

**Board of Directors
Meeting Agenda
Math & Science Academy
Monday, November 18th, 2019**

Room 10A

8430 Woodbury Crossing, Woodbury, MN 55125

1. Call to Order by Chair

Mission:

We provide accelerated curricula in all subjects, with an emphasis on math and science.

Vision:

To be an innovative, sustainable model of academic excellence that creates well-rounded, lifelong learners and global citizens.

2. Roll Call of Members

Present:

Voting:

Lisa Anderson, Chair
Jeff Eng, Vice Chair
Noah Langseth, Treasurer
Judy Seeberger, Secretary
Ramesh Aki
Cody Schniepp
Dan Ellingson
Michelle Kurkoski
Adam Bartz

Non-voting:

Emily Wong, Student Member
Judith Darling BKDA, Contracted Financial Manager (ex officio)
John Gawarecki, Director (ex officio)

Absent:

3. Approval of Agenda

Conflict of Interest Statement

4. Open Forum

5. Approval of Minutes

a. **October 21st, 2019 Workshop and Meeting Minutes**

6. Chair's Report

7. Director's Report

8. Reports from Board Committees and Task Forces (as applicable)

(Reminder: Reports should be submitted in writing in Board prep packets and included with agenda.)

Board Committees:

Academics (Ms. Anderson)

Annual Fund (AFC) (Mr. Langseth)

Communications (Ms. Kurkoski)

Personnel (Ms. Anderson)

Finance (Mr. Langseth):

Approval of Financials

School Expansion Possibilities (Mr. Eng)

10. Consent Agenda

a. Revision of Current Policies (First Reading)

- i. Policy 413 Harassment and Violence Prohibition Policy**
- ii. Policy 419 Drug Free Workplace and School**
- iii. Policy 506 Student Discipline and Notice of Suspension**

11. Old or Unfinished Business

a. MSA Stakeholder Feedback

12. Items for Discussion and Decision

- a. Policy 710 Extracurricular Transportation**
- b. Approval of World's Best Workforce Report**
- c. Approval of the closure of the "PayPal" account from Anchor Bank.**
- d. Student Representative Communication and Update**

13. Future BOD Meeting and Workshop Agenda Items

a. Strategic Plan Review

14. Dates and Times of Upcoming BOD Workshops and Meetings:

- a. BOD Retreat, November 21st, 2019, 5:00 pm**
- b. BOD Workshop, December 16th, 2019, 5:00 pm**
- c. Regularly Scheduled BOD Meeting December 16th, 2019, 6:15 pm**

15. Motion to Adjourn

Submitted:

Approved:

DRAFT - NOT YET APPROVED

Board of Directors Workshop Minutes Math & Science Academy Monday, October 21, 2019 Room 10

8430 Woodbury Crossing, Woodbury, MN 55125

Call to Order by Lisa Anderson at 5:00 pm

Members Present:

Voting:

Lisa Anderson, Chair & Teacher Member
Jeff Eng, Vice Chair & Parent Member
Noah Lanseth, Treasurer & Teacher Member
Judy Seeberger, Secretary & Teacher Member
Cody Schniepp, Community Member
Dan Ellingson, Parent Member
Michelle Kurkoski, Teacher Member
Adam Bartz, Community Member

Non-voting:

John Gawarecki, Director (ex officio)
Judith Darling, BKDA, Contracted Financial Manager (ex officio)

Absent:

Voting:

Ramesh Aki, Parent Member

Non-voting:

Emily Wong, Student Member

Discussion:

1. Extracurricular Transportation Policy - Proposed changes to policy 710 were discussed. There is a bussing shortage in the district which affects transportation of students to extracurricular events. The policy was reviewed with an eye toward addressing issues of liability given the increase in transportation via private vehicle to events. Many questions were raised and discussed. We'd like to get this policy revised and in place prior to the beginning of winter sports, but this is unlikely given the work that needs to be done yet.
2. Draft questions for MSA Stakeholders re: Expansion. The idea is to ask some questions both for information and to alert parents that we are looking at expansion. Draft questions so far are:
 1. If a new location were to be chosen, would you still consider enrolling your student at MSA so long as the school remained within the current boundaries of South Washington County District 833?
 2. If MSA were to relocate, is it important to you that the middle school and high school remain on the same campus?

DRAFT - NOT YET APPROVED

3. Besides geographic location, what other key factors are most important to you in the decision for expansion of MSA to a new location?

The Expansion Committee wants to make sure they identify the right questions to ask. If there are any other key questions you think might be important, please let the Expansion Committee know.

Workshop was adjourned at 6:05 pm

Submitted and Approved:
Judy Seeberger, Secretary

DRAFT - NOT YET APPROVED

**Board of Directors
Meeting Minutes
Math & Science Academy
Monday, October 21, 2019
Room 10**

8430 Woodbury Crossing, Woodbury, MN 55125

1. **Call to Order** by the Chair, Lisa Anderson, at 6:16 pm.

Vision and Mission read by Emily Wong.

2. **Roll Call of Members**

Present:

Voting:

Lisa Anderson, Chair & Teacher Member
Jeff Eng, Vice Chair & Parent Member
Noah Langseth, Treasurer & Teacher Member
Judy Seeberger, Secretary & Teacher Member
Cody Schniepp, Community Member
Dan Ellingson, Parent Member
Michelle Kurkoski, Teacher Member

Non-voting:

John Gawarecki, Director (ex officio)
Judith Darling, BKDA, Contracted Financial Manager (ex officio)
Emily Wong, Student Member

Absent:

Voting:

Ramesh Aki, Parent Member

Non-voting:

None.

3. **Approval of Agenda (note any board member conflicts of interest)**

Conflicts of Interest: None.

Discussion:

None.

Motion to approve the agenda.

Moved by: Michele Kurkoski

Second: Adam Bartz

Vote: 8-yes 0-no 0-abstain

The motion carries.

DRAFT - NOT YET APPROVED

4. Open Forum

None.

5. Approval of September 16, 2019 Workshop and Meeting Minutes.

Discussion:

Names mis-spelled - Codi should be Cody; Michele should be Michelle

Motion to approve the September 16, 2019 Workshop and Meeting Minutes.

Moved by: Jeff Eng Second: Cody Schniepp

Vote: 8-yes 0-no 0 abstain

The motion carries.

6. Chair's Report

None.

7. Director's Report

1. Student Achievement

- a. The boys and girls cross country teams won the EMAC Championship trophy on Wednesday, October 16th.
- b. The girls volleyball team won the 3rd place EMAC trophy at their recent conference tournament.

2. Facilities Management

- a. Current facilities updates for this school year include adding cameras in Building D and B along with cameras to cover the Parking Lot. Assuming contractor availability remains stable, this should be accomplished during winter break.
- b. Backflow for Building B has been upgraded to comply with requirements.
- c. Trane was out on October 4th to look at chiller and replacement options.

3. Communication and Community Relationships

- a. Attended the MSA PTO meeting on October 14th. Discussions on modified transcripts and the conference schedule were conducted.
- b. Professional development training for staff on October 16th was conducted. Focus on Culturally Responsive Pedagogy was a focus along with a technology update.
- c. Attended the MACS Annual Meeting on October 3rd, where MSA was recognized for being in existence for 20 years with a plaque.

4. Human Resources Management

- a. Terminated the contract of Andrew Tretter due to violations of several school Policies.
- b. Hired Aron Hellner as a long term substitute teacher for PE/Health for the remainder of semester 1.
- c. Posted openings for an Educational Assistant, Special Education Teacher (maternity leave), and a Traffic Control person. Establish a system for keeping staff continually informed of important matters and allowing opportunities for regular input and follow through.
- d. Attended the Senior Night Volleyball game on September 25th, as well as the Cross Country Conference Championships on October 16, 2019.
- e. Attendance at soccer, volleyball, and Earth club were mentioned in the October Newsletter.

DRAFT - NOT YET APPROVED

8. Reports from Board Committees and Task Forces (as applicable)

(Reminder: Reports should be submitted in writing in Board prep packets and included with agenda.)

Board Committees: Academics (Ms. Anderson) Departments met to discuss SAM goals; Discussed modified transcripts;

Annual Fund (AFC) (Mr. Langseth) - Discussed ways to spend funds, possibly used for transportation costs - primarily academic like field trips vs sports/extracurricular activities; possible use for communication (monitors in buildings with information);

Communications (Ms. Kurkoski) - Met week before MEA; new member is joining, an MSA parent; discussed increased awareness/visibility of BOD members, adding photos to a BOD page to make members more recognizable; continuing to investigate automated chat bot and/or blog; teacher dashboard updated with new and rearranged buttons

Personnel (Ms. Anderson) - Met for the first time, will be meeting last Monday of each month at 4:30; started with Director's evaluation and will move backwards from there

Finance (Mr. Langseth): Judith Darling discussed moving some money from CDs that matured into a savings account because its interest rate was better; She discussed the ADM; We made some big expenditures from the Repair and Replacement fund; There is some money available for safety and security expenditures

Motion to approve the September 16, 2019 financials statements.

Moved by: Cody Schniepp Second: Lisa Anderson

Discussion:

Ms. Darling reviewed the financials. There is a one time funding, Safe School, at \$16,000. It can be used on items such as security cameras or new doors.

Vote: 8-yes 0-no 0-abstain

The motion carries.

School Expansion Possibilities (Mr. Eng) - Next meeting is next Tuesday. Will be discussing questions to pose to stakeholders, how to pose them, and prepare for retreat in November.

9. Consent Agenda

None.

10. Old or Unfinished Business

a. Cruz-Guzman Request

Discussion: John Gawarecki gave an update. The case is currently in mediation. The plaintiffs claim that school choice has led to a re-segregation of schools in Mpls and St Paul. They further claim that students cannot receive an adequate education in schools that are segregated. Jurisdiction has been established in prior rulings. They are now seeking to answer a number of questions. Some of those which apply to charter schools include: What is an adequate education and how is that defined? What does diversity mean? How do the goals of integration and school choice co-exist? For example, how do you require integration in a school like Hmong academy? What limitations should there be in school choice? What does accountability in education mean? How do you document accountability? This affects MSA because there are 3 charter schools who have intervened, and MACS has established a fund to pay their legal fees. If the funds run out, the charter schools lose their seat in the mediation. MACS is requesting that all charter schools contribute \$3/student. MACS has a seat at the mediation through the 3 charter schools

DRAFT - NOT YET APPROVED

Motion that MSA approve contributing \$3 per student (533 x \$3 = \$1,599) to MACS's MN Charter School Joint Action Fund for joint legal action.

Moved by: Noah Langseth

Second: Lisa Anderson

Discussion:

Board members discussed the financial commitment and the importance of supporting this. There is funding available in the budget and it will benefit MSA as a charter school. If this case was lost then it would split school districts into 8 pie pieces and there would be no choice in schools.

Vote: 8-yes 0-no 0-abstain

The motion carries.

b. MSA Stakeholder Feedback

Discussion: Tabled until another meeting.

11. Items for Discussion and Decision

a. Policy 710 Extracurricular Transportation

Discussion: Tabled until another meeting.

b. Annual Report

Discussion:

Mr. Gawarecki noted that it is also on the website. Next year, the format will be revamped to reflect new contractor goals. The World's Best Workforce will be a bigger section.

Motion to approve 2018-2019 Annual report.

Moved by: Adam Bartz

Second: Dan Ellingson

Vote: 8-yes 0-no 0-abstain

The motion carries.

c. Termination of Employee

Discussion: John Gawarecki answered questions regarding the termination and plan for filling the vacancy. Mr. Helner will teach phy ed and has agreed to teach for the rest of the year if unable to fill. The position will be posted with qualifications.

d. Approval of Amended Communication Minutes from September 11, 2019.

Discussion: Amended to exclude some personnel material that should not have been disseminated to the public.

Motion to approve amended Communication minutes from September

Moved by: Dan Ellingson

Second: Cody Schniepp

DRAFT - NOT YET APPROVED

Vote: 7-yes 0-no Adam Bartz-abstain
The motion carries.

e. Policy 413 Harassment and Violence Prohibition Policy (First Reading)

Discussion: Proposed changes were identified by Michelle Kurkowski. Suggest including workplace harassment / unsafe working environment unrelated to the particular list under I. PURPOSE. Language to this effect was proposed. Other proposed changes were highlighted.

Motion to approve the First Reading of Policy 413.

Moved by: Cody Schniepp Second: Adam Bartz

Vote: 8-yes 0-no 0-abstain
The motion carries.

f. Policy 419 Drug Free Workplace and School (First Reading)

Discussion: Michelle Kurkowski discussed proposed changes to address vaping and to clarify other aspects of the policy. She will bring proposed language back to next meeting.

g. Policy 506 Student Discipline and Notice of Suspension (First Reading)

Discussion: Michelle Kurkowski went through the policy and highlighted some suggested changes. Mr. Schniepp and Ms. Kurkoski will continue to review and update.

12. Future BOD Meeting and Workshop Agenda Items

- a. Strategic Plan Review**
- b. Policies**
- c. Stakeholder communication**

13. Dates and Times of Upcoming BOD Workshops and Meetings:

BOD Workshop on Monday, November 18, 2019 at 5:00 pm in Room 10A.
BOD Meeting on Monday, November 18, 2019 at 6:15 pm in Room 10A.

14. Motion to adjourn at 7:55 pm.

Moved by: Michelle Kurkoski Second: Cody Schniepp

Vote: 8-yes 0-no 0-abstain
The motion carries.

Submitted:

Ia Xiong, Board Recorder

Approved:

Judy Seeberger, Secretary

November Director's Report

1. Student Achievement

- a. MSA had the state's top average ACT composite score for the 3rd year in a row! MSA had the state's top average ACT scores in Reading, Math, Science, and had the state's second top ACT score in Writing.
- b. MSA had three students qualify for the state Cross Country Championships when Harris Anderson and Greta Hansen won their section race and Jaad Stout finished ninth.
- c. MSA had three volleyball players selected as All-Conference players: Sophie B., Ella C., and Keagan E.
- d. The soccer team had a member named to the All-Conference Team as well, Dylan Goff.
- e. MSA inducted 8 new members into NHS on October 30th.
- f. MSA presented *A Midsummer Night's Dream* on November 8th and 9th.

2. Facilities Management

- a. Met with Trane on multiple dates to investigate the possible replacement of Building A's chiller.
- b. Met with JB Vang to discuss maintenance management possibilities of current buildings as well as future needs.
- c. Met with City View to adjust camera needs so a new quote can be written up.
- d. Returned an agreement to Hansen's Lawncare for final agreement.

3. Communication and Community Relationship

- a. Attended a McKnight Foundation Principles listening session on October 24th.
- b. Attended the MACS Regional Leadership meeting on October 30.
- c. Attended the NHS banquet on October 30.
- d. Provided information to Assistant Director for November Newsletter, as well as NHS information.
- e. Set office hours for Building A and B as follows.
 - i. Building A - 10:00 - 11:00 am Tuesdays.
 - ii. Building B - 1:00 - 2:00 pm Thursdays.

4. Human Resources Management

- a. Hired Marissa Ward as a new Paraprofessional EA on November 4.
- b. Establish open office hours for staff and faculty to discuss any issues.
- c. Attended a School Law Seminar on November 15.
- d. Participated in a PELSB Webinar on required information reporting.

- e. MSA had two 11th grade students withdraw. Both were not on track to graduate and enrolled in neighboring traditional public school districts.
- f. Our current enrollment is 530:

| | | |
|-----------------------------------|-----------------|----------------|
| 6th grade - 88 | 7th grade - 88 | 8th grade - 88 |
| 9th grade - 80 (5 above capacity) | 10th grade - 66 | |
| 11th grade - 60 | 12th grade - 60 | |

Assistant Director (Middle School) 2019-20 Goals

1. Student Services

- Facilitated first round of Fastbridge testing in September
- Facilitated student support process
- Worked to resolve student behavior concerns as needed
- Providing support and leadership for PBIS team
- Conducted Family night with middle school counselor

2. Communication and Interaction

- Distributing monthly newsletter
- Communicating within 24-48 hours of all contact by parents
- Using Twitter to both collaborate with fellow educators and showcase the goings on at MSA

3. Facility Services

- Leads building A meetings
- Coordinates building A maintenance needs with maintenance contractor

4. Educational Leader

- Have begun teacher observations per school procedures
- Have completed one formal mentoring session and am overseeing informal mentoring sessions
- Supporting middle school counselor with Friday advisory

lessons

- Coordinating Culturally Responsive Curriculum

PD

5. Governance and Policy Development

- Chairperson of AFC
- Attends Academic committee meetings as

able

- Completed WBWF report for MDE and submitted to the Academic Committee

6. Staff Supervision

- Provided coaching to staff members in need
- Supporting licensed staff with relicensure requirements

- Distributed CEU's to staff as needed

7. Board of Directors

- Attended October BOD meeting

8. Other

- Helped coordinate Back to School Night in August
- Attended 6th grade picnic

Assistant Director (Activities) 2019-20 Goals

1. Student Services

- Completed multiple student investigations
- Supervised students during lunch
- Winter Sport Registration almost complete
- Attended multiple evaluation, IEP and 504 meetings

2. Communication and Interaction

- Working with a working group to update the school web page
- Updating rosters for winter sports
- Provide information and pictures for website banners featuring fall sport awards

3. Facility Services

- We had the motor fixed on the north basketball hoop fixed since the motor burnt out.
- We will be aligning the south main hoop as soon as the part is in.
- Overseen building B meetings

4. Educational Leader

- Worked with Tom to create our first official mentoring meeting for new to teaching teachers.
- Supported teachers who needed some support in their classes.

5. Governance and Policy Development

- Work with the transportation policy committee to update the current policy. Many questions came from this meeting and will now be chairing a sub-committee to find out more information before we rewrite the policy.
- Updating coach/advisor handbook

6. Staff Supervision

- Started observations with teachers

7. Activities

- Held winter coaches preseason meeting.
- Nordic and girls basketball started Nov 11
- Boys basketball tryouts are Nov 18th and 19th.
- Prepared awards for fall sports banquets
- Worked at the conference tournament - boys soccer, volleyball and cross country
- Fall play was a great success
- Fright night was very well attended
- Robotics team informational meeting was held to try to recruit new members
- Hosted the EMAC meeting
- Refs and trainers are reserved for basketball season

8. Academic Improvement

- Sent out the second set of letters to families of students with at least one grade lower than a C-. 84 letters were sent out.
- First set of letters were sent out 5 weeks ago. There were over 130 students who received letters.

- Met with students on Friday during advisory time to create and update academic eligibility.
- Participated in High School conferences.

9. Financial Management

- Reviewed the activities budgets and am waiting for some additional information from Mr. LaCasse to clarify some items.

10. Other

- Prepared awards for fall end of season banquets.
- Held first spiritwear shop.
- Started conversation about graduation and lock in.

Academics Minutes
November 4, 2019
Room 12A at 8:00 A.M.

Members Present: Kassie, Lisa, Maggie, Tom, Joell, Emily, Cheri, Hannah, Noah, John, Jen, Wendell, Angie, Tara, Noelle

1. Discussion about school-wide reading goals for departments who do not have specific goals (Lisa)

a. What is the goal? Fiction or nonfiction?

ELA Department is digging into the data. It has been determined the majority of students who do not meet standards are struggling with nonfiction reading.

b. Who will be teaching these additional interventions? I think that we agreed last time that all 6th, 7th and 8th grade classes, which are not Math, Science or English would have 2 interventions to support the increased reading.

ELA and middle school teachers will focus on these goals.

c. How/Do(?) departments know how to create interventions to help achieve the goal?

Teaching nonfiction reading is not the same as being able to read. Teachers would like additional support.

Is it possible to create a template/ideas/suggestions that can be given/shared with staff members who are not licensed to teach reading? If everyone is on the same page, this will help the students as well.

It can be done. But there needs to be time set aside to work on this. The current plan is for ELA department to use a PD day to work on SAM goals and the template for the other departments.

It was also suggested that the ELA teachers (and maybe others) would like Fastbridge training for the staff to understand the data. Is it possible to take the Fastbridge exams to understand what they entail? How can we retrieve the data? How do we read the data?

2. Update on the Progress of the WBWF Report (Tom)

Soon there will be a meeting for WBWF to write up a summary of how MSA did last year and to incorporate new goals into this year's WBWF document. It is due in the middle of December, and it needs to be approved by the BOD.

In the future, Tom and Joell will go through student schedules in August to make sure that ESSA is followed with experienced teachers and students of color.

We need to include that there are a few teachers teaching out of subject this year and that all laws were followed for this to occur.

Recruiting teachers of color is an issue MSA also needs to address as we are not getting those applicants to apply. We've utilized different means for posting jobs: Indeed, EdPost, local colleges. A problem everyone is facing is that there are not high numbers of diverse teachers. Maybe MSA should make recruiting these educators more of a priority by taking time and extra effort to attract these teachers. If we don't actively look for these individuals, it will still not happen. What we're doing isn't working, but we need to start somewhere. The demographics of MSA are changing. There needs to be more intentionality in order to do this effectively. We need to actively seek out groups of new teachers who are minorities. We should have a part in nurturing it along. We also do not have salary incentives. This will be a focus and a part of the personnel committee.

GOALS:

We skip the first two as we do not teach students of those ages.

We did not make progress on Goal 3. It did dip from the previous year.

We did not meet Goal 4 (ACT average score of 28). We did hit 27.1. It is important to remember that MSA student ACT scores are still the highest in the state.

We did not meet Goal 5 (graduation rate). Though there are notes regarding those students. We are going to change this goal to reflect how MDE totals this number.

Do we want to continue writing goals that "aim for the fences"? Or do we want to write goals that show growth and sustainability.

We would like to change our WBWF goals to be multi-year goals/multi-year processes to fall more in line with our SAM goals. This way we can be on track to meet goals rather than not meet.

ELA Department is looking at changing the way we complete MCA testing in an effort to help increase our results for the reading goals of the students.

It is important to remember our numbers fluctuate between grades, and these scores change cohorts from year to year.

3. Modified Transcript Vision/Implementation (John)

a. Teacher Class Recommendation Exemption (Joell/Lisa)

Suggested Language: "If a teacher recommends a class change after MEA, the student will not automatically receive a modified transcript, because the teacher's recommendation assumes that the student can successfully complete the class in spite of the missed curriculum."

We need to go back to the Academic Agreement for this student (grade). In high school we're expecting about 10 hours of work a day (including the school day--3 hours of homework). That means 2 hours of homework is a 33% reduction. We need to look at what a 15% reduction looks like; it should be focusing on modifying what is in the gradebook. That is how we protect our rigor.

Reduction is different than modification. This might be where the confusion might be.

We can create examples for people to look at.

If it needs to be modified, it is addressed on the transcript. Remember a modified transcript It is not necessarily for all classes for a student; it may be a course by course basis.

A blanket statement of modification is probably not a wise thing; 504s or IEPs are for catering to an individual students needs.

An accomodation is providing a reduction. Modifying is changing the curriculum.

Examples and definitions will be shared with the staff.

- b. Students who change classes because they/parents want a different class.
(Joell/Lisa)

Suggested Language: "If a student/parent requests a class change after MEA, the student will receive a modified transcript because they missed a significant portion of the curriculum."

If a teacher feels a student will be more successful in a different course (ie: math), should the transcript say "modified"?

If the school is suggesting the change, the student shouldn't be given a modified transcript.

The following will be covered at the next meeting:

4. Revisit the weighted or unweighted GPA (Joell)
5. Discussion and decision on adding grading category W-M (withdraw-medical) for students who withdraw from a class because of a medical reason (Joell)
6. Revisit students who fail MS, (not Spanish/Math) (Joell)
7. Math Graduation Requirements for New 9th graders (Noah)
8. Issues for the next meeting?
 - a. Overall Yearly Achievement Goal
 - i. How is the goal determined?
 - ii. Who gets paid and how much?
 - b. Supplemental Online Learning Update

Next Meeting Date: Monday, December 2nd at 8:00 A.M., room 12A

Communications Committee

Meeting Minutes

Thurs, Nov. 7, 2019 4:30 p.m.

Room 10A

Members Present (underlined): Michelle Kurkoski, Jeff Eng, Cheri Howe, John Gawarecki, Shannon Froberg, Carrie Hamm, Joell Pundsack, Amanda Stout, Justin Gehring, Jenn Heydt-Nelson, Jessie Heydt, Teresa Ward, Heather Krisko, Tammy Barnaby, Girish Jorapurka;

| Agenda Heading | Discussion Descriptions | Actions |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>I. Old Business</p> | <p>A. Teacher-Parent Weekly Update - Justin Over 110 families; making minor improvements; this is a success</p> <p>B. Digital Signage Update - Justin Computer Club is working on this; eleven locations; first few will be up by Thanksgiving</p> <p>C. MSA Activities/Website Communication Sub-Committee (working group) - Justin All of the info about activities and website updates will be the responsibility of this group, and they will report progress at Communication meetings. Shannon is the chair, other members are Carrie, Amanda, and Justin; they meet during the school day. Any questions regarding that work should go to the sub-committee..</p> <p>D. Culturally Significant Calendar Task Force - Michelle K Two respondents volunteered to help put together the calendar; Hindu, Muslim, and Jewish holidays will be the focus. It was suggested that a checkbox be added to the community calendar to have the option to show or hide cultural day info.</p> | <ul style="list-style-type: none"> • Justin - another listserv to parents on how to opt in to get more parents using it • next year - beginning of school year when families choose communication options, have them 'opt out', instead of 'opt in' <p>Task Force will research/put together initial calendar</p> |

| | | |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>II. New Business</p> | <p>Appoint someone to check these yearly and make a new calendar each year. This will be added to the summer office tasks.</p> <p>A. rSchool website tour - Shannon</p> <p>B. rSchool Calendar and Community Calendar - need to determine what we are trying to accomplish with them, do we need two calendars</p> <ul style="list-style-type: none"> • Discussion about what criteria determines what events go on which calendar > Community Calendar public events (external?), rSchool > internal for specific groups, procedures • events from Community Calendar get pushed to front of MSA website (on bottom half of screen) • Factors to consider for calendar system: streamlining, access by parents, differentiate by log-in, integrate with website, user interface, ability to filter | <p>The calendar will be updated/maintained by Carrie during the summer for the next school year (as some dates fluctuate from year to year)</p> <p>Shannon will set a meeting with the advisors and coaches for discussion/action about updating their webpages on rSchool; participants will need to bring their laptops?</p> <p>Continue discussion next month</p> |
| <p>III. Next Meeting</p> | <p>Weds, Dec. 11, 2019, 10A</p> | |

Personnel Committee Agenda (meeting notes in red by J. Heydt)
October 28, 2019
4:30-5:30
Room 8C

Members: John G, Jeff E, Jessie H, Heather R, Lisa A and Tom J
Present: Shannon F.; Tom J.; Heather R.; John G.; Lisa A.; Jessie H.;

Present for meeting:

Guiding Principles:

Purpose: To create an evaluation process for the Director. And to provide input/feedback so that the Director can create and/or modify evaluation procedures for all other staff members, including the administrative team, teachers and EAs. We will be creating an evaluation for the position, not a specific person.

Remember: This is a BOD Committee, so we do have to abide by open meeting laws, therefore, agendas and meeting notes will be published. This Committee is open to the public but is not charged with conducting the evaluations of any individuals. We are just creating and/or working with the evaluation processes. So we will try to refer to the positions, and not the people in the positions.

Our list of goals:

1. Every position should have a job description
2. Every position should have some form of goals
3. Every position should have an evaluation process
4. Lastly, look at/rewrite hiring process

The following list is what we will look at first starting with the Director's job, and then moving down through the administration, teachers, staff, EAs and others:

1. Create timeline for Director's evaluation process
2. Look at Director's job description
3. Look at the Director's goals
4. Create surveys for Director's evaluation
5. Align the forms that the BOD completes with the Director's goals and responsibilities

Make a list of questions for the lawyer and schedule a conference call, as needed

Agenda for October 28:

1. Finish the Director's timeline for evaluation. This is what we have so far:

DECEMBER

- 1) Write the survey questions before Dec. BOD meeting (i.e. write them the first week of December)

JANUARY

- 1) Send a survey out to the community to take

FEBRUARY

- 1) Provide community (stakeholder) survey summary data to BOD members
- 2) After Feb. BOD meeting, week window for BOD members to complete Director survey

MARCH

- 3) BOD completes Director evaluation (includes survey) by mid-March.
- 4) Director completes self-evaluation by mid-March.
- 5) BOD communicates results at a special meeting by the end of March:
 - a) MSA stakeholder survey results
 - b) BOD summary of Director evaluation results
 - c) Director self-evaluation results
- 6) BOD will offer or not offer the job by this special March meeting.

APRIL

- 7) At the regular BOD meeting in April, BOD will discuss compensation and terms of contract, make the offer to candidate.
- 8) One week response time for the candidate so the director candidate has time to respond in writing to something in the contract.
- 9) If candidate approves the offer, then we're good and no special meeting required.
- 10) If candidate doesn't approve then BOD will meet for a special meeting at the end of April to negotiate the contract.

MAY

- 1) Have Director's goals written (at BOD workshop) and approved before the new BOD is seated at the June meeting

JUNE

- 11) Process should be completed by this point.

2. Look at the Director's Job Description

- Reviewed current Director job description (see job description document with our suggested changes). Stopped editing at "Organizational Management." (ran out of time).

Finance Committee Agenda

November 11, 2019

Building B, Room 101

4:30 p.m.

Attendees: Judith, Ken, John, Noah

1. Financials - October
 - a. Will bring updated budget to the board in the next few months.
2. Upcoming assessments from Woodbury
3. Next meeting - December 9th at 4:30 pm in Room 101B.

Monthly Contributions for Board Approval (Date: 10/01/2019 - 10/31/2019) PAGE: 1

| FD T ORG PRG CRS FIN | OBJ | FYTD Activity | Date | Src | Sub | Batch | Vendor Name/Ref | PO#/Line# | Description | Inv#/Desc2 | Inv Date | Chk#/Rec# | Check Date | Amount |
|----------------------|-----|---------------|------|-----|-----|----------|-----------------|-----------|--------------------------------|------------|----------|-----------|------------|-----------|
| 01 R | 005 | 000 | 265 | 000 | 096 | 19-50057 | 11,667.19 | 9 | MightyCause Donation - Annual | | 10/08/19 | 46 | | -25.00 |
| | | | | | | | | 10 | Fund - Christine Boudjouk | | | | | |
| | | | | | | | | | Trap Shoot Fundraiser - | | 10/08/19 | 47 | | -1,455.00 |
| | | | | | | | | | Annual Fund | | | | | |
| | | | | | | | | 11 | Trap Shoot Fundraiser - | | 10/08/19 | 47 | | -2,300.00 |
| | | | | | | | | | Annual Fund | | | | | |
| | | | | | | | | 1 | Donation | | 10/09/19 | 99 | | 25.00 |
| | | | | | | | | 7 | Family Fun Shoot Fundraiser | | 10/21/19 | 180 | | 960.00 |
| | | | | | | | | 1 | Donation | | 10/09/19 | 99 | | -25.00 |
| | | | | | | | | 7 | Family Fun Shoot Fundraiser | | 10/21/19 | 180 | | -960.00 |
| | | | | | | | | 1 | Donation | | 10/09/19 | 99 | | -25.00 |
| | | | | | | | | 10 | Family Fun Shoot Fundraiser | | 10/21/19 | 180 | | -960.00 |
| | | | | | | | | 6 | Annual Fund - Employee | | 10/10/19 | 52 | | -339.25 |
| | | | | | | | | | \$173.67 Co Match \$165.58 | | | | | |
| | | | | | | | | 12 | Ecolab - Annual Fund - Allissa | | 10/24/19 | 62 | | -100.00 |
| | | | | | | | | | Ellingson | | | | | |
| | | | | | | | | 13 | Boston Scientific - Annual | | 10/24/19 | 63 | | -175.00 |
| | | | | | | | | | Fund - Trevor Greene | | | | | |
| | | | | | | | | | October | | | | | -5,379.25 |
| | | | | | | | | | *01 R 005 000 265 000 096 | | | | | -5,379.25 |
| | | | | | | | | | *Cash Receipts | | | | | -5,379.25 |

Grand Revenue Totals 11,667.19

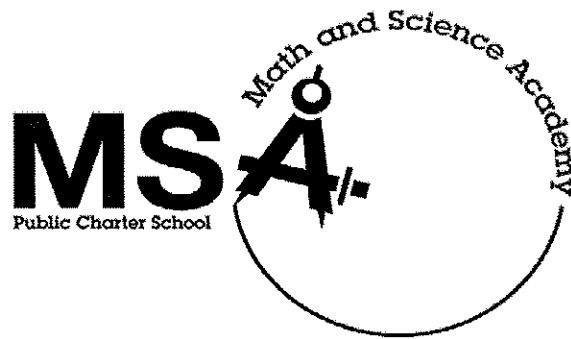
Total for Cash Receipts -5,379.25

Grand Total -5,379.25

Number of Accounts: 1

** The report displays only accounts with activity in the date range selected.

***** End of report *****



Math and Science Academy
Charter School No. 4043
Woodbury, MN

Financial Statements

October 2019

**Math and Science Academy
Charter School No. 4043
October 2019 Financial Statements**

Table of Contents

| | |
|----------------------------------------|---|
| Executive Summary | 1 |
| Balance Sheet | 3 |
| Statement of Revenues and Expenditures | 4 |
| Student Activity Account Balances | 7 |

**Math and Science Academy
Charter School No. 4043
Executive Summary**

Balance Sheet

The beginning balances shown on the Balance Sheet are based on the actual ending information as of June 30, 2019 while the ending balances reflect the YTD balances.

PY State Aids Receivable represents the amount of the 2018-2019 holdback that is owed to the school at this time. This will be repaid throughout the 2019-2020 fiscal year.

CY State Aids Receivable/ (Deferred Revenue) represents the estimated amount that the State owes the School for the current fiscal year. If this amount is negative that indicates that the State has overpaid the school at this point in time.

Federal Aids Receivable represents the amount of federal funds that are owed to the School at June 30, 2019 and YTD.

Due From Other Funds represents the amount owed to the School by the Math and Science Academy Building Company.

Prepays represent items that have been paid for as of June 30th, but the expense will not be realized until after July 1.

Salaries and Wages Payable as well as Payroll Deductions and Contributions relate to salaries and benefits owed as of June 30th but will not be paid until after July. This primarily consists of the "summer paychecks" and related benefits for the teachers.

Due to Other Funds represents the amount that the School owes the Building Company at year end.

Accounts Payable represent amounts due for invoices received but not paid as of the end of the period.

Accounts Payable, Student Activity Accounts represents the total amount available in the various student activity accounts.

The beginning fund balance as of July 1, 2019 is \$2,121,092 or 38%. Our budgeted surplus for the 2019-2020 year is \$1,278 which will result in an ending fund balance of \$2,122,370 or 37%.

**Math and Science Academy
Charter School No. 4043
Executive Summary**

"Hot Topics"

- Cash flow is strong with approximately \$2.1M in cash. This include \$150K in certificates of deposit. With the decrease in interest rates, our savings account is currently paying a higher interest rate. We will continue to monitor interest rates and make adjustments as necessary.
- Our original budget is based on 487 ADM. We are proposing an updated budget based on 491 ADM. Our proposed budget projects a surplus if \$1644 which is similar to our original budget. The proposed budget takes into account 4 additional ADM, the Safe Schools Supplemental Aid, an increase in Special Education revenue/expenditures, as well as an increase in our Title II funds. There were a few other adjustments between line items as well but overall no significant changes.
- As of October 31st, the balance in the Repair & Replacement Fund is \$165K.

Supplemental Information for October 2019

Reports are provided that show the checks that were written, receipts that were posted, and journal entry transactions that were recorded during October 2019.

Please feel free to contact Judith Darling at judith.darling@bergankdv.com or 952-563-6889 should you have questions related to the financial statements.

**Math and Science Academy
Woodbury, MN
Balance Sheet
October 31, 2019**

| | Actual Balance July 1, 2019 | Balance Oct 31, 2019 |
|-------------------------------------------------------|--------------------------------|-------------------------|
| Assets | | |
| Current assets | | |
| Cash and investments | \$ 1,089,467 | \$ 1,922,460 |
| Certificates of deposit | 800,002 | 149,995 |
| Accounts receivable | 2,053 | - |
| Interest receivable | 4,538 | - |
| Due from other funds | - | - |
| Prior year state aids receivable | - | 25,397 |
| Current year state aids receivable/(deferred revenue) | 517,535 | 213,075 |
| Federal aids receivable | 3,836 | - |
| Prepaid expenses and deposits | 231,534 | 103,658 |
| Total assets | \$ 2,648,964 | \$ 2,414,584 |
| Liabilities and Fund Balance | | |
| Current liabilities | | |
| Salaries and wages payable | \$ 315,892 | \$ 65,562 |
| Due to other funds | - | - |
| Accounts payable | 111,167 | 3,636 |
| Payroll deductions and contributions | 100,813 | (35,288) |
| Deferred revenue | - | - |
| Total current liabilities | 527,872 | 33,911 |
| Fund balance | | |
| Fund balance 7-1-2019 | 2,102,392 | 2,102,392 |
| Assigned fund balance - student activities 7-1-2019 | 18,700 | 18,700 |
| Net income to date | - | 259,581 |
| Total fund balance | 2,121,092 | 2,380,673 |
| Total liabilities and fund balance | \$ 2,648,964 | \$ 2,414,584 |

Management has elected to omit substantially all disclosures, government-wide financial statements and required supplementary information. No CPA provides any assurance on these financial statements.

**Math and Science Academy
Charter School No. 4043
Statement of Revenues and Expenditures
October 31, 2019**

| | FY 19 Actual | Original FY20 Budget (487 ADM, 566 WADM) | Proposed FY 20 Budget Amendment (491 ADM, 572 WADM) | 33% | October YTD | Percent of Proposed Budget |
|--------------------------------------------------------------------------|---------------------|---------------------------------------------------|-----------------------------------------------------------------|------------------|--------------|----------------------------------|
| General Fund - 01 | | | | | | |
| Revenues | | | | | | |
| State revenues | | | | | | |
| 211 General education aid | \$ 3,729,578 | \$ 3,820,780 | 3,837,831 | 1,517,973 | 39.6% | |
| 348-300 Charter school lease aid | 795,233 | 812,578 | 812,578 | - | 0.0% | |
| 317 Long-term facilities maintenance revenue | 74,274 | 74,765 | 75,487 | - | 0.0% | |
| 740-360 Special education aid | 552,853 | 543,076 | 631,203 | 51,055 | 8.1% | |
| 201 Endowment aid | 19,637 | 18,654 | 21,582 | 10,791 | 50.0% | |
| 370 Other MN aid (Safe Schools Supplemental Aid) | 2,647 | - | 18,250 | 18,250 | 100.0% | |
| 397 Pension revenue | 11,459 | 15,000 | 12,500 | - | 0.0% | |
| Prior year over (under) accrual | 18,893 | - | - | - | - | |
| Current year state aids receivable | - | - | - | 213,075 | - | |
| Total state revenues | <u>5,204,573</u> | <u>5,284,853</u> | <u>5,409,431</u> | <u>1,811,144</u> | <u>33.5%</u> | |
| Federal revenues | | | | | | |
| 419 Federal special education aid | 72,201 | 65,400 | 63,981 | - | 0.0% | |
| 414 Title II funds | 5,150 | 8,000 | 26,857 | 1,644 | 6.1% | |
| Total federal revenues | <u>77,351</u> | <u>73,400</u> | <u>90,838</u> | <u>1,644</u> | <u>1.8%</u> | |
| Local revenues | | | | | | |
| 000-050 Fees from patrons: Scholastic, AP Exam, Staff Shirts, Class Fees | 24,125 | 23,600 | 27,000 | 23,865 | 88.4% | |
| 920-050 Fees from patrons: study hall | 4,795 | 6,400 | 2,000 | 1,075 | 53.8% | |
| 300-050 Fees from students: field trips | 33,462 | 63,900 | 33,400 | 13,785 | 41.3% | |
| 092 Interest earnings | 27,129 | 14,250 | 20,000 | 4,716 | 23.6% | |
| 265-096 Annual fund/capital campaign/dragon dinner | 121,904 | 85,000 | 85,000 | 11,667 | 13.7% | |
| 000-096 Donations and misc. grants, tech fundraiser | 2,754 | - | - | - | - | |
| 099/620 Miscellaneous revenues/sale of equipment | 894 | - | - | - | - | |
| 621 Year book revenues, Planners | 1,131 | 3,700 | 3,000 | 1,550 | 51.7% | |
| 625 Insurance recovery | 3,860 | - | - | - | - | |
| C 400's Student activities revenue | 118,621 | 123,200 | 125,600 | 25,907 | 20.6% | |
| Total local revenues | <u>338,676</u> | <u>320,050</u> | <u>296,000</u> | <u>82,565</u> | <u>27.9%</u> | |
| Total revenues | <u>\$ 5,620,600</u> | <u>\$ 5,678,303</u> | <u>\$ 5,796,268</u> | <u>1,895,353</u> | <u>32.7%</u> | |
| | 5,620,600 | 5,678,303 | 5,796,268 | 1,895,353 | | |

**Math and Science Academy
Charter School No. 4043
Statement of Revenues and Expenditures
October 31, 2019**

| | FY 19 Actual | Original FY20 Budget (487 ADM, 566 WADM) | Proposed FY 20 Budget Amendment (491 ADM, 572 WADM) | 33% | October YTD | Percent of Proposed Budget |
|-----------------------------------------------------|--------------|---------------------------------------------------|-----------------------------------------------------------------|-----|-------------|----------------------------------|
| Expenditures | | | | | | |
| 100 Salaries and wages | \$ 2,061,605 | \$ 2,121,058 | 2,139,396 | | 505,685 | 23.6% |
| 200 Employee benefits | 686,747 | 709,058 | 723,536 | | 201,073 | 27.8% |
| CRS 180 Extracurricular activities | 78,328 | 74,064 | 84,366 | | 5,112 | 6.1% |
| 305 Contracted services | 214,390 | 254,195 | 260,839 | | 85,200 | 32.7% |
| 315 Repairs and maintenance for computers | 36,000 | 39,400 | 39,400 | | 12,150 | 30.8% |
| 320 Communications services | 21,047 | 22,620 | 19,025 | | 5,476 | 28.8% |
| 329 Postage | 2,857 | 4,300 | 3,000 | | 1,046 | 34.9% |
| 330 Utilities | 103,628 | 118,465 | 105,850 | | 31,896 | 30.1% |
| 340 Property and liability insurance | 33,878 | 36,400 | 33,500 | | 20,012 | 59.7% |
| 350 Repairs and maintenance | 138,205 | 120,600 | 144,700 | | 64,281 | 44.4% |
| 360 Transportation for field trips | 10,352 | 11,100 | 10,800 | | 5,493 | 50.9% |
| 366/368 Staff training/travel and conferences | 42,048 | 29,600 | 20,000 | | 9,788 | 48.9% |
| 369 Field trips admissions | 21,555 | 52,800 | 22,600 | | - | 0.0% |
| 370 Building lease | 887,694 | 902,864 | 902,864 | | 313,011 | 34.7% |
| 370 Other rentals and operating leases | 771 | 1,100 | 800 | | - | 0.0% |
| 380 Computer and tech related hardware rental | 24,694 | 35,300 | 22,643 | | 9,884 | 43.7% |
| 401/455/465 General supplies | 51,630 | 31,000 | 31,000 | | 14,302 | 46.1% |
| 401 Maintenance supplies | 29,415 | 28,700 | 28,800 | | 7,047 | 24.5% |
| 405 Non-instructional computer software and license | 19,040 | 19,400 | 19,800 | | 17,283 | 87.3% |
| 406 Instructional software licensing | 13,695 | 17,400 | 14,300 | | 13,855 | 96.9% |
| 430/456/466 Instructional supplies | 44,763 | 36,800 | 82,000 | | 60,215 | 73.4% |
| 460 Textbooks and workbooks | 25,501 | 34,800 | 26,800 | | 11,330 | 42.3% |
| 461 Standardized tests | 20,869 | 23,600 | 21,900 | | - | 0.0% |
| 490 Food | 1,887 | 1,000 | 2,000 | | 920 | 46.0% |
| 505/506 Capitalized technology software | 5,670 | 5,600 | 12,000 | | 9,427 | 78.6% |
| 520 Building improvements | - | - | 18,250 | | - | 0.0% |
| 530 Other equipment/furniture | 51,717 | 15,000 | 20,000 | | 10,686 | 53.4% |
| 555/556 Technology hardware (cap) | 68,033 | 50,200 | 4,100 | | 2,600 | 63.4% |
| 820 Dues and memberships, fees | 35,872 | 38,200 | 35,835 | | 34,346 | 95.8% |
| 891 Pension expense | 11,459 | 15,000 | 12,500 | | - | 0.0% |

Math and Science Academy
Charter School No. 4043
Statement of Revenues and Expenditures
October 31, 2019

| | FY 19 Actual | Original FY20 Budget (487 ADM, 566 WADM) | Proposed FY 20 Budget Amendment (491 ADM, 572 WADM) | 33% | October YTD | Percent of Proposed Budget |
|--------------------------------|---------------------|---------------------------------------------------|-----------------------------------------------------------------|-----|------------------|----------------------------------|
| 898 Scholarships | - | 500 | 500 | | | 0.0% |
| Annual fund (265) | 65,968 | 40,000 | 40,000 | | 1,626 | 4.1% |
| State special education | 591,138 | 590,300 | 675,084 | | 123,606 | 18.3% |
| Federal special education | \$ 72,201 | 65,400 | 63,981 | | 32,932 | 51.5% |
| Title II funds | 5,150 | 8,000 | 26,857 | | 2,943 | 11.0% |
| Student activity expense | 119,923 | 123,200 | 125,600 | | 22,546 | 18.0% |
| Total expenditures | \$ 5,597,730 | \$ 5,677,025 | \$ 5,794,625 | | 1,635,771 | 28.2% |
| | 5,597,730 | 5,677,025 | 5,794,625 | | 1,635,771 | |
| General fund net income | \$ 22,870 | \$ 1,278 | \$ 1,644 | | 259,581 | |

Fund balances
Beginning fund balance, all funds \$ 2,098,222 2,121,092 2,121,092 2,121,092
Projected fund balance, all funds 2,121,092 38% \$ 2,122,370 37% 2,380,673

Management has elected to omit substantially all disclosures, government-wide financial statements and required supplementary information. No CPA provides any assurance on these financial statements.

Math and Science Academy
Student Activity Cash Accounts under Board Control
October 31, 2019

| Course Code | Account Name | July 1, 2019 | Revenue | Expense | YTD |
|-------------|----------------------------------|--------------|---------|---------|-------|
| 401 | Student Council Funds | \$ 2,547 | | | 2,547 |
| 402 | NHS Funds | 863 | 1,245 | (385) | 1,723 |
| 403 | Parent Team Funds | - | | | - |
| 404 | FIRST Lego League (FLL) | 1,751 | 2,250 | (1,100) | 2,901 |
| 405 | Prom | 1,008 | | | 1,008 |
| 406 | Ex-Curr Academic Triathlon | - | 1,045 | (900) | 145 |
| 407 | Ex-Curr Theatre Funds | 2,869 | 2,040 | 193 | 5,102 |
| 408 | Spanish Club Funds | - | 115 | (28) | 88 |
| 409 | Girls Basketball | - | | | - |
| 410 | Ex-Curr Art Club Funds | - | | | - |
| 411 | Ex-Curr Ski Club | - | | | - |
| 413 | FIRST Robotics Competition (FRC) | 6,707 | 648 | (5,916) | 1,439 |
| 414 | Asian Club | - | | | - |
| 416 | Newspaper | - | | | - |
| 417 | Film Club | - | | | - |
| 419 | Nordic Ski Team | - | 175 | | 175 |
| 420 | Cross Country | 594 | 4,780 | (4,058) | 1,316 |
| 421 | Track & Field | - | 175 | (269) | (94) |
| 422 | Music Fund | - | | (100) | (100) |
| 423 | Boys Basketball | - | 175 | 100 | 275 |
| 424 | Baseball | - | | (750) | (750) |
| 427 | Math League | - | 75 | (200) | (125) |
| 429 | Computer Club | - | | | - |
| 430 | Debate | - | | | - |
| 431 | Girls Volleyball | - | 4,715 | (2,987) | 1,728 |
| 432 | Athletic Account | - | 2,022 | (1,449) | 573 |
| 433 | Speech Team | - | | | - |
| 434 | Earth Club | - | | | - |
| 436 | Cooking Club | - | | | - |
| 437 | Chess Club | 699 | | | 699 |
| 440 | Badminton | - | | | - |
| 441 | Trap Team | - | | | - |

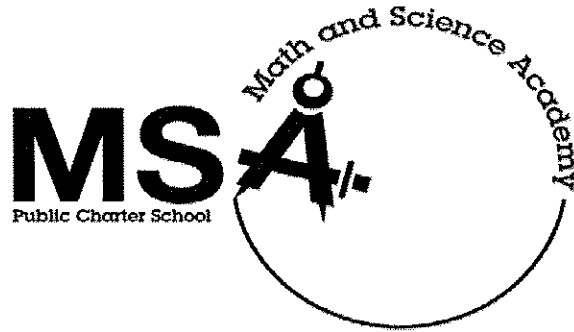
Math and Science Academy
Student Activity Cash Accounts under Board Control
October 31, 2019

| Course Code | Account Name | July 1, 2019 | Revenue | Expense | YTD |
|----------------------------------------|-----------------------------|------------------|------------------|--------------------|------------------|
| 442 | Boys Volleyball | - | - | - | - |
| 443 | FIRST Tech Challenge (FTC) | - | 2,400 | (4,503) | (2,103) |
| 444 | Harry Potter | - | - | - | - |
| 445 | Gay Straight Alliance (GSA) | 693 | - | (94) | 600 |
| 446 | Social Justice Club | - | - | - | - |
| 447 | Class of 2020 | 419 | - | - | 419 |
| 449 | Soccer | - | 1,295 | - | 1,295 |
| 450 | Football | - | 2,600 | - | 2,600 |
| 451 | Cheers Volunteer | - | 152 | - | 152 |
| 452 | SWENext Club | - | - | (101) | (101) |
| 453 | Class of 2021 | 550 | - | - | 550 |
| Total Student Activity Balances | | \$ 18,700 | \$ 25,907 | \$ (22,546) | \$ 22,060 |
| | | <u>18,700</u> | <u>25,907</u> | <u>(22,546)</u> | <u>22,061</u> |

Note: Accounts with negative balances indicate that more money has been spent than has been collected

Treatment of Accounts with Balances at Year End: As of July 1, 2019, there is a requirement for all student activities to be under board control. MSA student activities have always been under board control. In addition, at year-end, the balance in the student activity accounts must be restricted fund balance .

Management has elected to omit substantially all disclosures and the Government-Wide Financial Statements. No CPA provides any assurance on these financial statements.



Math and Science Academy
Charter School No. 4043
Woodbury, MN

SUPPLEMENTAL INFORMATION

October 2019

| Batch | Post Date | Acct Nbr | Description | Amount |
|----------|------------|--------------------------|------------------------------------------|-----------|
| 19-50056 | 10/15/2019 | 01 R 005 000 000 000 201 | FY20 General Education Aid | 151874.40 |
| 19-50056 | 10/15/2019 | 01 R 005 000 000 740 360 | FY20 State Special Education | 44591.63 |
| | | | Totals for 19-50056 | 196466.03 |
| 19-50057 | 10/08/2019 | 01 R 005 000 000 000 050 | Jr Scholastic | 60.00 |
| 19-50057 | 10/08/2019 | 01 R 005 000 000 000 621 | Planner | 90.00 |
| 19-50057 | 10/08/2019 | 01 R 005 000 265 000 096 | MightyCause Donation - Annual Fund - Chr | 25.00 |
| 19-50057 | 10/08/2019 | 01 R 005 000 265 000 096 | Trap Shoot Fundraiser - Annual Fund | 1455.00 |
| 19-50057 | 10/08/2019 | 01 R 005 000 265 000 096 | Trap Shoot Fundraiser - Annual Fund | 2300.00 |
| 19-50057 | 10/08/2019 | 01 R 010 212 000 000 050 | High School Art | 30.00 |
| 19-50057 | 10/08/2019 | 01 R 010 258 000 000 050 | Band | 100.00 |
| 19-50057 | 10/08/2019 | 01 R 010 258 000 000 050 | Replacement of broken mallets (music) | 28.00 |
| 19-50057 | 10/08/2019 | 01 R 010 260 000 000 050 | Middle School Engineering | 30.00 |
| 19-50057 | 10/08/2019 | 01 R 010 260 000 000 050 | High School Engineering | 150.00 |
| 19-50057 | 10/08/2019 | 01 R 010 298 407 000 050 | Theater | 790.00 |
| | | | Totals for 19-50057 | 5058.00 |
| 19-50058 | 10/04/2019 | 01 E 005 110 000 000 305 | Boon Chapman - Admin Fees | 10.31- |
| 19-50058 | 10/04/2019 | 01 E 005 110 000 000 305 | Boon Chapman - Admin Fees | 11.01- |
| 19-50058 | 10/04/2019 | 01 E 005 110 000 000 305 | Boon Chapman - Admin Fees | 11.00- |
| 19-50058 | 10/04/2019 | 01 L 215 08 | Boon Chapman - COBRA | 86.02 |
| 19-50058 | 10/04/2019 | 01 L 215 13 | Boon Chapman- COBRA Premium remittance | 525.59 |
| 19-50058 | 10/04/2019 | 01 L 215 13 | Boon Chapman - COBRA | 561.41 |
| 19-50058 | 10/04/2019 | 01 L 215 13 | Boon Chapman - COBRA | 475.39 |
| 19-50058 | 10/04/2019 | 01 R 005 000 105 000 050 | National College fair field trip | 447.00 |
| 19-50058 | 10/04/2019 | 01 R 010 298 431 000 060 | Girls Volleyball game | 93.46 |
| 19-50058 | 10/04/2019 | 01 R 010 298 431 000 060 | Girls Volleyball game 9/5 | 33.25 |
| 19-50058 | 10/04/2019 | 01 R 010 298 431 000 060 | Girls Volleyball game 9/19 | 32.00 |
| 19-50058 | 10/04/2019 | 01 R 010 298 431 000 620 | Girls Volleyball concessions 9/20 | 54.00 |
| 19-50058 | 10/04/2019 | 01 R 010 298 431 000 620 | Girls Volleyball concessions 9/5 | 36.50 |
| 19-50058 | 10/04/2019 | 01 R 010 298 431 000 620 | Girls Volleyball concessions 9/5 | 24.00 |
| 19-50058 | 10/04/2019 | 01 R 010 298 432 000 060 | Girls Volleyball game | 93.46 |
| 19-50058 | 10/04/2019 | 01 R 010 298 432 000 060 | Girls Volleyball game 9/5 | 33.25 |
| 19-50058 | 10/04/2019 | 01 R 010 298 432 000 060 | Girls Volleyball game 9/19 | 32.00 |
| | | | Totals for 19-50058 | 2495.01 |
| 19-50059 | 10/07/2019 | 01 E 005 110 000 000 305 | Reimburse Background Check | 24.00 |
| 19-50059 | 10/07/2019 | 01 R 005 000 300 000 050 | Eage Bluff Field Trip | 12180.00 |
| 19-50059 | 10/07/2019 | 01 R 010 298 413 000 050 | FRC First Robotics - reimburse dorm room | 43.20 |
| 19-50059 | 10/07/2019 | 01 R 010 298 420 000 050 | Cross Country Participation fees | 175.00 |
| 19-50059 | 10/07/2019 | 01 R 010 298 431 000 050 | Girls Volleyball Participation fees | 1100.00 |
| 19-50059 | 10/07/2019 | 01 R 010 298 431 000 060 | Girls Volleyball - admissions 9/25 | 143.50 |
| 19-50059 | 10/07/2019 | 01 R 010 298 431 000 620 | Girls Volleyball - concessions 9/25 | 41.80 |
| 19-50059 | 10/07/2019 | 01 R 010 298 432 000 060 | Girls Volleyball - admissions 9/25 | 143.50 |
| 19-50059 | 10/07/2019 | 01 R 010 298 450 000 050 | Football Participation fees | 200.00 |
| | | | Totals for 19-50059 | 14051.00 |
| 19-50060 | 10/09/2019 | 01 R 005 000 000 000 050 | Jr Scholastic | 20.00 |
| 19-50060 | 10/09/2019 | 01 R 005 000 000 000 621 | Planner | 5.00 |
| 19-50060 | 10/09/2019 | 01 R 005 000 265 000 096 | Donation | 25.00 |
| 19-50060 | 10/09/2019 | 01 R 005 000 265 000 096 | Family Fun Shoot Fundraiser | 960.00 |
| 19-50060 | 10/09/2019 | 01 R 005 000 920 000 050 | Study Hall - Before School | 150.00 |
| 19-50060 | 10/09/2019 | 01 R 005 260 000 000 050 | HS Engineering | 50.00 |

| Batch | Post Date | Acct Nbr | Description | Amount |
|----------|------------|--------------------------|-------------------------------------------|-----------|
| 19-50060 | 10/09/2019 | 01 R 010 258 000 000 050 | Band | 150.00 |
| | | | Totals for 19-50060 | 1360.00 |
| 19-50061 | 10/14/2019 | 01 R 010 204 012 433 400 | FY20 Title II | 1644.44 |
| | | | Totals for 19-50061 | 1644.44 |
| 19-50062 | 10/10/2019 | 50 A 101 50 | BC Waterfall Deposit - Oct 2019 | 2687.50 |
| | | | Totals for 19-50062 | 2687.50 |
| 19-50063 | 10/24/2019 | 01 R 005 000 000 000 050 | Milk Money | 16.80 |
| 19-50063 | 10/24/2019 | 01 R 005 000 000 000 050 | Staff shirt reimbursement over allotted a | 28.00 |
| 19-50063 | 10/24/2019 | 01 R 005 000 000 000 050 | Staff shirt reimbursement over allotted a | 60.00 |
| 19-50063 | 10/24/2019 | 01 R 005 000 265 000 096 | Ecolab - Annual Fund - Alissa Ellingson | 100.00 |
| 19-50063 | 10/24/2019 | 01 R 005 000 265 000 096 | Boston Scientific - Annual Fund - Trevor | 175.00 |
| 19-50063 | 10/24/2019 | 01 R 005 000 300 000 050 | Eagle Bluff Field Trip | 1275.00 |
| 19-50063 | 10/24/2019 | 01 R 010 298 402 000 050 | NHS Participation | 720.00 |
| 19-50063 | 10/24/2019 | 01 R 010 298 402 000 060 | NHS Banquet | 525.00 |
| 19-50063 | 10/24/2019 | 01 R 010 298 427 000 050 | Math League Participation Fee | 75.00 |
| 19-50063 | 10/24/2019 | 01 R 010 298 431 000 060 | Girls Volleyball Game 10/4 | 44.50 |
| 19-50063 | 10/24/2019 | 01 R 010 298 431 000 620 | Girls Volleyball Concessions 10/4 | 16.55 |
| 19-50063 | 10/24/2019 | 01 R 010 298 432 000 050 | Girls Volleyball Participation Fee | 175.00 |
| 19-50063 | 10/24/2019 | 01 R 010 298 432 000 060 | Girls Volleyball Game 10/4 | 44.50 |
| | | | Totals for 19-50063 | 3255.35 |
| 19-50064 | 10/31/2019 | 01 E 005 110 000 000 305 | Background Check | 8.00 |
| 19-50064 | 10/31/2019 | 01 R 005 000 000 000 050 | AP Test Fees | 9688.00 |
| 19-50064 | 10/31/2019 | 01 R 005 000 000 000 050 | AP Test Fees | 728.00 |
| 19-50064 | 10/31/2019 | 01 R 005 000 105 000 050 | Field Trip - Franconia Sculpture Park 10 | 5.00 |
| 19-50064 | 10/31/2019 | 01 R 010 212 000 000 050 | High School Art | 30.00 |
| 19-50064 | 10/31/2019 | 01 R 010 258 000 000 050 | Band | 150.00 |
| 19-50064 | 10/31/2019 | 01 R 010 260 000 000 050 | High School Engineering | 25.00 |
| 19-50064 | 10/31/2019 | 01 R 010 298 407 000 050 | Theater | 300.00 |
| | | | Totals for 19-50064 | 10934.00 |
| 19-50065 | 10/31/2019 | 01 R 005 000 000 000 092 | Interest Deposit | 288.01 |
| | | | Totals for 19-50065 | 288.01 |
| 19-50066 | 10/30/2019 | 01 A 121 00 | FY19 General Education Aid | 111943.84 |
| 19-50066 | 10/30/2019 | 01 A 121 00 | FY19 State Special Education | 11144.31 |
| 19-50066 | 10/30/2019 | 01 A 121 00 | FY19 Charter School Lease Aid | 7952.32 |
| 19-50066 | 10/30/2019 | 01 R 005 000 000 000 211 | FY20 General Education | 188244.91 |
| 19-50066 | 10/30/2019 | 01 R 005 000 000 342 300 | FY20 Safe School Supplemental Aid | 16366.45 |
| 19-50066 | 10/30/2019 | 01 R 005 000 000 740 360 | FY20 State Special Education | 6462.90 |
| | | | Totals for 19-50066 | 342114.73 |
| 19-50067 | 10/31/2019 | 50 R 005 000 000 000 092 | Building Co Interest | 2.56 |
| | | | Totals for 19-50067 | 2.56 |
| 19-50068 | 10/31/2019 | 01 R 005 000 000 000 092 | PayPal Interest Deposit | 33.74 |
| | | | Totals for 19-50068 | 33.74 |
| 19-50069 | 10/31/2019 | 01 R 005 000 000 000 092 | Savings Interest Deposit | 1622.55 |
| | | | Totals for 19-50069 | 1622.55 |

| Batch | Post Date | Acct Nbr | Description | Amount |
|----------|------------|--------------------------|------------------------------------------|------------|
| 19-50070 | 10/09/2019 | 01 R 005 000 000 000 050 | Jr Scholastic | 20.00- |
| 19-50070 | 10/09/2019 | 01 R 005 000 000 000 621 | Planner | 5.00- |
| 19-50070 | 10/09/2019 | 01 R 005 000 265 000 096 | Donation | 25.00- |
| 19-50070 | 10/09/2019 | 01 R 005 000 265 000 096 | Family Fun Shoot Fundraiser | 960.00- |
| 19-50070 | 10/09/2019 | 01 R 005 000 920 000 050 | Study Hall - Before School | 150.00- |
| 19-50070 | 10/09/2019 | 01 R 005 260 000 000 050 | HS Engineering | 50.00- |
| 19-50070 | 10/09/2019 | 01 R 010 258 000 000 050 | Band | 150.00- |
| | | | Totals for 19-50070 | 1360.00- |
| 19-50071 | 10/09/2019 | 01 E 005 110 000 000 305 | Fees | 47.34- |
| 19-50071 | 10/09/2019 | 01 R 005 000 000 000 050 | Jr Scholastic | 20.00 |
| 19-50071 | 10/09/2019 | 01 R 005 000 000 000 621 | Planner | 5.00 |
| 19-50071 | 10/09/2019 | 01 R 005 000 265 000 096 | Donation | 25.00 |
| 19-50071 | 10/09/2019 | 01 R 005 000 265 000 096 | Family Fun Shoot Fundraiser | 960.00 |
| 19-50071 | 10/09/2019 | 01 R 005 000 920 000 050 | Study Hall - Before School | 150.00 |
| 19-50071 | 10/09/2019 | 01 R 005 260 000 000 050 | HS Engineering | 50.00 |
| 19-50071 | 10/09/2019 | 01 R 010 258 000 000 050 | Band | 150.00 |
| | | | Totals for 19-50071 | 1312.66 |
| 19-50072 | 10/31/2019 | 01 R 005 000 000 000 092 | Charles Schwab - September 2019 Interest | 38.29 |
| | | | Totals for 19-50072 | 38.29 |
| 19-50073 | 10/17/2019 | 01 R 005 000 000 000 050 | Field Trip - Franconia Sculpture Park 10 | 2440.00 |
| | | | Totals for 19-50073 | 2440.00 |
| 19-50074 | 10/10/2019 | 01 R 005 000 265 000 096 | Annual Fund - Employee \$173.67 Co Match | 339.25 |
| 19-50074 | 10/10/2019 | 01 R 010 298 404 000 050 | ELL First Lego Participation Fees | 2250.00 |
| 19-50074 | 10/10/2019 | 01 R 010 298 404 000 050 | ELL First Lego Participation Fees | 125.00 |
| 19-50074 | 10/10/2019 | 01 R 010 298 406 000 050 | Academic Triathlon Participation Fees | 1045.00 |
| 19-50074 | 10/10/2019 | 01 R 010 298 443 000 050 | FTC First Tech Participation Fees | 2400.00 |
| 19-50074 | 10/10/2019 | 01 R 010 298 451 000 621 | Cheers for Volunteers - Fundraiser | 152.22 |
| | | | Totals for 19-50074 | 6311.47 |
| 19-50075 | 10/31/2019 | 01 R 005 000 000 000 092 | Charles Schwab - October 2019 Interest E | 29.65 |
| | | | Totals for 19-50075 | 29.65 |
| 19-50076 | 10/31/2019 | 01 R 005 000 000 000 092 | Charles Schwab - October 2019 Interest E | 38.29- |
| | | | Totals for 19-50076 | 38.29- |
| 19-50077 | 10/15/2019 | 01 R 005 000 000 000 201 | FY20 General Education Aid | 151874.40- |
| 19-50077 | 10/15/2019 | 01 R 005 000 000 740 360 | FY20 State Special Education | 44591.63- |
| | | | Totals for 19-50077 | 196466.03- |
| 19-50078 | 10/15/2019 | 01 R 005 000 000 000 211 | FY20 General Education Aid | 151874.40 |
| 19-50078 | 10/15/2019 | 01 R 005 000 000 740 360 | FY20 State Special Education | 44591.63 |
| | | | Totals for 19-50078 | 196466.03 |
| | | | Total for Cash Receipts | 590746.70 |

FUND SUMMARY

| <u>FUND</u> | <u>DESCRIPTION</u> | <u>BALANCE SHEET</u> | <u>REVENUE</u> | <u>EXPENSE</u> | <u>TOTAL</u> |
|-------------|--------------------------------|----------------------|----------------|----------------|--------------|
| 01 | GENERAL FUND | 132,688.88 | 455,415.42 | -47.66 | 588,056.64 |
| 50 | BUILDING COMPANY - NON REPORTI | 2,687.50 | 2.56 | 0.00 | 2,690.06 |
| *** | Fund Summary Totals *** | 135,376.38 | 455,417.98 | -47.66 | 590,746.70 |

***** End of report *****

| CHECK DATE | CHECK NUMBER | VENDOR | INVOICE DESCRIPTION | AMOUNT |
|---------------|-----------------|--------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------|
| 10/01/2019 | 43290 | THRIVENT FINANCIAL | Payroll accrual | 3,278.42 |
| 10/01/2019 | 43290 | THRIVENT FINANCIAL | Payroll accrual | 0.00 |
| 10/02/2019 | 43291 | JR COMPUTER ASSOCIATES | Monthly Contract | 3,050.00 |
| 10/02/2019 | 43291 | JR COMPUTER ASSOCIATES | Monthly Contract | 3,050.00 |
| 10/07/2019 | 201900057 | US BANK | Rent: Oct 209 | 59,056.25 |
| 10/08/2019 | 99900090 | CARDMEMBER SERVICE | | 0.00 |
| 10/08/2019 | 99900091 | CARDMEMBER SERVICE | | 0.00 |
| 10/08/2019 | 99900092 | CARDMEMBER SERVICE | | 0.00 |
| 10/08/2019 | 99900093 | CARDMEMBER SERVICE | | 0.00 |
| 10/24/2019 | 43369 | SOUTH WASHINGTON COUNTY SCHOOLS -DIST. 833 | | 0.00 |
| 10/08/2019 | 99900094 | AMAZON | Sept 2019 Credit Card | 4,695.87 |
| 10/08/2019 | 99900094 | CARDMEMBER SERVICE | Sept 2019 Credit Card | 17,609.48 |
| 10/08/2019 | 99900094 | FEDEX | Sept 2019 Credit Card | 244.86 |
| 10/08/2019 | 99900094 | SENDGRID | Sept 2019 Credit Card | 29.95 |
| 10/08/2019 | 99900094 | SURVEYMONKEY | Sept 2019 Credit Card | 29.00 |
| 10/08/2019 | 99900094 | TARGET | Sept 2019 Credit Card | 69.22 |
| 10/14/2019 | 43292 | A.J. ALBERTS PLUMBING INC. | Removed Women's 1st floor restroom faucet, Installed battery operated sensor faucet | 730.00 |
| 10/14/2019 | 43293 | BLUE LINE MEDICAL SERVICES LLC | Trainer Service: Sept 2019 Girls Volleyball | 377.00 |
| 10/14/2019 | 43294 | BUKKILA, JACOB | Reimbursement: NSTA/MNSTA Membership | 86.00 |
| 10/14/2019 | 43295 | BUREAU OF EDUCATION RESEARCH | Practical Strategies for Working Successfully with Difficult and Disruptive Students (Title II) | 279.00 |
| 10/14/2019 | 43296 | CANON SOLUTIONS AMERICA, INC. | Copy Paper | 319.90 |
| 10/14/2019 | 43297 | CASEY-WOLF, THERESA | School Psychologist: Sept 2019 21 hrs @ \$90/hr | 1,890.00 |
| 10/14/2019 | 43298 | CENTURY LINK | Phone Service: Account Number 651 735-9416 212 | 243.01 |
| 10/14/2019 | 43298 | CENTURY LINK | Phone Service: Account Number 651 731-5162 971 | 127.20 |
| 10/14/2019 | 43299 | CLIFTONLARSONALLEN LLP | Final billing on the audit of the School's financial statements for the fiscal year ended 6/30/19 | 2,770.00 |
| 10/14/2019 | 43300 | COMCAST | Internet: 9/27/19-10/26/19 8430 Woodbury Crossing | 349.95 |
| 10/14/2019 | 43301 | CROWE, ROBERT | Game Official: Girls Volleyball 9/19/19 | 74.00 |
| 10/14/2019 | 43302 | CULLIGAN | Drinking Water Equipment Service: Oct 2019 | 93.90 |
| 10/14/2019 | 43303 | DEVGUN, AMRIT | Reimbursement: Donuts and Honey for Bolivian Food | 6.59 |
| 10/14/2019 | 43304 | ECKROTH MUSIC | Reeds and Mallet | 187.91 |
| 10/14/2019 | 43305 | FARMINGTON | Cross Country Invitational 9/19/19 | 75.00 |
| 10/14/2019 | 43306 | HALL, KAREN | Reimbursement: MMEA Membership | 60.00 |
| 10/14/2019 | 43307 | HENNEPIN HEALTHCARE | Nursing Services: Aug 2019 7.5 hrs @ \$116 and Staff Training 1 hr @ \$200 | 1,070.00 |
| 10/14/2019 | 43308 | HEYDT-NELSON, JENNIFER | Vision Reimbursement: Eyeglasses | 200.00 |
| 10/14/2019 | 43309 | HEYDT, JESSIE | Reimbursement: Q-Quest Festival Conference Tickets for GSA Club Field Trip | 74.88 |
| 10/14/2019 | 43310 | HOMAN, THOMAS | Game Official: Girls Volleyball 9/19/19 | 74.00 |
| 10/14/2019 | 43311 | INSIGHT STORAGE SOLUTIONS INC | Storage Box | 53.04 |
| 10/14/2019 | 43312 | INVISION SERVICES, INC | Education and Rehabilitation Services: Sept 2019 | 920.00 |
| 10/14/2019 | 43313 | KELLER, ROGER | Game Official: Girls Volleyball 9/5/19 | 74.00 |
| 10/14/2019 | 43314 | LEMAY, MICHELLE | Game Official: Girls Volleyball 9/20/19 | 92.00 |
| 10/14/2019 | 43315 | MALONE, ERIN | Game Official: Girls Volleyball 9/5/19 | 74.00 |
| 10/14/2019 | 43316 | MCTLC | MCTLC Fall Conference 2019 (Title II) | 175.00 |
| 10/14/2019 | 43317 | MIDWEST VENDING INC | Milk | 21.32 |

| CHECK DATE | CHECK NUMBER | CHECK VENDOR | INVOICE DESCRIPTION | AMOUNT |
|------------|--------------|----------------------------------------|------------------------------------------------------------------------------|-----------|
| 10/14/2019 | 43318 | MMEA CLINIC | 2020 Midwinter Clinic 2/13/19-2/15/19 Karen Hail and Wendell Sletten | 280.00 |
| 10/14/2019 | 43319 | MN BCA | Background Check | 8.00 |
| 10/14/2019 | 43319 | MN BCA | Background Checks | 64.00 |
| 10/14/2019 | 43320 | NAFME | Tri-M Music Honor Society FY20 Activation Fee | 100.00 |
| 10/14/2019 | 43321 | OUTFRONT MINNESOTA COMMUNITY SERVICES | LGBTQ 101 & Intersecting Identities training with Blaine 10/19/19 (Title II) | 200.00 |
| 10/14/2019 | 43322 | PIERCE, TODD | Reimbursement: Band Equipment Storage | 125.77 |
| 10/14/2019 | 43323 | REGION 4A | Cross Country Section Fee | 150.00 |
| 10/14/2019 | 43324 | ROATH, CATHERINE | Reimbursement: Social Studies Supplies | 109.11 |
| 10/14/2019 | 43325 | SANDBORGH, ANITA | DAPE Services: Sept 2019 6.25 hrs @ \$85/hr | 531.25 |
| 10/14/2019 | 43326 | STUDENT ACHIEVEMENT MINNESOTA, LLC | Statutory Authorizer Fee | 25,752.00 |
| 10/14/2019 | 43327 | TEACHING TEMPS, INC | Substitutes 9/23-9/24/19 | 590.88 |
| 10/14/2019 | 43328 | THE SHERWIN WILLIAMS CO | Paint | 201.90 |
| 10/14/2019 | 43329 | US ACADEMIC TRIATHLON | 4 Academic Triathlon Teams/225 per Team | 900.00 |
| 10/14/2019 | 43330 | VANGUARD CLEANING SYSTEMS OF MINNESOTA | Cleaning Service: Oct 2019 | 6,425.00 |
| 10/14/2019 | 43331 | VERIZON WIRELESS | Phone Service: 8/21/19-9/20/19 | 245.34 |
| 10/15/2019 | 201900050 | FURTHER | Payroll accrual | 942.20 |
| 10/15/2019 | 201900050 | FURTHER | Payroll accrual | 294.35 |
| 10/15/2019 | 201900051 | INTERNAL REVENUE SERVICE | Payroll accrual | 640.00 |
| 10/15/2019 | 201900051 | INTERNAL REVENUE SERVICE | Payroll accrual | 7,701.02 |
| 10/15/2019 | 201900051 | INTERNAL REVENUE SERVICE | Payroll accrual | 7,208.81 |
| 10/15/2019 | 201900051 | INTERNAL REVENUE SERVICE | Payroll accrual | 1,685.98 |
| 10/15/2019 | 201900051 | INTERNAL REVENUE SERVICE | Payroll accrual | 7,208.81 |
| 10/15/2019 | 201900051 | INTERNAL REVENUE SERVICE | Payroll accrual | 1,685.98 |
| 10/15/2019 | 201900052 | MINNESOTA DEPT OF REVENUE | Payroll accrual | 25.00 |
| 10/15/2019 | 201900052 | MINNESOTA DEPT OF REVENUE | Payroll accrual | 3,743.78 |
| 10/15/2019 | 201900053 | PERA | Payroll accrual | 2,012.49 |
| 10/15/2019 | 201900053 | PERA | Payroll accrual | 2,322.12 |
| 10/15/2019 | 201900054 | TEACHERS RETIREMENT ASSOCIATION | Payroll accrual | 0.00 |
| 10/15/2019 | 201900054 | TEACHERS RETIREMENT ASSOCIATION | Payroll accrual | 6,460.96 |
| 10/15/2019 | 201900054 | TEACHERS RETIREMENT ASSOCIATION | Payroll accrual | 6,822.78 |
| 10/16/2019 | 43332 | THRIVENT FINANCIAL | Payroll accrual | 3,638.42 |
| 10/16/2019 | 43332 | THRIVENT FINANCIAL | Payroll accrual | 0.00 |
| 10/22/2019 | 201900056 | BLUE CROSS BLUE SHEILD OF MN | Health Insurance Premiums: Nov 2019 | 50,228.03 |
| 10/24/2019 | 43333 | ALL FURNITURE INC | Furniture: Chairs, Bookshelves, File, Training Tables | 3,140.88 |
| 10/24/2019 | 43334 | ARMSTRONG, ABIGAIL | Game Official 9/25/19 | 92.00 |
| 10/24/2019 | 43335 | BERGANKDV OUTSOURCED SERVICES LLC | Financial Management and Accounting Services: Oct 2019 | 7,115.00 |
| 10/24/2019 | 43336 | CANON FINANCIAL SERVICES, INC. | Copier Contract: Oct 2019 | 1,939.00 |
| 10/24/2019 | 43337 | CANON SOLUTIONS AMERICA, INC. | Paper | 319.90 |
| 10/24/2019 | 43338 | CARDENAS, ANNE | Reimbursement: Science Supplies | 39.97 |
| 10/24/2019 | 43338 | CARDENAS, ANNE | Vision Reimbursement: Eyeglasses | 200.00 |
| 10/24/2019 | 43338 | CARDENAS, ANNE | Reimbursement: Registration for MNSTA Conference (Title II) | 75.00 |
| 10/24/2019 | 43339 | CASEY, SEAN | 3rd Prize in Family Fun Shoot Raffle (Annual Fund) | 100.00 |
| 10/24/2019 | 43340 | CHROMEBOOKPARTS.COM | 10 Chromebooks | 359.90 |
| 10/24/2019 | 43341 | COMCAST | Internet: 10/18/19-11/17/19 8430 Woodbury Crossing | 505.52 |
| 10/24/2019 | 43342 | DALCO | Toilet Tissue | 326.30 |
| 10/24/2019 | 43342 | DALCO | Cleaner | 66.69 |
| 10/24/2019 | 43343 | BELL MARKETING L.P. | Dell XPS 13 (2 @ \$1300 each) | 2,600.00 |
| 10/24/2019 | 43344 | DICK'S/LAKEVILLE SANITATION INC | Trash & Recycling: Oct 2019 | 959.82 |

| CHECK DATE | CHECK NUMBER | VENDOR | INVOICE DESCRIPTION | AMOUNT |
|---------------|-----------------|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------|
| 10/24/2019 | 43345 | ECKROTH MUSIC | School Maintenance and Repair Plan for 12 months (2 instruments @ \$99 each) | 198.00 |
| 10/24/2019 | 43345 | ECKROTH MUSIC | Instrument Repairs | 392.50 |
| 10/24/2019 | 43346 | ESPARZA, PAUL | Maintenance & Repairs: Sept 2019 | 3,094.00 |
| 10/24/2019 | 43346 | ESPARZA, PAUL | Reimbursement: Maintenance Supplies | 114.06 |
| 10/24/2019 | 43347 | FAMILY ACHIEVEMENT CENTER, INC | Sept 2019 Speech Therapy 282 units @ \$27.50 plus mileage 42 mi @ \$.58 and Occupational Therapy 40.7 @ \$27.50 | 8,901.21 |
| 10/24/2019 | 43348 | FLINN SCIENTIFIC INC. | Science Supplies | 99.37 |
| 10/24/2019 | 43348 | FLINN SCIENTIFIC INC. | Science Supplies - AP Chemistry Lab | 64.89 |
| 10/24/2019 | 43349 | GRESETH, MARK | Reimbursement: MN STA Conference (Title II) | 275.00 |
| 10/24/2019 | 43350 | HEYDT, JESSIE | Reimbursement: 3 tickets to Q-quest 2019 | 18.72 |
| 10/24/2019 | 43351 | INNOVATIVE OFFICE SOLUTIONS LLC | Office Supplies | 416.27 |
| 10/24/2019 | 43351 | INNOVATIVE OFFICE SOLUTIONS LLC | Office Supplies | 53.07 |
| 10/24/2019 | 43352 | INSTITUTE FOR EDUCATIONAL DEVELOPMENT | World Language Instruction - Kassie Larson (Title II) | 279.00 |
| 10/24/2019 | 43353 | J.W. PEPPER & SON INC. | Music | 90.00 |
| 10/24/2019 | 43353 | J.W. PEPPER & SON INC. | Music | 200.50 |
| 10/24/2019 | 43354 | JOSTENS | Chenille-Chevron (Athletics) | 257.25 |
| 10/24/2019 | 43354 | JOSTENS | Diploma (Athletics) | 14.94 |
| 10/24/2019 | 43355 | KRAUS-ANDERSON INSURANCE | Practical HR - Nov 2019 | 250.00 |
| 10/24/2019 | 43356 | LANGSETH, NOAH | Reimbursement: FTC Qualifiers 2 @ \$175 | 350.00 |
| 10/24/2019 | 43357 | MAA AMERICAN MATHEMATICAL COMPETITIONS | 2019 AMC 8 Registration 11/12/19 | 378.00 |
| 10/24/2019 | 43358 | MEYER, RODNEY | Reimbursement: FTC Team Setup | 3,602.52 |
| 10/24/2019 | 43359 | MIDWEST VENDING INC | Milk | 18.20 |
| 10/24/2019 | 43360 | MINNESOTA HISTORICAL SOCIETY | 2 Northern Lights SPED Textbooks | 119.95 |
| 10/24/2019 | 43361 | MN ASSOC. OF CHARTER SCHOOLS | MACS Charter School Joint Action Fund | 1,599.00 |
| 10/24/2019 | 43362 | MN BCA | Background Checks | 16.00 |
| 10/24/2019 | 43363 | MSBA | Council of School Attorneys Newsletter Renewal | 50.00 |
| 10/24/2019 | 43364 | PITSCO EDUCATION | Science Supplies | 137.50 |
| 10/24/2019 | 43365 | POPP COMMUNICATIONS | Phone Service 9/6/19-10/5/19 and recurring charges 10/6/19-11/5/19 | 58.08 |
| 10/24/2019 | 43366 | ROBERT ENGSTROM COMPANIES | Lease Payment: Nov 2019 for Bldg D at 8500 Woodbury Crossing | 8,137.00 |
| 10/24/2019 | 43367 | SCHMIDT, DEBRA | 1st Prize Family Fun Shoot Raffle (Annual Fund) | 250.00 |
| 10/24/2019 | 43368 | SCHOLASTIC INC. | Que Tal Subscription | 193.36 |
| 10/24/2019 | 43370 | SOUTH WASHINGTON COUNTY SCHOOLS -DIST. 833 | Transportation: Girls Volleyball Patrick Henry 9/10/19 | 453.00 |
| 10/24/2019 | 43370 | SOUTH WASHINGTON COUNTY SCHOOLS -DIST. 833 | Transportation: Girls Volleyball St Croix Prep 9/12/19 | 453.00 |
| 10/24/2019 | 43370 | SOUTH WASHINGTON COUNTY SCHOOLS -DIST. 833 | Transportation: Girls Volleyball United Christian 9/17/19 | 453.00 |
| 10/24/2019 | 43370 | SOUTH WASHINGTON COUNTY SCHOOLS -DIST. 833 | Transportation: Cross Country Farmington 9/19/19 | 421.63 |
| 10/24/2019 | 43370 | SOUTH WASHINGTON COUNTY SCHOOLS -DIST. 833 | Transportation: Cross Country Faribault 9/6/19 | 594.19 |
| 10/24/2019 | 43371 | SWAIN CC | Swain Cross Country 10/5/19 | 175.00 |
| 10/24/2019 | 43372 | SWANSON, DANIEL | Reimbursement: Family Fun Shoot 2019 Supplies (Annual Fund) | 1,106.74 |
| 10/24/2019 | 43373 | TRANE U.S. INC. | Repair: Heat Relay and Fan Relay | 9,431.61 |
| 10/24/2019 | 43374 | VANGUARD CLEANING SYSTEMS OF MINNESOTA | Event Clean 10/5/19 | 250.00 |
| 10/24/2019 | 43375 | WAGNER, DANIEL | Game Official: Girls Volleyball 9/25/19 | 74.00 |
| 10/24/2019 | 43376 | WONG, SANDI | Reimbursement: Project Materials | 28.82 |
| 10/24/2019 | 43377 | WOODBURY CROSSING OFFICE, LLP | Lease Payment: Nov 2019 for 8490 Woodbury | 5,304.50 |

| CHECK DATE | CHECK NUMBER | CHECK VENDOR | INVOICE DESCRIPTION | AMOUNT |
|---------------|-----------------|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 10/30/2019 | 43378 | A.J. ALBERTS PLUMBING INC. | Crossing Work Order 82971 - Capped water lines and gas line to science hood | 145.00 |
| 10/30/2019 | 43378 | A.J. ALBERTS PLUMBING INC. | Work Order 82917 - Removed existing RPZ that failed | 1,146.00 |
| 10/30/2019 | 43379 | ALBERS, JEANA | Reimbursement: Science Supplies | 48.24 |
| 10/30/2019 | 43380 | CARDENAS, ANNE | Reimbursement: Taste of Science Supplies | 28.90 |
| 10/30/2019 | 43381 | CITY OF WOODBURY | Water Usage: 8/28/19-9/30/19 8430 Woodbury Crossing | 114.85 |
| 10/30/2019 | 43381 | CITY OF WOODBURY | Water Usage: 8/28/19-9/30/19 8460 Woodbury Crossing | 89.43 |
| 10/30/2019 | 43381 | CITY OF WOODBURY | Water Usage: 8/28/19-9/30/19 8490 Woodbury Crossing | 67.71 |
| 10/30/2019 | 43381 | CITY OF WOODBURY | Water Usage: 8/28/19-9/30/19 8500 Woodbury Crossing | 38.73 |
| 10/30/2019 | 43382 | DECONINCK, LINDA | Reimbursement: Tournament Fees 12/15/19 for Aqua Dragons | 125.00 |
| 10/30/2019 | 43383 | GIS BENEFITS | Insurances: Nov 2019 | 6,523.75 |
| 10/30/2019 | 43384 | INNOVATIVE OFFICE SOLUTIONS LLC | First Aid Kit | 16.43 |
| 10/30/2019 | 43385 | J.W. PEPPER & SON INC. | Sheet Music | 148.50 |
| 10/30/2019 | 43385 | J.W. PEPPER & SON INC. | Sheet Music | 43.00 |
| 10/30/2019 | 43386 | JEFFERSON LINES | Transportation: Eagle Bluff Field Trip 10/21/19 | 1,872.00 |
| 10/30/2019 | 43386 | JEFFERSON LINES | Transportation: Franconia Sculpture Park Field Trip 10/21/19 | 1,250.00 |
| 10/30/2019 | 43386 | JEFFERSON LINES | Transportation: Eagle Bluff Field Trip Return 10/23/19 | 1,872.00 |
| 10/30/2019 | 43387 | LOFFLER COMPANIES INC | Konica Minolta C458 Copier Contract and Late Charge for 9/10/19 | 464.56 |
| 10/30/2019 | 43388 | METRO SALES INC | Staple Refill | 110.50 |
| 10/30/2019 | 43389 | MOUNDS VIEW HIGH SCHOOL | 23rd Annual Tom Watson Mustang Invitational | 180.00 |
| 10/30/2019 | 43390 | OFFICE OF SEC. OF STATE | Notary Commission Application | 120.00 |
| 10/30/2019 | 43391 | QUALITY LOCKSMITH SERVICE INC | Repair: Bldg A front double doors latch, Bldg D side door electric strike, Bldg B side gym door with trip charge and duplicate keys | 346.00 |
| 10/30/2019 | 43392 | SETLEY, LORI | Refund of Eagle Bluff Fee for Field Trip and Refund of Background Check | 158.00 |
| 10/30/2019 | 43393 | THE SHERWIN WILLIAMS CO | Blue Tape | 22.14 |
| 10/30/2019 | 43394 | XCEL ENERGY | Electric/Gas Usage: 9/9/19-10/10/19 | 6,402.32 |
| 10/30/2019 | 43395 | ZELLER, TIM | Reimbursement for FLL Tournament 12/8/19 | 125.00 |
| 10/31/2019 | 201900059 | FURTHER | Payroll accrual | 942.20 |
| 10/31/2019 | 201900059 | FURTHER | Payroll accrual | 294.35 |
| 10/31/2019 | 201900060 | INTERNAL REVENUE SERVICE | Payroll accrual | 640.00 |
| 10/31/2019 | 201900060 | INTERNAL REVENUE SERVICE | Payroll accrual | 7,370.20 |
| 10/31/2019 | 201900060 | INTERNAL REVENUE SERVICE | Payroll accrual | 6,953.29 |
| 10/31/2019 | 201900060 | INTERNAL REVENUE SERVICE | Payroll accrual | 1,626.23 |
| 10/31/2019 | 201900060 | INTERNAL REVENUE SERVICE | Payroll accrual | 6,953.29 |
| 10/31/2019 | 201900060 | INTERNAL REVENUE SERVICE | Payroll accrual | 1,626.23 |
| 10/31/2019 | 201900061 | MINNESOTA DEPT OF REVENUE | Payroll accrual | 25.00 |
| 10/31/2019 | 201900061 | MINNESOTA DEPT OF REVENUE | Payroll accrual | 3,640.92 |
| 10/31/2019 | 201900058 | OLD NATIONAL BANK | Service Fee | 191.00 |
| 10/31/2019 | 201900062 | PERA | Payroll accrual | 1,981.95 |
| 10/31/2019 | 201900062 | PERA | Payroll accrual | 2,286.86 |
| 10/31/2019 | 201900063 | TEACHERS RETIREMENT ASSOCIATION | Payroll accrual | 0.00 |
| 10/31/2019 | 201900063 | TEACHERS RETIREMENT ASSOCIATION | Payroll accrual | 6,263.74 |

| <u>CHECK</u> | <u>CHECK</u> | | <u>INVOICE</u> | |
|-------------------|---------------|---------------------------------|--------------------|---------------|
| <u>DATE</u> | <u>NUMBER</u> | <u>VENDOR</u> | <u>DESCRIPTION</u> | <u>AMOUNT</u> |
| 10/31/2019 | 201900063 | TEACHERS RETIREMENT ASSOCIATION | Payroll accrual | 6,614.53 |
| Totals for checks | | | | 374,996.44 |

FUND SUMMARY

| <u>FUND</u> | <u>DESCRIPTION</u> | <u>BALANCE SHEET</u> | <u>REVENUE</u> | <u>EXPENSE</u> | <u>TOTAL</u> |
|-------------|-------------------------|----------------------|----------------|----------------|--------------|
| 01 | GENERAL FUND | 159,594.40 | 275.00 | 215,127.04 | 374,996.44 |
| *** | Fund Summary Totals *** | 159,594.40 | 275.00 | 215,127.04 | 374,996.44 |

***** End of report *****

| Batch | Post Date | Acct Nbr | Description | Amount |
|----------|------------|--------------------------|--------------------------------------------------------------|------------|
| 19-10011 | 10/14/2019 | 01 E 005 810 000 000 350 | Elevator Annual Operation - ELV1013766 and ELV1014210 | 200.00 |
| 19-10011 | 10/14/2019 | 01 E 005 105 000 000 305 | Elevator Annual Operation - ELV1013766 and ELV1014210 | -200.00 |
| | | | Totals for 19-10011 | 0.00 |
| 19-10012 | 09/30/2019 | 01 E 010 640 248 316 366 | Moving Professional Development: A Haverland to SPED | -97.11 |
| 19-10012 | 09/30/2019 | 01 E 010 640 263 316 366 | Moving Professional Development: H Kostichka to SPED | -97.11 |
| 19-10012 | 09/30/2019 | 01 E 010 420 640 419 366 | Moving Professional Development: H. Kostichka and A. Haverla | 194.22 |
| | | | Totals for 19-10012 | 0.00 |
| 19-10013 | 09/30/2019 | 01 E 010 640 260 316 366 | Moving Professional Development from Gen Ed to Title II | -97.11 |
| 19-10013 | 09/30/2019 | 01 E 010 204 012 433 366 | Moving Professional Development from Gen Ed to Title II | 97.11 |
| 19-10013 | 09/30/2019 | 01 E 010 204 000 414 366 | Moving to Title IV Transfer coding: Continuing Ed - Calculus | -235.00 |
| 19-10013 | 09/30/2019 | 01 E 010 204 012 433 366 | Moving to Title IV Transfer coding: Continuing Ed - Calculus | 235.00 |
| 19-10013 | 09/30/2019 | 01 E 010 204 000 414 366 | Moving to Title IV Transfer coding: Section 504 Training | -770.00 |
| 19-10013 | 09/30/2019 | 01 E 010 204 012 433 366 | Moving to Title IV Transfer coding: Section 504 Training | 770.00 |
| 19-10013 | 09/30/2019 | 01 E 010 204 000 414 366 | Moving to Title IV Transfer coding: Young Adult Literature C | -558.00 |
| 19-10013 | 09/30/2019 | 01 E 010 204 012 433 366 | Moving to Title IV Transfer coding: Young Adult Literature C | 542.33 |
| 19-10013 | 09/30/2019 | 01 E 010 204 011 433 366 | Moving to Title IV Transfer coding: Young Adult Literature C | 15.67 |
| | | | Totals for 19-10013 | 0.00 |
| 19-10014 | 09/30/2019 | 01 E 010 420 000 740 394 | Moving SPED Speech: August 2019 Speech Therapy 54.3 hrs @ \$ | -165.00 |
| 19-10014 | 09/30/2019 | 01 E 010 401 000 740 394 | Moving SPED Speech: August 2019 Speech Therapy 54.3 hrs @ \$ | 165.00 |
| | | | Totals for 19-10014 | 0.00 |
| 19-10015 | 10/31/2019 | 01 A 101 01 | Transfer from Checking to Savings | -150000.00 |
| 19-10015 | 10/31/2019 | 01 A 101 02 | Transfer from Checking to Savings | 150000.00 |
| | | | Totals for 19-10015 | 0.00 |
| 19-10016 | 10/31/2019 | 01 A 101 01 | Transfer from Checking to Savings | 150000.00 |
| 19-10016 | 10/31/2019 | 01 A 101 02 | Transfer from Checking to Savings | -150000.00 |
| | | | Totals for 19-10016 | 0.00 |
| 19-10017 | 11/01/2019 | 01 A 101 01 | Transfer from Checking to Savings | -150000.00 |
| 19-10017 | 11/01/2019 | 01 A 101 02 | Transfer from Checking to Savings | 150000.00 |
| | | | Totals for 19-10017 | 0.00 |

| Batch | Post Date | Acct Nbr | Description | Amount |
|----------|------------|--------------------------|-------------------------------------------------------------|----------|
| 19-10018 | 09/30/2019 | 01 E 005 110 000 000 305 | Moving Internet: 9/27/19-10/26/19 from OBJ 305 to OBJ 320 | -349.95 |
| 19-10018 | 09/30/2019 | 01 E 005 110 000 000 320 | Moving Internet: 9/27/19-10/26/19 from OBJ 305 to OBJ 320 | 349.95 |
| | | | Totals for 19-10018 | 0.00 |
| 19-10019 | 11/07/2019 | 01 E 010 605 000 000 380 | Metro Sales INV1401234 Change OBJ from 380 to 350 | -45.00 |
| 19-10019 | 11/07/2019 | 01 E 010 605 000 000 350 | Metro Sales INV1401234 Change OBJ from 380 to 350 | 45.00 |
| 19-10019 | 11/07/2019 | 01 E 010 605 000 000 380 | Metro Sales INV1401213 Change OBJ from 380 to 350 | -2759.00 |
| 19-10019 | 11/07/2019 | 01 E 010 605 000 000 350 | Metro Sales INV1401213 Change OBJ from 380 to 350 | 2759.00 |
| | | | Totals for 19-10019 | 0.00 |
| 19-10020 | 11/07/2019 | 01 E 005 110 000 000 305 | Recode INDEED credit card charges in Sept and Oct 2019 from | -2690.29 |
| 19-10020 | 11/07/2019 | 01 E 005 105 000 000 305 | Recode INDEED credit card charges in Sept and Oct 2019 from | 2690.29 |
| | | | Totals for 19-10020 | 0.00 |
| | | | Total for Journal Entries | 0.00 |

FUND SUMMARY

| FUND | DESCRIPTION | BALANCE SHEET | REVENUE | EXPENSE | TOTAL |
|-----------------------------|--------------|---------------|---------|---------|-------|
| 01 | GENERAL FUND | 0.00 | 0.00 | 0.00 | 0.00 |
| *** Fund Summary Totals *** | | 0.00 | 0.00 | 0.00 | 0.00 |

***** End of report *****

School Expansion Possibilities Committee Minutes

Tuesday, October 29, 2019

4:30-5:30

Room 5C

Members: John G, Shannon F, Tom J, Jeff E, Dan E, Girish J, and Lisa A (Leadership: Chair, with help from the BOD members and the Director)

Purpose: The purpose of the School Expansion Committee is to research possibilities for expansion. If the determination is made to expand, the committee will have to develop and implement a plan for expansion.

Remember: This is a BOD Committee, so we do have to abide by open meeting laws, therefore, agendas and meeting notes will be published. This Committee is open to the public.

1. BOD retreat to discuss expansion plans (Tuesday, November 21, 5 - 7:30 pm)
Confirmed. Create agenda. Send out meeting notice.
2. Revise and approve questions to ask parents at Parent Conferences on Nov. 4 and 5 (Draft questions will be distributed for review by separate email)
Review draft questions. Comments within the next few days. Send out Survey Monkey by the end of the week. Create a Survey Monkey questionnaire for teachers.
3. Determine any other ways to publish questions for stakeholder input
Website banner, Letter from the Chair, Daily email announcements
4. Expansion Committee will meet in-person or electronically during the week of Nov 11-15 to collate any responses and make final preparations for the November BOD retreat
Review documents on Google Docs (FAQs, draft questions).

Math and Science Academy

Adopted: August 5, 1999
Revised: November 6, 2003
Revised: December 7, 2006
Revised: December 14, 2015
Revised: February 13, 2017
Revised: October 15, 2018

413 HARASSMENT AND VIOLENCE

[Note: State law (Minn. Stat. § 121A.03) requires that school districts adopt a sexual, religious, and racial harassment and violence policy that conforms with the Minnesota Human Rights Act, Minn. Stat. Ch. 363A (MHRA). This policy complies with that statutory requirement and addresses the other classifications protected by the MHRA and/or federal law. While the recommendation is that school districts incorporate the other protected classifications, in addition to sex, religion, and race, into this policy, they are not specifically required to do so by Minn. Stat. § 121A.03. The Minnesota Department of Education (MDE) is required to maintain and make available a model sexual, religious, and racial harassment policy in accordance with Minn. Stat. § 121A.03. MDE's policy differs from that of MSBA and imposes greater requirements upon school districts than required by law. For that reason, MSBA recommends the adoption of its model policy by school districts. Each school board must submit a copy of the policy the board has adopted to the Commissioner of the MDE.]

MSA's policy (this policy) mostly follows the MSBA model policy]

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is free from harassment and violence, **including, but not limited to being harassment and violence** on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual or affectional orientation, gender identity or expression, membership or activity on a local commission, disability, or for any other reason.

[Note: The Minnesota Human Rights Act defines "sexual orientation" to include "having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness." Minn. Stat. § 363A.03, Subd. 44.]

II. GENERAL STATEMENT OF POLICY

- A.** The policy of Math and Science Academy (MSA) is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual or affectional orientation, gender identity or expression, membership or activity on a local commission, disability, or for any other reason. MSA prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual or affectional orientation, gender identity or expression, membership or activity on a local commission, disability, or for any other reason.
- B.** MSA prohibits discrimination, harassment, violence, or other offensive behavior by or toward a student and adult non-student, MSA employee, or third party in all MSA environments including all academic, extra-curricular, co-curricular, and MSA-sponsored activities on MSA property, including but not limited to schools, the school bus, school functions, or MSA-sponsored events held at other locations. MSA prohibits retaliation for good faith reporting of such conduct.
- C.** A violation of this policy occurs when any student and adult non-student, teacher, administrator, or other MSA personnel harasses a student and adult non-student, teacher, administrator, or other MSA personnel or group of student and adult non-students and adult non-students, teachers, administrators, or other MSA personnel through conduct or communication based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual or affectional orientation, gender identity or expression, membership or activity on a local commission, disability, or for any other reason, as defined by this policy. (For purposes of this policy, school personnel include MSA Board of Director (BOD) members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of MSA.)
- D.** A violation of this policy occurs when any student and adult non-student, teacher, administrator, or other MSA personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student and adult non-student, teacher, administrator, or other MSA personnel or group of student and adult non-students and adult non-students, teachers, administrators, or other MSA personnel based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual or affectional orientation, gender identity or expression, membership or activity on a local commission, disability, or for any other reason.
- E.** MSA will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual or affectional orientation, gender identity or expression, membership or activity on a local commission, disability, or for any other reason, and to discipline or take appropriate action

against any student and adult non-student, teacher, administrator, or other MSA personnel who is found to have violated this policy.

III. DEFINITIONS

A. Assault; Definition

“Assault” is:

1. an act done with intent to cause fear in another of immediate bodily harm or death;
2. the intentional infliction of or attempt to inflict bodily harm upon another; or
3. the threat to do bodily harm to another with present ability to carry out the threat.

B. Harassment; Definition

“Harassment” prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual’s or group of individuals’ race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual or affectional orientation, gender identity or expression, membership or activity on a local commission, disability, or for any other reason when the conduct:

1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
2. has the purpose or effect of substantially or unreasonably interfering with an individual’s work or academic performance; or
3. otherwise adversely affects an individual’s employment or academic opportunities.

C. Immediately; Definition

“Immediately” means as soon as possible but in no event longer than 24 hours.

D. Protected Classifications; Definitions

1. “Disability” means any condition or characteristic that renders a person a disabled person. A disabled person is any person who:
 - a. has a physical, sensory, or mental impairment which materially limits one or more major life activities;

- b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
2. “Familial status” means the condition of one or more minors being domiciled with:
- a. their parent or parents or the minor’s legal guardian; or
 - b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
3. “Marital status” means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
4. “National origin” means the place of birth of an individual or of any of the individual’s lineal ancestors.
5. “Sex” includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
6. “Sexual orientation” means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, “Sexual orientation” does not include a physical or sexual attachment to children by an adult.
7. **“Affectional orientation” means one's natural preference for a romantic partner of one gender or the other, or the absence of gender preference in a romantic relationship; one’s aromantic, biromantic, heteroromantic, homoromantic, or panromantic identity.**
8. **“Gender Identity or Expression” means having or being perceived as having a self-image or identity not traditionally associated with one’s biological maleness or femaleness. Student and adult non-students and adult non-students have the right to be addressed by the names and pronouns that correspond to their gender identity. Using the student and adult non-student’s preferred name and pronoun promotes the safety and wellbeing of the student and adult non-student. The intentional or persistent refusal to respect the gender identity of an employee or student and adult non-student after notification of the preferred pronoun/name**

used by the employee or student and adult non-student is a violation of this policy (413).

9. **“Local commissions”** means are agencies of a city, county, groups of counties, unions, or other organizations that have been established by charter or ordinance, or have been formed with a special purpose (i.e. task force, committee, etc.).
10. **“Status with regard to public assistance”** means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.

E. Remedial Response; Definition

“Remedial response” means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student and adult non-student who is the target or victim of acts of harassment or violence.

F. Sexual Harassment; Definition

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or
 - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual’s employment or education; or
 - c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual’s employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.
2. Sexual harassment may include, but is not limited to:
 - a. unwelcome verbal harassment or abuse;
 - b. unwelcome pressure for sexual activity;
 - c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student and adult non-student(s) by

teachers, administrators, or other MSA personnel to avoid physical harm to persons or property;

- d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
- e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
- f. unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression.

G. Sexual Violence; Definition

- 1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.
- 2. Sexual violence may include, but is not limited to:
 - a. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
 - b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
 - c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
 - d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual or affectional orientation, gender identity or expression, membership or activity on a local commission, disability, or for any other reason.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability by a student and adult non-student, teacher, administrator, or other MSA personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student and adult non-student, teacher, administrator, or other MSA personnel or group of student and adult non-students and adult non-students, teachers, administrators, or other MSA personnel should report the alleged acts immediately to an appropriate MSA official designated by this policy. A person may report conduct which may constitute harassment or violence anonymously. However, MSA may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. MSA, hereby designates the MSA Director (Director) as MSA's human rights officer to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves the Director, the complaint shall be filed directly with the MSA Board of Directors (BOD).

MSA's Human Rights Officer:
John Gawarecki, MSA Director
8430 Woodbury Crossing
Woodbury, Minnesota 55125
(651) 578-7507
jgawarecki@mnmsa.org

- C. MSA shall conspicuously post the name of its human rights officer, including mailing address and telephone number,
- D. Any adult MSA personnel who receives a report of harassment or violence prohibited by this policy shall inform the Director immediately. The Director shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.
- E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the Director immediately. MSA personnel who fail to inform the Director of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address

and resolve the harassment or violence in a timely manner may be subject to disciplinary action.

- F. Upon receipt of a report, the Director may request, but may not insist upon, a written complaint. If the report was given verbally, the Director shall personally reduce it to written form within 24 hours. If the complaint involves the Director, the complaint shall be made or filed directly with the BOD.
- G. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- H. Use of formal reporting forms is not mandatory.
- I. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- J. MSA will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with MSA's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.
- K. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.
- L. False accusations or reports of violence or harassment against another person are prohibited.
- M. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with MSA's policies and procedures.

Consequences for student and adult non-students and adult non-students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate violence or harassment or engage in an act of reprisal or intentional false reporting of violence or harassment may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of violence or harassment may include, but not be limited to, exclusion from MSA property and events and/or termination of services and/or contracts.

V. INVESTIGATION

- A.** Within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, the Director shall undertake or authorize an investigation. The investigation may be conducted by MSA officials or by a third party designated by MSA.
- B.** The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C.** In determining whether alleged conduct constitutes a violation of this policy, the following should be considered: the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D.** In addition, MSA may take immediate steps, at its discretion, to protect the target or victim, the complainant, and student and adult non-students and adult non-students, teachers, administrators, or other MSA personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E.** The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- F.** The investigation will be completed as soon as practicable. The Director shall make a written report upon completion of the investigation. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy. If the complaint involves the Director, the report will be compiled by the BOD.

VI. MATH AND SCIENCE ACADEMY ACTION

- A.** Upon completion of an investigation that determines a violation of this policy has occurred, MSA will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or

discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. MSA action taken for violation of this policy will be consistent with requirements of Minnesota and federal law, and applicable MSA policies and regulations.

- B. MSA is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student and adult non-student or employee of MSA. School officials will notify the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.
- C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, MSA shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

VII. RETALIATION OR REPRISAL

MSA will discipline or take appropriate action against any student and adult non-student, teacher, administrator, or other MSA personnel who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged harassment or violence prohibited by this policy, who testifies, assists, or participates in an investigation of retaliation or alleged harassment or violence, or who testifies, assists, or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the harassment or violence. Remedial responses to the harassment or violence shall be tailored to the particular incident and nature of the conduct.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action, or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn. Stat. § 626.556 may be applicable.
- B. Nothing in this policy will prohibit MSA from taking immediate action to protect victims of alleged harassment, violence, or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to student and adult non-students and adult non-students and staff members.
- B. This policy shall be given to each MSA employee and independent contractor who regularly interacts with student and adult non-students and adult non-students at the time of initial employment with MSA.
- C. This policy shall appear in the student and adult non-student handbook.
- D. MSA will develop a method of discussing this policy with student and adult non-students and adult non-students and employees.
- E. MSA may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, resourcefulness, and/or sexual abuse prevention.
- F. This policy shall be reviewed at least annually for compliance with state and federal law.

Legal References: Minn. Stat. § 120B.232 (Character Development Education)
 Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education) Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
 Minn. Stat. § 121A.031 (School Student and adult non-student Bullying Policy)
 Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
 Minn. Stat. § 609.341 (Definitions)
 Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
 20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
 29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
 29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
 42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)

42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References: MSA Policy 102 (Equal Educational Opportunity)
MSA Policy 401 (Equal Employment Opportunity)
MSA Policy 402 (Disability Nondiscrimination Policy)
MSA Policy 406 (Public and Private Personnel Data)
MSA Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSA Policy 506 (Student and adult non-student Discipline)
MSA Policy 514 (Bullying Prohibition Policy)
MSA Policy 515 (Protection and Privacy of Pupil Records)
MSA Policy 521 (Student and adult non-student Disability Nondiscrimination)
MSA Policy 522 (Student and adult non-student Sex Nondiscrimination)
MSA Policy 524 (Internet Acceptable Use and Safety Policy)
MSA Policy 526 (Hazing Prohibition)
MSA Policy 528 (Student and adult non-student Parental, Family Marital Status Nondiscrimination)

413 FORM: REPORT OF DISCRIMINATION, HARASSMENT, VIOLENCE, BULLYING AND OTHER OFFENSIVE BEHAVIOR

Type of Prohibited Conduct Being Reported:

- DISCRIMINATION HARASSMENT VIOLENCE OTHER OFFENSIVE BEHAVIOR
 BULLYING RETALIATION

On the Basis of: (check all that apply)

- none race creed sex marital status national origin
 age color religion familial status public assistance
 disability sexual or affectional orientation gender identity and expression
 membership or activity on a local commission,

Math and Science Academy (MSA) commits to supporting and maintaining a respectful learning and work environment that is free from discrimination, harassment, violence, and other **offensive behavior based on an individual's** race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with respect to public assistance, sexual or affectional orientation, gender identity and expression, familial status, or disability.

MSA prohibits discrimination, harassment, violence, or other offensive behavior by or toward a student, MSA employee, or third party in all MSA environments including all academic, extra-curricular, co-curricular, and MSA-sponsored activities on MSA property, including but not limited to schools, the school bus, school functions, or MSA-sponsored events held at other locations. MSA prohibits retaliation for good faith reporting of such conduct.

MSA Policy 413 defines various types of harassment, violence, and other offensive behavior. It also prohibits retaliation and sets forth procedures for reporting violations.

The MSA also prohibits bullying against a student, by either an individual or a group. Policy 514 defines bullying and sets forth procedures for reporting violations.

Date of Incident: _____ **Time:** _____ **Place:** _____

REPORTER OR COMPLAINANT

_____ I am a: Student MSA Personnel Other (specify) _____
Name (Print)

Contact Information: Phone: _____ e-mail: _____

If MSA Personnel: Work Phone: _____ Building: _____

Were you the target of the prohibited conduct that you are reporting? Yes No If not, please list below the name of the person who was the target of the prohibited conduct.

TARGET OF PROHIBITED CONDUCT

_____ Name (Print)
The Target is a: Student MSA Personnel Other (specify) _____
Contact Information (if known): Phone: _____ e-mail: _____

ALLEGED OFFENDER(S)

Who engaged in the prohibited conduct? Name: _____
They are a: Student MSA Personnel Other (specify) _____

WITNESSES

Please list and identify any witnesses to the incident.

They are a:

Name: _____ () Student () MSA Personnel () Other (specify) _____

Name: _____ () Student () MSA Personnel () Other (specify) _____

Name: _____ () Student () MSA Personnel () Other (specify) _____

Describe the incident in detail. (Attach additional pages if needed.)

I, _____, am submitting this form to report discrimination, harassment, violence, bullying or other offensive behavior which I witnessed, was the target thereof, or which I received a report or complaint thereof. The information contained in this complaint is true and accurate to the best of my knowledge, belief, and recollection.

Reporter/Complainant Signature

Date

Signature Date Received

Responsible Administrator

.....
This part is to be completed by MSA Administrator:

Was the complaint(s) substantiated? No ___ Yes ___ (please list type of conduct substantiated) _____

This completed form must be filed with the appropriate responsible administrator consistent with Policy 514

Math and Science Academy

Adopted: August 5, 1999
Revised: December 4, 2003
Revised: March 4, 2010
Revised: February 3, 2011
Revised: August 17, 2015
Revised: November 19, 2018
Revised: October __, 2019

419 TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES

[Note: School districts are not required by statute to have a policy addressing these issues. However, Minn. Stat. § 144.416 requires that entities that control public places must make reasonable efforts to prevent smoking in public places, including the posting of signs or any other means which may be appropriate.]

I. FINDINGS

- A. Tobacco use is the single most preventable cause of death in the United States.**
- B. The use of tobacco products by the nation's children is a pediatric disease of considerable proportions that results in new generations of tobacco-dependent children and adults.**
- C. In Minnesota, smoking causes 5,500 deaths annually, and costs nearly \$2 billion in health care costs.**
- D. Children are exposed to substantial and unavoidable tobacco advertising that leads to favorable beliefs about tobacco use, plays a role in leading young people to overestimate the prevalence of tobacco use, and increases the number of young people who begin to use tobacco.**
- E. Electronic cigarettes can increase nicotine addiction among young people and may lead children to try other tobacco products that are known to cause disease and lead to premature death.**
- F. Imitation tobacco products may lead children to use tobacco by desensitizing them to the dangers of tobacco and advancing the false idea of tobacco use as socially acceptable.**
- G. Evidence has shown anti-tobacco use campaigns sponsored by the tobacco industry do not prevent youth from using tobacco products, and may encourage youth to smoke and create positive associations with the tobacco industry.**

II. PURPOSE

The purpose of this policy is to maintain learning and working environment that is tobacco free.

III. GENERAL STATEMENT OF POLICY

- A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the Math and Science Academy (MSA), or person smokes or uses tobacco, tobacco-related devices, or **carries or uses an activated electronic delivery device** in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that MSA owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all MSA property and all off campus events sponsored by the MSA.
- B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related device, or electronic **delivery devices** in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a MSA owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. **This prohibition also includes personal vehicles of students, staff, and non-student adults.** This prohibition includes all MSA property and all off-campus events sponsored by MSA.
- C. MSA will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.
- D. MSA will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, **tobacco-related** devices, or electronic ~~e-cigarettes~~ **delivery devices**. MSA will not promote or allow promotion of tobacco products or e-cigarettes **electronic delivery** devices on school property or at school-sponsored events.

IV. TOBACCO AND TOBACCO-RELATED DEVICES DEFINED

- A. “Electronic delivery device” means any product containing or delivering nicotine, lobelia, or any other substance intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of vapor from the product. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device does not include any product that has been approved or certified by the United States Food and Drug Administration for sale as a tobacco cessation product, as a tobacco-dependence product, or for other medical purposes, and is marketed and sold for such an approved purpose.

- B. **"Tobacco or Tobacco Product"** means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. **Tobacco products exclude any tobacco product that has been approved by the U.S. Food and Drug Administration for sale as a tobacco cessation product, as a tobacco dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose.**
- C. "Tobacco-related devices" means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors of tobacco or tobacco products. Tobacco related devices include components of tobacco-related devices which may be marketed or sold separately.
- D. **"Imitation tobacco product"** means any non-tobacco product designed to resemble a tobacco product including any edible or non-edible, non-tobacco product designed to resemble a tobacco product that is intended to be used by children as a toy. **Examples of imitation tobacco products include but are not limited to: candy or chocolate cigarettes, bubble gum cigars, shredded bubble gum resembling chewing tobacco, shredded beef jerky in containers resembling snuff tins, plastic cigars, and puff cigarettes.**
- E. **"Electronic cigarette"** means any oral device that provides a vapor of liquid nicotine, lobelia, and/or other substance, and the use or inhalation of which simulates smoking. The term shall include any such devices, whether they are manufactured, distributed, marketed or sold as e-cigarettes, e-cigars, e-pipes, or under any other product name or descriptor.
- F. "Smoking" means inhaling exhaling **burning, or carrying** any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.
- G. **"Off-campus, school-sponsored event"** means any event sponsored by the school or school district that is not on school property, including but not limited to, sporting events, day camps, field trips, entertainment seminars, dances or theatrical productions.

- H. **"Staff" means any person employed by MSA as full or part-time, or any position contracted for or otherwise employed, with direct or indirect monetary wages or profits paid by MSA or anyone working on a volunteer basis. This term includes, but is not limited to: faculty, service personnel, volunteers, chaperones, and others working for MSA.**
- I. **"Student" means any person enrolled in MSA's educational system.**
- J. **"Visitor" means any person subject to this policy that: is not a student, staff, or administrator as defined above.**

V. EXCEPTIONS

- A. A violation of this policy does not occur when a **Native American** adult lights tobacco on MSA's property as a part of a traditional **Native American** spiritual or cultural ceremony. An Indian is a person who is a member of an Indian tribe as defined under Minnesota law.
- B. **It shall not be a violation of this policy for tobacco products, tobacco-related devices, imitation tobacco products, lighters, or electronic cigarettes to be included in instructional or work-related activities in MSA school buildings if the activity is conducted by a staff member or an approved visitor and the activity does not include smoking, chewing, or otherwise Ingesting the product.**
- C. A violation of this policy does not occur when a **student** or an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product, as a tobacco dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. **Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off-campus events sponsored by MSA.**

VI. ENFORCEMENT

- A. **The success of this policy will depend upon the thoughtfulness, consideration, and cooperation of both tobacco-users and non-users. All individuals on school premises including students, staff, administrators, and visitors share in the responsibility for adhering to and enforcing this policy.**
- B. Students who violate this tobacco-free policy shall be subject to MSA's discipline procedures.
- C. MSA directors and other school personnel who violate this tobacco-free policy shall be subject to MSA's discipline procedures (**Policy 504**).

- D. MSA's action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and MSA's policies (**Policy 504**).
- E. Persons who violate this tobacco-free policy may be referred to the director or other MSA supervisory personnel responsible for the area or program at which the violation occurred.
- F. **Visitors who are observed violating this policy shall be asked to comply with MSA's tobacco-free policy. If the visitor fails to comply with the request, his or her violation of the policy may be referred to the building administrator or other MSA supervisory personnel available. The administrator shall make a decision on further action that may include a directive to leave school property, including forfeiture of any fee charged for admission to a school-sponsored event. Repeated violations may result in a recommendation to the Director to prohibit the individual from entering school district property for a specified period of time. If he or she refuses to leave, the police may be called.**
- G. The director may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.
- H. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

VII. OPPORTUNITIES FOR CESSATION PROGRAMS

- A. **Administrators shall consult with the county health department or other appropriate health and allied community-based organizations to provide students, staff, and administrators with information and access to support systems, programs, and services to encourage them to abstain from the use of tobacco products.**
- B. **Administrators shall identify and offer programs and services for staff that use tobacco products to support them in complying with this policy.**

VIII. DISSEMINATION OF POLICY

- A. This policy shall appear in the student handbook.
- B. MSA will develop a method of discussing this policy with students and employees.

Legal References: Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)
Minn. Stat. § 609.685 (Sale of Tobacco to Children)
2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)

Cross References: MSA Policy 506 (Student Discipline)



2018-19 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Math and Science Academy

Grades Served: 6-12

WBWF Contact: Thomas Johnston

Title: Assistant Director

Phone: 651-578-7507

Email: tjohnston@mnmsa.org

A and I Contact: Enter name.

Title: Enter title.

Phone: Enter phone number.

Email: Enter email.

Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?

Yes

No

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.

This report has two parts:

Part A: Required for all districts/charters

Part B: Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2018-19 SY. No charter schools should complete Part B.

Please ensure the World's Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

Part A: Required for All Districts

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

➤ http://www.mnmsa.org/bod/annual_reports?dir=%2F&file=Annual+Report+18-19.pdf

Annual Public Meeting

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

➤ *February 27, 2019*

District Advisory Committee

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2018-19 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

| District Advisory Committee Members | Role in District | Are they part of the Achievement and Integration leadership team? (Mark X if Yes) |
|-------------------------------------|------------------|-----------------------------------------------------------------------------------|
| Tom Johnston | Administrator | |

| District Advisory Committee Members | Role in District | Are they part of the Achievement and Integration leadership team? (Mark X if Yes) |
|-------------------------------------|------------------|-----------------------------------------------------------------------------------|
| John Gawarecki | Administrator | |
| Emily Graveen | Counselor | |
| Shuang Ao | Parent | |
| Erin Rocquemore | Parent | |
| Sonia Mehta | Parent | |
| Sara Liegl | Parent | |
| Na Lu | Parent | |
| | | |
| | | |
| | | |
| | | |

Equitable Access to Effective and Diverse Teachers

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

- *Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.*
 - School administration is involved in conversations concerning equitable teacher access. Due to the small teacher pool and restrictions from scheduling, these discussions usually occur in the spring prior to the next school year.
 - *Due to the small teacher pool that the school has and how students in each grade are assigned to the same teachers, MSA has no identified gaps. We looked at demographic data and teacher assignment data to determine there were no gaps.*
 - *There are no identified equitable access gaps at MSA*
 - *The school will continue to schedule students of color, American Indian students, and students from low income families with experienced, effective and in-field teachers.*
 - *MSA currently has two out-of-field teachers because no other qualified candidates could be found.*
 - *MSA currently has 6 inexperienced teachers out of 35, or approximately 17% of licensed staff.*
 - *There is one case of an inexperienced teacher and an experienced teacher having common courses. By percentage, the experienced teacher has a greater population of students of color than the inexperienced teacher, 25% to 14%.*
 - *Low-income students who wish to participate in activities are allowed to participate in the activities of their choice regardless of their official economic indicator status or ability to pay.*

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

- *Describe your efforts to increase the racial and ethnic diversity of teachers in your district. Limit your response to 400 words.*
- *MSA currently does not have any teachers of color or of American Indian descent.*
 - *MSA would need approximately 5 teachers of color and 0 teachers of American Indian descent to represent the student body.*
 - *When job openings exist, MSA advertises for jobs in multiple locations, using multiple services. MSA is careful to advertise the job openings to attract as diverse of a candidate pool as possible.*
 - *MSA is committed to finding qualified candidates to create a diverse teaching staff that represents our student body.*

Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers *and* data on all student access to racially and ethnically diverse teachers.

For this 2018-19 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

All Students Ready for School

| Goal | Result | Goal Status |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> | <p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> | <p><i>Check one of the following.</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one year goal)</p> <p><input type="checkbox"/> Goal Not Met (one year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input checked="" type="checkbox"/> District/charter does not enroll students in kindergarten</p> |
| <ul style="list-style-type: none"> • MSA does not enroll students in Kindergarten | | |

All Students in Third Grade Achieving Grade-Level Literacy

| Goal | Result | Goal Status |
|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> | <p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> | <p><i>Check one of the following.</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one year goal)</p> |

| Goal | Result | Goal Status |
|------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <input type="checkbox"/> <i>Goal Not Met (one year goal)</i> <input type="checkbox"/> <i>Met All (multiple goals)</i> <input type="checkbox"/> <i>Met Some (multiple goals)</i> <input type="checkbox"/> <i>Met None (multiple goals)</i> <input checked="" type="checkbox"/> <i>District/charter does not enroll students in grade 3</i> |

- MSA does not enroll students in 3rd grade.

Close the Achievement Gap(s) Between Student Groups

| Goal | Result | Goal Status |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Black/African American students at MSA (all grades) will have a proficiency rate of 81.5% (meets or exceeds) or better on the 2019 MCA math test.</p> <p>Black/African American students at MSA (all grades) will have a proficiency rate of 87.8% (meets or exceeds) or better on the 2019 MCA reading test.</p> | <p>Black/African American students at MSA (all grades) had a proficiency rate of 66.0% on the 2019 MCA math test.</p> <p>Black/African American students at MSA (all grades) had a proficiency rate of 69.3% on the 2019 MCA reading test.</p> | <p>Check one of the following.</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one year goal)</p> <p><input type="checkbox"/> Goal Not Met (one year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input checked="" type="checkbox"/> Met None (multiple goals)</p> |

- We use yearly MCA data to identify the achievement levels of various groups of students
- MSA's staff has, and is, currently undergoing professional development regarding Culturally Responsive Pedagogy
- 6th grade students participate in "guided advisory", in which teachers work with identified students in order to build skills
- MSA has committed to improving our Student Support Process in order to identify struggling students and provide them with helpful interventions
- MSA continues to offer extended day to students free of charge. This extended day is available to students 2 days per week and is staffed by a licensed teacher.
- MSA works to match high achieving NHS students as mentors with students who need additional support.

All Students Career- and College-Ready by Graduation

| Goal | Result | Goal Status |
|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>MSA's seniors will have an average composite ACT score of 28 or higher for the 2018-2019 school year.</p> | <p>MSA's seniors had an average composite score of 27.1. The score of 27.1 lead the state of MN for high schools with more than 10 students taking the test.</p> | <p>Check one of the following.</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> |

- We receive yearly composite data from ACT
- MSA also continues to provide the PSAT and Practice ACT for students. The tests are provided to all students free of charge.
- MSA's counselor meets with ALL 11th and 12th grade students individually to determine proper high school course progression and to ensure they are on track to graduate. MSA's counselor also advises students on career interests and college readiness using Xello.
- MSA offers 11 different AP courses, which also aids in preparing students for college or a career after high school. What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

All Students Graduate

| Goal | Result | Goal Status |
|----------------------------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| All seniors who begin the year at MSA will graduate in the spring of 2019. | MSA had 51 out of 54 seniors graduate that began the year at MSA. | <p><i>Check one of the following.</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> <i>Goal Met (one year goal)</i></p> <p><input checked="" type="checkbox"/> <i>Goal Not Met (one year goal)</i></p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></p> |

- Of the three students who did not graduate, 1 student transferred to another high school and graduated on time. The other two students continued with special education services in their home district. Of those two students, one has since graduated.
- Being a small school, MSA is able to meet with each student 1 on 1. MSA's counselor meets with all juniors and seniors to determine high school course progression and to make sure they are on track to graduate on time. Students who are at risk of falling behind are given additional 1:1 support to help them meet MSA's graduation standards and graduate on time.

Part B: Achievement and Integration Progress Report

This portion is only required for districts with an [approved A & I Plan during the 2018-19 school year](#).

Achievement and Integration Goal 1

| Goal Statement | Achievement or Integration Goal? | Baseline | Year 2 (2018-19) Actual | On Track? |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Copy the SMART goal statement from your 2017-20 plan.</i> | <i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i> | <i>Copy the baseline starting point from your 2017-20 plan.</i> | <i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i> | <i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i> <input type="checkbox"/> <i>Goal Met</i> |

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- What strategies are in place to support this goal area?*
- How well are you implementing your strategies?*
- How do you know whether it is or is not helping you make progress toward your goal?*

Achievement and Integration Goal 2

| Goal Statement | Achievement or Integration Goal? | Baseline | Year 2 (2018-19) Actual | On Track? |
|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Copy the SMART goal statement from your 2017-20 plan. | Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal | Copy the baseline starting point from your 2017-20 plan. | Provide the result for the 2018-19 school year that directly ties back to the established goal. | Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met |

Narrative is required. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Please Note: If you have additional goals to add, copy and paste the A&I goal table below.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2018-19 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

| |
|------------|
| Narrative: |
|------------|

Racially Identifiable Schools

If your district’s 2017-20 A & I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This is only required for districts on [this list](#) with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

School Name:

Achievement and Integration Goal 1

| Goal Statement | Achievement or Integration Goal? | Baseline | Year 2 (2018-19) Actual | On Track? |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Copy the SMART goal statement from your 2017-20 plan.</i> | <i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i> | <i>Copy the baseline starting point from your 2017-20 plan.</i> | <i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i> | <i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i> <input type="checkbox"/> <i>Goal Met</i> |

Narrative is required. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Achievement and Integration Goal 2

| Goal Statement | Achievement or Integration Goal? | Baseline | Year 2 (2018-19) Actual | On Track? |
|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Copy the SMART goal statement from your 2017-20 plan. | Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal | Copy the baseline starting point from your 2017-20 plan. | Provide the result for the 2018-19 school year that directly ties back to the established goal. | Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met |

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

Please Note: If there are additional goals for this school, copy and paste this A&I goal table below.

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2018-2019 school year. In what ways have the integration strategies increased racial and economic integration at that site?

| |
|------------|
| Narrative: |
|------------|

Copy, paste, and complete the goal tables and integration section for each racially identifiable school in your district.