CHARTER SCHOOL CONTRACT

Between

Northfield Public Schools

And

Arcadia Charter School – District #4091- 07

WHEREAS, the primary purpose of the School is to provide an educational program for its students in order to improve all pupil learning and all student achievement; and

WHEREAS, will annually report its implementation of the primary and secondary purposes to its authorizer through the school's annual report; and

WHEREAS, the secondary purpose(s) of the School's educational program is/are:

- Increase learning opportunities for all pupils;
- Encourage the use of different and innovative teaching methods;
- Measure learning outcomes and create different and innovative forms of measuring outcomes; and
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; and

WHEREAS, the parties are authorized under Minnesota law to contract for the operation and oversight of a charter school, pursuant to Department of Education approval of Northfield Public Schools intent to charter the School, dated November 21, 2001, a copy of which is attached as Exhibit A; and

WHEREAS, Northfield Public Schools and the School previously entered into a charter school contract which expires June 30, 2017; and

WHEREAS, Northfield Public Schools has conducted the performance evaluation of the School (See Exhibit N and O), considered the reauthorization of the School, and has approved the issuance of a charter contract to the School.

NOW, THEREFORE, Northfield Public Schools grants this Contract conferring certain rights, privileges, and obligations of a charter school and confirms the status of a charter school to the School. In addition, the parties agree that the granting of this
Contract is subject to the following terms and conditions.

ARTICLE I
DEFINITIONS

Section 1.1. Certain Definitions. For purposes of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, whenever initially capitalized, shall have the meaning set forth in this section:

(a) "Applicable Law" means all state and federal law applicable to Minnesota charter schools and any regulations implemented pursuant thereto.

(b) "Charter School Act" means the Minnesota Statutes124E.01 through 124E.26, as amended, and any rules adopted pursuant thereto.

(c) "Commissioner" means the Commissioner of the Minnesota Department of Education.

(d) "Contract" means this Charter School Contract between Northfield Public Schools and the School.

(e) "Department of Education" means the Minnesota Department of Education.

(f) "District" means Northfield Public Schools.

(g) "School" means Arcadia Charter School, located at one site, 1719 Cannon Road, Northfield, MN 55057, which is established as a charter school under this Contract pursuant to the Charter School Act, and any additional site(s) pursuant to subsequent Department of Education approval of any supplemental affidavit to expand sites. The name and location(s) of the School will not be changed without the prior written consent of the District.

(h) "School Board" means the Board of Directors of the School.

(i) "Student" and "Pupil" are used interchangeably, and each means the Students/Pupils at the school.

Section 1.2. Captions. The captions and headings used in this Contract are for convenience only and shall not be used in construing the provisions of this Contract.

Section 1.3. Gender and Number. The use of any gender in this Contract shall be deemed to be or include the other genders, including neuter, and the use of the singular shall be deemed to include the plural (and vice versa) wherever applicable.

Section 1.4. Exhibits. All Exhibits to this Contract are incorporated into, and made part of, this Contract. This Contract has the following Exhibits:

EXHIBITS
A. Minnesota Department of Education Approval
B. Articles of Incorporation of the School
C. Bylaws of the School
D. Implementation of Purpose/Mission
E. Description of School's In-School & Out-of-School Time Programs
F. Academic & Non Academic Pupil Performance Outcomes/Goals
G. Statement of Admissions Policies and Procedures
H. Governance & Management Plan
I. Administration and Operations Plan
J. Financial Management Plan
K. Statement of Assurances Signed by All Board Members
L. Charter School Closure Checklist & Plan
M. Supplemental Continuing Oversight Criteria, Processes, Procedures
N. Performance Evaluation of School
O. School Authorizer External Review

ARTICLE II
RELATIONSHIP BETWEEN THE SCHOOL AND THE DISTRICT

Section 2.1. Voluntary Authorization. The District qualifies as an authorizer pursuant to Minnesota Statute 124E.05 Subd. (1). In granting this Contract, The District voluntarily exercises powers given to The District pursuant to Applicable Law to authorize charter schools. Nothing in this Contract shall be deemed to be any waiver of the District's autonomy or powers.

Section 2.2. Independent Status of the School. The School is not and shall not be deemed to be a division or part of the District. The relationship between the School and the District is based solely on the applicable provisions of the Charter School Act and the terms of this Contract or other written contracts or written agreements between the District and the School. Except as otherwise provided in this Contract or the Charter School Act, the District shall have no authority or control, over operational, administrative, or financial responsibility for the School.

Section 2.3. Financial Obligations Are Separate. Any contract, mortgage, loan or other instrument of indebtedness entered into by the School and a third party shall not in anyway constitute an obligation, either general, special, or moral, of the District. The School will never pledge the full faith and credit of the District for the payment of any School contract, mortgage, loan or other instrument of indebtedness.

Any contract, mortgage, loan or other instrument of indebtedness entered into by

The District and a third party shall not in anyway constitute an obligation, either general, special, or moral, of the School. The District will never pledge the full faith and credit of the School for the payment of any District contract, mortgage, loan or other instrument of indebtedness.

Section 2.4. No Authority To Obligate or Bind Other Party. The School has no authority whatsoever to enter into any contract or other agreement that would obligate the District, nor does the School have any authority whatsoever to make any representations to third parties including lenders, that the District in any way guarantees, is obligated, or is in any way responsible for any obligation, including any contract, mortgage, loan or other instrument entered into by the School.

The District has no authority whatsoever to enter into any contract or other agreement that would obligate the School, nor does the District have any authority whatsoever to make any representations to third parties including lenders, that the School in any way guarantees, is obligated, or is in any way responsible for any obligation, including any contract, mortgage, loan or other instrument entered into by the District.

Section 2.5. Limited Use of "District" Name. The School may not use the name of the District or any assumed name, trademark, division or affiliation of the District in any of the School's promotional advertising, contracts, or other materials without the District's prior written consent, except that the School may include the following statement in such materials, "[Name of School] is authorized by Northfield Public Schools." Pursuant to Minnesota Statute 124E.07 Subd. 8(b) the School shall identify the District as its authorizer and include District contact information on its website and in School materials made available to the public.

ARTICLE III
ROLE OF DISTRICT

Section 3.1. Oversight Responsibilities of the District. The District shall monitor and evaluate the School's academic, financial, operational, and student performance, including the School's compliance with this Contract and Applicable Law. The District shall monitor and evaluate School performance using various criteria, processes, and procedures set forth generally in Article VI and Exhibit M.

The School agrees that, in the spirit of continuous improvement, the District may monitor and evaluate any indicator of academic, financial, operational, and student performance, including indicators not expressly set forth in this Contract, which shall inform the School's continuous improvement plan.

Section 3.2. Authorizer Fee. The School shall pay the District a fee for the District's execution of its oversight responsibilities. The fee shall be the maximum fee provided by the Charter School Act, except that if Minnesota law is amended to increase this fee, the School will pay the increased fee.

Section 3.3 Conflict of Interest Policy. This policy (210.1) is available on the District's policy web page (http://northfieldschools.org/about/board/policies).

ARTICLE IV
PERMITTED ACTIVITIES OF THE SCHOOL & ASSUMPTION OF LIABILITY

Section 4.1. Limitation on Actions. The School shall act exclusively as a charter school and shall not undertake any action inconsistent with its status as a charter school authorized to receive state and federal school aid funds and shall not undertake any action to jeopardize its 501(c)(3) status including observation of applicable conflict of interest requirements.

Section 4.2. Other Permitted Activities. The School shall have all powers, duties and responsibilities provided by law to a charter school. The School shall not engage in any otherwise lawful activities that are in derogation of the School's status as a public school or that would jeopardize the eligibility of the School for state and federal school aid funds. The School may exercise its powers, enter into agreements with other public schools, governmental units, businesses, community and nonprofit organizations, reasonably necessary to accomplish its obligations as a charter school under this
Contract.

Section 4.3. Assumption of Liability. The School and the School Board may sue and be sued. The School and the School Board accept liability for all actions arising out of or are in any manner connected with the School's operations.

ARTICLE V
LEGAL STATUS OF THE SCHOOL

Section 5.1. Nonprofit Status. The School shall be organized and operated as a nonprofit corporation under Minnesota Statutes Chapter 317A, as amended.
Notwithstanding any provision of Minnesota Statutes Chapter 317A, as amended, the School shall not take any action inconsistent with the Charter School Act or in derogation of the School's status as a public school.

Section 5.2. Articles of Incorporation. The School represents that, as of the date of this Contract, the Articles of Incorporation of the School set forth as Exhibit B are accurate and have not been otherwise altered or amended.

Section 5.3. Bylaws. The School represents that, as of the date of this Contract, the Bylaws of the School set forth as Exhibit C are accurate and have not been otherwise altered or amended. Bylaws shall be amended in accordance with procedures specified in the School's bylaws. Updated bylaws (as amended) must be forwarded to the District within 20 days and upon acceptance shall become an amendment to Exhibit C.

ARTICLE VI
OPERATING REQUIREMENTS

Section 6.1. Governance. The School shall be organized and administered under the direction of the School Board elected in accordance with the School's Bylaws and Applicable Law. The School Board shall decide and be responsible for matters related to the operation of the School including, but not limited to, budgeting, curriculum, programming, personnel, and operating procedures. In addition, the Board shall evaluate the student achievement and School's progress towards achieving its charter contract goals and commitments.

Section 6.2. School Board Meetings. Meetings of the School's Board and its committees shall comply with the Minnesota Open Meeting Law, Minnesota Statute Chapter 13D.

Section 6.3. Exhibits. The School agrees to implement and adhere to all the representations and information identified in the Exhibits, including without limitation, the achievement of the academic outcomes/goals identified in Exhibit F.

Section 6.4. Compliance with all Applicable Laws. The School shall comply with all Applicable Laws.

Section 6.5. Programs Offered by the School. All programs which the School provides, operates, is affiliated with, or sponsors shall comply with Applicable Law and be covered by the School's insurance.

The School provides the following programs:
(a) In-School Time Programs. In-school time programs include all programs operated during school hours. The School provides the in-school time program summarized in Exhibit E. Except as may be otherwise limited by the Department of Education approval of The District affidavit of intent to charter the school or expanded by the Department of Education approval of any supplemental affidavit to expand the grades or programs offered by the School, the School may accept enrollment to students for the following in-school time program(s):
[ ] Early Learning
[ ] Preschool Instructional
[ ] Pre-K
[X] Grades 6 - 8 with a maximum enrollment of 54 students (Middle School)
[X] Grades 9 - 12 with a maximum enrollment of 72 students (High School)

(b) Out-of-School-Time Programs. Out-of-school-time programs include any programs operated before or after school hours, or on weekends, or during school calendar breaks, including before/after school care, but does not include School clubs or athletics. The School provides,

operates, is affiliated with, or sponsors the out-of-school time programs identified and described in Exhibit E and according to the parameters set-forth therein. The School does not provide, operate, affiliate with, or sponsor out-of-school-time programs not otherwise identified and described in Exhibit E.

(c) Club and Athletic Programs. The School provides club or athletic programs as it deems appropriate from time to time. The School will provide equal access to all programs and will not permit any program to operate in derogation of Applicable Law or its status as a public school.

Section 6.6. Academic Curriculum Program. The School will implement and adopt the academic program and curriculum set forth in Exhibit E.

Section 6.7. Methods of Assessment. The School shall evaluate students' work based on, at a minimum, the assessment strategies identified in this Contract and its annual report.

(a) Academic Measures – The District will monitor student academic performance and school culture, which provides the basis for high academic performance.

1. Regular Assessments. The District will monitor academic achievement by reviewing student testing and assessment.

2. State Required Assessments. School students will take the Minnesota Comprehensive Assessment tests and any other testing required by Applicable Law.

3. Nationally-Normed Referenced Assessments & School-Level Assessments. Except as may be otherwise limited by Exhibit F, School students will take a nationally-normed referenced assessment on at least an annual basis. In addition, School students will also take assessments that are consistent with the educational program articulated in Exhibit E, the statutory purpose articulated in Exhibit D and the School goals articulated in Exhibit F.

4. Assessment and Test Results. The School will provide the District results of Minnesota required assessments. The District will compare testing data to other schools in order to measure performance as demonstrated in Exhibit N.

5. Northfield Public Schools and Authorized Charter Schools Meetings. The School agrees to participate in joint meetings of the Northfield Public Schools and its Authorized Charter Schools, that consists of representatives of the District and all District authorized schools, and the District will monitor the School's participation in these meetings. The goal of participation in these meetings is to share information and identify resources, and the School agrees to do so.

6. Professional Development. The school will ensure that each teacher at the

School has opportunities to engage in professional development activities that focus in part on developing authentic assessments, measures of student outcomes, and effective teaching strategies. The School will advise the District of its various professional development activities in its Annual Report.

(b) Site-visits. The District shall engage in site-visits in the course of the Contract term. Site-visits will be an opportunity to review academic goals and achievement data to date, evaluate the implementation of the academic program, operations and other matters. The District shall engage in site visits at such frequency as determined necessary or prudent by the District.

(c) Remediation.

1. School Initiated. If the School fails to make adequate progress towards achieving its academic outcomes/goals, financial targets, or comply with Applicable Law or other requirements, the School may at any time prepare and implement an improvement plan to overcome such deficiencies. The School may at any time submit the plan to the District for review and comment prior to adoption and implementation.

2. District Initiated. If the District has a concern about the School, or if the School fails to make adequate progress towards achieving its academic outcomes/goals or to meet financial requirements, or to comply with Applicable Law, or other requirements, the District shall provide the following notices, as applicable.

   (a) Notice to School Leader or Board Chair. The District shall notify the school leader or board chair of area(s) of concern for correction. The District may specify a target date for correction.

   (b) Formal Notice to School Board. If the situation remains uncorrected without reasonable explanation, or if the situation involves an urgent concern, the District will formally notify the School of the area(s) of concern for correction and may ask the School to adopt a specific performance improvement plan. If the District requires the School to retain a third-party investigation, the School shall retain an investigator within ten (10) days of such requirement; in addition, the third party investigator must be acceptable to the District, and the School shall authorize such investigator to provide status reports to and communicate with the District. The District shall specify a target date for correction that the District may, if circumstances warrant, amend.

   (c) Notice to School Board of Charter Revocation/Termination. The District initiates notice whereby charter authorization will be withdrawn pursuant to Article X.

Section 6.8. School Calendar and School Day Schedule. The School shall provide instruction for at least the hours of instruction required by Minn. Stat. 120A.41.

Section 6.9. Finance, Reporting and Compliance.

(a) To the District. The School will furnish the District (via the School's website) with monthly financial reports. The reports must contain budget and actual revenue and expenses (both by current month and year-to-date) and contain explanations for all items exceeding budget and the manner in which the excess items will be resolved, as well as cash-flow statements and fiscal year-end fund balance projections. The financial reports will also include the total dollar amount of unpaid accounts payable more than thirty days past due with an explanatory note for the total amount of any such past due amounts disputed by the School, if applicable; and the current average daily membership of the School. Should the School continually exceed its budgeted expenses with no corresponding increase in revenue, not report properly or timely to the Department of Education or the District, evidence any fiscal or legal non-compliance, the School will engage resources to resume budgeted performance and operate in compliance with all Applicable Law and generally accepted standards of fiscal management.

The School allows the District to discuss the School's financial matters with both its external auditor and accounting service provider if any. The School consents to the District conducting reviews of the School's accounts payable, at such times as the District may require, either at the School or at the School's accounting service provider, if any.

The School Board is responsible for establishing, approving, and amending an annual budget in accordance with Applicable Law. The School will provide the District (via the school's website) the adopted budget for the following school year by June 30th.

The budget must detail budgeted expenditures at the object level. In addition, the School Board is responsible for approving all revisions and amendments to the annual budget. The school will make available on its website any revisions or amendments to the School's budget within ten (10) business days after School Board approval.

(b) To Department of Education. The School will comply with all reporting requirements established by the Department of Education.

Section 6.10. Accounting Standards. The School shall at all times comply with generally accepted public sector accounting principles, generally accepted standards of fiscal management, and accounting system requirements that comply with Department of Education requirements.

Section 6.11. Annual Financial Statement Audit. The School shall engage an annual external audit of all financial and accounting records. The audit will be prepared and reviewed by an independent certified public accountant. By December 15th of each year, the School shall submit two (2) copies of the annual financial statement audit and auditor's management letters including any required supplemental information, for the school year ending the previous June 30th. By January 1st of each year, the School Board shall provide to the District a copy of any responses to auditor's management letters. The School will comply with the same financial audits, audit procedures, and audit requirements of school districts, including Minnesota Statutes sections 123B.75 to 123B.83, except to the extent deviations are necessary because of the program of the School. Financial, program, or compliance audits may be conducted by the Department of Education, or the State Auditor, and/or the Legislative Auditor.

Section 6.12. UFARS and MARSS. The School will utilize the UFARS financial accounting principles and methods. The School will comply with MARSS requirements with respect to student accounting.

Section 6.13. Contributions and Fund Raising. The School may solicit and receive contributions and donations as permitted by Applicable Law and UFARS. The School shall have an approved policy regarding the acceptance and administration of such gifts. No solicitation shall indicate that a contribution to the School is for the benefit of the District.

Section 6.14. Annual Reports. The School will submit its state-required annual report to the District no later than the date specified by the Minnesota Department of Education. The annual report shall be approved by the School Board prior to the submission to the District and will include such information as the District may require including at a minimum, information required under Applicable Law and a report on the School's performance as it relates directly to the goals articulated in Exhibit F.

Section 6.15. Employment. An employee hired by the School shall be an employee of the School for all purposes and not an employee of the District for any purpose. With respect to School employees, the School shall have the power and responsibility to: (i) select and engage employees; (ii) pay their wages; (iii) dismiss employees; and (iv) control employees' conduct, including the method by which the employee carries out his or her work. The School shall comply with the Public Employment Relations Act (PELRA), Minnesota Statutes Chapter 179A, as applicable. The School must employ or contract with teachers who hold valid licenses or any allowable waivers to perform the teaching service for which they are employed at the School.

The School Board shall be responsible for carrying workers' compensation insurance for its employees. The School shall employ and contract teachers who hold valid licenses or certifications, as required by Applicable Law. Teachers employed by the School shall be treated by the School as public school teachers for the purposes of Minnesota Statutes Chapters 354 and 354A.

The School will ensure that lesson plans and related materials developed by School employees to implement the School's academic program and curriculum are and remain School, and not individual/employee, property.

Section 6.16. Collective Bargaining Agreements. Collective bargaining agreements, if any, with employees of the School shall be the responsibility of the School.

Section 6.17. Transportation. The School may provide transportation for students enrolled in the School and shall provide transportation for all students who are enrolled in the School and who reside in the District in which the School is located as required by Applicable Law. Otherwise, transportation will be provided by the district in which the School is located. In providing transportation either through the District or itself, the School shall do so in compliance with and provide any notices required by Applicable Law.

Section 6.18. Notification of Claim. The School agrees to provide notice to The District within five (5) days of the School's receipt of any significant claim, including any allegation of illegality or impropriety by the School or its employees, and any adverse notice received from the Department of Education.

Section 6.19. Expenses. The School agrees to pay for all expenses related to its operation as a charter school, including expenses incurred for operational programs and all expenses related to the performance of its obligations under this Contract and Applicable Law.

Section 6.20. Board Data. The School agrees to notify the District of any resignations or additions to its School Board within ten (10) days of such change. All additions to the School Board will execute a statement of assurance, in the form of Exhibit K, within ten (10) days of such addition, and which shall be provided to the District within thirty (30) days of such addition. The School agrees to obtain background checks, at the School's expense or at the individual's expense if allowed by Applicable Law, on all potential board members before such members are added to the School Board.

Section 6.21. Additional Reporting Obligations.
(a) Teacher Licensure. The School will provide the District by October 1 (via the Annual Report) of each school year of the following for each teaching staff member: full name, Minnesota license number, grade taught, subject(s) taught. The School will advise The District of any changes to its teaching staff via the board meeting minutes on the school website.

(b) Other Reporting. The School will furnish the District with other critical documents, data or information at the District's request. The District agrees that requests for other reporting will be reasonable and necessary.

Section 6.22 Cooperation and Third Parties. The School agrees to cooperate with and assist the District or its designee in providing the access, information, and data the District requires at the

District's sole discretion in executing this Contract. The School understands and agrees that the District may contract with a third party to perform any of the District's oversight functions.

Section 6.23. Conflict of Interest and Assurances. The School agrees to comply with the provisions of Minnesota Statutes Section 124E.14 as well as the requirements of Exhibit K.

ARTICLE VII
GENERAL PROHIBITIONS

Section 7.1. Tuition Prohibited. The School shall not charge tuition. The School may impose fees and require payment of expenses for activities of the School where such fees and payments are not prohibited by Applicable Law, including Minn. Stat 123B.34-123B. 39.

Section 7.2. Establishment of Religion Prohibited. The School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations.

Section 7.3. Home School Support Prohibited. The School shall not be used as a method of educating or generating revenue for students who are being home schooled, except as may be allowed by Applicable Law.

Section 7.4. Open Admissions. The School shall not limit admissions to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability or any other criteria inconsistent with Applicable Law. A student shall be re-enrolled for the next school year until formally withdrawn from the School. Arcadia's admissions and lottery policy appear in Exhibit G.

Section 7.5. Lottery Admissions. The School shall enroll an eligible student who submits a timely application, unless the number of applicants exceeds the capacity of the programs, class, grade level, or building. In such cases, enrollment shall be by lottery and, when conducting such lottery, the School shall provide enrollment preferences as provided by Applicable Law.

ARTICLE VIII
COMPLIANCE WITH STATE AND FEDERAL LAWS

Section 8.1. State Laws. The School shall comply with applicable state laws. Nothing in this Contract shall be deemed to apply any other state law to the School. Except as otherwise provided by the Charter School Act or this Contract, the School shall be exempt from all Minnesota Statutes and rules applicable to a school, school board, and school district unless the statute or rule is made specifically applicable to a charter school.

(a) Students with Disabilities.

1. Compliance. The School shall comply with Minnesota Statute Sections 125A.02, 125A.03 to 125A.24 and 125A.65, concerning the provision of education services to students with a disability at the School.

2. Special Education Director. The School shall employ or contract with a special education director who shall be responsible for program development, coordination and evaluation; planning for professional development and general programmatic and fiscal supervision and administration.

3. Systems & Services. The School shall implement, at a minimum:

(a) a child-find system to identify students with disabilities and students who are suspected of having disabilities; such system will include a procedure for receiving referrals from parents, teachers, outside agencies, and physicians.

(b) a system for conducting comprehensive initial and reevaluations to determine eligibility for special education and related services.

(c) a full range of special education services to ensure that all students with disabilities are provided with the specially designed instruction and related services based on their disability-related needs.

(d) a system for monitoring appropriate and proper due process procedures to ensure effective and efficient child study procedures and methods of providing special education services for identified students.

4. Financial Parameters. The School is entitled to access state special education funds for salaries, supplies/equipment, contracted services, and student transportation costs. The School is permitted to bill certain special education costs not paid by state special education funds to the student's resident district. The combination of state special education funds and the ability to bill to the district certain special education costs enable the School to adequately provide special education services to such children. The School may also access federal special education funds.

At such time as the School has determined the number of its students who have disabilities as defined in Minnesota Statutes, sections 125A.03-24 and 125A.65, the School shall provide to the Commissioner a further description of the financial parameters within which the School will operate to provide special education instruction and services to such children.

(b) Health and Safety. The School shall meet the same federal, state, and local health and safety requirements applicable to a school district.

(c) Immunization. The School shall comply with the Minnesota Statutes section 121A.15, requiring proof of student immunization against measles, rubella, diphtheria, tetanus, pertussis, polio, mumps, and hemophilia influenza type B prior to enrollment.

(d) Human Rights Act. The School shall comply with the Minnesota Human Rights Act, Chapter 363A, which prohibits unfair discriminatory practices in employment, public accommodations, public services, or education; and comply with Minnesota Statutes section 121A.04, which governs provisions of equal opportunities for members of both sexes to participate in athletic programs.

(e) Student Discipline and Dismissal. The School shall comply with the Minnesota Pupil Fair Dismissal Act (MPFDA), Minnesota Statutes sections 121A.40 to 121A.56. The School Board shall provide to the District its approved discipline policy and procedure consistent with the MPFDA within 120 days of the effective date of this Contract. The School shall comply with the continuing truant notifications under Minnesota Statute section 260A.03.

(f) Fee Law. The School shall comply with the Minnesota Public Schools Fee Law, Minnesota Statutes sections 123B.34 to 123B.39, which governs authorized and prohibited student fees.

Section 8.2. Federal Laws. The School shall comply with applicable federal laws. Nothing in this Contract shall be deemed to apply any other federal law to the School.

Section 8.3. Intellectual Property. The School has ascertained that its name and logo do not violate or infringe upon the intellectual property rights of another and has taken appropriate measures to secure the intellectual property rights with respect to its name and logo.

Section 8.4. Student Records. The School shall comply with Applicable Law regarding the management and transfer of student records.

ARTICLE IX
AMENDMENT

Section 9.1. Amendments. The District and the School acknowledge that the operation and administration of a charter school and the improvement of educational outcomes over time may require appropriate amendment of this Contract. In order to ensure a proper balance between the need for independent development of the School and the statutory responsibilities of The District as an authorizing body, all amendments to this contract must be in writing, and signed by the parties.

Section 9.2. Change in Existing Law. If, after the effective date of this Contract, there is a change in Applicable Law which alters or amends the responsibilities and obligations, rights, or remedies of either the School or the District, this Contract shall be altered or amended to reflect the change in existing law as of the effective date of such change. To the extent possible, the responsibilities, obligations, rights or remedies of the School and the District shall conform to and be carried out in accordance with the change in Applicable Law.

ARTICLE X
CONTRACT REVOCATION/TERMINATION AND NONRENEWAL

Section 10.1. Grounds for Revocation/Termination or Nonrenewal. This Contract may be revoked/terminated and need not be renewed by the District upon a determination by the District that one or more of the following has occurred:

(a) Failure of the School to demonstrate satisfactory achievement for all students including the requirements for student performance set forth in this Contract; or

(b) Failure of the School to meet generally accepted standards of fiscal management; or

(c) Failure of the School to comply with all Applicable Law.

Section 10.2. Other Grounds for Revocation/Termination or Nonrenewal. In addition to the grounds for revocation/termination and nonrenewal set forth in Section 10.1, the District may revoke/terminate or not renew this Contract, upon the District's determination that one or more of the following has occurred:

(a) The School is unable to pay its bills as they become due, is insolvent, or is bankrupt;

(b) The School has insufficient enrollment or demonstrated financial resources to successfully operate a charter school, or the School has lost more than fifty percent (50%) of its student enrollment from the previous school year.

(c) The School defaults in any of the terms, conditions, promises or representations contained in or incorporated into this Contract;

(d) The School amends its Articles of Incorporation and/or Bylaws at any time without notifying the district.

(e) The District discovers negligent, fraudulent or criminal conduct by any of the School's applicant(s), directors, officers, employees or agents in relation to the school's performance under this Contract; or

(f) The School's applicant(s), directors, officers or employees have provided false or misleading information or documentation to the Department of Education or the District in connection with the District's issuance or oversight of this Contract, or in connection with any affidavit that the School requests the District submit to the Department of Education, or in connection with the School's reporting requirements under this Contract or Applicable Law; or

(g) Other good cause shown.

Section 10.3. Procedures for Revoking/Terminating or Not Renewing Contract.
The District's process for revoking/terminating or not renewing the Contract is as follows:

(a) Notice of Intent to Revoke/Terminate or Not Renew. The District, upon reasonable belief that grounds for revocation/termination or nonrenewal of the Contract exist, shall notify the School Board of such grounds by issuing the School Board a notice of intent to revoke/terminate or not renew. The notice of intent to revoke/terminate or not renew shall be in writing, shall set forth in reasonable detail the alleged grounds for revocation/termination or nonrenewal, and shall state that the School Board may request in writing, within fifteen (15) business days of receiving the notice, an informal hearing before the District.

(b) School Board's Response. Within fifteen (15) business days of receipt of the notice of intent to revoke/terminate or not renew, the School Board shall respond in writing to the alleged grounds for revocation/termination or nonrenewal. The School Board's response shall either admit or deny the allegations of non-compliance. If the School's response includes admissions of non-compliance with the Contract or Applicable Law, the School Board's response must also contain a description of the School Board's plan and timeline for correcting the non-compliance with the Contract or Applicable Law. If the School's response includes a denial of non-compliance with the Contract or Applicable Law, the School's response shall include sufficient documentation or other evidence to support a denial of non-compliance with the Contract or Applicable Law. A response not in compliance with this Section shall be deemed to be non-responsive. As part of its response, the School Board may request that an informal hearing be scheduled with the District. The School Board's failure to provide to the District a written request for an informal hearing within the fifteen (15) business day period shall be treated as acquiescence to the District's proposed action.

(c) Informal Hearing. Upon receiving a timely written request for an informal hearing, the District shall give ten (10) business days notice to the School Board of the hearing date and time, and the District shall conduct such hearing.

(d) Plan of Correction. The District shall review the School Board's response and may, in its sole discretion, determine whether a reasonable plan for correcting the deficiencies may be formulated. If the District determines that a reasonable plan for correcting the deficiencies set forth in the notice of intent to revoke/terminate or not renew can be formulated, the District shall develop a plan for correcting the non-compliance ("Plan of Correction"). In developing a Plan of Correction, the District is permitted to adopt, modify or reject some or all of the School Board's response for correcting the deficiencies outlined in the notice of intent to revoke/terminate or not renew. The District is not obligated to offer a Plan of Correction to the School.

(e) Withdrawal of Notice of Revocation/Termination or Nonrenewal. The District may withdraw its notice of intent to revoke/terminate or not renew if the District determines any of the following: (i) the School Board's denial of noncompliance is persuasive; (ii) the non-compliance set forth in the notice of intent to revoke/terminate or not renew has been corrected by the School Board; or (iii) the School Board has successfully completed the Plan of Correction.

(f) Effective Date of Revocation/Termination or Nonrenewal. If the District decides to revoke/terminate or not renew the Contract, the revocation/termination or nonrenewal shall be effective on the date of the District's act of revocation/termination or nonrenewal, or at a later date as determined by the District, such date specified by the District in its determination of revocation/termination or nonrenewal. The District must take final action regarding revocation/termination or nonrenewal no later than twenty (20) business days: (i) before the specified date for revocation/termination or nonrenewal of the Contract, or (ii) the Contract's termination date.

Section 10.4. Dissolution. If this Contract is revoked/terminated, or if this Contract is not renewed pursuant to this Article, the School will dissolve following the process provided by Minn. Stat. Ch. 317A and Applicable Law relating to dissolutions and Exhibit L.

Section 10.5. Distribution of Property Upon Termination of Contract. In the event of dissolution of the School, all property which it might lease, borrow or contract for use, shall be promptly returned to those organizations or individuals from which the School has leased or borrowed the materials.

Section 10.6. Property Owned by School. All property that has been purchased by the School will remain its own. In the event of subsequent dissolution of the School, such property as may be required or permitted by Applicable Law will first be donated to other charter schools authorized by the District and if no District Charter School wants such property, then to any other Minnesota Charter School. Any remaining property will then will be sold or distributed in accordance with Applicable Law.

Section 10.7. Property Owned by School Employees. All property personally and/or individually owned by the trained and licensed teachers or staff employed by the School, shall be exempt from distribution of property and shall remain the property of the individual teachers and staff. Such property includes, but is not limited to, albums, personal mementos and other materials or apparatus that have been personally financed by teachers or staff. Such property does not include lesson plans and related materials developed and produced by School employees to implement the School's academic plan and curriculum; the School will ensure that its employment agreements document that such property is School property.

ARTICLE XI
ADDITIONAL PROVISIONS

Section 11.1. Contract Renewal or Transfer to Different Authorizer.
(a) Contract Renewal.

1. Considerations Determining Renewal. The School acknowledges that improving all pupil learning and all student achievement is the most important factor the District will consider in

determining Contract renewal, which determination shall be based substantially on the School's attainment of its academic outcomes/goals identified in Exhibit F. The District will also consider any compelling evidence of improved pupil learning and student achievement for all students on Department of Education measures other than the attainment of outcomes/goals specified in Exhibit F.

The District will consider other factors in its renewal determination, which factors are considered secondary to improving all pupil learning and all student achievement. Specifically, the District will consider the achievement of any additional identified purposes specified in Exhibit D, and financial and operational performance obligations and compliance with Applicable Law as set forth in this Contract.

The School will be eligible for renewal only if the School has improved pupil performance and student achievement for all students, notwithstanding superior performance in financial, operations, governance, or legal compliance factors.

If the District offers a renewal contract, a five-year term will be awarded only if warranted by School performance: the School has improved all pupil learning and all student achievement, the School has met or substantially met its academic pupil performance outcomes/goals in Exhibit F, the school has no significant financial, operational, governance, or legal compliance deficiency, or multiple deficiencies in any of the financial, operational, governance, or legal compliance areas, or deficiencies in multiple areas.

2. Considerations Warranting Nonrenewal. Nonrenewal is warranted based on the existence of grounds identified in section 10.1 or 10.2 or Applicable Law, notwithstanding the existence of improved pupil learning and student achievement for all students. For example, nonrenewal will result from the School's failure to improve all pupil learning and all student achievement notwithstanding superior performance in financial, operations, governance, or legal compliance factors, and nonrenewal may result from the School's improvement of all pupil learning and all student achievement combined with a significant financial, operational, governance, or legal compliance deficiency, or multiple deficiencies in any of the financial, operational, governance, or legal compliance areas, or deficiencies in multiple areas.

3. Corrective Action Renewal. If the School has improved all pupil learning and all student achievement, but School performance also indicates the existence of a significant financial, operational, governance, or legal compliance deficiency, or multiple deficiencies in any of the financial, operational, governance, or legal compliance areas, or deficiencies in multiple areas, The District may, but is not obligated to, renew this Contract. If the District renews the Contract in these circumstances, the renewal is for corrective action with a term not to exceed three years, and the School acknowledges and agrees that the School must continue to improve all pupil learning and all student achievement and must eliminate and resolve the deficiencies causing the Corrective Action Renewal and that no additional deficiencies are created or identified during that renewal term, in order to be eligible for a subsequent renewal.

4. Application. By December 15th of the school year in which this Contract terminates, the School will submit an application to the District that shall contain three parts: (1) School Performance. An analysis and evaluation of the School's performance under this Contract, which shall include a comprehensive evaluation of each contract goal for each year of the contract, as well as an evaluation of fiscal, operational, and governance performance during the term of the contract; (2) Proposed Goals. A proposal for goals for the following contract period; and (3) Other Information. Any other information the School desires the District to consider. The School agrees to provide to the District documentation supporting the School's evaluation if requested by the District.

The District will notify the School at least sixty (60) business days prior to the termination of this contract as to whether the District intends to offer a renewal charter contract.

(b) Transfer to Different Authorizer. The District must consent to the School's transfer to another authorizer. If the District consents to the School's request to transfer to a different authorizer, the School agrees to reimburse the District for any authorizer fees waived or not paid, grants provided by District to the School, and all training and professional development provided to the School by a third party but paid by the District. This provision does not apply if the District requests that the School transfer to another authorizer.

Section 11.2. Insurance. The School Board shall secure and maintain in its own name as the "first named insured" at all times the following insurance coverage:
(a) workers' compensation insurance to include coverage A;
(b) insurance covering all of the School's real and personal property, whether owned or leased;
(c) insurance required by Minn. Stat. 466.04, including a minimum of commercial general liability insurance in comprehensive form, bodily injury and property damage combined of one and a half million dollars ($1,500,000) per occurrence and personal injury of one and a half million dollars ($1,500,000) per occurrence; and up to one million dollars ($1,000,000) per occurrence for the release or threatened release of a hazardous substance; and if not included under its general liability coverage, additional coverage as follows: minimum automobile liability insurance coverage, bodily injury and property damage, of one million dollars ($1,000,000) per occurrence if the School owns or operates motor vehicles; officer and employee errors and omissions/professional liability of one and a half million dollars ($1,500,000) per occurrence; and employee theft insurance of five hundred thousand dollars ($500,000).

The insurance must be obtained from a financially responsible licensed mutual, stock, or other responsible company licensed to do business in the State of Minnesota.

The School may join with other charter schools to obtain insurance if the School Board finds that such an association provides economic advantages to the School, provided that each School maintains its identity as first named insured. The School shall have a provision included in all policies requiring notice to the District, at least thirty (30) days in advance, upon termination or non-renewal of the policy. In addition, the School shall provide the District or its designee copies of all insurance policies required by this Contract, if requested for periodic review by the District.

The above-stated coverage limits shall be issued and maintained as indemnity limits and shall not be reduced by any applicable insurer defense obligations. The Department of Education may suggest or Applicable Law may determine alternative amounts and terms of any deductible or insurance provisions, which shall supersede the foregoing requirements. The School shall provide the Department of Education with any insurance information, as requested.
The School may expend funds for payment of the cost of participation in an accident or medical insurance program to insure protection for students while attending school or participating in a school program or activity.

Section 11.3. School Lease. The School shall provide to the District a copy of its lease, and any subsequent amendment(s), or deed for the premises in which the School shall operate within fourteen (14) calendar days of execution. The school will provide to The District any notice of lease termination within five (5) calendar days of receipt. The School may lease space from any independent or special school board eligible to be a charter school authorizer, other public organization, private nonprofit institution organization or private property owner, as it deems necessary. The School may lease space from a sectarian organization as allowed by Applicable Law.

Section 11.4. Occupancy and Safety Certificates. The School Board shall: (a) ensure that the School's physical facilities comply with all fire, health and safety standards applicable to schools; and (b) possess the necessary occupancy and safety certificates for the School's physical facilities. The School Board shall not conduct classes until the School has complied with this section. Copies of such certificates shall be provided to the District before the first day of classes, if requested by the District.

Section 11.5. Legal Liabilities. The District does not assume any obligation with respect to any director, employee, agent, parent, guardian, student, or independent contractor of the School. The School acknowledges and agrees that it assumes full liability for its activities and that the Commissioner, the District, officers and members of the Board of the District, and employees of the District, are immune from civil and criminal liability with respect to all activities related to the School, pursuant to Minnesota Statutes Section 124E.09 and nothing in this Contract is intended to affect such immunity.

Section 11.6. Indemnification of the District and Commissioner. Notwithstanding Section 11.5, the School agrees to indemnify and hold harmless the District and its officers, board members, employees, agents or representatives, and to indemnify and hold harmless the Commissioner and Department of Education officers, agents, and employees notwithstanding Minn. Stat. section 3.736, from all suits, claims, demands, or liability, including attorney fees, and related expenses, which arise out of or are in any manner connected with the School's operations or which are incurred as a result of the reliance of The district upon information supplied by the School, or School Board and its agents or employees, or which arise out of the failure of the School to perform its obligations under this Contract or which arise out of the District's exercise of its obligation under Applicable Law or enforcement of this Contract

ARTICLE XII
GENERAL TERMS

Section 12.1. Term of Contract. This Contract shall be effective on July 1, 2017 and shall remain in full force and effect for five (5) academic years through the end of the 2021/2022 school year, and shall terminate on June 30, 2022, unless sooner revoked/terminated according to the terms hereof.

Section 12.2. Notices. Any and all notices permitted or required to be given hereunder shall be deemed duly given: (i) upon actual delivery, if delivery is by hand; or (ii) upon receipt by the transmitting party of confirmation or answer back if delivery is by facsimile or electronic mail; or (iii) upon placing into United States mail if by postage paid first class mail. Each such notice shall be sent to the respective party at the address indicated below or to any other address or person as the respective party may designate by written notice delivered pursuant hereto:

If to the District:
Northfield Public Schools
1400 Division Street South
Northfield, MN 55057

If to the School: to the attention of the School Board or School Board President/Chair at:
Arcadia Charter School
1719 Cannon Road
Northfield, MN 55057

Section 12.3. Severability. If any provision in this Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision or the remaining provisions of this Contract. Subject to Section 9.2, if any provision of this Contract shall be or become in violation of any local, state or federal law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.

Section 12.4. Successors. The terms and provisions of this Contract are binding on and shall inure to the benefit of the parties and their respective successors.

Section 12.5. Entire Contract. Except as specifically provided in this Contract, this Contract sets forth the entire agreement between the District and the School with respect to the subject matter of this Contract. All prior contracts, representations, statements, negotiations, understandings, and undertakings are superseded by this Contract.

Section 12.6. Assignment. This Contract is not assignable by either the School or the District.

Section 12.7. Non-Waiver. Except as provided herein, no term or provision of this Contract shall be deemed waived and no breach or default shall be deemed excused, unless such waiver or consent shall be in writing and signed by the party claimed to have waived or consented. No consent by any party to, or waiver of, a breach or default by the other, whether expressed or implied, shall constitute a consent to, waiver of, or excuse for any different or subsequent breach or default.

Section 12.8. Governing Law. This Contract shall be governed and controlled by the laws of the State of Minnesota as to interpretation, enforcement, validity, construction, and effect, and in all other respects.

Section 12.9. Counterparts. This Contract may be executed in any number of counterparts. Each counterpart so executed shall be deemed an original, but all such counterparts shall together constitute one and the same instrument.

Section 12.10. Construction. This Contract shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared the Contract.

Section 12.11. Force Majeure. If any circumstances occur which are beyond the control of the parties, which delay or render impossible the obligations of one or both of the parties, the parties' obligations to perform such services shall be postponed for an equivalent period of time or shall be canceled, if such performance has been rendered impossible by such circumstances.

Section 12.12. No Third Party Rights. This Contract is made for the sole benefit of School and the District. Except as otherwise expressly provided, nothing in this Contract shall create or be deemed to create a relationship between the parties hereto, or either of them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

Section 12.14. Non-agency. School is not an agent of the District and the District is not an agent of the school.

Section 12.14. Termination of Responsibilities. Except as provided in Section 12,15, upon termination or revocation of the Contract, the District or its designee and the School shall have no further obligations or responsibilities under this Contract to the School or any other person or persons in connection with this contract.

Section 12.15. Survival of Provisions. The terms, provisions, and representations contained in Section 11.1 (a)3 Probationary Renewal, Section 11.2 Insurance, Section 11.5 Legal Liabilities, Section 11.6 Indemnification of the District, Section 12.8 Governing Law, Section 12.10 Construction, Section 12.13 Non-Agency, and any other provisions of this Contract that by their sense and context are intended to survive termination of this Contract shall survive.

As the designated representative of the District, I hereby issue this Contract to the School on the date set forth:

DATE: July 1, 2017

NORTHFIELD PUBLIC SCHOOLS

By: _____
Julie Pritchard
Its: Board Chair

As the authorized representative of the School, I hereby certify that the School is able to comply with the Contract and all Applicable Law, and that the School, through its governing board, has approved and agreed to comply with and be bound by the terms and conditions of this contract as of the date set forth above.

ARCADIA CHARTER SCHOOL

By: _____
Sean Fox
Its: Board Chair

EXHIBIT A:

MINNESOTA DEPARTMENT OF EDUCATION APPROVAL

MINNESOTA
DEPARTMENT OF

Children, Families & Learning

1500 HIGHWAY 36 WEST
ROSEVILLE, MN 55113-4266

T: (651) 582-8200
TTY: (651) 582-8201
http://cfl.state.mn.us

NOV 3 0 2001

November 21, 2001

Dr. Terry Tofte
Northfield School District
1400 Division Street South
Northfield, MN 55057

Dear Dr. Tofte,

This letter is intended to serve as official notification that Northfield School District's request to sponsor Southeast Minnesota School of Arts and Technology has been approved according to requirements set forth in Minnesota Statute 124D.10, Results-Oriented Charter Schools. Southeast Minnesota School of Arts and Technology is approved to serve students in grades 6 –12.

This approval provides the Southeast Minnesota Arts and Technology Charter School developers authority to move forward in the process of implementing the charter school. An attachment details three important next steps. Note that the contract between the school and sponsor needs to be finalized within ninety days of the date of this letter.

Congratulations and continued success for the Southeast Minnesota Arts and Technology Charter School.

Sincerely,

Christine Jax, Ph.D.
Commissioner

Cc: Paul Manor

Attachment III

Southeast Minnesota School of Arts and Technology
1176 Millersburg Boulevard
Dundas, MN 55019

July 15, 2001

Northfield Public School District #659
1400 South Division Street
Northfield, MN 55057

RE: Intent to Locate a Charter School in District #659

Dear Superintendent Tofte and Members of the Northfield School Board:

This letter is to inform you that a group of teachers, parents and community members are working to develop a charter school called the "Southeast Minnesota School of Arts and Technology" (SeMSAT), which will be located within the Northfield School District. It is the intent of this group to submit a proposal for your review in August with a request for the Northfield School District to sponsor this charter school.

As required by the Charter Proposal, this formal letter of intent is to precede the proposal to the Department of Children, Families and Learning (CFL) by at least 30 days. We anticipate opening this charter school in the fall of 2002. With that in mind, the proposal is due the CFL by October 1, 2001. The group anticipates having a site selected and confirmed this fall. We hope to lease this space prior to opening SeMSAT. It is our intent to develop a working relationship with Minnesota New Country School (MNCS) to use this space during the late winter and spring of 2002 to help SeMSAT set up the Northfield school based on the MNCS model.

We look forward to working with the Northfield School District for years to come, hopefully within a sponsor-charter relationship. We will continue to be in close communication about this.

Sincerely,

Paula Manor, on behalf of the SeMSAT planning committee

LETTER OF INTENT TO LEASE

Tenant Name:	Southeast Minnesota School of Arts and Technology
Landlord Name:	Eugene E. Jasnoch
Premises Location:	Suites B, C, D, E, F, 1403 Heritage Drive, Northfield, MN
Proposed Use:	Charter School
Lease Term:	One (1) Year with renewal options
Initial Lease Rate:	$5,958 per month
Commencement Date:	August 15, 2002
Type of Lease:	Triple net
Common Area Expenses:	Tenant responsible for pro-rata share of common area expenses
Utilities:	Tenant's premises shall be separately metered for utilities and Tenant shall be responsible for cost of utilities related to use of the premises
Landlord's Work:	Premises finished "as is". Additional tenant improvements to be paid for by Tenant
Proposed Dates:	Landlord agrees to not enter into an agreement to lease the premises to another party until June 10, 2002. This period of time is intended to give the parties 60 days to complete the application for conditional use allowing a charter school in the C-I zone, to complete architectural drawings, to obtain cost estimates for tenant improvements.

This letter is merely a preliminary statement of general intentions. It should be understood that Landlord and Tenant mutually intend that neither shall have any binding contractual obligation to the other regarding this matter unless and until a formal lease agreement has been prepared and executed by the both parties.

Eugene E. Jasnoch Date: 4/10/02

Eugene E. Jasnoch

EXHIBIT B

ARTICLES OF INCORPORATION OF THE SCHOOL

PBC

ARTICLES OF INCORPORATION
OF
Southeast Minnesota School of Arts and Technology

The undersigned incorporator(s), a natural person 18 years of age or older, in order to form a corporate entity under Minnesota Statutes, Chapter 317A, adopts the following articles of incorporation.

ARTICLE I
NAME/REGISTERED OFFICE

The name of this corporation shall be Southeast Minnesota School of Arts and Technology located at 1176 Millersburg Boulevard, Dundas, MN 55019.

ARTICLE II
PURPOSE

This corporation is organized exclusively for educational purposes, more specifically to provide educational services to middle and secondary students, grades six through twelve, in the Northfield Minnesota area. To this end, the corporation shall at all times be operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now enacted or hereafter amended, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as now enacted or hereafter amended. All funds, whether income or principal, and whether acquired by gift or contribution or otherwise, shall be devoted to said purposes.

ARTICLE III
EXEMPTION REQUIREMENTS

At all times shall the following operate as conditions restricting the operations and activities of the corporation:

1. No part of the net earnings of the organization shall incur to the benefit of, or be distributable to its members, trustees, officers, or others private persons, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purpose set forth in the purpose clause hereof.
2. No substantial part of the activities of the corporation shall constitute the carrying on of propaganda or otherwise attempting to influence legislation, or any initiative or referendum before the public, and the corporation shall not participate in, or intervene in (including by publication or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office.
3. Notwithstanding any other provisions of this document, the organization shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal

income tax under section 501(c)(3) of the Internal Revenue Code, corresponding section of any future federal tax code, or (b) by an organization, contributions to which are deductible under section 170 (c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

ARTICLE IV
DURATION

The duration of the corporate existence shall be perpetual.

ARTICLE V
BOARD OF DIRECTORS

The corporation shall have no members. The management of the affairs of the corporation shall be vested in a Board of Directors, as defined in the corporation's bylaws. No Director shall have any right, title, or interest in or to any property of the corporation.

The number of Directors constituting the first Board of Directors is thirteen, their names and addresses being as follows:

Danise Beal	8482 150th Street East	Nerstrand, MN 55053
Jim Blaha	3325 West 70th Street	Northfield, MN 55057
Mary Rose Block	2672 West 89th Court	Northfield, MN 55057
Janna Carlson-Donohoe	305 Maple Street	Northfield, MN 55057
Paul Carlson-Donohoe	305 Maple Street	Northfield, MN 55057
Brian Dever	606 Fremont	Northfield, MN 55057
Winona Estes	806 South Water Street	Northfield, MN 55057
Leisa Irwin	202 East Seventh St.	Northfield, MN 55057
Keith Johnson	8704 Bagley Avenue	Northfield, MN 55057
Natalee Johnson	8704 Bagley Avenue	Northfield, MN 55057
Paula Manor	1176 Millersburg Blvd.	Dundas, MN 55019
Steve O'Malley	1176 Millersburg Blvd.	Dundas, MN 55019
Kim Zweber	30977 Jamaica Avenue	Northfield, MN 55057

Additional Board Members may be added to the initial founding board as needed to fill areas of expertise needed to fulfill the start up needs of the organization. Members of the first Board of Directors shall serve until the first annual meeting, at which their successors are duly elected and qualified, or removed as provided in the bylaws.

ARTICLE VI
PERSONAL LIABILITY

No officer, or Director of this corporation shall be personally liable for the debts or obligations of this corporation of any nature whatsoever, nor shall any of the property of the officer, or Directors be subject to the payment of the debts or obligations of this corporation.

ARTICLE VII
DISSOLUTION

Upon the dissolution of the organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of by the District Court of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE VIII
INCORPORATOR(S)

The incorporators of this corporation are the founding Board of Directors as listed in Article V above.
The undersigned incorporators certify that they execute these articles for the purposes herein stated.

Name	Signature	Date
Danise Beal	Danise Beal	10/25/01
Jim Blaha	Jim Blaha	10-25-01
Mary Rose Block	Mary Rose Block	10-29-01
Janna Carlson-Donohoe	Janna Carlson-Donohoe	10-25-01
Paul Carlson-Donohoe	Paul Carlson-Donohoe	10/25/01
Brian Dever	Brian Dever	10/25/01
Winona Estes	Winona Estes	10-25-01
Leisa Irwin	Leisa Irwin	10/25/01
Keith Johnson	Keith Johnson	10/25/01
Natalee Johnson	Natalee Johnson	10/25/01
Paula Manor	Paula Manor	10/25/01
Steve O'Malley	Steve O'Malley	10-25-01
Kim Zweber	Kim Zweber	10/25/01

EXHIBIT C:

BYLAWS OF THE SCHOOL

BYLAWS OF

ARCADIA CHARTER SCHOOL

ARTICLE 1 – NAME, PURPOSE

Section 1: The name of the organization shall be Arcadia Charter School (also Arcadia or ACS).

Section 2: The Arcadia Charter School is organized exclusively for educational purposes, more specifically to provide educational services to middle and secondary students, grades six through twelve, in the Northfield, Minnesota, area.

ARTICLE II – MEMBERSHIP

Section 1: Membership shall consist only of members of the Board of Directors.

ARTICLE III – BOARD MEETINGS

Section 1: Annual meeting: The date of the regular annual meeting shall be set by the Board of Directors who shall also set the time and place.

Section 2: Regular Meeting: The Board will adopt a schedule of at least 10 regular meetings a year. The schedule shall include dates, time and place and will be kept on file. If the Board decides to change the date, time or place it must give the same notification as required for a special meeting. Agenda will be sent out a minimum of five days before the meeting.

Section 3: Special Meeting: A special meeting is a meeting that is called because of circumstances that require timely consideration but are not of an emergency nature. The Board chair or his/her designate may call a special meeting. A minimum notice of 3 days must be given and will include: the date, time, place, purpose and/or agenda of the meeting.

Section 4: Emergency Meeting: An "emergency" meeting is a special meeting called because of circumstances that, in the judgment of the school board, require immediate consideration. The Board chair or his/her designate, may call an emergency meeting. A good faith effort to notify those required as soon as practicable after notification of Board members must be made. Notice must include the purpose of the meeting, date, time and place.

Section 5: Closed Session: Closed sessions are allowed to discuss issues involving confidentiality or as defined by law. State the reason for closing a meeting, or a portion thereof, prior to closure. Ref. Minnesota Open Meeting Law for additional requirements.

Section 6: Quorum: A quorum must be attended by at least 51 percent of the Board members before business can be transacted or motions made or passed.

Section 7: Notice: Notice is valid via any of the following methods: written notice, e-mail or other electronic means, phone or direct contact.

~~Section 8: Electronic Meeting: Electronic meetings may take place under Board approved policy.~~ **This section has been removed from the bylaws.**

Section 9: Overriding Board Decisions: Overriding a Board decision is done through a "motion to reconsider." A two-thirds majority is needed to override.

Section 10: Grievance Procedure: The Board will establish a procedure for bringing forth and addressing grievances. This procedure will be included in Board Policy

Section 11: Conflict of Interest: Trustees shall be excluded from discussion and/or voting on issues of self dealing, conflict of interest, and confidentiality issues as defined in Board Policy. This policy shall be in accordance with charter school best practice.

~~Section 12: Board Policy Document: A document will be on file at ARTech to further define Board management issues.~~ **This section has been removed from the bylaws.**

ARTICLE IV – BOARD OF DIRECTORS

Section 1: Board Role, Size, and Composition: The Board is responsible for overall policy and direction of the school and is accountable for its outcomes. The Board shall hire—by a two-thirds majority vote—and delegate responsibility for day-to-day operations to the school's Executive Director. The membership of the school board consists of nine elected directors, and will consist of three licensed teachers employed at the school, three parents or guardians of student(s) currently enrolled at Arcadia, and one interested community member who is not employed by Arcadia and does not have a child enrolled at the school and two at-large positions to be filled by either parents or community members. The Board shall not include more than one member of a family; this includes spouse, partner or children.

Section 2: Board Compensation: The Board receives no compensation other than reasonable expenses.

Section 3: Board Elections: The school will hold an annual election of new directors or re-election of current directors to a second term. Officers will be elected at the annual meeting.

Section 4: Terms: Parent and community member Board members shall serve three-year terms. Board members who are licensed teachers employed by the school shall serve two-year terms. Board members will be limited to two consecutive terms.

Section 5: Officers and Duties: There shall be four officers of the Board: Chair, Vice-Chair, Secretary, and Treasurer. Their duties are as follows:

The Chair shall convene regularly scheduled Board meetings and shall act as the CGO of the Board between meetings as defined by Board Policy.

The Vice-Chair will chair Board Meetings as designated by the Chair.

The Secretary shall be responsible for keeping records of Board actions, including overseeing the taking of minutes at all board meetings.

The Treasurer shall be responsible for chairing the finance committee and reviewing the school finances.

Section 6: Vacancies and New Board Members: The Board shall follow Board Policy for bringing on new members or filling Board vacancies.

Section 7: Resignation, Termination and Absences: Resignation from the Board must be received by notice to the chair. A Board member shall be dropped for excess absences from the Board if he/she has three absences from Regular Board Meetings in a year. A Board member may be removed for any other reason by a two-thirds vote of the remaining directors.

Section 8: Staff/Board Meetings: When a Board member is denied employment or is no longer employed by Arcadia, they are automatically removed from the Board. A two-thirds majority of the remaining Board members may override this section if it is in the best interest of the school.

ARTICLE V – COMMITTEES

Section 1: Board Committees: The Board may create committees to fulfill Board needs.

ARTICLE VI – AMENDMENTS

Section 1: These By-Laws may be amended when necessary by a two-thirds majority of the Board of Directors. Proposed amendments must be submitted to the Chair or Secretary for Board consideration in accordance with Board Policy.

These Bylaws were approved at a meeting of the Board of Directors of Northfield School of Arts and Technology on April 15, 2004

Article IV, section 1 amended September 10, 2009

Article IV, Sections 1 and 4 amended August 25, 2011

Article III, Section 8 and 12 amended January 28, 2012

Article IV, Section 5 amended January 28, 2012

Article I, Sections 1 and 2; Article III, Sections 2, 8 and 12; Article IV, Sections 1, 2, 3, and 4: amended August 23, 2012 by the Arcadia Charter School Board of Directors

Exhibit E: Academic and Non-Academic Programs at Arcadia Charter School.

Arcadia Charter School follows a carefully developed curriculum handbook for the middle school and the high school (attached). After school programs are limited to homework help and tutoring as needed and as available; Lego Robotics competitive team, two plays (one in the Fall and one in the spring) and various 'clubs', including Board Games and Hiking. Arcadia is very fortunate to be able to participate with the Northfield Middle School and High School in sports, music, and other after school activities.

EXHIBIT D:

IMPLEMENTATION OF MISSION

Exhibit D

Arcadia Charter School
Development of and Adherence to Mission and Vision

Arcadia Charter School was first conceived as the Southeast Minnesota School of Arts and Technology (SeMSAT) in 2001, when the founders submitted a proposal to the Minnesota Department of Children, Families & Learning (now the Minnesota Department of Education, or MDE). The proposal was for a charter school to be located in Northfield and sponsored by the Northfield School District. The school founders hoped to open in the Fall of 2002, but because the facility had not been secured, the opening was delayed until 2003. In the Fall of 2003, the school opened as the Northfield School of Arts and Technology, a name that was interchangeable with its nickname, ARTech Charter School. In 2010-2011, wishing to project a more inclusive image, the name changed again to Arcadia Charter School. From its beginning in 2003, the school has served grades 6-12.

When the proposal for SeMSAT was submitted, it drew heavily from the progressive curriculum of the Minnesota New Country School (MNCS). MNCS used a project-based curricular approach that had shown great promise and success in its early years. Both schools remain similar in their progressive approach to education; their commitment to constructivism, and to emergent learning through project-based learning.

In the early years of operation, ARTech students were arranged without attention to grades or ages. The idea was to allow learning and cross-age mentoring to emerge, with older students teaching the younger ones. Each student occupied a desk in a large open area, and each child had his or her own desktop computer, provided by the school. The curriculum emphasized arts and technology. Like its model MNCS, ARTech started out as a 100% project-based school. Students created projects based on their own interests and project managers (teachers) were responsible for seeing that students met the state mandated educational standards.

However passionate the founders were for project based learning (PBL); it soon became apparent that guidance, limitations, and accountability were needed to be sure basic skills were being learned. By 2005, the school faculty expected students to attend certain required seminars to learn the core basic skills necessary to tackle increasingly complex projects. These seminars evolved into the more traditional core classes the schools offer now, but with an emphasis on experiential learning and projects, student participation, and small class sizes. The large open space was divided first into two and then four spaces which allowed for physical separation of the middle school and the high school. The move was in response to the very different needs of developmentally emerging teens (middle school) and emerging adults (high school).

Arcadia's physical layout and hybrid PBL/class scheduling have evolved through careful self study and reflection over the years. However, the mission remains true to the original founders' vision. The first mission, in 2001, read:

> Southeast Minnesota School of Arts and Technology is a public learning community committed to personalized, interdisciplinary project and performance based learning, provided through an arts and technology curriculum, that produces successful life performers who demonstrate high levels of individual and communal contribution and achievement.

The current mission statement reads:

> It is the mission of Arcadia Charter School to prepare our students to transition intellectually, emotionally, and ethically to higher education and future employment. Arcadia Charter School envisions a learning community that encourages and assists students to
>
> - Express themselves artistically
> - Use technology responsibly, creatively, and with innovation
> - Develop critical thinking and creative problem solving skills
> - Construct knowledge and meaning for themselves
> - Understand and strive for wellness of their whole person
> - Recognize and act upon their responsibilities as local citizens in a global context
> - Achieve proficiency in project-based learning.

Arcadians are proud of the learning community they have created in Northfield. Students score well on state mandated tests and attend top tier colleges. We are proud to serve a large number of special education students who often find the project-based learning and small class size to be a good match for them. For the past four years, MDE has awarded Arcadia its highest award for charter schools, The High Quality Charter School. This award is given to schools that embody the original purpose of charter schools: to explore innovative educational approaches that serve as a model for other schools. As a High Quality Charter School, Arcadia is eligible for grants to replicate or expand the program. The Arcadia community does not wish to expand or replicate, but we do look forward to sharing our organic, growing progressive methods with other programs. We also look forward to continuing in our mutually supportive relationship with the Northfield Public Schools.

EXHIBIT E:

DESCRIPTION OF SCHOOL'S IN-SCHOOL AND OUT-OF-SCHOOL TIME PROGRAMS

Exhibit E: Academic and Non-Academic Programs at Arcadia Charter School.

Arcadia Charter School follows a carefully developed curriculum handbook for the middle school and the high school (attached). After school programs are limited to homework help and tutoring as needed and as available; Lego Robotics competitive team, two plays (one in the Fall and one in the spring) and various 'clubs', including Board Games and Hiking. Arcadia is very fortunate to be able to participate with the Northfield Middle School and High School in sports, music, and other after school activities.

Arcadia Charter School
2016-17 Middle School Curriculum Guide

Advisory Structure
Arcadia's middle school is structured to serve approximately 18 students in each grade with total of 54 students. Each advisory serves approximately 27 students in a multi-age setting of grades 6-8. Two advisors lead an advisory; overseeing the social curriculum and project process.

Middle School Curriculum Overview
This document is a summary and overview of the Arcadia middle school curriculum, meant to give parents, staff, and other interested parties an explanation of what is taught during middle school time in advisories. Other, more specific, detailed explanations and accompanying documents can be found in the middle school curriculum binder.

Much of what is learned or taught during time in advisories is a response to what comes up in conversations or interactions with students. In other words, in keeping with an emerging environment, we use shifting dynamics, important conversations, and promising ideas as opportunities to teach many things. But Arcadia also has a purposeful agenda for students, and a specific role for middle school advisors.

As staff at a small school, the advisors all wear many hats. Each of us is a content area teacher and has been charged with guiding all students in the school towards success in that subject matter. But a middle school advisor's primary charge is to teach and track his or her middle school students. This means, that while we are often pulled in many directions, we are primarily responsible for the students in our middle school advisories.

COMMUNICATION

One primary charge for an advisor is to communicate information to our middle school parents. This happens more formally through 3 separate conferences during the school year: the before school goal-setting conference; the 2nd quarter conference; and the mid to late year conference. During this time, staff cover questions about how to make sure students are succeeding socially, within their core classes, and with projects. For more specific questions about student growth within core classes, we encourage contact with the core class teachers.

We send parents a minimum of one update each quarter (so a minimum of 4 a year). This happens at the beginning of the quarter and reminds parents of the quarter's theme and tells them what the guided project deadlines are. We also send various emails to all parents regarding field trips or other events. How we communicate with individual parents over individual student questions depends upon the parent, the staff, and the nature of the question. Staff respond quickly to email, but sometimes phone call messages are best. We discourage check-ins before and after school, as we typically are busy trying to start or close-up our days. We might sometimes arrange for special meetings instead.

We also capture the students' progress on narratives that we attach at the bottom of each quarterly report. These reports give students a score for their core classes. Advisors' observations might note trends in scores, as well as our observations of how to challenge and keep them moving ahead in their projects. We try to highlight both successes and areas for improvement.

At the end of each quarter, students write a reflection paper. They brainstorm what could be included in the paper and are reminded about what components should be included in a paper. Students are required to have at least one peer "edit" their reflection papers. This gives them writing practice, an opportunity to reflect on their work and a chance to think about what they might do to improve and enhance their learning. And it gives parents more information about how and what their children are doing.

SOCIAL CURRICULUM

The social curriculum at Arcadia is at the core of what we do: we are a small, community school, and how we interact with and respond to each other will determine the success of our community. In light of this, we have adopted Developmental Designs. This is a social curriculum designed to teach social skills and good citizenship, and to promote academic success.

We devote the first 2-4 weeks of school each year to setting the tone and expectations for our social expectations. We engage students in purposeful community building games and activities and orient them to the middle school handbook and other rules or expectations and routines. Each year we create a social contract with our individual advisories, which is then brought to the larger school—by advisory representatives—to be assimilated into one, school-wide social contract. We return to this social contract often during the year to remember what we as an advisory and a school have determined is the way we want to operate together and treat each other. We refer to this social contract when we need to navigate concerns or conflicts; it establishes language and clear guidelines for behavior.

A large component of Developmental Designs is the "advisory circle." We set the stage for the morning circle by using a morning board to ask questions that make students think and come up with answers or comments that typically reflect on something or look forward to something important to talk about. We begin each morning circle with a greeting, done to acknowledge each and every person as we start the day. During the rest of the circle, we read announcements, hear about concerns or celebrations, and discuss important issues or ideas. Sometimes we will incorporate games or activities into circles. Afternoon circles are times to come together at the end of the day to check on homework assignments, hand things out, and give last minutes reminders. We continue these circles all year round.

One important tool that we use to acknowledge each other is our end of year ritual. We take several hours on the last day of each school year where we engage students in a careful and thoughtful activity designed to show appreciation for each person. Afterwards, we have a ceremony to honor the 8th graders and recognize their individual gifts to our advisory and our school.

PROJECT PROCESS

Students have both core classes and electives (which are classes that they can opt to take or not take). But a good part of their academic learning comes through projects. Students do one guided project each quarter, encouraged by the theme for that quarter. Each quarter's theme is typically taken from the book that the middle school Language Arts classes are reading for the quarter. The themes and the books are on a three-year rotation; this means that the students who come in the first quarter of 6th grade finish with the rotation the 4th quarter of their 8th grade year. The books read in middle school Language Arts are subject to change based on teacher discretion and other opportunities that often present themselves during the year.

These themes are used to inspire and give direction to students, who conceive of then devise and develop a project, based upon an idea that they have found from the theme. Examples of some books and themes are: the book *Walk Two Moons* gives way to the theme "Explorations;" the books *Airborne and The Little Prince* (both books are read in one quarter) promote the theme "Flight;" the book *The Diary of Anne Frank*, lends itself to the theme of race. Examples of projects done during the quarter of "Flight" include Amelia Earhardt; Sputnik; military helicopters; the birds of the Amazon Rain Forest; the history of space exploration.

Sometimes students have a desire to do a project that doesn't fit into a particular quarter's theme. Teachers generally will agree to this, as what is most important is not the exploration of the theme but learning and fine-tuning the project process. The themes are meant as merely aids to guide the first step in this project process, which is **Finding a Topic.** Teachers engage students in brainstorming sessions, using webs, t-charts, and other tools to help students generate ideas for these guided projects. Much discussion focuses on the appropriateness of a topic: is it too narrow? Is it too broad? Are there enough resources available to find plentiful

information? Do they already know enough about their subject? One tool for helping students see the appropriateness of a topic is the know/wonder chart; this chart asks students to record what they already know as well as questions they have about the topic. It enables them to see if they have enough open-ended, broad, questions to explore within the subject.

The next step in the project process is **Finding Resources.** This overlaps with teaching skills for how to navigate a computer search, as well as how to use an on-line library and the school library. During this time teachers introduce students to the idea that some sources are better than others; they teach what a reputable source is and how to tell a good source from a source that isn't so worthy.

Students are asked to find several good sources before they are sure that their project itself is worthy of attention. Once they have done this, they fill out the project proposal sheet; on one side of this sheet is a list of some potential resources, on the other is the know/wonder chart—a graphic organizer designed to help them decide what they already know and what they might need to discover to do their project. Once they are ready, students meet with their advisors and "propose" their project. This proposal process is also used as a teaching tool; students typically come away with new questions to ask.

Once students have proposed their project, they are given instruction in how to **Take Notes.** Teachers put time into helping students see what is useful and particularly interesting information and what is not as important to their topic. They're shown how to highlight and they are encouraged to print anything they find from the computer to take notes on these documents. Initially, students are shown and required to take notes a particular way; but after they have demonstrated proficiency with their preferred method, they are free to take notes the way they choose. This note-taking is typically the longest portion of time students devote to their topic, and we have frequent check-ins with them to make sure they're headed in the right direction.

After students have gathered adequate notes, they are shown how to **Organize Their Information.** This is often when students begin to see the benefit of having a good note-taking system, as this will usually make ordering and organizing their information more easy. Students are given example outlines and shown how to group similar information, creating topic headings and sub-headings. They make their own outlines, and they use these outlines either as preparation for a paper they will write, or as a way to order their information to present to their peers and demonstrate what they've learned.

Each quarter students will **Demonstrate Their Learning** to their peers and their teachers. And each quarter they will do this differently: the first quarter, students write a paper and make a poster board; the second quarter, students create a powerpoint or a prezi (a web-based, graphic presentation tool); the third quarter, students will make/create/or do something; and the fourth quarter, students may demonstrate their learning in any way that they choose. Each quarter, advisors teach students these methods of demonstrating, complete with expectations and standards. And although these methods of demonstrating what they've learned change, what is consistent each quarter is that students stand in front of their advisory and tell what they have learned, much as they would if they were giving a speech. This is what Arcadia calls finalizations, or presentations. Both teachers and students fill out a "rubric" for the presenters; this is how they get feedback on their projects, and it is also how teachers are able to observe and comment on the culmination of the student's work.

Deadlines for the completion of each stage of this project process (finding a topic; finding resources; taking notes; organizing notes; demonstrating learning) are established by teachers and followed by everyone at the same time. This helps to teach a rhythm to the process, and gives them a sense of time management.

These projects are all largely research based, and we feel it's important to teach the skills that accompany each stage of this research. But we also acknowledge that not all projects involve reading and research, and we often encourage individual, additional projects for students (particularly for our kinesthetic learners) who are interested in exploring a project that isn't necessarily "research" driven. In addition, each year, we incorporate a collaborative service project into one of our quarters. Students are also encouraged to participate in History Day, a nationally sponsored history project competition.

Although each advisory is a mixed grade grouping, advisors take special effort to make sure that 6th graders and other new students are given more direct teaching in the project process. We also have a mentorship program that pairs 6th graders with high school students, to give them extra social and academic support. Additionally, in order to be prepared for high school, and to be given an added challenge, 8th graders do an honors, or 8th grade, project. This process typically begins the 3rd quarter, when 8th graders are introduced to the concept and oriented to the expectations and guidelines.

Advisors are cognizant about what particular ages, and what particular students need by way of challenge or support for their project process. With some students, we concentrate on the rudimentary project skills. For others (and ideally, for all of them when they're ready), we push critical thinking. This is often done during the project proposal, but it happens throughout note checking and even finalization. This is when we ask students to form opinions, come to their own conclusions, put their learning in some sort of context, or create original ideas.

Arcadia also uses more conventional means for achieving academic growth. In addition to learning through guided projects, middle school students also take classes, some required and some elected. The required classes (dubbed "core classes") are content area classes: Language Arts, Social Studies, Science, Math. These classes meet 3-4 days a week and last for the whole school year. We also offer elective classes; these classes are options for students, but we strongly encourage students to sign up for at least one elective. In the past we have offered such elective experiences as dance, theater, creative writing, Spanish, technology lab, drumming, and the Arcadia green house. Art, Physical Education, and Choir have been—at different times—either required classes or electives.

Transcripts with core class scores are mailed home at the end of each quarter. These transcripts also include the short advisor narratives, commenting on trends in core class scores and observations on growth and areas of work. Finalization rubrics for each quarter's guided project and students' reflection papers, are mailed home at the same time. These documents, combined, give parents an accurate assessment of how (and what) their child is doing during their middle school years. In addition to these quarterly mailings, all parents are encouraged to come to presentation nights, the evenings when student projects are on display.

Another important part of how Arcadia students learn are the frequent field trips that we take. These trips might be to supplement core classes (such as The Science Museum), or meant to enrich their social learning (such as Feed Our Starving Children). Often our field trips are arts based; we frequently find ourselves at such places as The Guthrie, the Children's Theater, or The Heart of the Beast. We believe in this "out of school" experiential learning, and our students typically participate in a half dozen field trips or more each year. We use these out of school excursions to complement our other purposeful combination of more traditional classes, social curriculum, and projects.

Arcadia's middle school curriculum is very successful in helping students succeed both academically and socially. Our morning and afternoon circle, student contract, purposeful project process, and offering of classes and field trips work together to produce well-rounded, thoughtful young people, prepared for success in high school and beyond. We firmly believe that our system fosters students to become fine citizens and excellent learners.

State mandated assessments:

- MCA Math, Reading (grades 6 - 8)
- MCA Science (grade 8)

Additional Assessment:

- NWEA Math MAP Test
- NWEA MAP Reading Test

End of Term Grading:

- Core Classes are assessed by the teacher and a grade on a 0-4 scale provided on the transcript at the end of each quarter.
- Projects are assessed using a rubric that measures the individual student's knowledge and skills gained from the project and the project-process.
- Transcripts are mailed home to families at the end of each quarter.
- Students complete a Reflection Paper at the end of each quarter.

Student Surveys:

- Hope Study; a school-wide survey administered Fall/Spring that measures student engagement, autonomy, academic press and sense of belonging in our program.
- Online Surveys to give feedback to advisors and core class teachers

Community Events:

- Thanksgive! Arcadia's student centered Fall Fundraiser is an evening of arts and entertainment to benefit Arcadia.
- Presentation Nights- scheduled at the conclusion of each quarter, Presentation Nights showcase our arts program and student project work.
- Arts for Martin- An Arcadia/Community collaboration to celebrate the life and accomplishments of Dr. Martin Luther King Jr.
- Picnics- Community picnics are an opportunity for families to get to know each other. Picnics are scheduled at the beginning and end of each school year.
- Arts Nights- Arcadia is blessed to have many opportunities to host visiting artists and artists in residence. Keep an eye on announcements and the school calendar to take advantage of some of these unique experiences.

Volunteer Opportunities: Arcadia encourages and welcomes parent involvement. We recognize that the knowledge and experience our community holds is a vast resource to our school and students. Ways to volunteer include:

- Participating in building workdays
- Serving on the school board or a board sub-committee (Education Committee, Facility, Finance, Marketing).
- Volunteering at school to tutor students or help with projects

Middle School Core Classes

Middle School Language Arts Courses

Language Arts	**Required 6th, 7th, 8th Grades**
Term 1: Crispin: The Cross of Lead	
Term 2: Walk Two Moons	
Term 3: Uglies	
Term 4: Airborn	

Middle School Mathematics Courses

6th Grade Math **Required 6th Grade**

Term 1: Number Sense, Computation, and Operation

During the term students will order and compare integers including fractions, decimals and percents. Students will use rounding and estimation to solve real-world problems. Students will also demonstrate skills to compute fluently; they will demonstrate understanding of arithmetic operations and factorization; and they will be able to use calculators and other technologies to solve problems.

Term 2: Patterns, Functions, and Algebra

During the term, students will demonstrate understanding of the rectangular coordinate system. Students will also apply arithmetic operations in the correct order to simplify and evaluate numeric expressions in real-world and mathematical problems.

Term 3: Data Analysis, Statistics, and Probability

During the term, students will learn to represent data and use various measures associated with data to draw conclusions. Student will will also calculate and express probabilities numerically, and apply probability concepts to solve real-world and mathematical problems.

Term 4: Spatial Sense, Geometry, and Measurement

During the term, students will identify a variety of simple geometric figures by name and calculate various quantities associated with them. Students will also demonstrate understanding of time and units of measurement and be able to apply these in solving real-world and mathematical problems.

Pre-Algebra **Required 7th Grade**

Term 1: Pre-Algebra: Preparing for Algebra - Equations and Inequalities

Description: We will prepare ourselves to be Pre-Algebra Mathematicians, building our skills by solving equations and inequalities using integers, exponents, fractions, and decimals. Our goal is to gain a firm understanding of algebraic concepts and the order of operations so we can build on these ideas later in the year.

Term 2: Pre-Algebra: Fractions, Decimals and Percents

Description: We will look at the relationships between fractions, decimals, and percents. We will use proportions and equations to find rates, similarity, and percents. We will learn practical skills like calculating a tip, finding sale prices and unit rates, as well as calculating simple and compound interest.

Term 3: Pre-Algebra: Geometry and Measurement

Description: We will start the quarter looking at plane geometry: points, lines, angles, and polygons, as well as looking at patterns in geometry. We will calculate perimeter and area, as well as use the Pythagorean Theorem. Then we will move on the three-dimentional geometry, looking at prisms, cylinders, pyramids, and cones. We will learn to find the volume and surface area of these polyhedra and the real-world applications of these calculations.

Term 4: Pre-Algebra: Data Exploration and Probability

Description: We will take a look at experimental and theoretical probability, designing experiments using a variety of sampling methods and populations. We will organize our gathered data using frequency tables and stem-and-leaf plots, as well as finding the variability in our data by calculating mean, median, mode, and finding the outliers to analyze in box-and-whisker plots. We will also display our data using bar graphs and line graphs, as well as analyze misleading graphs and statistics.

Algebra **Required 8th Grade**

Term 1: Algebra: Data Exploration and Probability

Description: We will take a look at experimental and theoretical probability, designing experiments using a variety of sampling methods and populations. We will organize our gathered data using frequency tables and stem-and-leaf plots, as well as finding the variability in our data by calculating mean, median, mode, and finding the outliers to analyze in box-and-whisker plots. We will also display our data using bar graphs and line graphs, as well as analyze misleading graphs and statistics.

Term 2 & 3: Algebra: Equations and Inequalities

Description: We will be building our skills by solving equations and inequalities using integers, exponents, fractions, and decimals. Our goal is to gain a firm understanding of algebraic concepts and the order of operations so we can build on these ideas later in the year.

Term 4: Algebra: Geometry and Measurement

Description: We will start the quarter looking at plane geometry: points, lines, angles, and polygons, as well as looking at patterns in geometry. We will calculate perimeter and area, as well as use the Pythagorean Theorem. Then we will move on the three-dimensional geometry, looking at prisms, cylinders, pyramids, and cones. We will learn to find the volume and surface area of these polyhedra and the real-world applications of these calculations.

Middle School Science Courses

Physical Science - The Science of Staying on the Ground... **Required 6th Grade**

Term 1: Will include the Scientific Method and Science Measurement.

Students will be participating in the Science Fair, which will include creating a Question, running an Experiment, drawing a Conclusion, and producing a board of the Results.

Term 2: Will include Forces and Motion and an understanding of Newton's Three Laws.

Students will be working with balloons and roller coasters to experiment with different ideas of motion and gravity. Students will understand and be able to identify the differences in the forces affecting our world.

Term 3: Will include an exploration into energy.

Students will explore potential and kinetic energy, as well as the energy we use in our everyday lives. They will explore alternative energies and will create projects comparing those systems.

Term 4: Will continue the exploration into energy and will look into microscopes and simple life forms.

Students will experiment will larger energy systems including weather, oceans, and planetary systems. Students will spend that last of the year learning about microscopes and one-celled animals.

Biology **Required 7th Grade**

Term 1: Scientific Method and Classification

This class begins with a review of the scientific method, then we discuss how we classify organisms, and we will connect that with what we discover in our crayfish and frog dissections.

Term 2: Understanding Ourselves

We will begin to explore the human organism, starting small by looking at cells and moving broader as we discuss the systems of the human body and how we interact with our environment.

Term 3: Genetics and Evolution

This is an introduction to DNA and how we inherit traits from our parents. Students will also understand how changes in genetics can lead to change over time, and we discuss natural selection.

Term 4: Energy and Ecology

This quarter the focus will be on how nutrients and energy move through ecosystems, and how humans impact those processes.

Earth Systems - Why is this a beautiful place? **Required 8th Grade**

Term 1: Will involve a review of the Scientific Method and the experimental process.
From there, the Students will understand the history and the structure of the Earth. Students will begin to explore the movement of the Plates and how this affects Human History.

Term 2: Will continue the understanding of Plate Tectonics and the outcome of this system.
Next, will be an understanding of Rock Cycle and Rocks and Minerals. Students will be able to identify different rocks, how they are made and the uses of different minerals.

Term 3: Will begin an understanding of Minnesota Geology and the affects of the landscape on humans.
The Students will be exploring the changes to the Minnesota landscape using the knowledge they gained from prior quarters. Students will also explore the environmental impact pollution has to the ecosystems.

Term 4: Will shift gears a look at Weather.
Students will identify the causes of weather systems by understanding the climate of our planet. In the later part of the quarter, Students will explore the other planets of our Solar System and galaxy. Students will understand why we have seasons, what is meant by our Local Group, and be able to identify different constellations.

Middle School Social Studies Courses

Minnesota Studies **Required 6th Grade**

In Minnesota Studies students will learn about state history and government and Minnesota's role within the larger context of the country. Minnesota Studies is framed by the lead discipline of History. Core concepts from the disciplines of Economics, Geography, and Citizenship and Government will provide complementary perspectives that promote an integrated understanding of the content. This is based on the idea that a person cannot truly understand history content without considering the relevant economic, political and geographic factors.

United States Studies **Required 7th Grade**

In United States Studies students will learn about the country's history and government from 1800 to contemporary times. United States Studies is framed by the lead discipline of History. Core concepts from the disciplines of Economics, Geography, and Citizenship and Government will provide complementary perspectives that promote an integrated understanding of the content. This is based on the idea that a person cannot truly understand history content without considering the relevant economic, political and geographic factors.

Global Studies **Required 8th Grade**

In Global Studies students will apply spatial and chronological perspectives as they study the geography of the world's regions and contemporary world history. Global Studies is framed by the lead discipline of Geography. Students will learn about human culture around the world through the lens of the Five Themes of Geography. Core concepts from the disciplines of History, Economics, and Citizenship and Government will provide complementary perspectives that promote an integrated understanding of the content. This is based on the idea that a person cannot truly understand geography content without considering the relevant economic, political and historic factors.

Middle School Art Courses

6th Grade Art **Required**

Art 6 "Color"
Students will practice color mixing and learn basic color theory. We will look at how artists use color to create visual effects and apply our knowledge to the creation of optical illusions, creative color wheels and tree paintings based upon the work of artist Wolf Kahn.
Art 6 "Personal Patterns"
Students will use different forms of pattern to create personal narratives. We will study the artwork of Native Australians and create our own narratives based on the form they invented. Students will design their own symbols to create a self-portrait based on the use of positive and negative space. We will explore narrative in 3D through the creation of large papier mache letters.

7th Grade Art **Required**

Art 7- "Values"
Students will explore methods of art creation from a global perspective. We will look at artwork from a variety of cultures and the values that inspired it. Students will create masks, sugar skulls and koi prints.
Art 7- "Realism and Perspective"
Students will practice the skills necessary to draw with realism. Students will learn to draw shapes in 3 dimensional space and practice the application of those skills when they create their own sculptural town. We will practice taking and using observation to create realistic drawings in real time.

8th Grade Art **Required**

Art 8- "U.S"
During this quarter, students will explore systems of personal and cultural identity in the United States. They will create their own currency, textile art based on the work of Robert Rauschenberg and Jasper Johns, and horse mobiles inspired by the art of Plains Indian artists. We will explore how artists use and re-interpret existing systems to create new ideas.
Art 8- "Figure"
Students will explore the many ways artists represent the human figure. We will explore proportion, create portrait and figure drawings, and make sculptures based upon our drawings. We will look at artwork by old masters and modern artists. Students will explore ways to represent figures with realism and expression.

Middle School Health Courses

6th & 7th Grade Health **Required**

Scheduled Terms 1 & 3
Unit 1: How would miscommunication impact daily activities and personal choices?
Unit 2: Why it is important to understand how social choices/interactions, physical awareness and emotional/mental impact you as an individual?
Unit 3: How do you choose a goal, make it meaningful and progress to achieving a goal?
Unit 4: How can goal setting create a safe environment for yourself, friends and your family?
Unit 5: What does it mean to be emotionally and mentally healthy?
Unit 6: Why it is important to understand how social choices/interactions, physical awareness and emotional/mental impact you as an individual?

8th Grade Health **Required**

Scheduled Terms 2 & 4
Unit 1: How do I best communicate my needs, my knowledge, my opinions and my goals?
Unit 2: How do learning styles impact my daily learning and the learning of those around me?
Unit 3: Can self-discovery impact my success at home, during school and within the community?
Unit 4: In what ways do my social interactions, physical health and relationships impact my emotional and mental health?
Unit 5: What are some physical, mental, social and emotional changes that I can expect as I grow through adolescence into adulthood?

Middle School Elective Courses

NaNoWriMo: National Novel Writing Month **Elective**

An annual, internet-based, creative writing project that takes place during the month of November, NaNoWriMo encourages students to spend focused time writing novels on any theme and within any genre of fiction. Students who sign up will set their own word goals within the recommended guidelines for their grades. Each student will be given an account with the Young Writer's Program where he can keep track of his personal process. Weekly check-ins are required, and, if there is enough interest, "Write Ins" will be planned.

Creative Writing: The Writing Circle **Elective**

This class will explore a variety of genres of fiction or creative non-fiction writing, including poetry, drama, short stories, blogs, etc. The format for the class will include writing prompts, discussion, shared writing, and collaborative writing.

Theater **Elective**

Term 1: Let's do Shakespeare!
Students will examine Shakespeare's texts through the sensibilities of the middle school actor. Main focus is on performing rather than reading texts. Particular emphasis will be placed on *A Midsummer Night's Dream* and *Romeo and Juliet,* culminating with a performance at first quarter Presentation Night.
Term 2: Creating for the Stage.
Students will work with teacher to create performance pieces for Thanks-Give and Arts for Martin.
Term 3: Playwrighting
Students will research and discuss successful playwrights, playwrighting techniques and forms. Each student will then write a play, culminating in readings of each play in class.

African Drumming **Elective**

Term 4: African Drumming
Students will learn, aurally, two and three part drum songs from Ghana, West Africa.

Dance on Film **Elective**

Term 3: In this multi-age class we will explore a variety dance clips from well-known movie musicals. Students will analyze and discuss the way dance is used in film and will also learn some dances from the repertoire of movie musicals.

Thematic Schedule for the Project Process & Core Areas

2014-15 School Year (Year 3)

Term 1: Systems
Term 2: The 1800's (Victorian Era)
Term 3: Change
Term 4: Free Choice - 6th & 7th, 8th Grade Honors Project

2015-16 School Year (Year 1)

Term 1: Journeys
Term 2: Personal Discovery
Term 3: Race
Term 4: Humans & Water

2016-17 School Year (Year 2)

Term 1: The Middle Ages & Renaissance
Term 2: Exploration
Term 3: The Future
Term 4: Service

Arcadia Charter School
2016-17 High School Curriculum Guide

High School Graduation Requirements

Students are required to take foundational classes in core subject areas in the beginning of their high school careers. The remainder of the credits needed to satisfy Arcadia's requirements and Minnesota Department of Education's Graduation Requirements are completed through projects, classes, or seminars. Credits are granted based on depth, demonstration and mastery of knowledge.

In addition to these core classes, students are encouraged to take electives (e.g. dance, Spanish, and other world languages, physical education) or to initiate group projects. The emergent and interdisciplinary nature of the many seminars and projects allows students and teachers the flexibility to create unique learning plans with guidance from teachers.

To earn an Arcadia Charter School diploma, students must successfully complete the following requirements:

23.0 Credits are required

Quarter-long courses are worth 0.25 credit; yearlong courses are worth 1.0 credit.

Language Arts	4.0 Credits	(2 Credits in Writing, 2 Credits in Literature)
Social Studies	3.5 Credits	(1.0 Credit in US History, 0.75 Credit in World History, 0.25 Geography, 0.5 Credit in Economics, 1.0 Credit in US Government & Civics)
Math	3.0 Credits	(1.0 Credit in Algebra 2 is required)
Science	3.0 Credits	(1.0 Credit in Physical Science, 1.0 Credit in Biology)
Art	2.25 Credits	(2.0 Credits in Art, 0.25 Credit in Arts Analysis)
Electives	7.25 Credits	

Senior Project

In order to graduate from Arcadia, each senior must complete a challenging, interdisciplinary Senior Project. Students choose the topics, complete ten to fifteen pages of writing, and present to the Arcadia community during Senior Presentation Nights in the spring. Students who are enrolled in full-time PSEO are exempt from this requirement as they participate in college full-time and are not on campus to fulfill the senior project tasks.

Junior Project

In order to graduate from Arcadia, each junior must complete a teacher facilitated portfolio that looks at life after high school. Students research and reflect on career interests, college opportunities, lifestyle choices, and personal finances. The goal of the project is to begin the process of preparing students for their transition after high school.

High School Literature Courses

Introduction to Literature **Required 9th Grade**

Term 1 & 2: Students will be exposed to a variety of genres (poetry, short stories, novels, non-fiction, and drama) and literature from different times and places. Students will also be exposed to literary terms and concepts (theme, setting, characterization, and plot) for a deeper understanding and appreciation of literature. One semester in length.

(0.50 credits/semester)

High School Literature **Elective 10th - 12th Grade**

This class will focus on a different literary work each quarter. Novels and plays vary from year to year and include, but are not limited to American Literature, British Literature, and Contemporary Literature. For example:

Term 1: To Kill a Mockingbird
Term 2: Lord of the Flies
Term 3: A Midsummer Night's Dream
Term 4: The Crucible

(0.25 credits/quarter)

Book Groups **Elective 9th - 12th Grade**

High School students not enrolled in the High School Literature elective class are required to complete a book project each quarter, proposed to and approved by the Language Arts Specialist. Book Groups of 4-6 students may also be formed after approval.

(0.25 credits/quarter)

High School Writing Courses

Research Writing **Required 10th Grade**

Terms 1 & 2
The goal of this class is to learn the skills needed for writing longer research papers. These skills include developing effective thesis statements, choosing and evaluating resources, note-taking and paraphrasing, citation principles and practices, organizing strategies, thorough revising and editing, peer editing, and formatting. Assignments will include three 5 – 7 page essays that coincide with the skills taught, short exercises, and grammar work. This class is a semester long class.

(0.50 credits/semester)

College Prep Writing: Application & SAT/ACT Essay Writing **Elective**

Term 1
The goals of this class are to get a jump start on writing that college application essay, to develop strategies for the writing portion of the SAT and ACT, and to practice writing these essays. By providing samples of college application questions and test questions, students will compose their own personal statements and have authentic practice with the college entrance exams.

(0.25 credits/quarter)

NaNoWriMo **Elective**

November
An annual, internet-based, creative writing project that takes place during the month of November, NaNoWriMo encourages students to spend focused time writing novels on any theme and within any genre of fiction. Students who sign up will set their own word goals within the recommended guidelines for their grades. Each student will be given an account with the Young Writer's Program where he can keep track of his personal process. Weekly check-ins are required, and, if there is enough interest, "Write Ins" will be planned.
(0.15 credits/month)

Writing Seminar: Advanced Composition **Elective**

Terms 3 & 4
During this seminar, students will continue to write non-fiction, expository essays in order to expand their writing abilities. In the smaller seminar setting, students will explore strategies for writing longer and more in-depth pieces with the help of in-class discussions and feedback from classmates. Three to four essays or other short writing exercises will be written per term. This class can be taken one or both terms.
(0.25 credits/quarter)

Basic Composition **Required 9th Grade**

Term 3 & 4: Students will be taught the basic principles of writing essays and compositions. This class will cover the following topics: outlines, effective thesis statements and topic sentences, effective introductions and conclusions, supporting details, writing coherence, and organizational strategies. The grammar portion of the class includes review of the parts of speech and sentence building strategies. Assignments will include 3 non-fiction essays (2 - 5 pages long) and regular grammar practice. This is a semester long class.
(0.50 credits/semester)

Creative Writing: Writer's Workshop **Elective**

Terms 2, 3, and 4
During this seminar, students will concentrate on the creative process for writing. We'll discuss and practice various ways to jumpstart the creative process and then use these strategies in creating a variety of written projects. We will also explore a range of fiction and nonfiction genres both as models and for inspiration. Students will be required to complete weekly journal prompts and 3 - 4 longer creative projects.
(0.25 credits/quarter)

High School Mathematics Courses

Geometry **Required 9th Grade**

Geometry is all about questioning size, angle measurement, relationships of shapes and properties of space. Students will gain perspective on basic computations to topics such as the following: Area, Perimeter, Surface Area, Proofs, Circumference and Volume of two and three-dimensional figures. Students will be required to complete skill practice and projects according to our schedule.
(0.25 credits/quarter)

Intermediate Algebra **Optional Grades 10+**

This course will be a bridge between Algebra I and Algebra II. It will start with Linear functions included in Algebra I and then move to the Quadratic functions associated in Algebra II. The goal of this class is to prepare students for Algebra II. Class size will be limited to 20 students with first priority given to teacher recommendations.

(0.25 credits/quarter)

Algebra II (Advanced Algebra) **Required Grades 10+**

Algebra II will focus on interpreting equations and inequalities involving multiple variables as well as the use of equations and inequalities to represent real-world mathematical problems. This course will also discuss tables, verbal descriptions, symbols and graphs. Students will be required to complete skill practice and projects according to our schedule.

(0.25 credits/quarter)

Algebra III (Pre-Calculus) **Optional Grades 10+**

Pre-Calculus is a review of advanced Algebra II topics with a strong emphasis on Trigonometry. This course addresses the use of algebraic properties to evaluate expressions, graphical representations of functions explaining the results in relation to original context, data analysis, probabilities, and the study of triangles. Students will be required to complete skill practice and projects according to our schedule.

(0.25 credits/quarter)

High School Science Courses

Physical Science **Required 9th Grade**

The class is an overview of Chemistry and Physics and will cover both energy and matter. Topics of focused are: light and sound, waves, forces and motion, energy, classification of matter, chemical bonding, elements and the Periodic Table, chemical interactions, and the scientific method. Projects include: alternatives energies, musical instruments, and material manufacturing.

(0.25 credits/quarter)

Biology **Required 10th Grade**

Term 1: Classification and the Human Organism

This class will focus on everything starting from the tiniest cell to the largest systems. You will work with simulated blood, and be exposed to real human images and systems. We will also look at how we organize and classify organisms.

Term 2: Diseases and Nutrition

We will be answering 2 large questions this quarter: *What is the science behind being "healthy"?* and *How does our body interact with our environment?* This quarter includes a long term project where students will identify and address areas of concern in their personal nutrition.

Term 3: Introduction to Genetics

We will explore the world of genetics and focus on DNA, genetics, mutations, and the how natural selection changes the frequencies of genes over time.

Biology, cont.

Term 4: Animal Behavior and Ecology

In this class we will review natural selection and introduce: sexual selection, environmental effects, animal behavior, and how they relate to each other. There will also be a brief introduction to nutrient cycles and biomes.

(0.25 credits/quarter)

Introduction to Chemistry **Elective**

Why is the World As It Is?

Term 1: Will include an introduction to the study of Chemistry and the significance to other science studies and to all matter. The Students will explore the formation of the Periodic Table of Elements, as well as, chemical bonds, formulas, and nomenclature. Students will do a series of labs, readings and projects to demonstrate their knowledge of the material and to explore their understanding of the material. Will explore acid and base reactions and how this demonstrates other concepts in science. Students will engage in a series of labs to understand titration, conservation, and lab technique. Students will also explore hydrogen bonds are a property of organic chemistry and water.

(0.25 credits/quarter)

Earth Science **Elective**

What is the Planet We Live On?

Term 3: Will begin with an understanding of the human growth and culture in context with the changes in our planet. Students will next explore the structure of the planet and the dynamics of is movement. Students will then understand the rock cycle and identify rocks and minerals. Extra time will focus on human use of minerals. Students will understand human's relationship to our planet and how our planet has affected humanity.

(0.25 credits/quarter)

Astronomy **Elective**

Where Are We in the Universe?

Term 4: We will explore the Universe from the largest to the smallest objects and where our planet fits within this system.

(0.25 credits/quarter)

Environmental Science **Elective**

How Does Small Space Affect Large Space?

Term 4: Will focus on the study of our environment. Students will understand the movement of ground water and weather pattern. This will lead into cycles of energy and elements in the environment, which will lead into pollution. Finally, students will explore the different methods of field studies, will understand how those methods find different results, and will create and execute a field study in the local environment.

(0.25 credits/quarter)

Microbiology **Elective**

Term 1
This class will be an introduction to a college level Micro class. Labs will be microscope heavy. You will get an overview on prokaryotes, protozoans, and algae. The class will culminate in a final group student led presentation.

(0.25 credits/quarter)

Scientific Ethics and Debate **Elective**

Term 2
Welcome to the intriguing world of questions, opinions, arguments, and debate. We will work to define ethics, human rights, and their role in science. This class is meant to stretch a student's boundaries and cause them to think in ways they will initially resist. It will include a midterm and final debate.

(0.25 credits/quarter)

Advanced Genetics **Elective**

Term 3
This class is to help students understand the complex world of DNA and genetics. The topics include transcription and translation, gamete formation, epigenetics, and statistical analysis of inheritance.

(0.25 credits/quarter)

Advanced Ecology **Elective**

Term 4
This course will cover material including: availability of resources, habitat types, population (processes, movement, and patterns), competition, pollution and sustainability. This course will conclude in a final project and essay.

(0.25 credits/quarter)

Greenhouse Management **Elective**

Term 3 and 4
The goal of this teacher facilitated course is to allow students to experience seedling growth and greenhouse management. There are plenty of opportunities for students to mold this course to meet their own needs. Students can work in groups or independently. There are opportunities to also revive our composting program.

(Depending on the level of participation 0.10-0.50 credit can be earned over the course of the terms).

High School Social Studies Courses

US History **Required 9th Grade**

Terms 1, 2, 3, 4 (year-long course; 3x/week)
The United States History course incorporates the curriculum of the *Choices for the 21st Century Education Program (Choices)*, Zinn & Stefoff's *A Young People's History of the United States* into a survey of American history. *Choices* units focus the study of history on historical turning points such as:

- American Independence and the Constitution
- Westward Expansion, Slavery in the United States, and Native American Genocide
- Civil War and Reconstruction
- Progressive Era, Immigration, and Jim Crow America
- World Wars and Great Depression
- The Cold War and Civil Right Movements
- Responding to Terrorism: Challenges for Democracy
- Black Lives Matter and Modern Social Justice Movements

(0.25 credits/quarter)

World History **Required 10th Grade**

Terms 1, 2, 3, 4 (year-long course; 2x/week)
The World History course is based upon the curriculum of *World History for Us All (WHFUA)*, which is a project of San Diego State University in cooperation with the National Center for History in the Schools at UCLA.
WHFUA progresses chronologically through nine Big Eras. The Big Eras are:

- Big Era 1 - Humans in the Universe (13 Billion - 200,000 Years ago)
- Big Era 2 - Human Beings almost Everywhere (200,000-10,000 Years Ago)
- Big Era 3 - Farming and the Emergence of Complex Societies (10,000 - 1000 BCE)
- Big Era 4 - Expanding Networks of Exchange and Encounter (1200 BCE - 500 CE)
- Big Era 5 - Patterns of Interregional Unity (300 - 1500 CE)
- Big Era 6 - The Great Global Convergence (1400-1800 CE)
- Big Era 7 - Industrialization and its consequences (1750-1914 CE)
- Big Era 8 - A Half Century of Crisis (1900-1950 CE)
- Big Era 9 - Paradoxes of Global Acceleration (1945 – Present)

(.75 total over four terms)

US Government: How to Elect a President **Elective**

Term 1
This 2016 US Government course is focused on the upcoming presidential election. Students will learn about the steps in the presidential election process, basics of the political spectrum, political parties and their differing opinions on key political issues, and the electoral college. Students will also follow along with the 2016 presidential election in the news and debates and learn about candidates at the national and local level.

(0.25 credits/quarter)

Personal Finance: Economics Seminar **Elective**

Terms 3 & 4 (6 week course)
Students will learn about various aspects of personal finance as it applies to real life money management. Using the Hands On Banking program from Wells Fargo, students will learn the basics of managing how banking and money work, managing credit and debit cards, opening and managing a bank account, creating and managing a budget plan, and how to access their money using ATMs, checks, and more. This course will feature regular assistance from Annie Clack, a banking specialist at the Northfield Wells Fargo.

(.15 Credits)

US History: Exploring US History through Film **Elective**

Term 4
Students will explore major events, movements, and cultural trends in US History through film in this elective course. Students will watch a selection of US History-related movies in class and then participate in online discussion forums and write reflection papers about each film. The films that students will watch is TBD, but think *Selma*, *Saving Private Ryan*, *Lincoln*, *Milk*, movies like that. The plan is to watch 5 to 7 different films to analyze. Students will need a permission slip from their parents to attend this course, as some of the featured movies for this course may be rated R.

(0.25 credits/quarter)

High School Arts Courses

Introduction to Art **Required 9th Grade**

Term 1
This course is required for 9th grade students and students without high school art experience. Open to all high school students with an interest in improving drawing skills. Intro to art is designed to give a foundation in the creation and production of two dimensional art works, art history, aesthetics, and the language of the artist. Students will learn about the elements of art and principles of design. They will create artwork based on direct observation and learn skills to render images with accuracy and realism. Students will present and reflect upon their work.

(0.25 credits/quarter)

2D Art **Elective**

Term 2
Open to all high school students. In this class students will learn basic color theory and some additional skills and methods of creating two-dimensional artworks. We will create acrylic and watercolor paintings, mixed media artworks and monoprints. Students will work to develop concepts. Students will reflect and revise their own work.

2016/2017 Artist in Residence, Elizabeth Christian- Printmaker

(0.25 credits/quarter)

Sculpture **Elective**

Term 3
Open to all high school students. In this course students will learn various ways of constructing sculptural art forms. We will use media including: wire, fabric, paper, wood, foam, and clay. Students will create work that stands on its own, hangs from the ceiling, is worn on the body and mounted on a wall. Students will participate in the critique process as well as reflect upon and revise their own work.

(0.25 credits/quarter)

Collaborative Art **Elective**

Term 4
Open to all high school students. In this class students will collaborate in small and large groups to create larger scale works of art. Past projects have included murals, installations, stop motion videos, and performances. All are welcome! Come with an open mind, good attitude and a spirit of cooperation!

(0.25 credits/quarter)

African Drumming **Elective**

Term 1
Students will learn, aurally, two and three part drum songs from Ghana, West Africa.

(0.25 credits/quarter)

The World of David Ives **Elective**

Term 1
David Ives is a very funny and intelligent playwright. He loves to play with words. We'll explore his life and work, first reading his adaptation of *The Liar*, then seeing it performed at Park Square Theater. We'll then read and work with his play *All In the Timing*, which will be our High School Spring Play.

(0.25 credits/quarter)

Realism on the Stage **Elective**

Term 2
Students will both study and perform scenes from playwrights such as Arthur Miller, Tennessee Williams and Anton Chekhov, examining the role of the actor in the performance of these plays. Particular emphasis will be placed on Lorraine Hansberry's *A Raisin in the Sun*. Class culminates in a trip to Park Square Theater to see their production of *A Raisin in the Sun*.

(0.25 credits/quarter)

Playwrighting **Elective**

Term 3
Students will research and discuss successful playwrights, playwriting techniques and forms. Each student will then write a play, culminating in readings of each play in class.

(0.25 credits/quarter)

Monologues for the Actor **Elective**

Term 4
Students will choose, analyze, memorize, rehearse and perform dramatic and/or comedic monologues.
(0.1 Credit for one monologue, 0.2 credit for two monologues)

Dance Sampler **Elective**

Semesters 1 and 2
In this class we will dive into a variety of dance styles and techniques. Styles may include: ballet, ballroom, musical theater, modern/improvisation, African or other world dances.
(0.50 credits/semester)

Dance on Film **Elective**

Term 3
In this multi-age class we will explore a variety dance clips from well-known movie musicals. Students will analyze and discuss the way dance is used in film and will also learn some dances from the repertoire of movie musicals.
(0.25 credits/quarter)

High School Elective Courses

World Language

Arcadia offers a number of languages through the Transparent Language program. Each language level corresponds to the language levels taught as regular high school courses and will be followed by a culture/history/political project to enhance understanding of the global and cultural aspects of the language learned. A full credit will be applied for each language level.

Spanish **Elective**

For students wanting to learn Spanish who are beyond the levels of the online learning program or who prefer classroom learning, language groups will be formed and instruction will be based on literature, film, conversation, food and culture, and produced language in spoken and written forms.

ACT Study Group **Elective**

Term 3
The ACT (American College Testing) college readiness assessment is a standardized test used for high school achievement and for college admissions. The primary objective of this class is to familiarize students with the ACT, to review basic high school level content that will be covered in the test, to develop test-taking strategies relevant to this test, to establish individual preparation plans, and to reduce test anxiety.
(0.25 credits/quarter)

EXHIBIT F:

ACADEMIC AND NON-ACADEMIC PUPIL PERFORMANCE OUTCOMES /GOALS

Exhibit F

ACADEMIC OUTCOMES / GOALS

The School agrees to the following outcomes.

Goal 1: State Assessments

Sub Goal 1.1: Absolute Proficiency:

By the conclusion of FY2022, the school-wide proficiency rate for students who have been in the school for at least three consecutive years will meet or exceed the state average proficiency for all students for math, science and reading.

Sub Goal 1.2: Comparative Proficiency:

a. During the contractual period, the School will maintain higher school wide proficiency rates in math, science and reading than Minnesota New Country School (MNCS).

b. During the contractual period, the School will score within plus or minus one standard deviation on school wide proficiency rates in math and reading compared to Northfield Middle School and Northfield High School, respectively.

c. During the contractual period, the School will score within plus or minus one standard deviation on science as compared to Northfield High School and Middle School.

Sub Goal 1.3: Growth.

During the contractual period, the School's combined (Reading and Math) weighted average growth z-score will, on average, exceed 0.

Goal 2: Nationally Normed Assessment

During the contractual period, an average of 50% of students in grades 6-12 will meet their individual targeted rate of growth in math, as measured by the NWEA MAP Math assessment, from fall to spring.

Goal 3: Reading Growth Goals

During the contractual period, an average of 65% of students in grades 6-12 will meet their individual targeted rate of growth in reading, as measured by the NWEA MAP Reading assessment, from fall to spring.

Goal 4: World's Best Workforce Goals

Sub Goal 4.1 Closing Achievement Gap(s)

1. By the end of the 2017-18 school year, 85.95% of students will score proficient or better on the MCA-III reading test.

2. By the end of the 2017-18 school year, 71.75% of students in grades 6,7,8 will score proficient or better on the MCA test for mathematics.

3. Achievement Gap Reduction. By the conclusion of FY2022, for each reading and math test administered, the proficiency index for the Special Education subgroup will be: [One-third of (100-2017 Special Education subgroup proficiency index)] +2017 Special Education subgroup proficiency index.

Sub Goal 4.2: All Students Career- and College-Ready by Graduation

1. Every year from 2017-2022, each student graduating from Arcadia will complete a proscribed Senior Project. Each student writes their own project-related smart goals with their project advisor. Each approved senior project includes a minimum of 15 page research paper with full references, and a presentation of the project to the community.

Sub Goal 4.3: Each year all seniors will be given the opportunity to participate in college visits, financial aid advice and training for seniors and their parents, and college readiness tests including the PSAT, PLAN, ACT, and Accuplacer tests.

Sub Goal 4.4: All students graduate on time

100% of those Arcadia high school students eligible for graduation will graduate on time (i.e. with their cohort) each year from 2017-2022.

Goal 5: Academic Governance

The School will implement an Academic Governance Plan to critically evaluate and strategically lead the School's academic performance and improvement. The School shall include a summary of its findings in the School's board minutes as part of its annual retreat in January of each year.

Achievement Gap Reduction. By the conclusion of FY2021, for reading and math, the proficiency index for the Special Education subgroup will be:
[One-third of (100 - 2016 Special Education subgroup proficiency index)]+2016 Special Education subgroup proficiency index.

Sub Goal 4.4 All Students Career and College-Ready by Graduation **(5%)**

1. By the conclusion of FY 20121, 100% of eighth, 11th, and 12th grade students will complete and present an Honors Project each spring.

Rationale:
The grade honors project is a comprehensive, inquiry-based project. With the support of a mentor, each student creates and presents a project that requires high levels of research, writing, design and presentation skills. The process of engaging in, and completing, this project is an indicator that our students will graduate from our school equipped with the study skills and habits of mind integral to future success in career and college.

Goal 5: Academic Governance

The School will implement an Academic Governance Plan to critically evaluate and strategically lead the School's academic performance and improvement. The School shall include a summary of its findings in the School's board minutes no less than twice annually.

EXHIBIT G:

Statement of Admissions policies and procedures

Adopted: *3/8/2007*
Reviewed:
Revised: *4/14/16*

105 ADMISSIONS POLICY

I. PURPOSE

The objective of this policy is to allow the school to operate at a full capacity of 126 students with an average of 18 students per grade. The director and board of directors may increase one or more grades' capacity by resolution and without changing this policy.

II. GENERAL STATEMENT OF POLICY

A. In accordance with MN State law MS124d.10 Subd. 9 (Admission Requirements) all students who submit timely applications to Arcadia Charter School will be awarded places unless the number of applications exceeds the capacity of the program, class or grade level. In this case, all available places will befilled by lottery. Siblings of a currently enrolled student, or foster children of that student's family and children of staff members will have preference in admissions before accepting other students by lottery.

B. Arcadia shall not discriminate against any student based on "race," color, ethnicity, sex, age, national origin, ancestry, religion or creed, status with regard to public assistance, sexual orientation, disability, intellectual ability, prior measures of achievement or aptitude, athletic ability, or for any other basis that would be unlawful for a public or charter school.

III. PROCEDURES

A. Each year, the director, with staff input, will determine the advisory (classroom) number and enrollment sizes, keeping in mind age mix, facility space, and staffing.
B. On the first business Monday of April, the director will oversee the completion of the lottery (if necessary). Each student will be assigned a lottery number in the order that they are drawn. Students from the list will then be admitted per grade until that grade is full (18) or there are no additional students on the waiting list for that grade.
C. If a grade is not full by June 1st, additional students in any other grades may be admitted (above 18 but not exceeding 21) in order to maintain advisory enrollment as set by the director in keeping with the objective of maintaining full enrollment for the school (126). .
D. For purposes of student counts, returning 5th year seniors will count toward the 12th grade class total enrollment, but not count toward the school's total enrollment of 126 students.
E. Students in full time PSEO will not count toward student enrollment.
F. Previously enrolled students returning from foreign exchange programs are ensured a placement in the school, even if this exceeds enrollment limits.
G. Previously enrolled students returning from remedial summer school or similar school enrollment during the summer months in which Arcadia Charter School is not in

session, are ensured a placement for the beginning of the fall semester of the consecutive academic year.

H. If any student, whether enrolled or on the waiting list, cancels their application or withdraws from Arcadia, they shall lose their place. If they later re-apply, they shall be treated as a new student.

I. All Applicants still on a waiting list at the beginning of the next enrollment period must submit a new application for enrollment and will be subject to the enrollment process described above. The waiting lists do not carry over from year to year

Legal References: Minn. Stat. § 124d.10Subd. 9 (Admission Requirements)

EXHIBIT H:

GOVERNANCE & MANAGEMENT PLAN

201 LEGAL STATUS OF THE SCHOOL BOARD

I. PURPOSE

The care, management and control of the schools is vested by statutory and constitutional authority in the school board. The school board shall carry out the mission of the school district with diligence, prudence, and dedication to the ideals of providing the finest public education. The purpose of this policy is to define the authority, duties and powers of the school board in carrying out its mission.

II. GENERAL STATEMENT OF POLICY

A. The school board is the governing body of the school district. As such, the school board has responsibility for the care, management, and control over public schools in the school district.

B. Generally, elected members of the school board have binding authority only when acting as a school board legally in session, except where specific authority is provided to school board members or officers individually. Generally, the school board is not bound by an action or statement on the part of an individual school board member unless the action is specifically directed or authorized by the school board.

III. DEFINITION

"School board" means the governing body of the school district.

IV. ORGANIZATION AND MEMBERSHIP

A. Board Role, Size, and Composition: The Board is responsible for overall policy and direction of the school and is accountable for its outcomes. The Board shall hire—by a two-thirds majority vote—and delegate responsibility for day-to-day operations to the School Director. The membership of the school board consists of at least 9 elected directors, consisting of at least 1 licensed teacher, employed at the school, 1 parent or guardian of students currently enrolled at Arcadia, and 1 interested community member who is not employed by Arcadia and does not have a child enrolled at the school. The term of office for parents and community members is three years. The term of office for licensed teachers employed by the school is 2 years. The Board receives no compensation other than reasonable expenses.

B. There may be other ex officio members of the school board as provided by law. The School Director is an ex officio member. A student representative may also be selected to serve a 1 year term as an ex officio member.

C. A majority of voting members constitutes a quorum. The act of the majority of a quorum is the act of the school board.

V. POWERS AND DUTIES

A. The school board has powers and duties specified by statute. The school board's authority includes implied powers in addition to specific powers granted by the legislature.

B. The school board exercises administrative functions. It also has certain powers of a legislative character and other powers of a quasi-judicial character.

C. The school board shall superintend and manage the school; adopt rules for their organization, government, and instruction; prescribe textbooks and courses of study; and make and authorize contracts.

D. The school board shall have the general charge of the business of the school district, its facilities and property, and of the interest of the schools.

E. The school board, among other duties, shall perform the following in accordance with applicable law:

1. provide necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the school district;

2. conduct the business of the schools and pay indebtedness and proper expenses;

3. make and authorize contracts;

4. employ and contract with necessary qualified teachers and discharge the same for cause;

5. manage the schools; adopt rules for their organization, government, and instruction; prescribe textbooks and courses of study; and make and authorize contracts;

6. provide services to promote the health of its pupils;

7. provide school buildings and erect needed buildings;

8. purchase, sell, and exchange school district property and equipment as deemed necessary by the school board for school purposes;

9. provide for payment of claims against the school district; and prosecute

and defend actions by or against the school district, in all proper cases;

10. employ and discharge necessary employees and contract for other services;

11. provide for transportation of pupils to and from school, as governed by statute; and

12. procure insurance against liability of the school district, its officers and employees.

F. The school board, at its discretion, may perform the following:

1. provide library facilities, public evening schools, adult and continuing education programs, summer school programs and intersession classes of flexible school year programs;

2. furnish school lunches for pupils and teachers on such terms as the school board determines;

3. enter into agreements with one or more other independent school districts to provide for agreed upon educational services;

4. lease rooms or buildings for school purposes;

5. authorize the use of school facilities for community purposes that will not interfere with their use for school purposes;

6. authorize cocurricular and extracurricular activities;

7. receive, for the benefit of the school district, bequests, donations, or gifts for any proper purpose; and

8. perform other acts as the school board shall deem to be reasonably necessary or required for the governance of the schools.

Legal References: Minn. Stat. § 123A.22 (Cooperative Centers)
Minn. Stat. § 123B.02 (General Powers)
Minn. Stat. § 123B.09 (School Board Powers)
Minn. Stat. § 123B.14 (School District Officers)
Minn. Stat. § 123B.23 (Liability Insurance)
Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities; Insurance)
Minn. Stat. § 123B.51 (Schoolhouses and Sites; Access for Noncurricular

Purposes)
Minn. Stat. § 123B.85 (Definition)
Jensen v. Indep. Consol. Sch. Dist. No. 85, 160 Minn. 233, 199 N.W. 911 (1924)

Cross References: MSBA/MASA Model Policy 101 (Legal Status of the School District)
MSBA/MASA Model Policy 202 (School Board Officers)
MSBA/MASA Model Policy 203 (Operation of the School Board-Governing Rules)
MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)
MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties

EXHIBIT I:

ADMINISTRATION AND OPERATIONS PLAN

Exhibit I

ADMINISTRATION AND OPERATIONS PLAN
ARCADIA CHARTER SCHOOL

Administrator:
The Board hires an administrator who manages the day-to-day operations of the School. Responsibilities include: (1) implementing the mission and philosophy of the School; (2) maintaining the academic integrity of the school; (3) oversight of the operations of the School, faculty, and staff; (4) ensuring the curriculum furthers the mission of the School; (5) oversight of instruction, accountability and student management.

The administrator ensures that the culture and mission of the School are clear to all stakeholders.

The administrator also facilitates development of the School's culture. The administrator reports to the Board.

Faculty:
The faculty implements the progressive education mission of the school. They ensure that the inquiry - based curriculum is designed to meet Minnesota State Standards.

Business Office
Arcadia Charter School contracts with Beltz, Kes, Darling and Associates (BKDA) for all of its accounting and financial matters. BKDA assigns a Business Manager who is responsible for overseeing all financial matters including payroll, federal and state taxes, audits, and accounts payable. The BKDA Business Manager reports to the Executive Director and the Finance Committee of the Arcadia Board of Directors.

Exhibit I

ADMINISTRATION AND OPERATIONS PLAN
ARCADIA CHARTER SCHOOL

Administrator:
The Board hires an administrator who manages the day-to-day operations of the School. Responsibilities include: (1) implementing the mission and philosophy of the School; (2) maintaining the academic integrity of the school; (3) oversight of the operations of the School, faculty, and staff; (4) ensuring the curriculum furthers the mission of the School; (5) oversight of instruction, accountability and student management.

The administrator ensures that the culture and mission of the School are clear to all stakeholders.

The administrator also facilitates development of the School's culture. The administrator reports to the Board.

Faculty:
The faculty implements the progressive education mission of the school. They ensure that the inquiry - based curriculum is designed to meet Minnesota State Standards.

Business Office
Arcadia Charter School contracts with Beltz, Kes, Darling and Associates (BKDA) for all of its accounting and financial matters. BKDA assigns a Business Manager who is responsible for overseeing all financial matters including payroll, federal and state taxes, audits, and accounts payable. The BKDA Business Manager reports to the Executive Director and the Finance Committee of the Arcadia Board of Directors.

EXHIBIT J:

FINANCIAL MANAGEMENT PLAN

Exhibit J

FINANCIAL MANAGEMENT PLAN
ARCADIA CHARTER SCHOOL

The Board is trained in financial oversight. The Board treasurer and finance committee members receive additional training to ensure comprehensive understanding of charter school finance and oversight, including training by BKDA in understanding financial reporting.

The Board monitors and evaluates the School's recordkeeping, controls, and financial position.

Specifically: (1) the BKDA Business Manager reports at all monthly Board Finance meetings regarding the School's financial position, including current and forecast positions, and makes related recommendations; (2) the Board Treasurer reports at all Board meetings regarding all disbursements made, cash flow, balance, additional relevant financial data, and monitoring of the School's recordkeeping and control processes; and (3) the Board Treasurer and School Administrator meet regularly with the Business Manager to monitor school finances on a regular and ongoing basis. Significant developments that adversely impact the School are immediately brought before the Board.

The Board retains an external auditor on an annual basis to review the School's internal controls and processes. The Board initiates and monitors corrective action to ensure that noted deficiencies, if any, are addressed and will not result in repeat findings in subsequent audits

EXHIBIT K:

STATEMENT OF ASSURANCES

SIGNED BY ALL BOARD MEMBERS

ARCADIA
CHARTER SCHOOL

STATEMENT OF ASSURANCES

I understand that the primary purpose of a charter school is to improve pupil learning and student achievement. I further understand that the charter school board decides and is responsible for all policy matters related to the operation of the charter school, including budgeting, curriculum programming, personnel, and operating procedures. In furtherance of the school's purpose and the board's responsibility, I make the following assurances:

I ACHIEVEMENT DATA

a. I assure that this school will establish baseline data for all students and routinely evaluate student achievement with state and national standardized tests on at least an annual basis, and that the board will evaluate student achievement and post-secondary and workforce readiness on at least an annual basis.

II ADMISSION

a. I assure that the school's admission process will not discriminate against anyone regarding race, gender, national origin, color, ability level, age (except that minimum age requirements may be established as allowed by law), or religion, and that the school will not admit students based on race, gender, national origin, color, ability level, age (except that minimum age requirements may be established as allowed by law), or religion.
b. I assure that the school will admit students on the basis of an annual lottery if more students apply than can be accommodated in the class, program, grade level, or building.
c. I assure that the school will not admit students based on religious preference.
d. I assure that the school's admission process will comply with Minn. Stat. 124E.16.

III ANNUAL REPORT

a. I assure that the school will publish an annual report, as required by Minn. Stat. 124E.16.

IV BOARD GOVERNANCE

a. I assure that all board members will receive training annually.

b. I assure that the board will at all times be comprised of at least five voting members of which at least one is a Minnesota-licensed teacher employed at the school, at least one is a parent or guardian of a student currently enrolled at the school, and at least one is a community member who neither is employed by the school nor is a parent or guardian of a student enrolled at the school.
c. I assure that the board will decide and be responsible for all policy matters related to the operation of the school, including budgeting, curriculum programming, personnel, and operating procedures.
d. I assure that each new board member will execute these Statement of Assurances.

V CHARTER CONTRACT

a. I assure that I have reviewed the school's charter contract.

VI COMPLIANCE WITH ALL APPLICABLE LAWS

a. I assure the school will comply with all federal and state laws governing organizational, programmatic, and financial requirements applicable to the school.

VII CONFLICTS OF INTEREST

a. I assure that the school will avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services.
b. I assure that the school will comply with conflict of interest provisions identified in Minn. Stat. 124E.16.

VIII CRIMINAL BACKGROUND CHECKS

a. I assure that the school will conduct criminal background checks of all employees and board members and will maintain records of those checks.

IX DATA PRACTICES

a. I assure that the school board will comply with data privacy requirements regarding all students including those with disabilities, that the school will securely store student records that separates special education files from cumulative files and that is under the supervision of the school's administrator or a designee, and that mandatory staff training will be provided for Data Privacy.
b. I assure that the school will follow state data practices law and will maintain a board-adopted data practices policy that includes the staff's ability to report unethical or fraudulent actions, and that the school board will regularly attend training that includes state data practices requirements.

X DISCIPLINE POLICY AND PUPIL FAIR DISMISSAL ACT

a. I assure that the school will implement a discipline policy that is in compliance with the Pupil Fair Dismissal Act and that provides protection of the rights of students with disabilities.

XI DISSEMINATION

a. I assure that the school will regularly disseminate information about how to use its offerings. Targeted groups include low-income families and communities, students of color, and students who are at risk of academic failure.

XII ELECTRONIC COMMUNICATIONS

a. I assure that the school will subscribe to and maintain current contact information to electronically share with and receive information from the Minnesota Department of Education.

XIII ELECTRONIC DATA REPORTING SYSTEM (EDRS)

a. I assure that this school will designate a person to be assigned and trained to submit data electronically in the Electronic Data Reporting System (EDRS) via the internet, as required by the Minnesota Department of Education.

XIV EQUAL OPPORTUNITY IN SCHOOL PROGRAMS

a. I assure that this school will provide equal opportunities and equal access to school programs, including extra-curricular activities such as athletics and clubs.

XV FACILITY REQUIREMENTS

a. I assure that this school will comply with all building inspection, fire marshal requirements, certificate of occupancy requirements, will meet all health and safety codes, and the school will continually be handicap-accessible as required by Section 504 of the Americans with Disabilities Act.

XVI FILING WITH THE STATE

a. I assure that this school will maintain current/active filing with the Secretary of State's Office as a nonprofit under Chapter 317A.

XVII FOOD SERVICE

a. I assure that food served at the school will satisfy applicable health and safety requirements, provide equal accommodations to all religions, and otherwise comply with Minn. Stat. 124D.10.

XVIII FINANCIAL REPORTING (UFARS AND GAAP) REQUIREMENTS

a. I assure that this school will comply with both the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS) and Generally Accepted Accounting Practices (GAAP); and that this school will comply with all financial reporting requirements.
b. I assure that the school will use only state-approved accounting and reporting software.

XIX HIRING AND EMPLOYMENT PRACTICES

a. I assure that the school, in compliance with Minn. Stat. 363A.08 will use and maintain open and fair employment practices, advertise for all employment openings, and maintain a record of these advertisements.
b. I assure that all teaching staff will be licensed as required by law unless a waiver or variance is obtained in advance of actual employment.
c. I assure that the board will establish qualifications for administrative, supervisory, and instructional leadership positions, including at least qualifications in

instruction and assessment; human resources and personnel management; financial management; legal and compliance management; effective communication; board, authorizer, and community relationships and will use those qualifications as a basis for job descriptions and performance evaluations.

d. I assure that the board will develop professional development plans for unlicensed staff in administrative, supervisory, or instructional leadership positions.

XX MINNESOTA'S ACADEMIC STANDARDS

a. I assure that this school will implement Minnesota's Academic Standards, as they may change from time to time, as minimum academic requirements.

XXI MINNESOTA'S ACCOUNTABILITY SYSTEM REQUIQREMENTS

a. I assure that this school will comply with all elements of Minnesota's State Accountability System Requirements under the federal No Child Left Behind Act (NCLB) (or waiver if granted). I understand that the school is expected to make Adequate Yearly Progress (AYP) as defined by the State's accountability plan and that the school will be held accountable for these outcomes as well as performance outcomes in the charter contract.

XXII POLICIES AND PROCEDURES

a. I assure that this school will implement written procurement procedures in accordance with federal and state law and conduct all procurement transactions in a manner that provides open and free competition.

b. I assure that the school will maintain property inventory records of all equipment, assets, and non-consumable items.

c. I assure that the school will adopt and implement a religious accommodation policy that accords equal treatment of access to all religions.

d. I assure that if the school allows religious or other activities on school property during non-instructional hours that there will be a board-adopted policy in place allowing equal access to all groups and that such access otherwise complies with Minn. Stat. 124E.10.

e. I assure that the board will adopt all policies and practies which are required by law.

XXIII PROGRAM EVALUATION

a. I assure that the board will evaluate the school's program on at least an annual basis.

b. I assure that the school will provide annually to its authorizer and the Minnesota Department of Education such information as may be required to determine if the charter school is making satisfactory progress toward achieving its goals and academic outcomes, including data, evaluations or studies, and that the school will comply with all such requests for information.

c. I assure that the school will cooperate with the authorizer and the Minnesota Department of Education in evaluating the school's program.

XXIV PUBLIC SCHOOL

a. I assure that this school will operate as a public school that:
   i. operates in accordance with Minn. Stat. 124E.10 and other applicable law
   ii. is created as a public school, and is operated under public supervision and direction;
   iii. operates in pursuit of a specific set of educational objectives agreed to between the school and its authorizer with the purpose of improving pupil learning and student achievement;
   iv. provides a program of elementary or secondary education, or both;
   v. is nonsectarian in its programs, admissions policies, employment practices, dress code requirements and all other operations, and is not affiliated with a sectarian school or religious institution; and
      1. if leasing from a sectarian organization, the school will maintain procedures to screen its students from any involvement with or exposure to any of the sectarian organization's religious activities occurring on school property during the school day or during school-sponsored events;
      2. will maintain a board-adopted religious accommodation policy that accords equal treatment of and access to all religions;
      3. will not impose any sectarian-based restrictions on food consumed on school premises and will maintain equal accommodations for all religions;
      4. does not involve itself in religious activities, including recruiting employees, parents, or volunteers for such activities;
      5. has a neutral dress code or uniform policy that does not promote a particular religion or religious custom and that the school will not, through its dress code or uniform policy, restrict opportunity to participate in school activities;
   vi. maintains a board-adopted policy allowing equal access to the use of the school's facilities and such access otherwise complies with Minn. Stat. 124E.10
   vii. complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act'
   viii. agrees to comply with the sae federal and state audit requirements as do other elementary schools and secondary schools in the state'
   ix. meets all applicable federal, state and local health and safety requirements;
   x. operates in accordance with federal and state law; and
   xi. has a written performance contract with the authorizer that includes a description of how student performance will be measured in charter schools pursuant to state assessments that are required of other pubic schools and pursuant to any other assessments mutually agreeable to the authorizer and the charter school.

XXV PUBLIC SCHOOL FEE LAW

a. I assure that this school will comply with the Minnesota Pubic School Fee Law, Minn. Stat. 123B.34 to 123B.39.

XXVI REQUIRED STATE REPORTING FOR STUDENTS AMD STAFF (MARSS AND STARS)

a. I assure that this school will have a person assigned and trained to submit data on the Minnesota Automated Reporting Student System (MARSS) and Staff Automated Reporting System (STARS), as required by the Minnesota Department of Education.

XXVII SPECIAL EDUCATION

a. I assure that this school will contract or employ a appropriately licensed special education director, will adhere to all applicable requirements in serving specil education students in Minnesota, and will comply with all federal and state special education laws.
b. I assure that this school will involve parents of students with disabilities on an advisory council.
c. I assure that this school will develop a service delivery model that provides a full continuum of special education services.
d. I assure that this school will determine who will provide transportation for students who have 504 plans or IEPs in which transportation is determined necessary by the 504 plan or IEP team.
e. I assure that this school will order necessary supplies, equipment and instructional materials appropriate to meet the needs of individual students with disabilities as they appear.
f. I assure that this school will meet its Child Find obligation, in part by including information about special education services in its marketing materials, handbooks, etc. The school will establish and implement procedures for identification of students currently qualifying for special education services and/or those who may have a disability; and for reviewing student data and determining the need to assess/reassess student need.
g. I assure that this school will have procedures for obtaining information from previous schools on student's special education or 504 Accommodation Plan.

XXVIII TORT AND LIABILITY INSURANCE

a. I assure that this school will assume appropriate tort liability and will have at all times minimum insurance required by Minn. Stat. 124E.09, paragraph c.

XXIX TRANSPORTATION OF STUDENTS

a. I assure that annual written notice of this school's intentions for transportation of students will be provided as required to the resident district and the Minnesota Department of Education.

XXX TUITION FREE

a. I assure that this school will not charge tuition for its instructional or co-curricular programs.

By signing, I acknowledge:

- That I have reviewed the preceding assurances
- That I am a board member of Arcadia Charter School
- That the board is responsible for ensuring compliance with all federal and state laws applicable to charter schools, including the expectations contained in the preceding assurances.

Signature _____

Print Name _____

Email address _____

EXHIBIT L:

CHARTER SCHOOL CLOSURE CHECKLIST AND PLAN

Exhibit L

(Name of School) (Date of Report)

Charter School Closing Checklist & Plan

IMPORTANT: THIS DOCUMENT IS NOT AN EXCLUSIVE LIST OF ALL ACTIONS NECESSARY TO CLOSE A SCHOOL AND IS NOT A SUBSTITUTE FOR LEGAL ADVICE.

CHARTER SCHOOLS SHOULD CONSULT WITH LEGAL COUNSEL.

Item	Action Items	Person(s) Responsible	Target Completion Date	Actual Completion Date	Status
	Involuntary Closure: ___ Frequently Asked Questions. Create Q & A including summary of closure process, summary of transition steps, etc. ___ Notice of Final Determination. Provide notice to school and Minnesota Department of Education. ___ Press Release. Issue press release which includes brief history of school closure process, reason(s) for closure, and identifies press point person. ___ Closure Checklist. Provide additional copies of closure checklist and plan to school, highlight family transition and student records transfer. ___ Offer assistance as appropriate to school board. ___ Updates. Request periodic updates of closure progress. ___ Request file log (identifying file name, date transferred, school transferred).				
	Voluntary Closure: ___ Closure Checklist. Provide additional copies of closure checklist and plan to school, highlight family transition and student records transfer. ___ Offer assistance as appropriate to school board. ___ Updates. Request periodic updates of closure progress. ___ Request file log (identifying file name, date transferred, school transferred).				

Item	Action Items	Person(s) Responsible	Target Completion Date	Actual Completion Date	Status
	CHARTER SCHOOL RESPONSIBILITIES				
Organizational					
1	**Establish School Board Committee for wind-up/transition** ___ Designate School contact person(s) to send and receive communications. ___ Assign tasks/action items to employees or School Board members. ___ Provide contact information and list of employees/School Board members and correspondent responsibilities to the District.				
2	**Terminate Contracts/Cancel Programs Beyond Termination Date** Take appropriate action to terminate any contracts or cancel any programs extending beyond the charter termination.				
3	**Reserve Funds** Segregate by School Board resolution in a separate checking account up to $50,000 in funds to be used for legal, accounting and other expenses to dissolve the school.				
4	**Maintain Communications and Identifiable Location** Notify the landlord that during the wind-up of the School's affairs, it is anticipated that the School Board will use the School Facility, and access thereto should be maintained, even if only by advance notice in order to access assets, etc. In the event the landlord sells or rents the School Facility before the winding up of the School's affairs, the School must relocate its business records and remaining assets to a location *with operational telephone service with voice message capability, and maintain custody of business records until all business and transactions are completed, and the School corporation dissolved.*				

Item	Action Items	Person(s) Responsible	Target Completion Date	Actual Completion Date	Status
5	**Designation of Records Custodian** ___ The school must designate a contact person for student and financial records for two years after closure. ___ Provide the District with a copy of the notice.				
Notifications and Further Actions					
6	**Notification to Parents/Guardians** Notify parents/guardians and employees of school regarding the closure of the School, if such notification has not been made. Such notification shall include, but not be limited to, the following: ___ Date of the last day of regular instruction. ___ Information and offer assistance sufficient to enable the student to re-enroll in another school. ___ List of and contact information for the charter, public and private schools in the area. ___ Date of optional school fair, coordinated by the School with representatives of area schools. ___ Provide the District with a copy of the notice.				
7	**Final Report Cards and Student Records Notice** Within 7 days after end of classes, provide parents / guardians with copies of final report cards and notice of where student records will be sent and specific contact information. ___ The notice must advise the parent/guardian to contact the school where the student intends to enroll and to have the student's new school contact the School's district of location to have the student's educational records transferred to the new school.				

Item	Action Items	Person(s) Responsible	Target Completion Date	Actual Completion Date	Status
7	___ Student records sent to the student's new school upon the new school's request. ___ After the school closes, and unless the student's records are requested by another school, the remaining student records will be sent to each student's school district of residence. ___ Provide the District with a copy of the notice.				
8	**Transfer of Student Records and Testing Material** If the parents do not request transfer of records to a specific school, student records must be sent to the student's resident district. All end of school year grades and evaluations must be completed and made part of the student records, including any IEP/Committee on Special Education meetings/progress reports. Testing material, including scores, test booklets, etc. required to be maintained by the School and must also be forwarded to the new school. No later than 10 business days after the School closes, send student records to the new school, including: ___ Individualized Education Programs (IEPs) and all records regarding special education and supplemental services, where applicable, ___ student health/immunization records ___ attendance records ___ grades ___ assessments/testing information ___ credits earned ___ MARSS numbers, and ___ all other student records. ___ If a student's record contains formal disciplinary records, provide notice to the student and student's parent/guardian that the records will be transferred as part of the student's educational record. NOTE: THIS REQUIRES AN INDIVIDUAL/FILE BY FILE REVIEW.				

Item	Action Items	Person(s) Responsible	Target Completion Date	Actual Completion Date	Status
	___ To the extent that scores, etc. will come into existence after the end of classes, arrangements should be made with the testing agent to forward such material to the new school.				
9	**Notification to School Districts/Area Schools** Notify resident school district and area schools that: ___. The school is closing on (date).. ___ They will be getting students. ___ Provide a phone number/contact person to call for records. ___ If applicable, notification regarding cessation and transportation services should be provided. ___ Provide the District with a copy of the notice.				
10	**Notification of Funding Sources / Charitable Partners** All sources of the School's operational funding must be notified in writing of the closure of the School, including any charitable partners. ___ The School should not incur additional liability; however, it may continue to accept gifts from charitable partners as long as the charity is aware of the School's closure. ___ Charities with property on the premises of the School should be notified to remove same as soon as possible or after end of classes, whichever is appropriate.				
11	**Notification of Contractors and Termination of Contracts** Within 30 days, formulate a list of all contractors with contracts in effect; the list should briefly describe the service and whether any property is related to the contract (e.g., photocopier lease). ___ Notify the contractors regarding cessation of school operations. ___ If applicable, instruct contractors to make arrangements to remove any contractor property from the School facility by a date certain e.g., copying machines, water coolers, other rented property.				

Item	Action Items	Person(s) Responsible	Target Completion Date	Actual Completion Date	Status
	___ Provide the District with a copy of such notice. ___ Retain records of past contracts with proof that they were fully paid. (See Records Retention below.) ___ Telephone, gas, electric, water, insurance (premises and D&O insurance should remain operative through the end of classes and to the extent necessary to wind up the School's affairs beyond that time. As appropriate, and to the extent possible, terminate contracts for goods and services as of the last date such goods or services will be needed.				
12	**Notify MDE/Schedule State Audit** Notify Minnesota Department of Education and schedule MDE audit, as applicable.				
13	**Notification of Employees and Benefit Providers** After an employee termination date is established, notify all employees of termination of employment and/or contracts, and notify benefit providers of pending termination of all employees. Notify employees and providers of termination of all benefit programs, and, if allowable, terminate all programs as of the last date of service in accordance with applicable law and regulations (i.e., COBRA), including: ___ health care / health insurance; ___ life insurance; ___ dental plans; ___ eyeglass plans; ___ cafeteria plans; ___ teacher retirement plans; and ___ other. Specific rules and regulations may apply to such programs – Consult legal counsel. Employees should be notified of eligibility for Minnesota Unemployment Insurance pursuant to any applicable laws and				

Item	Action Items	Person(s) Responsible	Target Completion Date	Actual Completion Date	Status
	Regulations. (In the event the School has not paid into the unemployment program on an ongoing basis, the School may have significant financial liability on an ongoing basis after the end of classes, and additional reserve funds should be set aside.				
14	**Notification re: Transportation Services** As required by the contractual notice requirements, cancel school district or private transportation services				
15	**Notification Regarding Lawsuits** Within 5 days after receiving notice and/or service of process regarding litigation against, or initiated by, the School, School Board of School employees, notify the District and provide copies of legal papers received. The School has an ongoing obligation to keep the District informed regarding such litigation, including bankruptcy, whether voluntary or involuntary, and to provide copies of all filings.				
Assets, Insurance, Liquidation					
16	**Withholding** ___ Pay Federal withholding tax.. ___ Pay State withholding tax.				
17	**Payroll** ___ Pay Staff through last day of employment.				

Item	Action Items	Person(s) Responsible	Target Completion Date	Actual Completion Date	Status
18	**List of Creditors and Debtors: UCC Search** ___ Formulate list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. This list is not the same as the contractor list, above, but may include contractors, which should be listed. ___ Perform a UCC search to determine if there are any secured creditors and to what assets security interests are attached. ___ Provide a copy of the list of creditors to the District with the amount owed to each creditor thereon and the amount owed by each debtor.				
19	**Notification to Creditors** Notify all creditors of its closure. The School should solicit from each creditor a final accounting of the School's accrued and unpaid debt owed to such creditor. This figure should be compared to the School's calculation of the debt and be reconciled between the parties. To the extent possible, the School should also begin to negotiate a settlement of debts, which is ultimately consummated by a settlement agreement reflecting satisfaction and release of the existing obligations, if possible. Consult Legal Counsel.				
20	**Notification to Debtors** Within thirty (30) days the School must contact all debtors and demand payment. Debtors include persons who owe the school fees or credits, lessees or sub-lessees of the School, and any person holding property of the School.				
21	**Reconciliation with District(s)** The School must reconcile its billings and payments with the districts, including special education payments.				

Item	Action Items	Person(s) Responsible	Target Completion Date	Actual Completion Date	Status
22	**School Wind-Up Plan and Action** The School shall collect debts, dispose of assets and negotiate with and pay creditors in an orderly fashion in accordance with a timetable and plan adopted by the School's board of trustees. Priority should be given to continuing the School's educational program through the end of the charter termination and retaining funds to complete the wind-up process. ___ The initial plan should be adopted within 20 days of and be updated at least twice per month. ___ Termination of non-essential personnel and cancellation of non-essential services prior to end of classes. ___ Make final federal, state and local tax payments (every employer, including the School, which pays wages to employees is responsible for withholding, depositing, paying, and reporting federal, state and local income tax, social security taxes, and federal unemployment tax for such wage payments). ___ Auction / sale of assets in a manner that avoids conflicts of interest and maximizes net revenue to the extent permitted by ongoing agreements with existing creditors. ___ Liquidation or closing of bank accounts according to a schedule that minimizes fees but leaves the School enough flexibility to pay creditors, attorneys, accountants, etc. during the course of the wind-up, including funds for a final audit, and for dissolution in accordance with Minn. Statute 124.D10. ___ Cancellation of corporate credit cards and lines of credit. ___ Change authorized signatures on accounts as needed to reflect changes in persons authorized to implement the winding down operations of the School Corporation, and employment, contract and School Board status of those authorized to sign for the School. ___ Status reports on the implementation of the School Wind-Up Plan to be submitted to the District through Interim Statements and a Final Statement (below).				
23	**Protection of Assets; Insurance** The School's assets and any assets in the School that belong to others must be protected against theft, misappropriation and deterioration. ___ Existing insurance coverage should be maintained on the assets until the disposal of such assets.				

Item	Action Items	Person(s) Responsible	Target Completion Date	Actual Completion Date	Status
	___ Continue existing insurance for School Facility; and other assets until (1) disposal or transfer of real estate or termination of lease, and (2) disposal, transfer or sale of other assets are sold, respectively. ___ Negotiate School Facility insurance with entities that may take possession of School Facility – landlord, mortgagors: bond holders, etc., if possible. ___ Appropriate security services should be obtained or maintained. ___ Action may include moving assets to secure storage after closure or loss of the School Facility.				
24	**D&O Insurance** Maintain existing directors and officers liability (D&O) insurance, if any, until final dissolution of the School.				
25	**Inventory** No later than 30 days prior to end of classes, <u>all</u> of the School's assets must be inventoried and/or its inventory updated. ___ All assets of the School, (not just assets over a certain dollar value) must be inventoried. ___ Separately identify assets purchased with federal grant funds. ___ Provide the District with a copy of the inventory. ___ Identify assets belongs to other entities (school district, county, municipality, health department, sponsoring foundation, vendors, PTA, etc.), including those borrowed or loaned. ___ Identify assets encumbered by the terms of a contingent gift, grant or donation, or a security interest. ___ Return assets not belonging to School and document same.				
26	**Liquidation of Assets** ___ Federally purchased property may not be sold to pay creditors and, according to specific program guidance, must either be returned to the awarding agency or distributed for similar use to another eligible entity. Assets purchased with federal grant funds may be given to other charter schools.				

Item	Action Items	Person(s) Responsible	Target Completion Date	Actual Completion Date	Status
	___ Assets not purchased with federal grant funds must be liquidated in a commercially reasonable manner including, but not limited to, sale by way of auction, sealed bidding or other commercially reasonable sales methods to the extent permitted under agreements with existing creditors and to the extent such assets are free and clear of any liens or encumbrances. If an asset is subject to a lien, encumbrance or security interest, the secured party should be contacted. ___ Assets valued at $100,000 must be advertised and disposed via sealed bid. ___ Assets valued between $25,000 - $100,000 must obtain at least two bids before disposition. School Board members and their relatives as well as employees and students of the School may participate in any auction/sealed bidding process provided the party has disclosed his/her relationship to the School Board and the disclosure is made a matter of record in the School Board's minutes and approved by a majority of the non-interested members of the School Board. *School Board members, their relatives, employees and students of the school may not purchase school assets other than through auction or sealed bid.*				
27	**Interim / Final Statements** No later than 10 days after end of classes, prepare, and submit to the District an interim statement of the final status of all contracts and other obligations of the School and all funds, including principal and accrued interest, owed to, and by, the School Corporation, with supporting evidence showing: ___ all creditors or former creditors, any amounts paid to creditors (or in-kind exchanges of assets), and any amounts of debt of the School outstanding, including principal and accrued interest, as of the date of the interim report; and ___ all amounts owed to the School by debtors, any amounts paid by debtors, and whether any debtors have paid in full, and any amounts outstanding; and ___ all income generated through sale or auction of assets and any other change in status of assets. The School will prepare and submit such statements at 30 day intervals until the final statement (below) is prepared and submitted.				

Item	Action Items	Person(s) Responsible	Target Completion Date	Actual Completion Date	Status
28	**Final Statement** No later than 10 days prior to the filing of a dissolution proceeding, the School shall prepare a final statement of the status of all contracts and other obligations of the School, and all funds owed to the School, audited (or confirmed) by an independent accountant, with supporting evidence showing: ___ all assets and the value and location thereof, whether such asset has been distributed to creditors in satisfaction or payment of any existing debt obligation; and ___ each remaining creditor and any and all amounts owed to each creditor, including principal and accrued interest through the date of such statement; and ___ statement that (a) all debts have been collected, or (b) that good faith efforts have been made to collect same, and ___ each remaining debtor of the School and the amounts owed by each debtor, including principal and accrued interest. ___ This statement is in addition to the final Financial Statement Audit (below).				
Corporate Records / Accounting					
29	**Final Financial External Audit** The School must have an external audit performed in accordance with applicable law. ___ File as requested by Minn. Statute 124E.16				
30	**Charter Reports; Final Annual Report** During the course of the wind-up process, the School must comply with its reporting or notice obligations under the charter (including, but not limited to, resignations of Board members, etc.), and its reporting and notice obligations.				

Item	Action Items	Person(s) Responsible	Target Completion Date	Actual Completion Date	Status
31	**Closeout of State and Federal Grants** State, federal and other grants must be closed out, including: ___ Notification to the grant entity of the School closure; and ___ Filing of any required expenditure reports or receipts and any required program reports.				
32	**IRS Status; Reports** ___ Notification to IRS regarding any address change of the School; and ___ Filing of required tax returns or reports (e.g., IRS form 990 and Schedule A) for school year in which school ceases operation. ___ Notify the IRS of dissolution of the education corporation and its 501 (c) (3) status. ___ File final tax returns or reports.				
33	**Minnesota Charitable Organization Report** ___ Notification re: Any change of address. ___ Filing of return for school year in which school ceases operation. ___ File final report.				
34	**Corporate Records** In all cases, the School Board shall maintain all corporate records related to: ___ Loans, bonds, mortgages and other financing; ___ Contracts; ___ Leases; ___ Assets and asset sales; ___ Grants – records relating to federal grants must be kept in accordance with 34 CFR 8042. ___ Governance (Minutes, by-laws, policies); ___ Employees (background checks, personnel files); ___ Accounting/audit, taxes and tax status, etc; ___ Personnel;				

Item	Action Items	Person(s) Responsible	Target Completion Date	Actual Completion Date	Status
	___ Employee benefit programs and benefits; and ___ Any items listed in this Closure Plan. Any and all records not previously sent to the school district must be retained by a designated school representative. ___ Notify the District of name and address where all records not sent to the school district are retained.				
Dissolution / Final Distribution of Assets					
35	**Dissolution** The School Board must follow the dissolution provisions provided by Applicable Law. ___ Board adopts intent to dissolve resolution, which includes a plan of dissolution. ___ Secure any required affirmation/approvals. ___ File notice of intent to dissolve with Minnesota Secretary of State. ___ File notice with Minnesota Attorney General's office. ___ Publish notice for unknown creditors and provide written notice to known creditors or provide written notice. ___ Distribute Assets ___ Board approves Articles of Dissolution and files with Secretary of State and submits copy to the District.				

Item	Action Items	Person(s) Responsible	Target Completion Date	Actual Completion Date	Status
36.	**Final Distribution of Assets** All liabilities and obligations of the School must be paid and discharged (or adequate provision must be made therefore) to the extent of the School's assets. Any assets held subject to lien, encumbrance, security interest or other written conditions or limitations must be disposed of in accordance with and subject to those conditions or limitations. Assets received and held by the School subject to limitations permitting their use only for charitable, benevolent, educational, or similar purposes, but not held upon condition requiring return or with specific disposition instructions, shall be held until dissolution and transferred or conveyed to one or more charter schools. ___ An itemized receipt must be obtained from each recipient of an asset containing the name, address and telephone number of the recipient. ___ In closing out any federal grant and accounting for any federal grant funds, property owned by the federal government or property acquired under a federal grant must be distributed in accordance with federal regulations. *See 34 CFR, Part 80, subparts C and D.*				

[SCHOOL NAME]
STUDENT RECORD TRANSFER LOG

	NAME OF STUDENT LAST, FIRST	MARSS #	WHERE District	WHO Name of Individual	DATE mm/dd/yy
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					
31					
32					
33					
34					
35					
36					
37					
38					
39					
40					
41					
42					
43					
44					
45					

EXHIBIT M:

SUPPLEMENTAL CONTINUING OVERSIGHT CRITERIA, PROCESSES, PROCEDURES

Exhibit M

Continuing Oversight – Accountability

The District evaluates its charter schools in three primary areas:

1. Academic Performance
2. Fiscal Performance
3. Operations and Legal Compliance

Academic Performance: Is the School improving all student achievement?

Academic Performance is evaluated based on six criteria: Absolute Proficiency, Comparative Proficiency, Growth, Achievement Gap, World's Best Workforce Plan and Governance.

Absolute Proficiency: Expecting proficiency for each student, the District evaluates the percentage of students meeting or exceeding state standards on the state assessment tests.

Comparative Proficiency: Expecting each charter school to fulfills its statutory obligation to improve student performance, the District evaluates how well the charter school performs compared to state average performance, a charter school of similar size and mission and to a district elementary that charter school students would otherwise likely attend.

Growth: Expecting growth for each student, the District evaluates the growth each student achieved on the state and other assessments.

Achievement Gap: Expecting all students to achieve academic success, the District evaluates the degree to which students receiving Special Education services achieve the same proficiency rates as students not qualifying for Special Education services on the state assessments.

World's Best Workforce Plan: The District evaluates how well the School performs on annual goals set in the World's Best Workforce Plan.

Academic Governance: The District evaluates the school board's demonstration that it critically evaluates and strategically leads academic performance.

Fiscal Management: Is the School fiscally sound?

Fiscal Performance is evaluated based on multiple criteria: External Audit, Fund Balance, State Finance Award, and Governance.

External Audit: The District evaluates external audits and expects its schools to work towards elimination of deficiencies.

Fund Balance: The District evaluates a school's fiscal health based on its ability to pay unforeseen expenses.

State Finance Award: The District considers whether a charter school has received the Minnesota Department of Education Finance Award, which recognizes sound fiscal health and management policies and procedures.

Governance: The District evaluates the school board's demonstration that it pre-approves and maintains a balanced budget; reviews monthly and annual budget reports and requires explanation for out-of-budget spending; receives required board training; and has adequate time to review board materials.

3. Operations and Legal Compliance: Is the School well-managed and legally compliant?

Operations and Legal Compliance is evaluated based on four criteria: Compliance with Applicable Law, Minnesota Department of Education Audit results, Charter Contract Reporting Obligations, and Leadership.

Charter schools must comply with applicable laws, such as admissions, teacher licensing, and special education requirements. The District evaluates the degree to which the school complies with these requirements.

Effective operations and governance are fundamental to a quality charter school. Consequently, the District evaluates effective operations through annual site visits, reviews board minutes, discussions with staff and stakeholders, MDE audit results, and adherence to charter requirements.

The District regularly monitors and evaluates other measures of school performance such as, near-term and long-term fiscal health indicators. These measures inform the District oversight but general are not used in determining charter renewal unless the measures impact charter school obligations contained in the charter contract.

EXHIBIT N:

PERFORMANCE EVALUATION OF SCHOOL

Exhibit N

On December 12, 2016, Arcadia received a letter from the Minnesota Department of Education (MDE) notifying the school that it had been designated a "High-Quality Charter School" (HQCS) for the third year in a row. This recognition is reserved for only the top 32 of the 180 existing charter schools in Minnesota. Specific criteria for selection included having a record of increasing student achievement, and demonstrating a history of organizational and financial stability and viability. Arcadia is proud to be a recipient of this award as well as a recipient of the 2016 Finance Award for excellence in financial management.

The following narrative and accompanying attachments expand on why Arcadia is truly a High-Quality Charter School, by exploring each of the four essential questions for reauthorization. Those four questions are:

1. ***Is the educational program a success?***
2. ***Is the organization effective and well-run?***
3. ***Is the school meeting its legal obligations?***
4. ***Are strategies in place for sustaining success and continuing to improve* over the next charter term?**

1. Is the educational program a success?

This section presents evidence that Arcadia Charter School's unique educational program is a success, as evidenced by student academic growth over time, student achievement level status, postsecondary access and readiness data, and student engagement data. Educational objectives related to Arcadia's unique project based learning model are also presented in this section.

Student Academic Growth Over Time (MCA results)

According to state data (see screenshots from the MDE data analytics website below), Arcadia students are on track for success over time. The graphs below show demonstrated growth in both reading and math. The data are compared with the Minnesota New Country School (MNCS), a school of similar size and demographic make-up. The first screen shot shows students on track for success in math. The concerted effort put in by our math team this past year is reflected in the rise in test scores, with the very dramatic rise from 56.3% in 2015 to 73.7% in 2016.

The second MDE screenshot compares the two charter schools on growth in reading, which has also increased consistently over the past four years.

2012 – 2016 Math MCA student growth scores: Arcadia and MNCS comparison

Year	Percent On-Track
2012	43.8%
2013	44.2%
2014	46.3%
2015	54.7%
2016	58.3%

Year	Percent On-Track
2012	15.7%
2013	33.3%
2014	24.0%
2015	20.0%
2016	32.7%

2012 – 2016 Reading MCA student growth scores: Arcadia and MNCS comparison

Year	Percent On-Track
2012	65.6%
2013	71.7%
2014	60.7%
2015	56.3%
2016	73.7%

Year	Percent On-Track
2012	62.6%
2013	57.7%
2014	56.4%
2015	46.8%

Student Achievement Level (MCA Proficiency Results)

MCA Reading Proficiency

Though Arcadia previously set a target of 85.9% proficiency, which it did not reach, Arcadia's reading proficiency scores have remained reasonably high over time, consistently outperforming the statewide average. Most recently, 72.1% of students were proficient according to MCA data. Arcadia's scores have also remained on par with Northfield Public Schools (NPS), even edging higher in 2016 (72.1% compared to 65.43%). Arcadia's percentage of students achieving proficiency based on the MCA data is much higher than MNCS, a rural charter school with comparable demographics and enrollment.

Reading proficiency comparison: state, NPS, Arcadia, and MNCS

(Note: Due to changes in the standards, 2012 scores are not comparable to 2013-present)

-MCA Math Proficiency

Arcadia continues to show an increase in MCA math test scores. While scores remain below the aggressive 71% target for 2017, the scores demonstrate significant progress, rising from 32.5% in 2011 to 53.8% in 2016. Proficiency data show that Arcadia students' math proficiency is lower than the State (59.5% in 2016) and Northfield School District (62.65% in grades 6-12 in 2016). However, compared to a comparable rural charter district, Minnesota New Country School, Arcadia is performing significantly better (25.9% compared to 53.8% proficiency in 2016). Math continues to be an area of focus for the school, and that focus appears to be working, as scores have steadily improved over the past five years. The math core team met over the summer of 2016 and strategized to add a class designed for students needing more support between Algebra I and Algebra II. This class, offered through Title I funding, is in part responsible for the steady rise in math scores.

Math proficiency comparison: state, NPS, Arcadia, and MNCS

MCA Science Proficiency

After a promising growth in science scores from 2013 – 2015, Arcadia students dropped in proficiency in 2016. The drop was significant and may be due to the very small cell size. In 2015, 36 students were tested, 20 were proficient, or 55.6%. In 2016, 40 students took the test, but only 19 were proficient, only one student less than last year. But the percent proficient dropped to 47.5%. However, taking cell size into account, the scores in science represent a drop, and Arcadia is analyzing the strengths and weaknesses of its science curriculum this year. Science teachers will be meeting to determine goals based on strengthening the current curriculum, creating projects/electives options addressing science standards, and providing intentional strategies for engaging students in science.

Science proficiency comparison: state, NPS, Arcadia, and MNCS

All test results are used by teachers when scheduling classes, when considering the level of difficulty of projects which will challenge but not frustrate students, and when assessing the final presentation product. With our large special education population, NWEA RIT (individual growth) scores are used as part of the evaluation and determination of services. These growth scores are also used by math teachers to determine if students need additional Title I assistance to keep up with the math sequence. All test scores are now available on our student data system, JMC.

Post-Secondary Access and Readiness

Post-secondary Readiness

Post-Secondary Enrollment Options (PSEO) are important to the Arcadia philosophy. Students are encouraged to take the Accupacer Test, offered twice yearly, to determine readiness for college coursework. Arcadia also offers ACT testing and ACT prep classes for those students planning to attend college.

Each year from 8-10 students take advantage of PSEO classes during their junior and/or senior years. In 2016-17, Arcadia has had 12 students participating in PSEO classes at Gustavus Adolphus, Carleton College, South Central College, St. Catherine's University, Inver Hills, Normandale, and Dakota College Technical College. Five of these students are full time PSEO students.

Over the past five years, students have been accepted to the following colleges:

University of Minnesota Morris	Franklin College	Hamline University
Grinnell College	University of Wisconsin River Falls	Lawrence University
Prescott College	Columbia College of Chicago	Marlboro College
Boston College	City College of New York	Minneapolis College of Art and Design (MCAD)
McNally Smith School of Music	Northland College	University of North Dakota
Minnesota State University Mankato	St Olaf College	University of St. Thomas
American University, Washington, D.C.	College of the Atlantic	Argosy University
Gustavus Adolphus College	Augsburg College	St John's University
Drake University	Metropolitan State University	Inver Grove Hills Community College
New England Conservatory Of Music	Michigan Tech	Normandale College

Each year for the past three years, at least one student has participated in a gap year in another country through the Rotary program.

Graduation Rate:

Arcadia has always had a high graduation rate, but according to data presented on the MDE website, in 2016 100% of students eligible to graduate in 2016 did in fact graduate. Arcadia graduation cohorts are relatively small (see cell sizes below the graph) meaning that only one student not graduating could skew results.

Demographic	Year	Graduated Count	Graduated %
All Students	2012	12	92.3%
	2013	27	96.4%
	2014	15	83.3%
	2015	12	80.0%
	2016	20	100.0%

Arcadia does not have a school counselor on staff, but does offer college counseling, including this year's college night called "Insider tips to navigate the complicated college process and save lots of money", presented by the nonprofit group College Inside Track. This organization was

developed by a retired financial advisor who realized that although college is probably the second largest purchase most families make in their lives, few understand the pitfalls, myths about financial aid, and significant ways to reduce cost.

Because Arcadia has a large special education cohort, special education teachers and staff are required to develop and follow a transitions plan for each high school student, beginning in ninth grade. Special education transition classes at Arcadia include classes in executive functioning, financial management, cooking, and independent living. Special education families and their Arcadia case managers review many options to find the best placement for the student following graduation. This includes working with college counselors to be sure the IEP follows the student from high school to college.

Student Engagement:

Arcadia is a strong Q-Comp school and has kept student engagement as an overall focus for the past three years. In 2016-17, the Q-Comp team and staff made student engagement the focus of staff development. A student engagement rubric was developed that is adaptable to each teacher's instructional style. All staff were observed using this rubric in the fall of 2016. Of those staff participating 93% received a score of proficient or higher. Only one teacher received a less than proficient score. In 2014-15, Teachers read the book *Causes and Cures in the Classroom* by Margaret Searle together, then generated individual professional growth plans based on the methods discussed in the book. Teachers also studied student engagement using several books including *Developmental Designs*, by Linda Crawford, and *Mindsets* by Carol Black.

Students were administered the Developmental Assets Profile (DAP) each year. Results of the most recent DAP profile show that students are most engaged while at school, a finding different from most DAP survey results, which show students to be most engaged at home. The DAP also examined student engagement with drugs and alcohol. Those results indicate a very low use of drugs and alcohol among Arcadia students.

Rates of attendance are another measure of student engagement. The table below indicates the high level of attendance for Arcadia students. Note that the rate of attendance has increased steadily from 2013 to present.

Attendance Data

School year	Rate of attendance	Time span
2013-14	93%	End of year
2014-15	93.9%	End of year
2015-16	94.11%	End of year
2016-17	94.9%	Sept-Jan

Other Innovative Academic Program Components:

The Arcadia Project-Based Model:

According to the Buck Institute for Education (BIE), project based learning can be defined as

> "a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. In Gold Standard PBL, Essential Project Design Elements include:
>
> - **Key Knowledge, Understanding, and Success Skills** - The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, collaboration, and self-management.
> - **Challenging Problem or Question** - The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.
> - **Sustained Inquiry** - Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.
> - **Authenticity** - The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students' personal concerns, interests, and issues in their lives.
> - **Student Voice & Choice** - Students make some decisions about the project, including how they work and what they create.
> - **Reflection** - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.
> - **Critique & Revision** - Students give, receive, and use feedback to improve their process and products.
> - **Public Product** - Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom."

These principles guide the Arcadia project-based process. It should be noted that Arcadia also offers core classes using a more traditional classroom methodology, to assure all students have met basic standards. In the spring of 2014, staff worked with the board and the school director to create a document describing the PBL process specific to Arcadia. This paper continues to provide direction and impetus for curricular innovation.

2. *Is the organization effective and well-run?*

To determine whether each charter school is organizationally effective and well-run, this section highlights the school's cumulative body of evidence for financial performance, school demand, governance and stewardship, leadership, and parent and community engagement

	20010-11	2011-12	2012-13	2013-14	2014-15	2015-2016
Revenue	1,407,390.00	1,372,814.00	1,453,521.00	1,480,966:14	1,590,961.35	1,722,177
Expenditure	1,403,434.00	1,343,164.00	1,405,999.00	1,429,232.62	1,588,671.92	1,686,091

Fund Balance	96,198.00	124,036.33	173,668.00	201,167.48	203,143.32	237,771

Financial Performance

Arcadia Charter School's general fund balance has increased each year. At the end of the 2015-16 fiscal year, the fund balance was $237,771. Arcadia's school board and Finance Committee continue to follow the board approved fund balance policy, while maintaining full enrollment to maintain strong financial support for upcoming years. Expenditures that improved our facilities, updated our technology and increased our benefit package have been priorities for the past five years.

Arcadia employs its own independent business manager, who handles all book keeping and coordinates the audit. Arcadia is proud to have had a clean audit with no material findings for the past five years. A variety of procedures including checks and balances are in place to assure effective accounting procedures.

Board approved annual budgets from 2014– 2017 resulted in a steadily increasing fund balance and five years of MDE finance awards for excellent accounting practices and clear audits with no material findings.

School Demand

Arcadia has had a stable enrollment since its inception in 2003. The first three years were formative years, with enrollment increasing steadily from 98 students in 2003-2004 to 107 students by 2005-2006. From 2006 – present, the school has stayed within the range of 122 – 128 students (with the exception of 2010-2011, when enrollment dipped to 117). Although Arcadia draws primarily from the Northfield District (84%); 36% come from surrounding

districts.

Arcadia accepts 18 students/grade in grades 6, 7, and 8 for a total of 54 students. These 54 students are divided into two multi-grade advisories, with 27 students in each advisory. Arcadia High School also accepts 18 students/grade in grades 9,10,11, and 12 for a total of 72 students. These 72 students are divided into two multi-grade advisories, with 36 students in each advisory. Each of the four total advisories is overseen by two licensed teachers, who are responsible for oversight of projects and monitoring course registration and completion. The advisors arrange conferences with parents and work with special education staff to implement accommodations on student Individualized Educational Programs (IEPs). Arcadia has a cap on enrollment of 126 students, not to exceed 18 students/grade. Exceptions are made for grades carrying full time PSEO students, who are not physically in the building. In these cases additional students may be added to the high school advisory. For example, if a high school advisory has 36 students enrolled, but two do not attend any classes at Arcadia due to PSEO, Arcadia may accept two extra students to fill the available 36 seats in the class. Overall enrollment would then appear to be 128 students.

ARCADIA ENROLLMENT 2003-2017

year	enrollment
2003-2004	98
2004-2005	95
2005-2006	107
2006-2007	122
2007-2008	126
2008-2009	121
2009-2010	124
2010-2011	122
2011-2012	117
2012-2013	127
2013-2014	122
2014-2015	123
2015-2016	128
2016-2017	128

Governance and Management

Arcadia's board elections are held in April of each school year. The election is completed prior to each school year's end, and new members are seated the following August. Each non-teacher board member is appointed to a three-year term. Teachers serve two year terms.

The Board is responsible for the overall policy and direction of the school and is accountable for its outcomes. The Board shall hire, by a two-thirds majority vote, and delegate responsibility for day-to-day operations, to the school's Executive Director.

The membership of the school board consists of nine elected directors, and will consist of three licensed teachers employed at the school, three parents or guardians of student(s) currently enrolled at Arcadia, and one interested community member who is not employed by Arcadia and does not have a child enrolled at the school and two at-large positions to be filled by either parents or community members. The Board shall not include more than one member of a family; this includes spouse, partner or children.

The board meets monthly at Arcadia School. A calendar of meeting times and board contact information is posted on the website and at the front desk. Board minutes are posted on the website and are also available in a binder at the school's front desk.

2016-17 Arcadia School Board

Name	Role	E-Mail Address
Sheri Acosta,	Community member	Sheri.acosta@arcadiacharterschool.org
Gary Braun, treasurer	Teacher	gbraun@arcadiacharterschool.org
Kate Werner	Teacher	kwerner@arcadiacharterschool.org
Sarah Wallis, secretary	Teacher	swallis@arcadiacharterschool.org
Jennifer Pike	Parent	Jenn.pike@arcadiacharterschool.org
Laura Stelter	Community member	laurastelter@gmail.com
Tiana Wells	Parent	Tiana.wells@arcadiacharterschool.org
Sean Fox, Chair	Parent	sfox@carleton.edu
Rachel Matney	Parent	Rachel.matney@arcadiacharterschool.org

Board Member Training

In January, 2014, the Arcadia Charter School board hired trainer Bryan Rossi to train the board on the three areas of Board Governance, School Finance, and Employment Law. The Arcadia School Board participated in ongoing training during their 2015 January day long Board Retreat. The 2016 January retreat was also dedicated to additional board training and related strategic planning. Board training occurs on an annual basis.

Leadership

Arcadia uses an Executive Director model of collaborative administration. As a small school there is no assistant director or dean of students. Lisa Malecha, MSW, works as a School Social Worker whose duties include Special Education Coordination. Rebecca McMullen, Business Manager, and Kim Hansen, Office manager, complete the administrative team.

Barbara E. Wornson, Ed.D., currently serves as Arcadia's Interim Executive Director. She has been in education for 44 years, including eleven years as a school psychologist and 16 years as a school administrator, primarily in charter schools.

A search for a permanent Executive Director is under way. The job description, drafted by the Transition Advisory Committee, will be presented to the board at their March 9, 2017 meeting and subsequently a search committee will be formed.

Parent and Community Engagement

Although there have been valiant efforts to energize a parent group this year, the results have not been stellar. Parents do volunteer to help with a wide range of activities including substitute teaching or subbing for paraprofessionals (if endorsed); bringing food to staff during conferences, volunteering time for mentoring or teaching units (such as dance, sign language, coding, and Latin); supervising at evening events, participating in the open houses held twice each year, and even helping out at the front desk or building cabinets. We are very, very grateful for their presence on the board and many committees as well as their support.

However, an organized parent group has not come together, in spite of our best efforts this fall. A parent-teacher group meeting regularly can greatly enhance community building as well as communication. The marketing and fundraising committee is planning a college night for families this spring. The Director's Update goes out to all families biweekly, and asks for volunteers, but rarely gets a response. The administrative team is planning to put out a survey to all parents to determine what activities appeal to them (educational v. social, for example) and how we can motivate parents and families to take a larger part in our community.

3. Is the school meeting its legal obligations?

This section presents data related to Arcadia's financial reporting and accountability, services for students with special education needs, services for English Language Learners, and other legal compliance issues.

Financial Reporting and Accountability

Arcadia Charter School's general fund balance has increased each year. At the end of the 2015-16 fiscal year, the fund balance was $237,771. Arcadia's school board and Finance Committee continue to follow the board approved fund balance policy, while maintaining full enrollment to maintain strong financial support for upcoming years. Expenditures that improved our facilities, updated our technology and increased our benefit package have been priorities for the past five years.

Arcadia employs its own independent business manager, who handles all book keeping and coordinates the audit. Copies of the audit have been sent to the authorizer and the state and are available from Arcadia School upon request. Arcadia is proud to have had a clean audit with no material findings for the past five years. A variety of procedures including checks and balances are in place to assure effective accounting procedures. The Business Manager and the Executive Director meet weekly to review deposits, expenditures, and budget activity. Arcadia also employs a part time due process coordinator who manages the special education funding. Because Arcadia's special education population has risen so drastically, this has been an important step to assure accurate EDRS reporting. The Director also meets regularly with the Special Education Director to go over federal and state budget lines.

Services for students with special education needs

The table below shows the increase in special education students in recent years. A rough estimate of the percentage of special needs students in traditional middle and high schools ranges from 16%-18% (MDE data analytics). It is not unusual for parents of special needs students to reach out to smaller schools, but there has been a clear increase in special needs students during the past three years. The average percentage of 22.18% of all students receiving some special education services from 2003 to an average of 38.6% over the past three years and a current rate of 45% is significant.

	20010-11	2011-12	2012-13	2013-14	2014-15	2015-2016
Revenue	1,407,390.00	1,372,814.00	1,453,521.00	1,480,966.14	1,590,961.35	1,722,177
Expenditure	1,403,434.00	1,343,164.00	1,405,999.00	1,429,232.62	1,588,671.92	1,686,091
Fund Balance	96,198.00	124,036.33	173,668.00	201,167.48	203,143.32	237,771

ARCADIA TOTAL ENROLLMENT
AND SPECIAL EDUCATION

year	enrollment	sped	% sped
2003-2004	98	21	21%
2004-2005	95	21	22%
2005-2006	107	21	20%
2006-2007	122	20	16%
2007-2008	126	27	21%
2008-2009	121	32	26%
2009-2010	124	31	25%
2010-2011	122	27	22%
2011-2012	117	31	26%
2012-2013	127	31	24%
2013-2014	122	26	21%
2014-2015	123	40	33%
2015-2016	128	46	38%
2016-2017	128	57	45%

In the 2014-15 school year, Arcadia was monitored by the Minnesota Department of Education (MDE) and, partly due to those findings, the school contracted with Sanborn Associates for Special Education Directorship services. Several new processes and procedures have been put in place as a result. With a burgeoning special needs population, we have increased our special education staff to include nine full time paraprofessionals and four special education teachers in addition to a special education coordinator/social worker and a part time due process coordinator. This year we added a health office, staffed with a .25 fte school nurse, whose position will be .50 fte next school year. Other needs such as school psychology, occupational therapy, speech therapy, and deaf/hard of hearing are contracted services.

Demographic comparison, Arcadia and Northfield High School

The data on the MDE website does not break out Arcadia middle school from its high school when reporting demographics. The data presented therefore compares Northfield High School (grades 9-12) to Arcadia charter school (grades 6-12) for purposes of comparison only. The

demographic data for Northfield High School appear to be very similar to Arcadia Charter School, with the very notable exception of special education (see highlighted row). Data is for the 2015-2016 school year only. As noted in the table above, special education students this year comprise 45% of our student population. Arcadia has no ELL students enrolled.

Demographic Data
Comparing Arcadia Charter School to Northfield High School
2015-2016 school year

ARCADIA	%	NORTHFIELD	%
Ethnicity: White	87%	White	84%
2 or more races	2%	2 or more races	1%
Latino	7%	Latino	11%
Asian	3%	Asian	2%
Black	2%	Black	2%
Native American	0%	Native American	0%
FRP lunch	23%	FRP lunch	18.8%
Special education	35.7%	Special education	9.1%
English Language Learners (ELL)	0%	English Language Learners (ELL)	4%
Homeless	0%	Homeless	0.2%
Graduation rate	100%	Graduation rate	94.1%

Services for English Language Learners (ELL)

Arcadia has no ELL students enrolled. This may be due to the large and very successful program targeting Latino students within the Northfield School District. The school would love having a more diverse demographic, but has no interest in detracting from the excellent Northfield program.

Other Legal Compliance

Arcadia works with two law groups: Booth Law Group for questions related to student welfare and running the school, and Lindquist and Vellum for contractual law, specifically related to the possible formation of an affiliated building company and related lease/purchase options.

Arcadia complies with all MDE required reporting.

4. Are strategies in place for sustaining success and continuing to improve over the next charter term?

This section describes Arcadia's plans and strategies for sustaining and continuing to build academic, organizational and operational success over the next charter term. This section explains how the school will build and achieve long-term sustainability and success.

The governing board has a strategic plan in place that addresses questions of sustaining success and continuing to improve over the next charter term. The board has a policies and procedures committee that meets monthly to review existing policies on a three-year rotating basis. New policies or policies in need of revision before their place on the three-year cycle will be considered by the committee at its regular meeting. In addition to the policies committee, the governing board has a finance committee, marketing and fund-raising committee, technology committee, compensation committee, education committee, wellness committee, and a transitions advisory committee. The finance, marketing/fundraising, technology, wellness, and education committees meet monthly. The compensation committee is an ad hoc committee that meets each spring on a biweekly basis to address teacher compensation and benefits programs. The transitions advisory committee meets biweekly, but will disband in March when the newly formed search committee is formed to hire a permanent Executive Director. The Executive Director meets weekly with the Board Chair.

The Arcadia special education team meets weekly as a Child Study Team (CST) to review individual cases and schedule evaluations or IEP meetings. The special education staff also meet as a Teacher Assistance Team (TAT) to review students referred by staff or parents for behavior or learning problems which may result in a special education referral. The TAT may refer the student for evaluation or request child specific interventions be initiated first. The TAT is responsible for communicating with the person making the referral.

The Leadership Team at the School consists of the Executive Director, School Social Worker/Special Education Coordinator, Business Manager, and Office Administrator. Meetings are held weekly with the Executive Director developing the written agenda. These meetings have to do with the day to day functioning of the school as well as concerns for specific situations such as a child's health. In cases involving health issues, the school nurse is included in the leadership team.

The teaching Staff: Faculty and staff meet each Wednesday morning as professional learning communities (PLCs). Arcadia has only two PLCs: middle school and high school. These groups address issues as they may arise in the course of the week as well as tackling issues of curriculum, learning program, and project based learning progress. Arcadia is a Q-Comp school through MDE. Continuing professional development is part of the Q-Comp process. Teachers may attend a conference of their choice, and all teaching faculty are part of the Q-Comp peer observation and assessment process which results in merit-based compensation packages.

Teaching staff also meet in bi-weekly staff meetings that alternate with bi-weekly Q-Comp professional development meetings. A call for agenda items is put out to all faculty and staff prior to the staff meeting. All faculty and staff participate in the staff meeting agenda.

Culture and Climate

Arcadia has a unique culture and climate, which relies heavily on collaboration and participatory leadership, both with staff and with students. The board has been sending out surveys to staff to address climate and culture issues. The results have been positive. Although a compilation of the data is not readily available Arcadia also sends out annual parent surveys to gauge satisfaction and community needs. Because communication is also an important part of building culture and climate, daily announcements are read in each advisory and posted on the website. In addition, the Director's Newsletter goes out biweekly via email and is posted on the website.

Ongoing Needs to be addressed over the next five years:

1. **Facilities (facilities committee):**
    a. Continue to determine whether purchasing the building is feasible.
    b. Develop an action plan and timeline.
    c. Conduct a building inspection to determine maintenance and repair needs.
2. **Board Governance (Board of Directors):**
    a. Hire a permanent executive director
    b. Develop a Director Evaluation process and rubric based on the detailed job description
    c. Maintain a small school with an enrollment cap of 126.

3. **Education (faculty, Q-Comp, Education Committee):**
    a. Revisit the curriculum development process including goals for each core area
    b. Continue to refine the project based learning model
    c. Sustain the current arts programming
    d. Build on current technology programming
        i. Coding
        ii. Robotics
        iii. Film-making
        iv. Spreadsheets and accounting

4. **Staffing (Executive Director):**

a. Consider increasing nursing time from .25 to .50 fte for students with documented medical needs.
b. Consider appropriate curricula and staffing for the following programs
    i. Physics and Chemistry
    ii. World languages
    iii. Physical education
    iv. Health

5. **Professional Development**
    a. Visit other project based schools
    b. Collaborate with more ethnically diverse schools to meet our mission goal of becoming citizens within a global context
    c. Continue integrating technology into every classroom
    d. Require committee participation for all staff members

6. **Parent Participation (Board, Executive Director)**
    a. Create a survey to determine
        i. Interest in a formally organized parent teacher organization
        ii. Interest in family educational programs
            1. College selection and finances
            2. Managing student screen time
            3. What to expect from your child developmentally
        iii. Interest in being part of an advisory committee to the Director

Self-study Based on Recommendations from the 2012 Reauthorization Team

The following recommendations were made to Arcadia following the 2012 Reauthorization Process. The recommendations were reported by then director Ryan Krominga. The recommendations have formed the basis of ongoing study for the Arcadia board, faculty, families, and community stakeholders. Each recommendation is followed by an assessment of where we are in the process of providing closure on these recommendations.

Curriculum and Instruction:

1. Establish a scope and sequence of goals/objectives for the curriculum
   Over the past five years, the curriculum has undergone a continuous process of development. A curriculum map indicating a timeline for allowing specific disciplines to develop curriculum and align projects has been developed. It is, by the very nature of progressive education, in a constant state of revision.. The school has developed a curriculum guide which this year was split into two middle school and high school guides.

2. Create a rubric for projects following Charlotte Danielson's model.
   The middle school and high school have developed project rubrics that align with the specific skills Arcadia expects students to develop. The Charlotte Danielson model, used primarily for teacher evaluation, was not considered appropriate for student projects. Rubrics for middle school and high school project evaluations are rigorous and flexible to meet the demands of each project.

3. Incorporate a basic technology class for students and further in-service training for staff.
   Staff development in the area of technology has increased every year. The school has contracted with Tierny Brother Technology for the provision of training in google classroom and other google products. Starting with the 2014-15 school year, Lego Robotics was introduced as a class to middle school students. It remains as both an elective class and an after school activity. A keyboarding class is taught for students who need to sharpen those skills. Coding is taught through Coder DoJo and in a coding class, where Scratch (beginning level coding); Python (more advanced) and other coding is taught. Use of on-line curricula by teachers has increased, and we continue in-school staff development to learn how to use equipment and on line resources. This year our technology includes increased access points and internet coverage as well as apple TV and document cameras. One language arts class is being taught simultaneously with Shattuck-St Mary's School via online resources.

4. Develop a PE curriculum
   Arcadia has developed a relationship with the local YWCA for physical education needs. The school has hired a part time physical education teacher, who also teaches some health classes. The school very much wants to formalize a PE curriculum and health curriculum. This is being developed with the YMCA, United Way, Dundas Dome, and SHIP projects. The emphasis is on wellness for the whole child, including mental health. The goal is to have the physical education/health/wellness policies and procedures in place before the end of the third quarter, and a curriculum in implementation by the Fall of 2017.

5. Create opportunities for staff to observe other teachers in other schools.
   This recommendation continues to be encouraged but has not been systematically implemented. There has been some shifting of staff responsibilities during the 2015-16 and 2016-17 school year. With the 2017-18 school year fast approaching, this goal needs to be more intentionally addressed. The Arcadia Q-Comp program is excellent, and may be the best place for school visits to reside.

6. Create creative spaces for students to study quietly
   This has been an ongoing challenge, but staff have been diligent in pursuing it. At least one quiet study corner exists with table and comfortable chair. A library has been put together, and is frequently used by students, although it tends to attract items needing to be stored. A small room has been designated for sensory stimulation/calming with dimmed lights and soft rugs. Special Education staff now share offices, leaving more small rooms available for quiet study and group projects.

School Climate

1. Promote teachers' professional development by nurturing the formation and maintenance of connections with teachers at other schools working in the same fields.
   This recommendation continues to be encouraged but without planning and intentionality, it tends to be forgotten in the daily routine. One exception has been the co-teaching of two classes with Shattuck-St. Mary's. This was made possible by an Arcadian board member who also is a teacher at Shattuck-St. Mary's. Our goal is to facilitate more visits, particularly to schools with similar project-based, progressive ideals and practices.

2. Require all teachers to address concerns about quality and rigor by articulating more clearly their learning goals and standards for evaluation.
   The Education Committee and the Q-Comp committee have taken on this task with all due diligence. Teachers are asked to show how their classes meet standards and provide a syllabus to students (and parents, if asked). The completion of the Curriculum Guide is helpful for communication with parents and stakeholders. Teachers write goals and share peer observation, but the Q-comp process so far does not address classroom instruction from the standpoint of quality and rigor. This is especially important in a project-based curriculum. Constructing rubrics addressing rigor and quality will be a goal for the 2017-18 school year.

3. Explore using Q-Comp or other 'non-random' approaches to increase communication between teachers about their learning goals and academic standards for evaluation.
   See response to number 2 above.

4. Make a more conscious effort to understand and correct community members' misrepresentations about ARTech. Changing the name of the school (to Arcadia) presents an opportunity to reintroduce the program.
   The community understanding of Arcadia and the program continues to improve every year. There are still misconceptions in our own community, not to mention the greater community. We have more people interested in coming to visit our program to see what we are about. Community outreach is an important part of correcting misconceptions. This year we updated our website and will be reaching out to independent elementary schools (PCCS, St. Dominic's, Nerstrand) to share our program.

5. Explore additional possibilities for collaborating with the Northfield Public Schools, including the possibility of allowing ARTech to educate families about its program through the school system itself.
   We continue to collaborate with the Northfield Public Schools (NPS) whenever possible. Currently students can attend classes with NPS when the class they want is not available at Arcadia. Students also enjoy participating in NPS extracurricular activities, including plays and sports. NPS also has a prominently displayed page on their website addressing its role as an authorizer of two charter schools.

6. Continue exploring new and better ways to use the spaces at ARTech to support student learning and staff planning and communication as a way of more clearly articulating and achieving the learning goals of the program.
   This has been a challenge, but strides have been taken to improve the space, including applying new epoxy flooring in the Great Room and adding the "Room of Requirement" which also serves as a lobby for performances. The school has a facilities committee which is examining the possibility of major renovations, and the feasibility of forming an affiliated building company to purchase the building.

Special Education

1. Team meetings should have an agenda, cooperatively written by the members of the team.
   In the 2014-15 school year, Arcadia was monitored by the Minnesota Department of Education (MDE) and, partly due to those findings, contracted with Sanborn Associates for Special Education Directorship services. Several new processes and procedures have been put in place as a result. With a burgeoning special needs population, we have increased our special education staff to include nine full time paraprofessionals and four special education teachers in addition to a special education coordinator/social worker and a part time due process coordinator. This year we added a health office, staffed with a .25 fte school nurse, whose position will be .50 fte next school year.

2. More training on how to most effectively work with students when more than one adult is present in the classroom.
   By increasing the number of paraprofessionals available in the classrooms and scheduling them to the areas, whether classroom or advisory, of greatest need we have provided a great deal of support to teachers. We are currently working to put accommodations on the student data system, so teachers and staff have immediate access to the information they need to instruct the student.

Finances

1. A recurring theme was the feeling of a shortage of funds for technology. The school should look for ways to increase technology funding and/or grants.
   The Arcadia school board put $20,000 of the existing fund balance towards technology in the 2013-14 school year. Additional funding to upgrade the internet and access points to support the many devices was completed this year (2016-17). The technology committee is now working on a plan for streamlining inventories and signing out computers as well as a cycle for replacement. The committee will also be determining the 'ideal' number of devices the school requires to function at a minimally acceptable level.

2. The school could explore alternative ways to enhance their employee benefit offerings through participation in education coops, pools, etc.
   In the 2014-15 school year, Arcadia increased its employee health insurance plan to pay for the full coverage of each employee with an additional $75 to put towards family plans. Arcadia also offers short term and long term disability and life insurance for all families. With the current changes in health coverage, the board and administration will

work with a compensation committee to investigate options for insurance that may better serve our employees.

3. The board should develop a long-range budget that includes assumptions of increased PSEO participation by students.
   The business office has used 2.0 adm (average daily membership) as an estimate of how many students are participating in PSEO. The current procedure is to add one student for each student who is participating in full-time PSEO classes. We seldom have more than five students participating in PSEO full time.

4. The school should continue discussion on fair and sustainable compensation models.
   In the 2014-15 school year, the school board instituted a salary grid developed by the administration that assures staff members who have stayed with the school over time will see compensation beyond the cost of living raises put out each school year. This year the compensation committee will be studying the grid in conjunction with other teacher compensation policies to assure equity in compensation.

Governance

1. Develop a Strategic Plan for the school that will set the vision for the school for the next five years.
   Following reauthorization in the 2012-13 school year, the school board developed a strategic plan. The board is involved in developing a strategic plan to address how the school is meeting and implementing its mission and vision statements. This work began in December and will continue through the current school year,

2. Design a comprehensive evaluation process of evaluating the director.
   This recommendation has been necessarily tabled due to director turn-over. The director who left in July of 2015 was followed by a director who stayed only one year, and now by an interim director until a permanent director can be hired. The board and interim director have been working to put together a set of expectations, which can then be turned into rubrics for evaluation. The board hopes this will be put in place by the end of the current school year.

3. The board chair and director should work together to develop a plan for the director's professional development, based on the director's goals and areas designated as needing attention.
   This is critically important, and is part of the current board plan for the incoming director.

4. Instigate a development committee for the board to investigate new and alternative ways to raise funds for the school.
   The marketing and fundraising committee is meeting regularly, but is concerned primarily with current fundraising activities and small scale marketing activities. One hindrance is the lack of a line item in the budget for marketing. There is not currently

money available to fund a development office, but the marketing/fundraising committee welcomes grant writers and anyone with innovative ideas for raising money.

2017 Site Visit by Authorizing Team

The description and explanation of the site visit by the authorizing team has been compiled by Superintendent of Schools Dr. Matt Hillmann, The team recommends reauthorization for five years. The text of that report is presented in Exhibit O. Arcadia students and staff comment frequently on how fortunate the school is to be authorized by the Northfield Public Schools. Rather than competing with the Northfield schools, we work with them to provide all students with unique choices and alternatives. We look forward to a long and productive relationship with the Northfield Public Schools and appreciate all they have done and continue to do for Arcadia's students and families.

EXHIBIT O:

PERFORMANCE EVALUATION OF SCHOOL, EXTERNAL EVALUATION

Northfield
PUBLIC SCHOOLS

DISTRICT OFFICE
1400 Division Street South
Northfield, MN 55057
PH 507.663.0600 • Fax 507.663.0611
www.northfieldschools.org

Arcadia Charter School Authorizer Annual Site Visit/External Review
January 31, 2017

Authorizer Vision: Northfield Public Schools families should have access to high quality public charter schools within the District boundaries.

Authorizer Mission: Our mission (as an authorizer) is to authorize charter schools within the Northfield School District boundaries.

Introduction

On January 31, 2017, a team representing Northfield Public Schools in its Charter School Authorizer role visited Arcadia (formerly Artech) Charter School for a full-day site visit and external review. The review team was as follows:

- Dr. Matt Hillmann, Superintendent, Northfield Public Schools. Dr. Hillmann served as the team leader.
- Mr. Simon Tyler, Director, Prairie Creek Charter School (Castle Rock, Minnesota). Mr. Tyler is also a former Director at Arcadia Charter School.
- Mr. Chris Bussmann, Principal, Dodge Middle School (Farmington, Minnesota). Mr. Bussmann is also the current President of the Minnesota Middle School Association and is a resident of Northfield. He has also been completing an internship for a Superintendent license with Dr. Hillmann.

The day's review focused on gathering data to address these four key questions:

1. Is the educational program a success?
2. Is the organization effective and well-run?
3. Is the school meeting its legal obligations?
4. Are strategies in place for sustaining success and continuing to improve over the next charter term?

External Visitation Team members captured data related to these four questions during the site visit and communicated their observations to the team leader for summarization in this report.

Schedule

The external visitation included observation of classrooms, meetings with Arcadia Charter School Interim Director Barbara Wornson and other staff, meetings with students, a meeting with Board members, and a meeting with parents. The following schedule was used for the full day visit.

Time	Meeting	Location	People
8:00 to 8:05	Welcome and Intro to the school	Barb's Office	Barb
8:05 AM to 8:40 AM	Middle School Morning Circle	Simon to Purple Advisory Chris and Matt to Green Advisory	Bob, Kate, Dan, Sarah
8:40 to 9:00 (split up 3 team members)	Tour of the school		Barb
9:00 to 9:30	Project Work Time	MS and HS	All staff
9:30 to 9:45	Breakfast Break	GREAT ROOM, talk with students	Barb, Lisa, staff
9:45 AM to 10:25 AM	Panel with students and Lisa	Plato	Lisa and students
10:25 AM to 10:40 AM	BREAK	Barb's Office	Barb
10:40 AM – 11:15 AM	Meet with parents	Conference room	**Michelle Frenstad** Jeorge Riley Dawn Taggart **Kathy I.** **Fritz B.** **Brenda Canning**
11:15 – 11:30 AM	Meet with business manager	Rebecca's office	Rebecca
11:30 AM - 12:05 PM	Lunch with Teachers	Staff room (Subway)	Available staff
12:05 PM - 12:50 PM	Junior project Theater Adv. Comp	Purple advisory Great Room DaVinci Room	Angela/Matt Bob Tammy P
12:50 PM – 1:45 PM	Meet with board members	Conference Room	Rachel Sean
1:45 PM - 2:15 PM	Coding Project finalization (Bella)	Goodall Cave btw Red/Green	Mark T and Dan Scott & Matt
2:15 PM – 2:45 PM	Meeting with Director	Barb's Office	Barb
2:45 PM – 3:15 PM	Special education staff	Goodall	SPED staff

Report

The following summaries are the External Visitation Team's review of the four key questions.

Key Question No. 1: Is the educational program a success?

The External Visitation Team observes that the educational program at Arcadia Charter School is a success for several reasons. This assertion is based on objective data about academic progress and clear, observable alignment of daily activities and instruction with the school's stated mission.

Arcadia Charter School has continued to outperform the state average in reading proficiency. Despite having a larger proportion of Special Education students when compared to the state average, Arcadia Charter School's Special Education students have significantly outpaced the state average for Special Education student proficiency in reading for three of the past four years – including by 30 percentage points in 2015-16.

Arcadia Charter School – Reading Proficiency – All Students

MCAs	2014	2015	2016
Arcadia	67.7%	63.8%	73.4%
State	59.8%	60.6%	60.9%

Arcadia Charter School has demonstrated consistent growth in mathematics proficiency on the MCA examination since 2014. While there is still room for growth, the trajectory indicates a positive trend.

Arcadia Charter School – Mathematics Proficiency – All Students

MCAs	2014	2015	2016
Arcadia	48.3%	52.8%	53.8%
State	61.9%	60.2%	59.5%

While Arcadia Charter School's students dropped below the State average on the MCA science examination in 2016 (below), Special Education students continue to outperform their peers across the state on the assessment.

Arcadia Charter School – Science Proficiency – All Students

MCAs	2014	2015	2016
Arcadia	56.7%	55.6%	47.5%
State	54.5%	54.5%	56.2%

In addition to this objective academic data, Arcadia Charter School's mission was clearly evident during the External Visit. Arcadia Charter School students are expected to:

- express themselves artistically;
- use technology responsibly, creatively, and with innovation;
- develop critical thinking and creative problem solving skills;
- and construct knowledge and meaning for themselves.

In the Middle School advisories, a morning meeting strategy is used to create the foundation for that mission. Using the Development Designs social curriculum model, students engaged in a morning message, a greeting, and a game. This approach set the positive tone for the day and helps create a learning environment that supports Arcadia Charter School's mission.

Project time allowed the External Visitation Team to observe students engaged in project-based learning. Students were engaged in a study and self-reflection around career interests and opportunities. Each member of the External Visitation Team was able to engage students in conversation about their projects at both the Middle and High School level. In each case, the students were able to clearly articulate their project. They were able to describe its purpose, alignment to standards, and what they had learned so far. It is clear that the project-based learning has a clear connection to the World's Best Workforce requirements for Career and College readiness.

Team members were able to view a final presentation of an Arcadia Charter School High School project. The student presentation on the history of the Dakota War was impressive. Notably, insight into the efforts required to prepare High School students for this work took place in the Middle School advisories. It is clear that Middle School student projects structured around a required theme and mini-lessons focused on project components and presentation styles provided a foundation for the high-quality presentation we observed.

There were opportunities to observe engaged students exercising student voice and choice in their academic and artistic endeavors. Students are able to engage in a combination of courses and projects to meet state standards. This hybrid approach provides a significant amount of student choice and ownership in the academic program. In addition, critical partnerships with Northfield Public Schools allow students to engage in large ensemble music programming not offered at the school.

Finally, Arcadia Charter School was identified by the Minnesota Department of Education (MDE) as a high-quality charter school. This honor was bestowed upon only 26 charter schools in the state. The primary factor for this honor is academic achievement, providing key data suggestion that Arcadia's educational program is a success.

Key Question No. 2: Is the organization effective and well-run?

The External Visitation Team has determined Arcadia Charter School is an organization that is both effective and well-run.

Leadership matters in all organizations. When there was a change in the Director position in July 2016, the Arcadia Charter School Board hired a transitional coordinator. This transitional coordinator shepherded the school community through the beginning of the academic year and helped conduct a search for an Interim Director. The school hired Dr. Barbara Wornson as the Interim Director in October. Dr. Wornson's wealth of experience in leading charter schools has been an incredible alignment of skills with the school's current needs. Dr. Wornson's steady leadership has allowed the school to address some ongoing areas of growth, such as food service, and has supported the potential acquisition of the current site.

Arcadia Charter School is in good financial shape. The fund balance grew by $36,086 and now stands at $237,771, equating to approximately 14% of expenditures. An audit conducted by Clifton Larson Allen pronounced the school in a solid financial position and produced a clean, unqualified audit report for Fiscal Year 2016. There are preliminary discussions about acquiring the current building.

The school makes good use of partners throughout the community. This includes leveraging Northfield Public Schools as the official transportation provider, the local YMCA to provide physical education coursework, and using countless human capital from the two local liberal arts colleges (St. Olaf and Carleton) as resources for student coaching and mentoring on both academic and social/emotional fronts.

Arcadia Charter School has selected Project Foundry as the school's management of student transcripts and the tracking system for monitoring progress toward graduation requirements. This is essential given the multiple paths in which students can gain credits towards standards for graduation.

The school has several sub-committees - finance, facility, education program - that include staff, parents, community members and students. There is an autonomous and shared decision-making at the site level.

Key Question No. 3: Is the school meeting its legal obligations?

The External Visitation Team observes that based on available information, the school is working diligently to meet its legal obligations.

Arcadia Charter School's audit report, as previously identified in this report, was clean and unqualified. Arcadia has routinely met state deadlines. One World's Best Workforce Report was not submitted on time due to the change in Director and new expectations. Once this tardy reporting was discovered, the school quickly submitted the report.

There are several processes intended to provide shared oversight. Weekly and monthly meetings of the business manager, director and finance committee is a good practice that is in place. This ensures shared oversight and a check and balance.

The school has a mechanism for routine compliance checks. In addition, Special Education due process is carefully monitored. The school has hired a Special Education staff member to ensure compliance with due process and other deadlines. This is especially prudent given a significant percentage of students who have an Individual Education Plan (IEP). Our meeting with the Special Education teaching team revealed appreciation of the oversight provided by their Special Education director and by the onsite due process administrator.

The External Visitation Team found no data to suggest the school is not complying with its legal obligations.

Key Question No: 4: Are strategies in place for sustaining success and continuing to improve over the next charter term?

The External Visitation Team finds that Arcadia Charter School has numerous strategies in place to sustain success and continuous improvement over the next charter term.

Interim Director Dr. Wornson recently helped the Board and staff complete an "unpacking" of the school's mission and vision. This is informing the development of an updated and comprehensive strategic plan. This shared visioning model is essential in providing the clear destination for Arcadia's ongoing journey of continuous improvement.

The Arcadia Charter School Board has set itself for a positive future by hiring Dr. Wornson to ensure a smooth transitional time between permanent directors. The Board's transition team has ensured a thoughtful, three stage process and is prepared to conduct a search for a permanent director with input from multiple stakeholder groups.

The school is strongly considering acquiring the current building. This would solidify its facility -- which supports its educational mission and vision very well -- for the long-term. It is a wise move for consideration.

In addition, the Board is considering ways to seek parent feedback in an ongoing fashion that provides more frequent data points. More frequent insights rather than relying on the annual survey provide actionable data to make more nuanced adjustments to the school's direction than reactionary efforts.

Summary

Arcadia Charter School demonstrated affirmative attainment of all four key questions during the 2017 external visitation. Arcadia Charter School's educational program is a success when measured in a variety of ways, including being honored as one of only 26 charter schools identified by MDE as a "high quality charter school." It is an effective and well-run organization. Its Board of Directors has ably navigated challenging issues and made wise decisions in hiring an experienced interim director. The school, based on available information, is meeting its' legal obligations. Finally, it is a school that demonstrates a commitment to sustaining success and continuous improvement.