

Academic Arts High School School Board Annual Meeting Agenda

Tuesday, March 15, 2022 | 5:00 pm | Academic Arts High School Room 123
Participation Remotely Via Google Hangouts Meeting

Board Members Present: Josh MacLachlan

Board Members Present Remotely:, Tenille Warren, Rachael McNamara, Christy Dickinson, David Massey

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

Agenda

- 1. Call to Order:**
- 2. Conflict of Interest Check:**
- 3. Approval of March 15, 2022 Agenda:**
- 4. Approval of February 15, 2022 Minutes:**
- 5. Public Comments:**
- 6. Financial Report: (Josh MacLachlan - Treasurer, Nate Winter - CLA)**
 - a. **Approval of March 2022 financial report**
 - b. **Approval of February 2022 disbursements**
- 7. Ex Officio Report:**
- 8. Student Data Report – Josh MacLachlan**
- 9. Strategic Items:**
 - a. Mission / Vision / Values process review:
 - b. Review FY 19-21 Financial Performance Evaluation from Authorizer
 - c. Review formative EE evaluation from authorizer
 - d. Review of letter of concern from authorizer
 - e. Review of board observation from authorizer
- 10. Action Items:**
 - a. Policy Review: Student Sexual Harrassment Policy (Third Reading)
 - a. School calendar update: virtual learning/grading day on April 4, 2022
- 11. Adjourn:**

Academic Arts High School School Board Annual Meeting Agenda

Tuesday, February 15, 2022 | 5:00 pm | Academic Arts High School Room 123
Participation Remotely Via Google Hangouts Meeting

Board Members Present: Josh MacLachlan

Board Members Present Remotely:, Tenille Warren, Rachael McNamara, Christy Dickinson

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

Absent: David Gunderman

Agenda

- 1. Call to Order:** Josh MacLachlan calls this meeting to order at 5:01 pm.
- 2. Conflict of Interest Check:**
 - a. None to note
- 3. Approval of February 15, 2022 Agenda:**
 - a. Josh MacLachlan motions to approve the February 15, 2022 agenda with the addition of item 10B: Recognition of resignation of Katie Siewert. Rachael McNamara seconds.
 - b. Discussion:
 - i. Adding item 10B to acknowledge resignation of Katie Siewert from the school board.
 - c. Motion passes with following votes:
 - i. Josh MacLachlan - Aye
 - ii. Tenille Warren - Aye
 - iii. Rachael McNamara - Aye
 - iv. David Massey - Aye
 - v. Christy Dickinson - Aye
- 4. Approval of January 18, 2022 Minutes:**

- a. Josh MacLachlan motions to approve the January 18, 2022 minutes. Rachael McNamara seconds.
- b. Discussion:
 - i. No further discussion.
- c. Motion passes with following votes:
 - i. Josh MacLachlan - Aye
 - ii. Tenille Warren - Aye
 - iii. Rachael McNamara - Aye
 - iv. David Massey - Aye
 - v. Christy Dickinson - Aye

5. Public Comments:

- a. Nalani McCutcheon from Osprey Wilds in attendance.

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

a. Approval of January 2022 financial report

- i. Josh MacLachlan motions to approve the January 2022 financial report.
David Massey seconds.
- ii. Discussion:
 1. ADM
 - a. Current Approved Budget: 98
 - b. Current School enrollment: 118
 - c. Current Average ADM: 108.99
 - d. ADM Variance: +20
 2. 58 % of way through year:
 - a. Revenues at 58% of budget
 - b. Expenditures at 56% of budget

3. Cash on hand at the end of January was \$286K, \$43K decrease from prior month.

David Massey's connection drops at ~5:20pm

4. Danyelle Bennett inquires about budget and using SpEd funding to supplement purchases for classrooms:
 - a. School is unique in that close to 50% of students have IEPs and are in level 1 setting. There is no separation from students with IEPs and students without.
 - b. Issue finance committee is facing is clear verbiage in policies defining acceptable use of different funding areas (SpEd, certain title and ESSER funding sources, etc.). Current rules prevent many purchases that can be used ONLY by SpEd students (a stipulation which is impossible to police and verify).
 - c. School and board should continue to learn, clarify, and push for using diverse funding sources to help students with IEPs in classroom setting. All students can benefit from these. Looking forward, how do we address this issue in our unique school setting.
- iii. Motion passes with following votes:
1. Josh MacLachlan - Aye
 2. Tenille Warren - Aye
 3. Rachael McNamara - Aye
 4. Christy Dickinson - Aye

b. Approval of January 2022 disbursements

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

Rachael McNamara seconds.

ii. Discussion

1. 5 reimbursements given out in January. Best practice is to minimize this type of purchasing. Need to review protocols with TPS team.

iii. Motion passes with following votes:

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

7. Ex Officio Report: (Danyelle Bennett)

a. School Events:

i. March 8th ACT testing

ii. Conferences are March 17th from 4-7. Want to revisit and rethink how we can do conferences better and provide more resources for families. Want to figure out: "How can we educate our community so that they know what is accessible to them?"

1. Christy Dickinson: Are there gaps in supplies needed? How can parents, who are able, donate time/supplies/resources?

b. Enrollment: Currently at 118

c. COVID: No updates

d. Personnel:

- i. Holding interviews for paraprofessional position
- ii. Behavior lead position has become
 - 1. Nalani McCoutchen: Would designs for learning be able to provide
 - 2. Need to investigate and better understand how this was missed and/or allowed to continue

8. Student Data Report – Katie Siewert / Josh MacLachlan

- a. TPS reviewed student data for virtual learning days
 - i. Many students struggle with virtual learning
 - ii. Connect more with special education to help with these skills

9. Strategic Items:

- a. Mission / Vision / Values process review:
 - i. Nalani Given the floor Reauthorization starting soon
 - 1. OW will present the renewal process at the April board meeting
 - 2. Application will be due in September
 - 3. OW will schedule a site visit and begin reauthorization evaluations
 - a. Financial
 - b. Operational
 - c. Environmental Education
 - d. Academic (Exhibit G)
 - ii. Danyelle: how can we self assess ourselves so that we can be proactive and design goals that will help us
 - 1. We want goals that match what we value
 - 2. How do we better tell our story?

- a. Portfolio of academic measures (OW new framework)
- b. Policy Review: Student Sexual Harrassment Policy (Second Reading)
 - a. Review FY 19-21 Financial Performance Evaluation from Authorizer

10. Action Items:

- a. Approval/Denial of Policy: E-Learning Days (Third Reading)
 - i. Josh MacLachlan Motions to approved . Rachael McNamara seconds
 - ii. Discussion:
 - 1. Students already have chromebooks assigned to them. The sentence defining administration of Chromebooks for virtual days puts unnecessary and irrelevant responsibility on school.
 - 2. Josh rescinds original motion and remotions to approve the e-learning policy with the sentence defining administration of chromebooks removed. Christy Dickinson seconds.
 - iii. Motion passes with following votes:
 - 1. Josh MacLachlan - Aye
 - 2. Tenille Warren - Aye
 - 3. Rachael McNamara - Aye
 - 4. David Massey - Aye
 - 5. Christy Dickinson - Aye
- b. Recognition of resignation of Katie siewert

Adjourn:

- c. David Massey motions to adjourn at 6:57pm



- February 2022 -
Financial Statements

Prepared By:
Nate Winter



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Academic Arts High School Executive Summary

To accompany the February 2022 financial statements, as presented to the School Board

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

Enrollment

- Current Approved Budget: 98
- Current School Enrollment: 114
- Current Average ADM: 110.17
- Variance: 16

Statement of Activities

Cash at the end of February was \$384K, which is a \$98K increase from the prior month. The current year estimated state receivable that is owed to the School through month end was \$281K. The estimated amount owed in the prior year state receivable to the School is \$16K.

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

Schedule of Budget and Actual Revenue and Expenses

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

- Revenues for the month were at 66% of budget:
 - Two IDEAS payments on the 15th and 30th.
 - Normally monthly deposits
- Expenditures for the month were at 64% of budget:
 - Normal monthly payments of rent, benefits, contracted services, and supplies went out
 - Chromebooks

Other Items of Importance

- Lease aid has been approved and loaded into the IDEAS payment.
- Due to the enrollment variance, CLA & AAHS are in the process of putting together a revised budget.
- The working budget has been added to the income statement.

Academic Arts High School Financial Dashboard

February 2022 67% of School Year Complete

REVENUE

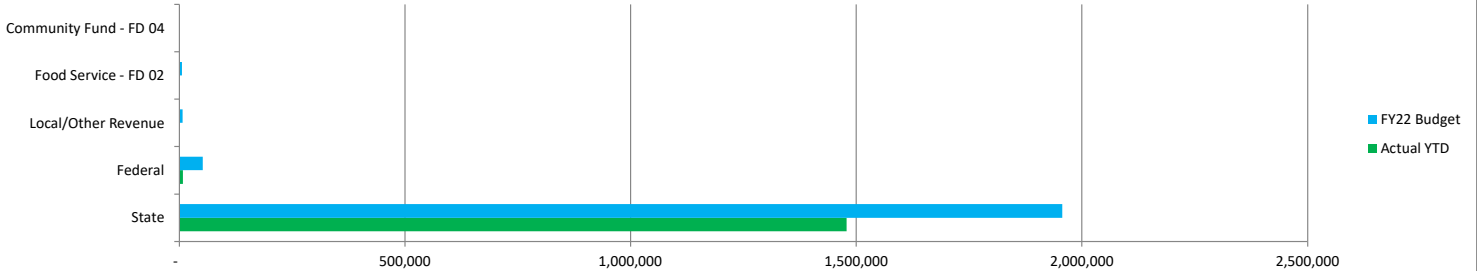
Total Revenue this Month
\$313,131

Total Revenue YTD
\$1,521,676

Budgeted Revenue FY22
\$2,304,376

% of Revenue Budget
66%

Revenue - Actual vs. Budget



EXPENSE

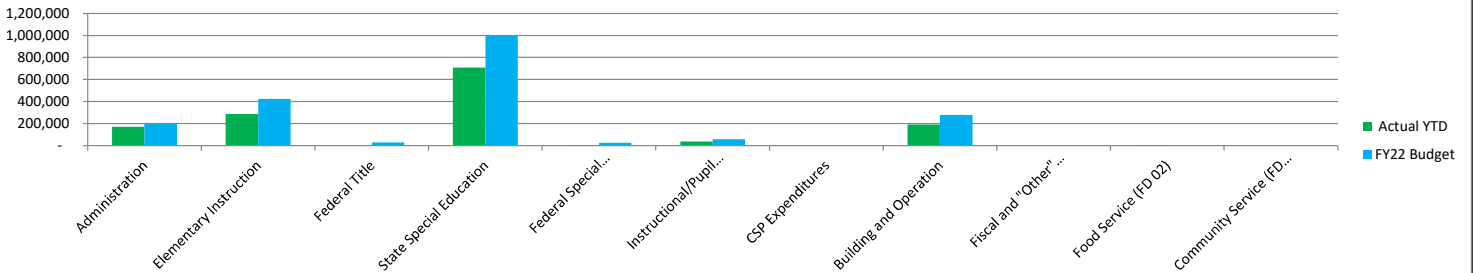
Total Expense this Month
\$215,116

Total Expense YTD
\$1,439,038

Budgeted Expense FY22
\$2,233,646

% of Expense Budget
64%

Expense - Actual vs. Budget



BALANCE SHEET

Cash at End of Month
\$384,446

Cash at End of Prior Month
\$286,431

Beginning Fund Balance - FY22
\$442,749

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

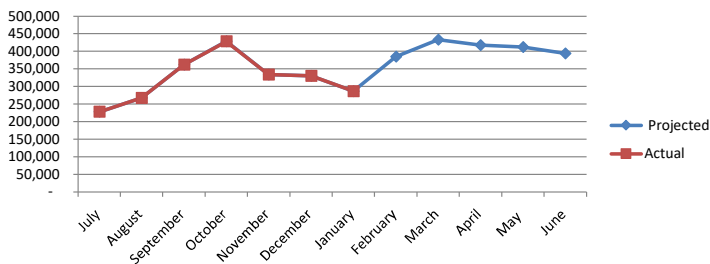
Cash at Beginning of Year
\$234,073

Projected Cash Balance- End of FY22
\$393,775

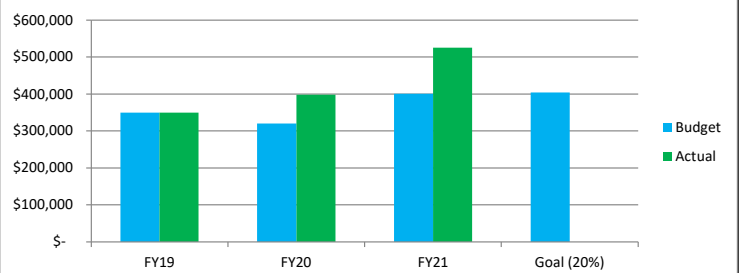
Fund Balance at Month End
\$525,387

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

Cash Flow Projection



Fund Balance - Budget vs. Actual



ENROLLMENT

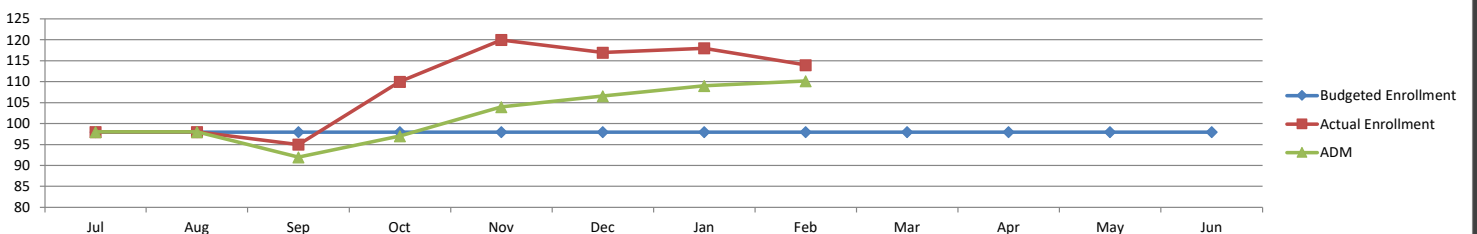
Actual Enrollment at Month End
114

Budgeted Enrollment
98

Actual ADM - YTD
110

Actual vs. Budgeted Enrollment Variance
16

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 2022

	Current Month	Prior Month	\$ Change	Audited	YTD \$ Change
	2/28/2022	1/31/2022		6/30/2021	
ASSETS:					
Current Assets:					
Cash	384,446	286,431	98,015	234,073	150,373
Accounts Receivable	-	-	-	4,895	(4,895)
Due from MDE - Prior Year Receivable	26,312	26,312	(0)	-	26,312
Due from MDE - Current Year Estimate	281,383	414,033	(132,650)	298,429	(17,046)
Due from Federal	15,768	11,872	3,896	52,414	(36,646)
Prepays	264	264	1	8,944	(8,680)
Total Current Assets	708,174	738,912	(30,738)	598,756	109,418
Capital Assets:					
Buildings and Equipment	-	-	-	-	-
Less: Accumulated Depreciation	-	-	-	-	-
Total Net Capital Assets	-	-	-	-	-
TOTAL ASSETS	708,174	738,912	(30,738)	598,756	109,418
LIABILITIES:					
Current Liabilities:					
Salaries Payable	166,134	145,367	20,767	93,315	72,819
Accounts Payable	12,395	46,498	(34,103)	35,715	(23,320)
Payroll Liabilities	4,258	3,654	604	26,977	(22,719)
Other Liabilities	-	-	-	-	-
Unearned Revenue	-	-	-	-	-
Line of Credit	-	-	-	-	-
Total Current Liabilities	182,787	195,519	(12,732)	156,007	26,780
FUND BALANCE					
Beginning Fund Balance as of July 1, 2021	442,749	442,749	-	390,558	
Net Income, FY2022 to Date	82,638	100,644	(18,006)	52,191	30,446
Ending Fund Balance	525,387	543,393	(18,006)	442,749	82,638
TOTAL FUND BALANCE	525,387	543,393	(18,006)	442,749	82,638
TOTAL LIABILITIES AND FUND BALANCE	708,174	738,912	(30,738)	598,756	109,418

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

Academic Arts High School

Balance Sheet

As of February 2022

	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	384,446	388,285	(3,839)	-	-
Accounts Receivable	-	-	-	-	-
Due from MDE - Prior Year Receivable	26,312	26,312	-	-	-
Due from MDE - Current Year Estimate	281,383	281,383	-	-	-
	-	-	-	-	-
Due from Federal	15,768	15,422	346	-	-
Prepays	264	264	-	-	-
Total Current Assets	708,174	711,666	(3,493)	-	-
Capital Assets					
Buildings and Equipment					
(Less) Depreciation					
Total Net Capital Assets	-				-
TOTAL ASSETS	708,174	711,666	(3,493)	-	-
LIABILITIES:					
Current Liabilities:					
Salaries Payable	166,134	166,134	-	-	-
Accounts Payable	12,395	12,319	76	-	-
Payroll Liabilities	4,258	4,258	-	-	-
Other Liabilities	-	-	-	-	-
Unearned Revenue	-	-	-	-	-
Line of Credit	-	-	-	-	-
Total Current Liabilities	182,785	182,711	76	-	-
FUND BALANCE					
Beginning Fund Balance as of July 1, 2021	442,749	442,403	346	-	-
Net Income, FY 2022 to Date	82,638	86,553	(3,915)	-	-
Ending Fund Balance	525,387	528,956	(3,569)	-	-
Investment in Capital Assets	-				-
TOTAL LIABILITIES AND FUND BALANCE	708,174	711,666	(3,493)	-	-

Academic Arts High School
 Income Statement - Variance
 As of February 2022

67% of Fiscal Year 2021-2022 Complete

Approved
 06/15/2021

	YTD Actual	YTD Budget	YTD Variance	FY22 Original Budget	FY22 Working Budget	% of Budget
FUND 01						
DISTRICT REVENUE - GENERAL FUND						
Local & Other	1,164	4,933	(3,769)	7,400	7,400	16%
State - Gen. Ed. Aid	822,315	661,487	160,828	862,080	992,230	83%
State - Special Education/ADSSIS	358,965	656,144	(297,179)	918,692	984,215	36%
State - Lease Aid	-	115,632	(115,632)	154,526	173,448	0%
State - Other	15,868	16,402	(534)	20,857	24,603	64%
Estimated State Holdback Recognized	281,383	-	-	-	-	N/A
PY Over/Under Accrual	-	-	-	-	-	N/A
Federal - ESSER	33,435	-	33,435	-	80,236	42%
Federal - COVID-19 Testing Grant	-	-	-	-	-	0%
Federal - Title	3,019	9,011	(5,992)	27,070	13,517	22%
Federal - Special Ed.	5,527	14,150	(8,623)	25,000	21,225	26%
TOTAL DISTRICT REVENUE - GENERAL FUND	1,521,676	1,477,760	43,917	2,015,625	2,296,876	66%
DISTRICT EXPENDITURES - GENERAL FUND						
Administration & District Support Services						
Salary & Benefits	78,573	71,490	7,083	96,657	107,235	73%
Purchased Services	64,288	66,667	(2,379)	70,000	100,000	64%
Supplies & Equipment	14,586	13,333	1,253	15,200	20,000	73%
Other Fees	14,293	11,333	2,960	17,000	17,000	84%
Total Administration & District Support Expenditures	171,741	162,823	8,917	198,857	244,235	70%
Instructional Expenditures						
Salary & Benefits	261,182	251,824	9,358	404,757	377,736	69%
Purchased Services	9,519	9,000	519	9,500	13,500	71%
Supplies & Equipment	14,768	13,333	1,435	10,000	20,000	74%
Other Fees	-	-	-	-	-	0%
Total Instructional Expenditures	285,469	274,157	11,312	424,257	411,236	69%
Federal Title						
Salary & Benefits	-	-	-	12,800	-	0%
Purchased Services	-	7,167	(7,167)	10,750	10,750	0%
Supplies & Equipment	3,019	1,845	1,174	3,520	2,767	109%
Other Fees	-	-	-	-	-	0%
Total Federal Title Expenditures	3,019	9,011	(5,992)	27,070	13,517	22%
State Special Education						
Salaries/Wages and Benefits	639,195	660,049	(20,855)	924,656	990,074	65%
Purchased Services	23,659	20,000	3,659	30,000	30,000	79%
Supplies & Equipment	25,849	18,539	7,309	2,500	27,809	93%
Transportation	19,299	25,406	(6,107)	38,109	38,109	51%
Other Fees	-	-	-	-	-	0%
Total State Special Education Expenditures	708,001	723,995	(15,994)	995,265	1,085,992	65%

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

	YTD Actual	YTD Budget	YTD Variance	FY22 Original Budget	FY22 Working Budget	% of Budget
Federal Special Education/CEIS						
Salaries/Wages and Benefits	-	-	-	-	3,184	0%
Purchased Services	2,485	10,000	(7,515)	15,000	15,000	17%
Supplies & Equipment	3,042	2,028	1,014	10,000	3,042	100%
Other Fees	-	-	-	-	-	0%
Total Federal Special Education Expenditures	5,527	12,028	(6,501)	25,000	21,225	26%
Instructional/Pupil Support						
Salary & Benefits	28,659	28,659	(0)	42,988	42,988	67%
Purchased Services	8,125	10,000	(1,875)	15,000	15,000	54%
Supplies & Equipment	-	-	-	-	-	0%
Other Fees	-	-	-	-	-	0%
Total Instructional Support Expenditures	36,784	38,659	(1,875)	57,988	57,988	63%
ESSER/COVID19 Funding						
ESSER	33,435	53,491	(20,056)	-	80,237	42%
COVID19 Testing Grant	-	-	-	-	-	0%
Total Instructional Support Expenditures	33,435	53,491	(20,056)	-	80,237	42%
Building & Operations						
Salaries/Wages and Benefits	-	-	-	-	-	0%
Purchased Services	43,153	43,333	(180)	65,000	65,000	66%
Facilities Lease	136,144	136,144	-	204,216	204,216	67%
Supplies & Equipment	3,573	17,667	(14,094)	1,000	26,500	13%
Other Fees	8,277	5,667	2,610	8,500	8,500	97%
Total Building & Operations Expenditures	191,147	202,811	(11,663)	278,716	304,216	63%
Fiscal & Other Fixed Cost Programs						
Purchased Services	-	-	-	-	-	0%
Transfers to Other Funds	-	7,500	-	6,000	7,500	0%
Total Fiscal & Other Fixed Cost Programs Expend.	-	7,500	(7,500)	6,000	7,500	71%
TOTAL DISTRICT EXPENDITURES - GENERAL FUND	1,435,123	1,484,475	(49,352)	2,013,153	2,226,146	64%
GENERAL FUND (01) - NET INCOME	86,553	(6,716)	93,269	2,472	70,729	
FUND 02						
DISTRICT REVENUE - FOOD SERVICE FUND						
Local & Other	-	-	-	-	-	0%
State	-	-	-	-	-	0%
Federal	-	-	-	-	-	0%
Transfers from Other Funds	-	5,000	(5,000)	6,000	7,500	0%
TOTAL DISTRICT REVENUE - FOOD SERVICE FUND	-	5,000	(5,000)	6,000	7,500	0%
DISTRICT EXPENDITURES - FOOD SERVICE FUND						
Salaries/Wages and Benefits	-	-	-	-	-	0%
Purchased Services	3,915	5,000	(1,085)	6,000	7,500	52%
Supplies & Equipment	-	-	-	-	-	0%
TOTAL DISTRICT EXPENDITURES - FOOD SERVICE FUND	3,915	5,000	(1,085)	6,000	7,500	52%
FOOD SERVICE FUND (02) - NET INCOME	(3,915)	-	(3,915)	-	-	
TOTAL REVENUES - ALL FUNDS	1,521,676	1,482,760	38,917	2,021,625	2,304,376	66%
TOTAL EXPENDITURES - ALL FUNDS	1,439,038	1,489,475	(50,437)	2,019,153	2,233,646	64%
NET INCOME (LOSS) - ALL FUNDS	82,638	(6,716)	89,354	2,472	70,729	
Estimated Beginning Fund Balance 7/1/2021	442,749			397,658	442,749	
Ending Fund Balance	525,387			400,130	513,478	

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

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

District #	Payment #	Bank	Check #	Pay Type	Payment Date	Vendor #	Vendor	Curr	Amount	Financials
4119	9292	AB		WX	2/28/2022	1101	CUB FOODS	USD	\$ 13.45	Title IV Expense
4119	9293	AB		WX	2/28/2022	1313	Amazon	USD	\$ 561.76	ESSER II Expense
4119	9294	AB		WX	2/28/2022	1313	Amazon	USD	\$ 15.98	Admin S&E
4119	9295	AB		WX	2/28/2022	1313	Amazon	USD	\$ 150.99	Admin S&E
4119	9296	AB		WX	2/28/2022	1313	Amazon	USD	\$ 59.92	State SPED Transportation
4119	9297	AB		WX	2/28/2022	1313	Amazon	USD	\$ 22.91	State SPED Transportation
4119	9298	AB		WX	2/28/2022	1313	Amazon	USD	\$ 143.17	Admin S&E
4119	9299	AB		WX	2/28/2022	1313	Amazon	USD	\$ 14.87	Admin S&E
4119	9300	AB		WX	2/28/2022	1313	Amazon	USD	\$ 8.59	Admin S&E
4119	9301	AB		WX	2/28/2022	1313	Amazon	USD	\$ 8.48	Admin S&E
4119	9302	AB		WX	2/28/2022	1313	Amazon	USD	\$ 104.20	Admin S&E
4119	9303	AB		WX	2/28/2022	1313	Amazon	USD	\$ 66.76	ESSER II Expense
4119	9304	AB		WX	2/28/2022	1313	Amazon	USD	\$ 11.69	ESSER II Expense
4119	9305	AB		WX	2/28/2022	1348	target	USD	\$ 16.53	State SPED S&E
4119	9306	AB		WX	2/28/2022	1348	target	USD	\$ 5.87	State SPED S&E
4119	9307	AB		WX	2/28/2022	1349	Chipotle	USD	\$ 114.14	Admin S&E
4119	9308	AB		WX	2/28/2022	1368	HOLIDAY STATIONSTORES, LLC	USD	\$ 75.22	State SPED Transportation
4119	9309	AB		WX	2/28/2022	1368	HOLIDAY STATIONSTORES, LLC	USD	\$ 71.01	State SPED Transportation
4119	9310	AB		WX	2/28/2022	1368	HOLIDAY STATIONSTORES, LLC	USD	\$ 65.00	State SPED Transportation
4119	9311	AB		WX	2/28/2022	1368	HOLIDAY STATIONSTORES, LLC	USD	\$ 74.00	State SPED Transportation
4119	9312	AB		WX	2/28/2022	1556	Panera Bread	USD	\$ 66.40	Admin S&E
4119	9313	AB		WX	2/28/2022	1575	Southview Office CenterLLC	USD	\$ 22,255.29	B/O Lease & PS
4119	9314	AB		WX	2/28/2022	1579	Blick Art Materials	USD	\$ 384.36	Instructional S&E
4119	9315	AB		WX	2/28/2022	1608	Costco	USD	\$ 120.00	Instructional S&E
4119	9316	AB		WX	2/28/2022	1775	Ford	USD	\$ 1,163.71	State SPED Transportation
4119	9317	AB		WX	2/28/2022	1775	Ford	USD	\$ 461.38	State SPED Transportation
4119	9318	AB		WX	2/28/2022	1778	Teacherspay teachers	USD	\$ 3.22	Instructional S&E
4119	9319	AB		WX	2/28/2022	1778	Teacherspay teachers	USD	\$ 88.24	Instructional S&E
4119	9320	AB		WX	2/28/2022	1778	Teacherspay teachers	USD	\$ 5.89	Instructional S&E
4119	9321	AB		WX	2/28/2022	1778	Teacherspay teachers	USD	\$ 4.08	Instructional S&E
4119	9322	AB		WX	2/28/2022	1778	Teacherspay teachers	USD	\$ 2.68	Instructional S&E
4119	9323	AB		WX	2/28/2022	1795	Aldi	USD	\$ 45.47	Instructional S&E
4119	9324	AB		WX	2/28/2022	1833	Old National Bank	USD	\$ 1.78	Admin Purchased Services
4119	9325	AB		WX	2/28/2022	1856	CliftonLarsonAllen LLP	USD	\$ 4,408.19	Admin Purchased Services
4119	9326	AB		WX	2/28/2022	1883	Alerus	USD	\$ 162.40	Payroll Liabilities
4119	9327	AB		WX	2/28/2022	1883	Alerus	USD	\$ 162.40	Payroll Liabilities
4119	9328	AB		WX	2/28/2022	1883	Alerus	USD	\$ 140.00	Payroll Liabilities
4119	9329	AB		WX	2/28/2022	1886	TRA	USD	\$ 4,410.39	Payroll Liabilities
4119	9330	AB		WX	2/28/2022	1886	TRA	USD	\$ 4,549.78	Payroll Liabilities
4119	9331	AB		WX	2/28/2022	1887	PERA	USD	\$ 3,446.36	Payroll Liabilities

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

4119	9332	AB		WX	2/28/2022	1887	PERA	USD \$	3,430.40	Payroll Liabilities
4119	9333	AB		WX	2/28/2022	1888	IRS	USD \$	11,484.38	Payroll Liabilities
4119	9334	AB		WX	2/28/2022	1888	IRS	USD \$	11,777.41	Payroll Liabilities
4119	9335	AB		WX	2/28/2022	1889	MN Dept of Revenue	USD \$	1,964.62	Payroll Liabilities
4119	9336	AB		WX	2/28/2022	1889	MN Dept of Revenue	USD \$	1,911.10	Payroll Liabilities
4119	9337	AB		WX	2/28/2022	1910	MN UI FUND	USD \$	1,404.00	Admin S&B
4119	9338	AB		WX	2/28/2022	1924	Skyroom, INC	USD \$	99.00	Instructional PS
4119	9339	AB		WX	2/28/2022	1951	NICABM	USD \$	206.00	ESSER II Expense
4119	9340	AB		WX	2/28/2022	1959	Stamps.com	USD \$	17.99	Admin Purchased Services
4119	9341	AB		WX	2/28/2022	1972	Trello	USD \$	44.88	State SPED S&E
4119	9342	AB		WX	2/28/2022	1974	Safeway Driving School	USD \$	450.00	Instructional PS
4119	9343	AB		WX	2/28/2022	1988	AutoZone	USD \$	22.03	State SPED Transportation
4119	9344	AB		WX	2/28/2022	1989	Keefe Co Parking	USD \$	4.00	State SPED Transportation
4119	9345	AB		WX	2/28/2022	1991	Monday.com	USD \$	1,440.00	Admin S&E
4119	9346	AB		WX	2/28/2022	1992	MN Social Worker Association	USD \$	40.00	I/PS Other Fees
4119	9213	AB	6737	CH	2/2/2022	1297	Abdo, Eick, & Meyers, LLP	USD \$	2,000.00	Admin Purchased Services
4119	9212	AB	6738	CH	2/2/2022	1146	cmERDC	USD \$	1,712.50	Admin Purchased Services
4119	9217	AB	6739	CH	2/2/2022	1849	Comcast Business	USD \$	154.76	Admin Purchased Services
4119	9220	AB	6741	CH	2/2/2022	1913	Navigate Care Consulting	USD \$	470.00	I/PS Purchased Services
4119	9220	AB	6741	CH	2/2/2022	1913	Navigate Care Consulting	USD \$	160.00	I/PS Purchased Services
4119	9218	AB	6742	CH	2/2/2022	1896	ParentSquare Inc.	USD \$	2,000.00	Admin Other Fees
4119	9219	AB	6743	CH	2/2/2022	1909	Ratwik, Roszak & Maloney, P.A.	USD \$	70.50	Admin Purchased Services
4119	9215	AB	6744	CH	2/2/2022	1740	Scott's Home Delivery	USD \$	171.00	Food Service
4119	9222	AB	6745	CH	2/2/2022	1983	SHI International Corp	USD \$	8,965.00	State SPED S&E
4119	9216	AB	6746	CH	2/2/2022	1821	South Central Service Cooperative	USD \$	267.00	Admin Purchased Services
4119	9221	AB	6747	CH	2/2/2022	1928	TeacherCentricity, LLC	USD \$	1,920.00	I/PS Purchased Services
4119	9214	AB	6748	CH	2/2/2022	1324	Teachers on Call	USD \$	229.50	Instructional PS
4119	9214	AB	6748	CH	2/2/2022	1324	Teachers on Call	USD \$	595.00	Instructional PS
4119	9265	AB	6749	CH	2/16/2022	1014	Century Link	USD \$	354.05	Admin Purchased Services
4119	9270	AB	6750	CH	2/16/2022	1849	Comcast Business	USD \$	168.37	Admin Purchased Services
4119	9266	AB	6751	CH	2/16/2022	1015	DESIGNS FOR LEARNING	USD \$	79.33	Admin Purchased Services
4119	9266	AB	6751	CH	2/16/2022	1015	DESIGNS FOR LEARNING	USD \$	2,156.00	State SPED PS
4119	9269	AB	6752	CH	2/16/2022	1581	Julie Peterson	USD \$	49.95	Admin S&E
4119	9271	AB	6753	CH	2/16/2022	1913	Navigate Care Consulting	USD \$	22.00	I/PS Purchased Services
4119	9271	AB	6753	CH	2/16/2022	1913	Navigate Care Consulting	USD \$	632.50	I/PS Purchased Services
4119	9271	AB	6753	CH	2/16/2022	1913	Navigate Care Consulting	USD \$	160.00	I/PS Purchased Services
4119	9274	AB	6754	CH	2/16/2022	1983	SHI International Corp	USD \$	2,544.00	State SPED S&E
4119	9274	AB	6754	CH	2/16/2022	1983	SHI International Corp	USD \$	716.00	State SPED S&E
4119	9274	AB	6754	CH	2/16/2022	1983	SHI International Corp	USD \$	8,965.00	ESSER II Expense
4119	9273	AB	6755	CH	2/16/2022	1953	Stephanie Lonetti	USD \$	116.40	Admin S&E
4119	9272	AB	6756	CH	2/16/2022	1939	Superior Point	USD \$	3,788.00	Admin S&B
4119	9267	AB	6757	CH	2/16/2022	1324	Teachers on Call	USD \$	1,190.00	Instructional PS
4119	9267	AB	6757	CH	2/16/2022	1324	Teachers on Call	USD \$	1,190.00	Instructional PS
4119	9267	AB	6757	CH	2/16/2022	1324	Teachers on Call	USD \$	1,190.00	Instructional PS

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

4119	9268	AB	6758	CH	2/16/2022	1473	US Bancorp Equipment Finance	USD	\$	196.36	I/PS Purchased Services
4119	9275	AB	6759	CH	2/18/2022	1016	EDVISIONS COOPERATIVE	USD	\$	25.00	Admin Purchased Services
4119	9276	AB	6760	CH	2/18/2022	1879	MN PEIP - C/O MMB Fiscal Services	USD	\$	17,449.73	Payroll Liabilities
4119	9290	AB	30080000	CH	2/8/2022	1046	MN BCA	USD	\$	8.00	Admin Purchased Services
4119	9291	AB	30090000	CH	2/15/2022	1990	Maya Crowl-Kinney	USD	\$	70.56	Instructional S&E
Total:										\$137,568.88	

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
1744	4119	AB	CR0222													
02.15.22	IDEAS Payment		1919	Credit	A	02/15/22		Wire	1	c1	Misc					
						4119	R 01 005 000 000 211 000				FY22 General Education Aid				145,388.98	0.00
														Receipt Total:	\$145,388.98	\$0.00
														Deposit Total:	\$145,388.98	\$0.00
1745	4119	AB	CR0222													
02.25.22	Card Dispute Refund		1920	Credit	A	02/25/22		Wire	1	c1	Misc					
						4119	E 01 005 110 000 401 000				02.25.22 Card Dispute Refun				40.58	0.00
														Receipt Total:	\$40.58	\$0.00
														Deposit Total:	\$40.58	\$0.00
1746	4119	AB	CR0222													
02.28.22	IDEAS Payment		1921	Credit	A	02/28/22		Wire	1	c1	Misc					
						4119	R 01 005 000 000 211 000				FY22 General Education Aid				90,520.01	0.00
						4119	R 01 005 000 740 360 000				FY22 State Special Ed Aid				77,181.58	0.00
														Receipt Total:	\$167,701.59	\$0.00
														Deposit Total:	\$167,701.59	\$0.00
														Report Total:	\$313,131.15	\$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 Eight Months Ended February 28th, 2022 and Year Ending June 30th, 2022

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

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

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

The effects of these departures have not been determined.

Summary of Significant Assumptions

These financial forecasts present, to the best of management's knowledge and belief, the School's expected financial position, results of operations, and cash projection for the forecast periods. Accordingly, the forecasts reflect its judgment as of June 15th, 2021 the date of these forecasts, of the expected conditions and its expected course of action. The assumptions disclosed herein are those that management believes are significant to the forecasts. There will usually be differences between the forecasted and actual results, because events and circumstances frequently do not occur as expected, and those differences may be material.

Balance Sheet & Cash Projection Assumptions

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

Statement of Operations Assumptions

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

No assurance is provided.

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

Date: March, 15th

Ex Officio: Mallery Hammers

School Events

- Conferences March 17th from 4:00 - 7:00 pm (TPS plans to discuss conferences over the summer to see if there is anything we can do to better accommodate our families)
-

Committee Updates

TPS:

- Defined plan for May 6th planning day
 - Reflection on TPS model P
 - Planning for FY23

Personel:

- Offered position to a paraprofessional.
- Addressing “Behavior lead” position
 - Changed coding to “para”
 - Defined qualifications for position and posting by end of March
 - Needs license
 - “Behavior specialist” preferred, licensed dedicated staff to manage behavior initiatives minimum requirement

Behavior: No updates

Finance:

- CLA noticed discrepancy in FY21 final ADM that changed in December 2021
- Hiring additional staff not an option at this time

Nutrition: No updates

Marketing: Planning for an open house sometime in April

Enrollment: 114

Curriculum:

Sped:

- Currently 55 students with IEP
- 3 being evaluated

Jay Squad: No updates

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

1.

Academic Arts High School
FY19-21 Financial Performance Evaluation
Contract term: July 1, 2018-June 30, 2023

Overview

The Financial Performance Evaluation is conducted to determine whether the school is compliant with legal requirements, the charter contract, and generally accepted principles of financial oversight and management, as well as to assess the financial health and viability of the school. This framework was derived through a review of model authorizer practices, charter school lender guidance, and expertise in the field. In completing the evaluation, Osprey Wilds has reviewed the school's financial audit, board meeting minutes, monthly financials, school policies, state reports, and other relevant documents. In addition, the evaluation may incorporate information learned through site visits, attendance at board meetings, and interviews or discussions with key individuals at the school including the director, board chair, treasurer, and financial service provider. No one measure identifies the full picture of a school's financial situation. The measures are to be used together to indicate the total financial picture of the school.

Financial Performance Indicators

The Financial Performance Framework includes three indicators, or general categories, used to evaluate a school's financial performance.

1. Financial Management

This portion of the evaluation focuses on the school's performance relative to required financial management. Quality management and oversight of financials is a critical indicator of financial health. Schools that fail to meet the standards are not implementing best practices or those required by law or the charter contract and may be at greater risk for financial challenges in the present or future. This indicator includes the following measures: **Budgeting, Financial Policies and Practices, Financial Reporting, and Financial Audit.**

2. Near-Term Financial Health

This portion of the evaluation tests a school's near term financial health and is designed to depict the school's financial position and viability in the coming year. Schools that fail to meet the standards may currently be experiencing financial difficulties and/or have a higher likelihood for financial hardship. These schools may require additional review and/or corrective action by Osprey Wilds. This indicator includes the following measures: **Current Ratio, Days Cash on Hand, and Enrollment Variance.**

3. Financial Sustainability

This portion of the evaluation includes longer-term financial sustainability measures and is designed to depict the school's financial position and viability over time. Schools that fail to meet the standards are more likely to face financial hardship in the future. This indicator includes the following measures: **Fund Balance Percentage, Total Margin and Aggregated Three-Year Total Margin, and Debt to Asset Ratio.**

Summary Discussion

Academic Arts High School demonstrated an improved financial performance in FY21. The school remains financially healthy on indicators of near-term health and long-term financial sustainability. Adequate enrollment predictions and timely financial reporting to Osprey Wilds continue to be areas of growth for the school. For the third year in a row, the school's fund balance meets standard at 21.5%, or \$442,747 at FY21 year-end, indicating the school is well-positioned to withstand cash shortfalls and likely does not have to engage in short-term borrowing.

During the course of the contract the school has improved its budgeting practices although enrollment predictions in the most recent year did not meet standard (which may be due, at least in part, to impacts from Covid-19). After feedback from Osprey Wilds early in the contract period, the board revised its budget template and financial presentation, which supported more transparent financial monitoring. The school began working with a new financial service provider at the end of FY19 which has also improved the quality of reporting and monitoring. In addition, the school resolved several audit findings from the last three years. Considering the continued unexpected impact of Covid-19 in FY20 and FY21 and having to adapt to distance learning and food service challenges, the school still succeeded in slowly growing its fund balance.

Summary of Financial Performance

Financial Statements – Three-year Summary			
	2019	2020	2021
Balance Sheet			
Cash	\$127,288	\$172,882	\$234,073
Current Assets	\$508,928	\$524,226	\$598,756
Non-Current Assets	\$7,075	\$9,772	\$20,152
Total Assets	\$516,003	\$533,998	\$618,908
Current Liabilities	\$159,852	\$133,669	\$156,008
Non-Current Liabilities	\$0	\$0	\$0
Total Liabilities	\$159,852	\$133,669	\$156,008
Net Assets	\$356,150	\$400,330	\$462,900
Income Statement (All Funds)			
Total Revenue	\$1,775,105	\$1,879,240	\$1,964,167
Total Expenditures	\$1,748,889	\$1,837,758	\$1,911,977
Debt Proceeds & Capital Leases	\$0	\$0	\$52,190
Surplus (Deficit)	\$26,216	\$41,482	\$442,747
Total Fund Balance	\$349,075	\$390,557	\$443,457
Total Unrestricted General Fund Balance	\$341,207	\$370,106	\$1,964,167
Enrollment Information – Pupil Units (P.U.)			
Budgeted Enrollment	114.00	118.80	118.80
Actual Enrollment	102.59	115.57	103.52
Maximum Total Enrollment (number of students) <i>Per section 6.5(a) of the charter contract</i>	120	120	120

Financial Performance Evaluation – Summary			
Management Indicators	2019	2020	2021
Budgeting	Meets	Meets	Meets
Financial Policies and Practices	Meets	Meets	Meets
Financial Reporting	Does Not Meet	Does Not Meet	Meets
Financial Audit	Meets	Meets	Meets
Near-Term Indicators			
Current Ratio	3.18	3.92	3.84
Days Cash on Hand	35	43	53
Enrollment Variance	90.0%	97.3%	87.1%
Sustainability Indicators			
Fund Balance Percentage	20.2%	21.5%	23.2%
Total Margin/Aggregated Three-Year Total Margin	1.5%/1.4%	2.2%/2.3%	2.7%/2.1%
Debt to Asset Ratio	0.31	0.25	0.25

Financial Performance Indicator 1: Financial Management

1.1 Budgeting: *Does the school effectively establish and monitor budgets?*

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to budgets.

- Board meeting minutes and/or audit notes document approval of fiscal year budget on or prior to the June 30 statutory deadline.
 - The board appropriately monitors the budget, which may include:
 - Monthly review of budget to actuals;
 - Mid-year budget updates approved by the board as appropriate;
- The board reviews and approves quality monthly financial statements which include recommended reports: balance sheet, income/expense statement, cash flow statement (at least quarterly), budget vs. actual report, enrollment report, disbursements.
- Budget variances are reasonable. The variance compares actuals to projected revenues and expenditures based on the school's approved budget as of December 1* for all fund areas.
 - Revenue variance: Does the school meet or exceed overall revenue projections?
 - Expenditure variance: Does the school stay within or below expenditure projections?

*Our intention is to compare year-end actuals to the December 1 approved budget. In lieu of that we will compare to the revised budget that we have available to us. Please ensure Osprey Wilds has your approved budget as of December 1 of each fiscal year.

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

Calculation

Revenue Variance = (Actual Revenue – Projected Revenue) ÷ Projected Revenue
-4.0% = (\$ 1,964,167 - \$ 2,046,048) ÷ \$ 2,046,048

Expenditure Variance = (Actual Expenditures – Projected Expenditures) ÷ Projected Expenditures
-5.7% = (\$ 1,911,977 - \$ 2,027,201) ÷ \$ 2,027,201

Analysis

The school board approved the FY20 and FY21 budgets prior to the start of the respective fiscal years. There is minimal evidence that the board engaged in budget development leading up to its approval, other than approval of the action item itself. Budget to actual variances were near 5% in each instance and enrollment was lower than projected.

Ongoing issues related to timely financial reporting and quality monthly financial statements led the school to hire a new financial services provider effective July 1, 2019. Over the course of several months, financial statements were not approved or accepted due to outstanding questions for the financial services provider. During FY19, OW required the school to develop a school remediation plan that resulted in increased student engagement and learning, effective instructional leadership, and a safe and conducive learning environment. The school worked with its financial service provider to develop a three-year financial plan that aligned with these outcomes and appropriately

invests in student outcomes. This is an improvement over past years and demonstrates that the board is more closely linking its financial and contractual oversight responsibilities. It will be important that the school use this plan to guide development of its budget over the course of the next few years.

1.2 Financial Policies and Practices: *Does the school implement appropriate financial policies and practices?*

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to financial policies and practices, including but not limited to:

- Contracting/Purchasing Policy
- Fund Balance Policy
- Credit Card Policy
- Conflict of Interest Policy
- Electronic Funds Transfer Policy
- Contributions and Fundraising Policy
- Group Health Insurance Policy (required if the school provides group health insurance coverage)
- Assessing Student Fees Policy (required if the school charges fees for textbooks, workbooks, and library books)
- Appropriate use of public funds
- Sufficient internal controls

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

Analysis

Osprey Wilds has on file the following board approved financial-related policies:

- Purchasing and Procurement Policy, approved November 19, 2013
- Fund Balance Policy, adopted September 30, 2013
- Conflict of Interest Policy, approved November 19, 2013

Please provide Osprey Wilds with updated versions of these policies, if applicable.

In addition, please provide OW with copies of the following required policies:

- Electronic Funds Transfer Policy
- Contributions and Fundraising Policy
- Credit Card Policy
- Conflict of Interest Policy (included as part of the school's bylaws)
- Group Health Insurance Policy (required if the school provides group health insurance coverage)
- Assessing Student Fees Policy (required if the school charges fees for textbooks, workbooks, and library books)

If the school does not have these policies, the board must have in place a plan to draft and adopt the required policies, and all policies must be adopted prior to December 31, 2022.

1.3 Financial Reporting: *Did the school complete timely and accurate financial reporting?*

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to financial reporting.

- Financial audit, including required supplemental information, is submitted to Osprey Wilds and MDE no later than December 31.
- Preliminary and final UFARS data are appropriately submitted (September 15 and November 30 respectively.)
- MDE School Finance Award
- CSP grant reports, SOD plans and reports and/or other required financial reports are submitted in a timely and accurate fashion.
- Financial reporting to Osprey Wilds is timely and accurate.

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

Analysis

The school's on-time financial reporting rate to Osprey Wilds via Epicenter for financial-related tasks was 44% over the course of the contract to date (July 1, 2018 through January 17, 2022), but was 88% for fiscal year FY21. Among other items, the school submitted multiple years of audits, budgets and Form 990s late. OW expects the school will maintain at least an 80% on-time Epicenter compliance rating. Generally, Epicenter timeliness is an area of growth for the school in all areas. The school earned the MDE School Finance Award for FY20 reporting which demonstrates on time and accurate financial reporting to MDE.

1.4 Financial Audit: *Did the school receive an unqualified/unmodified audit opinion absent any significant deficiencies or material weaknesses?*

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the annual financial audit.

- The most recent financial audit includes no significant deficiencies or material weaknesses.
- The most recent financial audit included an unqualified/unmodified opinion.
- Any previous year audit findings have not been repeated in most recent audit
- Appropriate corrective action plan is in place to ensure any finding is not repeated in the next fiscal year.

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

Analysis

The school's FY21 audit included an unmodified ("clean") opinion with no significant deficiencies, materials weaknesses, or legal compliance findings.

Financial Performance Indicator 2: Near-Term Financial Health

2.1 Current Ratio: *Does the school have enough current assets to pay off its current liabilities?*

The current ratio measures a school's ability to pay its obligations over the next 12 months. A current ratio of greater than 1.0 indicates that the school's current assets exceed its current liabilities, thus indicating ability to meet current obligations. A ratio of less than 1.0 indicates that the school does not have sufficient current assets to cover the current liabilities and is not in a satisfactory position to meet its financial obligations over the next 12 months.

Calculation

Current Ratio = Current Assets divided by Current Liabilities

$$3.84 = \$ 598,756 \div \$ 156,008$$

Meets Standard

Current Ratio is greater than or equal to 1.1, or Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's).

Does Not Meet Standard

Current Ratio is between 0.9 and 1.0 or equals 1.0, or Current Ratio is between 1.0 and 1.1 and one-year trend is negative.

Does Not Meet Standard

Current Ratio is less than or equal to 0.9.

Analysis

The school's current ratio was 3.84 at FY21 year-end and has been above 3.0 in each of the last six years. This is well above the standard and indicates the school is well-positioned to meet current obligations.

2.2 Days Cash on Hand: *Does the school have sufficient cash on hand to fund operations?*

The days cash measure calculates the extent to which a school has sufficient cash to meet its cash obligations. Depreciation expense is removed from the total expenses because it is not a cash expense. This critical measure takes on additional importance given the timing of school payments in Minnesota. For this measure, target levels may be adjusted based on the holdback percentage to ensure reasonable expectations, while still evaluating a school for cash levels necessary for financial health. Measures below are based on the holdback rate of 10%.

December 31 data is also included to provide a fuller picture of the school's cash position throughout the year and is averaged with June 30. In addition, any short-term borrowing done by the school to manage cash flow will be documented here, though it will not figure into calculations. Short-term borrowing will also be evident in the Current Ratio.

Calculation

Days Cash = Cash divided by [(Total Expenses - Depreciation Expense)/365]

Previous fiscal year end (June 30):
45 days = $\$ 234,073 \div [(\$ 1,996,336 - \$ 84,359) \div 365]$

December 31 of current fiscal year:
62 days = $\$ 325,466 \div [(\$ 1,996,336 - \$ 84,359) \div 365]$

53 days = Average days cash

Meets Standard:

- Average days cash is 60 or higher; or
- Average days cash is between 30 and 60 days and one-year trend is positive.

Does Not Meet Standard:

- Average days cash is between 15 and 30 days; or
- Average days cash is between 30 and 60 days and one-year trend is negative.

Falls Far Below Standard:

- Average days cash is less than 15 days cash.

Analysis

The school's days cash increased to 43 days by FY20 year-end, up from 35 days in FY19. This positive trend meets the standard for this measure. The increase in the school's fund balance also contributes to a stronger picture of the school's near-term financial health.

2.3 Enrollment Variance: *Does the school meet enrollment projections?*

The enrollment variance analysis will indicate whether the school is on target with enrollment targets from approved budgets and compares actuals to projected enrollment based on the school's originally approved budget. A school that fails to meet its enrollment targets may not be able to meet its budgeted expenses, and a poor enrollment variance is an important indicator of potential financial issues. Enrollment variance is used to evaluate a charter school's financial health as well as board and management capacity to forecast. Thus, while enrollment variance is a primary measure of financial health, it can also be seen as a secondary measure for organizational aptitude. Enrollment Variance is based on Per Pupil Units (PP) as this is the primary driver of funding.

Calculation

Enrollment Variance = Actual Enrollment divided by Projected Enrollment
 $87.1\% = 103.52 \div 118.8$

Meets Standard:

Enrollment Variance exceeds 95%.

Does Not Meet Standard:

Enrollment Variance is between 85% and 95%.

Falls Far Below Standard:

Enrollment Variance is less than 85%.

Analysis

The school's enrollment variance has been below projections over the term of the contract and was 87.1% at FY21 year-end, the lowest it has been in eight years and almost a 13% variance. This does not meet the standard for this measure. Accurate enrollment predictions are the basis upon which

the budget is based and inaccurately predicting revenue can cause stress on the school's overall financial health.

Financial Performance Indicator 3: Financial Sustainability

3.1 Fund Balance Percentage: *Does the school have sufficient reserves on hand to serve as a cushion for unexpected situations or to help fuel growth or investment in new programs?*

The fund balance percentage measures the equity a school has built up in its general fund. Using the Fund Balance in the General Fund, this calculation indicates the percentage of available funds that the school has in reserve in relation to its Total General Fund Annual Expenditures.

Calculation

Fund Balance Percentage = General Fund Balance divided by Total General Fund Annual Expenditure

$$23.2 \% = \$ 442,403 \div \$1,908,551$$

Meets Standard:

Fund Balance Percentage is greater than or equal to 20.0%.

Does Not Meet Standard:

Fund Balance Percentage is between 10.0-19.9%.

Falls Far Below Standard:

Fund Balance Percentage is less than 9.9%.

Analysis

The school's fund balance has increased every year of the contact term, with a balance of \$442,747, an increase of 1.7% over the previous year. The board must carefully manage its budget going forward to maintain this trend and in order to ensure great outcomes for students and the long-term viability of the school.

3.2 Total Margin and Aggregated Three-Year Total Margin: *Does the school operate with an annual surplus or has the school needed to deplete its fund balance to operate?*

The total margin measures whether a school added to its fund balance in a current year (positive total margin) or if the school depleted the fund balance in the current year (negative total margin).

The aggregated three-year total margin is helpful for measuring the long-term financial stability of the school by smoothing the impact of single-year fluctuations on the single-year total margin indicator. The performance of the school in the most recent year, however, is indicative of the sustainability of the school. It is expected that the school has a positive total margin in the most recent year, however in some instances, a school with a larger fund balance may have a planned spend down as part of a strategy to invest in some aspect of its program. Such instances will be noted in the analysis.

Calculation

Total Margin = Most recent year Surplus (or Deficit) divided by Total Revenue

$$2.7\%/2.1\% = \$ 52,190 \div \$ 1,964,167$$

Aggregated Three-Year Total Margin = Total Three-Year Surplus (or Deficit) divided by Total Three-Year Revenue

$$2.1\% = \$ 119,889 \div \$ 5,618,512$$

Meets Standard:

- Aggregated Three-Year Total Margin is positive and the most recent year Total Margin is positive; or
- Aggregated Three-Year Total Margin is greater than -1.5%, the trend is positive for the last two years, and the most recent year Total Margin is positive; or
- Aggregated Three-Year Total Margin is greater than -1.5%, the fund balance Meets Standard, and the school has executed a planned spending of its fund balance to invest in program needs.

Does Not Meet Standard:

- Aggregated Three-Year Total Margin is greater than -1.5%, but trend does not Meet Standard.

Falls Far Below Standard:

- Aggregated Three-Year Total Margin is less than or equal to -1.5%; or
- The most recent year Total Margin is less than -10.0%.

Analysis

The school's total and the three-year aggregated total margin have been positive and have met standard for each year of the current contract. These numbers reflect that the school has added to its fund balance over each of the last six years.

3.3 Debt to Asset Ratio: *Does the school have sufficient resources to manage its debt?*

The debt to asset ratio compares the school's liabilities to its assets. Simply put, the ratio demonstrates what a school owes against what it owns. A lower debt to asset ratio generally indicates stronger financial health. Charter schools in Minnesota generally do not own buildings; therefore the assets are not recorded in the books of the school. The target levels are therefore set to reflect organizations which do not own their own facilities or land. In cases where a school has an affiliated building company, this measure does not take into account the building company's assets or liabilities. Additionally, this measure does not include any long-term liabilities related to TRA and PERA.

Calculation

Debt to Asset Ratio = Total Liabilities divided by Total Assets

$$0.25 = \$ 156,008 \div \$ 618,908$$

Meets Standard:

- Debt to Asset Ratio is less than 0.5.

Does Not Meet Standard:

- Debt to Asset Ratio is between 0.5 and 1.0.

Falls Far Below Standard:

- Debt to Asset Ratio is greater than 1.0.

Analysis

The school's debt to asset ratio has met standard for each year of the contract, including FY21 at 0.25. This calculation does not include any net pension liabilities related to TRA or PERA. The school has no long-term debt.

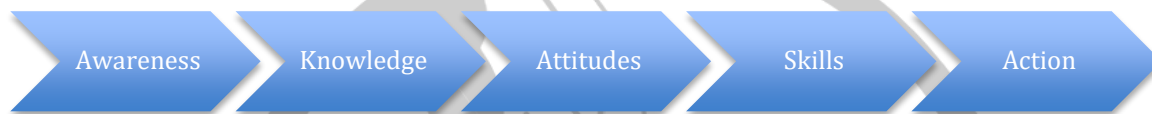
Academic Arts High School

FY21 Formative Environmental Education Performance Evaluation

Overview

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

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



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

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

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

Environmental Education Performance Indicators

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

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

Ratings

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

OUTCOMES:

Exceeds Standard

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

Meets Standard

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

Approaches Standard

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

Does Not Meet Standard

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

INPUTS:

Well-Developed

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

Approaching Well-Developed

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

Partially Developed

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

Minimally Developed

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

Undeveloped

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

Summary of 2020-2021 Environmental Education Performance

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

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

Formative Evaluation Summary:

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

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

EE Performance Indicator 1: Awareness

Standard:

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

School Goal:

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

The school is on track to earn the rating:

Exceeds Standard

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

Meets Standard

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

Approaches Standard

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

Does Not Meet Standard

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

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

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

Analysis:

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

EE Performance Indicator 2: Knowledge

Standard:

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

School Goal:

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

The school is on track to earn the rating:

Exceeds Standard

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

Meets Standard

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

Approaches Standard

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

Does Not Meet Standard

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

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

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

Analysis:

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

EE Performance Indicator 3: Attitudes

Standard:

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

School Goal:

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

The school is on track to earn the rating:

Exceeds Standard

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

Meets Standard

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

Approaches Standard

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

Does Not Meet Standard

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

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

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

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

Analysis:

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



EE Performance Indicator 4: Skills

Standard:

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

School Goal:

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

The school is on track to earn the rating:

Exceeds Standard

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

Meets Standard

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

Approaches Standard

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

Does Not Meet Standard

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

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

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

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

Analysis:

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



EE Performance Indicator 5: Action

Standard:

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

School Goal:

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

The school is on track to earn the rating:

Exceeds Standard

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

Meets Standard

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

Approaches Standard

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

Does Not Meet Standard

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

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

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

Analysis:

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





OSPREY WILDS • CHARTER SCHOOL DIVISION

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

February 25, 2022

Board of Directors

Josh MacLachlan, Board Chair

Ty Cody, TPS Committee

Academic Arts High School

60 Marie Ave East, Suite 220

West Saint Paul, MN 55118

Dear Board of Directors, Josh, and Ty,

This letter is a formal Notice of Concern – Intervention Level 1 – that outlines concerns the Osprey Wilds Charter School Division (Osprey Wilds or OW) has regarding Academic Arts High School (AAHS).

A Level 1 Intervention is signaled as a result of “Failure to comply with applicable law or the conditions of the charter contract.” Should progress not be made in addressing the concerns identified below, Osprey Wilds could increase the intervention level as outlined in our “Range of Possible Interventions” (see attached).

Specifically, the school repeatedly disregarded concerns raised by its Special Education Director regarding job assignment, training, and coding requirements necessary to continue to receive funding for the school’s Behavioral Lead. Personnel Finance Code 50 (PTC 50) relates to Mental Health Behavioral Aides and such personnel must meet pre-services, continuing education requirements, and be under the clinical supervision of a Mental Health Practitioner. There is a clear record of the school being alerted to the inaccurate coding and failing to correct the issue. Excerpts of emails provided by Special Education Director Tammy Pulver follow:

On October 18, 2018, Special Education Director Pulver alerted the school to her concerns in an email, stating: *“I am concerned about [name redacted’s] lines. What are her credentials and education? Why is she listed under Teacher Clerical Support AND Behavior divided by disability - this could be a red flag for MDE. They are reviewing lines with a fine tooth comb right now and AAHS may risk having those dollars claimed back from GE funds. Can you send me her schedule or calendar?”* Additionally the school’s then finance manager stated in an email from the same day *“After discussing this with Heather I am at a loss on what category I should put [name redacted] in under personnel. We talked about her being similar to a para but my understanding is that her function is different than a para.”* The resolution was to code her as a Behavioral Aide working under Julie Peterson’s license.

On July 23, 2019, Special Education Director Pulver stated in an email to CLA (the school’s financial service provider), copying the Tiger Team members, *“This will require*

ongoing professional development that has been discussed with the AAHS team." She further sent the detailed requirements of the Mental Health Behavioral Aide and the training/supervision requirements.

On August 21, 2019 Special Education Director Pulver again raised the issue in an email with Heather Fjelstad stating: *"We need to talk - MDE will be looking at all the Mental Health Behavior positions. I think they will find her pay "unreasonable" since she does not have a license and is essentially a para (HS education), right? I am also concerned about her claim for sped time - is she doing something as a Dean for special ed that she does not do for GE? I think AAHS will need to address this with MDE this year - it was discussed at a Fiscal training at MDE this week. I sent an email to Nichole and Nate at CLA to see if they agree with me or not."*

Again on September 1, 2019 Special Education Director Pulver stated in an email to CLA and Heather Fjelstad in an effort to ensure the school maximized special education funding sources that *"The problem remains that she is doing position that requires a license."*

Finally on February 10, 2022 Mary Acosta (Special Education Budget Specialist for MDE) contacted the school for verification as to why the school was coding personnel in FY21 as a Mental Health Behavioral Aide without reporting any Qualified Mental Health Professionals or Practitioners as required. In response, later that day, Special Education Director Pulver advised CLA to change the coding to Paraprofessional (PTC 8) and added, *"Prior to MDE review of PTC 50, I have recommended education, supervision and training, however, according to my knowledge this has not occurred."*

There is further evidence from communication between the Behavioral Lead and the Special Education Director that the Behavioral Lead was requesting a higher salary and Special Education Director Pulver asserted in several correspondence that the Behavioral Lead's salary already exceeded comparable districts. In an email to the individual on May 24, 2019 Director Pulver stated, *"Without ongoing education or a license, MDE may look at your rate of pay and say it is not reasonable."*

Finally, in an email on September 29, 2021 from Special Education Director Pulver to the staff person, who was asking for support for an increased salary, Ms. Pulver stated: *"As we discussed last time: 1) This is not my decision. 2) I recommend you consider getting a license. 3) MDE will be pulling the PTC 50 for behavior aide to check qualifications, credentials and training. I have talked with Mallery and Ty regarding providing you for the needed services. If you don't have the documentation of training in required areas, the only other PTC for special ed funding without a license would be para."*

By continuing to code the Behavioral Lead position to a Special Education Finance code requiring training and supervision that the school and individual did not provide or pursue is a misappropriation of special education funding and represents an experience and skill level that the individual does not possess. Coding the Behavioral Lead as a Personnel Type Code 8 (Paraprofessional) while appropriate for the qualifications of the individual likely will lead to

expending special education funds for compensation that exceeds the reasonable threshold for PTC 8, which also will be a misappropriation of special education funding.

Osprey Wilds is concerned about the decision making that is evident in this process, particularly as it relates to personnel matters. Being a teacher-led school requires that colleagues must make decisions about job duties and compensation that serves the best interest of the school, follows laws that govern schools, and appropriates financial resources in the public's best interest. This situation illustrates that a) the appropriate structures were not in place to heed the advice of the Special Education Director who is charged with guiding the school in compliance with Special Education issues and b) the school did not have in place the appropriate checks and balances from as early as 2018 to respond to recommendations from the SpEd Director regarding personnel matters.

In order to remedy this concern the AAHS Board must:

- 1. Establish a system of oversight to ensure that the school's Special Education Director is given the authority over fiscal supervision and administration of the special education program. Such authority is required in Article VIII, Section 8.1(a)2 of the OW-AAHS contract. The Board must develop a mechanism to ascertain on an annual basis if the guidance of the Special Education Director is being followed.**
- 2. Develop a system of oversight of the school's leadership system (currently the Tiger Team) in relation to personnel decisions (hiring, salary rate, performance reviews, etc.). The system must be structured in a manner that ensures that actions follow law and appropriately manage public dollars. This should be a component of the Board's annual evaluation of the leadership team.**

Failure to do so could result in escalation of intervention by OW consistent with Exhibit Q of the charter contract, "Range of Possible Interventions."

Please let me know what questions you have regarding this Notice of Concern.

Thank you for your attention to this matter.

Sincerely,



Erin E. Anderson
Director of Charter School Authorizing

cc: Nalani McCutcheon, Associate Director of Charter School Authorizing, Osprey Wilds
Tammy Pulver, AAHS Special Education Director

Attached: Exhibit Q, Range of Possible Interventions

Exhibit Q: Range of Possible Interventions

Audubon Center of the North Woods Range of Possible Interventions		
If ACNW has a concern about the School, or if the School fails to make adequate progress towards achieving its academic or environmental education goals or to meet financial requirements, or to comply with Applicable Law, or other requirements of this contract, ACNW shall determine the appropriate intervention. The interventions below need not be implemented sequentially, and ACNW will implement these as it sees fit and at its sole discretion.		
Status	Caused by	Will result in
LEVEL ONE Notice of Concern	<p>Signs of weak performance identified through routine monitoring; through implementation, compliance, or performance reviews; or by other means.</p> <p>Lack of progress towards meeting contractual goals.</p> <p>Failure to submit required documents on a timely basis.</p> <p>Failure to comply with applicable law or the conditions of the charter contract.</p> <p>Signs of poor financial health or management.</p>	<p>Letter from ACNW to the charter school's board of directors detailing areas of concern and action required to address concerns.</p> <p><i>and/or</i></p> <p>ACNW recommendation that the school develops a remediation plan.</p>
LEVEL TWO Notice of Deficiency	<p>Failure to meet multiple performance targets; or repeated failure to meet a single performance target.</p> <p>Significant failure to comply with applicable law or the conditions of the charter contract.</p> <p>Continued evidence of poor financial health or management.</p>	<p>Letter from ACNW to charter school board of directors detailing areas of deficiency and action required to address deficiency.</p> <p><i>and/or</i></p> <p>Requirement of a remediation plan containing specific improvement objectives, technical assistance requirements, and schedule for remedial action to be approved by ACNW.</p>
LEVEL THREE Notice of Probationary Status	<p>Continued failure to meet school targets or failure to meet objectives of a remediation plan.</p> <p>Continued failure to comply with the applicable law or the conditions of the charter contract.</p> <p>Severe concerns regarding the school's financial viability.</p>	<p>Letter from ACNW to charter school board of directors detailing reasons for probationary status and action required to address concerns.</p> <p><i>and/or</i></p> <p>Remediation plan imposed by ACNW.</p> <p><i>and/or</i></p> <p>ACNW may appoint staff or a consultant to monitor implementation of the remediation plan</p>
LEVEL FOUR Charter Review	<p>Failure to address the terms of Probationary Status.</p> <p>Extended pattern of failure to meet contractual goals and/or to comply with applicable law or the conditions of the charter contract.</p> <p>Severe and persistent concerns regarding the school's financial viability.</p>	<p>Consideration and decision by the ACNW Board to revoke or not to revoke the school's charter, or to impose lesser sanctions.</p>
LEVEL FIVE Charter Revocation	<p>Charter Review results in recommendation to revoke.</p>	<p>Commencement of charter revocation proceedings consistent with Minnesota Stat. 124E and the terms of the charter contract.</p>

Osprey Wilds – Charter School Board Meeting Observation Form

School Name: Academic Arts High School	Scheduled Start Time: 5 p.m.
Date of Board Meeting: 02.15.2022	Actual Start Time: 5 p.m.
Type of Meeting (Regular, Special, Emergency): Regular	End Time: 6:57 p.m.
Observation by: Nalani	
Board member attendance: 5 of 7 = 71.4%	Ex-Officio Members present: Nate Winter - CLA; Danyelle Bennett - TPS representative
Others in attendance:	

A "YES" or "NO" below indicates whether or not the following were evident at the board meeting. Evaluation framework indicator areas are identified in the left column. O = Operations Performance Framework; F = Financial Performance Framework.

Key Contractual Performance Areas		YES/NO	Notes
O.2.2	Academic Performance related to charter contract goals is reviewed and discussed.	No	No data was shared, and it was discussed that someone new would need to step forward to update the dashboard due to Katie Siewert's resignation. OW expects Board's to review academic performance in relation to the contract at least 4X/year.
O.2.2	Environmental Education Performance related to charter contract Goals/Environmental Literacy Plan (ELP) is reviewed and discussed.	No	
F.1.1	The School's Financial Performance for the current school year, including current enrollment in relation to budgeted enrollment, is reviewed and discussed.	Yes	Budgeted/Actual Enrollment: 109/98 Started drafting a working budget that will be up for approval next month, and will adjust the budgeted enrollment to the higher level. Reviewed the OW Finance evaluation from FY21
O.2.1	Board training & development happens at the meeting or meaningful discussion/reflection occurs related to recent training attended by one or more board members.	No	
O.2.2	The meeting complies with MN §13D, Open Meeting Law. (See details below.)		See comments below.
Compliance Elements - Evident at Each Meeting		YES/NO	Notes
O.2.2	MN §13D, Open Meeting Law Requirements:		
O.2.2	Meeting time and place posted properly on school website and/or onsite at school. <i>MN §13D.04</i>	Yes	

O.2.2	If meeting includes board member participation via interactive TV (e.g. Skype), it is done so consistent with MN Stat. 13D. The fact that someone will be participating via interactive TV is indicated on the agenda, including the location of the individual(s), and all board members can see and hear one another during the meeting. <i>MN §13D.02</i>	Yes	Link was provided on the website for public to remote in the Announcements. Recommend also placing on the Board page. There was a board member present at the building should the public wish to attend.
O.2.2	A quorum is present when a the board meeting is convened and/or any item on the agenda is being considered. <i>MN §317A.235</i>	Yes	
O.2.2	One set of board materials is available for public inspection. <i>MN §13D.01 Subd. 6</i>	Yes	The Board packet is available via the school website.
O.2.2	If closed, meeting is closed in accordance with MN Stat. 13D: agenda and minutes show statutory authority to close the meeting, and minutes (either at this meeting or next) summarize actions taken during the closed meeting. <i>MN §13D.05</i>	N/A	
O.2.2	Actions taken by board, including description of any amendments, are clearly articulated. (Board members are clear what they are voting on.)	Yes	
O.2.2	It is clear who made motion and who seconded the motion.	Yes	
O.2.2	Result of the vote is articulated by the board chair, including number of votes for and against if other than unanimous.	Yes	In compliance with §13D, all votes were conducted by roll call vote.
O.2.2	Performance Improvement Plan (if applicable) consistent with Exhibit S of the charter contract is reviewed and discussed.	No	OW expects the school will monitor its progress toward the PIP at least four times / year.
O.2.2	Meeting follows approved agenda (<i>If no, provide detail</i>).	Yes	
O.2.2	Board meeting packet includes all materials relevant to the meeting agenda. (<i>Note any that were missing as appropriate</i>).	No	The Ex Officio Board report was not included in the board packet that was sent out. It was, however included in the packet available on the website during the meeting. Also added the acceptance of Katie Stewart's resignation from the Board.

O.2.1	Board composition complies with applicable law and school bylaws. <i>MN §124E.07 subd. 3(a)</i>	Yes	
O.2.2	Charter School Website Requirements:		
O.6.3	Directory information for members of the board of directors including affiliation (e.g. parent, teacher, community member) and contact information (phone and email). <i>MN §124E.07, subd. 8(b)</i>	Yes	
O.6.3	Minutes of meetings of the board of directors for at least one calendar year. <i>MN §124E.07, subd. 8(b)</i>	Yes	
O.6.3	Identifying and contact information for the school's authorizer. <i>MN §124E.07, subd. 8(b)</i>	Yes	
O.6.3	Committee meeting time, place, and access information posted properly. <i>MN §13D.04</i>	No	The school website states there are three Board committees: Finance, Policy and Strategic Planning. There is no information regarding when these committees meet, and Finance is the only committee that has minutes posted...and those are from 2018. In compliance with §13D, all committee meetings are Open Meetings and date/time/location must be posted as must the minutes from the last 12 months of meetings.

General Comments/Observations/Compliance Elements or Effective Practices Observed (e.g. Director Evaluation, Strategic Planning, Bylaw Changes, Policy Actions, etc.)

* To comply with Open Meeting Law, all Board members must be able to be seen and heard. Tenille and David had their cameras off during the Board meeting. They should at least have their camera on during voting, otherwise there is no way to verify that the board member is the one voting. The spirit of the law, however, would expect cameras to be on throughout the meeting except in extraordinary circumstances.

* The board demonstrated the ability to ask good questions related to finances and enrollment, even when the question (and answers) were difficult. Patience, listening and clarifying questions were evident.

* It was evident that the Board examines disbursements carefully.

* Given the licensing discussion within the Ex Officio report, it will be important that systems are put in place to ensure that situations that are out of compliance are not allowed to continue going forward. When issues are identified, a corrective action plan should be put into place to correct the issue and ensure it does not occur in the future.

Required Follow-Up:

* Update the school's website regarding Committee meetings to comply with Open Meeting Law.

HARASSMENT AND VIOLENCE

I. GENERAL STATEMENT OF POLICY

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

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

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

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

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

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

II. HARASSMENT OR VIOLENCE AS ABUSE

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

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

Policy 413 - Harassment and Violence Adopted:

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

