

School Board Meeting Agenda
Tuesday, October 20, 2020
5:00 pm
Conducted Remotely Via Google Hangouts Meeting

Board Members Present Remotely Josh MacLachlan, Amy Charpentier, David Massey, Tennille Warren, Katie Siewert, Rachael McNamara

Others Present: Nate Winter - CLA (Ex Officio), AAHS TPS Representatives: Mallery Hammers

Agenda

1. **Call to Order:**
2. **Conflict of Interest Check:**
3. **Approval of October 20, 2020 Agenda:**
4. **Approval of September 22, 2020 Minutes:**
5. **Public Comments:**
6. **Financial Report: (Josh MacLachlan - Treasurer, Nate Winter - CLA)**
 - a. **Approval of September 2020 Financial Report**
 - b. **Approval of September 2020 Disbursements**
7. **Ex Officio Report: (Mallery Hammers)**
8. **Student Data Report – Katie Siewert**
9. **Strategic Items**
 - a. Board Training from mncharterboard.com
 - i. Review of Trainings:
 1. Adopt Required Reports #1: WBWF Strategic Plan
 2. Adopt Required Reports #2: WBWF Summary Report
 3. Adopt Required Reports #3 Annual Report
 4. Conduct a Board Election s

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- ii. Identify training for November board meeting.
- b. Review of Annual Report Draft
- c. Review of plans for board election at November meeting
- d. Review of representation agreement with CushmanWakefield
- e. TPS Learning Roamap recommendations for Quarter 2 (if not covered in ex officio report)

10. Action Items

- a. Set date of special meeting to approve final draft of annual report
- b. Approval of MSHSL membership for AAHS (Ryan Bauer)

11. Adjourn

School Board Meeting Agenda
Tuesday, September 22, 2020
5:00 pm
Conducted Remotely Via Google Hangouts Meeting
Rescheduled from 9/15/2020 due to lack of quorum

Board Members Present Remotely Josh MacLachlan, Amy Charpentier, David Massey, Tennille Warren, Katie Siewert

Others Present: Nate Winter - CLA (Ex Officio), AAHS TPS Representatives: Stephanie Bade

Absent: Rachael McNamara

Agenda

1. Call to Order:

- a. Amy Charpentier Calls meeting to order at 5:02PM

2. Conflict of Interest Check:

- a. None to report.

3. Approval of September 22, 2020 Agenda:

- a. Josh MacLachlan motions to approve the September 22, 2020 agenda with the addition of the “Osprey Wilds FY21 Authorizing Activities” document to the board packet and addition of item 10c:Board Approval of IOwA status for Sam Kvilhaug, Amy Charpentier seconds.
- b. Discussion:
 - i. Date on agenda document should be changed from “August 17” to “September 22” and should acknowledge rescheduling of meeting
- c. Motion passes with following votes:
 - i. Josh MacLachlan - Aye
 - ii. Tenille Warren - Aye
 - iii. David Massey - Aye
 - iv. Katie Siewert - Aye
 - v. Amy Charpentier - Aye

4. Approval of August 17, 2020 Minutes:

- a. Katie Siewert motions to approve the August 17, 2020 Minutes, Tenille Warren seconds.
- b. Discussion:
 - i. No changes to note
- c. Motion passes with following votes:
 - i. Josh MacLachlan - Aye
 - ii. Tenille Warren - Aye

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- iii. Katie Siewert - Aye
- iv. David Massey - Aye
- v. Amy Charpentier - Aye

5. Public Comments:

- a. No Public Comments

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

- a. Review of FY20 ADM report & June 2020 Preliminary Financial Report
 - i. These reports will not be ready for approval until after October 1 audit
 - ii. Will be ready for approval at November board meeting
- b. **Approval of August 2020 Financial Report**
 - i. Josh MacLachlan motions to approve August 2020 financial report, Katie Siewert seconds.
 - ii. Discussion:
 - 1. 17% through year
 - 2. Budgeted ADM of 99. Current enrollment/ADM at 92.
 - o Budget revisions may begin after October 1
 - 3. Cash at end of August: \$304k
 - o This is an increase of \$139K from prior month
 - 4. Current receivables: \$90K
 - o Last year state owed school \$177K
 - 5. Current Estimated Fund Balance: \$351,878 which is %
 - 6. COVID funding updates
 - o CARES Act - \$16K
 - o CRF - Approved, School will receive \$26K in additional funds
 - iii. Motion passes with following votes:
 - 1. Josh MacLachlan - Aye
 - 2. Tenille Warren - Aye
 - 3. Katie Siewert - Aye
 - 4. Amy Charpentier - Aye
 - 5. David Massey - Aye
- c. **Approval of July 2020 Disbursements**
 - i. Josh MacLachlan motions to approve August 2020 disbursements, Tenille Warren seconds.
 - ii. Discussion:
 - 1. Nothing to note
 - iii. Motion passes with following votes:
 - 1. Josh MacLachlan - Aye
 - 2. Tenille Warren - Aye
 - 3. Katie Siewert - Aye
 - 4. David Massey - Aye
 - 5. Amy Charpentier - Aye

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7. Ex Officio Report: (Stephanie Bade)

- a. TPS is using a new ex officio report template. Easier to follow.
- b. Committee updates:
 - i. TPS: Updated models 2-4 in roadmap and posted on website
 - ii. Behavior: at a standstill due to virtual learning
 - iii. Finance: May need to adjust budget based on enrollment
 - iv. Nutrition: Vending machines have arrived
 - v. Marketing: Sent out postcards to post enrollment
 - vi. Increase in enrollment past 2 years:
 1. FY19 started at 80
 2. FY20 started at 85
 3. FY21 starts at 92
 - vii. Curriculum
 1. Personalized growth plans completed, data being disaggregated
 - viii. SpEd
 1. 4 new students with IEPs
 - ix. Restorative Practices
 1. Anti-racist training with Erika Jones scheduled for 9/25 & 10/2 @ 1pm for all staff.
 - x. Tiger Team:
 1. Plan to cycle newer staff into leadership roles by bringing on to Tiger Team one at a time each year.
 2. Changes
 - Julie Peterson off tiger team: will focus on ad hoc projects (example: lease negotiations)
 - Ryan Bauer cycled into Tiger Team.

8. Student Data Report – Katie Siewert

- a. Updated post secondary readiness data was sent. Katie has not had time to update dashboard.
- b. TPS has and is using preliminary math and reading probe data. Will update with data relevant to Section G of contract at end of Quarter 1
- c. School pursuing NWEA testing remotely. Process is complex. TPS will have updates at next board meeting.

9. Strategic Items

- a. Updates on Virtual Learning Roadmap
 - i. Board would like update of attendance rates in ex officio report
- b. Board Training from mncharterboard.com
 - i. Adopt Required Reports #1: WBWF Strategic Plan
 1. Several board members not done
 2. Will review this training at October board meeting

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- ii. Adopt Required Reports #2: WBWF Summary Report
 - 1. Several board members not done
 - 2. Will review this training at October board meeting
- iii. October Trainings:
 - 1. Adopt Required Reports #3 Annual Report
 - 2. Conduct a Board Election
- c. PSEO Contracting Proposal - Third Reading
 - i. Final edits still needed
 - ii. Proposal will not be added as an action item until edits are finalized.
- d. Review of Authorizing Update Email from Osprey Wilds
 - i. Key Changes to OW Oversight Activities for FY21:
 - 1. Board meeting attendance will remain virtual
 - 2. Site visits also virtual
 - 3. How and what data will be referenced/collected for FY20 and FY21
 - ii. Several oversight activities and feedback and evaluation modes will remain the same including review of board meeting documents, Epicenter task completion, and site visit feedback letters.
 - iii. Document outlines detailed updates for changes to school responsibilities.

10. Action Items

- a. Approval of Policy 512 - Student Educational Data Policy - Tabled from August Meeting
 - i. Josh motions to table Policy 512 - Student Educational Data Policy until updates are received from TPS, Katie seconds.
 - ii. Discussion:
 - 1. TPS is making requested updates
 - 2. Requested updates have not yet been finished
 - iii. Motion passes with following votes:
 - 1. Josh MacLachlan - Aye
 - 2. Tenille Warren - Aye
 - 3. Katie Siewert - Aye
 - 4. David Massey - Aye
 - 5. Amy Charpentier - Aye
- b. Approval Policy 513 - Protection and Privacy of Student Records - Tabled from August Meeting
 - i. Josh motions to table 513 - Protection and Privacy of Student Records until requested updates are received from TPS, Katie Siewert seconds.
 - ii. Discussion:
 - 1. TPS is making requested updates
 - 2. Requested updates have not yet been finished
 - iii. Motion passes with following votes:

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1. Josh MacLachlan - Aye
 2. Tenille Warren - Aye
 3. Katie Siewert - Aye
 4. David Massey - Aye
 5. Amy Charpentier - Aye
- c. Approval of IOwA status for Sam Kvilhaug
- i. Josh Motions to approve Sam Kvilhaug as IOwA for Academic Arts High School - David Massey seconds
 - ii. Discussion:
 1. Sam has had IOwA authority for past 4 years
 2. MDE has recently locked her account citing the need for board approval of her status as IOwA
 3. Sam's IOwA status needs to be reinstated ASAP so that she can finalize approvals in EDIAM
 - iii. Motion passes with following votes:
 1. Josh MacLachlan - Aye
 2. Tenille Warren - Aye
 3. Katie Siewert - Aye
 4. David Massey - Aye
 5. Amy Charpentier - Aye

11. Adjourn

- a. Katie Siewert motions to adjourn at 5:48pm



- September 2020 -
Financial Statements

Prepared By:
Nate Winter



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Academic Arts High School Executive Summary

*To accompany the September 2020 financial statements, as presented to the
School Board*

** As of month-end, 25% of the year was complete

Enrollment

- Current Approved Budget: 99
- Current School Enrollment: 88
- Current Average ADM: 88
- Variance: -11

Statement of Activities

Cash at the end of September was \$376K, which is a \$71K increase from the prior month. The current year estimated state receivable that is owed to the School through month end was \$131K. The prior year state receivable owed to the School is being estimated as \$99K.

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

Schedule of Budget and Actual Revenue and Expenses

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

- Revenues for the month were at 25% of budget:
 - Two IDEAS payments on the 15th and 30th. Holdback included.
 - SERVS Draws
 - Local Deposits
- Expenditures for the month were at 17% of budget:
 - Normal monthly payments of rent, benefits, contracted services, and supplies went out
 - Federal SPED professional development

Other Items of Importance

- All beginning balances are currently being estimated for FY20. The audit fieldwork took place on October 1st and the balances will be updated once the audit report is sent.
- AAHS and CLA are in the process of updating the budget based off the 10/1 child count and the updated CRF/CARES funding.

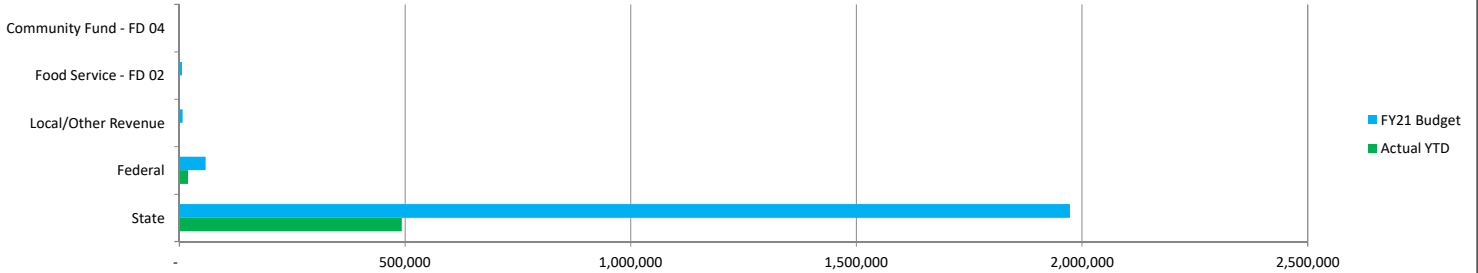
Academic Arts High School Financial Dashboard

September 2020 25% of School Year Complete

REVENUE

<u>Total Revenue this Month</u> \$214,797	<u>Total Revenue YTD</u> \$513,398	<u>Budgeted Revenue FY21</u> \$2,046,048	<u>% of Revenue Budget</u> 25%
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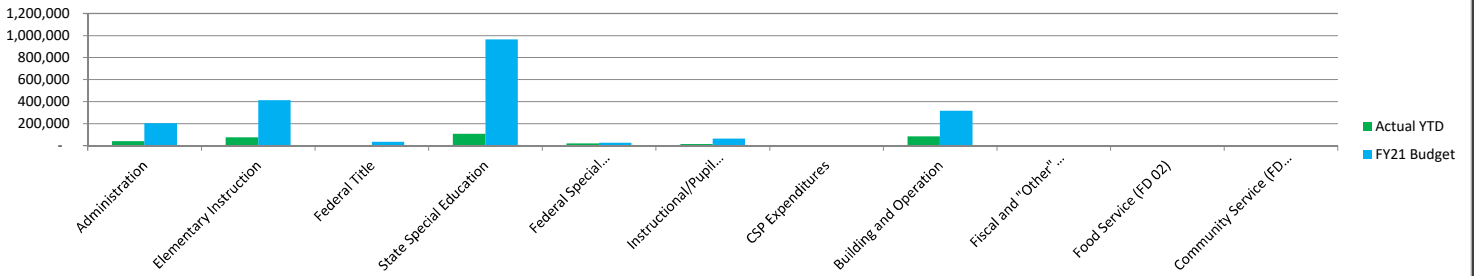
Revenue - Actual vs. Budget



EXPENSE

<u>Total Expense this Month</u> \$143,603	<u>Total Expense YTD</u> \$337,365	<u>Budgeted Expense FY21</u> \$2,027,201	<u>% of Expense Budget</u> 17%
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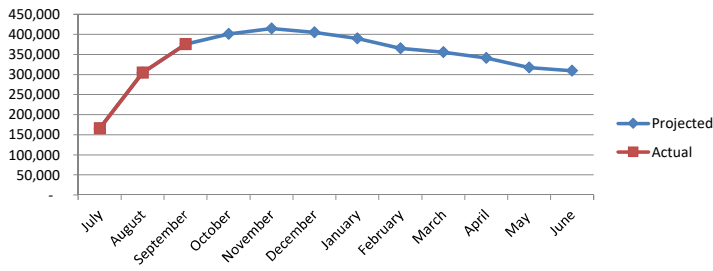
Expense - Actual vs. Budget



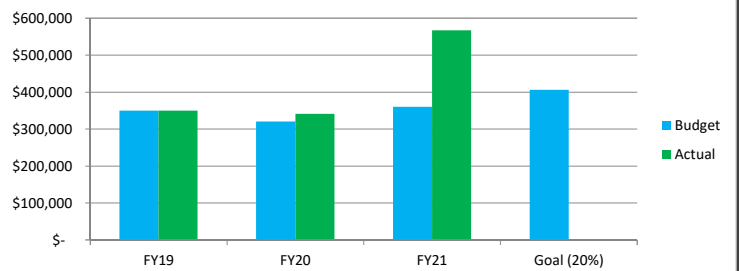
BALANCE SHEET

<u>Cash at End of Month</u> \$375,640	<u>Cash at End of Prior Month</u> \$304,447	<u>Beginning Fund Balance - FY21</u> \$390,558	<u>Budgeted Fund Balance - End of FY21</u> \$359,907
<u>Cash at Beginning of Year</u> \$172,882	<u>Projected Cash Balance- End of FY21</u> \$309,380	<u>Fund Balance at Month End</u> \$566,591	<u>Long-Term Fund Balance Goal (20%)</u> \$405,440

Cash Flow Projection



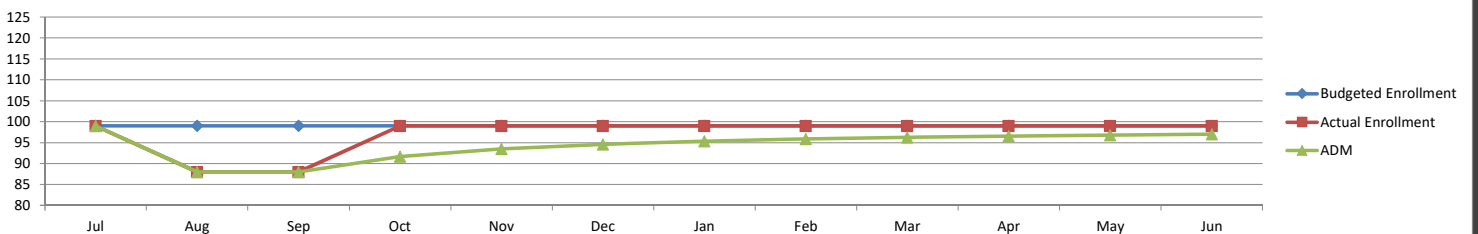
Fund Balance - Budget vs. Actual



ENROLLMENT

<u>Actual Enrollment at Month End</u> 88	<u>Budgeted Enrollment</u> 99	<u>Actual ADM - YTD</u> 88	<u>Actual vs. Budgeted Enrollment Variance</u> (11)
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Actual vs. Budgeted Enrollment



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

Academic Arts High School
Comparative Balance Sheet - All Funds
As of September 2020

	<i>Current</i>	<i>Prior</i>	<i>\$ Change</i>	<i>Audited</i>	<i>YTD \$ Change</i>
	<i>Month</i>	<i>Month</i>			
	9/30/2020	8/31/2020		6/30/2020	
ASSETS:					
Current Assets:					
Cash	375,640	304,447	71,193	172,882	202,758
Accounts Receivable	-	-	-	-	-
Due from MDE - Prior Year Receivable	98,680	176,729	(78,049)	-	98,680
Due from MDE - Current Year Estimate	131,240	89,584	41,656	306,505	(175,265)
Due from Federal	30,525	22,164	8,361	24,388	6,137
Prepays	342	236	106	20,451	(20,109)
Total Current Assets	636,427	593,160	43,267	524,226	112,201
Capital Assets:					
Buildings and Equipment	-	-	-	-	-
Less: Accumulated Depreciation	-	-	-	-	-
Total Net Capital Assets	-	-	-	-	-
TOTAL ASSETS	636,427	593,160	43,267	524,226	112,201
LIABILITIES:					
Current Liabilities:					
Salaries Payable	41,262	27,508	13,754	82,154	(40,891)
Accounts Payable	18,254	9,923	8,331	17,405	849
Payroll Liabilities	10,320	5,828	4,492	34,110	(23,790)
Other Liabilities	-	-	-	-	-
Unearned Revenue	-	-	-	-	-
Line of Credit	-	-	-	-	-
Total Current Liabilities	69,836	43,259	26,577	133,669	(63,832)
FUND BALANCE					
Beginning Fund Balance as of July 1, 2020	390,558	351,878	-	349,075	
Net Income, FY2021 to Date	176,033	198,023	(21,990)	41,483	134,551
Ending Fund Balance	566,591	549,901	16,690	390,558	176,033
TOTAL FUND BALANCE	566,591	549,901	16,690	390,558	176,033
TOTAL LIABILITIES AND FUND BALANCE	636,427	593,160	43,267	524,226	112,201

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

Academic Arts High School

Balance Sheet

As of September 2020

	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	375,640	376,603	(963)	-	-
Accounts Receivable	-	-	-	-	-
Due from MDE - Prior Year Receivable	98,680	98,680	-	-	-
Due from MDE - Current Year Estimate	131,240	131,240	-	-	-
	-	-	-	-	-
Due from Federal	30,525	29,562	963	-	-
Prepays	342	342	-	-	-
Total Current Assets	636,427	636,427	-	-	-
Capital Assets					
Buildings and Equipment					
(Less) Depreciation					
Total Net Capital Assets	-	-	-	-	-
TOTAL ASSETS	636,427	636,427	-	-	-
LIABILITIES:					
Current Liabilities:					
Salaries Payable	41,262	41,262	-	-	-
Accounts Payable	18,254	18,254	-	-	-
Payroll Liabilities	10,320	10,320	-	-	-
Other Liabilities	-	-	-	-	-
Unearned Revenue	-	-	-	-	-
Line of Credit	-	-	-	-	-
Total Current Liabilities	69,834	69,836	-	-	-
FUND BALANCE					
Beginning Fund Balance as of July 1, 2020	390,558	390,558	-	-	-
Net Income, FY 2021 to Date	176,033	176,033	-	-	-
Ending Fund Balance	566,591	566,591	-	-	-
Investment in Capital Assets	-	-	-	-	-
TOTAL LIABILITIES AND FUND BALANCE	636,427	636,427	-	-	-

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

Academic Arts High School
Income Statement - Variance
 As of September 2020

25% of Fiscal Year 2020-2021 Complete

	YTD Actual	YTD Budget	YTD Variance	FY21 Original Budget	% of Budget
FUND 01					
DISTRICT REVENUE - GENERAL FUND					
Local & Other	6	1,850	(1,845)	7,400	0%
State - Gen. Ed. Aid	299,445	221,805	77,640	887,220	34%
State - Special Education	60,710	227,353	(166,643)	909,412	7%
State - Lease Aid	-	39,026	(39,026)	156,103	0%
State - Other	2,048	5,259	(3,211)	21,035	0%
<i>Estimated State Holdback Recognized</i>	<i>131,240</i>	-	-	-	N/A
PY Over/Under Accrual	-	-	-	-	N/A
Federal - Title	-	8,470	(8,470)	33,878	0%
Federal - Special Ed.	19,950	6,250	13,700	25,000	80%
TOTAL DISTRICT REVENUE - GENERAL FUND	513,398	510,012	3,386	2,040,048	25%
DISTRICT EXPENDITURES - GENERAL FUND					
Administration & District Support Services					
Salary & Benefits	16,331	23,604	(7,272)	94,415	17%
Purchased Services	14,914	18,750	(3,836)	75,000	20%
Supplies & Equipment	1,259	4,875	(3,616)	19,500	6%
Other Fees	6,851	3,315	3,536	13,260	52%
Total Administration & District Support Expenditures	39,355	50,544	(11,189)	202,175	19%
Instructional Expenditures					
Salary & Benefits	71,031	95,012	(23,981)	380,047	19%
Purchased Services	-	3,250	(3,250)	13,000	0%
Supplies & Equipment	3,333	4,625	(1,292)	18,500	18%
Other Fees	-	-	-	-	0%
Total Instructional Expenditures	74,364	102,887	(28,523)	411,547	18%
Federal Title					
Salary & Benefits	-	2,925	(2,925)	11,699	0%
Purchased Services	-	3,795	(3,795)	15,179	0%
Supplies & Equipment	-	-	-	7,000	0%
Other Fees	-	-	-	-	0%
Total Federal Title Expenditures	-	6,720	(6,720)	33,878	0%
State Special Education					
Salaries/Wages and Benefits	103,725	218,282	(114,557)	873,127	12%
Purchased Services	859	3,060	(2,201)	12,240	7%
Supplies & Equipment	-	1,080	(1,080)	4,320	0%
Transportation	3,250	18,750	(15,500)	75,000	4%
Other Fees	-	-	-	-	0%
Total State Special Education Expenditures	107,834	241,172	(133,338)	964,687	11%

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

	YTD Actual	YTD Budget	YTD Variance	FY21 Original Budget	% of Budget
Federal Special Education					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	18,029	3,750	14,279	15,000	120%
Supplies & Equipment	1,921	2,500	(579)	10,000	19%
Other Fees	-	-	-	-	0%
Total Federal Special Education Expenditures	19,950	6,250	13,700	25,000	80%
Instructional/Pupil Support					
Salary & Benefits	10,233	10,233	-	40,932	25%
Purchased Services	794	5,125	(4,331)	20,500	4%
Supplies & Equipment	1,886	-	1,886	-	0%
Other Fees	-	-	-	-	0%
Total Instructional Support Expenditures	12,913	15,358	(2,445)	61,432	21%
Building & Operations					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	16,902	18,162	(1,260)	72,650	23%
Facilities Lease	58,583	58,583	0	234,333	25%
Supplies & Equipment	-	250	(250)	1,000	0%
Other Fees	7,463	5,075	2,388	8,500	88%
Total Building & Operations Expenditures	82,949	82,071	878	316,482	26%
Fiscal & Other Fixed Cost Programs					
Purchased Services	-	-	-	-	0%
<i>Transfers to Other Funds</i>	-	-	-	6,000	0%
Total Fiscal & Other Fixed Cost Programs Expend.	-	-	-	6,000	17%
TOTAL DISTRICT EXPENDITURES - GENERAL FUND	337,365	505,000	(167,635)	2,021,201	17%
GENERAL FUND (01) - NET INCOME	176,033	5,012	171,021	18,847	
FUND 02					
DISTRICT REVENUE - FOOD SERVICE FUND					
Local & Other	-	-	-	-	0%
State	-	-	-	-	0%
Federal	-	-	-	-	0%
<i>Transfers from Other Funds</i>	-	-	-	6,000	0%
TOTAL DISTRICT REVENUE - FOOD SERVICE FUND	-	-	-	6,000	0%
DISTRICT EXPENDITURES - FOOD SERVICE FUND					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	-	1,500	(1,500)	6,000	0%
Supplies & Equipment	-	-	-	-	0%
TOTAL DISTRICT EXPENDITURES - FOOD SERVICE FUND	-	1,500	(1,500)	6,000	0%
FOOD SERVICE FUND (02) - NET INCOME	-	(1,500)	1,500	-	
TOTAL REVENUES - ALL FUNDS	513,398	510,012	3,386	2,046,048	25%
TOTAL EXPENDITURES - ALL FUNDS	337,365	506,500	(169,135)	2,027,201	17%
NET INCOME (LOSS) - ALL FUNDS	176,033	3,512	172,521	18,847	
<i>Beginning Fund Balance 7/1/2020</i>	<i>390,558</i>			<i>341,059</i>	
Ending Fund Balance	566,591			359,907	

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

**Academic Arts High School
September 2020 Payment Register**

District #	Payment #	Bank	Check #	Pay Type	Payment Date	Vendor #	Vendor	Curr	Amount	Financials
4119	8240	AB		WX	9/3/2020 0:00	1856	CliftonLarsonAllen LLP	USD	\$ 9,450.49	Admin Purchased Services
4119	8279	AB		WX	9/17/2020 0:00	1856	CliftonLarsonAllen LLP	USD	\$ 5,236.84	Admin Purchased Services
4119	8290	AB		WX	9/30/2020 0:00	1005	BEST BUY	USD	\$ 53.80	Instructional S&E
4119	8291	AB		WX	9/30/2020 0:00	1005	BEST BUY	USD	\$ 53.80	Instructional S&E
4119	8292	AB		WX	9/30/2020 0:00	1103	HOME DEPOT	USD	\$ 17.93	Instructional S&E
4119	8293	AB		WX	9/30/2020 0:00	1313	Amazon	USD	\$ 13.95	Instructional S&E
4119	8294	AB		WX	9/30/2020 0:00	1313	Amazon	USD	\$ 13.70	Instructional S&E
4119	8295	AB		WX	9/30/2020 0:00	1313	Amazon	USD	\$ 6.79	Instructional S&E
4119	8297	AB		WX	9/30/2020 0:00	1348	target	USD	\$ 74.86	Instructional S&E
4119	8298	AB		WX	9/30/2020 0:00	1393	Michaels	USD	\$ 26.98	Instructional S&E
4119	8299	AB		WX	9/30/2020 0:00	1557	facebook	USD	\$ 13.01	Admin Purchased Services
4119	8300	AB		WX	9/30/2020 0:00	1557	facebook	USD	\$ 6.99	Admin Purchased Services
4119	8301	AB		WX	9/30/2020 0:00	1557	facebook	USD	\$ 0.39	Admin Purchased Services
4119	8302	AB		WX	9/30/2020 0:00	1575	Southview Office CenterLLC	USD	\$ 25,161.90	B/O Lease/Purchased Services
4119	8303	AB		WX	9/30/2020 0:00	1579	Blick Art Materials	USD	\$ 88.32	Instructional S&E
4119	8304	AB		WX	9/30/2020 0:00	1778	Teacherspay teachers	USD	\$ 3.99	Instructional S&E
4119	8305	AB		WX	9/30/2020 0:00	1867	Logo Sportsware	USD	\$ 546.69	Instructional S&E
4119	8306	AB		WX	9/30/2020 0:00	1867	Logo Sportsware	USD	\$ 396.62	Instructional S&E
4119	8307	AB		WX	9/30/2020 0:00	1883	Alerus	USD	\$ 287.00	Payroll Liabilities
4119	8308	AB		WX	9/30/2020 0:00	1883	Alerus	USD	\$ 50.00	Payroll Liabilities
4119	8309	AB		WX	9/30/2020 0:00	1883	Alerus	USD	\$ 242.00	Payroll Liabilities
4119	8310	AB		WX	9/30/2020 0:00	1883	Alerus	USD	\$ 229.00	Payroll Liabilities
4119	8311	AB		WX	9/30/2020 0:00	1883	Alerus	USD	\$ 50.00	Payroll Liabilities
4119	8312	AB		WX	9/30/2020 0:00	1886	TRA	USD	\$ 4,449.70	Payroll Liabilities
4119	8313	AB		WX	9/30/2020 0:00	1886	TRA	USD	\$ 4,455.35	Payroll Liabilities
4119	8314	AB		WX	9/30/2020 0:00	1887	PERA	USD	\$ 473.52	Payroll Liabilities
4119	8315	AB		WX	9/30/2020 0:00	1887	PERA	USD	\$ 183.30	Payroll Liabilities
4119	8316	AB		WX	9/30/2020 0:00	1887	PERA	USD	\$ 1,541.97	Payroll Liabilities
4119	8317	AB		WX	9/30/2020 0:00	1888	IRS	USD	\$ 7,122.59	Payroll Liabilities
4119	8318	AB		WX	9/30/2020 0:00	1888	IRS	USD	\$ 8,579.57	Payroll Liabilities
4119	8319	AB		WX	9/30/2020 0:00	1888	IRS	USD	\$ 271.14	Payroll Liabilities
4119	8320	AB		WX	9/30/2020 0:00	1889	MN Dept of Revenue	USD	\$ 1,136.19	Payroll Liabilities
4119	8321	AB		WX	9/30/2020 0:00	1889	MN Dept of Revenue	USD	\$ 1,325.99	Payroll Liabilities
4119	8322	AB		WX	9/30/2020 0:00	1889	MN Dept of Revenue	USD	\$ 46.29	Payroll Liabilities
4119	8323	AB		WX	9/30/2020 0:00	1906	MN Child Support Center	USD	\$ 205.00	Payroll Liabilities
4119	8324	AB		WX	9/30/2020 0:00	1915	Teacher Power	USD	\$ 50.00	I/PS Purchased Services
4119	8325	AB		WX	9/30/2020 0:00	1916	Verizon Wireless	USD	\$ 70.00	Instructional S&E
4119	8326	AB		WX	9/30/2020 0:00	1916	Verizon Wireless	USD	\$ 291.59	Instructional S&E
4119	8327	AB		WX	9/30/2020 0:00	1912	Minnesota State	USD	\$ 2,313.44	Federal SPED PS
4119	8289	AB	1726	CH	9/25/2020 0:00	1876	USPS	USD	\$ 10.19	Admin Purchased Services
4119	8272	AB	6522	CH	9/8/2020 0:00	1821	South Central Service Cooperative	USD	\$ 270.00	Admin Purchased Services
4119	8271	AB	6523	CH	9/8/2020 0:00	1473	US Bancorp Equipment Finance	USD	\$ 202.79	I/PS Purchased Services

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

4119	8273	AB	6524	CH	9/8/2020 0:00	1846	IXL Learning	USD \$	1,250.00	Instructional S&E
4119	8274	AB	6525	CH	9/17/2020 0:00	1014	Century Link	USD \$	335.31	Admin Purchased Services
4119	8275	AB	6526	CH	9/17/2020 0:00	1849	Comcast Business	USD \$	154.76	Admin Purchased Services
4119	8276	AB	6527	CH	9/17/2020 0:00	1879	MN PEIP - C/O MMB Fiscal Services	USD \$	13,693.67	Payroll Liabilities
4119	8278	AB	6528	CH	9/17/2020 0:00	1913	Navigate Care Consulting	USD \$	45.00	State SPED Purchased Services
4119	8278	AB	6528	CH	9/17/2020 0:00	1913	Navigate Care Consulting	USD \$	500.00	State SPED Purchased Services
4119	8277	AB	6529	CH	9/17/2020 0:00	1896	ParentSquare Inc.	USD \$	1,000.00	Admin Other Fee
4119	8280	AB	6530	CH	9/25/2020 0:00	1651	Ty Cody	USD \$	110.08	Instructional S&E
Total:									\$92,112.49	

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 Three Months Ended September 30th, 2020 and Year Ending June 30th, 2021

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

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

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

The effects of these departures have not been determined.

Summary of Significant Assumptions

These financial forecasts present, to the best of management's knowledge and belief, the School's expected financial position, results of operations, and cash projection for the forecast periods. Accordingly, the forecasts reflect its judgment as of June 18th, 2020, the date of these forecasts, of the expected conditions and its expected course of action. The assumptions disclosed herein are those that management believes are significant to the forecasts. There will usually be differences between the forecasted and actual results, because events and circumstances frequently do not occur as expected, and those differences may be material.

Balance Sheet & Cash Projection Assumptions

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

Statement of Operations Assumptions

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

No assurance is provided.

20-21 October
Board Meeting (Highlights and To Do)

Date:

Ex Officio:

School Events

- CovidCom
 - Parent survey
 - 40 parents responded
 - ~40% not comfortable opening, ~38% very comfortable.
 - Parents worried about their children and teachers as well
 - Recommend staying in stage 1 for quarter 2
 - Joining MSHSL (needs board approval)
 - Evaluation plan roll out
 - 2x per year unless on an improvement plan then potentially more
 - (October 26th week- TPS personal peer evals- give out)
 - **Nov 16th week- Schangs observes and meet w/teachers**
 - (December 7th week- portfolio review w/Julie & Mal)
 - **April 19th week- Schangs observes and meet w/teachers**
 - (May 3rd week- TPS personal peer evals- give out)
 - (May 17th & 24th weeks- portfolio review w/Julie & Mal)
 - <https://docs.google.com/document/d/1toAVmAQvJGRAjhR04tTwJzluHpH0nHsYvK0ZUzu58mA/edit>
-

Committee Updates

TPS:

- Discussing cultural liaison position
 - Salaried? TPS member?
 - Voting on 10/21

Personel:

- Receptionist gave notice.
 - Discussing when to post for new hire

Restorative/SEL/Anti Bias:

- Mal created Staff Google Classroom for Anti Bias/Anti Racist work

Behavior: No update

Finance:

- CLA is still sifting through how COVID is affecting the budget before they address needed budget changes.

Nutrition:

- Cleaning and preparing kitchenette
- Preparing signage.

- First food order next week to prepare marketing materials
- Sending out updates and plans to families next month

Marketing:

- Merch (masks, stickers, apparel)

Enrollment:

- Currently 90
- 88.62 (as of 10/14)

Curriculum:

- Conferences Oct 22nd
- Started "Teacher Talk" - to review specific curriculum elements from our classes
- Class discussions
- Julie's attending to bridge gap between SPED and Gen Ed
- Socialization is a focus for both staff and students

Sped:

- Trying to get creative in how to do initial evals

Tiger Team:

- Julie off, Bauer on
- Revolving (each person serves for 2 years)

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

1.

AAHS Board Training Schedule FY21

Specific trainings from mncharterboard.com should be completed to be discussed by the meeting under which they are listed.

- September
 - Adopt Required Reports #1
WBWF Strategic Plan
 - Adopt Required Reports #2
WBWF Summary Report
- October
 - Adopt Required Reports #3
Annual Report
 - Conduct a Board Election
- November
 - Develop an Effective
Relationship with the
Authorizer
 - Negotiate the Charter
Contract
- December
 - Follow Open Meeting Law
 - Take Minutes
- January
 - Finance: Earn The MDE
School Finance Award
 - Finance: Meet Requirements
for Use of Public Funds
- February
 - Develop and Use Policies
 - Retain and Maintain records
- March
 - Approve and Adopt a Budget
 - Maximize Revenue for
Reimbursement
- March
 - Safeguard Private Data
 - Prevent Conflicts of Interest
- April
 - TBD
- May
 - TBD
- June
 - TBD
- July
 - TBD

Osprey Wilds Environmental Learning Center FY20 World's Best Workforce & Annual Report Template

The Annual Report primarily serves to inform the public and your school community about your school, your successes, and your opportunities for growth. The Annual Report is also a key data source used by Osprey Wilds Environmental Learning Center (Osprey Wilds) to gather information on school performance. This document provides guidance to schools authorized by Osprey Wilds regarding completion of the required Annual Report. Schools that follow this guidance template will:

- **Meet statutory requirements for the Annual Report;**
- **Facilitate gathering of information for Osprey Wilds; and**
- **Provide essential information to the public and your school community.**

These guidelines also address the requirements for a World's Best Workforce (WBWF) Annual Report, assuming that you are creating one report that meets both the charter school annual report requirement outlined in MN Stat. 124E and the WBWF annual report requirements outlined in MN Stat. 120B.11. MDE also issues **guidance for the WBWF Summary Report** that must be submitted to the commissioner.

Important:

- **The annual report must be approved by your board of directors prior to issuing the report to Osprey Wilds and your school community.**
- **The approved annual report must be submitted to Osprey Wilds by November 1, 2020.**
- **The school must submit a summary report of the WBWF report to the commissioner of MDE according to MDE specifications, likely by December 15, 2020.**
- **The final annual report (and WBWF report) must be posted to the school website and distributed to school employees and parents by November 1, 2020.**

New in FY20:

- **Accountability data from ACCESS, MCA, and MTAS was disrupted in FY20 due to COVID-19 related school closures and implementation of distance learning, and many schools were unable to conduct spring administrations of school administered testing. As a result, data routinely required in the school's annual report will be unavailable. Osprey Wilds understands that data may not be available, but still expects that contractual goals be included in the annual report, and for those where data is unavailable, the school will report that results were not able to be collected based on the implementation of distance learning. The school should, however, report all data that is reportable.**
- **Sections of the annual report have been added to include an explanation of the distance learning plan developed by the school, reflection on its administration and impact, as well as key points of learning that would guide implementation of future distance learning periods.**

Tips:

- **Notes from Osprey Wilds are in italics - remember to delete after completing each section.**
- **Remember that Osprey Wilds is not the only audience for this report. Present information without excessive jargon and "spell out" acronyms the first time they are used.**
- **Directly report your school's performance on contractual goals and provide academic**

- **performance data beyond state testing data – tell the complete story.**
- **Share specific successes and challenges of your past year.**
- **Use graphs and charts along with narrative to share information – provide context.**
- **Focus on performance from the immediate past school year. Include additional years' data to illuminate relevant trends.**
- **Include key information in the narrative. Avoid appendices. If used, they should supplement the main story, not tell the main story.**
- **Use photos and other visuals to enhance your report.**
- **Suggested length: 30-60 pages (not too long, but not too short).**
- **Do NOT provide personal performance evaluation information on individual staff members or students.**
- **Ask someone who didn't write the report to edit it for clarity, brevity, and repetition.**
- **Re-read what you copy and paste from year to year. Is it still relevant? Does it make sense in the current context of your school? If not, revise appropriately.**

STATUTORY INFORMATION REGARDING THE CHARTER SCHOOL ANNUAL REPORT

124E.16, Subd. 2 includes the following requirements:

A charter school must publish an annual report approved by the board of directors. The annual report must at least include information on:

- **School enrollment,**
- **Student attrition,**
- **Governance and management,**
- **Staffing,**
- **Finances,**
- **Academic performance,**
- **Innovative practices and implementation, and**
- **Future plans.**

A charter school may combine this report with the reporting required under section 120B.11 governing the world's best workforce. A charter school must post the annual report on the school's official Web site. A charter school also must distribute the annual report by publication, mail, or electronic means to its authorizer, school employees, and parents and legal guardians of students enrolled in the charter school. The reports are public data under chapter 13.

In addition, 124E.07, Subd. 7 requires information regarding training attended by each school board member, specifically:

The school shall include in its annual report the training each board member attended during the previous year.

Finally, 124E.12, Subd. 2 requires information regarding the professional development of non-licensed schools administrators, specifically:

The board of directors and an individual who does not hold a valid administrative license and who serves in an administrative, supervisory, or instructional leadership position shall develop a professional development plan. The school's annual report must include public personnel information documenting the professional development plan.

STATUTORY INFORMATION REGARDING THE WORLD'S BEST WORKFORCE ANNUAL REPORT

120B.11, Subd. 2 includes the following requirements for the development of a WBWF Plan:

Adopting plans and budgets. A school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce and includes:

- (1) clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups identified in section 120B.35, subdivision 3, paragraph (b), clause (2);
- (2) a process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students to participate in gifted and talented programs and accelerate their instruction, and adopt early-admission procedures consistent with section 120B.15, and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and

growth toward career and college readiness and leading to the world's best workforce;

(3) a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations under section 123B.147, subdivision 3, students' access to effective teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under section 120B.35, subdivision 3, paragraph (b), clause (2), and teacher evaluations under section 122A.40, subdivision 8, or 122A.41, subdivision 5;

(4) strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;

(5) a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;

(6) education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and

(7) an annual budget for continuing to implement the district plan.

Subd. 5 includes the following requirements for reporting on the WBWF Plan:

Report. Consistent with requirements for school performance reports under section 120B.36, subdivision 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the district Web site. The school board shall hold an annual public meeting to review, and revise where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency, and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the commissioner in the form and manner the commissioner determines.

Subd. 7 includes additional requirements:

Periodic report. Each school district shall periodically survey affected constituencies, in their native languages where appropriate, about their connection to and level of satisfaction with school. The district shall include the results of this evaluation in the summary report required under subdivision 5.

For more information on World's Best Workforce requirements, visit <http://education.state.mn.us/MDE/SchSup/WorldsBestWorkforce/index.html>



ACADEMIC ARTS HIGH SCHOOL

PUBLIC CHARTER SCHOOL DISTRICT #4119

SCHOOL YEAR 2019-2020
WORLD'S BEST WORKFORCE & ANNUAL REPORT

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School Information

Includes Mission, Vision, & Authorizer Information

Contact Information

Address: 60 East Marie Avenue, Suite 220

Phone: 621-457-7427

Email Address: tps@academicarts.org

Website: www.academicarts.org

Academic Arts High School (AAHS) is managed as a Teacher Powered School (TPS). In the TPS model¹, teachers have the collective autonomy to make decisions influencing the success of the school, with roles and responsibilities traditionally handled by a school director. Many Teacher Powered Schools include traditional school directors. With a philosophy of maximizing teacher buy-in through more autonomy and accountability, AAHS does not have a traditional administrator. Instead, the school's Teacher Powered Schools Committee (the "TPS Committee") oversees the day-to-day management of the school. The school's board manages and evaluates the TPS Committee as a whole.

Grades Served: 9 - 12

Year Opened: 2004

Mission and Vision

Mission:

Learn by doing. Embrace your place in the world, prepare for the future. And make friends along the way.

Vision:

At AAHS, our vision is a generation of young people who can navigate the world with the awareness, knowledge, attitudes, and skills necessary to make a positive impact.

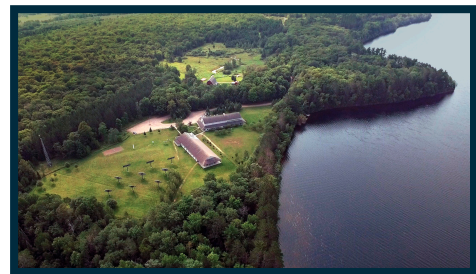
¹ Find out more about "Autonomies" of Teacher Powered Schools here: <https://www.teacherpowered.org/inventory/autonomies>

In an increasingly complex time, it can be difficult to know the right path. At AAHS, we focus on our strong community where we get to know each other as individuals, encourage each other when times get tough, hold each other accountable, and work together to succeed.

Authorizer Information

Academic Arts High School’s authorizer for fiscal year 2020 (FY20) was the Audubon Center of the North Woods (ACNW). At the end of FY20, ACNW changed names to “Osprey Wilds Environmental Learning Center” (OW). With the continual support of OW through superior oversight, evaluation, feedback, and strategic support AAHS is empowered to develop a robust and dynamic learning community for students. The school is guided by the academic, financial, operational, and environmental education performance goals agreed upon in the school’s contract with OW.

The authorizing vision of OW is to authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities while working towards a healthy planet where all people live in balance with the Earth. As an urban school serving a student population with diverse learning needs, AAHS holds an opportunity to be a unique model school in this vision.



Osprey Wilds Environmental Learning Center in Sandstone, MN

The authorizing mission of OW is to ensure quality academic and environmental literacy outcomes for students in Minnesota by conducting effective oversight and evaluation of its authorized schools, providing strategic support to schools, and making informed and merit- based decisions about its portfolio of charter schools.

Authorizer Contact Information

Erin Anderson, Director of Charter School Authorizing
Osprey Wilds Environmental Learning Center
Charter School Division
1730 New Brighton Blvd
Suite 104, PMB 196
Minneapolis, MN 55413
(612) 331-4181

www.auduboncharterschools.org

Statutory Purposes

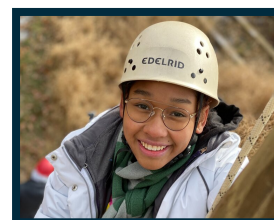
Implementation of Primary & Additional Purposes

The primary purpose of Academic Arts High School is to improve all pupil learning and student achievement. Efforts to implement this primary purpose for Minnesota charter schools are described throughout this annual report.

Academic Arts High School meets the primary statutory purpose, to improve all pupil learning and all student achievement, through its four pillars: Authentic Learning, Environmental Education, Real-World Readiness, and Personal Relationships². These pillars are aligned with the school’s mission, to “Learn by doing, Embrace Your Place in the World, Prepare for Success, and Make Friends Along the Way”.

The school’s learning program fosters authentic learning by incorporating project-based learning³ into all classes. Cross-curricular themes allow students to dive deep into the same topics from different perspectives in all classes within a quarter. Experiences, including field trips, speakers, seminars, etc., are aligned with quarter themes and provide students with further context on the themes that they are studying in classes. Students prove mastery of standards not only through traditional assessments like tests and quizzes but also by addressing common topics in different classes to produce and present projects by deadlines. Projects are designed, my teachers, to require mastery of standards in order to be completed.

The school’s culture and norms foster environmental education through the presence of and focus on the seven Leave No Trace (LNT) principles in the physical space as well as through continual links to environmental topics in class curriculum. Throughout the year, students participate in activities that instill the values of the leave no trace principles in the school and in their lives outside of school. Several overnight trips, including trips to the Audubon Center of the North Woods (ACNW)⁴ in the spring and fall and to the Steger Wilderness Center in spring, give students opportunities to practice these principles in natural settings. Of course, the COVID-19 pandemic prevented all but two of these overnight trips from happening if FY20.



Ropes course at ACNW

Key features of the schools learning program foster real-world readiness by developing

² “Pillars” are described in detail in the Educational Approach & Curriculum section

³ In addition to continual training and research conducted by teaching staff, project design in the school’s curriculum is informed the High Tech High project design model. Learn more about this model here: <https://www.hightechhigh.org/student-work/student-projects/>

⁴ Changed to “Osprey Wilds Environmental Learning Center” (OW) at the end of FY20.

specific life-skills. Courses such as Life Plan and Senior Project are required for graduation from AAHS. These courses help students develop and practice basic skills needed for life as an adult including opening a savings account, registering to vote, finding housing, balancing a personal budget, researching career options, etc. Additionally, the “block” system allows for fewer total classes and longer class times. The structure of the daily and quarter schedules emulates a workplace where teams work on fewer projects for longer amounts of the day for a limited time up until a deadline at which they present their progress to the entire community and celebrate their accomplishments. This is in contrast to a traditional school schedule where students work on several (as many as 6 to 8) unrelated subjects per day for only a short time and show their work only to teachers of respective subjects.

The school’s learning program, culture, and norms promote personal relationships. Personal relationships allow students and staff to better hold each other accountable for pupil learning and student achievement. The REACH advisory program provides a safe and confidential forum through which students can talk through and get support with issues that may affect their achievement in school with a group of trusted staff and peers. Restorative justice and PBIS practices further foster these personal relationships. Led by the school’s social worker, instruction and practice of Social/Emotional Learning (SEL) skills and strategies began being incorporated into curriculum for classes in FY20.



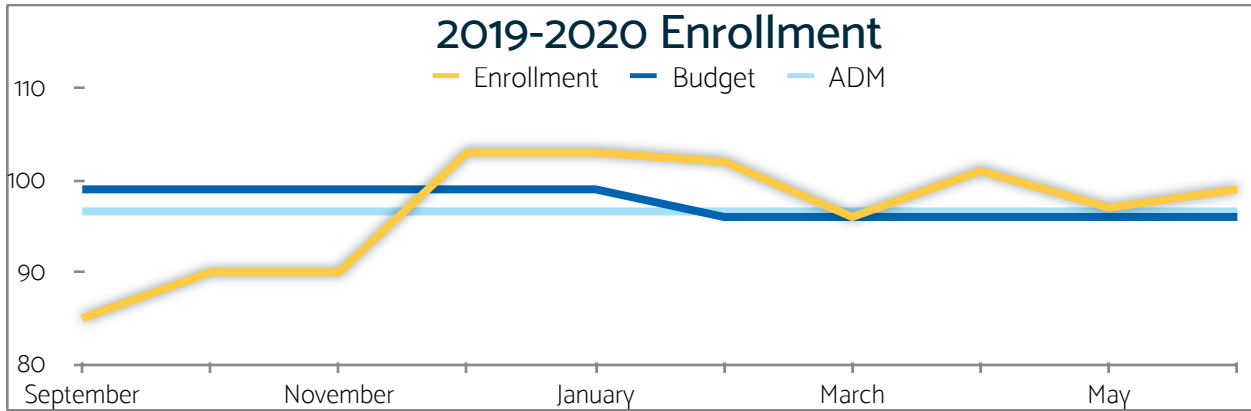
Role-playing activity in class

AAHS also meets one of the additional statutory purposes of a charter school: the program increases learning opportunities for all pupils by providing a small, project-based program where students who may not thrive in traditional high schools can learn and build their unique paths toward graduation and beyond. AAHS is deeply invested in preparing students for life outside of High School. AAHS utilizes project based learning to reach that goal because it reflects the way students will live their lives after graduation. Group work is highly emphasized and reflects the team-oriented environment of the workplace. Each year AAHS makes a point of visiting community colleges and technical schools, and education students about post-secondary learning opportunities. AAHS invites representatives of post-secondary programs to visit to speak about their programs, campus life, and financial options for schooling. The focus is on setting students up for a successful life post- graduation. Regarding the components of the World’s Best Workforce, AAHS focuses on ensuring all students are ready for life after high school through career skills development and college readiness.

Student Enrollment & Demographics

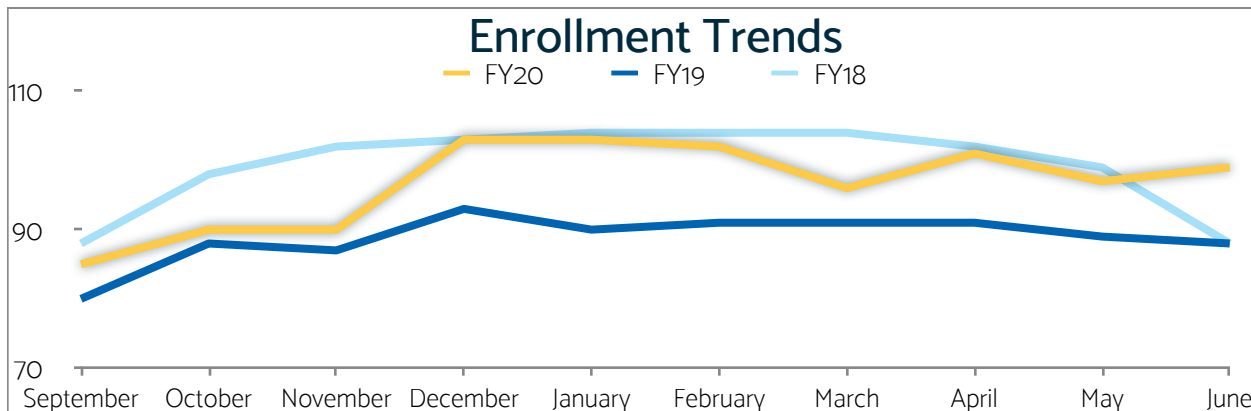
Student Enrollment

The small learning community at AAHS provides an ideal learning environment for many of the students who it serves. With such a small student population, even minor fluctuations in student enrollment can have a profound affect on the school’s budget and, in turn, the services it can provide to students. Increasing and maintaining financially healthy student enrollment was identified as a key initiative in FY20 (2019-2020). The chart below shows how low beginning-of-year enrollment can affect the ADM for the whole year. In FY20 the school revised its budget in February to account for lower expected ADM.



Enrollment jumped at the beginning of second quarter. COVID-19 likely affected inconsistent enrollment March-June. Working budget was adjusted from 99 to 96 in February (final ADM 96.6).

Student enrollment typically increases throughout the first months of a school year. Enrollment tapers slightly near the end of the year. COVID-19 likely had an affect on the fluctuations in enrollment levels at the end of FY20.

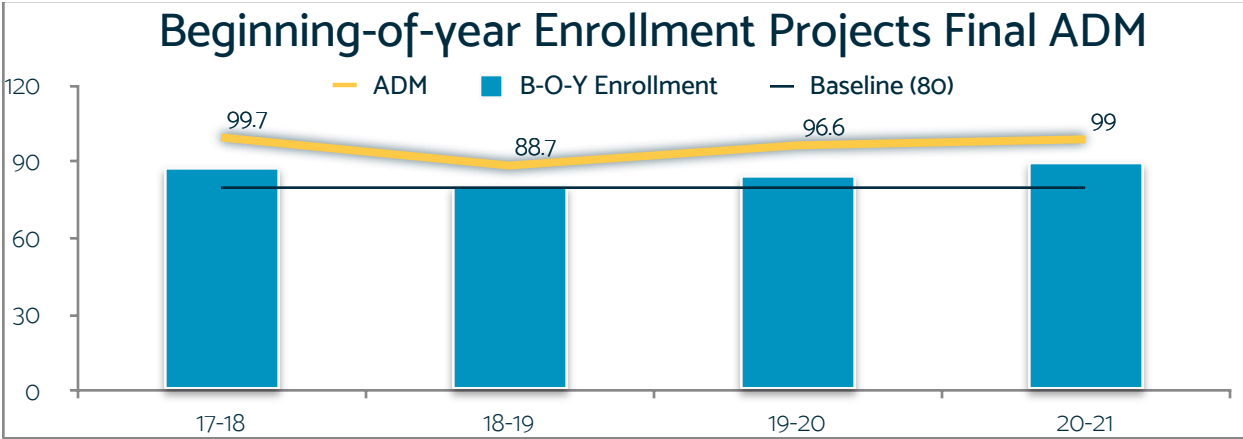


Comparing the past 3 years, total number of students served typically reach approximately 120 throughout a given year. However, ADM has yet to surpass numbers in the 90s. This disparity between total students served and ADM highlights the significant student mobility, mid-year enrollment, and struggles with consistent attendance for many of the students and families whom AAHS serve.

<u>Number of Students Enrolled</u>	<u>2017-2018</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21 (est.)</u>
9th Grade	28	10	16	12
10th Grade	27	33	23	20
11th Grade	27	28	33	26
12th Grade	45	48	48	48
Total	127	119	120	107
Total ADM (Average Daily Membership) for year *Not accounting for PSEO	99.77	88.67	96.6	99

Total students served is typically significantly higher than final ADM, indicative of high levels of student mobility, mid-year enrollment, and struggles with consistent attendance.

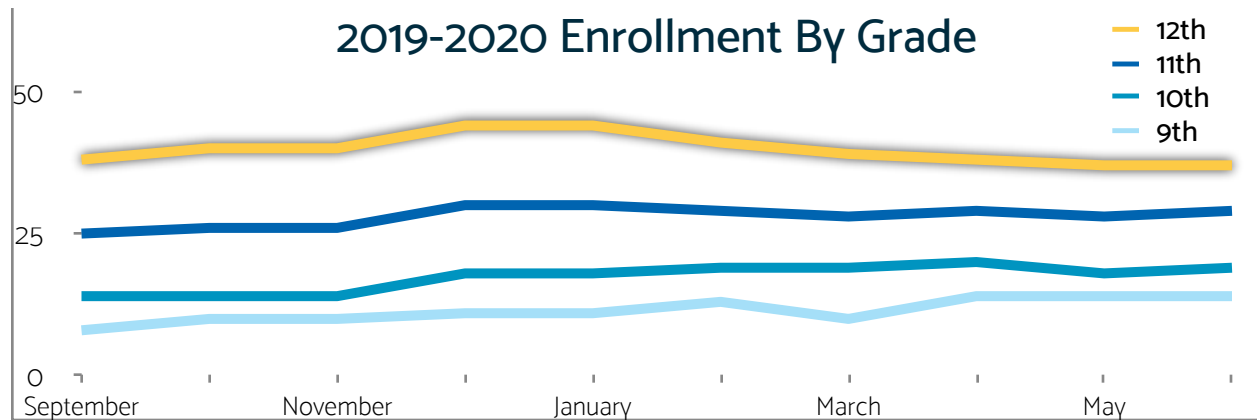
End-of-year ADM numbers tend to correspond with beginning-of-year ADM. Beginning of year ADM has increased steadily starting in FY19. Final ADM for FY20 was 96.6. Referencing beginning-of-year enrollment, ADM for FY21 is projected at 99.



Trends of end-of-year ADM correspond with beginning-of-year enrollment.

The school’s consistently low beginning-of-year enrollment is due, in part, to its high population of seniors. Many students come to AAHS when other school environments simply aren’t working for them. This often means that students that transfer to AAHS join the learning community significantly behind in credits. Catching up on credits takes extra time and often results in students

staying beyond their senior year and, thus, increasing the relative population of seniors in the learning community.



High senior enrollment. Includes many seniors beyond their 4th year.

The school has become adept at helping students in this type situation graduate. Of course, graduating students affects enrollment. Graduating students from a such a large pool of seniors removes more students from total enrollment than the school has been able to replace with recruitment of 9th, 10th, and 11th graders by the beginning of the following year, resulting in the traditionally low beginning-of-year enrollment discussed above.

A key initiative to increase and maintain healthy enrollment beyond FY20 was a comprehensive re-branding to produce streamlined and consistent marketing media. In addition to clear brand standards⁵ the school created a new logo and school mascot. The “AHA” logo and “AJ” mascot express the innovative, urban, and modern learning community at AAHS which has not been effectively conveyed to the greater community in the past. The goal of clear and consistent messaging in marketing efforts is to improve the school’s exposure in the greater community and, in turn, increase enrollment overall.



“AHA” Logo/Brandmark



“AJ” mascot having an “AHA” moment

Of course, COVID-19 is changing everything with regards to what can be projected from past data.

⁵ the colors and fonts used in this annual report comply with these brand standards

Some students thrive while learning virtually. However, many of the students that AAHS serve come to the school and stay because of the emphasis on 1-to-1 help that a high staff to student ratio can provide. These students do not see these types of benefits as directly when learning happens virtually. The ability of AAHS’s small learning community to provide in-person learning safely during the COVID-19 pandemic will likely affect enrollment for students who most need in-person learning.

Student Demographics

The school serves a diverse student population. Racially, the student population is approximately 30% Hispanic/Latino, 12% Black (not of hispanic origin), and slightly more than 50% white. The school’s LGBTQ+ student population has historically been between 15% and 20%. Many students in this demographic graduated at the end of FY19; a factor influencing the lower numbers in this demographic in FY20.

Demographic Trends	2017-2018	2018-19	2019-20	2020-21 (est.)
Total Enrollment	127	119	120	99
Male	54	54	63	51
Female	73	65	57	48
Special Education	51	49	51	40
LGBTQ+	22	20	11	5
English Learners	1	4	4	3
Free/Reduced Priced Lunch				
Black, not of Hispanic Origin	18	12	14	13
Hispanic/Latino	35	41	40	34
Asian/Pacific Islander	2	2	3	2
American Indian/Alaskan Native	1	1	0	1
White, not of Hispanic Origin	71	63	63	52

Approximately 30% Hispanic/Latino, 12% Black, & 50% White. LGBTQ+ population, historically between 15% & 20%, lower in FY20.

Though these demographics are important to understand, a key demographic, and large focus of how the school is staffed and how curriculum is designed, is the population of students receiving special education services. In the past three years, at least 40% of students enrolled at AAHS had IEPs. The school has complete integration of students receiving special education services in general education classes. There are no separate classes or tracks for students with IEPs, by design.

After many years serving such relatively high special education student populations the school has concluded that making individual accommodations for 40% of the student population in each class is unrealistic, unreasonable, and ultimately ineffective. The high population of students receiving

special education services is, instead, seen as a condition of the learning community. Curriculum is designed with accommodation as a default. AAHS believes that all students, not just those with IEPs, benefit when decisions are made and curriculum is designed with accommodation in mind.

Student Attendance

Includes Student Attrition & Mobility

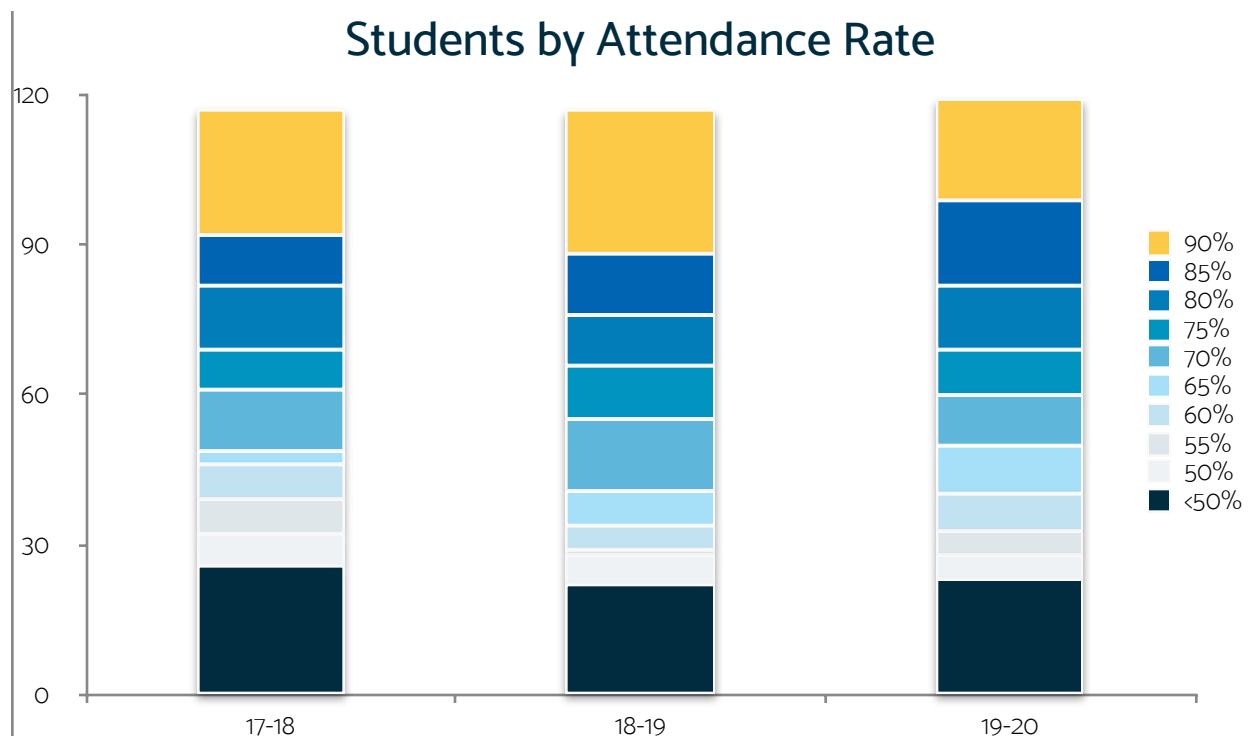
Student Attendance

As discussed in prior sections, AAHS serves a highly at-risk population (i.e., former dropout students, “over-aged/under-credited” students, etc.). Though it approaches the 85% overall attendance goal defined in the contract with OW, the school has never met this goal in the past three years. It has come closest to meeting this goal in the 2019-2020 school year with 78% overall attendance.

	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
Overall Student Attendance Rate (Goal: 85%)	76.84%	76.70%	78.01%
# of Students with ≥90% Attendance	25 (Goal: 95)	29 (Goal: 89)	20 (Goal: 90)
% of Students with ≥90% Attendance (Goal: 75%)	19.7%	24.4%	16.7%

In its contract with OW, the school defines an additional attendance goal of 75% of students having an attendance rate of 90% or higher. The school has not approached this goal in the past 3 years. Between 16% and 25% of all students served throughout a given school year have attendance rates of 90% or higher.

Greater context can be gained when looking at student attendance on a more detailed level. In the chart below, students are separated into groups by attendance rate at 5% intervals. The chart shows that, generally, more than 75% of students have attendance rates of 50% or higher. It also highlights the fairly even distribution of students with attendance rates between 50% and 90%; an opportunity for using focused strategies to maximize increases in student attendance individually and overall.



Approximately 20% of students meet 90% attendance rate goal. Majority of students (>50%) fall between 50% and 90% attendance. Fairly uniform distribution within this range.

Student Attrition

AAHS serves a highly mobile and at-risk student population. Typically, when a school sees many of its students not being continuously enrolled in the school for a given period it can mean that the student is leaving to seek a different preferred learning environment. For the population of students that AAHS serves, this is not full story. The next section, Student Mobility, provides further details about how this can affect continuous enrollment.

Of 91 students enrolled on October 1 of the 2018-2019 school year, 38 remained continuously enrolled until at least October 1 of the 2019-2020 school year, a rate of 41.76%.

Percentage of students* who were continuously enrolled between October 1 of the 2018-2019 school year and October 1 of the 2019-20 school year.	41.76%
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*Including graduating students

Of 66 students enrolled at the end of the 2018-2019 school year, 56 returned to AAHS and were enrolled on October 1 of the 2019-2020 school year, a rate of 84.84%.

Percentage of students* who continued enrollment in the school from Spring 2019 to October 1, 2019.	84.84%
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*Does not include graduating students

Student Mobility

AAHS Serves a highly mobile student population. Students come to AAHS mid-year for many reasons including transfers from other schools and family relocation. MDE's reporting of mobility data lags such that figures for 2017-2018 and beyond are not yet available for comparison. For this annual report, data from the school's student information system is used to fill in data for school years 2017-2018, 2018-2019, and 2019-2020. It is important to note that data from these years are is not official data from MDE. This data includes all mid-year enrollments in and out of the school for any reason, not just transfers to other schools. Additionally, the school sets enrollment date to the first day of school for a specific school year. Thus, the school's student information system does not have data for summer transfers in.

<u>School Year</u>	<u>Summer Transfers In</u>	<u>Number of students on Oct. 1</u>	<u>Mid-year Transfers In</u>	<u>Mid-year Transfers Out</u>	<u>Total Mid-year Transfers</u>	<u>Mobility Index* (as a percent)</u>
2014-15	1	79	45	19	64	81%
2015-16	5	94	42	23	65	96%
2016-17	1	103	37	23	60	58%
2017-18	-	98	49	48	97	99%
2018-19	-	88	45	37	82	93%
2019-20	-	90	52	38	90	100%

* Total mid-year transfers divided by number of students on October 1.

A positive indicator is that there continue to be significantly more mid-year transfers in, than out. Reasons for leaving mid year are highly variable and include temporary enrollment in chemical or mental health rehabilitation programs, family relocation, 15 days of consecutive absence, and even mid-year graduation. However, this analysis is incomplete without understanding the significant number of students who leave the school mid-year to later return.

<u>School Year</u>	<u># Returning after Leaving Mid-Year</u>	<u># Completing Year Non-Consecutively</u>
17-18	16 (12.6%)	11
18-19	4 (3.4%)	2

19-20	14 (11.7%)	8
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Many students who unenroll mid-year end up returning to AAHS. In the 2019-2020 school year, 47% of all mid-year transfers out came from students who ultimately returned to AAHS. Additionally, many of these students start and complete the school year at AAHS with relatively short stints not formally enrolled.

Yet another way to gain a fuller picture of student mobility is to consider the extent to which students stay enrolled for the full school year. A review of AAHS enrollment data for 2019-20 shows that of the 120 students who were enrolled or members of AAHS at any time during the year, there were 68 who were enrolled at least 95% of the time, a rate of 56.7%.

<u>Percentage of students enrolled for ≥95% of the 2019-20 school year</u>	
17-18	57.5%
18-19	56.3%
19-20	56.7%

For many students and families whom AAHS serve, high rates of mobility are simply a reality. Providing a consistent and safe learning community to which students can return, should they need to leave mid-year, is a key niche that AAHS fills for at-risk student populations in the greater community.

Educational Approach & Curriculum

The Academic Arts High School educational approach is to “Learn by doing, embrace your place in the world, prepare for success, and make friends along the way.” Academic Arts High School utilizes a foundational approach to student success. AAHS values information, techniques, and skills that can be learned outside of the classroom and seeks to integrate core classes with Project Based Learning. Students are assigned an Advisor each year. This Advisor helps students select coursework and projects that fit their learning needs and individual interests. Grades and progress are reported and the students’ advisor monitors overall progress and growth.

Currently, AAHS uses a combination of in-class, traditional teaching and project based learning for core subjects and electives. Project based learning is teacher designed and guided and student driven. Students are also able to design their own projects for approval by the school’s curriculum committee. The school has integrated project-based learning into the classroom. Students work independently to develop strong self-advocacy skills and they also work in groups to learn effective communication and collaboration; vital skills for a modern workforce.

Students are engaged in authentic learning, environmental education, post-secondary readiness and relationship building on a daily basis. They employ project-based learning related to environmental awareness and post secondary options. These projects can be student or teacher-driven. Student-driven projects are projects that a student designs with the guidance of their advisor or with a teacher. Once a project is determined to be ready by the student-teacher team, the student presents the project proposal to the school’s curriculum committee for approval. Once approved, a student can work on their project independently, outside of classes. In past years, students were enrolled in a designated PBL class that aligns with state standards. This class was eliminated from the AAHS schedule at the beginning of the 2018-19 school year. Referencing student data, it was clear that this type of class was not producing effective results. This model changed to content-specific PBL classes in the core academic areas; the thought being that limiting the scope of the types of projects students work on would allow for more robust products as the teacher would be within their main content area. Ultimately, this type of “PBL class” was phased out for the 2019-2020 school year. The curriculum committee made the decision to dedicate resources to building engaging, rigorous, curriculum that also incorporated project-based learning. A teacher-driven project would be one that an advisor or advisors create based on state standards and assigns to students based on individual I credit needs. Whether a student or teacher-driven project, the advisor guides the student through each week of the project by setting weekly goals. Students work on teacher-driven projects in all classes. This is useful for students who are new to project-based learning or those who continue to need extra structure to be successful at PBL. Students can also work on pre-designed or “canned”

teacher-driven projects outside of classes or in a PBL class.

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

Within a quarter, classes and experiences align with cross-curricular themes. Themes are typically announced at the beginning of the year. However, in prior years, teachers noticed that having the ability to update or change themes each quarter allowed for more relevant themes to be used. The themes, with brief descriptions, for the 2019-2020 school year are below:

- Q1 - We Are A Natural Disaster: humans have the capability of messing stuff up a lot
- Q2 - We Are Survivors: Humans are really good at overcoming obstacles
- Q3 - We Are Connected: Humans are social and are really good at learning from each other through connection of information, technology, etc.
- Q4 - We Are The Future: The decisions that humans make affect the future.

The goal of themes is to have student looking at the same topics and problems from different perspectives in their respective classes. An example of the theme from prior years is “invasion”. For this theme, students learn and complete projects about invasive species in life science classes, the history of important invasions or wars in social studies classes, the physics of warfare in physics classes, etc. In class field trips, students interact with the community in experiences that align with the quarter theme. An example of an experience for the “invasion” theme was a visit to the Somali Museum of Minnesota where students learned about and discussed issues regarding immigration in the modern world.

Two large senior projects are required of juniors and graduating seniors. The two projects include a life plan and a senior project. The senior project is selected by the student in an area of their interest. The life plan requires students apply for college or jobs, get quotes on housing and develop a budget. This prepares them for a successful life after High School. A goal of the school is to continue to develop a focus on academic rigor informed by data. Data from content-specific probes, cross-curricular reading/writing/language comprehension assessments, and NWEA testing informs curriculum. For example, students whose scores show a need for remediation in a specific subject are enrolled in remedial courses. These students are then given the respective assessment again to track effectiveness of the intervention.

In addition to the academic program described above, AAHS offers enrichment opportunities for students, through after-school clubs. After school clubs are student-driven and are offered as per student interest and availability of supervising staff. Staff supervise clubs on a volunteer basis. The purpose of these clubs is to provide a safe space for students to enjoy after school. Students may work toward credit in clubs if a plan is developed and overseen by relevant staff and advisors (e.g. a Language Arts teacher may approve a “canned” PBL project for students to complete in an after school writing club). Examples of student-organized clubs include archery, anime, minecraft, RPG games, guitar /ukulele /bass / drum lessons, writing club, ping pong club, board game club, and student government.

Environmental Education-specific experiences at AAHS during 2018-19 included the following:

Opening day all-school LNT challenge: Students in all advisories learned all seven Leave No Trace principles by practicing a mnemonic device. They then competed in an "LNT Challenge" competition. Advisories started at one end of a field at a local park. Their first challenge was to put arrange a set of individual words (cut out of a document) into the LNT principles, verbatim. Once they completed this task, their advisory could move on to the next stage: campsite setup. Advisories had to set up a campsite (tents, sleeping bags) and correctly put them away. The next stage was a waste disposal obstacle. The challenge was to properly dispose of a set of waste into appropriate receptacles (i.e. recycling, trash, compost). Environmental Education Excursions. There were two overnight camping excursions during 2018-19. To prepare for camping trips, students plan meals, gear, and their route. Planning involves calculating appropriate nutrition and food amounts, so we do not waste resources or lack them. They must also select their gear, so we have the correct number of tents, sleeping bags, etc. so everyone has a place to sleep. Then they select our hiking route and campsite according to the Leave No Trace Principles which are incorporated into our school culture.

- Two overnight trips at the Audubon Center of the Northwoods, November 7-9, 2018 and April 29-May1, 2019.
- Will Steger Center, May 2-4, 2019. Students volunteered with Will Steger Center staff learning about the mission of the center, how it runs off grid, and helping with general maintenance to prepare the center for winter. Students split and stacked firewood for the center's various buildings.

AAHS policies and curriculum are guided by four pillars. These pillars help us maintain focus Academic Arts High School FY19 World's Best Workforce & Annual Report Page 11 on what is most important to us as a learning community. We reference these pillars when making any decision that can affect our students and school:

AUTHENTIC LEARNING

Students learn by studying topics that interest them and apply to their lives (e.g., project- based learning, experiential days)

ENVIRONMENTAL EDUCATION

Students study environmental themes in their coursework (e.g., river tours with national park rangers, annual Audubon retreat)

REAL-WORLD READINESS

Students graduate from AAHS ready for life after high school. (e.g., senior life plan, internships, college applications)

PERSONAL RELATIONSHIPS

Students develop real working relationships classmates and staff (e.g., project advisories, student organizations)

AAHS does not have remediation or acceleration practices. Students are evaluated upon

enrollment based on current credits. Projects are developed based on a student's learning targets, state benchmarks, curriculum and personal interest. This way, a student who is behind their peers can develop a program with their advisor to build on their current skill sets and accelerate their learning.

The Special Education population at Academic Arts High School represents roughly one-third of the student body. Students with an Individualized Education Plan (IEP) are integrated into the general education population as much as their IEP allows. Their coursework is modified as required by their IEP document. All of their classes are the same as general education students. AAHS utilizes the inclusion model of instruction, which keeps special education students and general education students in the same classes. Accommodations are made based on IEP needs.

AAHS has served English Learner students in the past, though there were none who were officially identified as such during 2019-2020. EL students are typically Spanish speakers, and are supported by paraprofessionals who are native Spanish-speakers.

Academic Arts High School is staffed to have no more than twenty students per classroom/ advisory group, though this principle had to be relaxed during 2018-19 due to the complement of teachers being one short much of the year. Nonetheless, the number of students per advisory did not exceed 26. AAHS employs five general education teachers, three special education teachers, eight paraprofessionals and a school psychologist. AAHS strives to keep class size small, focusing on individualized attention. Because of the high proportion of special-needs students, some of whom need one-on-one attention, staff includes a large number of special education teachers and paraprofessionals. Education staff during 2018-19 included four regular-education teachers, three special-ed. teachers, and eleven paraprofessionals, as well as a full-time school psychologist and social worker. Each student's advisor ensures that projects and core subject work contribute to overall student achievement and learning. Student work is in alignment with state standards; the project-based learning aspect contributes to AAHS mission of preparing students for life after high school. A senior-specific advisory team works with senior students to adequately prepare them for graduation.

Academic Arts High School FY19 World's Best Workforce & Annual Report Page 12

A student graduating from AAHS will earn 86 credits. Students can choose from a multitude of electives in their PBL seminars.

Innovative Practices & Implementation

Provide a narrative regarding the school's innovative practices and implementation. Information should address the following:

- **Innovative or unique aspects of the school, especially as they relate to the school mission;**
- **Key successes from past school year;**
- **Key challenges from past school year;**
- **The plan to address challenges; and**
- **Highlights of the school's strategic plan. (Do not include the entire plan in this section, although it may be attached as an appendix.)**

Academic Arts High School is deeply invested in preparing students for life outside of High School. AAHS utilizes project-based learning, described elsewhere in this report, to reach that goal because it reflects the way students will live their lives after graduation. Group work is highly emphasized and reflects the team-oriented environment of the workplace.

AAHS continues to focus on social-emotional learning (SEL) to help support student engagement and achievement. Staff and students continue to build common language and strategies to address social-emotional issues that impact achievement. School support staff remain educated on current research-based interventions and promising practices that influence student growth and achievement in the classroom and community. The School Social Worker provides social/emotional training to all staff once a month. The School Social Worker runs weekly groups with students to help them build skills to excel in the classroom by focusing on one of the five competencies; self-awareness, self-management, social awareness, responsible decision making, and relationship skills. SEL is further supported through morning REACH (Relationships, Education, Accountability, Character, Hard work) advisories, restorative practices, and service learning.

Academic Arts HS continues to implement the REACH program, originally instituted in 2016-17. REACH stands for Relationships Education Accountability Character & Hard Work, and provides structure for AAHS's advisories. The Mission of REACH is to "REACH out and serve all students who need support, by helping them attain their place in life through academic and interpersonal success." The REACH program is designed to focus and address what is happening outside of school that affects students academically. The program gives the student a voice and place to belong in their school. It provides a venue to develop a social and emotional connection between students and advisors. It addresses students' needs through sharing and goal setting to promote personal growth. Implementation REACH at AAHS is a team effort of investing in the students and in staff who are making valuable connections that result in student improvement.

On Monday, students gather in their REACH groups to debrief on their weekend; they talk about the good, the bad, and the ugly. On Tuesdays, students set or review their goals. Goals can be both long and short term, but each week they are reviewed for progress. Students develop a school, personal, and family goal. On Wednesday, groups complete a group activity which is designed to enhance team building. On Thursdays, students have individual check-

ins with their advisor while the other students in their group use the extra time to complete homework.

Academic Arts High School incorporates themes of Environmental Education, Technological Literacy and Social-Emotional Wellness throughout all scholastic disciplines. We do this because we believe that, alongside academic success, these themes are the cornerstone of healthy and responsible individuals. We teach these things cohesively throughout each classroom. Students utilize multiple forms of technology, including 3D printers and scanners, coding, software programs and other tools to facilitate fluid technological literacy and adaptability.

Key successes from the past school year

The AAHS students' schedule provides for long block periods each day and fewer subjects per day. This schedule allows students time to dig in and focus on the lecture and the coursework associated with the topic. Students receive the same amount of lesson time in each subject over the week but interact with fewer subjects per day. Students have reported that this system works better for them.

Other notable successes from 2019-2020 include:

- The TPS committee restructured committee assignments so that all TPS staff are on 1 “Powerhouse Committee”. These are committees that require more time than others. Before this, some staff were on multiple powerhouse committees and some were not on any. This update ensures a more even administrative workload for TPS staff.
- The TPS committee and the school's curriculum committee worked continuously throughout the year with a curriculum consultant Greg Schnagl of Teacher Centricity, LLC to develop the first year of curriculum for a 3-year curriculum cycle that is directly linked to state standards.
- In meeting the requirements of its authorizer-mandated School Remediation Plan, AAHS identified strategies to close curricular gaps, improve the teacher evaluation and PD planning system utilizing a new contractor, and to make greater utilization of academic data.
- The TPS committee continued to operate effectively and lead the school, integrating three new teaching staff and effectively carrying school leadership roles typically undertaken by an administrator.
- Working with the school board, the TPS committee vetted and hired a new financial management service provider, a new payroll service provider, a new HR service, and new benefits administration services resulting in moderate savings but significantly more financial stability over previous arrangements.
- The TPS committee receive a “Meets” rating from the board's evaluation of the TPS committee.

Key challenges from past school year

As noted in last year's annual report, a challenge AAHS faced in planning for 2018-19 was replacing teaching staff: four of eight teachers chose not to return after the 2017-18 year. The former science teacher left unexpectedly shortly before the school year was to begin, leaving another open position. A teacher who was hired to fill this spot left immediately before the beginning of the school year, and AAHS was unable to find permanent staff to fill the position, so the staff was one teacher short.

Replacing staff is challenging for any school, and particularly for a school with an innovative educational program and unconventional governance model. The TPS team remains committed to taking the time to find the right staff, and fully integrating new staff members into the unique school culture of AAHS. As the 2019-20 school year begins, AAHS is fully staffed.

Other challenges faced during 2018-19 included:

- Effective implementation of the Teacher Powered Schools model, in place for the second year during 2017-18 school year, continued to be challenging, with staff required to attend many meetings. However, the TPS Committee continued to carry out the required leadership and administrative functions for AAHS. The change to the daily/weekly schedule, with days an hour shorter, made it easier for staff to attend meetings after school schedule was revised during 2018-19 to shift to a weekly five-day-a-week schedule ending an hour earlier, and moving away from the previous practice of setting aside every-other Friday for special project-work and teacher planning. These Fridays proved unproductive, and the shortened school day worked better during 2018-19 for both staff and students. Staff noticed better student focus at the end of the day. The earlier end time also made it possible for staff to schedule regular meetings after school. Staff had scheduled meetings for committees after school from 2:40 - 3:30 Mondays through Thursdays.

Effective implementation of Project Based Learning (PBL). While PBL is a central component of AAHS' educational program, it was not being implemented effectively through PBL class, in which students were to self-initiate projects in areas of their choosing. While PBL was retained in content-specific classes, the PBL class was dropped from the schedule for 2018-19. AAHS continues to offer the option for students to propose projects for credit; the Curriculum Committee reviews such proposals.

Effectively supporting all students to succeed, especially those who are behind in basic academic skill areas, continues to be challenging. AAHS established a formalized remedial program in math to address needs in that area, informed by data gathered mid-year.

- Chronic absenteeism continues to be a major problem; multiple absences make it difficult to implement academic rigor. Overall percent-of-attendance at AAHS was essentially unchanged from 2017-18 to 2018-19, 77%¹. AAHS staff continue to work with students to support them in combating challenges that impact regular attendance. In fact, the TPS Committee has established a support team to improve overall school attendance rates. This support team has started to create a system of attendance accountability and parent engagement that assists our students. The immediate parent contacts have already dramatically increased morning attendance as well as sustained attendance throughout the school day. In addition to this support

team, TPS has identified specific goal areas that the support team can be working on with students to improve their coping strategies during the school day to encourage presence and mindfulness while also discouraging leaving school early.

- Serving a population including many learners with disabilities remains challenging. About one-third of AAHS students have IEP's, for a variety of disabilities. AAHS meets this challenge with enhanced staffing, led by three full time education teachers and a school social worker and school psychologist, for a population of less than 100 students.

Finally, AAHS was required during 2019 to establish a School Remediation Plan. The plan includes four parts: a School Improvement Plan; a Professional Development Plan; Academic Data Utilization Plan; and a Three Year Financial Plan. Implementation of the Remediation Plan began during the summer of 2019; see Future Plans.

Academic Performance

Goals & Benchmarks

This area of your report should be the most robust and comprehensive – the purpose of your school is to educate students, and this is your opportunity to report on those results in a comprehensive way. This is your opportunity to tell your story and back it up with data. **You must provide data on all locally administered assessments or measures. Include data beyond the basic state testing information that is published by newspapers.**

Progress on Osprey Wilds Contractual Academic Goals & WBWF Alignment

Summary Narrative: Provide two or three paragraphs describing the school’s performance on Osprey Wilds contractual goals. Highlight strengths, provide reasoning why goals may not have been met, and describe any plans for improvement in areas in which goals were not met.

World’s Best Workforce (WBWF) Goal Areas:

- **Ready for Kindergarten [R4K]:** All students are ready for kindergarten.
- **Reading Well by 3rd Grade [RG3]:** All students in third grade achieve grade-level literacy.
- **Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed.
- **Career and College Ready [CCR]:** All students are career- and college-ready before graduating from high school.
- **Graduate from High School [GRAD]:** All students graduate from high school.

INDICATOR 1: MISSION RELATED OUTCOMES

Goal: Over the period of the contract, students at Academic Arts High School (AAHS) will demonstrate understanding and commitment to the school’s mission.

WBWF Goal Areas Addressed by this Goal: CCR, GRAD

Key Measures & Results for this Goal:

- Measure 1.1 – From SY18-19 to SY20-21, the aggregate percentage of students able to identify at least one trusted adult school staff member and at least one positive friendship with a school peer through a self-report online survey administered each spring will be at least 80%.
 - * 2017/2018: A survey specific to this item was not undertaken, though AAHS began work in this area, planning to implement Restorative Justice during the next school year to facilitate conflict resolution.
 - * 2018/2019: Spring 2019 survey results show, 64 of 79, or 81% of students affirmed

that they could identify at least one trusted adult school staff member and that they had at least one positive friendship with a school peer³. AAHS is meeting this performance measure.

* 2019/2020:

INDICATOR 2: ENGLISH LANGUAGE LEARNERS

Goal: The school does not have a contractual goal in this indicator area as it does not serve a significant population of English Learners.

INDICATOR 3: READING GROWTH

Goal: Over the period of the contract, students at AAHS will demonstrate growth in reading as measured by nationally normed assessments and curriculum-based measures.

WBWF Goal Areas Addressed by this Goal: AGC, CCR

Key Measures & Results for this Goal:

- Measure 3.1 – From FY18 to FY20, the school will earn at least 70% of possible growth index points on the NWEA MAP-Reading.
 - * 2017-2018: Initially, NWEA Measures of Academic Progress (MAP) test results showed that the school earned 41% of possible growth index points. This did not meet projections and did not meet the performance target. This was reported in the school’s FY18 annual report. The calculation system for growth index points was developed by a consultant service working with ACNW. In July of 2019, the school and ACNW agreed on an updated calculation system developed by the school. Using the updated calculation protocols, the school earns 66.1% of possible growth index points which approaches the performance target.
 - * 2018-2019: NWEA MAP data shows the school earned 70.3% of the possible index points from Fall 2018 to Spring 2019. Meeting performance target.
 - * 2020-2021: Due to distance learning in response to the COVID-19 pandemic, NWEA testing was not conducted during Q4 of the 2019-2020 school year. The school does not have data for this specific measure for the 2019-2020 school year.
- Measure 3.4 – From FY18 to FY20, the aggregate percentage of students who show growth in reading and language comprehension skills using quarterly reading probes (such as Easy CBM, Newsela – school to provide ACNW with samples) at appropriate reading levels will be at least 70%.
 - * 2017-2018: Data not collected, but AAHS generated probes for use during 2018-19

- * 2018-2019: Of 86 students enrolled in a reading class for at least two quarters, 24 or 27.9% showed growth in reading using quarterly reading probes given in Newsela.

- * 2019-2020:

INDICATOR 4: MATH GROWTH

Goal: Over the period of the contract, students at AAHS will demonstrate growth in math as measured by nationally normed assessments.

WBWF Goal Areas Addressed by this Goal: AGC, CCR

Key Measures & Results for this Goal:

- Measure 4.1 – From FY18 to FY20, the school will earn at least 70.0% of possible growth index points on the NWEA MAP-Math.
 - * 2017-2018: As with measure 3.1 (NWEA Reading), in July of 2019 the school and ACNW agreed on an updated calculation system for Measure 4.1. The new calculation protocol shows the school earning 62% of possible growth index points. Approaching Target.
 - * 2018-2019: NWEA MAP data shows, 62.0% of students with both fall 2018 and spring 2019 test results in Mathematics met or exceeded growth projections. Approaching Target.
 - * 2020-2021: Due to distance learning in response to the COVID-19 pandemic, NWEA testing was not conducted during Q4 of the 2019-2020 school year. The school does not have data for this specific measure for the 2019-2020 school year.
- Measure 4.2 – From FY18 to FY20, the aggregate percentage of students who show growth in mathematics skills using quarterly school developed probes (school to provide ACNW with samples) will be at least 70%.
 - * 2017-2018: Data not collected, but AAHS generated probes for use during 2018-19
 - * 2018-2019:
 - * 2019-2020:

INDICATOR 5: READING PROFICIENCY

Goal: Over the period of the contract, students at AAHS will demonstrate proficiency in reading as measured by state accountability tests.

WBWF Goal Areas Addressed by this Goal: AGC, CCR

Key Measures & Results for this Goal:

- Measure 5.1 – From FY18 to FY20, the school’s aggregate proficiency index score will be equal to or greater than that of the state for the same grades (grade 10), OR it will increase by at least 6.0 points from the baseline proficiency index score (baseline score – 44.3 based on FY13-17 performance).
 - * 2017-2018: AAHS 10th graders’ aggregate proficiency index score for the spring 2018 MCA in Reading was 54.2 (based on five of 12 October 1-enrolled 10th graders Meeting or Exceeding proficiency on the test, and three Partially meeting). This is below the statewide proficiency index which is 71.1; however it does exceed the baseline score, by more than 6 points. Meeting performance target.
 - * 2018-2019: AAHS 10th graders’ aggregate proficiency index score for the spring 2019 MCA in Reading was 52.5 (based on nine of 20 October 1-enrolled 10th graders Meeting or Exceeding proficiency on the test, and three Partially meeting). This result is below the statewide proficiency index which is 71.1; however it does exceed the baseline score, by more than 6 points. This result is slightly lower than that of the previous year, which was 54.2; however, 8 more students took the test this than did last year. Meeting performance target.
 - * 2019-2020: Due to distance learning in response to the COVID-19 pandemic, MCA testing was not conducted during Q4 of the 2019-2020 school year. The school does not have data for this specific measure for the 2019-2020 school year.

INDICATOR 6: MATH PROFICIENCY

Goal: Over the period of the contract, students at AAHS will demonstrate proficiency in math as measured by state accountability tests.

WBWF Goal Areas Addressed by this Goal: AGC, CCR

Key Measures & Results for this Goal:

- Measure 6.1 – From FY18 to FY20, the school’s aggregate proficiency index score will be equal to or greater than that of the state for the same grades (grade 11), OR it will increase by at least 15.0 points from the baseline proficiency index score (baseline score – 7.9 based on FY12-17 performance).

- * 2017-2018: AAHS 11th graders' aggregate proficiency index score for the spring 2018 MCA in Math was 15.4 (based on one of 13 October 1-enrolled juniors Meeting proficiency on the test, and two Partially meeting). This is below the statewide proficiency index which is 60.2; and does exceed the baseline score but only by 7 points. Not meeting performance target.
- * 2018-2019: AAHS 11th graders' aggregate proficiency index score for the spring 2019 MCA in Math was 4.2 (based on zero of 12 October 1-enrolled juniors Meeting or Exceeding proficiency on the test, and one Partially meeting). This result is below the statewide proficiency index which is 60.2, it is below the baseline score by more than three points, and it is below the AAHS's 2018 MCA proficiency index score for math. Not meeting performance target. The school's math department faced challenges in SY19. The sample size of students completing MCA math tests with valid scores was small (6). The school's long-time math teacher resigned at the end of SY18. A new math teacher was hired for SY19 who resigned at the end of the year. Considering the unique circumstances of the at-risk population that the school serves, the math teacher and the rest of the TPS committee agreed on several areas for improvement in the math department to better help students including support for new teaching staff, how math courses are scheduled and sequenced, and how SpEd staff work and plan with math instructors. These variables may have contributed to the lower performance scores seen in SY19
- * 2019-2020: Due to distance learning in response to the COVID-19 pandemic, MCA testing was not conducted during Q4 of the 2019-2020 school year. The school does not have data for this specific measure for the 2019-2020 school year.

INDICATOR 7: SCIENCE PROFICIENCY (AND GROWTH)

Goal: Over the period of the contract, students at AAHS will demonstrate proficiency in science as measured by state accountability tests.

WBWF Goal Areas Addressed by this Goal: AGC, CCR

Key Measures & Results for this Goal:

- Measure 7.1 – From FY18 to FY20, the school's aggregate proficiency index score will be equal to or greater than that of the state for the same grades (High School), OR it will increase by at least 15.0 points from the baseline proficiency index score (baseline score – 44.0 – based on FY15-17 performance).
- * 2017-2018: AAHS students' aggregate proficiency index score for the spring 2018 MCA in Science was 20.0 (based on two of 15 October 1-enrolled students Meeting

proficiency on the test, and two Partially meeting). This is below the statewide proficiency index which is 65.9; and does exceed the baseline score but by less than 2 points.

- * 2018-2019: AAHS students' aggregate proficiency index score for the spring 2019 MCA in Science was 34.1 (based on five of 22 October 1-enrolled students Meeting or Exceeding proficiency on the test, and five Partially meeting). This result is below the statewide proficiency index which is 65.9 and does not exceed the baseline score of 40 points. Not meeting performance target, but a 70% improvement over the school's 2018's result with seven more students taking the test. The science instructor references the school's curriculum (weekly curriculum meetings and PLCs) as a variable that helped guide instruction and could be a factor in improved proficiency scores.
- * 2019-2020: Due to distance learning in response to the COVID-19 pandemic, MCA testing was not conducted during Q4 of the 2019-2020 school year. The school does not have data for this specific measure for the 2019-2020 school year.

INDICATOR 8: PROFICIENCY OR GROWTH IN OTHER CURRICULAR AREAS OR EDUCATIONAL PROGRAMS

Goal: copy/paste Proficiency/Growth in Other Curricular Areas/Ed. Programs goal and key measures here.

WBWF Goal Areas Addressed by this Goal: Identify the WBWF goal areas that are addressed by this contractual goal.

Key Measures & Results for this Goal: Provide data and an analysis of the school's performance on this goal, addressing key measures. Note that state accountability data, as well as locally administered assessment data may not be available. Report this in the results section.

INDICATOR 9: POST SECONDARY READINESS

Goal: copy/paste Post Secondary Readiness goal and key measures here.

WBWF Goal Areas Addressed by this Goal: Identify the WBWF goal areas that are addressed by this contractual goal.

Key Measures & Results for this Goal: Provide data and an analysis of the school's performance on

this goal, addressing key measures. Note that state accountability data, as well as locally administered assessment data may not be available. Report this in the results section.

INDICATOR 10: ATTENDANCE

Goal: copy/paste Attendance goal and key measures here.

WBWF Goal Areas Addressed by this Goal: Identify the WBWF goal areas that are addressed by this contractual goal.

Key Measures & Results for this Goal: Provide data and an analysis of the school's performance on this goal, addressing key measures.

FEDERAL AND STATE ACCOUNTABILITY

Provide a narrative summary of the school's WBWF goals, the strategies and initiatives that the school used to meet the goals, and subsequent progress on those goals.

World's Best Workforce: MDE will provide World's Best Workforce data profiles. Schools should provide a summary of the World's Best Workforce data profile including:

- **3rd grade reading scores**
- **8th grade math scores**
- **Achievement gap data**
- **Graduation rates**
- **Teacher equity data**

High Quality Charter School Status: For the purposes of the Federal Charter School Program (CSP) replication/significant expansion grant, MDE identifies Charter Schools that qualify as "High Quality" through its Comprehensive Performance Framework (CPF).

Please indicate whether your school has been identified as a High Quality Charter School by MDE and whether your school has received the CSP grant and any plans for expansion or replication.

ESSA Identification

Under ESSA, Minnesota identifies schools to receive comprehensive supports or additional targeted support. Indicate whether your school has been identified as one of these schools or received services in FY20.

Additional Academic Data

Consider the goal information already provided. In this section, include additional data (narratives and/or tables/charts/graphs) that would be helpful to tell your school's story to the public.

Educational Effectiveness

Assessment & Evaluation

Provide a narrative regarding the school's education effectiveness practices that integrate high-quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture that supports teacher quality, performance, and effectiveness. Include:

- **The specific areas of need in the school's education program that were identified at the start of the 2019-2020 school year, and the data the needs were based upon;**
- **The school's process for assessing and evaluating each student's progress toward meeting state and local academic standards;**
- **The school's process for disaggregating data by student group in order to assess the school's educational effectiveness in relation to these groups;**
- **The school's process for reviewing and evaluating the strengths and weaknesses of instruction and curriculum;**
- **The school's system for periodically reviewing and evaluating the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations under section 123B.147, subdivision 3, and teacher evaluations under section 122A.40, subdivision 8, or 122A.41, subdivision 5;**
- **Specific information on strategies for improving instruction, curriculum, and student achievement;**
- **Education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and**
- **The school's process for examining the equitable distribution of experienced and qualified teachers across the district and within school sites using data, including how the school uses this data to set forth strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.**
- **Districts are required to provide an assurance on their World's Best Workforce Summary Report that teacher equity data is publicly reported. Include the percentage of experienced educators (more than three years of teacher experience), the percentage of licensed educators teaching in the area(s) in which they are licensed, the percentage of educators with advanced degrees (a master's degree or more), and the percentage of racially and ethnically diverse teachers. Describe the school's strategies to increase equitable access to effective and diverse teachers.**

S tudent & Parent Satisfaction

Includes Survey Data

Present data that the school has collected regarding student and parent satisfaction with the school and student and parent perceptions of safety in chart or graph form along with a brief narrative interpreting the data.

E nvironmental Education

Includes ELP Goals

The mission of Academic Arts High School's authorizer, the Osprey Wilds Environmental Learning Center, is to instill a connection and commitment to the environment in people of all communities through experiential learning. Osprey Wilds 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.

Describe the school's approach to environmental education. Provide a narrative that outlines how the school's environmental education program is increasing students' environmental literacy, and how the school knows students are becoming more environmentally literate (i.e. how does the school measure progress toward that goal?). In addition, discuss the school's successes and challenges in the last year as it relates to the environmental education program. Finally, describe how the school applies environmental education values and strategies to the needs and unique aspects of the school's educational program or the needs of the school community. (In other words, how does the school make environmental education relevant to its students or mission?) The narrative should be short (approximately one page), and should provide sufficient information about how the school is implementing its environmental education program so that a general audience has a sense of how the school is meeting its environmental education goals. **Note:** Osprey Wilds gathers specific data on the contractual goals through the EE Survey and other tools, so you do not need to and should not report directly on your goals here.

NEW THIS YEAR: Describe how the school incorporated environmental education into its distance learning plan and instruction. Identify tools/strategies used, challenges in implementation, and what support would be needed in future distance learning periods to incorporate environmental education more fully.

The mission of Academic Arts High School's authorizer, the Audubon Center of the North Woods (ACNW), is to instill a connection and commitment to the environment in people of all communities through experiential learning. ACNW 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 to create a healthy planet where all people live in balance with the Earth.

AAHS continued to emphasize environmental education during 2018-19.

The implementation of a quality environmental education program has increased significantly over the course of the contract period. Overall AAHS implements an environmental education program in which students met or nearly met the goals, and continuing progress is evident during the current school year. AAHS's EE program aligns with its mission and vision and is increasing the environmental literacy of its students. The school demonstrates commitment to environmental education in its curriculum and school culture, especially through its field experiences, science classes, and LNT principles. Many field trips and outdoor experiences supplement in-classroom learning and contribute to students' environmental literacy.

In its FY17 EE Survey, the school articulated its continual approach to environmental education: Ours is simple: Get our students outside as to foster awareness, knowledge, skills, attitudes and participation that instill a connection and commitment to the environment. We have an urban population of students. Many do not have access to natural areas. We want our students to get out of their comfort zone, challenge them mentally and physically, and see their world differently. We also want to foster environmental stewardship and apply the LNT principles that we have been learning in classes and as a part of our school culture. The school's commitment to building long-term environmental literacy is evident. ACNW anticipates that the school will continue to build systems to support this progress and document changes in environmental literacy, as well as strengthening teacher professional development, ensuring consistent and equitable access to EE across classrooms, and engaging the board with monitoring the school's progress toward its EE goals in a meaningful way.

In the 2018-2019 EE survey submitted to ACNW, school details its use of the 7 LNT principles and implementing EE into more curriculum across content areas:

We have relied upon The 7 Principles of Leave No Trace as a foundation for our EE program. We apply these regularly with students as ethical principles for being part of a community. The environmental aspect comes through easily when we explore topics in classes (example: Students identifying several LNT principles when learning about environmental justice through case studies such as Uranium mining in the Navajo nation). Furthermore, the increased prevalence of the effects of climate change in local, national, and world news makes incorporating EE into curriculum increasingly inevitable.

With many new teaching staff in the 18-19 school year, incorporating EE into an already challenging curriculum and school model was a concern. However, new teaching staff have embraced the importance of EE and have incorporated it, when possible, on their own.

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Though not necessarily in every class, at some point throughout the year, all subject areas included EE themes, topics, and even projects in the curriculum.

Indicators, School Goals, Ratings, and Analysis

In the 2018-2019 school year the school, in collaboration with ANCW, established an Environmental Literacy Plan. Plan outlined 5 objectives and evaluation methods for each of 5 indicator areas vital to fostering environmental citizenship in students: Awareness, Knowledge, Attitudes, Skills, and Action. The following section outlines the objects, evaluation methods and results of EE initiatives in the 2018-2019 school year.

EE Performance Indicator 1: Awareness

Students at Academic Arts High School have the awareness, or are increasing their awareness, of the relationship between the environment and human life.

Objective: Students will be able to identify all 7 LNT principles.

Evaluation Method: Students will take a quarterly quiz identifying the 7 LNT principles. 80% of students will be able to identify all 7 LNT principles by the quarter 4 quiz.

RESULTS: 75% of students were able to correctly identify all 7 LNT principles as per the quarter 4 quiz. The quiz is designed to test for both identification of the principles and requires that students can use critical thinking to identify which principle(s) applies to different situations.

EE Performance Indicator 2: Knowledge

Students at Academic Arts High School have the knowledge, or are increasing their knowledge, of human and natural systems and processes.

Objective: Students will be able to articulate how each of the 7 LNT principles effect various environments.

Evaluation Method: Students will take a quarterly quiz applying the 7 LNT principles to different situations. 80% of students will be able to correctly identify and articulate how all 7 LNT principles effect relevant environments by the quarter 4 quiz.

RESULTS: 75% of students were able to correctly identify all 7 LNT principles as per the quarter 4 quiz. The quiz is designed to test for both identification of the principles and requires that students can use critical thinking to identify which principle(s) applies to different situations.

EE Performance Indicator 3: Attitudes

Students at Academic Arts High School have an attitude, or are increasing their attitude of, appreciation and concern for the environment.

Objective: Students who participate in overnight outdoor experiences will demonstrate appreciation and concern for the environment

Evaluation Method: Students will complete journaling prompts for all overnight Academic Arts High School FY19 World's Best Workforce & Annual Report Page 28 experiences. 80% of students will indicate at least one area of appreciation or concern or show an increase when responding to the following journal prompts:

Pre/Post trip: "On a scale of 1-10, how well do you connected to the natural world (or the specific place that the students are going)."

RESULTS: 87.8% (86 out of 97) of students on overnight experiences and EE focused class experiences indicated at least one area of appreciation or concern or showed an increase with responding to the journal prompt.

Overnight Trips: 41 students total

- ACNW - Fall and Spring: 2-night trips with classes and curriculum from ACNW. Students complete extensive journal reflections and prompts before, during, and after the trip. Students reflect on learning and experiences and how it affects their views and the environment, society, themselves, and the broader world.
- Steger Wilderness Center - Spring: 2-night service learning trip planned by students. Students arranged a tour of the Ely "Boundary Waters College" before arriving at the center. Students learned about the center and worked with staff on regular prep and maintenance. Students were challenged to disconnect from technology. Discussions and reflections focused on being a part of something greater than ourselves, being in natural spaces for extended periods, and discovering what we can learn from "turning off" and giving ourselves time and space to be alone with our thoughts.

Environmental Class Experiences: 57 student total

- Climate Change Student Demonstration - March 15: 18 Students participated in the climate change demonstration at the state capitol.
- Prob/Stats Class Weekly Phenology Monitoring -Fridays during Q4: 24 students in class. 16 participated in weekly trips to local wooded area to mark of 5 1X1 meter plots to track plant growth then track and analyze the statistics involved.
- Environmental Justice Class Ford Site Trip - May 22: 15 students
EE Performance Indicator 4: Skills
Students 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.
Objective: Students will be able to properly sort lunch waste into recycling, compost, and trash.
Evaluation Method: Students will be asked to sort lunch waste for staff on a weekly basis. 80% of students will be able to properly sort lunch waste into recycling, compost trash as measured during weekly staff observations.
RESULTS:
82.5% (33/40) of students who passed the classes listed below earned a grade of 80% or higher on the final project rubric.

- Citizenship and Government - Q1: Develop policy platform for political campaigns including climate change.

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- Geography - Q1: Propose solutions for climate change.
- Independent guided projects (PBL):
 - * Carbon sequestration prototype - Produced mini greenhouse to demonstrate how plants sequester carbon, presented to the community, and distributed educational literature at exhibition day
 - * DIY Greenhouse (senior project) - Presented to community and collaborated with community expert
 - * Reduce Your Impact! Website (senior project) Presented to community, collaborated with community expert, and produced a website for finding earth-friendly products and vendors.
 - * Top 10 Threats to Global Health - Q3: Survey "Top 10 threats to Global Health" from WHO. Choose one to become expert on then develop and articulate an informed opinion on action that should be taken. Compose and send letters to policy makers articulating suggested action.
 - * Environmental Justice - Q4: Learn about different aspects of EJ through case studies then develop and articulate an informed opinion on action that

should be taken. Compose and send letters to policy makers articulating suggested action.

EE Performance Indicator 5: Action

Students at Academic Arts High School demonstrate the capacity, or are increasing their capacity, to work individually and collectively toward sustaining a healthy natural environment.

Objective: Students will complete a project that directly influences the natural environment.

Evaluation Method: 80% of students in quarter 4 environmental science classes will communicate directly with community members (legislators, local businesses, etc.) via email, letter, or in person, about an environmental issue that they have researched as per requirements of the “Public Service” project. Students will research a controversial environmental topic, form an opinion, and propose a solution, and communicate their proposed solution to a member of the community.

RESULTS: 91.7% of students (11/12) in the quarter 4 environmental science class featuring the “Public Service” project earned 80% or higher on the project’s final grading rubric. This class was renamed “Environmental Justice” but has the same foundational curriculum and project as prior years’ “Environmental Science” classes and is consistent with what is described for “Environmental Justice - Q4” in Indicator Area 4.

Additionally, as described in Indicator Area 4, students in the “Top 10 threats to Global Health” course and students completing 3 independent projects also took action with a final project that was similar to that of the EJ class. 6 out of 11 students students in the “Top 10 Threats” class earned 80% or higher on their final project rubric. All 3 students completing independent projects referenced in Indicator area 4 earned 80% or higher on their final project rubrics. 18 students also creating signage and participated in the student climate change demonstration at the state capitol on March 15.

Governance & Management

Includes Annual Board Training & TPS Professional Development Reports

Board of Directors

Provide a brief narrative about the capacity and role of the board. This narrative should address key indicators included on Osprey Wilds’s performance framework.

Sample Board Membership Table:

<u>Member Name</u>	<u>Board Position</u>	<u>Affiliation</u>	<u>Date Elected</u>	<u>Date Seated</u>	<u>Term End Date</u>	<u>Email Address</u>
Click here to enter text.	Choose an item.	Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Choose an item.	Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Choose an item.	Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
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Click here to enter text.	Choose an item.	Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Board Training and Development

Provide a brief narrative regarding the school’s commitment and approach to board training and development.

Initial Training

Provide information on the initial training required by statute completed by each current board member. A possible table format is provided below (add rows as necessary).

Initial Training				
<u>Board Member Name</u>	<u>Original Date Seated</u>	<u>Board's Role & Responsibilities</u>	<u>Employment Policies & Practices</u>	<u>Financial Management</u>
Board Member #1	XX/XX/XXXX	XX/XX/XXXX Presenter or Trainer	XX/XX/XXXX Presenter or Trainer	XX/XX/XXXX Presenter or Trainer
Board Member #2	XX/XX/XXXX	XX/XX/XXXX Presenter or Trainer	XX/XX/XXXX Presenter or Trainer	XX/XX/XXXX Presenter or Trainer
Board Member #3	XX/XX/XXXX	XX/XX/XXXX Presenter or Trainer	XX/XX/XXXX Presenter or Trainer	XX/XX/XXXX Presenter or Trainer
Board Member #4	XX/XX/XXXX	XX/XX/XXXX Presenter or Trainer	XX/XX/XXXX Presenter or Trainer	XX/XX/XXXX Presenter or Trainer
Board Member #5	XX/XX/XXXX	XX/XX/XXXX Presenter or Trainer	XX/XX/XXXX Presenter or Trainer	XX/XX/XXXX Presenter or Trainer

Annual Training

Provide information on the ongoing annual training attended by each current board member in FY20 (July 1, 2019-June 30, 2020). A list of trainings attended by the board without specifically indicating who attended which training is insufficient. Two possible table formats are provided below (add rows or columns as necessary).

Annual Training - FY20			
<u>Board Member Name</u>	<u>Date of Training</u>	<u>Training Title or Topic</u>	<u>Presenter or Trainer</u>
Board Member #1	XX/XX/XXXX	Title or Topic	Presenter or Trainer
Board Member #1	XX/XX/XXXX	Title or Topic	Presenter or Trainer
Board Member #2	XX/XX/XXXX	Title or Topic	Presenter or Trainer
Board Member #2	XX/XX/XXXX	Title or Topic	Presenter or Trainer
Board Member #3	XX/XX/XXXX	Title or Topic	Presenter or Trainer
Board Member #3	XX/XX/XXXX	Title or Topic	Presenter or Trainer
Board Member #4	XX/XX/XXXX	Title or Topic	Presenter or Trainer

Board Member #4	XX/XX/XXXX	Title or Topic	Presenter or Trainer
Board Member #5	XX/XX/XXXX	Title or Topic	Presenter or Trainer
Board Member #5	XX/XX/XXXX	Title or Topic	Presenter or Trainer

Annual Training - FY20			
<u>Board Member Name</u>	<u>Training #1: Title or Topic, Presenter or Trainer, Date</u>	<u>Training #2: Title or Topic, Presenter or Trainer, Date</u>	<u>Training #3: Title or Topic, Presenter or Trainer, Date</u>
Board Member #1	Attended? YES or NO	Attended? YES or NO	Attended? YES or NO
Board Member #2	Attended? YES or NO	Attended? YES or NO	Attended? YES or NO
Board Member #3	Attended? YES or NO	Attended? YES or NO	Attended? YES or NO
Board Member #4	Attended? YES or NO	Attended? YES or NO	Attended? YES or NO
Board Member #5	Attended? YES or NO	Attended? YES or NO	Attended? YES or NO

Management

Provide a brief narrative regarding the school’s management. This could include a discussion of:

- **management structure (could include an organizational chart);**
- **contracting with a CMO and/or other service providers;**
- **past year successes and challenges;**
- **formal review process the board uses to evaluate the school’s management;**
- **key staffing changes or transitions.**

Describe Administrative Professional Development Plan(s) and Implementation. As per MN Statute: “The board of directors and an individual who does not hold a valid administrative license and **who serves in an administrative, supervisory, or instructional leadership position** shall develop a professional development plan. The school’s annual report must include public personnel information documenting the professional development plan.” In other words, what was the individual’s professional development plan during FY20 and what did the individual DO during FY20 to fulfill the plan.

Provide information on that plan and the implementation of that plan. Please note, documentation of such a plan and its implementation is **required for all non-licensed individuals in an administrative, supervisory, or instructional leadership position.**

LIST OF ADMINISTRATORS/QUALIFICATIONS

Provide the names of each individual in an administrative role at the school. Include their position title and a brief summary of their role/responsibilities at the school and their qualifications (including licensure information as applicable).

PROFESSIONAL DEVELOPMENT PLAN FOR Individual Name, Position Title

Include for each administrator listed above.

Sample Professional Development Plan (could also be an attachment)

Professional Development Goals/Areas of Focus for 2019-20:

Activities Completed/Progress/Results for 2019-20:

(i.e., implementation of the professional development plan)

Professional Development Goals/Areas of Focus for 2020-21:

Staffing

Approach & Philosophy in Support of Mission

Staffing at Academic Arts is one of the school’s greatest strengths. Teachers and school staff are committed to the Mission and Vision of the school and to supporting students in finding their individual paths to success. Staffing structure at AAHS is unusual in the proportion of staff devoted to special needs students: AAHS employs a full time school psychologist, a social worker, four special education teachers and eight paraprofessionals who are focused on special education.

During 2017-2018 and from the 2017-2018 school year there was significant turnover with several teachers not returning. Since then, staffing and teacher retention has remained strong. All licensed staff from the 2019-2020 school year are returning for the 2020-2021 school year.

2019-20 Staffing

<u>2019-20 Licensed Teaching Staff</u>				
<u>Name</u>	<u>File #</u>	<u>License and Assignment (subject/grades)</u>	<u>2020-21 Status*</u>	<u>Notes</u>
Bade, Stephanie	996502	Special Education	All Licensed Staff are returning for the 2020-2021 school year.	
Bauer, Ryan	478589	Social Studies Teacher		IPP
Bennett, Danyelle	489490	Language Arts Teacher		IPP
Fischer, Sophie		Social Studies Teacher		IPP, Began Q3
Fjelstad, Heather	476801	Special Education		
Gunderman, David	467244	Math Teacher		IPP
Haas, Melinda	1002920	Special Education		Began Q2
MacLachlan, James	443250	Science Teacher		IPP
Peterson, Julie	997261	Special Education		
Plueger, Aimee’	488656	Art Teacher		IPP

* IPP = Innovative Program Permission

<u>2019-20 Other Licensed (non-teaching) Staff</u>				
<u>Name</u>		<u>License and Assignment</u>	<u>2020-21 Status*</u>	<u>Comments</u>
Cody, Ty	474875	School Psychologist & Homeless Liaison	R	
Hammers, Mallery	489628	Social Worker	R	

* R = Returning, NR = Not Returning

<u>2019-20 Non-Licensed Staff</u>			
<u>Name</u>	<u>Assignment</u>	<u>2020-21 Status*</u>	<u>Comments</u>
Albers, Sam	Paraprofessional	R	
Kvilhaug			

* R = Returning, NR = Not Returning

2019-20 Teacher Professional Development Activities

Provide the professional development activities completed by teachers in 2019-20. Especially highlight professional development activities that focused in whole or in part on developing quality assessments and measures of student outcomes.

Teacher Retention

There was zero turnover of licensed staff from the 2019-2020 school year to the 2020-2021 school year. All licensed staff returned.

<u>Percentage of Licensed Teachers from 2019-20 not returning in 2020-21 (non-returning teachers/total teachers from 2019-20 X 100)</u>	0%
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Operational Performance

Provide a narrative that describes school operations and provides relevant data that addresses a number of areas related to school operations. These may focus on certain elements reviewed in the Osprey Wilds Operations Performance Evaluation; however, do not simply copy and paste the entire Osprey Wilds evaluation. Consider information that your stakeholders will find interesting.

Information may include:

- **Health and safety at the school**
- **Transportation**
- **Facilities**
- **Food service programs**
- **Due process - student discipline data**
- **Parent engagement**
- **Community engagement**
- **Hiring practices**
- **Background check process for staff, board, and volunteers**

Academic Arts High School materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to:

- Academic Arts High school completes relevant compliance and reporting requirements for the authorizer, state education agency, and/or federal authorities, including but not limited to:
 - * State reporting and applications, including but not limited to MARSS, STARS, UFARS, EDRS, Q Comp, DIRS, lease aid;
 - * TRA/PERA;
 - * School web site is compliant with statutory and authorizer expectations;
 - * Insurance coverage.
- School facilities, grounds and transportation, including but not limited to:
 - * Fire inspections and related records;
 - * Viable certificate of occupancy or other required building use authorization;
 - * Physical space provides a safe, positive learning environment for students;
 - * Appropriate and safe student transportation practices.
- Health and safety, including but not limited to:
 - * Nursing services and dispensing of pharmaceuticals;
 - * Foodservice;
 - * Emergency management plan.
- Admission and enrollment rights of students, including but not limited to policies and

practices related to admissions, lottery, waiting lists, fair and open recruitment.

- Due process and privacy rights of students, including but not limited to:
 - * Due process protections, privacy, civil rights and students liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction;
 - * Conduct of discipline pursuant to the Pupil Fair Dismissal Act;
 - * Maintain the security of and provide access to students records under the Family Educational Rights and Privacy Act and other applicable authorities;
 - * Transfer of student records.

- Employment including transparent hiring, evaluation and dismissal policies and practices.

Background checks for all school employees are required.

F inances

Budgets & Practices

For questions regarding school finances and for complete financials for 2019-20 and/or an organizational budget for 2020-21, contact:

Name: Josh MacLachlan
Position: Board Treasurer
Phone: 651-457-7427
Email: josh.maclachlan@academicarts.org

Clifton Larson Allen (CLA) provides accounting services for Academic Arts High School.

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Osprey Wilds Environmental Learning Center no later than December 31, 2020.

<u>FY20 Finances</u>	<u>Fund 1</u>	<u>Fund 2</u>
Total Revenues		
Total Expenditures		
Net Income		
Total Fund Balance		

Overview

Brief narrative regarding overall financial situation – successes and challenges from FY20 (e.g., met enrollment targets, fell below targets, received large grant, holdback, lines of credit, distance learning implementation, etc.).

Revenues

Brief narrative regarding revenues, including total revenue, key sources, special grants, etc. Break out Fund 1 and Fund 2 as appropriate.

Expenses

Brief narrative regarding expenses, including total expenses, information on large costs areas (e.g., facilities, staffing, special education, transportation), special grants, other large investments, etc. Break out Fund 1, Fund 2, and Fund 4 as appropriate.

NEW THIS YEAR: Identify expenses specific to distance learning. A sample table is provided below to document related expenses.

<u>Expenditures</u>	<u>COVID-19 Related Costs</u>
Staffing	
Facilities	
Restricted Revenues (e.g. Special Education, ELL, Title)	
Supplies/Equipment/Curriculum or Technology	
Other Operations	
TOTAL EXPENSES	

Net Surplus or Deficit and Fund Balance

Brief narrative on FY20 net surplus or deficit and impact on fund balance. Discussion on fund balance level and ongoing fund balance goal.

World’s Best Workforce Annual Budget

Brief narrative on the budget allocated to implement the WBWF plan.

Future Plans Community & Growth

Provide a brief narrative on key strategic areas for the school moving forward. This could include, but is not limited to:

- **Expansion plans;**
- **Facility changes;**
- **Program changes;**
- **Technology updates;**
- **Impacts to the FY21 budget (including strategic investments in technology, PPE, or other supports) and the educational program due to distance learning and COVID-19.**

The key future plans focus on enrollment. The school regularly struggles to maintain enrollment (and, thus, ADM) that can support its budget and build a healthy fund balance.

Classroom and Curriculum Plans

Marketing Plans

Research/Influencer Plans

Food Service Changes



Distance Learning Plan

Description & Reflection on Implementation

Use the Self-Evaluation and Reflection Tool to provide a brief narrative on key strategies implemented during the Distance Learning Plan as well as primary takeaways for moving forward. This could include, but is not limited to:

- **Did your plan effectively serve students and families and what pieces might you change moving forward?**
- **Was the school's distance learning plan comprehensive? Were there any gaps that were identified?**
- **How effective was the plan and how did you measure its effectiveness?**
- **How did your team prioritize communication, mental health, and general well-being of staff and students during distance learning?**
- **What protocols, policies, committees, or trainings, could you incorporate going forward in your preparedness plan?**
- **What did you learn about your staff, students, and community that make you proud of the work you have done?**

REPRESENTATION AGREEMENT

Academic Arts High School ("Client") appoints **Cushman & Wakefield U.S., Inc.** ("C&W") as its sole agent and grants to C&W the exclusive right to represent Client with respect to the acquisition of real property in West Saint Paul, Minnesota and surrounding areas as provided below.

1. Term. The term of this agreement will commence on September 23, 2020 and will expire on October 31, 2022.

2. Services. C&W will use its efforts to find, negotiate for and secure a location in the above geographic area satisfactory to Client during the term of this agreement. C&W will negotiate the business terms of any purchase and sale agreement, lease or sublease, as the case may be, on behalf of Client and in Client's best interests. C&W will cooperate with other licensed real estate brokers. Client acknowledges and agrees that C&W is not responsible to determine whether toxic or hazardous wastes or substances or other undesirable materials are present at any property that ultimately may be purchased or leased, and Client further acknowledges and agrees that it is solely Client's responsibility to conduct investigations to determine the presence of such materials.

3. Referrals. During the term of this agreement, Client will refer to C&W all inquiries and offers received by Client with respect to the acquisition of real property in the above geographic area, regardless of the source of such inquiries or offers.

4. Commission. Unless otherwise agreed in writing by Client, C&W will look only to the seller, landlord or sublandlord, as the case may be, for its commission (see EXHIBIT A). Subsequent to the expiration of this agreement, Client will continue to recognize C&W, for a period of twelve (12) months, as Client's exclusive broker, in accordance with the provisions hereof, with respect to any locations that have been submitted to Client during the term of the agreement.

5. Representation of Other Parties. Client acknowledges and agrees that C&W may represent potential sellers, landlords or sublandlords and consents to such dual representation, provided C&W timely discloses any such dual representation to Client. Client also understands that C&W may represent other parties interested in acquiring space or property that may be submitted to Client and Client consents to same. C&W will not disclose Client's confidential information to any of its other clients.

6. Fees and Expenses. If either party commences litigation against the other party to enforce its rights under this agreement, the prevailing party will be entitled to recover from the other party the costs and expenses (including reasonable attorneys' fees) incurred.

7. Authority. Client represents that it has the right to enter into this agreement and to consummate a transaction as contemplated herein. The individuals signing below represent that they are authorized to sign this agreement on behalf of the entity indicated.

8. Professional Advice. C&W recommends that Client obtain legal, tax or other professional advice relating to this agreement and the proposed purchase, lease or sublease, as the case may be, of real property as well as the condition and/or legality of any property, including, but not limited to, the property's improvements, equipment, soil, tenancies, title, environmental aspects and compliance with the Americans with Disabilities Act. C&W will have no obligation to investigate any such matters unless expressly otherwise agreed to in writing by Client and C&W. Client further agrees that in determining the financial soundness of any prospective seller, landlord or sublandlord, Client will rely solely upon Client's own investigation and evaluation, notwithstanding C&W's assistance in gathering any financial information.

9. OFAC. Each party represents and warrants to the other that it, and all persons and entities owning (directly or indirectly) an ownership interest in it: (a) are not, and will not become, a person or entity with whom a party is prohibited from doing business under regulations of the Office of Foreign Asset Control (“OFAC”) of the Department of the Treasury (including, but not limited to, those named on OFAC’s Specially Designated and Blocked Persons list) or under any statute, executive order or other governmental action; and (b) are not knowingly engaged in, and will not knowingly engage in, any dealings or transactions or be otherwise associated with such persons or entities described in clause (a) above.

10. Anti-Bribery & Corruption. Each party represents and warrants to the other that it (and any party acting on its behalf) has not, in order to enter into this agreement, offered, promised, authorized or made any payments or transfers of anything of value which have the purpose or effect of public or commercial bribery, kickbacks or other unlawful or improper means of doing business (“Prohibited Activity”) and will not engage in Prohibited Activity during the term of this agreement.

In the event of any violation of this section, the non-offending party shall be entitled to immediately terminate this agreement and take such other actions as are permitted or required to be taken under law or in equity.

11. Miscellaneous. This agreement shall be governed by and interpreted in accordance with the laws of the State of Minnesota, without giving effect to principles of conflicts of law. This agreement constitutes the entire agreement between the parties regarding the subject matter herein, and no amendments, changes or modifications may be made to this agreement without the express written consent of each of the parties. If any term or provision of this agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the terms and provisions of the Agreement shall remain in full force and effect and shall in no way be affected, impaired or invalidated. No failure or delay by a party in exercising any right hereunder or any partial exercise thereof shall operate as a waiver thereof or prohibit any other or further exercise of any right hereunder. This agreement shall benefit and be binding upon the parties and their respective successors and assigns. This agreement may be executed and delivered (including by facsimile, “pdf” or other electronic transmission) in any number of counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same agreement.

ACADEMIC ARTS HIGH SCHOOL

CUSHMAN & WAKEFIELD U.S., INC.

By: _____
Name: _____
Title: _____
Date: _____

By: _____
Name: _____
Title: _____
Date: _____

By: _____
Name: _____
Title: _____
Date: _____

EXHIBIT A
COMMISSION SCHEDULE

A commission equal to 5% of net/ base rental payments for the term of the lease. This commission shall be paid upon a lease renewal or new lease execution



2020-2021 RESOLUTION FOR MEMBERSHIP IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE

RESOLVED, that the Governing Board of School District Number **4119**, County of **Dakota County**, State of Minnesota delegates the control, supervision and regulation of interscholastic athletic and fine arts events (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

FURTHER RESOLVED, that the high school(s) listed below (name all high schools in the district):

ACADEMIC ARTS HIGH SCHOOL.

is/are authorized by this, the Governing Board of said school district or school to:

1. Renew its membership in the Minnesota State High School League; and,
OR;
 Make new application for membership in the Minnesota State High School League;
School Enrollment (9-12): **92 students.**
2. Participate in the approved interschool activities sponsored by said League and its various subdivisions.

FURTHER RESOLVED, that this Governing Board hereby adopts the Constitution, Bylaws, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's *Official Handbook*, on file at the office of the school district or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities, and that the administration and responsibility for determining student eligibility and for the supervision of such activities are assigned to the official representatives identified by this Governing Board.

Signing the Resolution for Membership affirms that this Governing Board has viewed the WHY WE PLAY training video which defines the purpose and value of education-based athletic and activity programs and assists school communities in communicating a shared common language.
<https://vimeo.com/128275166>

Member schools must develop and publicize administrative procedures to address eligibility suspensions related to Code of Student Conduct violations for students participating in activity programs by member schools.

The above Resolution was adopted by the Governing Board of this school district and is recorded in the official minutes of said Board and hereby is certified to the State Commissioner of Education as provided for by law.

Signed: **Click or tap here to enter text.**
(Clerk/Secretary - Local Governing Board)

Signed: **Click or tap here to enter text.**
(Superintendent or Head of School)

Date: **Click or tap to enter a date.**

Date: **Click or tap to enter a date.**

District Office address, City, Zip: **Click or tap here to enter text.**

School Superintendent's Phone: **Click or tap here to enter text.**

School Superintendent's Email: **Click or tap here to enter text.**

2020-2021 RESOLUTION FOR MEMBERSHIP

The following is taken from the MSHSL Constitution:

208.00 LOCAL CONTROL

208.01 Designated School Representatives

At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all district, region and section meetings and on mail ballots where member schools are called upon to vote, such as district meetings, region meetings, and mail ballots.

One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

208.02 Designated Activity Representatives

At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

208.03 Local Advisory Committee

Each school is urged to form an advisory committee for League activities. Committee membership is not limited to but shall include a school board member, a student, a parent, and a faculty member, to advise the designated school representatives on all matters relating to the school's membership in the MSHSL.

Name of School: **ACADEMIC ARTS HIGH SCHOOL**

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

Designated School Board Member: **Click or tap here to enter text.**

Email Address: **Click or tap here to enter text.**

Designated School Representative: **Ryan Bauer**

Email Address: **Ryan.Bauer@academicarts.org**

208.02 ACTIVITY REPRESENTATIVES

Boys Sports: **Ryan Bauer**

Girls Sports: **Ryan Bauer**

Speech: **Danyelle Bennett**

Music: **Josh Maclachlan**

*Mailing Representative: **Ryan Bauer**

*The Mailing Representative is the person to whom all mailings from the League office will be sent. Schools usually name the activity director as the primary recipient of the mailings and email messages.

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

Board Member: **Click or tap here to enter text.**

Student: **Click or tap here to enter text.**

Parent: **Click or tap here to enter text.**

Faculty Member:

Please complete and submit this form with your school's 2020-2021 Resolution for Membership to mshsl_info@mshsl.org If the school board is responsible for more than one (1) high school, please complete a form for EACH high school.