

School Board Meeting Agenda

Tuesday, March 16, 2021 | 5:00 pm | Conducted Remotely Via Google Hangouts Meeting

Board Members Present Remotely: Josh MacLachlan, David Massey, Tennille Warren, Katie Siewert, Melinda Haas, Rachael McNamara

Others Present: Nate Winter - CLA (Ex Officio), AAHS TPS Representatives: David Gunderman (Ex Officio),

Agenda

- 1. Call to Order:**
- 2. Conflict of Interest Check:**
- 3. Approval of March 16, 2021 Agenda:**
- 4. Approval of February 16, 2021 Minutes:**
- 5. Public Comments:**
- 6. Financial Report: (Josh MacLachlan - Treasurer, Nate Winter - CLA)**
 - a. Approval of February 2021 Financial Report
 - b. Approval of February 2021 Disbursements
- 7. Ex Officio Report: (Danyelle)**
- 8. Student Data Report – Katie Siewert / Josh MacLachlan**
- 9. Strategic Items**
 - a. Roadmap update:
 - b. Updates from building lease task force (David Massey)
 - c. Board training: Academic Standards and “The NEST”
 - i. Board training:
 1. Academic Standards and “The NEST”
 2. State Statute and Board oversight
 - d. Continue review of Appointment process for TPS members
- 10. Action Items**
 - a. Approval of Group Insurance Policy
 - b. Approval of Intent to Lease Document
- 11. Adjourn**

School Board Meeting Agenda

Tuesday, February 16, 2020

5:00 pm

Conducted Remotely Via Google Hangouts Meeting

Board Members Present Remotely: Josh MacLachlan, David Massey, Tennille Warren, Katie Siewert, Melinda Haas.

Others Present: Nate Winter - CLA (Ex Officio), AAHS TPS Representatives: Danyelle Bennett (Ex Officio),

Absent: Rachael McNamara

Agenda

1. Call to Order:

- a. Josh MacLachlan calls meeting to order at 5:04 PM

2. Conflict of Interest Check:

- a. None to report

3. Approval of February 16, 2021 Agenda:

- a. Katie Siewert motions to approve the February 16, 2021 agenda, Melinda Haas seconds.
- b. Discussion:
 - i. No further discussion
- c. Motion passes with following votes:
 - i. Josh MacLachlan - Aye
 - ii. Katie Siewert - Aye
 - iii. Melinda Haas -Aye
 - iv. David Massey - Aye

4. Approval of January 19, 2020 Minutes:

- a. Katie Siewert motions to approve the January 19, 2020 minutes, David Massey seconds.

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- b. Discussion:
 - i. No further discussion
- c. Motion passes with following votes:
 - i. Josh MacLachlan - Aye
 - ii. David Massey - Aye
 - iii. Katie Siewert - Aye
 - iv. Melinda Hass - Aye

Public Comments:

- d. Dave Langer - Landlord - Observing meeting
- e. Nalani McCutcheon - OW - Observing meeting

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

- a. Approval of January 2021 Financial Report
 - i. Josh MacLachlan motions to approve the January 2021 financial report, Katie Seiwert seconds.
 - ii. Discussion:
 - 1. 58% through year
 - o Revenues at 53% of budget
 - o Expenditures at 53% of budget
 - 2. Enrollment
 - o Current Approved Budget: (working budget:)
 - o Current School Enrollment: 95
 - o Current Average ADM: 91.1
 - o Variance:
 - 3. Other Notes
 - o Cash on hand at 326K - down 36k from prior month
 - iii. Motion passes with following votes:
 - 1. Josh MacLachlan - Aye

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2. David Massey - Aye
 3. Katie Siewert - Aye
 4. Melinda Haas - Aye
- b. Approval of January 2021 Disbursements
- i. Katie Seiwert motions to approve the January 2021 disbursements, David Massey seconds.
 - ii. Discussion:
 1. Nothing of note
 - iii. Motion passes with following votes:
 1. Josh MacLachlan - Aye
 2. David Massey - Aye
 3. Katie Siewert - Aye
 4. Melinda Haas - Aye

6. Ex Officio Report: (Danyelle)

- a. Update on Virtual Learning Roadmap
 - i. TPS voted and intend to move to stage 2 for quarter 4
- b. TPS:
- c. Personnel:
- d. Restorative Justice/ SEL / Anti-Bias:
 - i. “n-word” survey to gain understanding of student perspectives and use of the word.
- e. Behavior: Nothing to report
- f. Finance: See financial report
- g. Nutrition: New
- h. Marketing:
 - i. Got backlit exterior signs up on the building!
 - ii. Social media calendar
- i. Enrollment: 96 as of 2/

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- j. Curriculum:
 - i. The Nest!
 - ii. Data
- k. Jay Team (formerly Tiger Team)

7. Student Data Report – Katie Siewert

- a. Data to review this month:
 - i. Presentation
 - 1. Trending up! Exceeds for this year so far.
 - ii. Lab Report Data
 - 1. Reaching out to Josh to clarify
 - iii. NWEA data (from the OW update)
 - 1. Didn't have time to add to report, adding next month
 - iv. Reading and Math Growth
 - 1. Reading - Approaching goal for this year
 - o Want to get beginning and end
 - 2. No math growth data received - will reach out to David
 - v. Attendance
 - 1. Overall at 78% - Approaches
 - 2. Individual still very low at 26% but trending up
- b. Data needed for March meeting:

8. Strategic Items

- a. Group Insurance Policy - Second Reading
 - i. Keep as strategic item
 - ii. Ask percom for more clarification and update language
- b. Roadmap update:
- c. Updates from building lease task force (David Massey)

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- i. David thinks Rates look good
- ii. Dave Langer given the floor
 - 1. David Massey's analysis is consistent with his understanding
- iii. Next steps:
 - 1. Send draft to lawyer to review
 - 2. Things still needing to be resolved
 - o Fire capacity - Currently 105
 - o Rate steps
- d. Review of Appointment process for TPS members
 - i. Board has no direct oversight of who is on TPS. Official policy has TPS recommending members after year of probationary status for formal board appointment. This process has not been happening in a formal way.
 - ii. Considering making exceptions for certain TPS members to promote diversity.
 - iii. Will bring back as strategic item for next month
- e. Board training: Academic Standards and "The NEST"
 - i. Tabled until March meeting... only one "student" (Katie).

9. Action Items

- a. No action items

10. Adjourn

- a. Melinda Haas motions to adjourn at 6:35pm



- February 2021 -
Financial Statements

Prepared By:
Nate Winter



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Academic Arts High School Executive Summary

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

** As of month-end, 67% of the year was complete

Enrollment

- Current Approved Budget: 99
- Current School Enrollment: 95
- Current Average ADM: 92.24
- Variance: -7

Statement of Activities

Cash at the end of February was \$225K, which is a \$58K decrease from the prior month. The current year estimated state receivable that is owed to the School through month end was \$249K. The prior year state receivable owed to the School is being estimated as \$17K.

The beginning fund balance for the year is \$390,558.

Schedule of Budget and Actual Revenue and Expenses

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

- Revenues for the month were at 62% of budget:
 - Two IDEAS payments on the 15th and 30th. Holdback included.
- Expenditures for the month were at 62% of budget:
 - Normal monthly payments of rent, benefits, contracted services, and supplies went out
 - SPED transportation

Other Items of Importance

- AAHS and CLA are in the process of updating the budget based off the updated child count, any lease amendments, and any additional CRF/CARES funding.
- The lease aid application has been approved.
- Current year estimated state receivable is currently be based off an ADM of 92.

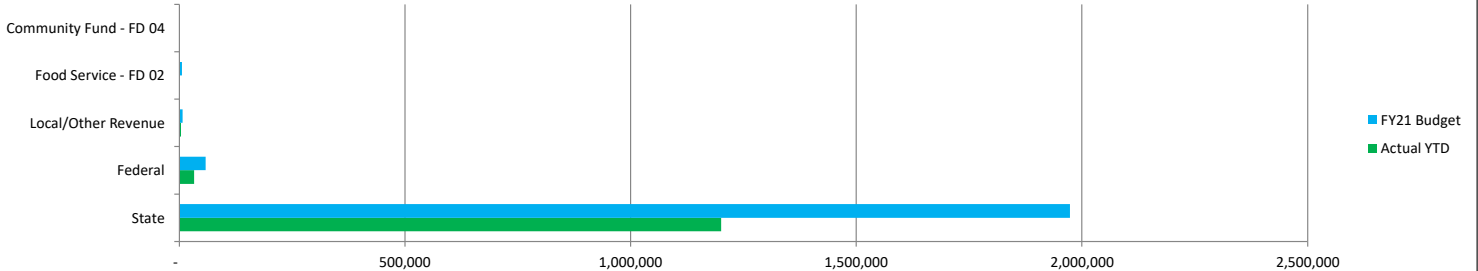
Academic Arts High School Financial Dashboard

February 2021 67% of School Year Complete

REVENUE

<u>Total Revenue this Month</u> \$118,401	<u>Total Revenue YTD</u> \$1,264,186	<u>Budgeted Revenue FY21</u> \$2,046,048	<u>% of Revenue Budget</u> 62%
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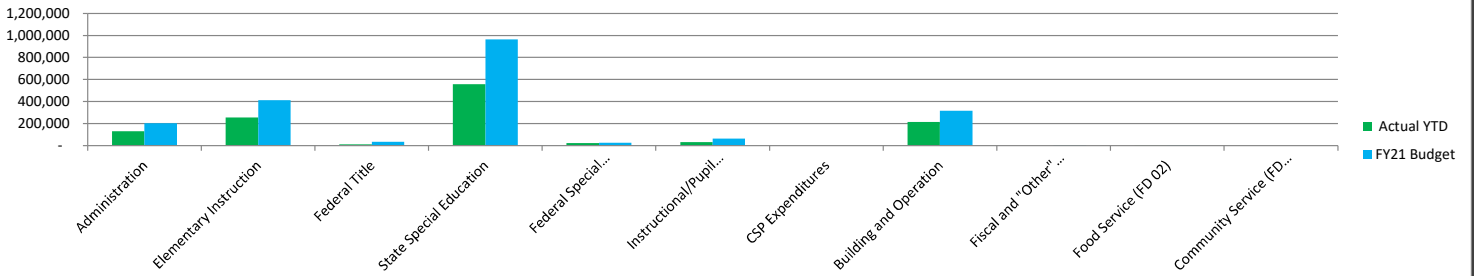
Revenue - Actual vs. Budget



EXPENSE

<u>Total Expense this Month</u> \$176,475	<u>Total Expense YTD</u> \$1,247,371	<u>Budgeted Expense FY21</u> \$2,027,201	<u>% of Expense Budget</u> 62%
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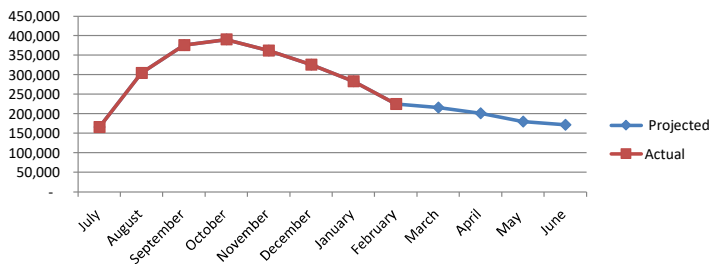
Expense - Actual vs. Budget



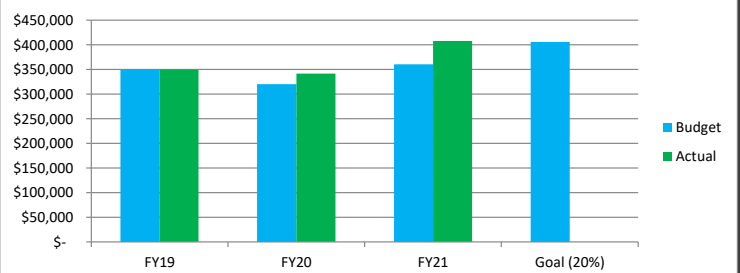
BALANCE SHEET

<u>Cash at End of Month</u> \$224,804	<u>Cash at End of Prior Month</u> \$282,878	<u>Beginning Fund Balance - FY21</u> \$390,558	<u>Budgeted Fund Balance - End of FY21</u> \$359,907
<u>Cash at Beginning of Year</u> \$172,882	<u>Projected Cash Balance- End of FY21</u> \$171,983	<u>Fund Balance at Month End</u> \$407,373	<u>Long-Term Fund Balance Goal (20%)</u> \$405,440

Cash Flow Projection



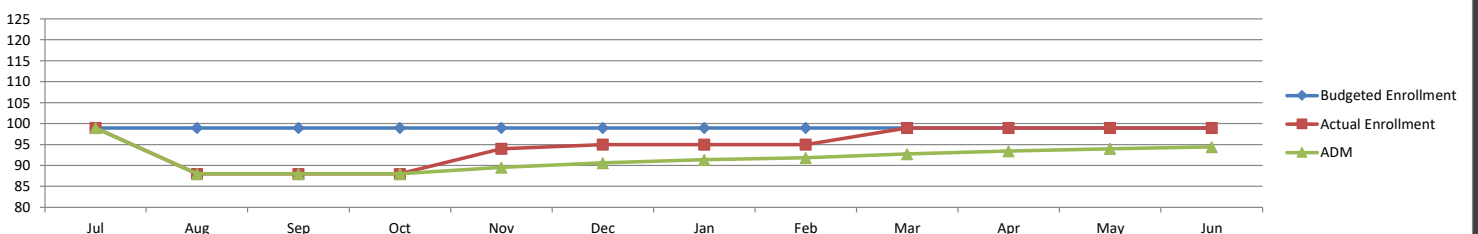
Fund Balance - Budget vs. Actual



ENROLLMENT

<u>Actual Enrollment at Month End</u> 95	<u>Budgeted Enrollment</u> 99	<u>Actual ADM - YTD</u> 92	<u>Actual vs. Budgeted Enrollment Variance</u> (7)
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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 February 2021

	Current Month	Prior Month	\$ Change	Audited	YTD \$ Change
	2/28/2021	1/31/2021		6/30/2020	
ASSETS:					
Current Assets:					
Cash	224,804	282,878	(58,073)	172,882	51,923
Accounts Receivable	-	-	-	-	-
Due from MDE - Prior Year Receivable	17,182	17,640	(457)	-	17,182
Due from MDE - Current Year Estimate	248,509	188,330	60,179	306,505	(57,996)
Due from Federal	32,816	29,527	3,289	24,388	8,427
Prepays	420	420	(0)	20,451	(20,031)
Total Current Assets	523,732	518,794	4,938	524,226	(495)
Capital Assets:					
Buildings and Equipment	-	-	-	-	-
Less: Accumulated Depreciation	-	-	-	-	-
Total Net Capital Assets	-	-	-	-	-
TOTAL ASSETS	523,732	518,794	4,938	524,226	(495)
LIABILITIES:					
Current Liabilities:					
Salaries Payable	110,033	96,279	13,754	82,154	27,879
Accounts Payable	-	11,373	(11,373)	17,405	(17,405)
Payroll Liabilities	6,326	9,875	(3,549)	34,110	(27,784)
Other Liabilities	-	-	-	-	-
Unearned Revenue	-	-	-	-	-
Line of Credit	-	-	-	-	-
Total Current Liabilities	116,359	117,526	(1,167)	133,669	(17,310)
FUND BALANCE					
Beginning Fund Balance as of July 1, 2020	390,558	390,558	-	349,075	
Net Income, FY2021 to Date	16,815	10,710	6,105	41,483	(24,667)
Ending Fund Balance	407,373	401,268	6,105	390,558	16,815
TOTAL FUND BALANCE	407,373	401,268	6,105	390,558	16,815
TOTAL LIABILITIES AND FUND BALANCE	523,732	518,794	4,938	524,226	(495)

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

Academic Arts High School

Balance Sheet

As of February 2021

	ALL FUNDS	<i>General Fund</i>	<i>Food Service</i>	<i>Community Fund</i>	<i>Capital Assets</i>
	Total	FD 01	FD 02	FD 04	FD 98
ASSETS:					
Current Assets:					
Cash	224,804	225,127	(323)	-	-
Accounts Receivable	-	-	-	-	-
Due from MDE - Prior Year Receivable	17,182	17,182	-	-	-
Due from MDE - Current Year Estimate	248,509	248,509	-	-	-
	-	-	-	-	-
Due from Federal	32,816	32,816	-	-	-
Prepays	420	420	-	-	-
Total Current Assets	523,732	524,054	(323)	-	-
Capital Assets					
Buildings and Equipment (Less) Depreciation	-	-	-	-	-
Total Net Capital Assets	-	-	-	-	-
TOTAL ASSETS	523,732	524,054	(323)	-	-
LIABILITIES:					
Current Liabilities:					
Salaries Payable	110,033	110,033	-	-	-
Accounts Payable	-	-	-	-	-
Payroll Liabilities	6,326	6,326	-	-	-
Other Liabilities	-	-	-	-	-
Unearned Revenue	-	-	-	-	-
Line of Credit	-	-	-	-	-
Total Current Liabilities	116,357	116,359	-	-	-
FUND BALANCE					
Beginning Fund Balance as of July 1, 2020	390,558	390,558	-	-	-
Net Income, FY 2021 to Date	16,815	17,138	(323)	-	-
Ending Fund Balance	407,373	407,695	(323)	-	-
Investment in Capital Assets	-	-	-	-	-
TOTAL LIABILITIES AND FUND BALANCE	523,732	524,054	(323)	-	-

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

67% of Fiscal Year 2020-2021 Complete

	YTD Actual	YTD Budget	YTD Variance	FY21 Original Budget	% of Budget
FUND 01					
DISTRICT REVENUE - GENERAL FUND					
Local & Other	4,329	4,933	(605)	7,400	58%
State - Gen. Ed. Aid	613,802	591,480	22,321	887,220	69%
State - Special Education	323,135	606,275	(283,140)	909,412	36%
State - Lease Aid	-	104,069	(104,069)	156,103	0%
State - Other	15,449	14,023	1,425	21,035	73%
Estimated State Holdback Recognized	248,509	-	-	-	N/A
PY Over/Under Accrual	-	-	-	-	N/A
Federal - CARES	-	-	-	-	N/A
Federal - CRF	26,148	-	26,148	-	N/A
Federal - Title	9,924	22,585	(12,661)	33,878	29%
Federal - Special Ed.	22,891	16,667	6,225	25,000	92%
TOTAL DISTRICT REVENUE - GENERAL FUND	1,264,186	1,360,032	(95,846)	2,040,048	62%
DISTRICT EXPENDITURES - GENERAL FUND					
Administration & District Support Services					
Salary & Benefits	52,801	62,943	(10,143)	94,415	56%
Purchased Services	56,511	50,000	6,511	75,000	75%
Supplies & Equipment	6,758	13,000	(6,242)	19,500	35%
Other Fees	14,529	8,840	5,689	13,260	110%
Total Administration & District Support Expenditures	130,599	134,783	(4,185)	202,175	65%
Instructional Expenditures					
Salary & Benefits	247,465	253,365	(5,900)	380,047	65%
Purchased Services	720	8,667	(7,947)	13,000	6%
Supplies & Equipment	6,856	12,333	(5,478)	18,500	37%
Other Fees	-	-	-	-	0%
Total Instructional Expenditures	255,041	274,365	(19,324)	411,547	62%
Federal Title					
Salary & Benefits	7,799	7,799	-	11,699	67%
Purchased Services	2,125	10,119	(7,994)	15,179	14%
Supplies & Equipment	-	-	-	7,000	0%
Other Fees	-	-	-	-	0%
Total Federal Title Expenditures	9,924	17,919	(7,994)	33,878	29%
State Special Education					
Salaries/Wages and Benefits	515,254	582,085	(66,831)	873,127	59%
Purchased Services	11,194	8,160	3,034	12,240	91%
Supplies & Equipment	391	2,880	(2,489)	4,320	9%
Transportation	30,659	50,000	(19,341)	75,000	41%
Other Fees	-	-	-	-	0%
Total State Special Education Expenditures	557,498	643,125	(85,627)	964,687	58%

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

	YTD Actual	YTD Budget	YTD Variance	FY21 Original Budget	% of Budget
Federal Special Education					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	20,342	10,000	10,342	15,000	136%
Supplies & Equipment	2,549	6,667	(4,117)	10,000	25%
Other Fees	-	-	-	-	0%
Total Federal Special Education Expenditures	22,891	16,667	6,225	25,000	92%
Instructional/Pupil Support					
Salary & Benefits	27,288	27,288	-	40,932	67%
Purchased Services	4,832	13,667	(8,834)	20,500	24%
Supplies & Equipment	-	-	-	-	0%
Other Fees	-	-	-	-	0%
Total Instructional Support Expenditures	32,120	40,954	(8,834)	61,432	52%
CARES/CRF Funding					
CARES	-	-	-	-	0%
CRF	26,148	-	26,148	-	0%
Total Instructional Support Expenditures	26,148	-	26,148	-	0%
Building & Operations					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	48,945	48,433	512	72,650	67%
Facilities Lease	154,193	156,222	(2,029)	234,333	66%
Supplies & Equipment	2,227	667	1,560	1,000	223%
Other Fees	7,463	13,533	(6,070)	8,500	88%
Total Building & Operations Expenditures	212,828	218,855	(6,027)	316,482	67%
Fiscal & Other Fixed Cost Programs					
Purchased Services	-	-	-	-	0%
Transfers to Other Funds	-	-	-	6,000	0%
Total Fiscal & Other Fixed Cost Programs Expend.	-	-	-	6,000	62%
TOTAL DISTRICT EXPENDITURES - GENERAL FUND	1,247,048	1,346,667	(99,619)	2,021,201	62%
GENERAL FUND (01) - NET INCOME	17,138	13,365	3,773	18,847	
FUND 02					
DISTRICT REVENUE - FOOD SERVICE FUND					
Local & Other	-	-	-	-	0%
State	-	-	-	-	0%
Federal	-	-	-	-	0%
Transfers from Other Funds	-	-	-	6,000	0%
TOTAL DISTRICT REVENUE - FOOD SERVICE FUND	-	-	-	6,000	0%
DISTRICT EXPENDITURES - FOOD SERVICE FUND					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	323	4,000	(3,678)	6,000	5%
Supplies & Equipment	-	-	-	-	0%
TOTAL DISTRICT EXPENDITURES - FOOD SERVICE FUND	323	4,000	(3,678)	6,000	5%
FOOD SERVICE FUND (02) - NET INCOME	(323)	(4,000)	3,678	-	
TOTAL REVENUES - ALL FUNDS	1,264,186	1,360,032	(95,846)	2,046,048	62%
TOTAL EXPENDITURES - ALL FUNDS	1,247,371	1,350,667	(103,296)	2,027,201	62%
NET INCOME (LOSS) - ALL FUNDS	16,815	9,365	7,450	18,847	
Beginning Fund Balance 7/1/2020	390,558			341,059	
Ending Fund Balance	407,373			359,907	

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

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

District #	Payment #	Bank	Check #	Pay Type	Payment Date	Vendor #	Vendor	Curr	Amount	Financials
4119	8491	AB		WX	2/8/2021	1856	CliftonLarsonAllen LLP	USD	\$ 4,868.22	Admin Purchased Services
4119	8491	AB		WX	2/8/2021	1856	CliftonLarsonAllen LLP	USD	\$ 4,631.91	Admin Purchased Services
4119	8534	AB		WX	2/28/2021	1251	Fast Signs	USD	\$ 1,814.52	B/O S&E
4119	8535	AB		WX	2/28/2021	1290	Lowes	USD	\$ 31.11	B/O S&E
4119	8536	AB		WX	2/28/2021	1313	Amazon	USD	\$ 23.98	Instructional S&E
4119	8537	AB		WX	2/28/2021	1414	City of West St. Paul	USD	\$ 75.00	Admin Purchased Services
4119	8538	AB		WX	2/28/2021	1414	City of West St. Paul	USD	\$ 75.00	Admin Purchased Services
4119	8539	AB		WX	2/28/2021	1518	Vistaprint	USD	\$ 1,492.45	Admin S&E
4119	8540	AB		WX	2/28/2021	1575	Southview Office CenterLLC	USD	\$ 25,616.06	B/O Lease & PS
4119	8541	AB		WX	2/28/2021	1775	Ford	USD	\$ 1,163.71	State SPED Transportation
4119	8542	AB		WX	2/28/2021	1775	Ford	USD	\$ 461.38	State SPED Transportation
4119	8543	AB		WX	2/28/2021	1876	USPS	USD	\$ 63.55	Admin Purchased Services
4119	8544	AB		WX	2/28/2021	1883	Alerus	USD	\$ 162.40	Payroll Liabilities
4119	8545	AB		WX	2/28/2021	1883	Alerus	USD	\$ 162.40	Payroll Liabilities
4119	8546	AB		WX	2/28/2021	1883	Alerus	USD	\$ 348.14	Payroll Liabilities
4119	8547	AB		WX	2/28/2021	1883	Alerus	USD	\$ 150.00	Payroll Liabilities
4119	8548	AB		WX	2/28/2021	1886	TRA	USD	\$ 4,760.28	Payroll Liabilities
4119	8549	AB		WX	2/28/2021	1886	TRA	USD	\$ 5,256.90	Payroll Liabilities
4119	8550	AB		WX	2/28/2021	1887	PERA	USD	\$ 2,311.13	Payroll Liabilities
4119	8551	AB		WX	2/28/2021	1887	PERA	USD	\$ 2,221.52	Payroll Liabilities
4119	8552	AB		WX	2/28/2021	1888	IRS	USD	\$ 10,008.32	Payroll Liabilities
4119	8553	AB		WX	2/28/2021	1888	IRS	USD	\$ 10,779.48	Payroll Liabilities
4119	8554	AB		WX	2/28/2021	1889	MN Dept of Revenue	USD	\$ 1,566.47	Payroll Liabilities
4119	8555	AB		WX	2/28/2021	1889	MN Dept of Revenue	USD	\$ 1,742.10	Payroll Liabilities
4119	8556	AB		WX	2/28/2021	1910	MN UI FUND	USD	\$ 1,384.00	Admin Benefits
4119	8557	AB		WX	2/28/2021	1912	Minnesota State	USD	\$ 2,313.44	Federal SPED PS
4119	8558	AB		WX	2/28/2021	1916	Verizon Wireless	USD	\$ 65.00	Instructional S&E
4119	8532	AB	1728	CH	2/1/2021	1796	Quizlet	USD	\$ 191.52	Instructional S&E
4119	8533	AB	1729	CH	2/1/2021	1046	MN BCA	USD	\$ 8.00	Admin Purchased Services
4119	8522	AB	6585	CH	2/11/2021	1146	cmERDC	USD	\$ 1,712.50	Admin Purchased Services
4119	8524	AB	6586	CH	2/11/2021	1913	Navigate Care Consulting	USD	\$ 160.00	I/PS Purchased Services
4119	8523	AB	6587	CH	2/11/2021	1891	The Lincoln National Life Insurance Company	USD	\$ 461.65	Payroll Liabilities
4119	8525	AB	6588	CH	2/19/2021	1014	Century Link	USD	\$ 344.49	Admin Purchased Services
4119	8528	AB	6589	CH	2/19/2021	1849	Comcast Business	USD	\$ 164.76	Admin Purchased Services
4119	8529	AB	6590	CH	2/19/2021	1857	CST MN- BIN # 170065	USD	\$ 4,578.53	State SPED Transportation
4119	8529	AB	6590	CH	2/19/2021	1857	CST MN- BIN # 170065	USD	\$ 5,060.48	State SPED Transportation
4119	8529	AB	6590	CH	2/19/2021	1857	CST MN- BIN # 170065	USD	\$ 4,337.55	State SPED Transportation
4119	8529	AB	6590	CH	2/19/2021	1857	CST MN- BIN # 170065	USD	\$ 3,614.63	State SPED Transportation
4119	8530	AB	6591	CH	2/19/2021	1913	Navigate Care Consulting	USD	\$ 540.00	State SPED PS
4119	8530	AB	6591	CH	2/19/2021	1913	Navigate Care Consulting	USD	\$ 160.00	State SPED PS
4119	8526	AB	6592	CH	2/19/2021	1031	QUILL CORPORATION	USD	\$ 90.98	Admin S&E
4119	8531	AB	6593	CH	2/19/2021	1928	TeacherCentricity, LLC	USD	\$ 2,397.50	I/PS Purchased Services

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

4119	8527	AB	6594	CH	2/19/2021	1473	US Bancorp Equipment Finance	USD \$	223.07	I/PS Purchased Services	
								Total:	\$	107,594.13	

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 Eight Months Ended February 28th, 2021 and Year Ending June 30th, 2021

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 April 21, 2020 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.

20-21 March
Board Meeting (Highlights and To Do)
Date: 03/15/21
Ex Officio: David Gunderman

School Events

-
-

Committee Updates

TPS:

- Finalizing summer PD days.

Personel:

Restorative/SEL/Anti Bias:

- Continuing Anti Bias training

Behavior:

Finance:

- Reviewing revised budget drafts at ADM of 92 and 93.
- Reviewing FY22 budget drafts with scheduled raises
- Waiting for ADSIS approval/denial to finalize drafts for board approval

Nutrition:

- Students will be given a bagged lunch and breakfast to take home with them each day that they come to school for an appointment. They will be fed but will not eat on site.

Marketing:

- St. Paul Charter Fair (March 20th 9-12)
- Establishing relationships with K-8 Charter schools

Enrollment: 94

- ADM: 92.43

Curriculum:

- Finalizing plans for Quarter 3 final project
- Planning Quarter 4 has also started. We are looking to keep a similar approach to Quarter 3, with minor improvements.

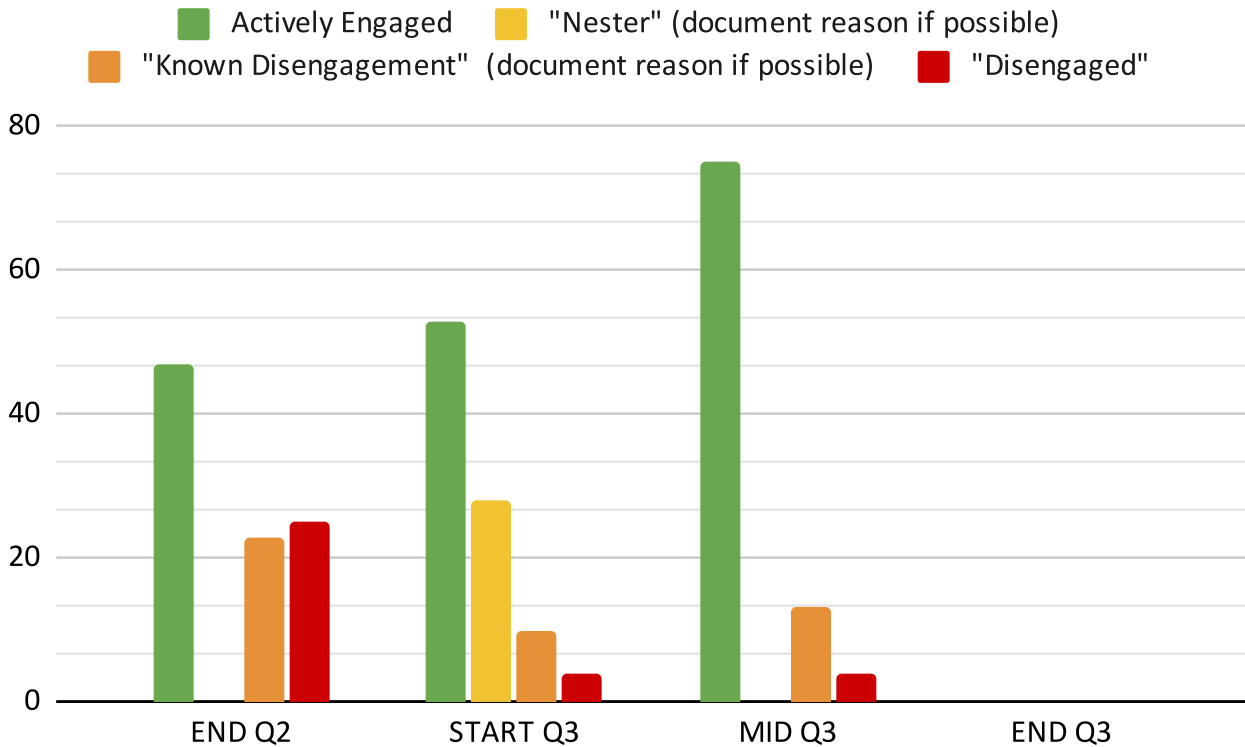
Sped:

Jay Squad (Tiger Team):

- Organizing summer dates for TPS
-

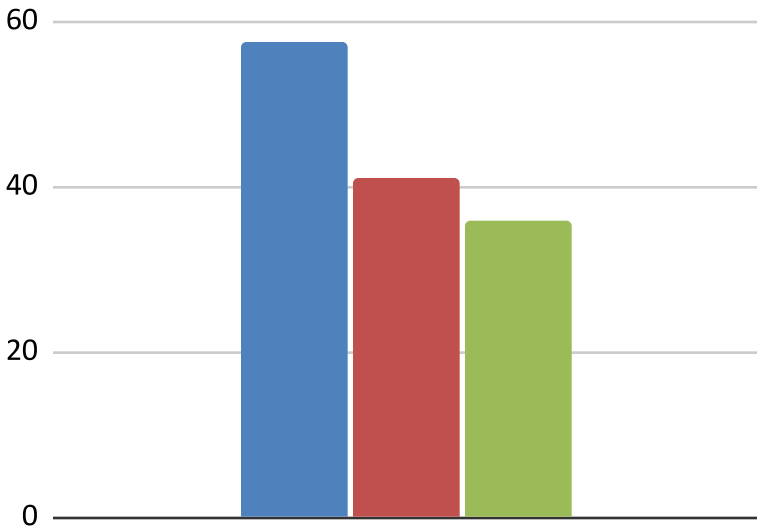
Assignments from Board (to be brought back to TPS):

- 1.
-



Average Course % By Quarter

■ Q1 ■ Q2 ■ MID Q3



Q4 Curriculum Development

1 - IDENTIFY PRIORITY STANDARDS: “What are the MOST IMPORTANT things students need to be able to do in order to earn credit for your course?”

Course	Priority Standard/Benchmark	Notes/Key Terms
“ Music and US History B ”	Describe "Jim Crow" racial segregation and disenfranchisement in the South, the rise of "scientific racism," the spread of racial violence across the nation, the anti-Chinese exclusion movement in the West, and the debates about how to preserve and expand freedom and equality. (Development of an Industrial United States: 1870-1920)	Understand that Race and racism are a fundamental “Eugenics”, “Systemic Racism”, “Overt vs Covert Racism”, “Redlining”, GI Bill, Home loans, “Racial Covenants”, “economic policy as a weapon”
	Identify obstacles to the success of the various civil rights movements; explain tactics used to overcome the obstacles and the role of key leaders and groups. (Post-World War II United States: 1945-1989)	
	Evaluate the legacy and lasting effects of the various civil rights movements of the 1960s and 70s; explain their connections to current events and concerns. (Post-World War II United States: 1945-1989)	
	Interpret musical elements and cultural or historical contexts embedded within a musical selection to express possible meanings of the composer or performer.	Tempo, Meter, Form, Instrumentation
“ Life Science B ”	Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. Emphasis is on conceptual understanding of the role each line of evidence has relating to common ancestry and biological evolution. Examples of evidence may include similarities in DNA sequences, the fossil record, artificial selection, anatomical structures, and the order of appearance of structures in embryological development.	Evidence “Evolution”, “Natural Selection”, “Evidence”, “Theory*”, “Fact”, “Eugenics”
	Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. Examples of relationships may include relationships between mutated DNA sequences or chromosomal deletions and their effect on traits.	“Central Dogma”, “Heritable/selectable traits”, “Epigenetics”
Language Arts	9.4.4.4 Determine meaning of words...analyze cumulativetone.	The choices you make when you communicate affect how you are heard and respected.
	6.5.4.4 Determine meaning of words and phrases as they are used in the text	
	9.5.4.4 Determine meaning of words and phrases as they are used in the text... meaning and tone.	
	9.7.4.4 Produce clear and coherent writing....	
	9.7.6.6 Using technology ... display information flexibly and dynamically.	
	9.9.1.1 Initiate and participate ... discussions... persuasively	Analyze validity of a source/claim
	9.9.7.7 Media literacy	
	9.1.4.4 ...multi meaning words	The choices you make when you communicate affect how you are heard and respected.
9.1.6.6 ..domains and phrases... gathering vocab knowledge... expression		
Math	9.4.2A Evaluating Data Reports	Evaluate dataset and how it is

(Probability / Stats)	9.4.2.3 Design simple experiments and explain the impact of sampling methods, bias and the phrasing of questions asked during data collection. 9.4.2.1 Evaluate reports based on data published in the media by identifying the source of the data, the design of the study, and the way the data are analyzed and displayed. Show how graphs and data can be distorted to support different points of view. Know how to use spreadsheet tables and graphs or graphing technology to recognize and analyze distortions in data displays.	used (evaluate conclusions)
Math (Algebra2 B)	<u>9.2.2A Represent, Solve & Translate</u> 9.2.2.3 Sketch graphs of linear, quadratic and exponential functions, and translate between graphs, tables and symbolic representations. Know how to use graphing technology to graph these functions. 9.2.2.2 Represent and solve problems in various contexts using exponential functions, such as investment growth, depreciation and population growth.	Show data visually
Art	Construct multiple interpretations of an artwork.	Create "full value drawing"
	Synthesize knowledge of social, cultural, historical, and personal life with art making approaches to create meaningful works of art.	Analyze the impact of an artwork and its historical significance
	Explore and plan themes, ideas, concepts or styles in preparation for an artwork.	
	Analyze, critique, and justify artwork in an artist statement for a collection or portfolio presentation.	
	Analyze relationships between artists, artwork, and audience for impact of presentation.	
World/US history	"Historical inquiry is...how and why ... happen in the past"	"Secondary/Primary Sources"
PhyEd		Step competition? Zoom dog walking, Zoom yoga, Tracking for math
Govt & Politics	1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy. 6. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government. 8. Public policy is shaped by governmental and non- governmental institutions and political processes.	Identify how to change the world.

2- ESSENTIAL QUESTIONS - Q4

- **How do we KNOW something?**
 - Math - Analyzing data
 - Science
 - LA
- **How do we communicate effectively?**
 - LA
 - Math - Graphs

- **What does a work tell us about a time and place in history?**
 - Art
 - Music
 - LA
 - Math
- **How have race and racism shaped America?**
 - US History
 - Art
 - Music
 - Math
- ~~What are the basic Elements of an artform?~~ **SPECIFIC SKILLS**
 - Music
 - Art

3- BOOK:

- “Punching Air” - Ibi Zoboi

4 - PROJECT DELIVERABLE(S) BRAINSTORM

- “Mapping Prejudice”

5 - Develop Weekly Assignments

- Vocab
- Reading prompts
- Reflect on Connections
 - Personal
 - Community
- Teacher Tie-ins
- Etc.



Josh MacLachlan <josh.maclachlan@academicarts.org>

Important! Quarter 4 Updates

2 messages

Danyelle Bennett <danyelle.bennett@academicarts.org>
To: AAHS Staff <staff@academicarts.org>

Mon, Mar 15, 2021 at 2:23 PM

Happy Monday! (Sorry, this is going to be a long one)

I just wanted to check-in on behalf of CurCom and give staff a few updates about Quarter 4 content, as well as ways that you can begin to prepare for conversations that will take place next Quarter.

We will be following an improved version of the format we are using Q3. Data is showing us that student engagement has increased dramatically! So thank you for being a part of that!!! We intentionally made curriculum sacrifices as teachers that directly conflict with teaching philosophy under normal circumstances in an effort to pull our students back in, and it worked.

We will also be considering various other data points like grading and attendance as they are finalized towards the end of the quarter to guide our work and there will be a heavier emphasis on Math.

I want to acknowledge that have received, discussed and APPRECIATE para feedback. Please know that we are always open to feedback. We may or may not be able to utilize it but are always open to listen as we know that you work so closely with many of our students.

The book we will be reading next quarter is (it has been ordered and should arrive this week):

[Punching the Air](#) by Ibi Zoboi and Yusef Salaam

The author, Yusef Salaam was one of the [Exonerated 5](#)

There is a FANTASTIC mini-series on Netflix about that series that I encourage everyone to watch - [When Will They See Us](#) You don't even need a membership to watch it

Conversations that may come up (this list will grow or change)

Derik Chauvin trial - as educators and considering the collective commitment we've made at AAHS, we should be following this anyway...

School to prison pipeline

Follow-up on the N-word

Disproportionate Incarceration rates

I understand that many would love to keep things prettier and lighter for Quarter 4, myself included. We have to remember that MANY do not have that as an option, EVER. That is a privilege that we as white, people have and it only breaks down further from there into sexuality, socioeconomic status etc. Unfortunately, it is not realistic, it does not reflect the experiences that our students live each day and need to process, and it would be a disservice to our white students and our white selves to pretend that things aren't the way that they are.

I'd like to add that as curcom we did not sit down and say, let's choose the book that leads to the most difficult conversations. We simply chose a black author. We also accidently picked a book that coincides with the trial....students will be learning vocabulary that will allow them to be more informed when hearing about and engaging in discussions about the trial which we think is cool.

Mallery talks a lot about doing, "The Work" on our own. Part of the work I do on my own, includes only reading books by bipoc authors. Through this experience I have learned many things. One being, there is no book by a non-white author in which difficult conversations don't come up which has really helped me to further understand my own white privileges. Another thing I've learned, there are a lot of book sections and stores that are not representing our bipoc voices and authors, just saying. I dare you to try it for one year!

Thank you everyone and sorry for the long email...boo on me but wanted you to feel informed!
Let me know if you have questions!

--

Danyelle Bennett (She/Her)

Language Arts - Curriculum Lead - Nutrition Services

Academic Arts High School
(651) 457-7427 ext 208
www.academicarts.org



Michael Reed <michael.reed@academicarts.org>
To: Danyelle Bennett <danyelle.bennett@academicarts.org>
Cc: AAHS Staff <staff@academicarts.org>

Mon, Mar 15, 2021 at 2:59 PM

Thank you Danyelle and everybody in various groups TPS,CUR COMM etc yall are doing the most amazing work...
Looking forward to this next book... 🙏 100 🤝 🕶️

[Quoted text hidden]

Board Training - “Standards”

MDE Standards

- <https://education.mn.gov/MDE/dse/stds/>
- EXAMPLES:

UNIT/COURSE/TH EME?	Subject	Strand	Substrand	Benchmark #	Benchmark
Both Physics Courses	1. The Nature of Science and Engineering	3. Interactions Among Science, Technology, Engineering, Mathematics, and Society	3. Developments in physics affect society and societal concerns affect the field of physics.	9P.1.3.3.1	Describe changes in society that have resulted from significant discoveries and advances in technology in physics. For example: Transistors, generators, radio/television, or microwave ovens.
			4. Physical and mathematical models are used to describe physical systems.	9P.1.3.4.1	Use significant figures and an understanding of accuracy and precision in scientific measurements to determine and express the uncertainty of a result.

Standard	1. Foundations	2. Create	2. Create	2. Create	3. Present	3. Present	4. Respond	4. Respond	5. Connect	5. Connect
Anchor Standard	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	2. Generate and develop original artistic ideas.	3. Create original artistic work.	4. Revise and complete original artistic work.	5. Develop and refine artistic techniques and work for performance.	6. Make artistic choices in order to convey meaning through performance.	7. Analyze and construct interpretations of artistic work.	8. Evaluate artistic work by applying criteria.	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.

<p style="text-align: center;">The benchmarks are integrated across the other strands, highlighted in bold.</p>	<p>1. Apply <i>aesthetic criteria</i> in developing, proposing, and refining artistic ideas, plans, <i>prototypes</i>, and <i>production processes</i> for media artworks, considering original inspirations, <i>audience</i> and <i>constraints</i>. <i>For example:</i> Survey; research; <i>design thinking</i>; identify problem.</p>	<p>1. Create media artworks using <i>hybridization</i> or <i>multimodal perception</i>, by integrating <i>components</i> and <i>stylistic conventions</i>, to express compelling purpose, <i>story</i>, or emotion. <i>For example:</i> <i>Set building with light, motion</i> or <i>interactivity</i>; character development, type selection considering multiple presentation formats.</p> <p>2. Create media arts productions in a variety of genres, considering <i>critical media literacies</i>, <i>aesthetic criteria</i>, communication goals, and audience using <i>artistic foundations</i>. <i>For example:</i> Magazine layout considering space and sequence specifically through typography, messaging, and audience; game world design considering narrative structure.</p>	<p>1. Modify media artworks by improving technical quality, <i>components</i>, and <i>stylistic conventions</i>, based on consideration of purpose, <i>audience</i>, and place. <i>For example:</i> Redesign webpage based on a specific project goal.</p>	<p>1. Critique and justify the use of design <i>components</i> within a media arts presentation, considering the reaction of the <i>audience</i>. <i>For example:</i> Director Q&A; stakeholder review; SCAMPER; six thinking hats.</p>	<p>1. Design and evaluate presentation and <i>distribution</i> of media artworks through multiple formats for specific <i>contexts</i>, <i>market(s)</i> and <i>system(s)</i>. <i>For example:</i> Evaluate presentation modes for media artworks through <i>virtual channels</i> versus a <i>multimedia theatre</i>, considering <i>media arts contexts</i>.</p>	<p>1. Analyze how a broad range of media artworks affect experience and communicate through <i>multimodal perception</i>, while using artistic foundations. <i>For example:</i> Analyze the managed experience in <i>augmented reality</i>, <i>virtual worlds</i> or gaming that incorporates artificial intelligence.</p>	<p>1. Construct and defend evaluations of media artworks and <i>production processes</i>, including criteria related to <i>ethics</i>. ** <i>For example:</i> Respond to representations of people, identity or groups in media artworks.</p>	<p>1. Incorporate personal experiences and cultural perspectives to establish <i>personal aesthetic</i> in media artworks.</p> <p>2. Analyze how individually developed media messages influence local and global communities. <i>For example:</i> Disruption of the dominant discourse through media artworks; responsibly and irresponsibly developed media messages.</p>	<p>1. Synthesize how media arts represent, establish, reinforce, and reflect culture or group identity.</p> <p>2. Use contexts, purposes, representations, and values to inform media artworks. <i>For example:</i> Develop media literacy to examine how media messages affect social trends, power, equity, bias, gender, personal or cultural identity.</p>
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“Backward Desgin”

- http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf
- “Start with the standards, the work backwards to develop curriculum”
 1. What do you want them to know/do/understand? - STANDARDS
 2. Where are they starting? - PRE-ASSESSMENT
 3. How will you scaffold their learning? - CURRICULUM
 4. How will you know if they are learning along the way? - FORMATIVE ASSESSMENT
 5. How will you know if they have met the standard? - SUMMATIVE ASSESSMENT

“The Nest”

- Whole school (students & staff) read the same book
- Each week there is new “Teacher Tie-In” addressing a key standard
- Students keep diary for project at end of quarter

Nest Standards

Credit Area	Standard	SUMMARY of Q3 Idea / Plan
Life Sci. A	Develop and use a model to illustrate the levels of organization of interacting systems and how that translates into specific functions in multicellular organisms. (P: 2, CC: 6, CI: LS1) <i>Emphasis is on specific functions at the organ system level such as nutrient uptake, water delivery, and organism movement in response to neural stimuli. Examples of models may include real (e.g. fish, birds, insects, etc.) or imaginary organisms with attention to the various structures and systems that assist the organism in performing necessary life functions.</i>	<ul style="list-style-type: none"> ● <u>Teacher Tie-In Podcast with Mal:</u> <ul style="list-style-type: none"> ○ What happens to our bodies when we are depressed or struggling with addiction? ○ How does neurotransmission work? Also, why should we care? ● Diary Entry: <ul style="list-style-type: none"> ○ Demonstrate how Depression & addiction affect neurotransmission (dopamine / serotonin / Etc) with a model
Life Sci. A	Obtain and communicate information about how Minnesota American Indian Tribes and communities and other cultures construct solutions to mitigate threats to biodiversity.* (P: 8, CC: 7, CI: LS2, ETS1) <i>Examples of cultures may include those within the local context of the learning community and within the context of Minnesota. Examples of threats to biodiversity may include climate change, deforestation, urbanization, dam construction or removal, invasive species, human population growth,</i>	<ul style="list-style-type: none"> ● <u>Teacher Tie-In Video:</u> History of ecological balance in civilizations <ul style="list-style-type: none"> ○ Why is it always white people invading? <ul style="list-style-type: none"> ■ “Civilization” & collapse ■ Europe, agriculture, & civilization ○ Full circle example: The Vikings ○ Is our civilization facing these problems? - YES <ul style="list-style-type: none"> ■ Science, WWII, and “Efficiency”

	<p><i>threatening/endangering species, agricultural practices, extraction, and the use of fossil fuels.</i></p>	<ul style="list-style-type: none"> ■ AI practices that just made good sense but were ignored - because racism ○ Examples and Opportunities for change: <ul style="list-style-type: none"> ■ Rice harvest story ● Diary Entry: Identify and analyze one agricultural practice that is not sustainable without “civilization”
<p>*Music / Studio</p>	<p>Modify media artworks by improving technical quality, <i>components</i>, and <i>stylistic conventions</i>, based on consideration of purpose, <i>audience</i>, and place. <i>For example:</i> Redesign webpage based on a specific project goal.</p>	<ul style="list-style-type: none"> ● Product Guideline Resources <ul style="list-style-type: none"> ○ How to make a: <ul style="list-style-type: none"> ■ Slideshow ■ Video ■ Infographic ■ Article ■ Poem ■ Art Piece ■ Beat or song ■ Etc. ○ Video examples ○ Staff & Student critique videos and podcast segments ● Product/Presentation for Exhibition
<p>Music / Studio</p>	<p><i>Interpret</i> musical elements and <i>cultural or historical contexts</i> embedded within a <i>musical selection</i> to express possible meanings of the composer or performer.</p>	<ul style="list-style-type: none"> ● Teacher Tie-In Video/AHA day activity: <ul style="list-style-type: none"> ○ Music foundations and American Music History <ul style="list-style-type: none"> ■ Rhythm, pitch, melody, harmony, tone ■ Cultural impacts throughout American History ■ Examples ● Diary Entry: Find and analyze examples of musical elements in popular music
<p>Econ</p>	<p>Economic systems differ in the ways that they address the three basic economic issues of allocation, production and distribution to meet society’s broad economic goals.</p>	<ul style="list-style-type: none"> ●

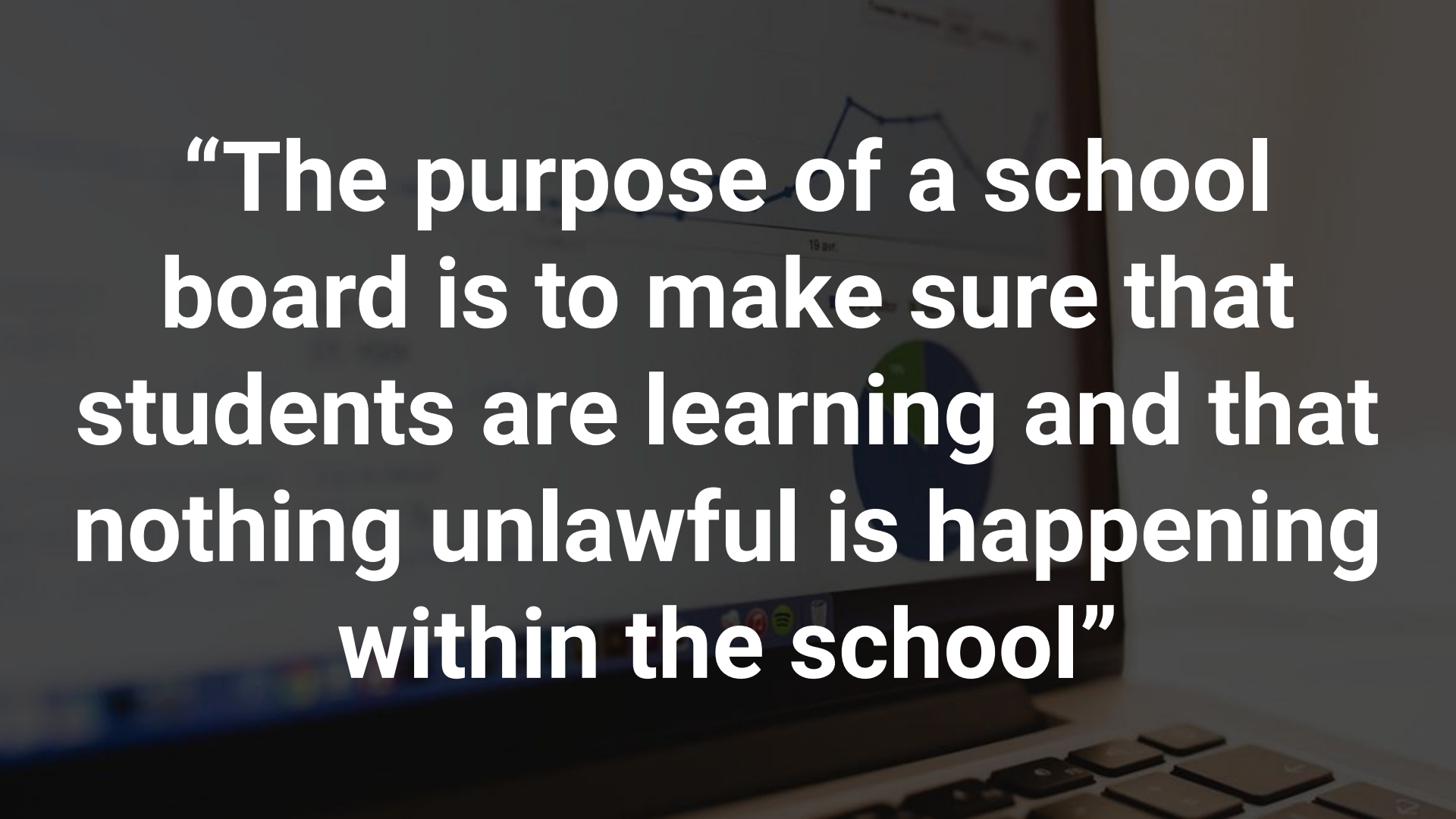
Econ	Profit provides an incentive for individuals and businesses; different business organizations and market structures have an effect on the profit, price and production of goods and services.	•
Econ	The overall performance of an economy can be influenced by the fiscal policies of governments and the monetary policies of central banks.	•
US Hist A	North America was populated by indigenous nations that had developed a wide range of social structures, political systems and economic activities, and whose expansive trade networks extended across the continent (before european contact).	•
US Hist A	Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varies responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government (Colonization and Settlement: 1585-1763)	•
US Hist A	Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the united states; led to increasing regional, economic, and ethnic divisions; and inspired multiple reform movements. (Expansion and reform: 1792-1861)	•
		•
*Art	Create original artistic artwork - Synthesize visual literacy strategies and conceptual intent to create artwork for a specific purpose.	•
Art	Evaluate the impact of an artwork to influence ideas, feelings, and behaviors of specific audiences.	•
Geometry	Accurately interpret and use words and phrases such as "if...then," "if and only if," "all," and "not." Recognize the logical relationships between an "if...then" statement and its inverse, converse and contrapositive.	<ul style="list-style-type: none"> • <u>Content Delivery Mode</u> • Diary Entry or Student Task <ul style="list-style-type: none"> ○ Example: The statement "If you don't do your homework, you can't go to the dance" is not logically equivalent

		to its inverse "If you do your homework, you can go to the dance."
Geometry	Assess the validity of a logical argument and give counterexamples to disprove a statement.	•
Prob / Stats	Evaluate reports based on data published in the media by identifying the source of the data, the design of the study, and the way the data are analyzed and displayed. Show how graphs and data can be distorted to support different points of view. Know how to use spreadsheet tables and graphs or graphing technology to recognize and analyze distortions in data displays.	•
Prob / Stats	Identify and explain misleading uses of data; recognize when arguments based on data confuse correlation and causation.	•

Academic Arts High School Board - Admin Relationship

AHA! Come see what makes us different.



A laptop screen is shown in the background, displaying a line graph with a blue line and a globe. The text is overlaid in white, bold font.

“The purpose of a school board is to make sure that students are learning and that nothing unlawful is happening within the school”

Charter Contact 124E.10 Subd 1

STUFF FOR WHICH BOARDS ARE RESPONSIBLE

- the purpose of the program, which must improve or increase pupils' learning opportunities, create different and innovative measures of learning outcomes, create new forms of school accountability, encourage different and innovative teaching methods, or give teachers new professional opportunities
- pupil outcomes that meet or exceed the educational outcomes required of other public school students
- admission policies and procedures
- school management and administration
- requirements and procedures for program and financial audits
- how the charter school will comply with state and local requirements applicable to charter schools, the required number of days of student instruction, whether the charter school or the school district in which the charter school is located will provide House Research Department Updated: November 2005 Charter Schools Page 6 transportation to pupils enrolled in the charter school, and the causes for not renewing or terminating the contract
- the liability of the charter school
- the types and amounts of insurance the charter school will obtain
- the contract term, which must not exceed three years
- the financial parameters for providing special education instruction and services, if applicable
- the process and criteria the sponsor intends to use to monitor and evaluate the fiscal and student performance of the charter school

The problem

The board - admin (TPS) relationship is ... a little muddy. Not clear

This will be true for our school regardless. We are unique and do things differently for good reason.


However, there are still some key ways we can clarify our governance and management structure that will help everyone.



What is a board for?

The board of directors also shall decide and is responsible for policy matters related to operating the school, including budgeting, curriculum programming, personnel, and operating procedures. The board shall adopt a nepotism policy. The board shall adopt personnel evaluation policies and practices that, at a minimum:

- (1) carry out the school's mission and goals;
 - (2) evaluate how charter contract goals and commitments are executed;
 - (3) evaluate student achievement, postsecondary and workforce readiness, and student engagement and connection goals;
 - (4) establish a teacher evaluation process under section [124E.03, subdivision 2](#), paragraph (h); and
 - (5) provide professional development related to the individual's job responsibilities.
-



So, a board is responsible for everything that goes into running the school.

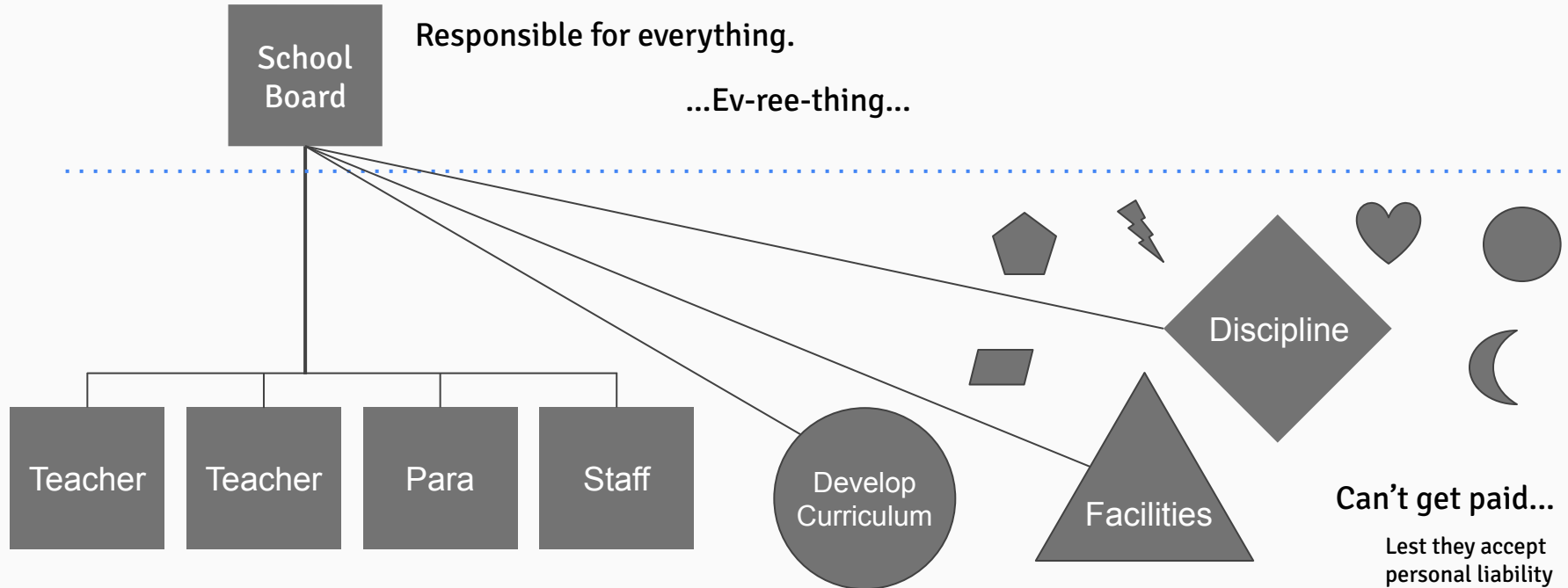
But that's a full time job! Board members can't benefit financially* or be compensated in any way**. What is a board to do?

*Least they be personally liable

**Except teacher salaries - 124E.14(b)

~~Solution:
Just Do It~~

This is not
“Governance”



**The the rest of
the world:**
*“Charters are
basically public
schools that are
publicly funded
but privately
run.”*

ETHICS!

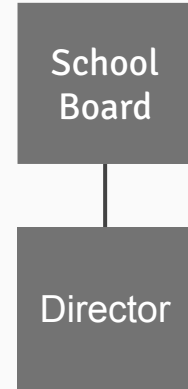
This is not an issue in MN. We are incorporated as a 501c3 nonprofit organization. It's a good thing board members can't get paid.



A board directly employs a director

Director's job is to do stuff. To make sure that the stuff for which the board is responsible actually gets done. A director is compensated for this work by the board. The board evaluates a director's performance.

Employment can continue or end at any point given the judgement of the board.



ETYMOLOGY:

From Latin

“Gubernare” → To steer

“Governance”



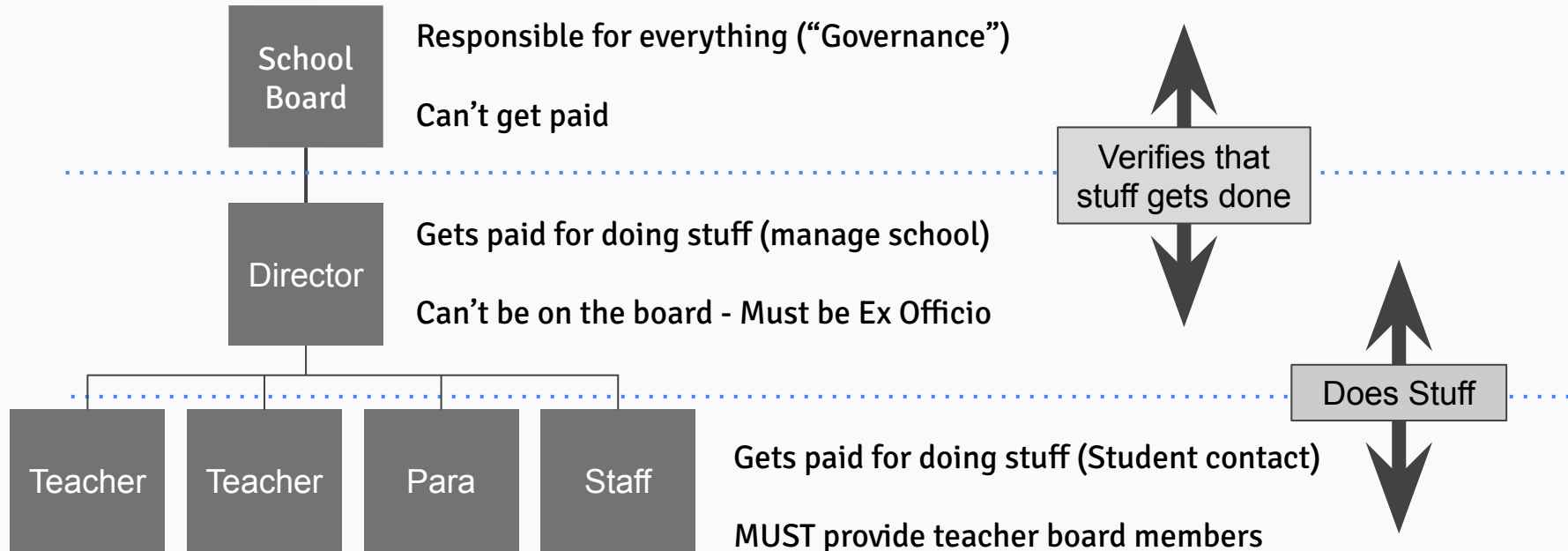
Solution: Hire director

Verification:
Director
Evaluation

Stopgap:
New Director



“Keep the
boat but get a
new captain”



How does a board hire a director?

Through a hiring process:

- Job posting
- Interviews
- References
- Negotiations
- Etc.



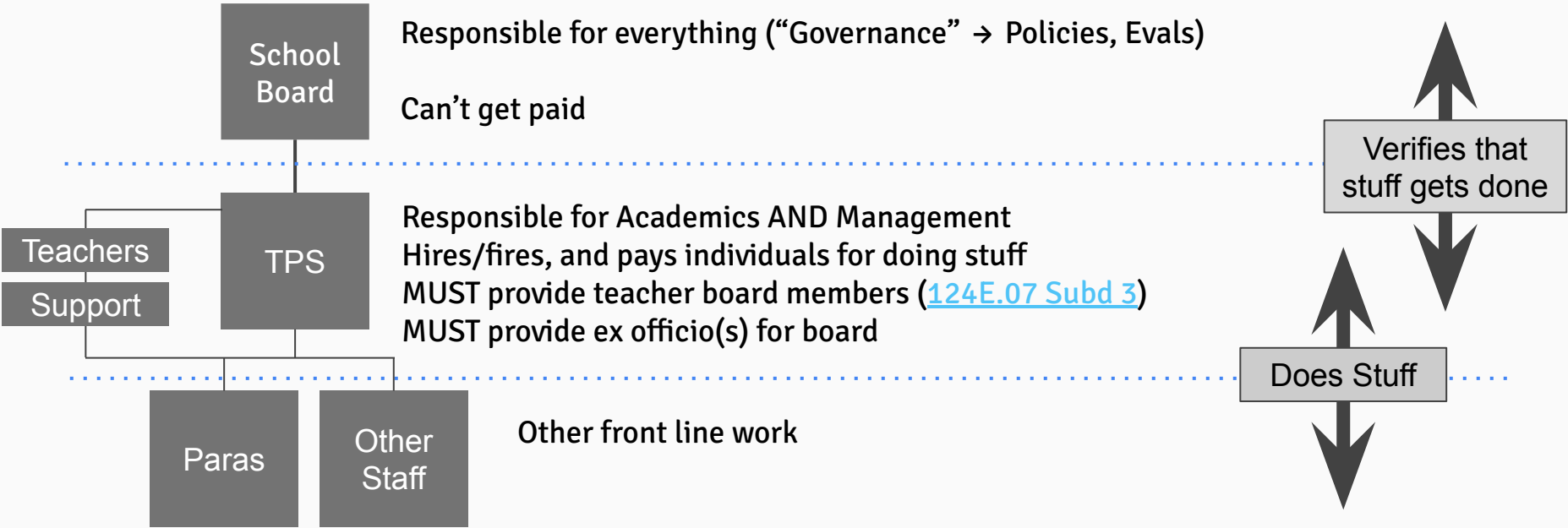
Our System: TPS Committee functions as director

Verification:
TPS
Evaluation

Stopgap:
END TPS



“Blow up
the boat”





How does our board approve membership to TPS?

...Uh...?

No interviews

No references

No individual verification

Current Process According to our Policy:

- 1 year as non voting member
- TPS then recommends appointment of individual as voting member
- Board appoints individual as voting member or not*

Reasonable questions people can (and should) have for the board

And for which the board should have GOOD answers (and we currently don't).



Abby Authorizer

“So, you don’t have any direct oversight as to who leads the school?”

Board’s answer:
“Nope”



Tommy Taxpayer

“So you have many school leaders. How do you get rid of one of your school leaders if they aren’t meeting your expectations?”

Board’s answer:
“We can’t. The only mechanism we have is to get rid of the whole leadership team”



Emily MDE

“You can’t? Uh... well, that’s problematic! You’re cool with that!?”


Board’s answer:
“Hold on. We’ve got a way to test leaders out first: 1 year probation”



Peter Parent

“Uh... that’s pretty weak. The board isn’t selecting any leaders? It’s sounds like the policy is just to blindly trust that nothing will ever go wrong.”

Board’s answer:
“Uh....good point.”

A close-up photograph of a person's hand holding a pen and writing on a document. The background is blurred, showing what appears to be a classroom or office setting with some lights.

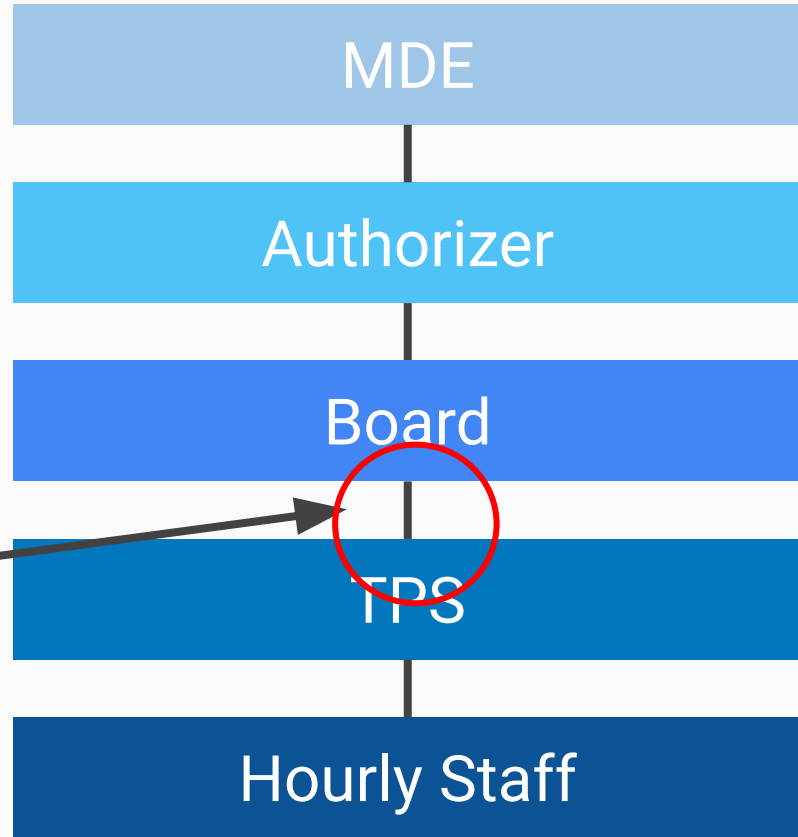
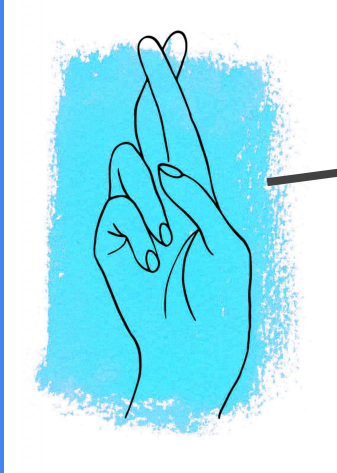
So... How does
the board select
leaders for the
school?

Formal appointment to the
TPS committee.

- Recommendation from
TPS committee after 1
year of probationary
service
- ...That's it.

Accountability Model

Different entities are responsible for and accountable to other entities.



The following section is
independent for discussion within
the school's TPS Committee

A close-up photograph of a person's hands writing on a document with a pen. The image is dimly lit, with a dark background and some bokeh light effects. The word "VOTING" is overlaid in large, white, sans-serif capital letters.

VOTING

Voting has different functions in different situations. We need to make sure we understand how and why we vote as a TPS committee.

How Congress makes a “decision”

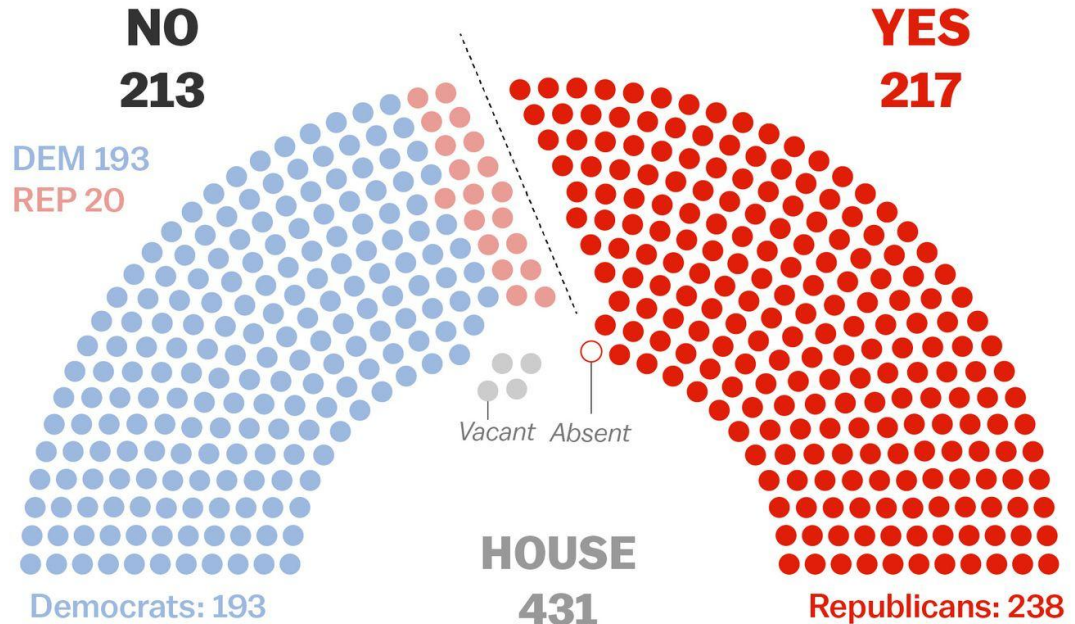
- Represent party and constituency ONLY
- No incentive to UNDERSTAND or COMPROMISE
- No accountability for position

RESULTS:

- Shut downs
- Etc.

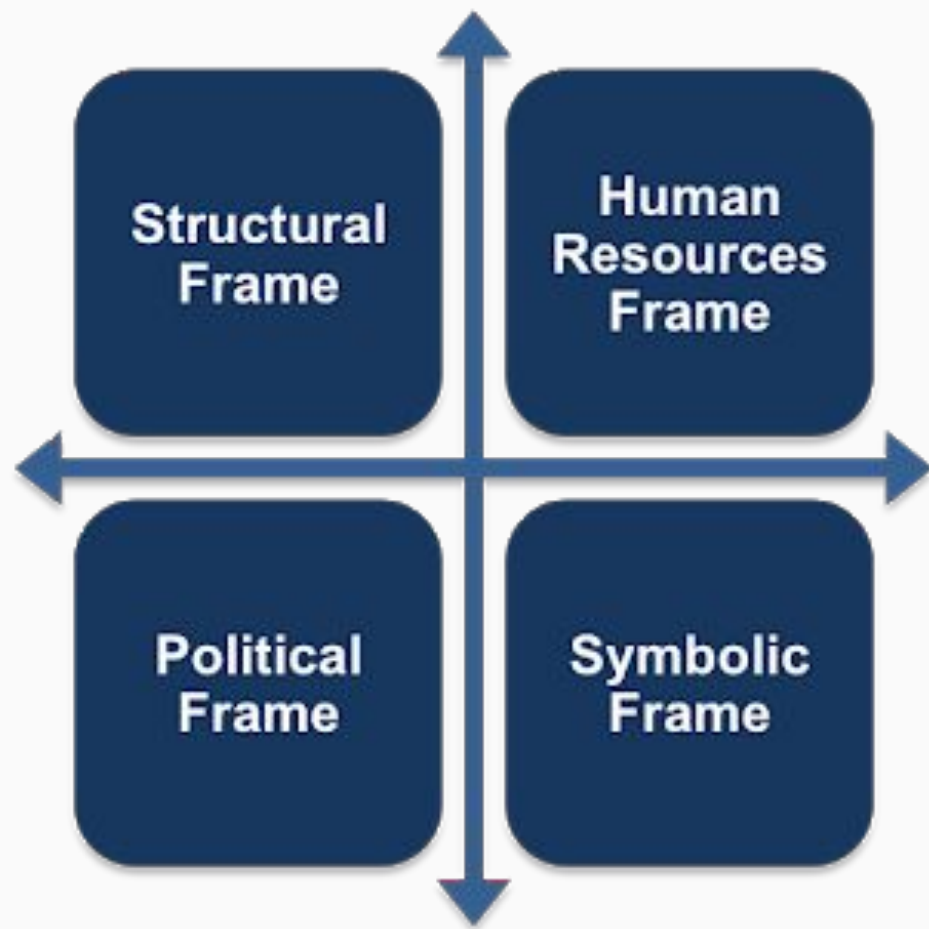
How Congress passed the AHCA

The House voted on a revised health care bill that will repeal and replace major parts of Obamacare

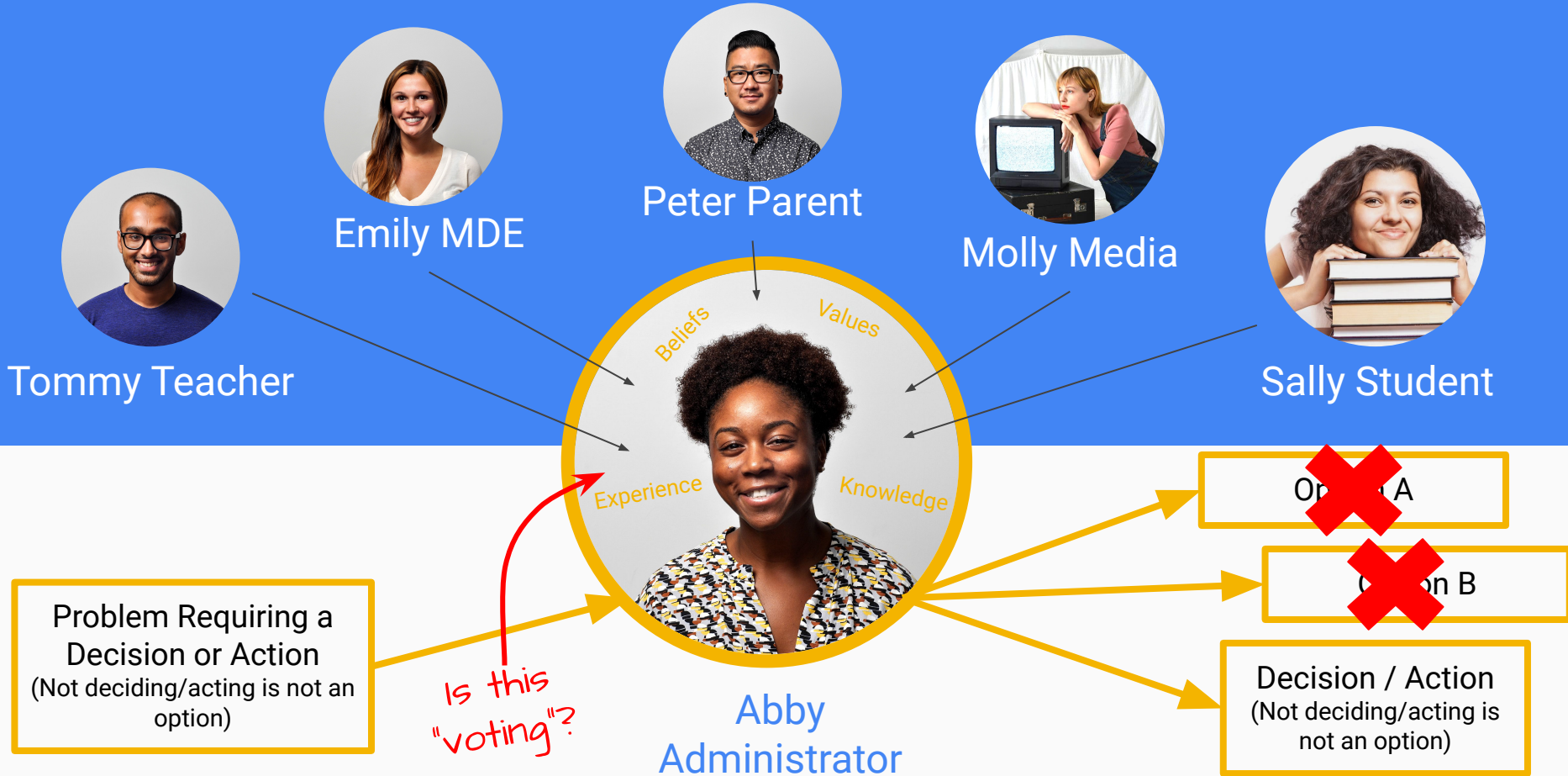


Source: C-SPAN

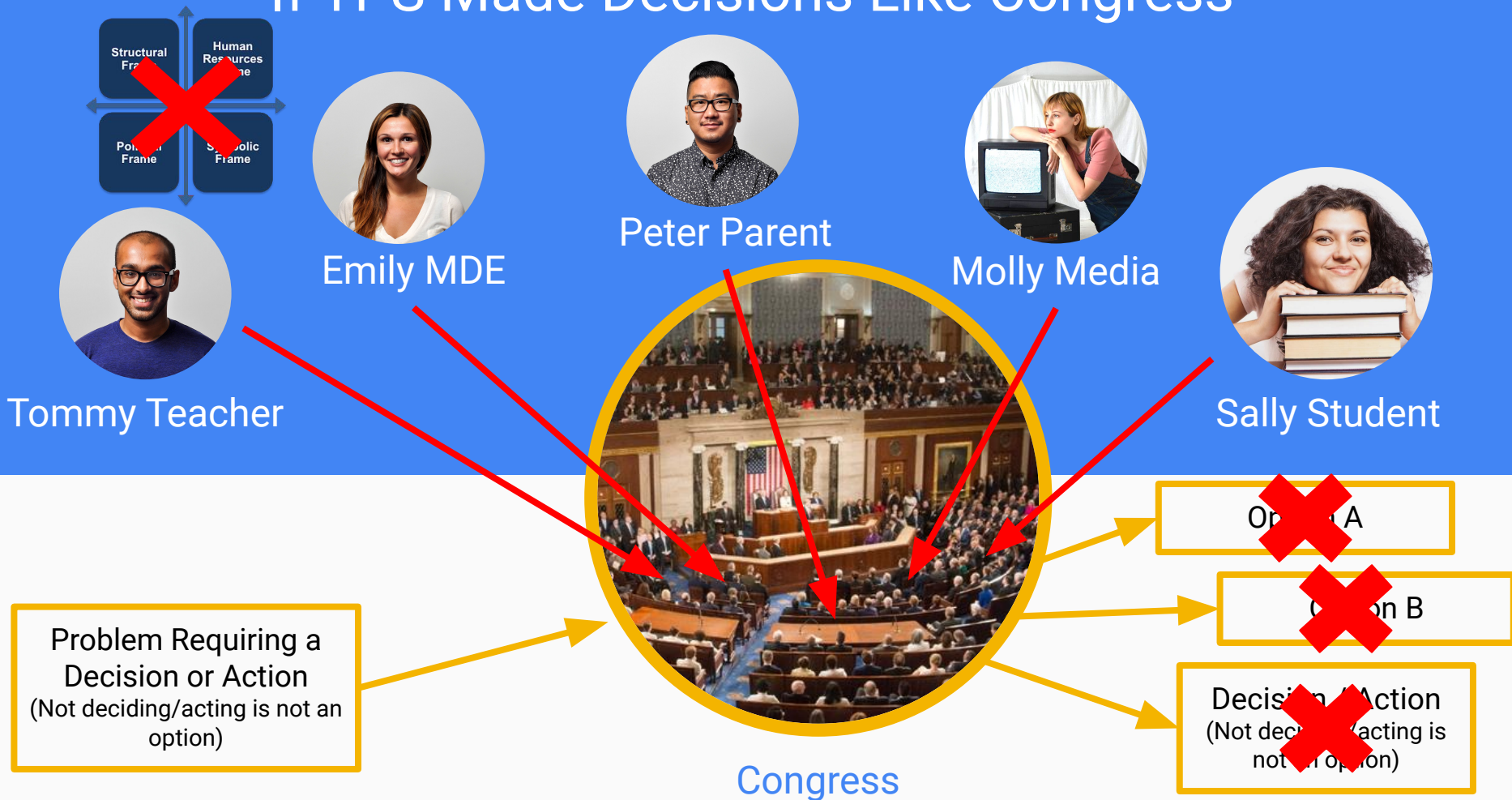
Vox



How An Administrator (or any leader) makes a decision.

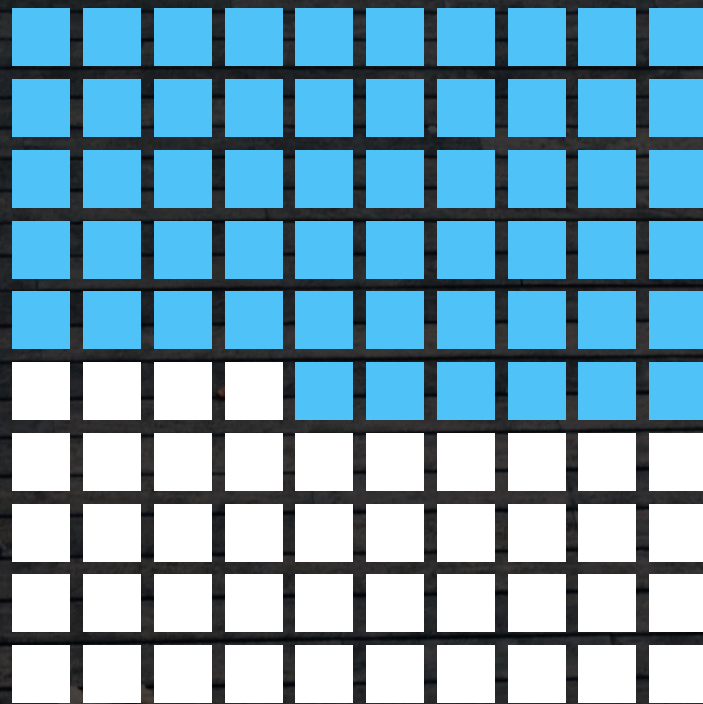


If TPS Made Decisions Like Congress

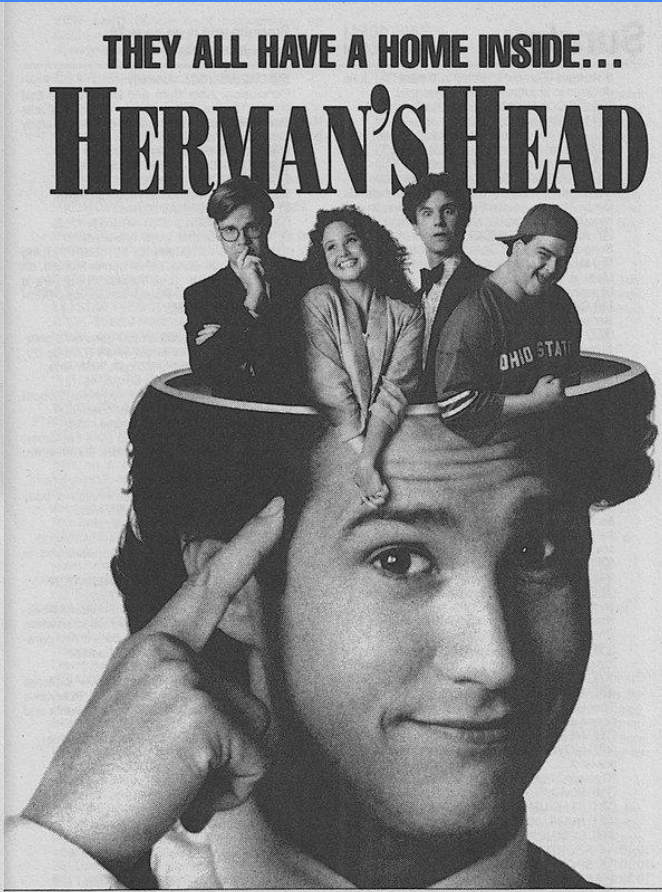
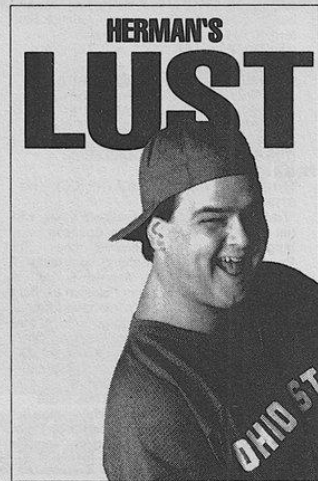
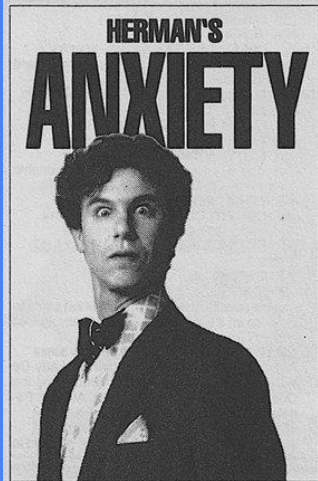
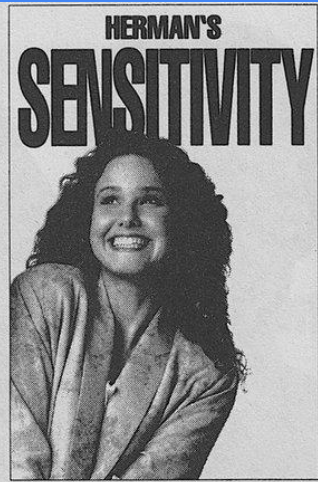
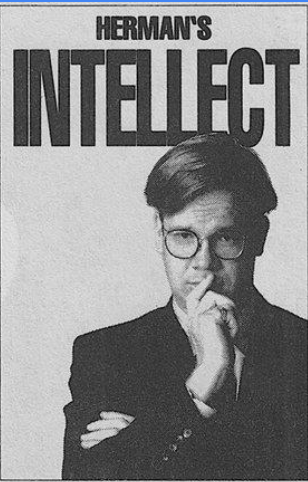


MAJORITY VOTING

- Disincentivizes understanding and accountability for position
- Encourages factioning
- Ineffective - Results in deadlock, does not require a result
- Encourages political posturing
- PRO - Fast



This is not how TPS votes.

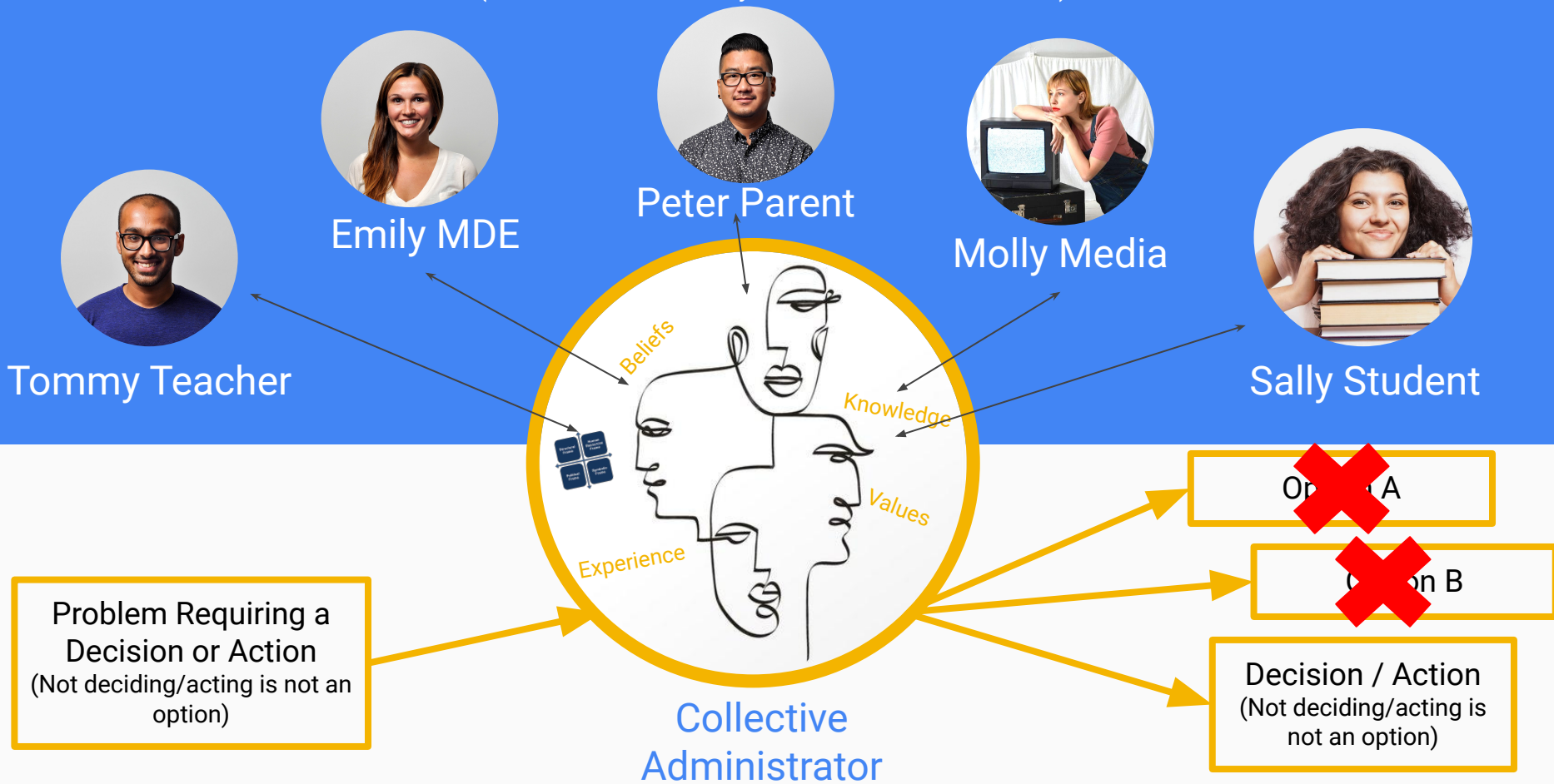


A new comedy series with an open mind. **8:30PM**



How TPS makes a decision

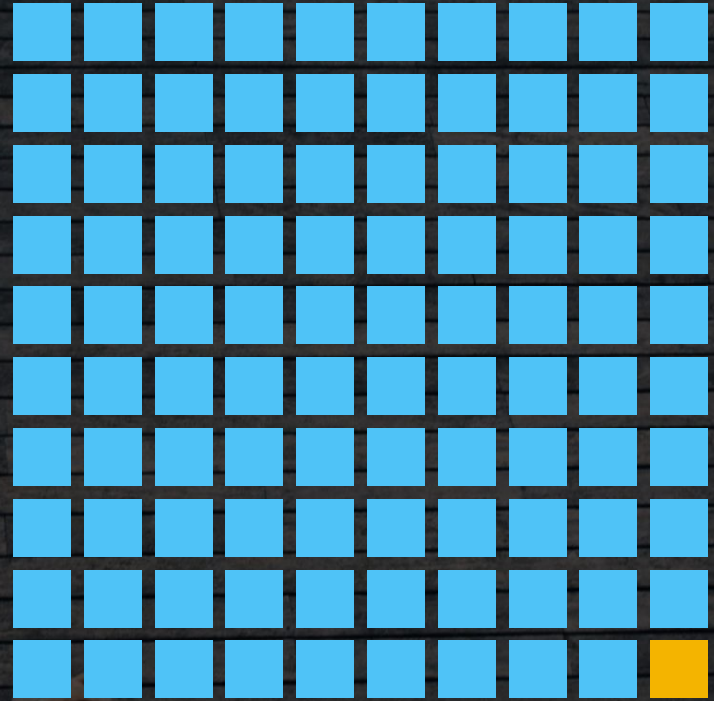
(Hint: it's the same way a lone administrator does)



CONSENSUS VOTING

- REQUIRES full understanding of context and accountability for position
- Encourages team cohesion
- Effective - Requires a result
- CON - Can be slow

Consensus voting allows for a single person to pump the breaks. We don't vote to document who thinks what*. We vote to make sure that we don't move forward with something we shouldn't



* Because if we all have a full understanding of relevant variables, then will all think the same thing!

But what if
consensus voting
breaks down and we
need to make a
decision NOW?



Fist to Five

**No way!
I'll block this.**

**I see MAJOR
issues we need
to resolve.**

**I see MINOR
issues we need
to resolve now.**

**I see minor
issues we can
resolve later.**

**I'm fine with
this as it is.**

**I love this!
I will champion it.**

Lack of Consensus

Consensus

2 = “Pump the breaks. I just need more time to think/discuss”

1 = “I’ve got major problems with this and will return with a proposal on how to address them.”

0 = “I’ve got major problems with this and will propose and lead a different plan.”

**More than 1 person votes “2 or lower”:
We keep talking.**

1 person votes “2 or lower”:

Come back. If still 2 or lower after talking / researching outside of TPS, then person must “recruit” someone else by next meeting. If this doesn’t happen, motion goes forward.

11/17/2017 TPS MEETING

■ Decision Making

● Discussion:

○ Taking stakeholders out of the process

■ What happens when everyone has an opinion and are all stakeholders?

● Set limits as TPS and send to committee/Board?

○ When an item is sent to committees, and it is not a unanimous vote, it goes back to TPS for discussion.

New policy - draft provided by Osprey

715 Health Insurance Bid Selection

I. Purpose

The purpose of this policy is to ensure Academic Arts High School compliance with the requirements of Minnesota Statutes, Chapter 124E. 12, Subdivision 5 the Minnesota Health Insurance Transparency and Accountability Act (HITA).

II. General Statement of Policy

Academic Arts High School will follow the guidelines set forth in this policy procuring group health insurance coverage for its employees.

III. Request for Proposals

Academic Arts High School's TPS Committee, or the administration's designee, will request sealed proposals for group health insurance coverage from a minimum of three sources at least every two years.

IV. Sealed Bids

- A. The administration will receive and open sealed proposals on the date specified.
- B. The administration will make a recommendation to the Finance committee and the School Board regarding which bid appears to be in the best interest of the organization.
- C. The administration will notify employees covered by the group health insurance before the effective date of the changes in group health contract.
- D. Upon the opening of the proposals, the content of the proposals becomes public data under Minnesota Statutes, Chapter 13 (Government Data Practices).

Adopted: __/2021

Intent to Lease

This Intent to Lease is made and entered into by and between **Southview Office Center, LLC**, (Landlord) and **Academic Arts High School** (Tenant) to continue leasing approximately 15,390 square feet of rentable square feet of office space at 60 E Marie Ave, West St Paul, Minnesota, 55118, known as suite 220.

1. **Term:** The commencement date of this agreement shall be November 1, 2020. This agreement shall extend the original expiration date of October 31, 2022 to be October 31, 2027 in exchange for the below modification of rates.

2. **Rent Schedule:** The monthly rental rates shall be as follows in the below schedule:

Base Rent:

11/1/2020 – 10/31/2021	\$11.30 PSF	\$14,492.25/month
11/1/2021 – 10/31/2022	\$11.65 PSF	\$14,941.13/month
11/1/2022 – 10/31/2023	\$12.00 PSF	\$15,390.00/month
11/1/2023 – 10/31/2024	\$12.35 PSF	\$15,838.88/month
11/1/2024 – 10/31/2025	\$12.70 PSF	\$16,287.75/month
11/1/2025 – 10/31/2026	\$13.10 PSF	\$16,800.75/month
11/1/2026 – 10/31/2027	\$13.50 PSF	\$17,313.75/month

Operating Expenses: Includes property taxes and common area maintenance. Tenant shall be responsible for their own utilities and janitorial.

2021 Estimated Op Expenses \$6,000/month

3. **Brokerage:** Tenant warrants that it has not engaged or entered into an agreement with any broker in connection with this Lease other than Landlord or its affiliates within Langer Real Estate Services.

IN WITNESS WHEREOF, the parties have executed this Agreement on the date indicated below.

Landlord

Tenant

By _____

By _____

Its _____

Its _____

Date _____

Date _____

THIS AGREEMENT IS A NON-BINDING LETTER OF INTENT FOR BOTH THE LANDLORD AND TENANT TO USE AS AN OUTLINE FOR A FULL-LENGTH LEASE AGREEMENT, TO BE EXECUTED WITHIN 15 BUSINESS DAYS OF THIS AGREEMENT EXECUTION.