field based and classroom based experiential learning as an evidence-based practice. The goal of this plan is a three year average for credit

completion at AAHS will increase from the baseline data to 86% credits earned that were attempted by the end of FY21.

TPS members reported that the staff needed to come to an understanding of what PBL was, and that it could/should include assessment measures (both standard and non-traditional.) The staff also understands that PBL is a tool within the curriculum (not the foundation of the curriculum) and other evidence-based experiential learning methods should be used to ensure that the educational needs of students are met.

The team further indicated that staff believes that a more robust curriculum focusing on real world learning will improve student attendance and ultimately student achievement. An additional benefit, as articulated by the TPS team members, is an increase in enrollment. Marketing is an initiative this year that is coupled with the curriculum focus.

In my interview with students, those that had been at AAHS for a year or more indicated that students understood the change and that AAHS is focusing on “real world learning, not preparing us for a factory.” One student stated “I stopped doing things in school in third grade. This year though I can use what I know and am developing life skills. I have started learning again.” It would appear that the year has started off with a clear message to students and, at least those interviewed, welcome the change. It will be important that AAHS continues to uphold this focus with fidelity.

- 2. Curriculum Development:** The school also reports rigorously working with a contractor, Greg Schnagl, to streamline initiatives. The school indicates that Mr. Schagl is guiding them in developing clear expectations for courses, aligned with standards to ultimately have curriculum on a three-year cycle. *ACNW recommends that the school develop a process for documenting the curriculum map and associated lessons in a manner that ensures this work is easily accessible to new staff in the future. The developing curriculum should be in a format that can be reviewed by the AAHS Board as needed.* The school also reports that Mr. Schagl is guiding them in expanding their staff’s capacity to work together and hold each other accountable to increased rigor. The TPS team members report that they have developed a working understanding of the expectations they have for students, academic culture, “what it means to be a student here,” and reading and writing expectations. When asked, the team members indicate that while these exist in meeting minutes, they have not been formalized into a school-wide document. *ACNW recommends that the staff formalize these expectations in a document that they can hold each other accountable to throughout the year so that the expectations don’t erode over time. A document that details behavior expectations and academic culture expectations would be beneficial to staff as well as students and their families.*

In student interviews, when asked what they would like to change at AAHS, a student stated, “Teachers should be a bit more stern. They are too lenient. Teachers deserve to be treated better. They set the tone for respect.” All students at the table (seven at that point) agreed with this statement. Another student added, “...we know we can walk all over the teachers.” A further student added, “Respect is a big thing at our school, and we don’t have any.” When asked to elaborate on this topic (i.e. how it impacts students), they reported that teachers who don’t have an expectation of respect from students

send the message that respect is not important. Another student further added, "Teachers need to be more confident [to this, all students nodded in agreement] and teachers are treating kids like they are older than they are." At this point, a student was quick to add that teachers should treat them like young adults. "If I need help, I will ask for it." It should be noted here that the discussion was focused on teaching staff, not student support staff. In the course of the discussion, they made that distinction several times. It should also be noted that students indicated that their peers were respectful of each other, and that they felt safe at AAHS.

The student interview seems to indicate that students want higher behavior expectations and, at least these 7-10 students (they ebbed and flowed at the table over the course of the conversation) want to see them enforced.

In classroom observations conducted at the site visit, I observed that students lined up at the doors of the classroom well before the class was over. In between first and second period I was standing in the cafeteria/commons area, and I observed that all classes had a majority of the students crowded at the door at least five minutes prior to the release for transition. If this is a normed behavior, the school is losing a tremendous amount of instructional time over the course of the year. While this may be a behavior that is a hold-over from previous years, already on the sixth day of class it is in full effect. Presumably this is a behavior that is incongruous with the expectations of rigor and academic culture that staff wish to establish.

***ACNW requirement:***

- A. ***Include in your final ACNW School Improvement Plan specifics on how the developing curriculum will be documented to ensure that it is accessible to staff in the future and so that the AAHS Board is able to review as necessary to ensure Minnesota Academic standards are being addressed thoroughly.***
- B. ***Include in your final ACNW School Improvement Plan specifics on how behavior expectations and academic culture expectations will be formalized and communicated to all staff, students, and families at AAHS.***

3. **Cross-curricular Reading and Writing Program:** The school indicates that they are working to establish "a simple, effective system that will provide useful data that can inform curriculum and interventions." When asked if they have, or are developing, a rubric for the reading and writing initiative (i.e. what are the basic expectations for reading and writing for each class, regardless of subject) the TPS team members indicated that did not exist, but referenced a common rubric that had been created for presentation standards. *As part of the ACNW School Improvement Plan the school must develop a rubric for reading and writing standards to ensure that all courses understand and uphold the intent of the cross curricular Reading and Writing Program.*

***ACNW requirement:***

- C. ***Include in your final ACNW School Improvement Plan specific tools that explain how all courses will implement and have common standards on Reading and Writing.***

4. **Social Emotional Learning Program:** The school indicates that they are working to have "students and staff have a common language and strategies to address social-emotional issues that may affect academics." They report in the remediation plan

outline that the school social worker is working weekly with all staff to train and practice research based SEL strategies. When asked, though, TPS members reported that there were monthly trainings with staff and weekly trainings with students. They report that this schedule has not been formalized. They referenced that Mr. Schnagl had encouraged the establishment of “sacred times” to make sure that initiatives aren’t lost. *As part of the ACNW School Improvement Plan the school must formalize a schedule for social-emotional learning for both staff and students that is reasonable and able to be implemented with fidelity.*

**ACNW requirement:**

***D. Include in your final ACNW School Improvement Plan specifics on the social-emotional learning program that detail how and with what regularity it will be implemented with students and staff.***

- A professional development plan for teachers that is designed to increase student achievement

In the school’s remediation plan outline, it provides a copy of the evaluation system developed in FY19. The school does not, however, describe its professional development plan that is designed to increase student achievement. When asked, TPS members indicated that they needed to develop a plan because it is much more sustainable to help teachers grow (and keep them) than it is to onboard new staff each year. They discussed the effectiveness of conference attendance and sending staff off to training without formalizing the expectation that what is learned would be incorporated or shared at the school. *As part of the ACNW School Improvement Plan the school must develop a professional development plan, which should at minimum articulate the PD activities to be implemented in FY20, though may include initiatives that span further into FY21 and beyond. ACNW also recommends that the school consider formalizing how individual PD is implemented to ensure that staff members gain full advantage of the training.*

**ACNW requirement:**

***E. Include in your final ACNW School Improvement Plan details on the focus/purpose of professional development at AAHS for FY20 (and beyond) and provide a calendar that details how that will be implemented throughout the school year and summer.***

***F. Include in your final ACNW School Improvement Plan details on how the staff evaluation system with support holding members accountable to the expectations of rigor both in student behavior and curriculum assessment being developing in the initiatives detailed earlier in this letter.***

- A detailed plan describing how the school will use students’ academic data (both normed and curriculum-based) to drive instruction

In the school’s remediation plan outline, it states that NWEA data was used extensively in FY19 and that will continue in FY20. It also states that “the curriculum committee will be meeting as PLCs weekly to analyze and discuss student assessment data in classes to better inform instruction.” The TPS team members indicate that at this weekly meeting the expectation is all staff present assessment data from the week and discuss ways to work on standards across the curriculum. When asked how the committee will ensure that weekly

assessments have the rigor that they are seeking (i.e. how are they standardizing rigor and holding each other accountable to that rigor?), TPS members indicated that had not been developed. *As part of the ACNW School Improvement Plan the school must formalize the expectations related to rigor in assessments to provide a scaffold for committee members to hold each other accountable to that rigor.*

**ACNW requirement:**

***G. Include in your final ACNW School Improvement Plan details on the procedural implementation of the weekly curriculum committee's data focused meeting. In other words, what structures will be followed to ensure that this meeting focuses on data and rigorous curriculum and the evaluation of student achievement?***

- A three-year financial plan that is aligned to the above.

In the school's remediation plan outline, it states that it is working with its financial service provider to develop this by October. The school has submitted the preliminary reformatting of the school's financial statements. It is important to clarify that the financial plan must include enough specificity for ACNW to ensure that financial resources have been allocated to support the efforts the school has identified as a focus in the ACNW School Improvement Plan.

**ACNW requirement:**

***H. Include in your final ACNW School Improvement Plan the three-year financial plan as requested.***

I sincerely appreciate the opportunity to spend time at Academic Arts High School and it was consistently communicated to me that the staff feel prepared for the year and have an increased level of trust and commitment to the success of the school. We look forward to receiving AAHS detailed ACNW school improvement plan, consistent with the expectations outlined above, that results in:

- Increased student engagement and learning;
- Instructional leadership that has successful background in raising student achievement for at risk students;
- Instructional leadership that has the authority to make program, curriculum and staffing changes aimed at increasing student engagement and improving student achievement; and
- A school environment that is safe and conducive to learning for all students.

Sincerely,



Associate Director of Charter School Authorizing  
Audubon Center of the North Woods Charter School Division

cc: Erin Anderson, Director of Charter School Authorizing



Josh MacLachlan &lt;josh.maclachlan@academicarts.org&gt;

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**Feedback on AAHS Remediation Plan Outline and on 9/10/19 Site Visit**

1 message

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**mccutcheon@auduboncharterschools.org** <mccutcheon@auduboncharterschools.org> Thu, Sep 12, 2019 at 9:41 AM  
To: amy.charpentier@academicarts.org, Josh MacLachlan <josh.maclachlan@academicarts.org>  
Cc: ACNW CSD <admin@auduboncharterschools.org>, Erin Anderson <anderson@auduboncharterschools.org>

Dear Amy and Josh,

Thank you for submission of your school remediation plan outline, which we received on August 31<sup>st</sup>. I appreciated having the opportunity to conduct a site visit on Tuesday to gather more information on the work your school has embarked on, and to allow me to gain greater clarity of the components that will be included in the ACNW School Improvement Plan, which is due to ACNW on October 1<sup>st</sup>.

Attached, please find a letter that provides guidance in your completion of the ACNW School Improvement Plan based on interviews with the TPS team members, students and classroom observations that I conducted on Tuesday. Please let me know if you have any questions or concerns. It is our expectation that this letter would be shared with your Board at your Board meeting next week to help guide your preparation of the ACNW School Improvement Plan.

It feels like the year has started off well at AAHS. I truly enjoyed having the opportunity to spend time at the school on Tuesday.

Sincerely,

Nalani

**Nalani McCutcheon*****Associate Director of Charter School Authorizing***

Audubon Center of the North Woods

43 Main St S.E., Suite #507

Minneapolis, MN 55414

Office: 612-331-4181 // Fax: 612-331-1171

Cell: 651-269-6646

[auduboncharterschools.org](http://auduboncharterschools.org) // [audubon-center.org](http://audubon-center.org)

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 **AAHS\_ACNW Response to AAHS Remediation Plan and Site Visit Feedback\_09.12.2019.pdf**  
265K

#### **4.8 TOBACCO PRODUCTS**

The use of tobacco products is not permitted anywhere on the School's premises. ~~Staff Members must follow all rules posted and adhere to all policies associated with this policy (See Sections 3.7, Break Periods and 3.16, Safety).]~~

#### **4.9 INTERNET USE**

~~Staff Members~~ are allowed use of the Internet and e-mail when necessary to serve our students and conduct the School's business.

~~Staff Members~~ may use the Internet when appropriate to access information needed to conduct business of the School. ~~Staff Members~~ may use e-mail when appropriate for school correspondence.

Use of the Internet must not disrupt operation of the School's computer network and use of the Internet must not interfere with a staff member's productivity. ~~Staff Members~~ are responsible for using the Internet in a manner that is ethical and lawful.

Internet messages are public and not private. Academic Arts High School ~~EdVisions Cooperative~~ reserves the right to access and monitor all files and messages of its staff ~~members~~.

#### **4.10 EMPLOYEE SOCIAL MEDIA PERSONAL USE POLICY**

Academic Arts High School strives to uphold a positive image in the community. As such, AAHS has adopted a social media use policy to ensure that our employees are aware of their responsibility to maintain a positive image as a representative of our school. AAHS employees that maintain personal social media pages (including, but not limited to, forms of online publishing and discussion, such as blogs, wikis, file-sharing, user-generated video and audio, virtual worlds and social networks) are expected to comply with the guidelines set out within this policy.

It is expected that all employees continue to serve as positive representatives for Academic Arts High School and remain appropriate role models for students outside of regular business hours. It is vital that staff maintain professionalism in their interactions with students and the community. When using social media outlets, employees should conduct themselves in a manner that is appropriate. Failure to do so is a violation of AAHS policy and could put staff at risk of disciplinary action up to and including termination.

What is written or published is the employee's responsibility. What a person publishes is widely accessible, and while it can be removed by the owner, all others who can view the content, can save it to their own files, so consider what is published carefully. Trademark, copyright, and fair use requirements must be respected, and sources and references, whenever possible, should be cited and linked to.



Academic Arts High School employees that maintain personal social media pages or accounts are required to comply with the following guidelines as they relate to their association with AAHS:

1. Use of personal social media may not conflict with any of AAHS' existing policies.
2. As an employee of AAHS, online postings always have the potential to impact the school, even those made on a personal level. Online postings should always represent a personal point of view and not necessarily that of AAHS. When posting a point of view, it should neither claim nor imply speaking on AAHS' behalf.
3. Employees may not disclose information on any social media network that is confidential or proprietary to AAHS, its students, its employees or that is protected by data privacy laws.
4. Social fraternization through media and the sharing of personal contact information between school staff and students is strictly prohibited (e.g. the mutual linking of personal accounts, exchanging of cellular telephone number, etc.) Staff may link professional social media accounts with students for the purposes of contact with students regarding school related items or issues the student reports to the staff person.
5. Posts involving the following will not be tolerated and will subject the individual to disciplinary action:
  - a. Discriminatory statements or sexual innuendos regarding co-workers, students, or affiliated community members.
  - b. Defamatory statements regarding AAHS, its employees, or students.
  - c. Negative comments regarding AAHS, its employees, or students.
  - d. Any other statement or pictures deemed offensive to AAHS.
  - e. Employees must be respectful and professional in all communications. Employees shall not use obscene, profane or vulgar language on any social media network or engage in communications or conduct that is harassing, threatening, bullying, libelous, or defamatory or that discusses or encourages any illegal activity or the inappropriate use of alcohol, use of illegal drugs, sexual behavior, sexual harassment, or bullying.
  - f. Employees must avoid posting any information or engaging in communications that violate state or federal laws.

## MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“Memorandum”) is entered into between the County of Dakota, a political subdivision of the State of Minnesota, through its Social Services Department, (“County”) and Academic Arts High School (“District”).

**WHEREAS**, the sole purpose of this Memorandum is to encourage cooperation between the County and the District and to further detail the separate and distinct roles and responsibilities of each party hereto; and

**WHEREAS**, the District and the County must collaborate to develop and implement clear written procedures governing how transportation to maintain children in foster care in their schools of origin, when in their best interest, will be provided, arranged, and funded for the duration of the child’s time in foster care through the procedures below; and

**WHEREAS**, County and District have agreed that individual student circumstances vary such that decisions regarding transportation needs will need to be made case-by-case considering a set of guiding principles; and

**NOW, THEREFORE**, the parties hereto agree that it is in the best interests of all concerned to enter into this Memorandum.

### I. BEST INTEREST DETERMINATIONS

A. The parties agree to the following best interest determination process:

1. The County Social Worker will notify the District point of contact that the child will be moving to a new residence and the necessary timeframe for determining the child’s most appropriate school placement;
2. The District will provide the County with information on the appropriateness of the current educational setting, with the County taking into account this information and the distance from potential foster care placements to the child’s current school;
3. The County and the District jointly determine the child’s best interests for school placement, in consultation with the child and other key partners. The following best interest factors will be considered:

Preferences of the child; preferences of the child’s parent(s); child’s attachment to the school, including meaningful relationships with staff and peers; placement of the child’s sibling(s); influence of the school climate on the child, including safety; availability and quality of the services in the District to meet the child’s educational and socioemotional needs; history of school transfers and how they have impacted the child; how the length of the commute would impact the child, based on the child’s developmental stage; whether the child is a student with a disability under the Individuals with Disabilities Education Improvement Act of 2005 (IDEA) who is receiving special education and related services or a child with a disability under Section 504 of the Rehabilitation Act who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and whether the child is an English learner (EL) and is receiving language services and, if so, the

availability of those required services in a school other than the school of origin consistent with Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974 (EEOA); and

4. The best interest determination for school placement is completed within three business days after the County notifies the District of the child's new residence.

## II. TRANSPORTATION ROLES AND RESPONSIBILITIES

Children in foster care needing transportation to their schools of origin will promptly receive that transportation in a cost effective manner and in accordance with section 475(4)(A) of the Social Security Act.

If there are additional costs incurred in providing transportation to the school of origin, the District must provide such transportation if (1) the County agrees to reimburse the District for the cost of such transportation; (2) the District agrees to pay for the cost; or (3) the District and The County agree to share the cost. (Every Student Succeeds Act, 20 U.S.C. 1112(c)(5)(B)).

It is understood that County and District will make use of the following strategies in determining transportation methods and additional costs for children in foster care remaining in their school of origin, with attention to promptly accessing cost-effective transportation that accounts for the student's needs. Prior to determining transportation, the County will notify the District when a child is placed in foster care, or when a change of placement location is necessary and follow the process outlined in Section I for determining the child's best interests.

- A. If the foster care placement is in the school of origin attendance area, the District arranges for and covers the costs of transportation if transportation is necessary.
- B. If the foster care placement is not in the school of origin attendance area but is still within the school district, and maintaining the school of origin is in the student's best interest; pursuant to the best interest determination process in Section I, the County will first inquire with the foster parent to determine whether the foster parent is able to transport the student to school:
  1. If the foster parent is able to provide transportation, the foster parent transportation costs are the County's responsibility consistent with placement reimbursement.
  2. If the foster parent is unable to transport the student to school, the District arranges for and covers the costs of transportation.
- C. If the foster care placement is outside the student's school of origin school district, and maintaining the school of origin is in the student's best interest; pursuant to the best interest determination process in Section I, the County and District will consider the following:
  1. If the student has an Individualized Education Plan ("IEP") that includes transportation as a related service, the District is responsible for determining available transportation options, which may include cab service, specialty transportation service, or engagement of informal support options available to the student or foster family, and the appropriate funding path to address transportation costs. The County will not be responsible for transportation.
  2. If the student does not have an IEP, or has an IEP that does not include transportation as a related service, the County is responsible for determining

available transportation options, which may include cab service, specialty transportation service, or engagement of informal support options available to the student or foster family, and the appropriate funding path to address transportation costs. The County will ultimately be responsible for the cost of transportation, but the District may assist with its coordination.

**III. ADDITIONAL COUNTY RESPONSIBILITIES**

A. The County has designated a dedicated point of contact for the local education agencies:

<b>For County:</b>	<b>Backup:</b>
<b>Name:</b> Donna Labeau	<b>Name:</b> Janell Schilman
<b>Title:</b> School Liaison	<b>Title:</b> Interagency Collaborative Coordinator
<b>E-mail:</b> <a href="mailto:Donna.Labeau@co.dakota.mn.us">Donna.Labeau@co.dakota.mn.us</a>	<b>E-mail:</b> <a href="mailto:Janell.Schilman@co.dakota.mn.us">Janell.Schilman@co.dakota.mn.us</a>
<b>Phone:</b> 952-891-7336	<b>Phone:</b> 952-891-7449

- B. The County seeks Title IV-E reimbursement or other funding sources as appropriate, for transportation costs for those children who are eligible.
- C. The County has established an internal process to notify a local education agency when a child is placed in foster care, or when a change of placement location is necessary.
- D. The County will help facilitate records transfers for pertinent information when a child changes school enrollment.

**IV. ADDITIONAL DISTRICT RESPONSIBILITIES**

A. The District has designated a dedicated point of contact for the local welfare agencies:

<b>For District:</b>	<b>Backup:</b>
<b>Name:</b> Ty Cody	<b>Name:</b> Heather Fjelstad
<b>Title:</b> School Psychologist	<b>Title:</b> Special Education Teacher
<b>E-mail:</b> <a href="mailto:ty.cody@academicarts.org">ty.cody@academicarts.org</a>	<b>E-mail:</b> <a href="mailto:heather.fjelstad@academicarts.org">heather.fjelstad@academicarts.org</a>
<b>Phone:</b> 651-457-7427 x202	<b>Phone:</b> 651-457-7427 x210

- B. The District will explore participation in the Minnesota Department of Education pilot project funding for educational stability for students in foster care as applicable, per Laws of Minnesota 2017, 1st Spec. Sess., chapter 5, article 2, Section 54.
- C. The District will help facilitate records transfers for pertinent information when notified by the County that a student in foster care is changing school enrollment.

**V. DISPUTE RESOLUTION**

In the event that the District and the County are unable to reach a decision regarding whether it is in a student’s best interest to remain in the school of origin, pursuant to the best interest determination process in Section I, the next step is an administrative meeting between the District and County. This meeting will be held within ten (10) business days and will include the designee from the County and the District as indicated below. Each agency is responsible for providing relevant information from their agency perspective for consideration at the meeting and agrees to engage in good faith efforts to reach a mutually acceptable resolution. Within ten (10) business days, the parties will memorialize their decision in writing. If no agreement is reached, the County’s determination will prevail. Pending the outcome of the dispute resolution process, the student will remain in the school of origin and any additional transportation costs

will be paid by the entity that would otherwise be responsible for paying for transportation under Section II of this MOU.

In the event that the District and the County are unable to reach a decision regarding responsibility to pay additional transportation costs for a student in foster care, the parties will resolve the dispute through an administrative meeting between the designees of the County and the District as indicated below:

**For County:**

**Name:** Brian Kopperud  
**Title:** Director Community Corrections  
**E-mail:** [Brian.Kopperud@co.dakota.mn.us](mailto:Brian.Kopperud@co.dakota.mn.us)  
**Phone:** 651-554-6065

**For District:**

**Name:** Ty Cody  
**Title:** School Psychologist  
**E-mail:** [ty.cody@academicarts.org](mailto:ty.cody@academicarts.org)  
**Phone:** 651-457-7427 x202

**VI. GENERAL TERMS**

A. **Terms.** This Memorandum of Understanding will begin effective as of the date of last signature and will continue through June 30, 2020 (“Expiration Date”) unless otherwise terminated earlier pursuant to the terms hereof. This Memorandum will be automatically renewed for another year term unless either party exercises the rights under the termination clause, Section VI.C., prior to the Expiration Date.

B. **Authorized Representatives.** The following named parties are the Authorized Representatives:

**For County:**

**Name:** Stephanie Radtke  
**Title:** Community Services Division Deputy Director

**For District:**

**Name:** Ty Cody  
**Title:** School Psychologist

**Address:** 1 Mendota Road  
West. St. Paul, MN 55118  
**E-mail:** [Stephanie.Radtke@co.dakota.mn.us](mailto:Stephanie.Radtke@co.dakota.mn.us)  
**Phone:** 651-554-5837

**Address:** 60 Marie Ave.  
West St. Paul, MN 55118  
**E-mail:** [ty.cody@academicarts.org](mailto:ty.cody@academicarts.org)  
**Phone:** 651-457-7427 x202

C. **Termination.** Either party may terminate this Memorandum for any reason or no reason by giving the other party thirty (30) calendar days’ prior written notice.

D. **Confidentiality and Records Management.** For purposes of this Memorandum, all data created, collected, received, stored, used, maintained, or disseminated by the parties in the performance of their duties is subject to the requirements of the Minnesota Government Data Practices Act (“MGDPA”), Minn. Stat. Chapter 13 and Minnesota Rules, Part 1205 implementing the MGDPA as amended as well as any applicable Federal laws on data privacy and security.

If information is to be exchanged for the purposes of providing services, all necessary Tennessee Notices, consents, releases, or authorizations shall be obtained prior to the release or exchange of such information unless such exchange is otherwise allowed by law.

E. **Amendments.** This Memorandum may be amended only in writing and authorized by the parties’ Authorized Representatives, as named above.

IN WITNESS WHEREOF, the undersigned have executed this Memorandum on the dates indicated below:

County of Dakota:

District:

By: \_\_\_\_\_  
Name

By: \_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Title

Date of Signature: \_\_\_\_\_

Date of Signature: \_\_\_\_\_

## Certificate Of Completion

Envelope Id: D38F7A0BE4B84A06BCA1784DDBEB0C3D	Status: Sent
Subject: Please DocuSign: Academic Arts High School - C0031749.docx	
Source Envelope:	
Document Pages: 5	Signatures: 0
Certificate Pages: 4	Initials: 0
AutoNav: Enabled	Envelope Originator:
Envelopeld Stamping: Enabled	Lori Tolzman
Time Zone: (UTC-06:00) Central Time (US & Canada)	1490 Highway 55
	Hastings, MN 55033
	lori.tolzman@co.dakota.mn.us
	IP Address: 207.171.99.1

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Ty Cody	Sent: 7/30/2019 10:50:10 AM
ty.cody@academicarts.org	Viewed: 8/5/2019 5:01:10 PM
Security Level: Email, Account Authentication (None)	
<b>Electronic Record and Signature Disclosure:</b>	
Accepted: 8/5/2019 5:01:10 PM	
ID: 66225ff5-dbad-42ae-bd72-ad0ab9d08312	

Stephanie Radtke  
 Stephanie.Radtke@co.dakota.mn.us  
 Security Level: Email, Account Authentication (None)  
**Electronic Record and Signature Disclosure:**  
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## Notary Events

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## Envelope Summary Events

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## Payment Events

Status	Timestamps
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## Electronic Record and Signature Disclosure

## **ELECTRONIC RECORD AND SIGNATURE DISCLOSURE**

From time to time, Dakota County (we, us or Company) may be required by law to provide to you certain written notices or disclosures. Described below are the terms and conditions for providing to you such notices and disclosures electronically through your DocuSign, Inc. (DocuSign) Express user account. Please read the information below carefully and thoroughly, and if you can access this information electronically to your satisfaction and agree to these terms and conditions, please confirm your agreement by clicking the 'I agree' button at the bottom of this document.

### **Getting paper copies**

At any time, you may request from us a paper copy of any record provided or made available electronically to you by us. For such copies, as long as you are an authorized user of the DocuSign system you will have the ability to download and print any documents we send to you through your DocuSign user account for a limited period of time (usually 30 days) after such documents are first sent to you. After such time, if you wish for us to send you paper copies of any such documents from our office to you, you will be charged a \$0.00 per-page fee. You may request delivery of such paper copies from us by following the procedure described below.

### **Withdrawing your consent**

If you decide to receive notices and disclosures from us electronically, you may at any time change your mind and tell us that thereafter you want to receive required notices and disclosures only in paper format. How you must inform us of your decision to receive future notices and disclosure in paper format and withdraw your consent to receive notices and disclosures electronically is described below.

### **Consequences of changing your mind**

If you elect to receive required notices and disclosures only in paper format, it will slow the speed at which we can complete certain steps in transactions with you and delivering services to you because we will need first to send the required notices or disclosures to you in paper format, and then wait until we receive back from you your acknowledgment of your receipt of such paper notices or disclosures. To indicate to us that you are changing your mind, you must withdraw your consent using the DocuSign 'Withdraw Consent' form on the signing page of your DocuSign account. This will indicate to us that you have withdrawn your consent to receive required notices and disclosures electronically from us and you will no longer be able to use your DocuSign Express user account to receive required notices and consents electronically from us or to sign electronically documents from us.

### **All notices and disclosures will be sent to you electronically**

Unless you tell us otherwise in accordance with the procedures described herein, we will provide electronically to you through your DocuSign user account all required notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you during the course of our relationship with you. To reduce the chance of you inadvertently not receiving any notice or disclosure, we prefer to provide all of the required notices and disclosures to you by the same method and to the same address that you have given us. Thus, you can receive all the disclosures and notices electronically or in paper format through the paper mail delivery system. If you do not agree with this process, please let us know as described below. Please also see the paragraph immediately above that describes the consequences of your electing not to receive delivery of the notices and disclosures electronically from us.



**How to contact Dakota County:**

You may contact us to let us know of your changes as to how we may contact you electronically, to request paper copies of certain information from us, and to withdraw your prior consent to receive notices and disclosures electronically as follows:

To contact us by email send messages to: [bruce.peters@co.dakota.mn.us](mailto:bruce.peters@co.dakota.mn.us)

**To advise Dakota County of your new e-mail address**

To let us know of a change in your e-mail address where we should send notices and disclosures electronically to you, you must send an email message to us at [bruce.peters@co.dakota.mn.us](mailto:bruce.peters@co.dakota.mn.us) and in the body of such request you must state: your previous e-mail address, your new e-mail address. We do not require any other information from you to change your email address..

In addition, you must notify DocuSign, Inc to arrange for your new email address to be reflected in your DocuSign account by following the process for changing e-mail in DocuSign.

**To request paper copies from Dakota County**

To request delivery from us of paper copies of the notices and disclosures previously provided by us to you electronically, you must send us an e-mail to [bruce.peters@co.dakota.mn.us](mailto:bruce.peters@co.dakota.mn.us) and in the body of such request you must state your e-mail address, full name, US Postal address, and telephone number. We will bill you for any fees at that time, if any.

**To withdraw your consent with Dakota County**

To inform us that you no longer want to receive future notices and disclosures in electronic format you may:

- i. decline to sign a document from within your DocuSign account, and on the subsequent page, select the check-box indicating you wish to withdraw your consent, or you may;
- ii. send us an e-mail to [bruce.peters@co.dakota.mn.us](mailto:bruce.peters@co.dakota.mn.us) and in the body of such request you must state your e-mail, full name, IS Postal Address, telephone number, and account number. We do not need any other information from you to withdraw consent.. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process..

**Required hardware and software**

Operating Systems:	Windows2000? or WindowsXP?
Browsers (for SENDERS):	Internet Explorer 6.0? or above
Browsers (for SIGNERS):	Internet Explorer 6.0?, Mozilla FireFox 1.0, NetScape 7.2 (or above)
Email:	Access to a valid email account
Screen Resolution:	800 x 600 minimum
Enabled Security Settings:	<ul style="list-style-type: none"> <li>•Allow per session cookies</li> <li>•Users accessing the internet behind a Proxy Server must enable HTTP 1.1 settings via proxy connection</li> </ul>

\*\* These minimum requirements are subject to change. If these requirements change, we will provide you with an email message at the email address we have on file for you at that time providing you with the revised hardware and software requirements, at which time you will have the right to withdraw your consent.

**Acknowledging your access and consent to receive materials electronically**

To confirm to us that you can access this information electronically, which will be similar to other electronic notices and disclosures that we will provide to you, please verify that you were able to read this electronic disclosure and that you also were able to print on paper or electronically save this page for your future reference and access or that you were able to e-mail this disclosure and consent to an address where you will be able to print on paper or save it for your future reference and access. Further, if you consent to receiving notices and disclosures exclusively in electronic format on the terms and conditions described above, please let us know by clicking the 'I agree' button below.

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