

## **Academic Arts High School School Board Meeting Agenda**

Tuesday, December 20, 2022 | 5:00 pm | Academic Arts High School Room 123  
*Participation Remotely Via Google Meet*

### **Agenda**

- 1. Call to Order:**
- 2. Conflict of Interest Check:**
- 3. Approval of December 20, 2022 Agenda:**
- 4. Approval/Rejection of November 17, 2022 Minutes:**
- 5. Public Comments:**
- 6. Financial Report: (Josh MacLachlan - Treasurer, Nate Winter - CLA)**
  - a. **Approval of November 2022 financial report**
  - b. **Approval of October 2022 disbursements**
  - c. **Financial Audit Presentation** (Abdo Eck and Meyers)
- 7. Ex Officio Report:**
- 8. Student Data Report – Josh MacLachlan**
  - a. Academic Measures
  - b. Environmental Education Measures
- 9. Strategic Items:**
  - a. Updates from Community-Teacher Association
  - b. Board Training: Review of current board bylaws relevant to hiring
  - c. Review fund balance policy (Second Reading)
  - d. Review land acknowledgement statement (Second Reading)
  - e. Review walkout policy (First Reading)
  - f. Updates on potential administrator position
  - g. Review needed changes to academic calendar and schedule
- 10. Action Items:**
  - a. Approve/Reject updates to behavior protocol (Third Reading)
  - b. Approve/Reject updated Experience Policy (Third Reading)
  - c. Approve/Reject background check policy (Third Reading)
  - d. Approve/Reject updates to Exhibit D - Blended Learning.

e. Approve/Reject Calendar/daily schedule Updates

**11. Adjourn:**

## **Academic Arts High School School Board Meeting Agenda**

Tuesday, November 17, 2022 | 5:00 pm | Academic Arts High School Room 123  
*Participation Remotely Via Google Meet*

### **Agenda**

#### **Board Members Present:**

In-person: Josh MacLachlan

Online: Tenille Warren, Rachael McNamara, David Gunderman, David Massey

**Absent:** Christy Dickinson

#### **1. Call to Order:**

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

#### **2. Conflict of Interest Check:**

- a. None to note

#### **3. Approval of November 17, 2022 Agenda:**

- a. Josh MacLachlan motions to approve the November 17, 2022 agenda. Rachael McNamara seconds.
- b. Discussion:
  - i. No further discussion
- c. Motion passes/fails with following votes:
  - i. Brenda Johnson - Aye
  - ii. David Gunderman - Aye
  - iii. Rachael McNamara - Aye
  - iv. David Massey - Aye
  - v. Tenille Warren - Aye
  - vi. Josh MacLachlan - Aye

#### **4. Approval of October 18, 2022 Minutes:**

- a. David Gunderman motions to approve the October 18, 2022 minutes. Josh MacLachlan seconds.
- b. Discussion:

- i. No further discussion
- c. Motion passes with following votes:
  - i. Brenda Johnson - Aye
  - ii. David Gunderman - Aye
  - iii. Rachael McNamara - Aye
  - iv. David Massey - Aye
  - v. Tenille Warren - Aye
  - vi. Josh MacLachlan - Aye

**5. Public Comments:**

- a. Sarah Franklin inquires about Osprey Wilds trip
  - i. Seems like trip was difficult and caused damage to the community
  - ii. What are next steps for the community

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

- a. **Approval of October 2022 financial report**
  - i. Josh MacLachlan motions to approve the October 2022 financial report.  
Tenille Warren seconds.
  - ii. Discussion:
    - 1. ADM
      - a. Current Approved Budget: 110
      - b. Current School Enrollment: 108
      - c. Current Average ADM: 105.07
      - d. Variance: -5
    - 2. Cash on hand at end of October: \$427K, \$35k increase from prior month. Current fund balance at \$523,422
    - 3. 33% of the way through the year.

- a. Revenues at 32% of budget.
- b. Expenditures at 29% of budget

4. Items of importance:

iii. Motion passes with following votes:

1. Brenda Johnson - Aye
2. David Gunderman - Aye
3. Rachael McNamara - Aye
4. Tenille Warren- Aye
5. David Massey - Aye
6. Josh MacLachlan - Aye

**b. Approval of October 2022 disbursements**

i. Josh MacLachlan motions to approve the October 2022 disbursements.

Tenille Warren seconds.

ii. Discussion:

1. Noted Julie's check title. Board ok with title.

iii. Motion passes with following votes:

1. Brenda Johnson - Aye
2. David Gunderman - Aye
3. Rachael McNamara - Aye
4. Tenille Warren- Aye
5. David Massey - Aye
6. Josh MacLachlan - Aye

**7. Ex Officio Report:**

a. School events:

- i. Dodge Nature Center on November 2

- ii. Vaccine clinic on November 3
  - iii. Osprey wilds trip was November 14-16. Covid protocols were followed. Trip was still a major challenge. There were too many students. Many students were not ready to be away from home. Several students did not feel comfortable with OW staff. A fight occurred on the trip.
    - 1. Suggestion: Request parent volunteers
    - 2. Suggestion: Specific training for staff beforehand
    - 3. Suggestion: To maintain inclusivity, more and smaller trips
  - iv. Drivers Education Classes are being held at the school starting on November 28th through
    - 1. 15 students: Scholarships are available
- b. Committee Updates:
- i. TPS: No updates
  - ii. Personnel: Continuing to seek social worker and para candidates
  - iii. Behavior: No updates
  - iv. Finance
    - 1. Nutrition:
      - a. Reigning in lunch program: payment systems being researched
      - b. Seeking grants to fund food for specific events
      - c. Initiative: FRL forms by December 1
        - i. Affects Title I → Affects other federal awards
        - ii. Many forms still not in. Developing marketing campaign and push to get ALL families to submit forms. “Normalize the form”

- v. Marketing: No updates
- vi. Enrollment: Continuing enrolling new students until meeting cap.
- vii. Curriculum: Reviewing NWEA data to
- viii. SpEd: No updates
- ix. Jay Squad: No updates

## **8. Student Data Report – Josh MacLachlan**

- a. Academic Measures
  - i. Reviewed academic measure dashboard. Upcoming data to add for next meeting: presentation data for Q1.
- b. Environmental Education Measures
  - i. Gathering data journaling data from Spring trip to Osprey wilds trip

## **9. Strategic Items:**

- a. Updates from “Community-Teacher Association” (Brenda Johnson)
  - i. Had booth at vaccine clinic
  - ii. 5 parents/guardians interested in joining
  - iii. Planning a meeting for before the December holidays
  - iv. David Gunderman will be TPS contact and Sarah will be the Community contact.
- b. Board Training:
  - i. Updates on task force to plan board recruitment/training/retreat
- d. TPS Evaluation: Organizational Items
- e. Review updates to behavior protocol (Second Reading)
- f. Updated Experience Policy (Second Reading)
- g. Background check policy (Second Reading)
  - i. Formal draft references policy examples from 3 other schools.
- h. Review fund balance policy (First Reading)
- i. Review land acknowledgement statement (First Reading)

## **10. Action Items:**

- a. Approve/Reject Calendar Update
  - i. Josh MacLachlan motions to approve to change the dates of the TPS retreat on the school calendar from February 2-3 to February 9-10

switching February 2-3 to school days and February 9-10 to non-school days.

ii. Discussion:

1. Jay squad has decided not to dedicate time and resources to planning a TPS retreat. Since the school is no longer in a

iii. Motions passes with following votes:

1. Brenda Johnson - Aye
2. David Gunderman - Aye
3. Rachael McNamara - Aye
4. Tenille Warren- Aye
5. Josh MacLachlan - Aye

**11. Adjourn:**

- a. Rachael McNamara motions to adjourn meeting- 7:12





- November 2022 -  
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
Selected Information.....	12

# Academic Arts High School Executive Summary

## ***To accompany the November 2022 financial statements, as presented to the School Board***

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

### **Enrollment**

- Current Approved Budget: 110
- Current School Enrollment: 111
- Current Average ADM: 105.96
- Variance: 1

### **Statement of Activities**

Cash at the end of November was \$446K, which is a \$19K increase from the prior month. The current year estimated state receivable that is owed to the School through month end was \$129K. The preliminary prior year state receivable owed to the school is currently being estimated at \$58K

The preliminary beginning fund balance for the year is \$523,422.

### **Schedule of Budget and Actual Revenue and Expenses**

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

- Revenues for the month were at 40% of budget:
  - Two IDEAS payments on the 15<sup>th</sup> and 30<sup>th</sup>.
  - Normally monthly deposits
  - Holdback, PY federal awards
- Expenditures for the month were at 36% of budget:
  - Normal monthly payments of rent, benefits, contracted services, and supplies went out
  - Consulting services, legal services, audit services

### **Other Items of Importance**

- All beginning balances are currently preliminary until the audit report is presented by the auditors.
- The UFARS audited data was submitted to the MDE by the 11/30 deadline.
- The final audit reports will be submitted to the OSE and MDE by the 12/31 deadline.

# Academic Arts High School Financial Dashboard

November 2022    42% of School Year Complete

## REVENUE

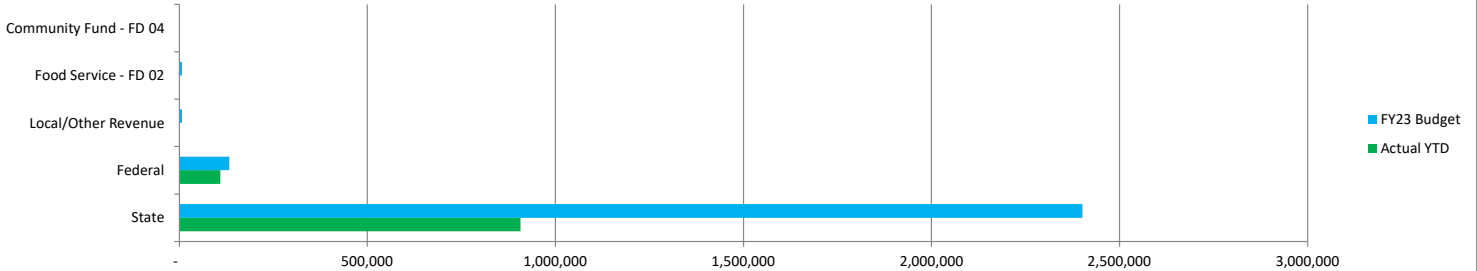
**Total Revenue this Month**  
\$194,184

**Total Revenue YTD**  
\$1,018,683

**Budgeted Revenue FY23**  
\$2,549,167

**% of Revenue Budget**  
40%

### Revenue - Actual vs. Budget



## EXPENSE

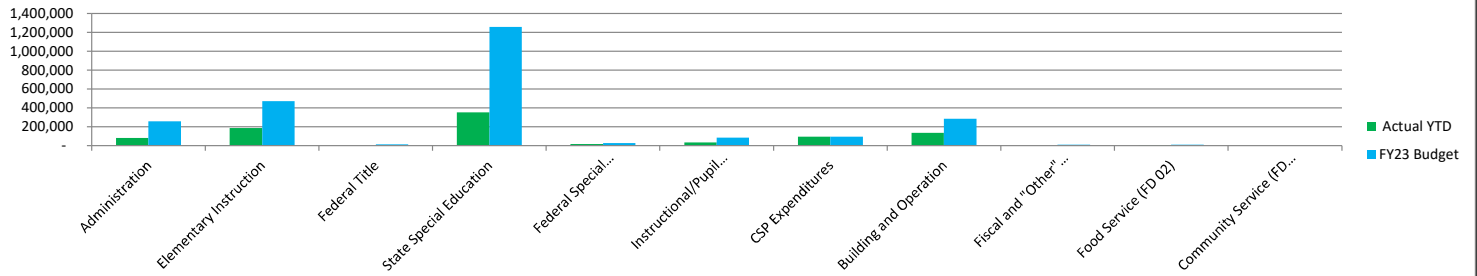
**Total Expense this Month**  
\$175,601

**Total Expense YTD**  
\$895,981

**Budgeted Expense FY23**  
\$2,501,281

**% of Expense Budget**  
36%

### Expense - Actual vs. Budget



## BALANCE SHEET

**Cash at End of Month**  
\$445,707

**Cash at End of Prior Month**  
\$427,124

**Beginning Fund Balance - FY23**  
\$523,422

**Budgeted Fund Balance - End of FY23**  
\$571,307

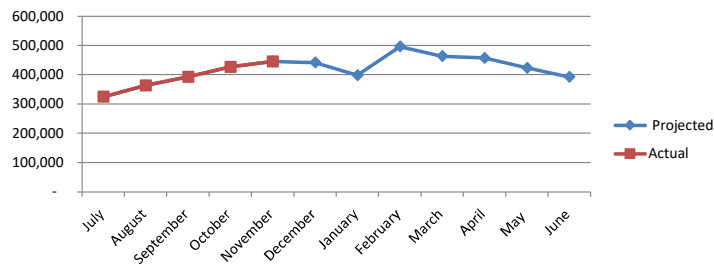
**Cash at Beginning of Year**  
\$269,421

**Projected Cash Balance- End of FY23**  
\$392,281

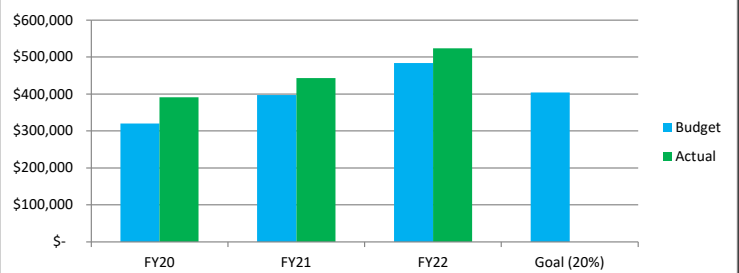
**Fund Balance at Month End**  
\$646,124

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

### Cash Flow Projection



### Fund Balance - Budget vs. Actual



## ENROLLMENT

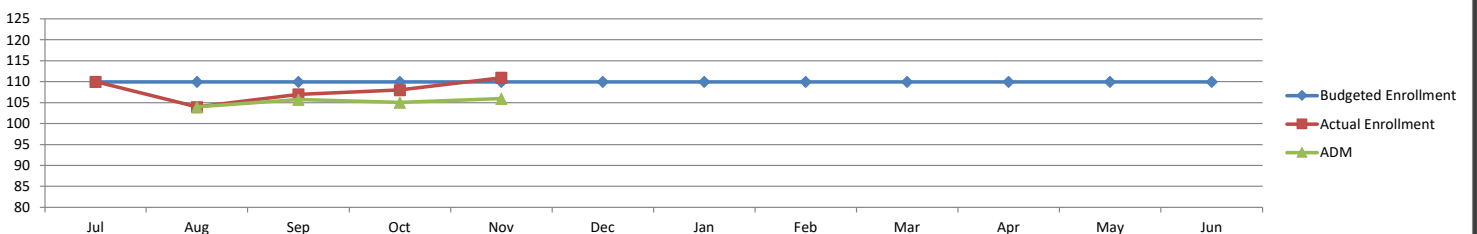
**Actual Enrollment at Month End**  
111

**Budgeted Enrollment**  
110

**Actual ADM - YTD**  
106

**Actual vs. Budgeted Enrollment Variance**  
1

### 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 November 2022

	Current Month	Prior Month	\$ Change	Un-Audited	YTD \$ Change
	11/30/2022	10/31/2022		6/30/2022	
<b>ASSETS:</b>					
Current Assets:					
Cash	445,707	427,124	18,583	269,421	176,286
Accounts Receivable	-	-	-	-	-
Due from MDE - Prior Year Receivable	57,779	57,850	(71)	-	57,779
Due from MDE - Current Year Estimate	128,994	106,678	22,316	318,272	(189,278)
Due from Federal	109,927	127,262	(17,335)	69,633	40,294
Prepays	9,976	9,976	(0)	30,314	(20,338)
<b>Total Current Assets</b>	<b>752,383</b>	<b>728,890</b>	<b>23,493</b>	<b>687,639</b>	<b>64,743</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>752,383</b>	<b>728,890</b>	<b>23,493</b>	<b>687,639</b>	<b>64,743</b>
<b>LIABILITIES:</b>					
Current Liabilities:					
Salaries Payable	88,228	70,582	17,646	119,008	(30,780)
Accounts Payable	12,467	7,902	4,565	9,571	2,896
Payroll Liabilities	5,564	22,185	(16,620)	35,639	(30,074)
Other Liabilities	-	-	-	-	-
Unearned Revenue	-	-	-	-	-
Line of Credit	-	-	-	-	-
<b>Total Current Liabilities</b>	<b>106,259</b>	<b>100,669</b>	<b>5,590</b>	<b>164,218</b>	<b>(57,959)</b>
<b>FUND BALANCE</b>					
Beginning Fund Balance as of July 1, 2022	523,422	523,422	-	442,749	
Net Income, FY2023 to Date	122,702	104,800	17,903	80,673	42,030
<b>Ending Fund Balance</b>	<b>646,124</b>	<b>628,222</b>	<b>17,902</b>	<b>523,422</b>	<b>122,702</b>
<b>TOTAL FUND BALANCE</b>	<b>646,124</b>	<b>628,222</b>	<b>17,902</b>	<b>523,422</b>	<b>122,702</b>
<b>TOTAL LIABILITIES AND FUND BALANCE</b>	<b>752,383</b>	<b>728,890</b>	<b>23,493</b>	<b>687,639</b>	<b>64,743</b>

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

# Academic Arts High School

## Balance Sheet

As of November 2022

	<b>ALL FUNDS</b>	General Fund	Food Service	Community Fund	Capital Assets
	<b>Total</b>	<b>FD 01</b>	<b>FD 02</b>	<b>FD 04</b>	<b>FD 98</b>
<b>ASSETS:</b>					
Current Assets:					
Cash	445,707	447,044	(1,337)	-	-
Accounts Receivable	-	-	-	-	-
Due from MDE - Prior Year Receivable	57,779	57,779	-	-	-
Due from MDE - Current Year Estimate	128,994	128,994	-	-	-
	-	-	-	-	-
Due from Federal	109,927	109,927	-	-	-
Prepays	9,976	9,976	-	-	-
<b>Total Current Assets</b>	<b>752,383</b>	<b>753,719</b>	<b>(1,337)</b>	-	-
Capital Assets					
Buildings and Equipment					
(Less) Depreciation					
<b>Total Net Capital Assets</b>	-				-
<b>TOTAL ASSETS</b>	<b>752,383</b>	<b>753,719</b>	<b>(1,337)</b>	-	-
<b>LIABILITIES:</b>					
Current Liabilities:					
Salaries Payable	88,228	88,228	-	-	-
Accounts Payable	12,467	12,467	-	-	-
Payroll Liabilities	5,564	5,564	-	-	-
Other Liabilities	-	-	-	-	-
Unearned Revenue	-	-	-	-	-
Line of Credit	-	-	-	-	-
<b>Total Current Liabilities</b>	<b>106,257</b>	<b>106,259</b>	-	-	-
<b>FUND BALANCE</b>					
Beginning Fund Balance as of July 1, 2022	523,422	523,422	-	-	-
Net Income, FY 2023 to Date	122,702	124,039	(1,337)	-	-
<b>Ending Fund Balance</b>	<b>646,124</b>	<b>647,460</b>	<b>(1,337)</b>	-	-
Investment in Capital Assets	-				-
<b>TOTAL LIABILITES AND FUND BALANCE</b>	<b>752,383</b>	<b>753,719</b>	<b>(1,337)</b>	-	-

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

**Academic Arts High School**  
Income Statement - Variance  
As of November 2022

42% of Fiscal Year 2022-2023 Complete

Approved  
6/22/2022

	YTD Actual	YTD Budget	YTD Variance	FY23 Original Budget	% of Budget
<b>FUND 01</b>					
<b>DISTRICT REVENUE - GENERAL FUND</b>					
Local & Other	1,525	3,084	(1,558)	7,400	21%
State - Gen. Ed. Aid	421,895	441,674	(19,779)	1,060,017	40%
State - Special Education/ADSSIS	337,557	477,749	(140,192)	1,146,598	29%
State - Lease Aid	-	72,270	(72,270)	173,448	0%
State - Other	18,128	8,841	9,288	21,218	85%
Estimated State Holdback Recognized	129,650	-	-	-	N/A
PY Over/Under Accrual	-	-	-	-	N/A
Federal - ESSER	94,781	-	94,781	94,413	100%
Federal - COVID-19 Testing Grant	-	-	-	-	0%
Federal - Title	-	5,656	(5,656)	13,574	0%
Federal - Special Ed.	15,147	10,417	4,730	25,000	61%
<b>TOTAL DISTRICT REVENUE - GENERAL FUND</b>	<b>1,018,683</b>	<b>1,019,689</b>	<b>(1,006)</b>	<b>2,541,667</b>	<b>40%</b>
<b>DISTRICT EXPENDITURES - GENERAL FUND</b>					
<b>Administration &amp; District Support Services</b>					
Salary & Benefits	35,240	48,924	(13,685)	117,418	30%
Purchased Services	33,597	43,750	(10,153)	105,000	32%
Supplies & Equipment	5,476	7,500	(2,024)	18,000	30%
Other Fees	6,794	7,296	(501)	17,510	39%
<b>Total Administration &amp; District Support Expenditures</b>	<b>81,107</b>	<b>107,470</b>	<b>(26,363)</b>	<b>257,928</b>	<b>31%</b>
<b>Instructional Expenditures</b>					
Salary & Benefits	179,602	180,982	(1,379)	434,356	41%
Purchased Services	2,900	5,794	(2,893)	13,905	21%
Supplies & Equipment	3,757	8,958	(5,202)	21,500	17%
Other Fees	-	-	-	-	0%
<b>Total Instructional Expenditures</b>	<b>186,259</b>	<b>195,734</b>	<b>(9,474)</b>	<b>469,761</b>	<b>40%</b>
<b>Federal Title</b>					
Salary & Benefits	-	-	-	-	0%
Purchased Services	-	3,573	(3,573)	8,574	0%
Supplies & Equipment	-	2,083	(2,083)	5,000	0%
Other Fees	-	-	-	-	0%
<b>Total Federal Title Expenditures</b>	<b>-</b>	<b>5,656</b>	<b>(5,656)</b>	<b>13,574</b>	<b>0%</b>
<b>State Special Education</b>					
Salaries/Wages and Benefits	331,392	488,966	(157,574)	1,173,519	28%
Purchased Services	5,018	17,167	(12,149)	41,200	12%
Supplies & Equipment	-	2,083	(2,083)	5,000	0%
Transportation	14,231	15,879	(1,648)	38,109	37%
Other Fees	-	-	-	-	0%
<b>Total State Special Education Expenditures</b>	<b>350,640</b>	<b>524,095</b>	<b>(173,455)</b>	<b>1,257,828</b>	<b>28%</b>
<b>Federal Special Education/CEIS</b>					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	4,124	6,250	(2,126)	15,000	27%
Supplies & Equipment	11,023	4,167	6,856	10,000	110%
Other Fees	-	-	-	-	0%
<b>Total Federal Special Education Expenditures</b>	<b>15,147</b>	<b>10,417</b>	<b>4,730</b>	<b>25,000</b>	<b>61%</b>
<b>Instructional/Pupil Support</b>					
Salary & Benefits	25,731	25,731	-	61,755	42%
Purchased Services	5,733	8,958	(3,226)	21,500	27%
Supplies & Equipment	-	-	-	-	0%
Other Fees	-	-	-	-	0%
<b>Total Instructional Support Expenditures</b>	<b>31,464</b>	<b>34,690</b>	<b>(3,226)</b>	<b>83,255</b>	<b>38%</b>
<b>ESSER/COVID19 Funding</b>					

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

	YTD Actual	YTD Budget	YTD Variance	FY23 Original Budget	% of Budget
ESSER	94,781	39,339	55,442	94,412	100%
COVID19 Testing Grant	-	-	-	-	0%
<b>Total Instructional Support Expenditures</b>	<b>94,781</b>	<b>39,339</b>	<b>55,442</b>	<b>94,412</b>	<b>100%</b>
<b>Building &amp; Operations</b>					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	24,062	28,521	(4,459)	68,450	35%
Facilities Lease	86,257	86,257	(0)	207,017	42%
Supplies & Equipment	24,927	125	24,802	300	8309%
Other Fees	-	3,648	(3,648)	8,755	0%
<b>Total Building &amp; Operations Expenditures</b>	<b>135,246</b>	<b>118,551</b>	<b>16,695</b>	<b>284,522</b>	<b>48%</b>
<b>Fiscal &amp; Other Fixed Cost Programs</b>					
Purchased Services	-	-	-	-	0%
Transfers to Other Funds	-	7,500	-	7,500	0%
<b>Total Fiscal &amp; Other Fixed Cost Programs Expend.</b>	<b>-</b>	<b>7,500</b>	<b>(7,500)</b>	<b>7,500</b>	<b>44%</b>
<b>TOTAL DISTRICT EXPENDITURES - GENERAL FUND</b>	<b>894,644</b>	<b>1,043,450</b>	<b>(148,806)</b>	<b>2,493,781</b>	<b>36%</b>
<b>GENERAL FUND (01) - NET INCOME</b>	<b>124,039</b>	<b>(23,762)</b>	<b>147,801</b>	<b>47,886</b>	
<b>FUND 02</b>					
<b>DISTRICT REVENUE - FOOD SERVICE FUND</b>					
Local & Other	-	-	-	-	0%
State	-	-	-	-	0%
Federal	-	-	-	-	0%
Transfers from Other Funds	-	3,125	(3,125)	7,500	0%
<b>TOTAL DISTRICT REVENUE - FOOD SERVICE FUND</b>	<b>-</b>	<b>3,125</b>	<b>(3,125)</b>	<b>7,500</b>	<b>0%</b>
<b>DISTRICT EXPENDITURES - FOOD SERVICE FUND</b>					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	1,337	3,125	(1,788)	7,500	18%
Supplies & Equipment	-	-	-	-	0%
<b>TOTAL DISTRICT EXPENDITURES - FOOD SERVICE FUND</b>	<b>1,337</b>	<b>3,125</b>	<b>(1,788)</b>	<b>7,500</b>	<b>18%</b>
<b>FOOD SERVICE FUND (02) - NET INCOME</b>	<b>(1,337)</b>	<b>-</b>	<b>(1,337)</b>	<b>-</b>	
<b>TOTAL REVENUES - ALL FUNDS</b>	<b>1,018,683</b>	<b>1,022,814</b>	<b>(4,131)</b>	<b>2,549,167</b>	<b>40%</b>
<b>TOTAL EXPENDITURES - ALL FUNDS</b>	<b>895,981</b>	<b>1,046,575</b>	<b>(150,594)</b>	<b>2,501,281</b>	<b>36%</b>
<b>NET INCOME (LOSS) - ALL FUNDS</b>	<b>122,702</b>	<b>(23,762)</b>	<b>146,464</b>	<b>47,886</b>	
Beginning Fund Balance 7/1/2022	523,422			523,422	
<b>Ending Fund Balance</b>	<b>646,124</b>			<b>571,307</b>	

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



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

District #	Payment #	Bank	Check #	Pay Type	Payment Date	Vendor #	Vendor	Curr	Amount	Financials
4119	9942	AB		WX	11/30/2022	1180	APPLE STORE	USD	\$ 295.67	Admin S&E
4119	9943	AB		WX	11/30/2022	1328	Dollar tree	USD	\$ 6.73	Instructional S&E
4119	9944	AB		WX	11/30/2022	1368	HOLIDAY STATIONSTORES, LLC	USD	\$ 71.06	State SPED Transportation
4119	9945	AB		WX	11/30/2022	1368	HOLIDAY STATIONSTORES, LLC	USD	\$ 65.26	State SPED Transportation
4119	9946	AB		WX	11/30/2022	1368	HOLIDAY STATIONSTORES, LLC	USD	\$ 70.20	State SPED Transportation
4119	9947	AB		WX	11/30/2022	1368	HOLIDAY STATIONSTORES, LLC	USD	\$ 73.92	State SPED Transportation
4119	9948	AB		WX	11/30/2022	1368	HOLIDAY STATIONSTORES, LLC	USD	\$ 74.12	State SPED Transportation
4119	9949	AB		WX	11/30/2022	1570	Marathon Gas Station	USD	\$ 78.05	State SPED Transportation
4119	9950	AB		WX	11/30/2022	1570	Marathon Gas Station	USD	\$ 65.00	State SPED Transportation
4119	9951	AB		WX	11/30/2022	1575	Southview Office CenterLLC	USD	\$ 22,684.29	B/O Building Lease
4119	9952	AB		WX	11/30/2022	1608	Costco	USD	\$ 72.54	FIN 170 Expense
4119	9953	AB		WX	11/30/2022	1608	Costco	USD	\$ 116.90	FIN 170 Expense
4119	9954	AB		WX	11/30/2022	1608	Costco	USD	\$ 151.22	FIN 170 Expense
4119	9955	AB		WX	11/30/2022	1755	Subway	USD	\$ 1,520.43	FIN 170 Expense
4119	9956	AB		WX	11/30/2022	1755	Subway	USD	\$ 52.54	FIN 170 Expense
4119	9957	AB		WX	11/30/2022	1778	Teacherspay teachers	USD	\$ 6.43	Instructional S&E
4119	9958	AB		WX	11/30/2022	1778	Teacherspay teachers	USD	\$ 3.22	Instructional S&E
4119	9959	AB		WX	11/30/2022	1778	Teacherspay teachers	USD	\$ 12.86	Instructional S&E
4119	9960	AB		WX	11/30/2022	1778	Teacherspay teachers	USD	\$ 4.29	Instructional S&E
4119	9961	AB		WX	11/30/2022	1778	Teacherspay teachers	USD	\$ 32.40	Instructional S&E
4119	9962	AB		WX	11/30/2022	1778	Teacherspay teachers	USD	\$ 2.68	Instructional S&E
4119	9963	AB		WX	11/30/2022	1778	Teacherspay teachers	USD	\$ 1.68	Instructional S&E
4119	9964	AB		WX	11/30/2022	1833	Old National Bank	USD	\$ 13.48	Admin Purchased Services
4119	9965	AB		WX	11/30/2022	1874	Bulk Bookstore	USD	\$ 423.36	Instructional S&E
4119	9966	AB		WX	11/30/2022	1883	Alerus	USD	\$ 97.44	Payroll Liabilities
4119	9967	AB		WX	11/30/2022	1883	Alerus	USD	\$ 97.44	Payroll Liabilities
4119	9968	AB		WX	11/30/2022	1883	Alerus	USD	\$ 50.00	Payroll Liabilities
4119	9969	AB		WX	11/30/2022	1886	TRA	USD	\$ 5,310.13	Payroll Liabilities
4119	9970	AB		WX	11/30/2022	1887	PERA	USD	\$ 2,697.15	Payroll Liabilities
4119	9971	AB		WX	11/30/2022	1888	IRS	USD	\$ 12,072.87	Payroll Liabilities
4119	9972	AB		WX	11/30/2022	1889	MN Dept of Revenue	USD	\$ 1,984.96	Payroll Liabilities
4119	9973	AB		WX	11/30/2022	1912	Minnesota State	USD	\$ 20.00	Admin Purchased Services
4119	9974	AB		WX	11/30/2022	1924	Skyroam, INC	USD	\$ 99.00	Instructional PS
4119	9975	AB		WX	11/30/2022	1924	Skyroam, INC	USD	\$ 99.00	Instructional PS
4119	9976	AB		WX	11/30/2022	1924	Skyroam, INC	USD	\$ 99.00	Instructional PS
4119	9977	AB		WX	11/30/2022	1979	Midway Driving School	USD	\$ 595.00	Federal SPED PS
4119	9978	AB		WX	11/30/2022	1997	Midwest Insurance Company	USD	\$ 613.00	Payroll Liabilities
4119	9979	AB		WX	11/30/2022	2038	Marshalls Home Goods	USD	\$ 238.98	Federal SPED S&E
4119	9980	AB		WX	11/30/2022	2039	Chris' Food Center	USD	\$ 89.24	Instructional S&E
4119	9981	AB		WX	11/30/2022	2040	LA Fitness	USD	\$ 52.74	Instructional PS

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

4119	9982	AB		WX	11/30/2022	2040	LA Fitness	USD \$	52.74	Instructional PS
4119	9983	AB		WX	11/30/2022	2040	LA Fitness	USD \$	52.74	Instructional PS
4119	9984	AB		WX	11/30/2022	2040	LA Fitness	USD \$	52.74	Instructional PS
4119	9987	AB		WX	11/30/2022	2037	IPitomy Communications LLC	USD \$	416.90	Admin Purchased Services
4119	9929	AB	6866	CH	11/14/2022	1581	Julie Peterson	USD \$	2,895.00	Admin Purchased Services
4119	9930	AB	6867	CH	11/14/2022	1879	MN PEIP - C/O MMB Fiscal Services	USD \$	17,079.32	Payroll Liabilities
4119	9932	AB	6868	CH	11/21/2022	1297	Abdo	USD \$	8,900.00	Admin Purchased Services
4119	9935	AB	6869	CH	11/21/2022	1732	Education Evolving	USD \$	1,050.00	I/PS Purchased Services
4119	9931	AB	6870	CH	11/21/2022	1016	EDVISIONS COOPERATIVE	USD \$	200.00	Admin Purchased Services
4119	9931	AB	6870	CH	11/21/2022	1016	EDVISIONS COOPERATIVE	USD \$	675.00	Admin Purchased Services
4119	9939	AB	6871	CH	11/21/2022	2036	Integrative Therapy	USD \$	142.50	State SPED PS
4119	9940	AB	6872	CH	11/21/2022	2037	IPitomy Communications LLC	USD \$	424.29	Admin Purchased Services
4119	9934	AB	6873	CH	11/21/2022	1642	Metro Sales	USD \$	507.02	I/PS Purchased Services
4119	9933	AB	6874	CH	11/21/2022	1493	Premium Water Inc	USD \$	158.48	Admin Purchased Services
4119	9936	AB	6875	CH	11/21/2022	1909	Ratwik, Roszak & Maloney, P.A.	USD \$	437.50	Admin Purchased Services
4119	9938	AB	6876	CH	11/21/2022	1953	Stephanie Lonetti	USD \$	175.95	Federal SPED S&E
4119	9937	AB	6877	CH	11/21/2022	1948	Yummy	USD \$	610.75	Food Service
4119	9937	AB	6877	CH	11/21/2022	1948	Yummy	USD \$	621.00	Food Service
4119	9986	AB	30410000	CH	11/7/2022	1046	MN BCA	USD \$	8.00	Admin Purchased Services
4119	9985	AB	304000000	CH	11/7/2022	1046	MN BCA	USD \$	16.00	Admin Purchased Services
<b>Total:</b>									<b>\$ 84,590.21</b>	

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
1798	4119	AB	CR1122													
				1965	Credit	A	11/15/22	Wire	1	c1	Misc					
							4119 R 01 005 000	740 360 000		FY23 State Special Ed Aid					77,069.74	0.00
														Receipt Total:	\$77,069.74	\$0.00
														<b>Deposit Total:</b>	<b>\$77,069.74</b>	<b>\$0.00</b>
1799	4119	AB	CR1122													
				1966	Credit	A	11/17/22	Wire	1	c1	Misc					
							4119 B 01 122 000			FY22 FIN 143					709.92	0.00
							4119 B 01 122 000			FY22 FIN 140					4,022.85	0.00
							4119 B 01 122 000			FY22 FIN 425					2,750.00	0.00
							4119 B 01 122 000			FY22 FIN 419					26,999.36	0.00
														Receipt Total:	\$34,482.13	\$0.00
														<b>Deposit Total:</b>	<b>\$34,482.13</b>	<b>\$0.00</b>
1800	4119	AB	CR1122													
				1967	Credit	A	11/21/22	Wire	1	c1	Misc					
							4119 E 01 005 110	000 305 000		11.21.22 Casey's Bank Verify					1.00	0.00
														Receipt Total:	\$1.00	\$0.00
														<b>Deposit Total:</b>	<b>\$1.00</b>	<b>\$0.00</b>
1801	4119	AB	CR1122													
				1968	Credit	A	11/22/22	Wire	1	c1	Misc					
							4119 R 01 005 000	000 096 000		TPS School Tour Donation					500.00	0.00
														Receipt Total:	\$500.00	\$0.00
														<b>Deposit Total:</b>	<b>\$500.00</b>	<b>\$0.00</b>
1802	4119	AB	CR1122													
				1969	Credit	A	11/30/22	Wire	1	c1	Misc					
							4119 B 01 121 000			FY22 General Education Aid					70.77	0.00
							4119 R 01 005 000	740 360 000		FY23 State Special Ed Aid					66,378.93	0.00
							4119 R 01 005 000	000 317 000		FY23 LT FAC MAINT					15,681.60	0.00
														Receipt Total:	\$82,131.30	\$0.00
														<b>Deposit Total:</b>	<b>\$82,131.30</b>	<b>\$0.00</b>
														Report Total:	\$194,184.17	\$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 Five Months Ended November 30th, 2022 and Year Ending June 30th, 2023**

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

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

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

The effects of these departures have not been determined.

**Summary of Significant Assumptions**

These financial forecasts present, to the best of management's knowledge and belief, the School's expected financial position, results of operations, and cash projection for the forecast periods. Accordingly, the forecasts reflect its judgment as of June 22, 2022 the date of these forecasts, of the expected conditions and its expected course of action. The assumptions disclosed herein are those that management believes are significant to the forecasts. There will usually be differences between the forecasted and actual results, because events and circumstances frequently do not occur as expected, and those differences may be material.

**Balance Sheet & Cash Projection Assumptions**

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

**Statement of Operations Assumptions**

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

No assurance is provided.

**22-23 MONTH  
Board Meeting (Highlights and To Do)**

Date:

Ex Officio:

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School Events

- 

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Committee Updates

**TPS:**

**Personel:**

Julie is doing midyear hires for percom - still working on hiring two paras and a social worker. adjustments to percom: Angie to take on benefits (we never found a way to establish a new person to handle them all after Jen left CLA).

**Behavior:**

**Finance:**

**Nutrition:**

**DEI:**

We are currently working with people of Indigenous background to further make our land acknowledgment statement authentic and correct to the historical context to the land. We are also trying to work with other TPS schools that really work with social justice, and trying to see what strategies they use to address tragic newsworthy events in our community, as well as nationally. We also talked about getting speakers/trainers to help train the staff in diversity, equity, and inclusion topics, but also our overall community, specifically looking into educating our school community on the meaning of the racial slurs. Here's what we have to look forward to:

The staff is going to be given an assignment over break that will have them further work on their own on diversity, equity, and inclusion. We will be rereading our anti-racist/anti-biased policies at our staff meeting, then having staff pick what they want to do for their own education.

Spotlight will also begin to look more like student performance and announcements, with Mariah and Jinan helping with the shoutout wall.

**Marketing:**

**Enrollment:**

On Monday the 12th, enrollment will be at 115

**Curriculum:**

## **Sped:**

The Transition Program has 9 buckets of life skills that they work through to graduate. These skills include: Employment, Lifelong Learning & Education, Housing, Identification, Transportation, Mental/Physical Health, Money Management, and Community Engagement.

The Transition Program currently has 10 students. All but one have shown up on a regular basis and have been very motivated to work through the lessons laid out for them. The program usually gains a few more students come mid-year. Last year we graduated 20 students!

We focus on employment immediately when students enroll. They are expected to work one job consistently for at least 3 months. Skills they master in this bucket consist of: creating a resume, filling in job applications, learning how to search for a job, and learning/practicing interview etiquette. Two of our students got their first job EVER and have been working consistently. Four of our students have gotten new/different jobs since they started in Sept. Two hold ft positions they had before joining the program. One does not work - they deal with mental health issues and drug addiction. Our newest student found a job and lost the job in 3 weeks, they are currently searching for a new job.

The Transition Program gives us the ability to meet each student where they are at and give them life skills and resources to be successful adults. It's an amazing program and I'm so happy to be a part of it.

Tiger Team:

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

1.

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## **ARTICLE VI *TEACHER POWERED SCHOOL (TPS) COMMITTEE***

Section 1. Designation of: The Board shall approve a committee of employees to serve on the TPS Committee to fulfill the executive roles as follows:

- 6.1 Be responsible for providing professional advice and assistance to the Board, and to provide information about relevant issues that arise in school operations.
- 6.2 Hire and release advisors and staff who report directly to the TPS Committee.
- 6.3 Administer, delegate and assess the work of the school's mission *including*:
  - a. Advisors and staff
  - b. Subcontractors and other vendors
- 6.4 Monitor and manage student life.
- 6.5 Serve as a positive interface with the community.
- 6.6 Responsibly manage the school's resources.
- 6.7 Perform other duties as authorized by the Board.

Academic Arts High School Fund Balance Policy (September 2013)

Adopted September 30, 2013

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

Reviewed November '22 - January '23

Academic Arts High School is committed to maintaining a prudent level of financial resources to protect against the need to reduce service levels because of temporary revenue shortfalls or unpredicted expenditures. The school's Minimum Fund Balance Policy requires a Reserve for Economic Uncertainties, consisting of unassigned amounts, equal to no less than 20 percent of General Fund expenditures and other financing uses. This percentage is based on the expectations set forth by the school's authorizer, **Osprey Wilds**.





## **AHA Land Acknowledgement Statement**

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

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



## **AHA Student Walkout & Demonstrations**

### **AHA Response to Walkouts and Demonstrations Steps**

When staff are aware of a potential student demonstration or walk out staff should alert a member of Jay Squad immediately. Jay Squad will then convene quickly to coordinate the following steps:

- If students are demonstrating in response to a staff or policy concern, the staff in the area of the student concern should take the lead on the situation with support of Jay Squad. If the concern is in response to a community concern, Jay Squad will manage the response.
- If in response to a school related concern staff (lead staff and/or Jay Squad) will immediately communicate with students about their concerns in an attempt to come to a resolution.
- Resolutions may include the use of talking circles or classroom discussion groups. Staff present will be able to communicate school policy and sign out procedures for walkouts.
- If a demonstration continues in the school building, further attempts will be made to place students into talking circles, with help from support staff. Space that could be utilized; available classroom, social work office, multi-purpose room, or first floor space. Students will be encouraged to either address their concerns in these circles or return to class.
- Doors should be left unlocked for students to return to class. Staff will complete sweeps of bathrooms and other areas of the school to ensure safety in the environment.
- Concurrently, one member of Jay Squad will be assigned to check in with each classroom to ensure all teachers are aware of walkout and demonstrations, and address what message would be most appropriate for teachers to communicate to students.
- One Jay Squad member will be assigned point person for contacting parents and caregivers when there is a high possibility of a walkout or demonstration, and will collaborate this effort with front desk staff. This point person will also communicate with parents and caregivers in the aftermath through group email or Parentsquare, and ensure that the board of directors are made aware of all walkouts and demonstrations.
- Efforts will be made in following days to provide students opportunities to have a dialogue through groups organized collaboratively between staff and student senate.

## **Student Voice**

AHA knows our students may be affected by events in our community. Families and caregivers should know that AHA respects students' First Amendment right to free speech and to peacefully assemble. A process should be in place as part of a school wide positive engagement plan for students and families to share concerns without fear of reprisal. Regular meetings should be held for students and administration so the students can feel connected to decisions that impact their education. We understand that at times, students across the city may participate in walkouts or protests.

## **Safety Info for Families and Caregivers**

We do, however, need to maintain some protocols around these actions in order to protect the rights and safety of all staff and students. When AHA is aware of a high possibility of a walk out, families and caregivers are informed so they can help their student choices for their education and their safety. If your child is considering some form of civic action, please speak with them about how they can stay safe and abide by these policies at their school.

**The AHA practice is that if students leave school property, they will not be able to return to the school for the remainder of the day or participate in afterschool activities – and they will receive an unexcused absence, unless there are special circumstances.** If students leave the building, but do not leave the grounds, they can be asked to leave only when their continued presence creates a significant disruption to the educational environment. While the administration will not be disciplining students for protesting/demonstrating, any other infractions that take place during the protest/demonstration will be addressed in accordance with standard practice.

Students wishing to participate in a walkout will be required to follow normal sign-out procedures, which will require a sign out by a parent or previously authorized adult, or written permission in advance from an authorized parent or guardian. If students refuse to comply with the request to follow protocol, parents shall be called prior to students leaving if possible.

## **Resources**

In addition to the [MPS procedures around protests](#), the following may also be helpful:

- [ACLU Protesters' Rights - Know Your Rights](#)
- [Tips for Survivors: Coping with Grief after Community Violence](#)

- Legal Rights Center Resource

*We encourage you to have a conversation with your student(s) regarding this information and reach out to staff if you have any questions. Also, support staff are always available for additional support.*

*Adopted from Minneapolis Public Schools on 6/10/22*

# Updates on Potential Administrator Position - 12/20/2022

## Considering hiring an administrator:

- Need:
  - Jay Squad members are still juggling full time workloads in addition to Jay Squad administrator duties.
  - Systems are still missing important things (e.g. calendar issue)
  - Holding each other accountable is a continual challenge (all on same level in flat model)
  - Continuing to suffer from lack of formal training.
- Happened to connect with a highly qualified candidate:
  - Licensed
  - Bilingual
  - BIPOC
  - Extensive experience in SpEd
  - Experience in small schools like ours with TPS models (including OW schools)
  - Trained in leading restorative circles and leading anti-racist/anti-bias initiatives.

## Work Done Thus Far:

- Corresponding with consultant (Julie)
- Candidate has visited the school.
- Had several informal interviews with Jay Squad and TPS staff

## Variables:

- Effect on TPS model:
  - Further trade off of autonomy and clarity/efficiency
  - Will require that more training for TPS staff to understand TPS principles and practices
- Finances:
  - Will require 0.5FTE “Cultural Liaison” and 0.5FTE “Administrator” (final title TBD).
  - With open positions and not a full year in role, short term is viable.
  - This is an investment in our program:
    - (Josh) Betting on financial changes at state level (5% GenEd increase and 100% SpEd reimbursement) in this calculated risk - would have to reassess if does not go through - but reevaluating finances is required every year regardless
    - Will require maintained ADM (as always) and growth in the long term

## Plan:

- TPS will make a decision to hire or not on Wednesday 12/21/22.
- If decide to hire:
  - Immediate: Administrator would be supervisor of all staff (TPS and Paraprofessionals)
  - Short term (January):

- Administrator would attend committee meetings to gather understanding of current systems and work with Jay Squad to propose / mandate changes and transition oversight from Jay Squad to Administrator
- Administrator will be part of TPS committee as per current board bylaws (will not have direct oversight)
- Mid term (January - June):
  - Administrator and TPS define and codify expectations for TPS autonomies in board approved policy
  - Board receives updated TPS and Employment training and updates by laws as needed to adjust from overseeing TPS passively to overseeing administrator directly.
- Long-term:
  - Board oversees and evaluates administrator
  - Administrator hires/fires, supervises, evaluates, manages PD for, etc. staff
  - Administrator acts as liaison between TPS, Board, Authorizer, MDE

# Updates on Academic Calendar 12/20/22

## Issue:

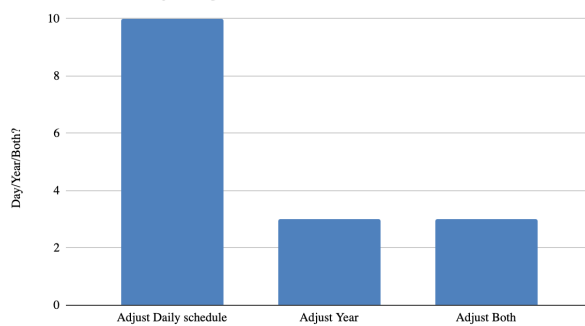
- Current academic calendar, calculated with:
  - 365 (incorrect) vs 355 (correct) minutes per regular school day.
  - 365 (incorrect) vs 290 (correct) minutes per Wednesdays.
  - Also need to define blended learning plan with OW and MDE (item 10d)
  - Result: Hours are short

## Need:

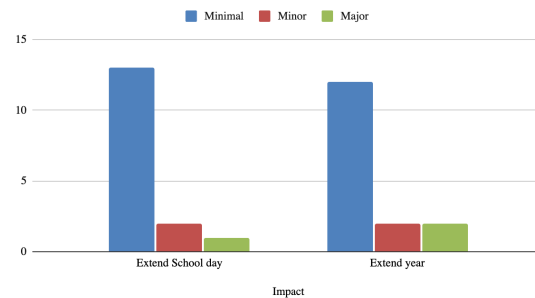
- Academic calendar requires additional instructional hours for the year
  - Adjust daily schedule
  - Adjust days in year

## Data to Inform Decision:

Preferences on Adjusting Calendar



Extend Daily Schedule vs Extend year



- Small sample size of 13 families
- Adjusting either daily schedule or school year will generally have minimal impact
- Can convert up to 3 days during current school year from non-school days to school days (Jan 20, Feb 20, April 3)

## Proposed changes to FY23 Academic Calendar:

- Adjust Daily schedule with an additional 15 minutes in advisory starting after winter break. Day ends at 3:20.
- Add January 20, February 20 and April 3 as school days.
- Change conferences from Friday, February 24 to Thursday, February 16.

# Code of Conduct Violations and Guidelines

PLEASE NOTE: All code of conduct violations will go through our Restorative Justice Program

## Chemical Infractions

### 1. ALCOHOL OR CHEMICALS, POSSESSION OR USE

The possession or use of any alcohol, narcotics, illegal substance, controlled substance or drug paraphernalia is prohibited while on district property, participating in a school-sponsored activity, or traveling in a school vehicle.

1st Offense	2nd Offense	3rd Offense
3 day suspension Parent/guardian meeting	5 day suspension Police Referral**	10 day suspension Expulsion recommendation Police referral

(\*\*\*) Indicates disciplinary action assigned by building administration

### 2. ALCOHOL OR CHEMICALS, POSSESSION WITH INTENT TO DISTRIBUTE OR SELL

Selling, distributing, delivery exchanging or intending to sell, deliver, exchange or distribute any alcoholic, narcotics, illegal substance or controlled substance on school property, participating in a school-sponsored activity, or traveling in a school vehicle is prohibited.

1st Offense	2nd Offense	3rd Offense
5 day suspension Police referral	10 day suspension Expulsion Recommendation Police Referral	

### 3. MEDICATION MISUSE (OVER THE COUNTER)

Any student in possession of or using an “over the counter” medication must do so in a manner consistent with school policy (see Medication Administration Policy). Selling, distributing, delivering, exchanging or intending to sell, deliver, exchange or distribute any “over the counter” medication is prohibited.

1st Offense	2nd Offense	3rd Offense
1-3 day suspension	5 day suspension Police Referral	10 day suspension Expulsion recommendation Police referral



#### 4. MEDICATION MISUSE (PRESCRIPTION)

Any student in possession of or using prescription medication must do so in a manner consistent with school policy (see Medication Administration Policy). Selling, distributing, exchanging or intending to sell, deliver, exchange or distribute any prescription medication is prohibited.

1st Offense	2nd Offense	3rd Offense
3-5 day suspension	5 day suspension Police Referral	10 day suspension Expulsion recommendation Police referral

#### 5. TOBACCO USE OR POSSESSION

Possession or use of tobacco is prohibited, including e-cigarettes and other items used for the use of tobacco or other illegal substance. Students who congregate in an area where tobacco use has recently occurred (e.g. bathroom stall) will each be considered to have been using tobacco.

1st Offense	2nd Offense	3rd Offense
1 day suspension Restorative Assignment	2-3 day suspension	3-5 day suspension Police referral

### DANGEROUS AND/OR NUISANCE ITEMS

#### 1. FIREARMS

Minnesota state law requires that school boards must expel for a period of at least one year, a student who is determined to have brought a firearm to school. The definition of a firearm is found at 18 U.S.C 921.

1st Offense
10 day suspension Expulsion Recommendation Police Referral

#### 2. FIREWORKS

Possession, distribution or use of any type of fireworks (sparklers, firecrackers, smoke bombs) or ammunition is prohibited. Use of any fireworks that creates a serious disturbance or safety hazard may be considered a violation of “Weapons, Explosives, Incendiary Devices, Ammunition and Other Dangerous Items.”

1st Offense	2nd Offense	3rd Offense
5 day suspension	5-10 day suspension	10 day suspension Expulsion recommendation

### 3. NUISANCE OBJECTS

Misuse or distribution of any object that causes distractions or a nuisance is prohibited. These objects may include, but are not limited to, laser pointers, lighters, radios, squirt guns, video games, snaps, etc.

1st Offense	2nd Offense	3rd Offense
***	1 day suspension	3 day suspension

(\*\*\*) Indicates disciplinary action assigned by building administration

### 4. POTENTIALLY DANGEROUS ITEMS

Possessing potentially dangerous items that if misused may be considered dangerous, illegal or could possibly cause harm are prohibited. If it is discovered that a student has accidentally brought such an item to school, the student may not be considered in possession of a weapon. Nonetheless, because students are responsible for what they bring to school and possession of these items are prohibited, the consequences outlined below apply. If a student directly or indirectly threatens another person or persons with such an object, the student will be determined to be in possession of a weapon and appropriate action will be taken in accordance with school policy.

1st Offense	2nd Offense	3rd Offense
1 day suspension Restorative Assignment	3 day suspension	5 day suspension

### 5. WEAPONS, EXPLOSIVES, INCENDIARY DEVICES, AMMUNITION AND OTHER DANGEROUS ITEMS

The possession, real or implied, of weapons, explosives, incendiary devices, ammunition or other items considered dangerous, illegal or which could cause harm, destruction or disruption is prohibited. The possession of imitation, non-working, or self-created weapons (i.e. 3d printing) is prohibited. The use or detonation of explosives, weapons, incendiary devices, ammunition or other items considered dangerous, illegal or which could cause harm, destruction or disruption is prohibited.

1st Offense
10 day suspension Expulsion Recommendation Police Referral

## DRIVING INFRACTIONS AND TRANSPORTATION

### 1. DRIVING, CARELESS OR RECKLESS

Driving any motorized or non-motorized vehicle on school property in such a manner as to endanger people or property is prohibited.

1st Offense	2nd Offense	3rd Offense
*** Restorative Assignment	3 day suspension Parking privilege possibly revoked	5 day suspension Parking privilege revoked Police referral

(\*\*\*) Indicates disciplinary action assigned by building administration

### 2. TRANSPORTATION

All rules that apply to building and classroom behavior apply while riding any transportation related to a school-sponsored event. Therefore, students may be administered consequences consistent with other school discipline procedures and in accordance with school policy. Students endangering persons or property may lose transportation privileges immediately and for an indefinite period. Students who commit a fourth offense, will be suspended from school transportation for the remainder of the school year.

1st Offense	2nd Offense	3rd Offense
Verbal Warning Restorative Assignment	1-3 day suspension	Loss of transportation privileges

## PHYSICAL INFRACTIONS

### 1. ASSAULT

Committing an act with intent to cause fear in another person of immediate bodily harm or death or intentionally inflicting or attempting to inflict bodily harm upon another person is prohibited.

1st Offense	2nd Offense	3rd Offense
3 day suspension Restorative Assignment	5 day suspension Social Worker referral	10 day suspension Expulsion Recommendation Police referral

## 2. ASSAULT, AGGRAVATED

Committing an assault upon another person with a weapon or an assault that inflicts great bodily harm upon another person is prohibited.

1st Offense
10 day suspension Expulsion Recommendation Police Referral

## 3. FIGHTING

Engaging in any form of fighting where blows are exchanged is prohibited.

1st Offense	2nd Offense	3rd Offense
3 day suspension Restorative Assignment	5 day suspension	10 day suspension Expulsion recommendation Police referral

## 4. PUSHING, SHOIVING, SCUFFLING

Physical contact that could harm others, but is not defined as an assault or fighting, is prohibited.

1st Offense	2nd Offense	3rd Offense
1-3 day suspension Restorative Assignment	3-5 day suspension	5-10 day suspension Possible expulsion recommendation

## 5. SEXUAL MISCONDUCT

Engaging in nonconsensual sexual intercourse or sexual contact with another person including intentional touching of clothing covering a person's intimate parts, intentional removal or attempted removal of clothing covering a person's intimate parts or clothing covering a person's undergarments, if the action is performed with sexual or aggressive intent, is prohibited. Indecent exposure is also prohibited.

1st Offense
10 day suspension Expulsion Recommendation Police Referral

**PROPERTY INFRACTIONS**

**1. ARSON**

The intentional setting of a fire that results in, or could have potentially resulted in, the destruction or damage to district property or other property or that endangers or potentially endangers others by means of fire is prohibited.

<b>1st Offense</b>
10 day suspension Expulsion Recommendation Police Referral

**2. BREAKING AND ENTERING**

Entering a secured district location, after school hours, using an unauthorized mechanism of entering is prohibited.

<b>1st Offense</b>	<b>2nd Offense</b>
5 day suspension Police referral	10 day suspension Expulsion recommendation Police Referral

**3. FIRE EXTINGUISHER, UNAUTHORIZED USE**

Fire extinguishers are important tools that are needed in potentially life-threatening fires. All other uses are prohibited.

<b>1st Offense</b>	<b>2nd Offense</b>	<b>3rd Offense</b>
*** Restorative Assignment	3-5 day suspension Police referral	10 day suspension Expulsion recommendation Police referral

(\*\*\*) Indicates disciplinary action assigned by building administration

**4. ROBBERY OR EXTORTION**

Taking property from another person by use of force, threat of force compelling acquiescence, or under false pretenses is prohibited.

<b>1st Offense</b>	<b>2nd Offense</b>	<b>3rd Offense</b>
3-5 day suspension Police referral	5-10 day suspension Police referral	10 day suspension Expulsion recommendation Police referral

## 5. SECURITY SYSTEM TAMPERING

Any action that is intended to deactivate, damage or destroy any security system of the district is prohibited. This action includes, but is not limited to, the disabling of or tampering with a district security camera or an automatic locking door apparatus.

1st Offense	2nd Offense	3rd Offense
1-3 day suspension Restorative Assignment	3-5 day suspension Police referral	10 day suspension Expulsion recommendation Police referral

## 6. THEFT, RECEIVING OR POSSESSING STOLEN PROPERTY

The unauthorized taking, using, transferring, hiding or possessing the property of another person without the consent of the owner or the receiving of such property is prohibited. Restitution, when appropriate, will be required.

1st Offense	2nd Offense	3rd Offense
1-3 day suspension *** Restorative Assignment	3-5 day suspension Police referral	10 day suspension Expulsion recommendation Police referral

(\*\*\*) Indicates disciplinary action assigned by building administration

## 7. TRESPASSING

Remaining on school property without authorization is prohibited. Students are not to go into other district buildings unless they have permission from the building administrator or attending a school-sponsored event. Any student on suspension who goes to a school location without permission is subject to being charged with trespassing and an increase in suspension time. Admitting others through a locked or secured entrance without the permission of school employees is prohibited.

1st Offense	2nd Offense	3rd Offense
1-3 day suspension *** Restorative Assignment	3-5 day suspension Police referral	10 day suspension Expulsion recommendation Police referral

(\*\*\*) Indicates disciplinary action assigned by building administration

8. VANDALISM, MINOR ACTS (LESS THAN \$500)

Littering, defacing (including placement of graffiti), cutting, damaging or destroying property that belongs to the school or other individuals/entities is prohibited. Vandalism is prohibited.

1st Offense	2nd Offense	3rd Offense
1-3 day suspension *** Restorative Assignment	5 day suspension Police referral	10 day suspension Expulsion recommendation Police referral

(\*\*\*) Indicates disciplinary action assigned by building administration

9. VANDALISM, MAJOR ACTS (MORE THAN \$500)

Littering, defacing (including placement of graffiti), cutting, damaging or destroying property that belongs to the school or other individuals/entities is prohibited. Vandalism is prohibited.

1st Offense
10 day suspension Expulsion Recommendation Police Referral

SCHOLASTIC DISHONESTY

1. DISHONESTY, SCHOLASTIC

Scholastic dishonesty that includes, but is not limited to, cheating on school assignments or tests, plagiarism or collusion is prohibited. Academic consequences may also be assigned.

1st Offense	2nd Offense	3rd Offense
1 day suspension *** Restorative Assignment	1-3 day suspension	3-10 day suspension

(\*\*\*) Indicates disciplinary action assigned by building administration

TECHNOLOGY INFRACTIONS

1. ELECTRONIC DEVICES, MISUSE OF

\*\* See Electronic Policy

1st Offense	2nd Offense	3rd Offense
*** Restorative Assignment	1 day suspension	3 day suspension Loss of electronic usage completely

(\*\*\*) Indicates disciplinary action assigned by building administration

## 2. PHOTOGRAPHIC OR RECORDING DEVICE MISUSE

Use of any photographic or recording device, film camera, digital camera, cell phone camera and video camera that impinges upon the rights of others is prohibited. This prohibition includes the distribution or receipt of a picture(s)/recording that impinges upon the personal privacy of another. Misuse of any device in a school bathroom or elsewhere in a way that violates the personal privacy of the individual may result in the immediate initiation of the expulsion process.

1st Offense	2nd Offense	3rd Offense
1-2 day suspension Restorative Assignment	3-5 day suspension	5 day suspension Loss of electronic usage completely

## 3. TECHNOLOGY AND TELECOMMUNICATIONS, MISUSE

Misuse of technologies, equipment or network; deletion or violation of password-protected information, computer programs, data, passwords or system files; inappropriate accessing of files, directories and Internet sites; deliberate contamination of the system; unethical use of information; or violation of copyright laws are prohibited. In addition, network access may be monitored and/or limited as a result of technology and/or telecommunication misuse.

1st Offense
10 day suspension Expulsion Recommendation Police Referral

## THREATENING AND/OR DISRUPTIVE BEHAVIOR

### 1. ABUSE, VERBAL

The use of language that is obscene, threatening, intimidating, or inflammatory or that degrades other people is prohibited. Verbal abuse may also be addressed under the guidelines for harassment and/or bullying, when appropriate.

1st Offense	2nd Offense	3rd Offense
*** 1 day suspension Restorative Assignment	1-3 day suspension	5 day suspension

(\*\*\*) Indicates disciplinary action assigned by building administration



## 2. BOMB THREAT OR TERRORISTIC THREAT

Making, publishing or conveying in any manner a bomb threat or any other type of terroristic threat pertaining to a school location or event is prohibited.

1st Offense
10 day suspension Expulsion Recommendation Police Referral

## 3. BULLYING OR INTIMIDATING BEHAVIOR

Bullying or intimidating behavior of any type, including through the use of technology and the Internet, is prohibited. Bullying or intimidating behavior may also be addressed under the guidelines for harassment and/or verbal abuse, when appropriate.

\*\*See Bullying, Harassment and Violence, Hazing and Non-Discrimination Policies at [www.academicarts.org](http://www.academicarts.org)\*\*\*

1st Offense	2nd Offense	3rd Offense
*** Incident Report Filed 1-3 day suspension Restorative Assignment	1-3 day suspension Incident Report Filed	5-10 day suspension Incident Report Filed

(\*\*\*) Indicates disciplinary action assigned by building administration

## 4. DISORDERLY CONDUCT

Disorderly conduct is prohibited. Disorderly conduct is an act that the student knows or has reasonable grounds to know will alarm, anger, disturb others or provoke an assault or breach of the peace. Disorderly conduct may also be engaging in offensive, obscene, abusive, boisterous or noisy conduct or gestures or offensive, obscene or abusive language tending reasonably to arouse alarm, anger or resentment in others.

1st Offense	2nd Offense	3rd Offense
1 day suspension Restorative Assignment	2-5 day suspension	10 day suspension Possible expulsion recommendation

## 5. DISRUPTIVE OR DISRESPECTFUL BEHAVIOR

Disruptive or disrespectful behavior is prohibited. Disruptive or disrespectful behavior is language or behavior that disrupts or threatens to disrupt the school environment.

1st Offense	2nd Offense	3rd Offense
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*** Restorative Assignment	1-3 day suspension	3-5 day suspension
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(\*\*\*) Indicates disciplinary action assigned by building administration

#### 6. FIRE ALARM, FALSE

Intentionally giving a false alarm of a fire or tampering or interfering with any fire alarm, fire alarm system or sprinkler system is prohibited.

1st Offense	2nd Offense	3rd Offense
1-3 day suspension Restorative Assignment	5 day suspension Police referral	10 day suspension Possible expulsion recommendation

#### 7. GAMBLING

Gambling, including but not limited to, playing a game of chance for stakes or possession of gambling devices (including machines, video games and other items used to promote a game of chance) is prohibited.

1st Offense	2nd Offense	3rd Offense
*** Restorative Assignment	1-3 day suspension	3-5 day suspension

(\*\*\*) Indicates disciplinary action assigned by building administration

#### 8. HARASSMENT OR RETALIATION

Harassment and violence because of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age, as defined in the school policy, are prohibited. Reprisal or retaliation for a complaint of harassment is prohibited.

\*\*See Bullying, Harassment and Violence, Hazing and Non-Discrimination Policies at [www.academicarts.org](http://www.academicarts.org)\*\*

1st Offense	2nd Offense	3rd Offense
1-3 day suspension Restorative Assignment	3-5 day suspension Police referral	10 day suspension Possible expulsion recommendation

## 9. HAZING

Hazing activities of any type are prohibited at all times. Hazing means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. Specific examples of hazing are found in Student Hazing Policy. Hazing, by its very nature, often occurs off school grounds, after school hours, on non-school days and during summer months. Students are advised that hazing is prohibited whenever and wherever it occurs.

<b>1st Offense</b>	<b>2nd Offense</b>	<b>3rd Offense</b>
1-3 day suspension Restorative Assignment	3-5 day suspension Police referral	10 day suspension Possible expulsion recommendation

## 10. INSUBORDINATION

A deliberate refusal to follow an appropriate direction or to identify one's self when requested is prohibited.

<b>1st Offense</b>	<b>2nd Offense</b>	<b>3rd Offense</b>
*** Restorative Assignment	1-3 day suspension	3-5 day suspension

(\*\*\*) Indicates disciplinary action assigned by building administration

## 11. THREATENING GROUP ACTIVITY

Threatening group-related activity, the use of graffiti emblems, symbolism, hand signs, slang, tattoos, jewelry, discussion, clothing, etc. are prohibited.

<b>1st Offense</b>	<b>2nd Offense</b>	<b>3rd Offense</b>
1-3 day suspension Restorative Assignment	3-5 day suspension	5-10 day suspension

## 12. THREATS OF PHYSICAL HARM TOWARD STUDENTS, EMPLOYEES OR OTHER PERSONS

The use of language that is blatantly threatening or intimidating that could be interpreted as a death threat or insinuating the infliction of serious bodily harm upon students, employees or other persons is prohibited. Making comments that could be interpreted as death threats or insinuating the infliction of serious bodily harm upon students, employees or other persons is prohibited.

1st Offense	2nd Offense
3-5 day suspension based upon severity *** Restorative Assignment	5-10 day suspension Possible expulsion recommendation

(\*\*\*) Indicates disciplinary action assigned by building administration

## OTHER BEHAVIOR INFRACTIONS

### 1. DRESS AND APPEARANCE

Staff members reserve the right to deny admission to school functions based on dress or appearance determined to be inappropriate or disruptive to the educational process. When a student is found in violation of these guidelines, the student will be directed to make modifications or be sent home to change.

It is not the intention of this policy to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated.

Inappropriate clothing or appearance is prohibited. Inappropriate clothing or appearance includes, but is not limited to:

1. Wearing clothing that includes words or pictures that are obscene, vulgar, abusive and discriminatory or that promote or advertise alcohol, chemicals, tobacco or any other product that is illegal for use by minors.
2. Wearing clothing promoting products or activities that are illegal for use by minor
3. Wearing clothing and other items or grooming in a manner that represents and/or promotes threat/hate groups, including gangs or supremacist groups. This prohibition includes objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist or otherwise derogatory to a protected minority group; evidences gang membership or affiliation; or

approves, advances or provokes any form of prohibited harassment or violence against other individuals as defined in district policy.

4. Wearing clothing or footwear that could damage school property.
5. Wearing masks face paint or grooming that limits or prevents identification of a student.
6. Wearing clothing or grooming that is potentially disruptive to the education process or that poses a threat to the health and safety of others.
7. Wearing clothing in a manner that displays undergarments.

1st Offense	2nd Offense	3rd Offense
***	***	1-3 day suspension

(\*\*\*) Indicates disciplinary action assigned by building administration

## 2. FALSE REPORTING

Intentionally reporting false information about the behavior of a student or employee is prohibited.

1st Offense	2nd Offense	3rd Offense
***	1-3 day suspension	3-5 day suspension

(\*\*\*) Indicates disciplinary action assigned by building administration

## 3. RECORDS OR IDENTIFICATION FALSIFICATION

Falsifying signatures or data, misrepresenting identity, or forging notes is prohibited.

1st Offense	2nd Offense	3rd Offense
***	1-3 day suspension	3-5 day suspension

(\*\*\*) Indicates disciplinary action assigned by building administration

## UNIQUE SITUATIONS

Discipline situations within as well as not covered by these guidelines will be handled on a case-by-case basis. Behaviors that are willful, disruptive, or potentially harmful are included. Unique or special situations at school may call for an adjustment in the discipline policies to meet the school's needs.

By signing below, you have received, read and understand the Code of Conduct Violations and Guidelines for Academic Arts High School.

Please return this page to Sam Kvilhaug by September 6, 2019.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **ACADEMIC ARTS TEACHING STAFF EXPERIENCE**

Academic Arts High School is a unique learning environment that tailors to individualized learning and learning by doing. We stand apart from traditional district schools in many ways, with building relationships and school community being at the forefront.

In order to best serve our students we employ highly qualified, compassionate, empathetic and passionate teaching staff. With teacher shortages at an all time high and teacher retention at an all time low, this policy allows Academic Arts to be proactive in recruiting and retaining highly qualified teachers. In addition to being proactive in creating an equitable pathway to teaching for BIPOC applicants.

The traditional route of teaching, including unpaid student teaching and internships, is simply not equitable. Many states are implementing programs such as PELSB's Licensure Via Portfolio as a way to include professionals in their field into the teaching profession. We strive to be leaders in the charter school system and are taking steps forward to ensure that we become as equitable and diverse in our teaching and support staff as possible.

This policy allows Academic Arts High School to include professional education experience outside of school environments to be included when calculating "years of experience" for teaching staff. Employment in areas such as wilderness instructing, outdoor/environmental education, curriculum development, (ADD "BY AN ACCREDITED PROGRAM THAT HAS BEEN VERIFIED BY PER COM"AT THE DISCRETION OF PERCOM TO ACCEPT )etc. for 7 months or longer will count towards one year of experience. As a school authorized by Osprey Wilds with an emphasis on environmental education, staff with additional experience in these areas will be beneficial to our students and are parallel to years of experience in a classroom. In addition, as a Teacher Powered School, we will actively seek out individuals with experience in charter school law and governance. **Individuals with experience in these areas may be granted an additional year of experience. - can we say that?**

**This policy will go into effect on \_\_\_\_\_, upon approval by the Board of Directors.**

**Supporting data from the PELSB 2019 Biennial Teacher Supply and Demand Report used to support this policy can be found below:**

With those concerns, there are still some findings that can be pulled from the data in this report:

- The total percentage of individuals teaching on a special permission out of their licensure area or without a standard teaching license is 3.8 percent
- Slightly more than half (52.5%) of teachers holding an active teaching license are not currently working as a teacher in a Minnesota public school. More data on why these individuals left and remain out of the classroom would provide better understanding about the current supply of teachers
- Licensure areas with a high percentage of teachers on special permission include career and technical education fields, world languages, special education, and STEM
- Districts continue to report a perception of “difficult” and “very difficult” to fill teaching positions
- The percentage of teachers of color remain stagnant while the percentage of students of color continues to grow in Minnesota

From 2017-2018: 95.7% of teachers in MN were white and 75.8% were female.



## Standard-licensed teacher shortages

In the survey, school districts reported that teacher shortages are a problem; 41.9 percent of districts reported that it is a major problem and 51.8 percent reported that it is a minor problem. Only a few districts (6.4%) indicated that it is not a problem for them (Figure 10).

Compared to five years ago, more than half of the districts reported that there are significantly fewer applicants (57.6%) and one-third of the district reported that there are somewhat fewer applicants. (32.3%).

### 10. School district perceptions of teacher shortages

Problems with teacher shortages	Percent
A serious problem	41.9%
A minor problem	51.8%
No problem	6.4%
Total number	313
<b>Availability of teachers, compared to five years ago</b>	
Significantly fewer	57.6%
Somewhat fewer	32.3%
About the same	8.1%
Somewhat more	1.0%
Significantly more	1.0%
Total number	297

Over 1 in 10 school districts (12.7%) reported that they had to cancel classes or programs due to a shortage of teachers. School districts reported that they needed between one and four full-time equivalent (FTE) teachers for those classes, with most of them (68.6%) mentioning that they needed one FTE teacher.

<https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:c4994627-f58c-3e33-99e5-569a7946a568>

- **Link to 2019 Biennial Teacher Supply and Demand Report**

## **Exhibit D: Description of Educational Program: In-School Time**

**School Name:** Academic Arts High School

**Mission:** Learn by doing, embrace your place in the world, prepare for success, and make friends

**Vision:** a generation of young people who can navigate the world with the awareness, knowledge, attitudes, and skills necessary to make a positive impact

### **Program Description:**

*Provide a description that outlines the school's educational programs and how they are designed to meet the school's mission and vision. If the school has a preschool or pre-K instructional program, include a description of that program. This document should be no more than two pages and should provide a current, accurate and general overview of the school's programs during the school day.*

Academic Arts High School utilizes a foundational approach to student success. AAHS values information, techniques, and skills that can be learned outside of the classroom and seeks to integrate core classes with Project Based Learning. Students are assigned an Advisor each year. This Advisor helps students select coursework and projects that fit their learning needs and individual interests. Grades and progress are reported and the students' advisor monitors overall progress and growth.

Currently, AAHS uses a combination of in-class, traditional teaching for core subjects and project based learning that is teacher guided and student driven for electives. The school has integrated project-based learning into the classroom. Students work independently to develop strong self-advocacy skills and they also work in groups to learn effective communication and collaboration. Self-advocacy and teamwork skills are essential for students to thrive in post-secondary education and careers.

Students are engaged in authentic learning, environmental education, post-secondary readiness and relationship building on a daily basis. They employ project-based learning related to environmental awareness and post secondary options. These projects can be student or teacher-driven. A student-driven project would be one that a student designs with the guidance of their advisor or with with a teacher in a designated PBL class that aligns with state standards. A teacher-driven project would be one that an advisor or advisors create based on state standards and assigns to students based on individual credit needs. Whether a student or teacher-driven project, the advisor guides the student through each week of the project by setting weekly goals. Students work on teacher-driven projects in all classes. This is useful for students who are new to project-based learning or those who continue to need extra structure to be successful at PBL. Students can also work on pre-designed or "canned" teacher-driven projects outside of classes or in a PBL class.

Combining project-based learning with the traditional teaching model develops an interest in learning that will follow students after graduation. Curriculum is aligned to state standards and project based learning requires students be inquisitive and develop a passion for lifelong learning.

Within a quarter, classes and experiences align with cross-curricular themes. Themes are announced at the beginning of the year. The goal of themes is to have student looking at the same topics and problems from different perspectives in their respective classes. An example of the theme is “invasion”. For this theme, students learn and complete projects about invasive species in life science classes, the history of important invasions or wars in social studies classes, the physics of warfare in physics classes, etc. On experience days, which are typically held every other Friday, students interact with the community in experiences that align with the quarter theme. An example of an experience for the “invasion” theme was a visit to the Somali Museum of Minnesota where students learned about and discussed issues regarding immigration in the modern world.

Two large senior projects are required of juniors and graduating seniors. The two projects include a life plan and a senior project. The senior project is selected by the student in an area of their interest. The life plan requires students apply for college or jobs, get quotes on housing and develop a budget. This prepares them for a successful life after High School.

A goal of the school is to continue to develop a focus on academic rigor informed by data. Data from content-specific probes, cross-curricular reading/writing/language comprehension assessments, and NWEA testing informs curriculum. For example, students whose scores show a need for remediation in a specific subject are enrolled in remedial courses. These students are then given the respective assessment again to track effectiveness of the intervention.

During COVID-19 restrictions, the school utilized virtual learning to meet the learning needs of students. The school continues to utilize virtual learning as an innovative part of a blended learning program. In FY22, students learned virtually on Wednesdays. The school continues to utilize blended learning after the state of emergency due to covid COVID was lifted in FY23.

**Details of Blended Learning Model:** All students are required to attend during “Blended learning” times. Students must attend “Blended learning” times during days with altered schedules (e.g. all Wednesdays) either virtually or in-person. Students have an altered schedule on days that include “blended learning time” (e.g. Wednesdays). On days with altered schedules, including all Wednesdays, students have a shortened class schedule in the first half of the day. New course content is not delivered on these days. This time is focused on helping students with classwork and providing students with experiences (field trips, speakers, self-contained seminars, curricular student clubs, etc.). On days with altered schedules, students have the option to leave at lunch (students have off campus lunch) to work virtually for the remainder of the day. Direct instruction is not required. All students have access to their

coursework through technology provided by the school. All coursework is available online. Students attend virtually through several pathways including by interacting with materials in Google Classroom (e.g. virtual learning check-in questions, assignments, etc.), connecting directly with staff for help (email, phone, text, gchat, etc.), and contributing to school-wide social media experiences (Padlet, etc.). The school may add and adjust methods to verify attendance as needed in response to observed student needs. Staff are available to assist students in school or virtually, usually after lunch, on days with altered schedules (Wednesdays) during “blended learning time”. Staff meet with students by appointment, either in person or virtually, as per student/parent requests and as determined by teachers (e.g. if a student is behind in a class a teacher may set up a time Wednesday to have a 1-to-1 check in for extra help).

Changes to the schools blended learning model will be communicated and approved with the authorizer and MDE before implementation.

## **Exhibit D: Description of Educational Program: In-School Time**

**School Name:** Academic Arts High School

**Mission:** Learn by doing, embrace your place in the world, prepare for success, and make friends

**Vision:** a generation of young people who can navigate the world with the awareness, knowledge, attitudes, and skills necessary to make a positive impact

### **Program Description:**

*Provide a description that outlines the school's educational programs and how they are designed to meet the school's mission and vision. If the school has a preschool or pre-K instructional program, include a description of that program. This document should be no more than two pages and should provide a current, accurate and general overview of the school's programs during the school day.*

Academic Arts High School utilizes a foundational approach to student success. AAHS values information, techniques, and skills that can be learned outside of the classroom and seeks to integrate core classes with Project Based Learning. Students are assigned an Advisor each year. This Advisor helps students select coursework and projects that fit their learning needs and individual interests. Grades and progress are reported and the students' advisor monitors overall progress and growth.

Currently, AAHS uses a combination of in-class, traditional teaching for core subjects and project based learning that is teacher guided and student driven for electives. The school has integrated project-based learning into the classroom. Students work independently to develop strong self-advocacy skills and they also work in groups to learn effective communication and collaboration. Self-advocacy and teamwork skills are essential for students to thrive in post-secondary education and careers.

Students are engaged in authentic learning, environmental education, post-secondary readiness and relationship building on a daily basis. They employ project-based learning related to environmental awareness and post secondary options. These projects can be student or teacher-driven. A student-driven project would be one that a student designs with the guidance of their advisor or with with a teacher in a designated PBL class that aligns with state standards. A teacher-driven project would be one that an advisor or advisors create based on state standards and assigns to students based on individual credit needs. Whether a student or teacher-driven project, the advisor guides the student through each week of the project by setting weekly goals. Students work on teacher-driven projects in all classes. This is useful for students who are new to project-based learning or those who continue to need extra structure to be successful at PBL. Students can also work on pre-designed or "canned" teacher-driven projects outside of classes or in a PBL class.

Combining project-based learning with the traditional teaching model develops an interest in learning that will follow students after graduation. Curriculum is aligned to state standards and project based learning requires students be inquisitive and develop a passion for lifelong learning.

Within a quarter, classes and experiences align with cross-curricular themes. Themes are announced at the beginning of the year. The goal of themes is to have student looking at the same topics and problems from different perspectives in their respective classes. An example of the theme is “invasion”. For this theme, students learn and complete projects about invasive species in life science classes, the history of important invasions or wars in social studies classes, the physics of warfare in physics classes, etc. On experience days, which are typically held every other Friday, students interact with the community in experiences that align with the quarter theme. An example of an experience for the “invasion” theme was a visit to the Somali Museum of Minnesota where students learned about and discussed issues regarding immigration in the modern world.

Two large senior projects are required of juniors and graduating seniors. The two projects include a life plan and a senior project. The senior project is selected by the student in an area of their interest. The life plan requires students apply for college or jobs, get quotes on housing and develop a budget. This prepares them for a successful life after High School.

A goal of the school is to continue to develop a focus on academic rigor informed by data. Data from content-specific probes, cross-curricular reading/writing/language comprehension assessments, and NWEA testing informs curriculum. For example, students whose scores show a need for remediation in a specific subject are enrolled in remedial courses. These students are then given the respective assessment again to track effectiveness of the intervention.

During COVID-19 restrictions, the school utilized virtual learning to meet the learning needs of students. The school continues to utilize virtual learning as an innovative part of a blended learning program. In FY22, students learned virtually on Wednesdays. The school continues to utilize blended learning after the state of emergency due to covid COVID was lifted in FY23.

**Details of Blended Learning Model:** All students are required to attend during “Blended learning” times. Students must attend “Blended learning” times during days with altered schedules (e.g. all Wednesdays) either virtually or in-person. Students have an altered schedule on days that include “blended learning time” (e.g. Wednesdays). On days with altered schedules, including all Wednesdays, students have a shortened class schedule in the first half of the day. New course content is not delivered on these days. This time is focused on helping students with classwork and providing students with experiences (field trips, speakers, self-contained seminars, curricular student clubs, etc.). On days with altered schedules, students have the option to leave at lunch (students have off campus lunch) to work virtually for the remainder of the day. Direct instruction is not required. All students have access to their

coursework through technology provided by the school. All coursework is available online. Students attend virtually through several pathways including by interacting with materials in Google Classroom (e.g. virtual learning check-in questions, assignments, etc.), connecting directly with staff for help (email, phone, text, gchat, etc.), and contributing to school-wide social media experiences (Padlet, etc.). The school may add and adjust methods to verify attendance as needed in response to observed student needs. Staff are available to assist students in school or virtually, usually after lunch, on days with altered schedules (Wednesdays) during “blended learning time”. Staff meet with students by appointment, either in person or virtually, as per student/parent requests and as determined by teachers (e.g. if a student is behind in a class a teacher may set up a time Wednesday to have a 1-to-1 check in for extra help).

Changes to the schools blended learning model will be communicated and approved with the authorizer and MDE before implementation.

