

**Board of Directors
Math & Science Academy
Tuesday, February 16th, 2021
Building C (lobby) and Remotely**
<https://youtu.be/i5T34GBGS58>

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:

- Annie Cardenas, Chair
- Dan Ellingson, Vice Chair
- Cody Schniepp, Treasurer
- Michelle Kurkoski, Secretary
- Jeana Albers
- Adam Bartz
- Robert Krueger
- Jennifer Bartle
- Maggie Burggraaff

Non-voting:

- Paula Akakpo, Student Member
- Jenny Abbs, 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. BOD Workshop and Regular Meeting, January 19th, 2021
- b. BOD Closed Meeting (Director Evaluation) January 25st, 2021 at 5:00 pm

6. Chair's Report

7. Director's Report

8. Student Representative Update

9. 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. Kurkoski)
 Annual Fund (AFC) (Mr. Bartz)
 Communications (Ms. Burggraaff)
 Personnel (Ms. Cardenas)
 School Expansion Possibilities (Mr. Ellingson)
 Policy (Ms. Kurkoski)
 Finance (Mr. Schniepp):

Approval of Financials
Approve Revised Budget

10. Consent Agenda

11. Old or Unfinished Business

- a. Approve Policy 522 Student Sex Nondiscrimination (Title IX) (Second Reading)
- b. Approve Performance Stipend

12. Items for Discussion and Decision

- a. 1-25-2021 Closed Meeting Summary (Mid year Director's Evaluation) *(located at end of packet)*
- b. Discuss BOD Election Plan
- c. Approve Bus Contract for So. Wash. County
- d. Approve Lottery Results (conducted 2nd week)
- e. Approve Directors Evaluation Process
- f. Approval of Finalized Director Evaluation Survey Questions (Community)
- g. Approval of Finalized Director Evaluation Survey Questions (Staff)
- h. Approve Closed Meeting Dates (Meeting #2 #3-March and #4-April)
- i. Discuss Final Strategic Plan Retreat Date (April)
- j. Approval of Term Contract Template
- k. Finalize Board Evaluation document *(located at end of packet)*
- l. Review Monthly COVID Evaluation
 - i. MDH Rating
 - ii. ISD 833 Scenario
 - iii. Survey Results
 - iv. Administrative Recommendations
 - v. Items/Procedures/Status Required for Partial In-person and Full In-person Scenarios

13. Future BOD Meeting and Workshop Agenda Items

- a. BOD Goals
 - i. Comprehensive Review of Strategic Plan

1. February 22nd, 2021 at 6:00 pm
 2. March 29th, 2021 at 6:00 pm
- ii. Expansion End of Year Goal
 - iii. Committee Purpose Statement

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

- a. BOD Strategic Plan Retreat February 22nd, 2021 at 6:00 pm
- b. BOD Workshop, March 16th, 2021 at 5:00 pm
- c. BOD Regular Meeting, March 16th, 2021 at 6:15 pm
- d. BOD Strategic Plan Retreat March 29th, 2021 at 6:00 pm

15. Motion to Adjourn

Submitted:

Approved:

**Board of Directors
Workshop Minutes
Math & Science Academy
Tuesday, January 19, 2021
Building C (Lobby) and Remotely
8430 Woodbury Crossing, Woodbury, MN 55125**

Call to Order by Annie Cardenas at 5:00 pm

Members Present:

Voting:

Annie Cardenas, Chair & Teacher Member
Dan Ellingson, Vice Chair & Parent Member
Michelle Kurkoski, Secretary & Teacher Member
Cody Schniepp, Treasurer & Community Member
Jeana Albers, Teacher Member
Jennifer Bartle, Parent Member
Robert Krueger, Parent Member
Adam Bartz, Community Member
Maggie Burggraaff, Teacher Member

Non-voting:

John Gawarecki, Director (ex officio)
Paula Akakpo, Student Member

Absent:

Voting:

Non-Voting:

Jenny Abbs, BKDA, Contracted Financial Manager (ex officio)

Discussion:

1. Contract Language

- a. The goal is to review both types of contract language and determine which would be the best option for MSA. Should the employees be at-will or term contracts?
- b. At-will: means that the employment relationship can be terminated at any time by either party. This is with or without notice, and with or without specific cause. These can lead to a bit of staff apprehension. If MSA were to meet and make changes to employment, the employer needs to give notice, but the employee does not need to agree or disagree. Mr. Gawarecki believes that this puts student learning at a disadvantage when staff leaves mid-year, and can impact student progression and learning.
- c. Term: means that there is a set amount of time for the employment (indicated in the contract). These may vary based on whether the employee is a school-year contract or a 12-month contract. Details of the employment are generally included as a staff handbook. Any changes in employment that are proposed, need to be agreed upon to both parties or the change cannot happen. The employer can include in the contract that, if an employee seeks to terminate the contract early, that there are specific things that need to be satisfied before they can be released. This can be a fee, starting date of replacement, or other options. These need to be stated in the contract before the contract is signed. Mr. Gawarecki believes that this adds stability to the educational process. This can also be a draw to potential employees, because MSA would be seen as making a commitment to the staff member.
- d. Term contracts may also increase the overall talent of the school, based on the larger talent pool available toward the end of the school year versus mid-year.

- e. Generally, if we have something in the MSA handbook, it is part of the contract. This in some situations can be construed to be a term contract, which means the at-will may not be fully enforceable.
- f. Mr. Bartz asked how term contracts would change the unusual situations that may have happened in the past (ie. dismissal of an employee). Of previous years' three examples, one would have been terminated regardless, the other two would have completed the year or would have completed the terms to be released early.
- g. Mr. Krueger asked about how this is related to Minnesota being an "at-will" state. We are at-will, unless the school BOD opts to choose term contracts.
- h. When we had a workshop with Eugene Piccolo, he had stated that he wouldn't sign the contract that MSA uses. Mr. Gawarecki explained that this is likely because we have language that is at-will and term within the MSA contract that staff signs.
- i. Timeline:
 - i. Teacher contract go out in late April
 - ii. Before that, Mr. Gawarecki's contract is also approved
 - iii. Having the final language approved at the March BOD meeting
- j. It would be good to have all contracts with the same language, to avoid confusion or issues later.
- k. Mr. Gawarecki recommends having a discussion of the preferences, then focusing on refining language there. As a rough count, BOD prefers to pursue the term contract.
- l. This can be on the February agenda to review the language.
- m. Mr. Krueger states that the process for addressing those not meeting the requirements of the contract very clear, as well as the process for addressing it (either improving or dismissal)
- n. Ms. Cardenas states that this is started in the handbook, the process may need to be refined.
- o. Mr. Gawarecki agreed to have examples for the BOD to review.
- p. Ms. Kurkoski recommends that this be part of an all staff meeting (to discuss and approve the conditions in the term contract language).
- q. Mr. Schniepp asked whether, in the circumstance that a person does something that would require immediate dismissal, does this mean the person goes on administrative leave? Mr. Gawarecki explained that MSA can do that, but if the offense is egregious, you can dismiss them outright without a full 30-60 day grievance process.

2. Director Evaluation Process

- a. The Personnel Committee refined and revised the job description. Mr. Gawarecki also added the key competencies to the job description. As a charter school, Mr. Gawarecki is under the superintendent role and the principal role (which is why the competencies were recommended).
- b. Also included is the requirement that we provide a professional development plan every year, and that it matches with the job description. There will be items that are data-driven, as well as more "soft skills" that would have exemplar support.
- c. BOD members will receive the results of the mid-year evaluation and climate survey by the staff. BOD members will receive the raw data as part of the document that Ms. Cardenas will be sending.
- d. Part of this process is to set goals for Mr. Gawarecki, which will be part of the evaluation for the 2021-2022 school year.
- e. There were questions that had an option of "not applicable", those are purple (recalculated data because of the presence of the N/A responses).
- f. Mr. Gawarecki will also provide documentation that includes examples to demonstrate items that aren't tied to the data-driven goals.
- g. BOD members should review this before the closed meeting next Monday 1-25-2021.
- h. BOD packet also has a director evaluation schedule (p. 105).
- i. BOD packet also includes Community Survey questions (p. 107).
- j. BOD packet includes templates of the different forms that are part of the evaluation process.
- k. Ms. Albers asked whether this was the time to include in the job description that there is a mention that the Director represents/complies/etc. with the mission and vision? Ms.

Cardenas asked that Ms. Albers send her the information or space that she was thinking would make sense and that can be included.

Workshop was adjourned at 6:00 pm

Submitted and Approved:

Michelle Kurkoski, Secretary

**Board of Directors
Meeting Minutes
Math & Science Academy
Tuesday, January 19, 2021
Building C (lobby) and Remotely
8430 Woodbury Crossing, Woodbury, MN 55125**

1. Call to Order by Annie Cardenas at 6:15 pm

Vision and Mission read by Paula Akakpo.

2. Roll Call of Members

Present:

Voting:
Annie Cardenas, Chair & Teacher Member
Dan Ellingson, Vice Chair & Parent Member
Michelle Kurkoski, Secretary & Teacher Member
Cody Schniepp, Treasurer & Community Member
Jeana Albers, Teacher Member
Jennifer Bartle, Parent Member
Robert Krueger, Parent Member
Adam Bartz, Community Member
Maggie Burggraaff, Teacher Member

Non-voting:
John Gawarecki, Director (ex officio)
Paula Akakpo, Student Member

Absent:

Voting:

Non-voting:
Jenny Abbs, BKDA, Contracted Financial Manager (ex officio)

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

Conflicts of Interest: None

Motion to approve the agenda.

Moved by: Annie Cardenas Second: Jeana Albers

Discussion:
Add: Item 12G - Appoint BOD election committee

Vote: 9-yes 0-no 0-abstain
The motion carries.

4. Open Forum

None

5. Approval of Minutes.

a. Motion to approve the December 21, 2020 Workshop and Meeting Minutes.

Moved by: Robert Krueger Second: Dan Ellingson

Discussion:

Correction:

BOD Workshop - 1st page stated it was in Building A, but it was in Building C

Open Forum - parent name was corrected

Pg 12 - Will clarify activities.

Vote: 9-yes 0-no 0-abstain

The motion carries.

6. Chair's Report

Ms. Cardenas noted that the director's evaluation was done at the workshop. See Workshop minutes. There will be two different contracts for staff next year. There will be samples at the next BOD meeting.

7. Director's Report

Mr. Gawarecki wanted to congratulate MSA for having the top ACT composite score.

Mr. Gawarecki was notified recently that MSA was provided three vaccinations. Mr. Gawarecki has been working on protocol and notification to staff. MDE sets up guidelines on prioritizing the vaccination list such as priority to 55 and older. Every week there will be additional vaccines for sign up which is subject to change. Other schools have encountered issues in rollout and development of vaccination lists. Some other staff are vaccinated because of positions held outside of MSA.

There have been students on campus. There was basketball practice in the gym. Ms. Froberg is present to ensure protocols are followed which has not been an issue. WIN Fridays will start next week.

The board discussed activities and COVID requirements.

As to the statement that the practices will happen as long as there are no staff members with Covid (involved in the activity). This would also apply to WIN Friday activities.

Questions about the winter sports and the nordic team - that there are more than 25 students and one coach, which wasn't allowing them to practice. Guidance from MDE is that practice cannot have Pods of more than 25. One of the two coaches is not able to come on campus, but the coaches worked with the AD to develop a rotation to allow for practices. The team is in two pods, with alternating practices. The pod that isn't practicing will be a virtual practice (not on campus). Mr. Krueger asked whether this was doing all we could do to meet the needs of the students. Are there other ways that we can find or have pursued to meet the needs of these students?

Student Achievement/Activity:

MSA had the highest ACT composite score average for all public high schools in Minnesota for 2020. Our composite score of 28.3 outpaced the next high school by almost 1 point (Nova Classical Academy had a score of 27.4). This year's composite score was an increase from last year's state leading score of 27.4. Over 350 applications have been submitted for enrollment next year.

- Utilization of licensure coursework application

Attended two World's Best WorkForce (WBWF) meetings to ensure needs identified by the group were included in the budgeting process. Set up budget review meetings with BerganKDV.

- Evidence of the inclusivity goal application

Recruiting Diverse Staff task force met on January 7th and identified the course of action for the group. Discussed Hybrid Teacher Planning document with teacher board members before providing it to the staff at our most recent all staff

meeting.

- Evidence that building management decisions correlate with the school's mission, vision and values by including the Administration's meeting notes
Discussed the need to update our contact information for our monitoring service. MSA experienced some damage to Building B's entrance when a sprinkler head froze over a recent cold spell in December. I am working with our insurance company for the coverage of the event. About 50 ceiling tiles, and 50 carpet squares were damaged as well as some of the gym floor absorbing some of the moisture.

- Evidence that when decisions, procedures, or school practices are changed, the rationale for the change needs to be communicated to the original group or committee before being brought to the staff as a whole.
Discussed why the observation schedule was delayed some and how we would be conducting them due to our distance learning scenario to the staff. Prior to this discussion, a meeting was held with the assistant directors to ensure the procedures and process were capable of being carried out within the timeline being presented.

- Update the Board about PD application to finance

Since the School Finance course at Hamline is completed, I have set up meetings with BergankDV along with a timeline to ensure our budgeting process remains consistent with previous years and takes into account initiatives that the WBWF would like to undertake next year.

- Monthly update from Expansion committee (this could be from a different board member)

Please see notes from the committee.

- Ensures that all members of IEP and 504 teams are informed of meetings, changes to IEP/504 plans, and have opportunities for input
Reviewed all teachers and their participation with IEP and 504 meetings. Presented the Golden Dragon award to the teacher who had the top participation rate, most meetings attended, and most feedback sent to the Special Education Department.

- Major updates and key information gained as a result of attending the regional director meetings, as appropriate
Schools that receive Title I funds (MSA does not) will be receiving approximately four times the amount of ESSER funds that they received last fall. Because MSA is not a Title I school, we are not scheduled to receive any funds unless MDE decides to allocate some funds to us as they did last fall.
To balance the state's budget, there is a growing movement to place a 20% holdback on schools within the legislature. This would affect our cash on hand and may require us to utilize our line of credit so that we meet bond covenants. Numerous schools are experiencing enrollment declines with some schools losing as many as 75 students from their budgeted enrollments.

- Director will update the BOD of any potential concerns or issues raised at the MSA PTO meetings.

Missed the January 11, 2021 meeting due to the Strategic Planning meeting. Their next meeting is March 1st. The PTO held a family sledding event on January 16th at Battle Creek.

- Establishing and maintaining relationships and networking with neighboring school districts to foster collaboration and build community relationships, as appropriate

Attended and collaborated with other charter schools and MACS personnel during the MACS Government Affairs Committee during its meeting on January 15th.

Contributed to the Tuesday Charter School Admin Support Call hosted by MACS

- Evidence that PD regarding team building and/or conflict management has or will be attended

- Evidence that PD regarding diversity and sensitivity or cultural competency has or will be attended

Attended a National Teachers of Color Showcase: Reimagining Recruitment.

- Employee climate survey was sent out by the BOD Chair and I am awaiting the data so I can analyze the information and present it to the Board. Presentation will be included in the next board meeting information.

8. Student Representative Communication and Update

Ms. Akakpo provided an update. Black history month & advisory lessons. Unknown historical figures get out by next monday. Move into working on black art & black identity. Hope to get more students wtow work on it. Moving to women's history month.

9. Reports from Board Committees, Activities Director and Task Forces

Board Committees:

Academics (Ms. Kurkoski): Report submitted. 10th Grade PSAT scores went up. The reason for the increase is unknown. In the last three years, departments have added testing strategies. Also, not all students took the test, which they would have in previous years.

Annual Fund (Mr. Bartz): Report submitted with no discussion.

Communications (Ms. Burggraaff): Report submitted with no discussion

Personnel (Ms. Cardenas): No report submitted with no discussion.

School Expansion Possibilities (Mr. Ellingson): Report submitted with no discussion.

Finance (Mr. Schniepp): Report submitted.

Motion to approve the December 2020 Financial Statement.

Moved by: Annie Cardenas

Second: Cody Schniepp

Discussion:

Mr. Schniepp will be meeting later this week to review and update the budget. The budget was based on traditional expenses and it has not been a traditional year. Credit card statements have been added to the financial statements.

Tutor.com is still ongoing. Teachers make the recommendations and the task force reviews and allocates hours. In the first rollout, parents needed to respond 3 to 4 days but there wasn't a good response. In the second rollout, parents will be given more time to respond. Task force is keeping track of improvements and impact.

Vote: 9-yes 0-no 0-abstain

The motion carries.

Policy (Ms. Kurkoski): No report submitted.

10. Consent Agenda

a. Policy 103 Complaints-Students, Employees, Parents, Other Persons

Motion to approve consent agenda.

Moved by: Adam Bartz

Second: Jeanna Albers

Discussion:
None

Vote: 9-yes 0-no 0-abstain
The motion carries.

11. Old or Unfinished Business

a. Discuss Policy 522 Student Sex Nondiscrimination (Title IX)

Motion to Discuss Policy 522 Student Sex Nondiscrimination (Title IX)

Moved by: Annie Cardenas Second: Robert Krueger

Discussion:

Board discussed which form to use (short or long version). The attorney clarified that MSA can go with either.

Motion rescinded by Robert Krueger.

Motion to approve Policy 522 Version 2 found in the Board Packet dated 1/19/21 on page 60.

Moved by: Michelle Kurkoski Second: Robert Krueger

Discussion:

Clarified that this is the short version with a separate procedure.

Vote:

Maggie Burgraff, Robert Krueger, Dan Ellingson, Cody Schniepp, Annie Cardenas-yes

Michele Kurkoski, Jeana Albers, Adam Bartz, Jennifer Bartle-no

0-abstain

The motion carries.

b. Discuss Policy 429 Suspected Misconduct and Dishonesty by Employees and Others

Motion to approve Policy 429 Suspected Misconduct and Dishonesty by Employees and Others.

Moved by: Dan Ellingson Second: Maggie Burggraaff

Discussion:

Board discussed the changes. These changes are nonsubstantive.

Vote: 9-yes 0-no 0-abstain

The motion carries.

12. Items for Discussion and Decision

a. Review of By-Laws

Discussion:

Mr. Gawarecki noted that by-laws are reviewed on an annual basis. Board would like to be reminded to review by-laws. There were no recommended changes.

b. Discuss Community Survey

Discussion:

The survey on the director's evaluation will be going out to the community. The questions were from last year. Board discussed adding covid related questions.

c. Approve Grade Level Capacities for Lottery

Motion to approve grade level capacities for lottery as recommended by the Director.

Moved by: Annie Cardenas Second: Maggie Burggraaff

Discussion:

Mr. Gawarecki provided an overview. The additional draws allow a higher enrollment because traditionally there are some students that leave through attrition. Those spots would not be filled after the second week of school. Mr. Gawarecki recommends the following:

(Grade = capacity)

6 = 88

7 = 90

8 = 90

9 = 85 with 5 additional draws

10 = 75

11 = 65

12 = 58

Vote: 9-yes 0-no 0-abstain

The motion carries.

d. Discuss Director's Evaluation Process

Discussion:

This was discussed at the Workshop.

e. Review Monthly COVID Evaluation

i. MDH Rating

ii. ISD 833 Scenario

iii. Survey Results

iv. Administrative Recommendations

Discussion:

The broadband will be a year long contract. Once there are people on campus then the contract will be executed.

Fiber optic is at a stand still. There was a budget shortfall.

Ms. Bartle asked about the status of the air purification system. Mr. Gawarecki explained that the air purifiers ordered have arrived. Ms. Cardenas asked for clarification of the MERV 9 levels (that would overly tax the HVAC system), and whether that is enough? The systems in the covid rooms are equipped with additional air purification supports. Of all buildings, building A has the greatest capacity for pulling air from outside, thus better air quality. Air purifiers are ordered and are on campus and operational.

The goal is to send out the survey at the end of January.

Board discussed the procedures and transition from distance learning to hybrid.

Ms. Cardenas asked about the progress of searching for people to monitor classrooms in which a teacher will remain remote, but the school is partial or full in-person. Mr. Gawarecki explained that there are questions planned for the survey to gauge potential parent interest in these paid positions. The goal is to end the survey out in the last week in January.

Ms. Cardenas asked what the details of the plans are going to be, that there was some uncertainty about what the day-to-day operations of a hybrid model will be.

Ms. Kurkoski asked how we are going to hold accountability for those who test positive? There are examples regularly of those who were exposed or test positive and do not quarantine, how can we improve our accounting to transmit that information and keep it up to date? Mr. Gawarecki explained that much of this would be depending on individuals to do the right thing. If there are visible symptoms, they will go to the copvid rooms, and will have to be picked up by parents.

Ms. Kurkoski asked about the group responsible for planning and implementation of the welcome back to practice these protocols and procedures? MSA is allotted 2-5 days to allow for the transition (part of the state plan).

Ms. Bartle asked whether there was a thought to bringing the 6th graders back first, because they are eligible to return under the new MN DOE plan updates.

Ms. Albers added that having a plan available to families and staff would help to make a more informed decision.

f. Staff Stipends

Discussion:

Mr. Gawarecki and Mr. Schneip provided background information. This was discussed at that Finance Committee. If a stipend is done, the Board should approve in February. Similar to last year, the stipend would be based on a student performance. Board discussed the requirement of a stipend to be based on performance and not just given out.

g. Appoint Board of Directors Election Committee

Discussion:

Ms. Cardenas would like to appoint board members to prepare for board elections. Ms. Albers has volunteered to lead. Mr. Bartz and Mr. Schniepp also volunteered to work on this. Positions that will be open are a community, parent, and teacher member.

13. Future BOD Meeting and Workshop Agenda Items

a. BOD Goals

- i. Comprehensive Review of Strategic Plan
 1. February 22, 2021 at 6:00 pm
 2. March 29, 2021 at 6:00 pm
- ii. Finance Training
 1. February 16, 2021 at 5:00 pm
- iii. Expansion End of Year Goal
- iv. Committee Purpose Statement
- v. Contract Language (Contract Time vs At Will)
 1. January 19, 2021 at 5:00 pm

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

- a. BOD Closed Meeting (Director Evaluation) January 25, 2021 at 5:00 pm
- b. BOD Workshop, February 16, 2021 at 5:00 pm
- c. BOD Regular Meeting, February 16, 2021 at 6:15 pm
- d. BOD Strategic Plan Retreat February 22, 2021 at 6:00 pm

15. Motion to adjourn at 8:33 pm.

Moved by: Annie Cardenas Second: Dan Ellingson

Vote: 9-yes 0-no 0-abstain
The motion carries.

Submitted:

Ia Xiong, Board Recorder

Approved:
Michelle Kurkoski, Secretary

February Director's Report

Student Achievement/Activity:

MSA has three students who are National Merit Scholarship Finalists.

Conducted our Lottery for the 2021-2022 school year with over 430 applications.

Charter School Day at the Capitol is March 3rd. Virtual event with two openings available.

- Update on Diverse Hiring Taskforce:
We met on February 4th and are looking at a different template to post jobs with. Additional resources to be reached out to we identified.
- Utilization of licensure coursework application

Reviewed MSA's budget with BerganKDV, the BOD Treasurer and administrative staff. Made recommendations for the long-range budget model. Coordinated staff PD for February 3rd on Microaggressions which was presented by the assistant directors.
- Evidence of the inclusivity goal application

Coordinated a Health Department meeting to address a curriculum review for MSA's sex education curriculum with student input.

Conducted the first Calendar and Pay Scale task force meetings as well as holding the COVID-19 Liaison meeting
- Evidence that building management decisions correlate with the school's mission, vision and values by including the Administration's meeting notes

Discussed and reviewed information on building procedures for a partial in-person scenario with the assistant directors prior to having them discussed with the entire staff on February 10th.
- Evidence that when decisions, procedures, or school practices are changed, the rationale for the change needs to be communicated to the original group or committee before being brought to the staff as a whole.

Reviewed with the entire staff the upcoming changes that could result if we move to a partial in-person learning scenario.

Discussed the possibility of a stipend and how it should be adjusted with the finance committee and then repeated the gist of the information to the entire staff.

- Update the Board about PD application to finance

Since the School Finance course at Hamline is completed, I reviewed MSA's budget with BergankDV, the BOD Treasurer and administrative staff. Made recommendations for the long-range budget model which are up for BOD approval.

- Monthly update from Expansion committee (this could be from a different board member)

Our next meeting is February 25th with two developers coming in to discuss the services they could provide to MSA.

- Ensures that all members of IEP and 504 teams are informed of meetings, changes to IEP/504 plans, and have opportunities for input

Met with the SPED Coordinator and Student Services Coordinator to reinforce that general education teachers need to be invited to meetings that directly impact modifications of their curriculum for individual students.

- Major updates and key information gained as a result of attending the regional director meetings, as appropriate

Most charter schools have true at will contracts. Many of the term contracts that charter schools do have include some type of clause for breaking the contract. The most common clause is a \$500 buy out agreement.

The governor's 1% increase for 2021-22 and 2.5% increase for the 2022-2023 school years may be used as a "bargaining chip" with the senate. The MN House has a 2% increase for 2021-22 and 2022-23 in its [HF843](#) bill.

Most charter schools only have about 5 members vaccinated at this time and many are returning to in-person instruction despite staff concerns.

- Director will update the BOD of any potential concerns or issues raised at the MSA PTO meetings.

Next MSA PTO meeting is scheduled for March 1st at 6:30 pm.

- Establishing and maintaining relationships and networking with neighboring school districts to foster collaboration and build community relationships, as appropriate
Attended and collaborated with other charter schools during the Regional

Director's meeting held on February 4th.

Contributed to the Tuesday Charter School Admin Support Call hosted by MACS by posing questions relating to contracts and OFPs.

Attended a Welcoming Schools discussion hosted by MACS.

- Evidence that PD regarding team building and/or conflict management has or will be attended
 - Began GED 8135 (The Principal) course and GED 8126 Additional Leadership Assessment - District Superintendent courses
- Evidence that PD regarding diversity and sensitivity or cultural competency has or will be attended

Attended a webinar on Welcoming Schools provided by MACS on February 10th.
- Employee climate survey is included in this month's BOD packet.

High School Assistant Director

Here are the main things that I have been working on:

- MSHSL Chaos
 - Start winter sport
 - Season is underway
 - Boys Basketball - 20 participants
 - Girls Basketball - 8 participants
 - Nordic - 26 participants
 - Participation data

Sport	2019/2020	2020/2021		
Cross Country	31	35	113%	outdoor
Volleyball	31	11	35%	indoor
Nordic	34	26	76%	outdoor
Girls Basketball	20	8	40%	indoor
Boys Basketball	40	20	50%	indoor

- Team Photos taken
- Weekly meetings with MSHSL
- Weekly meetings with EMAC
 - Support other ADs

- Discuss spring schedules
 - MSHSL Fees
 - Future schedules
- Ineligibility data
 - Comparison data of the number of students on the current ineligibility list over the past 3 years.

	MS	HS
2020-2021	37	30
2019-2020	33	33
2018-2019	56	40

- IEP meetings
- 504 meetings
- Parent meetings - about 3 per week on average
- Student meetings - about 2 per week on average
- Teacher Observations
 - 3 completed
- Planned and facilitated Feb 3rd Professional Development with Tom on student achievement data.
- Planned and facilitated Professional Development day Feb 8th
 - Tom and I ran Feb 8th PD with the staff on microaggression. It was well received by staff. They did a wonderful job discussing microaggression.
- COVID Planning
 - Worked with Tom to fine tune the initial plan for students returning to school.
 - Shared with staff at the staff meeting on Feb 10th to ensure all perspectives were being heard.
 - Updated plan
 - Floor stickers for direction and social distancing is on site.
- Graduation Planning
 - Graduation planning in progress. We are creating a plan A and B depending on COVID safety protocols.
 - Gym and Hero Center are both available on June 4th.
- Tutor.com -
 - Group 3 has begun
 - Meeting with taskforce
- Support Teachers - about 3 per day on average
 - Mental health

- Classroom support
- Student support
- YMCA board of directors meetings
- Committees/task forces
 - Finance Committee
 - COVID-19
 - Academics Committee
 - Communications
 - Tutor.com taskforce

Middle School Assistant Director

This is a list of the main work I have completed in December and January as we continue with the 2020-2021 school year.

- Participated in the COVID-19 Liaison group meetings
 - Attend February Academic Committee meeting
 - Provided information about the upcoming WBWF public meeting on 2/11/21
 - Attend February Finance Committee Meeting
 - Participated in budget discussion for adjusting the FY 20-21 budget
 - Attend January Personnel Committee meeting
 - Distributed February newsletter
 - Supported teachers as requested or needed
 - Continued to support and follow the progress of students in the second tier of MSA's Student Support Process
 - Hosted approx. 10 students on WIN Fridays on 1/29/21, 2/5/21, and 2/12/21.
 - Purpose was to support with work completion and to provide external accountability
 - Supported a family with hotspot connection concerns
 - Attended all IEP/504 meetings as needed
 - Met directly with students and parents on Zoom/phone calls to support with distance learning
 - Strategic planning
 - Met with Don Helmstetter; MSA's consultant who will be helping the BOD with strategic planning
 - Prepared for the strategic plan meeting on 2/22/21
- Supported material pick up
- Planned and facilitated professional development for Feb 3rd. with assistant director - HS, regarding student achievement data
- Planned and facilitated professional development for Feb 8th with assistant director - HS, regarding "microaggressions"
 - Both oral and written feedback was tremendous; staff really enjoyed the PD and learned a lot. When asked what they learned or found helpful, some of the responses were...
 - "Everything! I learned so much more and am seeing this so much more concretely. "

- “I really liked the PD, it led to great discussion. I liked the opportunity to talk in small groups.”
- Conducted teacher observations
 - Pre-obs. Meetings, observations, both live and recorded, and post obs meetings
- Worked with assistant director - HS to develop preliminary plans for procedures in each building in the event we return in person in some capacity
 - For example, hallway traffic patterns, bathroom use procedures, lunch procedures, etc
 - This preliminary plan was presented to staff for feedback on Feb 10

High School Counselor

- Continue to check in with students who may need academic and emotional support.
- Continue to work with parents and families who may be transitioning in/out of MSA for mental health support or may be seeking out additional school support.
- Continue to send out a weekly check in to all high school students to give them the chance to provide feedback and initiate individual meetings.
- Continue to offer meetings with all seniors to assist them with college/career planning.
- Continue to participate in the monthly academics committee meetings and additional task forces as needed including WBWF.
- Planning and coordinating of the spring ACT test.
- Planning and coordinating AP exams.
- Organize and disperse any incoming scholarship information to seniors and eligible students.
- Plan and prepare advisory lessons.
- Planning, preparing and implementing the [tutor.com](https://www.tutor.com) tutoring program.
- Plan and assist in coordination of fee collection for AP student exam registration.
- Assist in MCA test planning and administration.
- Work with seniors to submit required school documents through commonapp and other college application platforms.
- Plan and implement a PSEO night.
- Plan and implement spring college planning workshops.
- Assisting in planning and implementation of student scheduling for the 21-22 school year.
- Planning and coordinating spring junior check-ins and junior informational night.

Middle School Counselor

This month I have:

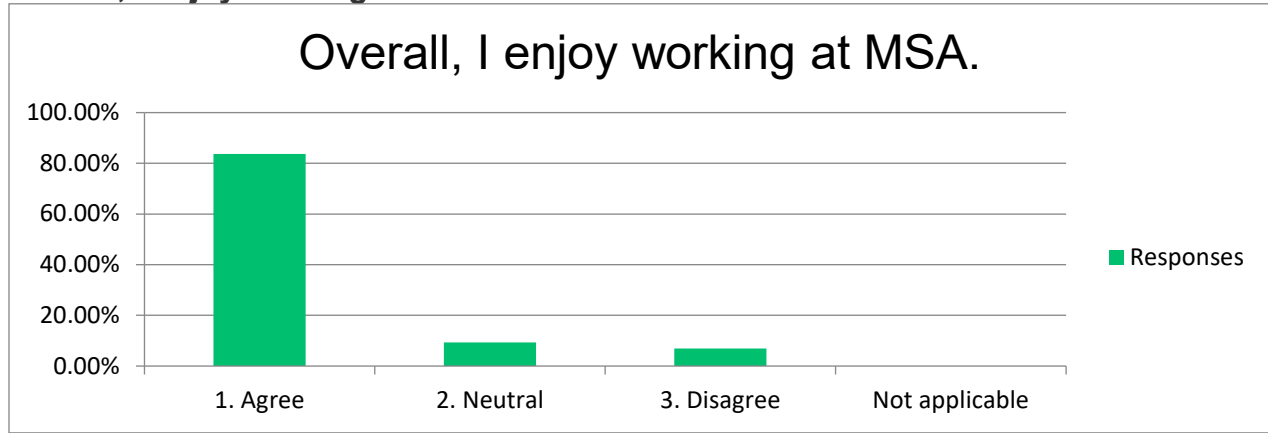
- Hosted 27 meetings with students.
- Had consistent conversations with students on Friday's where we connect and make a plan for the upcoming week.

- Tried to have open office hours for middle school staff. I had one staff member attend as they were the one that requested office hours. I might toy with the idea of having another one.
- Helped with the prospective family night we held virtually.
- I am still waiting to hear back from MDE on testing, but I am starting to plan my training sessions that I will have completed by the end of the month.

December 2020 Staff Climate Survey

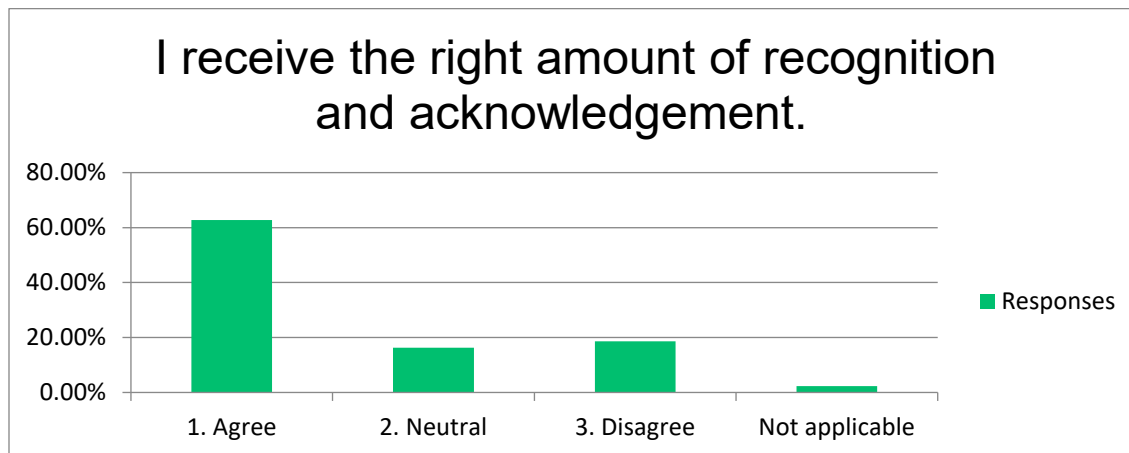
43 of 54 staff responded.

Overall, I enjoy working at MSA.



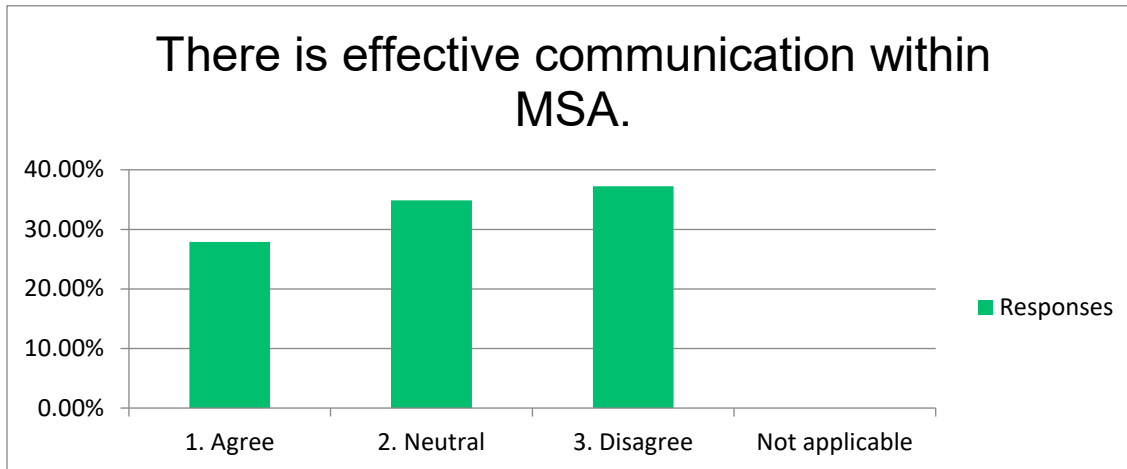
Answer Choices	Responses	Count
1. Agree	83.72%	36
2. Neutral	9.30%	4
3. Disagree	6.98%	3
Not applicable	0.00%	0

I receive the right amount of recognition and acknowledgement.



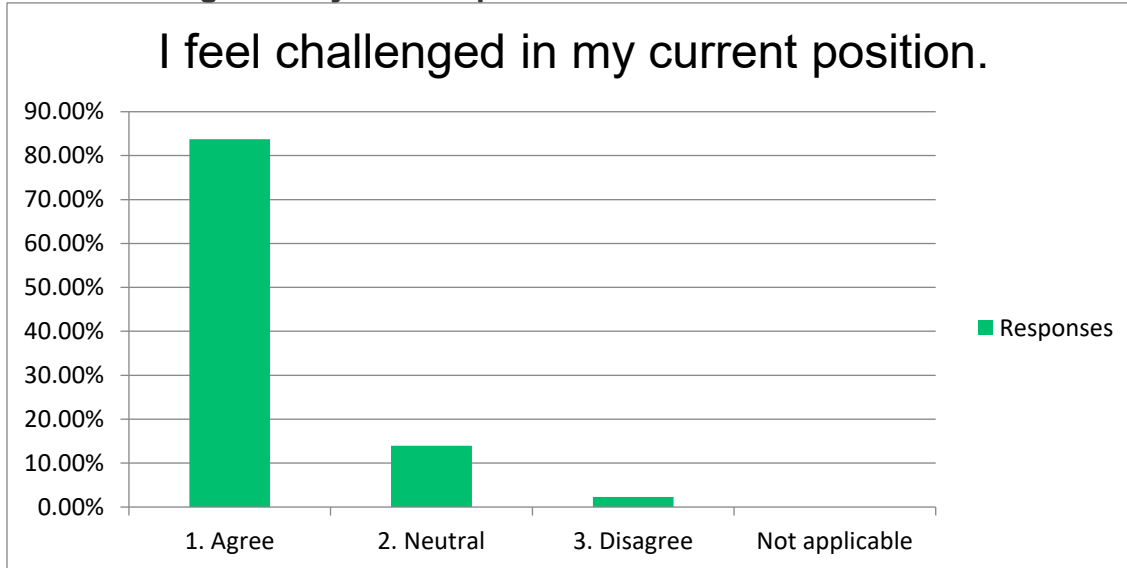
Answer Choices	Responses	Count
1. Agree	62.79%	27
2. Neutral	16.28%	7
3. Disagree	18.60%	8
Not applicable	2.33%	1

There is effective communication within MSA.



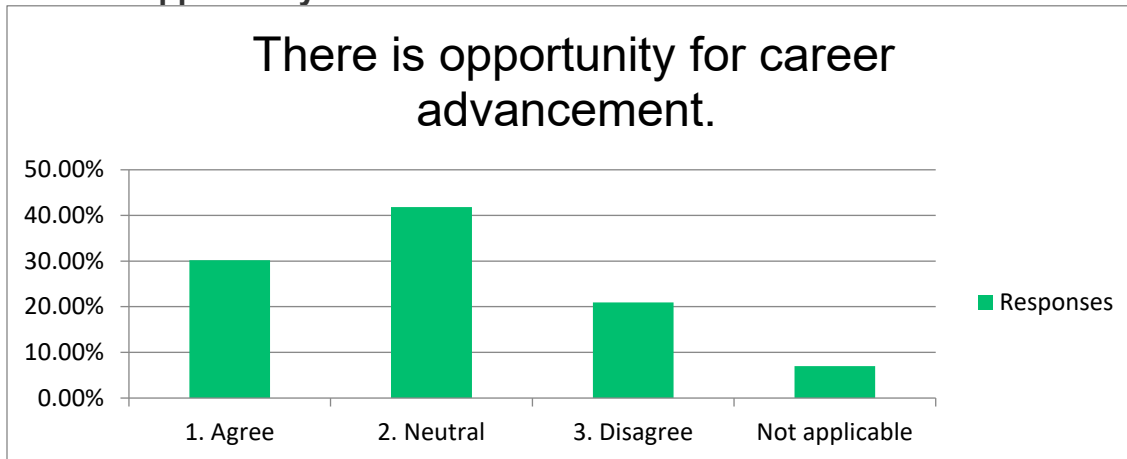
Answer Choices	Responses
1. Agree	27.91% 12
2. Neutral	34.88% 15
3. Disagree	37.21% 16
Not applicable	0.00% 0

I feel challenged in my current position.



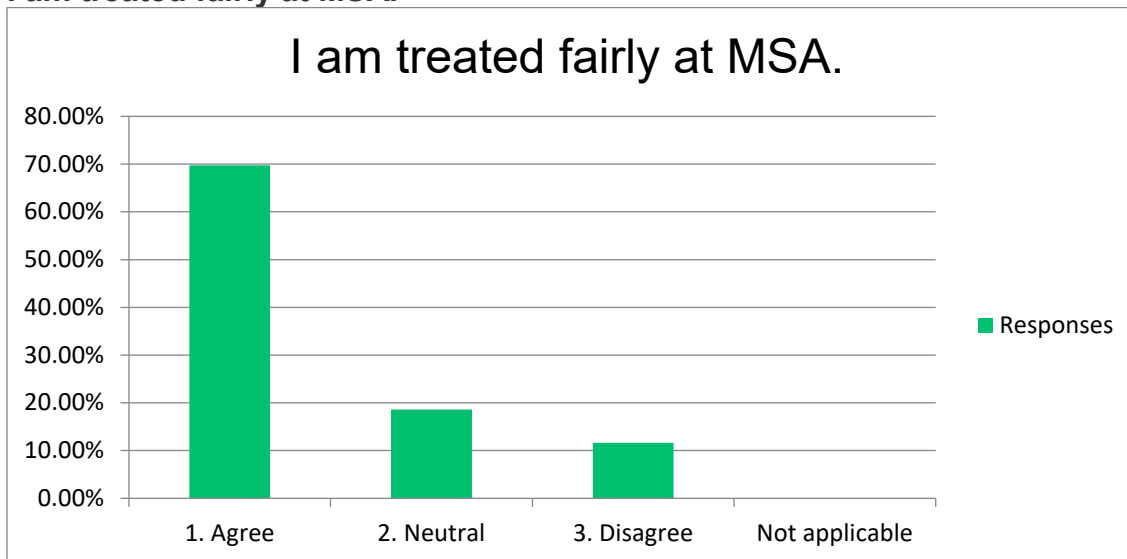
Answer Choices	Responses
1. Agree	83.72% 36
2. Neutral	13.95% 6
3. Disagree	2.33% 1
Not applicable	0.00% 0

There is opportunity for career advancement.



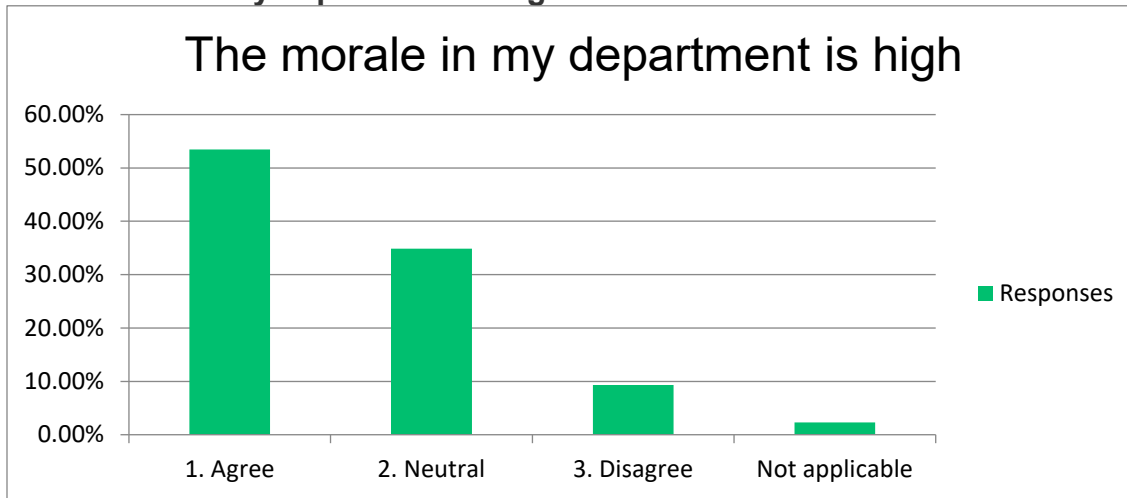
Answer Choices	Responses	
1. Agree	30.23%	13
2. Neutral	41.86%	18
3. Disagree	20.93%	9
Not applicable	6.98%	3

I am treated fairly at MSA.



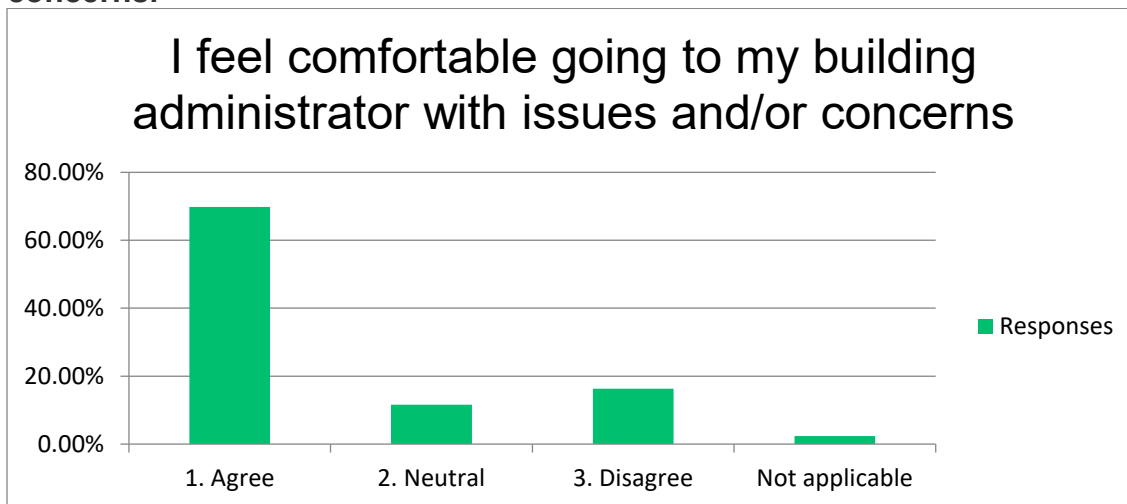
Answer Choices	Responses	
1. Agree	69.77%	30
2. Neutral	18.60%	8
3. Disagree	11.63%	5
Not applicable	0.00%	0

The morale in my department is high.



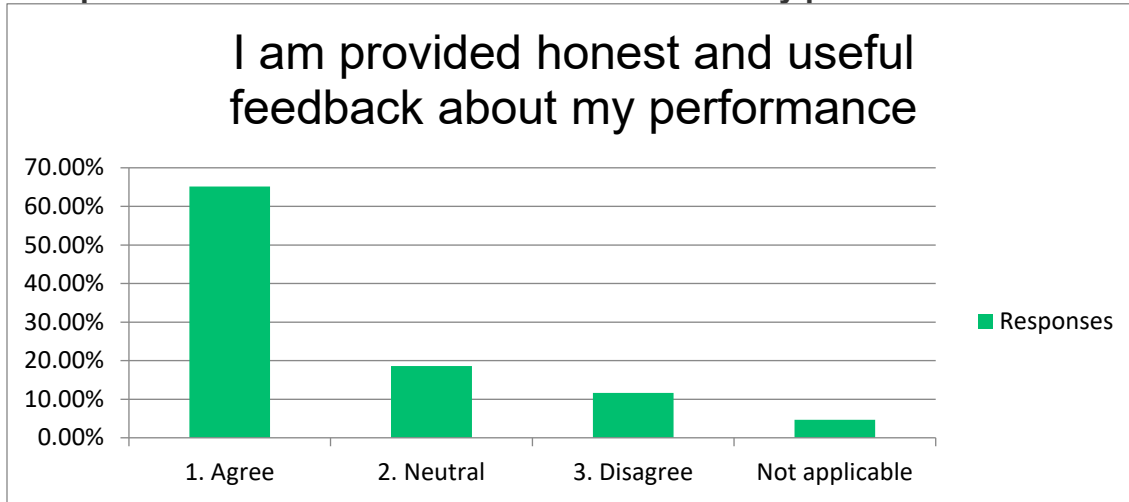
Answer Choices	Responses	Count
1. Agree	53.49%	23
2. Neutral	34.88%	15
3. Disagree	9.30%	4
Not applicable	2.33%	1

I feel comfortable going to my building administrator with issues and/or concerns.



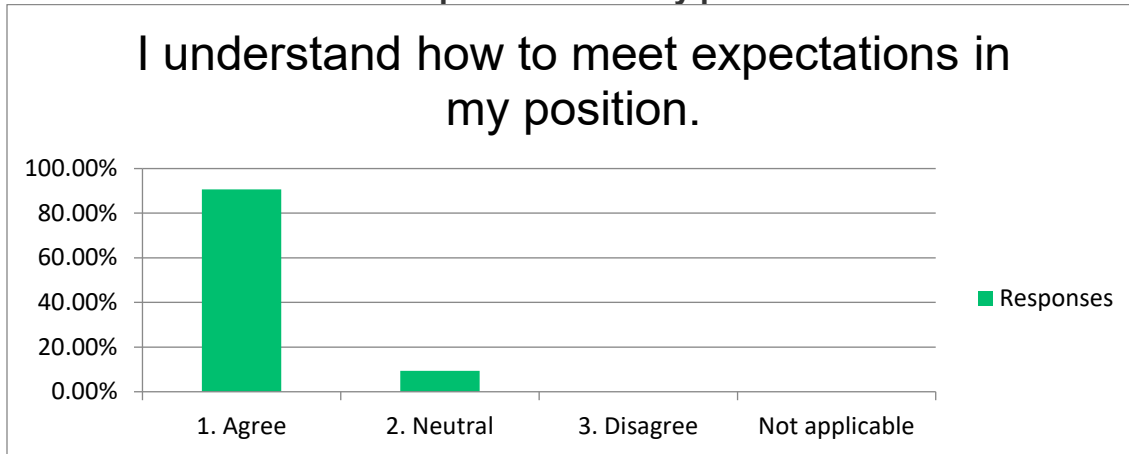
Answer Choices	Responses	Count
1. Agree	69.77%	30
2. Neutral	11.63%	5
3. Disagree	16.28%	7
Not applicable	2.33%	1

I am provided honest and useful feedback about my performance.



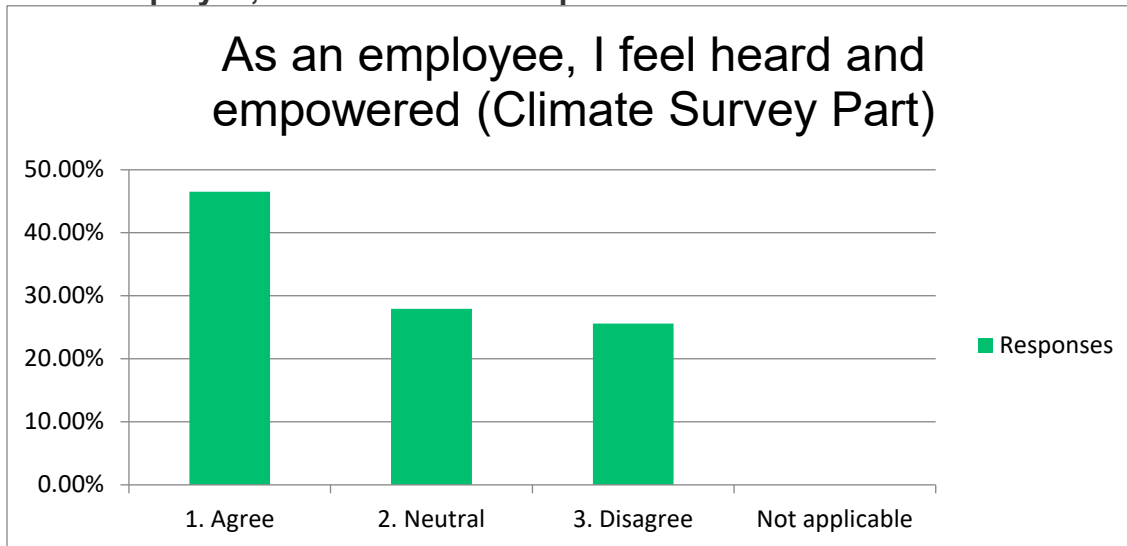
Answer Choices	Responses	Count
1. Agree	65.12%	28
2. Neutral	18.60%	8
3. Disagree	11.63%	5
Not applicable	4.65%	2

I understand how to meet expectations in my position.



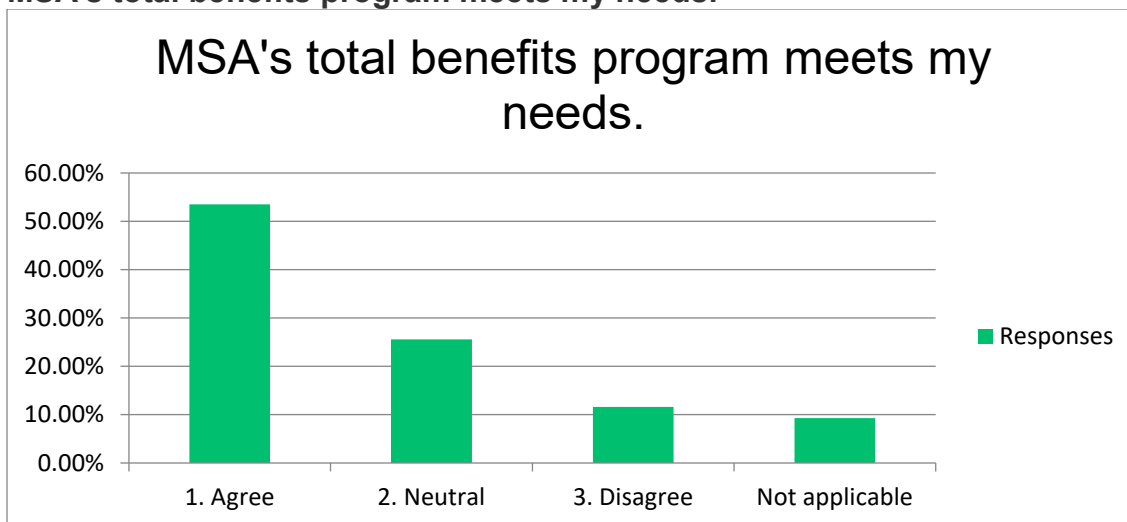
Answer Choices	Responses	Count
1. Agree	90.70%	39
2. Neutral	9.30%	4
3. Disagree	0.00%	0
Not applicable	0.00%	0

As an employee, I feel heard and empowered.



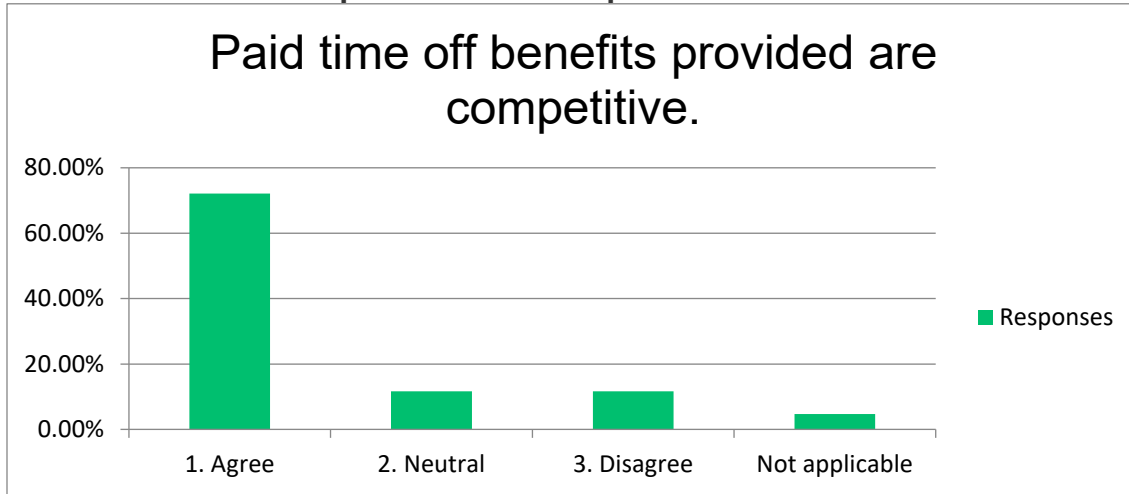
Answer Choices	Responses	
1. Agree	46.51%	20
2. Neutral	27.91%	12
3. Disagree	25.58%	11
Not applicable	0.00%	0

MSA's total benefits program meets my needs.



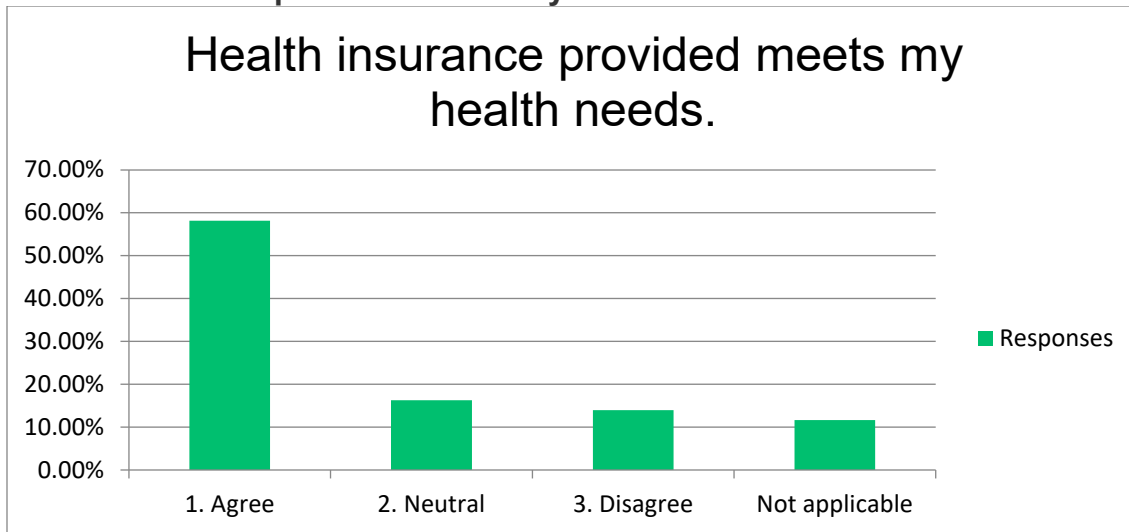
Answer Choices	Responses	
1. Agree	53.49%	23
2. Neutral	25.58%	11
3. Disagree	11.63%	5
Not applicable	9.30%	4

Paid time off benefits provided are competitive.



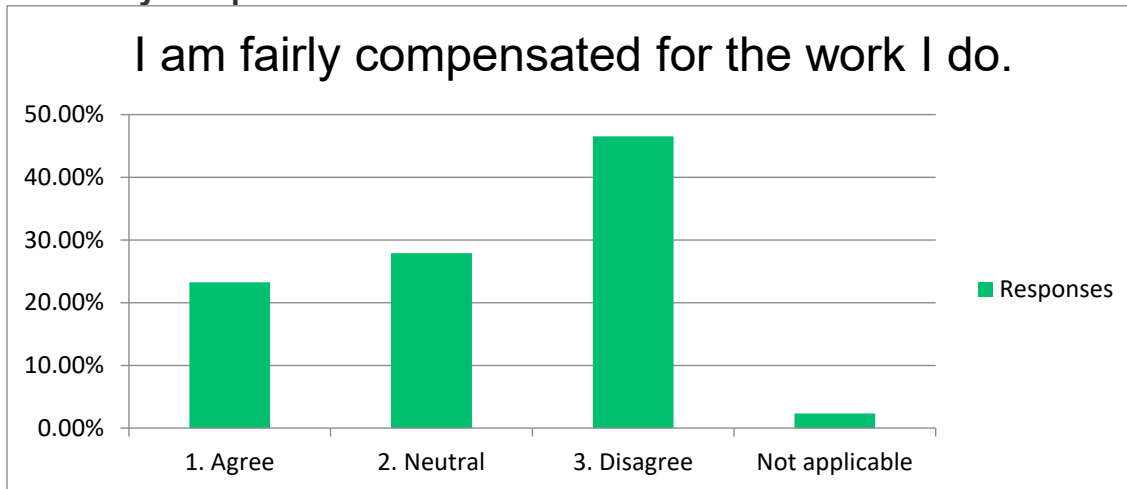
Answer Choices	Responses	Count
1. Agree	72.09%	31
2. Neutral	11.63%	5
3. Disagree	11.63%	5
Not applicable	4.65%	2

Health insurance provided meets my health needs.



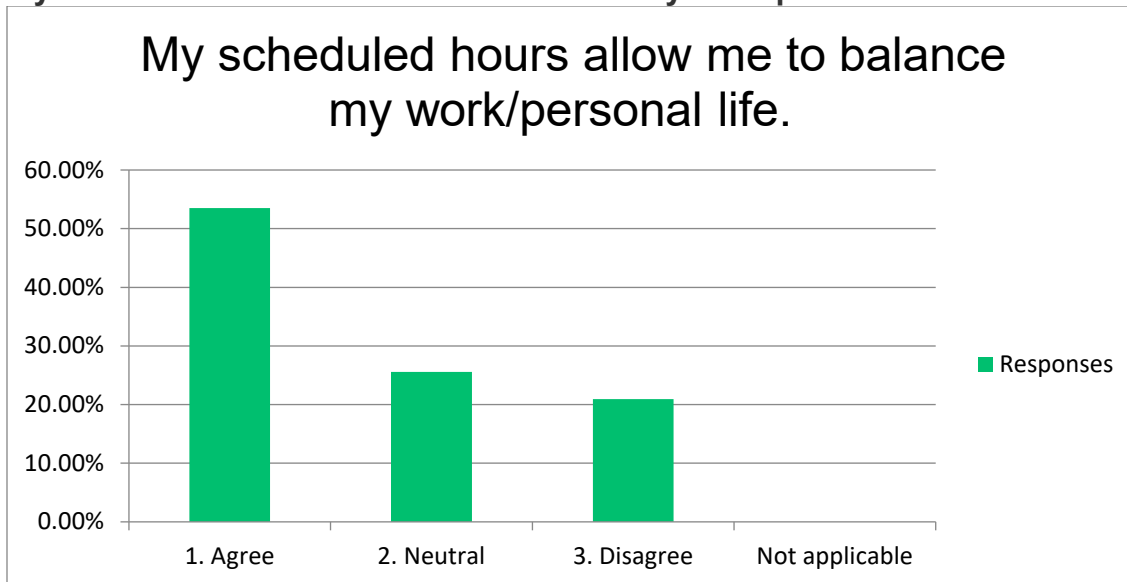
Answer Choices	Responses	Count
1. Agree	58.14%	25
2. Neutral	16.28%	7
3. Disagree	13.95%	6
Not applicable	11.63%	5

I am fairly compensated for the work I do.



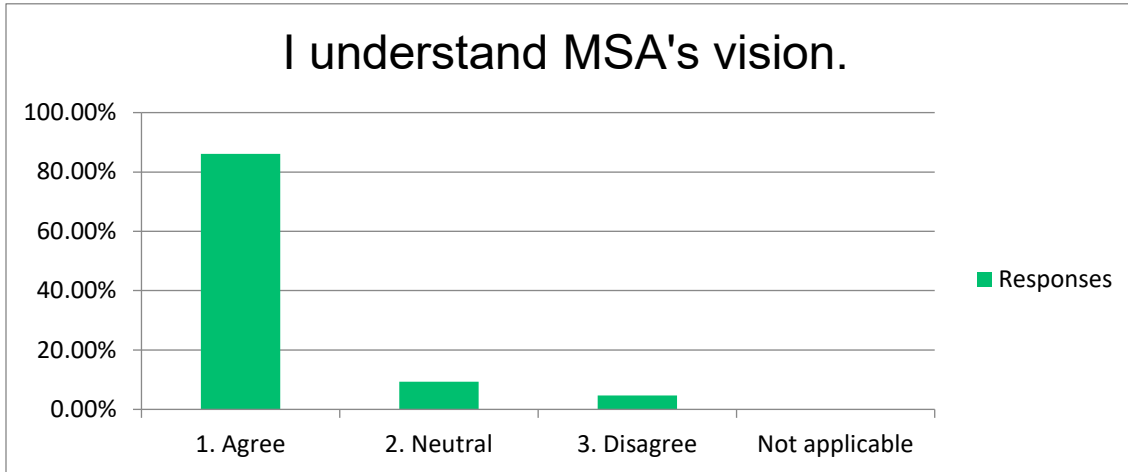
Answer Choices	Responses	
1. Agree	23.26%	10
2. Neutral	27.91%	12
3. Disagree	46.51%	20
Not applicable	2.33%	1

My scheduled hours allow me to balance my work/personal life.



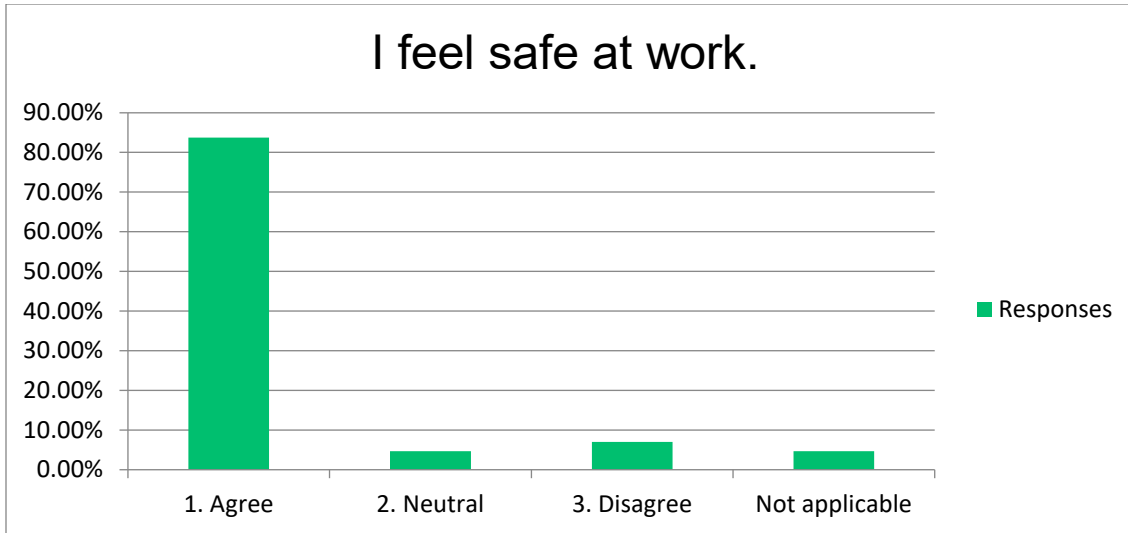
Answer Choices	Responses	
1. Agree	53.49%	23
2. Neutral	25.58%	11
3. Disagree	20.93%	9
Not applicable	0.00%	0

I understand MSA's vision.



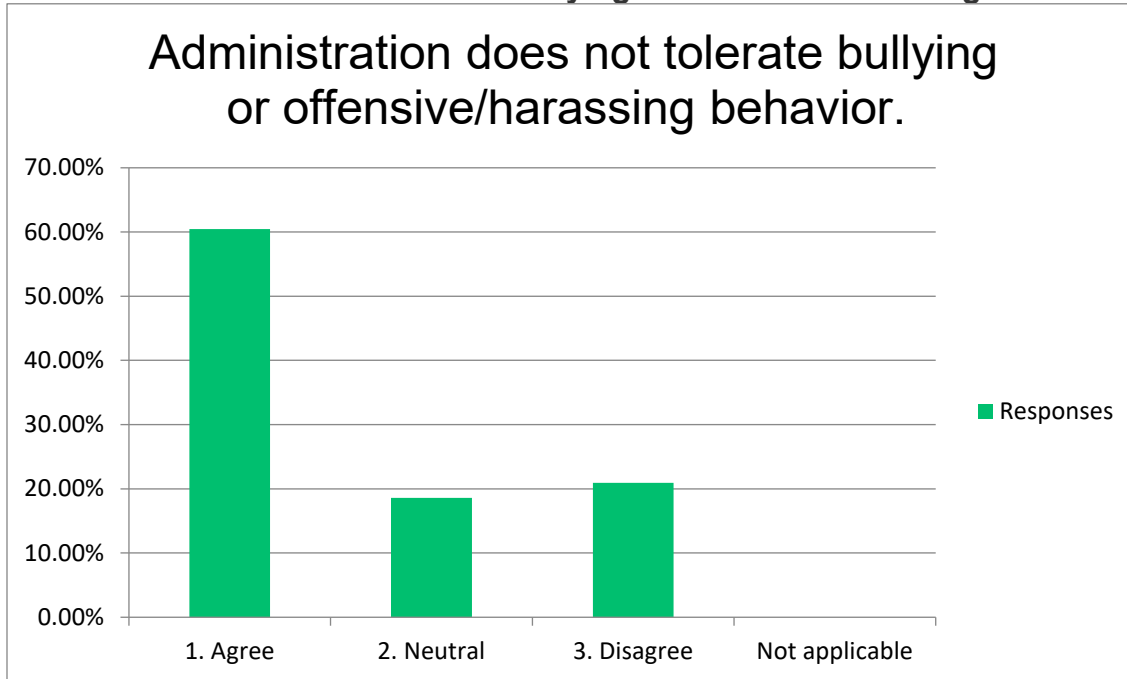
Answer Choices	Responses	
1. Agree	86.05%	37
2. Neutral	9.30%	4
3. Disagree	4.65%	2
Not applicable	0.00%	0

I feel safe at work.



Answer Choices	Responses	
1. Agree	83.72%	36
2. Neutral	4.65%	2
3. Disagree	6.98%	3
Not applicable	4.65%	2

Administration does not tolerate bullying or offensive/harassing behavior.



Answer Choices	Responses	
1. Agree	60.47%	26
2. Neutral	18.60%	8
3. Disagree	20.93%	9
Not applicable	0.00%	0

Academics Committee Agenda
 February 1, 2021
 8:00 A.M. -9:00 A.M.

Zoom link:

Members: Michelle Kurkoski, Maggie Burggraaff, Tom Johnston, ~~Joell Pundsack~~, Emily Graveen, Cheri Howe, Jeana Albers, Hannah Kostichka, Noah Langseth, Teresa Ward, Kirstin Knutson, Tara Richert, ~~Noelle Haland~~, Kassie Larson, Wendell Sletten, John Gawarecki, Jennifer Heydt-Nelson, Angie Haverland, Jennifer Bartle, ~~Paula Akakpe~~, David Pushparaj John, ~~Jill Findlay~~, Courtney Gregar, Shannon Froberg, Mariah Smith

1. WBWF Updates (Tom) 3 minutes
 - a. WBWF presentation and input from public

Scheduled for 2/11 at 6:00 P.M. There will live streaming and in-person options. The first notice has already been sent out to the community. More notices will follow. The presentation will also be added to the website.

2. Supplemental Online Learning Update (Emily) - are there updates this month?

N/A

3. Tutoring program update - are there updates this month?

The next set of permission slips have been sent out to families. Emails will go out to students today. They will need to sign up by Friday. These sessions will begin next Monday.

There are no exact numbers ready to determine if there is an increase in use of this service, but they believe there is an increase. It would be nice to have this information moving forward.

4. Enrollment update (Joell) 3 minutes

3 Withdrawals

6th - academics, 9th - moving, 11th - no reason given

5. Scheduling and Registration update (Joell) 5 minutes

Schedule of courses offered for next year is complete. The 12th graders are finished registering. The 11th graders will be finished by Wednesday. The 6th-10th graders will finish in February.

6. Curriculum Review Cycle discussion
 - a. Department feedback
 - b. Discussion and recommendation

- Art/Music - is fine with pushing it out a year or two, and thinks it may be beneficial due to cuts in 833 elementary music curriculum.
- Science - doesn't want to push it out too much because of licensing and curriculum needs. MS has one contract/timeline and are renegotiating their contracts. Chem, Bio, and Physics are all on different schedules. Bio and Chem are trying to get on the same track. Physics isn't in need of new books, and MS will make a decision this year. Science will keep the committee updated. An attempt to get science all on the same schedule will be made.
- Spanish - cannot afford to push it back and are willing to trade with other departments to be in a different position in the schedule. Their books are being discontinued and the online supplements are being discontinued. They only need classroom sets of books to be used as a guide, because there are online platforms and supports that are more useful.
- ELA and PE/Health - are flexible with scheduling and switching positions in the line up.
- Math - would prefer not to delay the time line, but can if needed. AP classes need updating, and there are questions/concerns about that.
 - Wondering how this schedule will work with standard changes? It is understood about the process, but are wondering what happens if changes are required?
- Social Studies - wants to push it back because their new standards will be published in May. They are open to swapping. They do agree that if there is a new class, then they need to be able to order outside of the cycle.

Supplementing may need to happen until it is a department's turn again. There are limitations budget wise.

Cheri shared slides with timelines and information. They are shared with Michelle to add to notes.

Tom is going to reach out to Dept. Heads to put together all of this information for the committee's March meeting.

7. Modified TF update

These meeting notes are included in the email.

At this meeting they discussed what isn't working with the Modified Transcripts, the differing views, the issues, and the inconsistencies that are apparent. Right now the task force is doing the tedious work of fine tuning how the Modified Transcript process should look moving forward. They discussed when P/F would be more appropriate for some students in some situations.

As of now, they haven't heard back from most of the members about availability for scheduling a next meeting. A Doodle will be sent out today to set up the next meeting.

8. Review and discussion of surveys (?)

Surveys went out at the end of last week. As of this morning, 225 student responses and 99 parent responses have been received.

9. Math department testing and advancement procedures update

a. Add to grading and/or coursebook?

These procedures were shared over email with committee members. This is happening because there are some students who want to test out of a math class to get on track to graduate.

The plan is for the Progression Map to be posted to the website.

There are only a few courses the Math Department felt it would be okay to test out of, and students will only be allowed to test out of one math class. There are other requirements for this as well, and there is a chart that shows these requirements for what a student will need to do in order to test out and move on.

A form and time deadlines have also been established.

This year it will be Noah and Mariah running this process, and next year it will be Mariah.

10. Elective Approval Process discussion

There is a loose process right now.

Joell usually sends out registration information in January. So, it should be brought to the Academics Committee by October; then Joell will have a chance to get it into the following year's schedule.

The majority feels that bringing this to the committee by October for approval is a way to solidify the process.

- Would Joell like to have departments have some ideas of electives for the next year, so that there are classes to choose from?

There may not be a department that has ownership of an AP course, so it should fall under the department that proposes it. Budget wise it will fall under the proposing department as well. So, if a course is being proposed and there isn't a surplus in the budget, it may not be approved. If the course cannot be budgeted for, it should not be approved until the funds are available. Part of the course proposal information needs to contain the budgetary information for the course.

- What if it isn't noticed that another section of a course is needed until Aug/Sept or a course is cancelled because of low enrollment...can an emergency course be offered?

Admin should take care of this as needed.

- Will the budgetary guidelines be followed in this case?

In the past this has been dealt with on a case-by-case basis. Rotating these courses should be considered by the affected departments.

Michelle will draft a template for this. This should go in the grading handbook.

Next Meeting: Will be March 1st (?) at 8:00 A.M.

Jeana will take notes for the 3/1 meeting.

MARCH:

- Continue Developing Procedures for course approval and deadlines
- Fastbridge
- MCA Testing (March 6-May 6)
- AP Testing Updates
- EL Testing (by 4/25)

Academics Committee Yearly Calendar

Month	Description
August	<ul style="list-style-type: none"> ● Should the first Academics Committee meeting be in August (decide at June mtg) ● Get BOD SAM Academic Goals, and after determining any additional goals, set a process for meeting those goals
September	<ul style="list-style-type: none"> ● 1st Fastbridge Inventory ● MCA results will go to the departments so that each department can determine how to approach their Academic Goals (For the 18-19 school year, this means Goals 1,2 and 5) When and how should they report the changes they made? ● Share last year's WBWF with SAM for the Annual Report ● Review - John sends new legislation/standards to the corresponding departments annually
October	<ul style="list-style-type: none"> ● Annual report due October 1 ● Review of last year's WBWF report to the Academic Committee
November	<ul style="list-style-type: none"> ● Review of last year's WBWF report to BOD in November meeting ● Departments should begin to plan for next year's electives and to detail a back-up plan in case of low enrollment in the elective classes

December	<ul style="list-style-type: none"> ● WBWF report due to John by Dec 1 and to MDE (mid-Dec) ● 12/18 Course lists and descriptions due to scheduling office ● 2nd Fastbridge Inventory
January	<ul style="list-style-type: none"> ● Office needs a list of classes offered by each department by the middle of the month (including AP and electives) ● 1/3/18 - AP class schedule available to students ● PSAT results can go to the departments ● Review Academic Agreements and Open House Expectations
February	<ul style="list-style-type: none"> ● Students sign up for their classes ● WBWF presentation and input from public
March	<ul style="list-style-type: none"> ● 3rd Fastbridge Inventory before Spring Break ● Report how AP signup process is proceeding
April	<ul style="list-style-type: none"> ● Educational Program Policy committee should review model policies #613-620 ● Professional Development Task force will have data to begin to plan for the following year
May	<ul style="list-style-type: none"> ● MCA snapshot results available ● Review PSAT(Dec) and ACT scores (if taken at MSA receive in May-June) ● Students can see their classes online
June	<ul style="list-style-type: none"> ● Academics and WBWF committee will make recommendations and present them to Board by looking at the MCA snapshots and determine Professional Development for the following school year ● Determine if we should have a meeting in August or September? ● Reflect on goal setting for next school year?
July	

Communications Committee
 Agenda
 Weds., Feb 10th, 2021 5:00pm - 5:30pm

Meeting ID/Password: <https://zoom.us/j/92905975979?pwd=Nzd1TS9vV2dEcExXeFBhN3I5ZGJpUT09>

Present (underlined): Tammy B., Maggie B., Shannon F., John G., Justin G., Carrie H., Jen H., Jessie H., Cheri H., Girish J., Heather K., Amelia L., Michael L., Shannon M., Joell P., Mariah S., Amanda S., Teresa W.

Purpose of Committee

1. to create and maintain procedures and guidelines relating to MSA's branding, marketing and external communications.
 2. to ensure the effectiveness of communication between different school related groups.
 3. to ensure the effectiveness of communication between school community members.
 4. to review MSA website components for accuracy and standardization.
-
- I. Opt in/out options at MSA for communications (brought up at the end of Jan meeting)
 - II. Partial In-Person Learning - update from COVID Liaison team - when will info be available for communicating with families? E-mail, announcements, website? Can any info be added to the Semester 2 Learning tab now?
 - III. Communication with Parents - parent comments (non-edited)
 - A. Problem: Parents are required to make a trip to MSA to pick up materials/books/laptop exchange (often during "working hours" for many working parents), but parents are not included in on the emails. The emails are often only sent to the students (most of which are unable to drive). This will vary, depending on the teacher/staff (very few include the parents, most do not include the parents). MSA is often relying on the kids to tell the parents that MSA is requiring parental time and involvement in making a trip to MSA (usually during working hours). This can not happen without parental time for vast majority of kids who are not driving. This can be an inconvenience for parents, especially working parents and those who do not have flexible schedules. Proposal: All MSA staff should include both parents and kids on the emails when extra parental time is required/needed for parents to make a trip to MSA for materials/books/laptops pickups/dropoffs, especially (but not limited to) when it requires this during the weekday (which is during many parent's working hours).
 - B. I talked to a few of my (MSA parent) friends, and we definitely are left with the impression that MSA doesn't want our feedback. The argument over bombarding parents doesn't make logical sense to me, as the parent can easily just disregard the survey if they are truly feeling overwhelmed (and we haven't had a survey since October - over 3 months ago!). It gives the impression that MSA doesn't want our feedback.
 - C. Is Ask Glaedar being kept up? Parents have sent questions and no answers have been given in the announcements...are you receiving questions?
 - D. Will lunch hour with the Director continue?

Additional Info/Updates from Committee Members:

- The Cottage Grove Journal is the local Cottage Grove paper and it has a Facebook page and website. Cottagegrovejournal.news

Next meeting: Wednesday, March 10th 4:30-5:30pm

1.20.21 Personnel Agenda and NOTES (in red; by Jessie Heydt)

4:30 pm

[Join Zoom Meeting](#) ID: 96492401402 Password: 453987

Members present for the meeting are in RED:

Regular Members: Annie C, John G, Shannon F, Tom J, Jessie H, Heather R, Lisa A, Patricia G, ~~Jacqueline M~~ (JM no longer a member as of today), Rob K, Jennifer B

1. Update on Diverse Hiring Taskforce: Where it ended up/ did this committee's mission change?

- Motion was not to place the updates/taskforce under the Personnel Committee for now. It will be a taskforce that will be updated through the Directors Report to the BOD monthly.

2. Update on Director Evaluation Process and the BOD

- Being added to job description that the Director will uphold the mission and vision of MSA

3. Discuss comparisons between the evaluation process and job descriptions for the Assistant Directors

- Should the Statue Competencies be added to the Assistant Director's job Descriptions?
- Add in a chain of communication?
- Updated MS Asst. Dir. job description tonight
- Will update HS Activities/Asst. Dir. job description at **next meeting**

HOMEWORK: Reread HS Activities/Asst. Dir. job description before next meeting.

Next Meeting: February 17, 2021 at 4:15pm

REMEMBER HWK that was assigned last month. I realize this should be done by when I send out this agenda, however, the folder may need authorization by John. I've emailed him. This agenda will go out before he sees my email request.

HWK:

- ~~John will share with committee members editable copies of the evaluation process (this hopefully is in folder and edible for comments by now) and job descriptions (this should be edible for comments by us) for Asst Dirs. Think about adding the competencies to the job description.~~
- **HOMEWORK for cmte**: Read through the 2 Asst Dir job descriptions & compare to evaluation process forms; Make comments on these (don't edit); Think about adding the competencies to the job descriptions.

Folder Link again:
[Shared with Personnel](#)

Topic: Finance meeting

Time: Feb 8, 2021 05:00 PM Central Time (US and Canada)

Join Zoom Meeting

<https://zoom.us/j/91503701560?pwd=QitDUkY1ai9JN1IEcGhNZktmMkZSUT09>

Meeting ID: 915 0370 1560

Passcode: mgQLD3

Attendees: Introductions

Cody, Dustin, John, Tom, Shannon, Lisa, Sandi, Ken

- Financials - January

Dustin went over revenues and expenditures (58% target for the year).

- Budgets Updates

Dustin went over the Long-Range Budget Projection Model going over most of the items that were adjusted. Leaving a Fund Balance of 37.4%.

- Fund Raising

Will meet the Wednesday after the BOD meeting (Feb. 17) to discuss distribution of funds. No additional fundraising events are planned for the year.

- Covid related spending

Hotspots will utilize a majority of the funds that remain. What may be left could be used for additional automated hand sanitizer stations for classrooms.

Will know more information about classroom monitors by the end of this week.

- Stipend Discussion

Approximately \$83,000 surplus

A \$500 stipend would affect the budget by approximately \$30,250

A \$400 stipend would affect the budget by approximately \$24,200

A \$300 stipend would affect the budget by approximately \$18,150.

“ I move that MSA approve a student achievement stipend of up to \$500 for all staff qualifying for benefits (adjusted for each staff member’s FTE status) if MSA’s graduating senior class of 2021 has a graduation rate of 90%.”

Next meeting will be March 15th at 5:00 pm via Zoom.

2020-21
 ED T ORG PRG CRS FIN OBJ FYTD Activity
 Date Src Sub Batch Vendor Name/Ref
 01 R 005 000 265 000 096 096 50,436.67

Date	Src	Sub	Batch	Vendor Name/Ref	FO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
01/29/21	CR		20-50093		1	CAF America - 3M (Annual Fund)		01/29/21	101		1,164.35
01/29/21	CR		20-50093		2	CAF America - 3M (Annual Fund)		01/29/21	102		242.57
01/29/21	CR		20-50093		3	CAF America - 3M (Annual Fund)		01/29/21	103		97.02
01/29/21	CR		20-50093		4	CAF America - 3M (Annual Fund)		01/29/21	104		1,067.23
01/29/21	CR		20-50094		1	CAF America - 3M (Annual Fund)		01/29/21	101		-1,164.35
01/29/21	CR		20-50094		2	CAF America - 3M (Annual Fund)		01/29/21	102		-242.57
01/29/21	CR		20-50094		3	CAF America - 3M (Annual Fund)		01/29/21	103		-97.02
01/29/21	CR		20-50094		4	CAF America - 3M (Annual Fund)		01/29/21	104		-1,067.33
01/31/21	CR		20-50089		1	PHRMA 1.6.21 (GTTM)		01/06/21	82		-10,000.00
01/31/21	CR		20-50089		3	Blackbaud Giving Fund - Wells Fargo		01/06/21	84		-120.46
01/31/21	CR		20-50089		4	Blackbaud Giving Fund - Wells Fargo		01/06/21	85		-500.00
01/31/21	CR		20-50089		5	Blackbaud Giving Fund - Toro		01/06/21	86		-988.00
01/31/21	CR		20-50089		6	CAF America - 3M (Annual Fund)		01/06/21	87		-40.75
01/31/21	CR		20-50089		7	CAF America - 3M (Annual Fund)		01/06/21	88		-40.75
01/31/21	CR		20-50089		8	CAF America - 3M (Annual Fund)		01/06/21	89		-1,455.44
01/31/21	CR		20-50089		9	CAF America - 3M (Annual Fund)		01/06/21	90		-1,716.94
01/31/21	CR		20-50089		10	CAF America - 3M (Annual Fund)		01/06/21	91		-1,407.26
01/31/21	CR		20-50090		1	Kowalski's Markets 1.21.21 (Annual Fund) Groceries for Good Causes		01/21/21	96		-500.00
01/31/21	CR		20-50090		2	Thomson Reuters (Annual Fund)		01/21/21	97		-175.00
01/31/21	CR		20-50090		3	MightyCause (Annual Fund)		01/21/21	98		-45.00
01/31/21	CR		20-50090		4	Donations (Annual Fund)		01/21/21	99		-250.00

2020-21

FD T ORG PRG CRS FIN OBJ FYTD Activity
 01 R 005 000 265 000 096 (continued)

Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
01/31/21	CR		20-50090		15	PayPal					
01/31/21	CR		20-50091		1	Donation		01/21/21	100		-150.00
01/31/21	CR		20-50091		2	CAF America - 3M (Annual Fund)		01/29/21	101		-1,164.35
01/31/21	CR		20-50091		3	CAF America - 3M (Annual Fund)		01/29/21	102		-242.57
01/31/21	CR		20-50091		4	CAF America - 3M (Annual Fund)		01/29/21	103		-97.02
01/31/21	CR		20-50091		4	CAF America - 3M (Annual Fund)		01/29/21	104		-1,067.23
January *01 R 005 000 265 000 096 *Cash Receipts											

Grand Revenue Totals 50,436.67

Total for Cash Receipts
 Grand Total

-19,960.87
 -19,960.87

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

January 31, 2021

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

Balance Sheet

The beginning balances shown on the Balance Sheet are based on the audited actual ending information as of June 30, 2020 while the ending balances reflect the January 31, 2021 balances.

The school's cash and investment balance at January 31st was \$2,292,909.

The Accounts Receivable balance represents a rebate from Xcel Energy for upgrading the School's automation system for better efficiency. The rebate is no longer expected to be received and has therefore been removed from the Working Budget. Consequently, the amount is reflected as a negative balance in revenues to reflect the revenue not received from prior year revenue estimates.

Prior Year state aids receivable represents the balance of the State Aids for FY20 that are expected to be received by the School during Fiscal Year 2021. The current balance is \$38,860.

Current year state aids receivable represents the estimated amount that the State owes the school for the current fiscal year based on the 10% holdback. The current balance is \$371,502.

Federal aids receivable represents the amount of federal funds that are owed to the school. Federal funds are paid on a reimbursement basis. The current balance is \$0.

Prepaid expenditures represent subscriptions and licenses paid in advance for the FY22 school year. The current balance is \$105,321.

Salaries and wages payable represent the amount due to teachers for summer checks as part of the FY21 contracts. This calculation is based on an estimate of salaries/wages earned during the year. These salaries and wages will be earned in FY21, but not paid out until July and August of FY22. The current balance is \$170,335.

Accounts Payable represent amounts due for invoices received but not paid as of the end of the period. The current balance is \$3,673.

Payroll deductions and contributions represents a prepayment of employee benefits. The current balance is \$(10,262).

The beginning fund balance as of July 1, 2020 was \$2,147,077 or 37% of total expenditures. Our budgeted surplus for the 2020-2021 approved original budget is \$2,244 which will result in an ending fund balance of \$2,149,320 or 36%.

The Working Budget has been updated to reflect a surplus of \$83,793, which would result in an ending fund balance of \$2,147,076 or 37% of total expenditures.

The current preliminary surplus is \$497,768. This figure reflects data through January 31st.

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

"Hot Topics"

- Cash flow is strong with approximately \$2 million in cash. During the bond refinancing project, cash accounts were consolidated. The savings account balance and the balance of the Certificate of Deposit balance were transferred into the Main Checking account at Old National Bank. The intent in consolidating these accounts was to save on monthly fees charged by the bank (account analysis charge).
- As of January 31st, the balance in the Repair & Replacement Fund is approximately \$168K.
- We will continue monitoring potential state funding adjustments for potential revenue or cash flow impacts in future years. The legislature will be working on solving the projected budget deficit in the upcoming biennium created by the COVID 19 economic slowdown. On December 1, the Minnesota Management and Budget office released new budget projections for the State of Minnesota. Currently, the State is expected to have a \$641 million surplus. This is in contrast to a deficit budget that was previously projected.
- We will need to monitor what options the legislature discusses for any impact to our cash flow. Changes in holdback amounts or shifts in revenue recognition could impact our cash position. Given the \$641 million dollar surplus that the state is projecting, we are not anticipating changes to the FY21 holdback percentages, however we will be monitoring legislation for future year changes.
- Bond covenant metrics:
 - FY20 – Days cash on Hand: Requirement = 60 Days, Actual = 156
 - FY20 – Debt Service Coverage Ratio: Requirement = 100%, Actual = 135%
 - FY21 Days Cash on Hand: Requirement = 60 Days, Projected = 159
 - FY21 Debt Service Coverage Ratio: Requirement = 100%, Projected = 148%

Supplemental Information for January 2021.

Reports are provided that show the checks that were written, receipts that were posted, and journal entry transactions that were recorded during January 2021.

Please feel free to contact Dustin Reeves at dustin.reeves@bergankdv.com or 612-357-7324 should you have questions related to the financial statements.

**Math and Science Academy
Woodbury, MN
Balance Sheet
January 31, 2021**

	Audited June 30, 2020	Balance January 31, 2021
Assets		
Current assets		
Cash and investments	\$ 1,656,426	\$ 2,292,909
Certificates of deposit	152,987	-
Accounts receivable	12,638	-
Due From Building Company	40,420	-
Prior year state aids receivable	652,800	38,860
Current year state aids receivable	-	371,502
Federal aids receivable	4,460	-
Prepaid expenditures	193,461	105,321
Total assets	2,713,193	\$ 2,808,593
Liabilities and Fund Balance		
Current liabilities		
Salaries and wages payable	\$ 312,576	\$ 170,335
Accounts payable	150,356	3,673
Payroll deductions and contributions	103,184	(10,262)
Total current liabilities	566,116	163,747
Fund balance		
Fund balance 7-1-2020	2,137,380	2,137,380
Assigned fund balance - student activities 7-1-2020	9,697	9,697
Net income to date	-	497,768
Total fund balance	2,147,077	2,644,846
Total liabilities and fund balance	\$ 2,713,193	\$ 2,808,593

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
January 31, 2021

		Audited FY20 Actual 485.85 ADM	Original FY21 Budget 495 ADM	Working FY21 Budget 495 ADM	58% January YTD 494.72 ADM	Percent of Working Budget
General Fund - 01						
Revenues						
State revenues						
211	General education aid	\$ 3,806,856	\$ 3,938,549	\$ 3,947,277	\$ 2,402,509	60.9%
348-300	Charter school lease aid	805,351	833,076	833,076	282,247	33.9%
317	Long-term facilities maintenance revenue	74,637	76,077	76,077	-	0.0%
740-360	Special education aid	706,857	723,877	712,264	193,869	27.2%
201	Endowment aid	21,795	20,526	20,663	10,332	50.0%
370	Other MN aid (safe schools supplemental aid)	22,846	-	-	-	-
397	Pension revenue	-	15,000	15,000	-	0.0%
	Prior year over (under) accrual	6,916	-	-	-	-
	Current year state aids receivable	-	-	-	371,502	-
	Total state revenues	5,445,258	5,607,105	5,604,357	3,260,458	58.2%
Federal revenues						
419	Federal special education aid	70,527	66,200	67,045	-	0.0%
414	Title II funds	21,427	27,400	9,647	-	0.0%
151,153,154	CARES and CRF Funding	-	-	158,401	127,104	80.2%
	Total federal revenues	91,955	93,600	235,093	127,104	54.1%
Local revenues						
000-050	Fees from patrons: scholastic, AP exam, staff shirts, class fees	22,554	28,000	28,000	11,750	42.0%
920-050	Fees from patrons: study hall	1,810	2,400	100	100	100.0%
300-050	Fees from students: field trips	21,282	35,000	-	-	-
372-071	Third party billing	1,944	1,000	1,000	900	90.0%
092	Interest earnings	16,568	20,000	1,600	949	59.3%
265-096	Annual fund/capital campaign/dragon dinner	88,678	85,000	50,500	50,437	99.9%
000-096	Donations and misc. grants	2,759	-	(4,638)	(4,638)	-
099/620	Misc. revenues	1,884	-	100	98	98.0%
621	Year book revenues, planners	3,587	3,100	3,100	765	24.7%
C 400's	Student activities revenue	85,579	129,200	129,200	24,496	19.0%
	Total local revenues	246,645	303,700	208,962	84,856	40.6%
Total revenues		\$ 5,783,857	\$ 6,004,405	\$ 6,048,412	\$ 3,472,419	57.4%
		5,783,857	6,004,405	6,048,412	3,472,419	

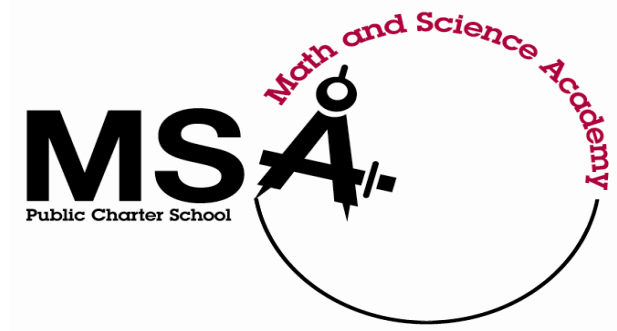
Math and Science Academy
Charter School No. 4043
Statement of Revenues and Expenditures
January 31, 2021

		Audited FY20 Actual 485.85 ADM	Original FY21 Budget 495 ADM	Working FY21 Budget 495 ADM	58% January YTD 494.72 ADM	Percent of Working Budget
Expenditures						
100	Salaries and wages	\$ 2,042,506	\$ 2,228,933	\$ 2,226,087	\$ 1,198,302	53.8%
200	Employee benefits	815,937	778,074	784,571	380,420	48.5%
Crs 180	Extracurricular activities	192,269	74,678	74,678	-	0.0%
305	Contracted services	203,545	232,160	232,160	119,815	51.6%
315	Repairs and maintenance for computers	36,550	39,700	39,700	26,584	67.0%
320	Communications services	18,564	19,115	19,115	8,676	45.4%
329	Postage	4,989	4,200	4,200	1,550	36.9%
330	Utilities	91,472	108,100	80,000	29,587	37.0%
340	Property and liability insurance	29,705	34,200	34,200	19,387	56.7%
350	Repairs and maintenance	101,701	148,800	100,000	60,370	60.4%
360	Transportation for field trips	7,440	11,100	-	-	-
366/368	Staff training/travel and conferences	22,485	15,000	15,000	10,585	70.6%
369	Field trips admissions	13,209	23,200	-	-	-
370	Building lease	895,045	925,640	925,640	493,517	53.3%
370	Other rentals and operating leases	356	800	800	91	11.4%
380	Computer and tech related hardware rental	32,696	15,501	28,000	13,664	48.8%
401/455/465	General supplies	38,643	31,900	20,000	9,163	45.8%
401	Maintenance supplies	21,658	25,000	15,000	5,789	38.6%
405	Non-instructional computer software and license	20,059	20,525	20,525	18,637	90.8%
406	Instructional software licensing	14,786	14,700	22,450	20,800	92.6%
430/456/466	Instructional supplies	90,768	50,000	30,000	6,168	20.6%
460	Textbooks and workbooks	17,247	26,000	15,000	9,031	60.2%
461	Standardized tests	20,093	22,500	15,000	(228)	-1.5%
490	Food	320	2,000	1,000	-	0.0%
505/506	Capitalized technology software	9,427	12,300	10,000	7,579	75.8%
530	Other equipment/furniture	21,088	12,000	3,500	338	9.7%
555/556	Technology hardware (cap)	6,955	30,000	5,000	-	0.0%
820	Dues and memberships, fees	38,196	40,035	45,500	45,039	99.0%

Math and Science Academy
Charter School No. 4043
Statement of Revenues and Expenditures
January 31, 2021

		Audited FY20 Actual 485.85 ADM	Original FY21 Budget 495 ADM	Working FY21 Budget 495 ADM	58% January YTD 494.72 ADM	Percent of Working Budget
898	Scholarships	-	500	500	-	0.0%
	Annual fund (265)	7,652	42,500	42,500	-	0.0%
	State special education	753,161	774,200	774,200	319,647	41.3%
Fin 372	Third party billing	759	1,000	1,000	756	75.6%
	Federal special education	70,527	66,200	67,045	16,535	24.7%
	Title II funds	21,427	27,400	9,647	3,106	32.2%
151,153,154	CARES and CRF Funding	-	-	158,401	137,104	86.6%
891	Pension expense	-	15,000	15,000	-	0.0%
	Student activity expense	96,637	129,200	129,200	12,640	9.8%
Total expenditures		\$ 5,757,872	\$ 6,002,161	\$ 5,964,619	\$ 2,974,650	49.9%
		5,757,872	6,002,161	5,964,619	2,974,650	
General fund net income		\$ 25,985	\$ 2,244	\$ 83,793	\$ 497,768	
Fund balances						
Beginning fund balance, all funds		\$ 2,121,091	\$ 2,147,076	\$ 2,147,076		
Projected fund balance, all funds		\$ 2,147,076	\$ 2,149,320	\$ 2,230,869		
		37%	36%	37%		

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
Woodbury, MN**

Supplemental Information

January 31, 2021

**Math and Science Academy
ExtraCurricular/Student Activities
January 31, 2021**

Course Code	Account Name	July 1, 2020	Revenue	Expense	YTD
401	Student Council Funds	\$ 276	\$ -	\$ -	\$ 276
402	NHS Funds	407	420	(385)	442
404	FIRST Lego League (FLL)	809	550	(867)	492
405	Prom	1,788	-	-	1,788
406	Ex-Curr Academic Triathlon	145	-	-	145
407	Ex-Curr Theatre Funds	308	2,430	1,418	4,157
413	FIRST Robotics Competition (FRC)	-	4,175	(2,055)	2,120
416	Newspaper	32	-	-	32
419	Nordic Ski Team	122	675	-	797
420	Cross Country	-	5,435	(2,666)	2,769
422	Music Fund	198	620	(500)	318
423	Boys Basketball	408	-	-	408
431	Girls Volleyball	946	1,750	(1,070)	1,627
432	Athletic Account	313	-	(875)	(562)

**Math and Science Academy
ExtraCurricular/Student Activities
January 31, 2021**

Course Code	Account Name	July 1, 2020	Revenue	Expense	YTD
440	Badminton	501	-	-	501
441	Trap Team	89	-	-	89
442	Boys Volleyball	90	-	-	90
443	FIRST Tech Challenge (FTC)	-	5,435	(3,336)	2,099
445	Gay Straight Alliance (GSA)	58	-	(75)	(17)
447	Class of 2020	1,760	-	(630)	1,130
449	Soccer	-	1,480	(1,480)	-
450	Football	-	1,475	(1,475)	-
451	Cheers Volunteer	33	50	-	84
452	SWENext Club	24	-	-	24
453	Class of 2021	550	-	-	550
Total student activity balances		\$ 8,857	\$ 24,496	\$ (14,140)	\$ 19,213
		\$ 8,857	\$ 24,496	\$ (14,140)	\$ 19,213

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.*



December 2020 Statement

Open Date: 11/14/2020 Closing Date: 12/11/2020

Account:



Visa® Business Card

MATH&SCIENCE ACADEMY
JOHN D GAWARECKI (CPN 000046616)

Cardmember Service
BUS 30 ELN 8

1-866-552-8855
8

New Balance	\$1,917.93
Minimum Payment Due	\$20.00
Payment Due Date	01/09/2021

Activity Summary

Previous Balance	+	\$6,071.15
Payments	-	\$6,071.15 ^{CR}
Other Credits	-	\$35.99 ^{CR}
Purchases	+	\$1,953.53
Balance Transfers		\$0.00
Advances		\$0.00
Other Debits		\$0.00
Fees Charged	+	\$0.39
Interest Charged		\$0.00
New Balance	=	\$1,917.93
Past Due		\$0.00
Minimum Payment Due		\$20.00
Credit Line		\$30,000.00
Available Credit		\$28,082.07
Days in Billing Period		28

Payment Options:



Mail payment coupon with a check



Pay online at myaccountaccess.com



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Please detach and send coupon with check payable to: Cardmember Service CPN 000046616



24-Hour Cardmember Service: 1-866-552-8855

- to pay by phone
- to change your address

000004123 01 SP 000638662090659 P Y

MATH&SCIENCE ACADEMY
JOHN D GAWARECKI
8430 WOODBURY XING
WOODBURY MN 55125-9433



Account Number	4798 5100 6695 5358
Payment Due Date	1/09/2021
New Balance	\$1,917.93
Minimum Payment Due	\$20.00

Amount Enclosed \$ _____

Cardmember Service

P.O. Box 790408
St. Louis, MO 63179-0408



December 2020 Statement 11/14/2020 - 12/11/2020

Page 2 of 3

MATH&SCIENCE ACADEMY
JOHN D GAWARECKI (CPN 000046616)

Cardmember Service ☎ 1-866-552-8855



Important Messages

Paying Interest: You have a 24 to 30 day interest-free period for Purchases provided you have paid your previous balance in full by the Payment Due Date shown on your monthly Account statement. In order to avoid additional INTEREST CHARGES on Purchases, you must pay your new balance in full by the Payment Due Date shown on the front of your monthly Account statement.

There is no interest-free period for transactions that post to the Account as Advances or Balance Transfers except as provided in any Offer Materials. Those transactions are subject to interest from the date they post to the Account until the date they are paid in full.

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Annual Account Summary tool can help you review your spending and plan ahead. An updated monthly report is available at the beginning of each month, it provides a clear picture of your spending pattern for year-to-date purchases and the prior two years. Yearend summary of charges, Expense by category and print feature for tax reporting are a few of the many features available to you. For details, log in to myaccountaccess.com/AAS.

Transactions

Payments and Other Credits

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
11/27	11/25	6015	QUIZLET.COM 8778877815 CA MERCHANDISE/SERVICE RETURN	\$35.99	CR
12/01	12/01	URE	PAYMENT THANK YOU	\$6,071.15	CR
TOTAL THIS PERIOD				\$6,107.14	CR

Purchases and Other Debits

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
11/16	11/15	7862	AMZN Mktp US*207DG7JY0 Amzn.com/bill WA	\$549.95	
11/23	11/20	0748	FEDEX 399154411255 MEMPHIS TN	\$31.57	
11/25	11/24	5040	AMZN Mktp US*958O34QN3 Amzn.com/bill WA	\$420.42	
11/27	11/25	8511	CUSTOMINK LLC 800-293-4232 VA	\$400.48	
11/30	11/28	3099	CLASSMARKER.COM PLAN NEWCASTLE AU	\$19.95	
12/04	12/03	4401	Amazon.com*MA39T7MY3 Amzn.com/bill WA	\$37.17	
12/07	12/06	7661	AMZN Mktp US*LC67S6C53 Amzn.com/bill WA	\$6.99	
12/08	12/07	2238	SMK*SURVEYMONKEY.COM 971-2445555 CA	\$29.00	
12/08	12/08	1524	AMAZON.COM*ZS5XO8HR3 A AMZN.COM/BILL WA	\$24.00	
12/10	12/09	4279	NAFME HTTPSNAFME.OR VA	\$100.00	
12/11	12/10	6109	Amazon Prime*U53HM4XO3 Amzn.com/bill WA	\$119.00	
12/11	12/10	2878	AWL*PEARSON EDUCATION PRSONCS.COM NJ	\$215.00	
TOTAL THIS PERIOD				\$1,953.53	

Fees

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
11/30	11/28	3099	FRGN TRANS FEE-CLASSMARKER.COM PLAN NE	\$0.39	
TOTAL FEES THIS PERIOD				\$0.39	

December 2020 Statement 11/14/2020 - 12/11/2020
 MATH&SCIENCE ACADEMY
 JOHN D GAWARECKI (CPN 000046616)

Page 3 of 3
Cardmember Service ☎ 1-866-552-8855

2020 Totals Year-to-Date	
Total Fees Charged in 2020	\$28.20
Total Interest Charged in 2020	\$0.00

Company Approval *(This area for use by your company)*

Signature/Approval: _____ Accounting Code: _____

Interest Charge Calculation

Your Annual Percentage Rate (APR) is the annual interest rate on your account.

**APR for current and future transactions.

Balance Type	Balance By Type	Balance Subject to Interest Rate	Variable	Interest Charge	Annual Percentage Rate	Expires with Statement
**BALANCE TRANSFER	\$0.00	\$0.00	YES	\$0.00	17.24%	
**PURCHASES	\$1,917.93	\$0.00	YES	\$0.00	17.24%	
**ADVANCES	\$0.00	\$0.00	YES	\$0.00	20.99%	

Contact Us

☎ Phone

Voice: 1-866-552-8855
 TDD: 1-888-352-6455
 Fax: 1-866-807-9053

❓ Questions

Cardmember Service
 P.O. Box 6353
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Online

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End of Statement

MATH&SCIENCE ACADEMY



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Recent updates to your account may impact your eligibility to enroll in PayPal.

CHECK			INVOICE	
DATE	CHECK NUMBER	VENDOR	DESCRIPTION	AMOUNT
01/04/2021	201901280	AMAZON	Dec 20202 Credit Card	1,157.53
01/04/2021	201901280	CARDMEMBER SERVICE	Dec 20202 Credit Card	151.91
01/04/2021	201901280	CUSTOMINK	Dec 20202 Credit Card	400.48
01/04/2021	201901280	PEARSON EDUCATION INC	Dec 20202 Credit Card	215.00
01/04/2021	201901280	QUIZLET.COM	Dec 20202 Credit Card	-35.99
01/04/2021	201901280	SURVEYMONKEY	Dec 20202 Credit Card	29.00
01/06/2021	202000548	ACCESS	Monthly Storage Fee	40.00
01/06/2021	202000538	ACT	ACT PLUS WRITING TEST	2,596.00
01/06/2021	202000543	CENTURY LINK	Monthly Service: Dec 19-Jan 18; Account 651-731-5162 971	128.52
01/06/2021	202000545	CENTURY LINK	MONTHLY SERVICE- Dec 22-Jan 21; Account 651-731-9416 212	254.49
01/06/2021	202000539	CITY OF WOODBURY	Water Usage: 8430 Woodbury Xing 10/29/20-11/29/20	76.95
01/06/2021	202000540	CITY OF WOODBURY	Water: 8460 Woodbury Xing 10/29/20-11/30/20	209.05
01/06/2021	202000541	CITY OF WOODBURY	Water: 8500 Woodbury Xing 10/29/20-11/30/20	38.54
01/06/2021	202000542	CITY OF WOODBURY	Water Usage: 8490 Woodbury Xing 10/29/20-11/30/20	31.77
01/06/2021	202000553	ESPARZA, PAUL	Maintenance Services: Dec 2020 61.5hrs	1,599.00
01/06/2021	202000546	GIS BENEFITS	Insurances: Jan 2021	6,674.84
01/06/2021	202000549	GREAT RIVER OFFICE PRODUCTS INC	Thermometer (ESSER)	285.15
01/06/2021	202000547	HANSEN'S LAWN CARE	Snow Plowing and Snow & Ice Management: Dec 2020	3,555.00
01/06/2021	202000554	JR COMPUTER ASSOCIATES	Monthly Contract	3,050.00
01/06/2021	202000536	KRAUS-ANDERSON INSURANCE	Practical HR: Feb 2021	250.00
01/06/2021	202000537	LARSON, KASSIE	Reimbursement: Teachers Pay Teachers 12/11/20-1/1/21	34.96
01/06/2021	202000544	ST.CROIX PREPARATORY ACADEMY	FY21 Football Participation Fees	1,500.00
01/06/2021	202000552	VERIZON WIRELESS	Phone Service: NOV 21-DEC 20 and Hotspots (GEER)	1,457.28
01/06/2021	202000550	WELLS FARGO VENDOR FINANCIAL SERVICES	RICOH copiers and late charge	945.36
01/06/2021	202000551	XCEL ENERGY	Electric/Gas Usage: 11/7/20-12/8/20 Acct #51-5755815-9	5,984.74
01/11/2021	202000583	LIBERTY MUTUAL	Insurance premium	30.15
01/13/2021	202000558	COMCAST	Internet: 12/27/20-1/26/21 - Account 8772 10 577 0827141	349.95
01/13/2021	202000560	CULLIGAN	Drinking Water Equipment Service: Jan 2021 Acct#157-00808535-7	27.95
01/13/2021	202000563	DUCTS AND CLEATS	3 KleansAir 1000N (ESSER)	6,459.00
01/13/2021	202000555	GAWARECKI, JOHN	Professional Development Reimbursement: Hamline Courses GED8126 and GED8135 and textbooks via Amazon	2,920.35
01/13/2021	202000557	ISCORP	Skyward Hosting Services: Feb 2021-Jan 2022	2,400.00
01/13/2021	202000559	MARTIN LAW FIRM PLLC	Legal Services: Dec 2020	1,722.50
01/13/2021	202000561	MN STATE HIGH SCHOOL LEAGUE	"Volleyball and Basketball Scorebooks, VB Roster and Lineup Cards and 3 yr desktop calendar"	83.50
01/13/2021	202000556	SLETTEN, WENDELL	Reimbursement: MMEA Midwinter Clinic Registration	81.20
01/13/2021	202000562	VANGUARD CLEANING SYSTEMS OF MINNESOTA	Monthly Cleaning Service: Jan 2021	3,530.00
01/15/2021	202000525	FURTHER	Payroll accrual	846.25
01/15/2021	202000525	FURTHER	Payroll accrual	461.90
01/15/2021	202000524	INTERNAL REVENUE SERVICE	Payroll accrual	685.00
01/15/2021	202000524	INTERNAL REVENUE SERVICE	Payroll accrual	6,375.32
01/15/2021	202000524	INTERNAL REVENUE SERVICE	Payroll accrual	6,073.31
01/15/2021	202000524	INTERNAL REVENUE SERVICE	Payroll accrual	1,420.35

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CHECK			INVOICE	
DATE	CHECK NUMBER	VENDOR	DESCRIPTION	AMOUNT
01/15/2021	202000524	INTERNAL REVENUE SERVICE	Payroll accrual	6,073.31
01/15/2021	202000524	INTERNAL REVENUE SERVICE	Payroll accrual	1,420.35
01/15/2021	202000523	MID ATLANTIC TRUST COMPANY	Payroll accrual	944.00
01/15/2021	202000523	MID ATLANTIC TRUST COMPANY	Payroll accrual	134.00
01/15/2021	202000523	MID ATLANTIC TRUST COMPANY	Payroll accrual	2,872.00
01/15/2021	202000522	MINNESOTA DEPT OF REVENUE	Payroll accrual	3,251.66
01/15/2021	202000521	PERA	Payroll accrual	1,000.10
01/15/2021	202000521	PERA	Payroll accrual	1,153.96
01/15/2021	202000520	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	6,347.09
01/15/2021	202000520	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	6,129.14
01/15/2021	202000532	BILL.COM	Fees	154.30
01/20/2021	202000535	US BANK	Rent	45,596.88
01/21/2021	202000533	BLUE CROSS BLUE SHIELD OF MN	Health Insurance: Feb 2021	42,831.83
01/24/2021	202000571	ACT	PREACT STUDENT REPORT AND POST-SCORING REPORT SETUP FEE	76.07
01/24/2021	202000570	ADMIN PARTNERS LLC	Admin Fees	100.00
01/24/2021	202000572	BLICK ART MATERIALS	HS Art Supplies	287.80
01/24/2021	202000573	CITY VIEW ELECTRIC INC	Replaced damaged fire alarm system	710.00
01/24/2021	202000565	COMCAST	Internet & Phone: 1/18/21-2/17/21 Acct# 8772 10 577 0477541	514.72
01/24/2021	202000566	ESPARZA, PAUL	Maintenance Supplies: Ceiling Tile (Insurance claim)	191.36
01/24/2021	202000564	FAMILY ACHIEVEMENT CENTER, INC	"Dec 2020 Speech, OT Services and Physical Therapy and Mileage"	7,866.96
01/24/2021	202000567	FILTRATION SYSTEMS, INC	Filters (ESSER)	419.13
01/24/2021	202000574	POPP COMMUNICATIONS	Telephone Services: 12/6/20-1/5/21 Account Number: 10003837	58.40
01/24/2021	202000569	ROBERT ENGSTROM COMPANIES	Recurring Bill Lease Payment for Bldg D at 8500 Woodbury Crossing	8,381.11
01/24/2021	202000568	WOODBURY CROSSING OFFICES, PLLP	Recurring Bill Rent	5,463.64
01/29/2021	202000526	FURTHER	Payroll accrual	846.25
01/29/2021	202000526	FURTHER	Payroll accrual	461.90
01/29/2021	202000527	INTERNAL REVENUE SERVICE	Payroll accrual	685.00
01/29/2021	202000527	INTERNAL REVENUE SERVICE	Payroll accrual	7,224.60
01/29/2021	202000527	INTERNAL REVENUE SERVICE	Payroll accrual	6,575.91
01/29/2021	202000527	INTERNAL REVENUE SERVICE	Payroll accrual	1,537.90
01/29/2021	202000527	INTERNAL REVENUE SERVICE	Payroll accrual	6,575.91
01/29/2021	202000527	INTERNAL REVENUE SERVICE	Payroll accrual	1,537.90
01/29/2021	202000528	MID ATLANTIC TRUST COMPANY	Payroll accrual	944.00
01/29/2021	202000528	MID ATLANTIC TRUST COMPANY	Payroll accrual	134.00
01/29/2021	202000528	MID ATLANTIC TRUST COMPANY	Payroll accrual	2,894.00
01/29/2021	202000529	MINNESOTA DEPT OF REVENUE	Payroll accrual	3,638.45
01/29/2021	202000530	PERA	Payroll accrual	1,450.24
01/29/2021	202000530	PERA	Payroll accrual	1,673.36
01/29/2021	202000531	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	135.58
01/29/2021	202000531	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	6,528.45
01/29/2021	202000531	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	146.97
01/29/2021	202000531	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	7,076.82
01/29/2021	202000579	BERGANKDV OUTSOURCED SERVICES LLC	Financial Management and Accounting Services: Jan 2021	7,330.00
01/29/2021	202000576	DRAMATIC PUBLISHING	The Great Pandemonium	108.64
01/29/2021	202000577	DRAMATIC PUBLISHING	The Great Pandemonium	150.00
01/29/2021	202000578	DRAMATIC PUBLISHING	Royalty Fee - A Virtual Whodunit	150.00
01/29/2021	202000581	LOFFLER COMPANIES INC	Konica Minolta C458 Copier Standard Payment	422.33
01/29/2021	202000534	OLD NATIONAL BANK	Service Fee	60.00
01/29/2021	202000580	PLAYSCRIPTS, INC.	Rights - Crushed	388.40

CHECK			INVOICE		
DATE	NUMBER	VENDOR	DESCRIPTION		AMOUNT
01/29/2021	202000582	PSAT/NMSQT	PSAT/NMSQT - Oct 2020 admin -School Code 242739		1,394.00
01/29/2021	202000575	XCEL ENERGY	Electric/Gas Usage: 12/8/20-1/11/21 Acct #51-5755815-9		7,306.11
				Totals for checks	273,450.84

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Batch	Post Date	Acct Nbr	Description	Amount
20-50085	01/31/2021	01 R 005 000 000 000 092	Interest Deposit	66.55
			Totals for 20-50085	66.55
20-50086	01/31/2021	50 R 005 000 000 000 092	Building Co Interest	0.47
			Totals for 20-50086	0.47
20-50087	01/31/2021	01 R 005 000 000 000 211	FY21 General Education Aid	205795.33
			Totals for 20-50087	205795.33
20-50088	01/31/2021	01 R 005 000 000 000 211	FY21 General Education Aid	205259.37
20-50088	01/31/2021	01 A 121 00	FY20 General Education Aid	16.96
			Totals for 20-50088	205276.33
20-50089	01/31/2021	01 R 005 000 265 000 096	PhRMA 1.6.21 (GTTM)	10000.00
20-50089	01/31/2021	01 R 010 298 451 000 621	Cafe Zupas - Cheers for Volunteers Fundr	50.41
20-50089	01/31/2021	01 R 005 000 265 000 096	Blackbauud Giving Fund - Wells Fargo	120.46
20-50089	01/31/2021	01 R 005 000 265 000 096	Blackbauud Giving Fund - Wells Fargo	500.00
20-50089	01/31/2021	01 R 005 000 265 000 096	Blackbauud Giving Fund - Toro	988.00
20-50089	01/31/2021	01 R 005 000 265 000 096	CAF America - 3M (Annual Fund)	40.75
20-50089	01/31/2021	01 R 005 000 265 000 096	CAF America - 3M (Annual Fund)	40.75
20-50089	01/31/2021	01 R 005 000 265 000 096	CAF America - 3M (Annual Fund)	1455.44
20-50089	01/31/2021	01 R 005 000 265 000 096	CAF America - 3M (Annual Fund)	1716.94
20-50089	01/31/2021	01 R 005 000 265 000 096	CAF America - 3M (Annual Fund)	1407.26
20-50089	01/31/2021	01 R 010 298 443 000 621	FTC Robotics Fundraiser	75.00
20-50089	01/31/2021	01 R 010 298 402 000 050	NHS Participation Fees	100.00
20-50089	01/31/2021	01 R 010 298 419 000 050	Nordic Participation Fees	175.00
20-50089	01/31/2021	01 R 005 000 000 000 621	Planner	5.00
20-50089	01/31/2021	01 R 010 298 402 000 050	NHS	20.00
20-50089	01/31/2021	01 R 010 258 000 000 050	Band	50.00
20-50089	01/31/2021	01 R 005 000 000 000 050	Jr Scholastic	10.00
			Totals for 20-50089	16755.01
20-50090	01/31/2021	01 R 005 000 265 000 096	Kowalski's Markets 1.21.21 (Annual Fund)	500.00
20-50090	01/31/2021	01 R 005 000 265 000 096	Thomson Reuters (Annual Fund)	175.00
20-50090	01/31/2021	01 R 005 000 265 000 096	MightyCause (Annual Fund)	45.00
20-50090	01/31/2021	01 R 005 000 265 000 096	Donations (Annual Fund) PayPal	250.00
20-50090	01/31/2021	01 R 005 000 000 000 050	Planner - PayPal	15.00
20-50090	01/31/2021	01 R 010 298 402 000 050	NHS - PayPal	260.00
20-50090	01/31/2021	01 R 010 258 000 000 050	Band - PayPal	50.00
20-50090	01/31/2021	01 R 010 298 422 000 050	Music Tri-M - PayPal	20.00
20-50090	01/31/2021	01 R 005 000 000 000 050	Jr Scholastic - PayPal	30.00
20-50090	01/31/2021	01 R 010 260 000 000 050	MS Engineering - PayPal	15.00
20-50090	01/31/2021	01 R 010 260 000 000 050	HS Engineering - PayPal	30.00
20-50090	01/31/2021	01 R 005 000 000 000 050	AP Test - PayPal	840.00
20-50090	01/31/2021	01 E 005 110 000 000 305	PayPal Fees	53.71-
20-50090	01/31/2021	01 E 005 110 000 000 305	PayPal Check Fee	1.50-
20-50090	01/31/2021	01 R 005 000 265 000 096	Donation	150.00
20-50090	01/31/2021	01 R 010 298 402 000 050	NHS	40.00
20-50090	01/31/2021	01 R 010 298 422 000 050	Music Tri-M	20.00
20-50090	01/31/2021	01 R 010 212 000 000 050	HS Art	25.00
			Totals for 20-50090	2409.79
20-50091	01/31/2021	01 R 005 000 265 000 096	CAF America - 3M (Annual Fund)	1164.35

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Batch	Post Date	Acct Nbr	Description	Amount
20-50091	01/31/2021	01 R 005 000 265 000 096	CAF America - 3M (Annual Fund)	242.57
20-50091	01/31/2021	01 R 005 000 265 000 096	CAF America - 3M (Annual Fund)	97.02
20-50091	01/31/2021	01 R 005 000 265 000 096	CAF America - 3M (Annual Fund)	1067.23
20-50091	01/31/2021	01 R 010 258 000 000 050	Music	50.00
20-50091	01/31/2021	01 R 005 000 000 000 050	Jr Scholastic	10.00
			Totals for 20-50091	2631.17
20-50092	01/19/2021	01 R 005 000 000 000 092	Charles Schwab - Interest Earned	2.12
			Totals for 20-50092	2.12
20-50093	01/29/2021	01 R 005 000 265 000 096	CAF America - 3M (Annual Fund)	1164.35-
20-50093	01/29/2021	01 R 005 000 265 000 096	CAF America - 3M (Annual Fund)	242.57-
20-50093	01/29/2021	01 R 005 000 265 000 096	CAF America - 3M (Annual Fund)	97.02-
20-50093	01/29/2021	01 R 005 000 265 000 096	CAF America - 3M (Annual Fund)	1067.23-
20-50093	01/29/2021	01 R 010 258 000 000 050	Music	50.00-
20-50093	01/29/2021	01 R 005 000 000 000 050	Jr Scholastic	10.00-
			Totals for 20-50093	2631.17-
20-50094	01/29/2021	01 R 005 000 265 000 096	CAF America - 3M (Annual Fund)	1164.35
20-50094	01/29/2021	01 R 005 000 265 000 096	CAF America - 3M (Annual Fund)	242.57
20-50094	01/29/2021	01 R 005 000 265 000 096	CAF America - 3M (Annual Fund)	97.02
20-50094	01/29/2021	01 R 005 000 265 000 096	CAF America - 3M (Annual Fund)	1067.33
20-50094	01/29/2021	01 R 010 258 000 000 050	Music	50.00
20-50094	01/29/2021	01 R 005 000 000 000 050	Jr Scholastic	10.00
			Totals for 20-50094	2631.27
			Total for Cash Receipts	432936.87

Batch	Post Date	Acct Nbr	Description	Amount
20-00019	09/30/2020	01 E 010 400 000 372 405	Reclass MA Forms to FIN 372	-756.45
20-00019	09/30/2020	01 E 010 420 000 419 405	Reclass MA Forms to FIN 372	756.45
20-00019	09/30/2020	01 E 010 420 000 419 405	Reclass 504 Forms to Gen Ed	519.95
20-00019	09/30/2020	01 E 010 400 000 000 405	Reclass 504 Forms to Gen Ed	-519.95
Totals for 20-00019				0.00
20-00020	12/31/2020	01 E 010 400 000 372 405	Reclass MA Forms to FIN 372	756.45
20-00020	12/31/2020	01 E 010 420 000 419 401	Reclass MA Forms to FIN 372	-756.45
20-00020	12/31/2020	01 E 010 420 000 419 401	Reclass 504 Forms to Gen Ed	-519.95
20-00020	12/31/2020	01 E 010 400 000 000 405	Reclass 504 Forms to Gen Ed	519.95
20-00020	12/31/2020	01 E 010 420 000 419 401	Reclass SPED forms	-913.39
20-00020	12/31/2020	01 E 010 420 000 419 405	Reclass SPED forms	913.39
Totals for 20-00020				0.00
20-00021	12/31/2020	01 E 010 420 000 740 366	Training - Mental Health & Suicide	-75.00
20-00021	12/31/2020	01 E 010 420 640 419 366	Training - Mental Health & Suicide	75.00
20-00021	12/31/2020	01 E 010 404 000 740 394	Director Services - Qtr 2	-4772.50
20-00021	12/31/2020	01 E 010 420 000 419 303	Director Services - Qtr 2	4772.50
20-00021	12/31/2020	01 E 010 404 000 740 394	Due Process - Martha Airhart 1 hr @ \$80	-80.00
20-00021	12/31/2020	01 E 010 420 000 419 303	Due Process - Martha Airhart 1 hr @ \$80	80.00
20-00021	12/31/2020	01 E 010 420 000 740 394	Physical/Health Disabilities Teacher Services: 7.25 hrs @ \$95/hr Sept-	-688.75
20-00021	12/31/2020	01 E 010 404 000 740 394	Physical/Health Disabilities Teacher Services: 7.25 hrs @ \$95/hr Sept-	688.75
Totals for 20-00021				0.00
20-00022	01/14/2021	01 E 010 420 000 419 329	Reclass SPED postage	19.95
20-00022	01/14/2021	01 E 005 110 000 000 329	Reclass SPED postage	-19.95
Totals for 20-00022				0.00
20-00023	01/31/2021	01 R 010 298 419 000 050	Student decided not to do Nordic after paying for it, will be doing Tr	175.00
20-00023	01/31/2021	01 R 010 298 421 000 050	Student decided not to do Nordic after paying for it, will be doing Tr	-175.00
Totals for 20-00023				0.00
20-00024	01/31/2021	01 E 005 110 000 154 401	Activities are purchasing masks- BSN Sports	-446.55
20-00024	01/31/2021	01 E 010 211 419 154 401	Nordic Activities are purchasing masks- BSN Sports	219.84
20-00024	01/31/2021	01 E 010 211 423 154 401	Girls Basketball Activities are purchasing masks- BSN Sports	75.57
20-00024	01/31/2021	01 E 010 211 423 154 401	Boys Basketball Activities are purchasing masks- BSN Sports	151.14

<u>Batch</u>	<u>Post Date</u>	<u>Acct Nbr</u>	<u>Description</u>	<u>Amount</u>
			Totals for 20-00024	0.00
			Total for Journal Entries	0.00

Math and Science Academy
Long-Range Budget Projection Model
February 4, 2021

	Actual	Adopted	Budget Projections					
			2019-2020	2020-2021	2020-2021	2021-2022	2022-2023	2023-2024
Enrollment Projections								
Number of Students Grade 6	88	88	88	88	88	88	88	88
Number of Students Grade 7	88	88	88	90	90	90	90	90
Number of Students Grade 8	88	92	92	90	90	90	90	90
Number of Students Grade 9	78	80	80	85	85	85	85	85
Number of Students Grade 10	64	70	70	78	82	83	83	83
Number of Students Grade 11	48	65	65	67	73	80	81	81
Less Adjustment for Grade 11 PSEO	(12)	(9)	(9)	(9)	(10)	(10)	(10)	(10)
Adjusted ADM for Grade 11	52	56	56	58	63	70	71	71
Number of Students Grade 12	22	60	60	58	63	71	78	79
Less Adjustment for Grade 12 PSEO	(46)	(40)	(40)	(40)	(40)	(40)	(40)	(40)
Adjusted ADM for Grade 12	28	20	20	18	23	31	38	39
Total Enrollment/Headcount	476	543	543	556	571	587	595	596
Total ADM	486	495	495	507	521	537	545	546
Total Number of Current Year Pupil Units (WADM)	565.42	576.34	576.34	590.80	607.60	626.80	636.40	637.60

State Revenue Assumptions and Calculations								
General Education Revenue								
State Averages Per Pupil Unit	6,438.00	6,566.76	6,567.00	6,566.76	6,632.43	6,765.08	6,900.38	7,038.39
Inflation Rate Assumption-Basic only	2.0%	2.0%	2.0%	0.0%	1.0%	2.0%	2.0%	2.0%
Basic Excluding Transportation	\$6,138.28	\$6,261.04	\$6,260.44	\$6,261.04	\$6,323.65	\$6,450.13	\$6,579.13	\$6,710.71
Gifted and Talented	13.00	13.00	13.00	13.00	13.00	13.00	13.00	13.00
Sparsity	28.58	29.88	29.00	29.88	29.88	29.88	29.88	29.88
Operating Capital	226.50	226.46	226.34	226.46	226.46	226.46	226.46	226.46
Equity	119.92	116.12	116.33	116.12	116.12	116.12	116.12	116.12
Referendum	144.53	134.04	150.63	150.63	150.63	150.63	150.63	150.63
Transition Allowance	0.67	0.67	0.67	0.67	0.67	0.67	0.67	0.67
Extended Time	14.06	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Per Pupil Unit State Revenue	6,685.54	6,781.21	6,796.41	6,797.80	6,860.41	6,986.89	7,115.89	7,247.47
Less Pension Adjustment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Per Pupil Unit State Revenue	\$6,685.54	\$6,781.21	\$6,796.41	\$6,797.80	\$6,860.41	\$6,986.89	\$7,115.89	\$7,247.47
Total General Education State Revenue	3,780,150	3,908,285	3,917,043	4,016,142	4,168,388	4,379,381	4,528,552	4,620,988

Math and Science Academy
Long-Range Budget Projection Model
February 4, 2021

	Actual	Adopted	Budget Projections					
	2019-2020	2020-2021	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
	4%	4%	4%	4%	4%	4%	4%	4%
Compensatory Revenue	<u>per 9/16/19</u>	<u>estimate</u>	<u>estimate</u>	<u>estimate</u>	<u>estimate</u>	<u>estimate</u>	<u>estimate</u>	<u>estimate</u>
A: Number of Students prior yr. (current year for 1st year)	526	531	533	543	556	571	587	595
B: Number of Free Lunch Students prior yr. (or current year for 1st yr.)	22	22	20	23	23	24	25	25
C: Number of Reduced Lunch Students prior yr. (current yr. for 1st yr.)	5	5	6	5	5	5	6	6
D: Adjusted Counts = 100% Free, 50% Reduced - (A)	24.50	24.73	23.00	25.29	25.90	26.60	27.34	27.71
E: Concentration Portion	0.05	0.05	0.04	0.05	0.05	0.05	0.05	0.05
F: Concentration Factor (lesser of 1 or Conc. Portion/ .8)	0.06	0.06	0.05	0.06	0.06	0.06	0.06	0.06
G: PU = .6 * D * F	0.86	0.86	0.74	0.88	0.90	0.93	0.96	0.97
H: Initial Revenue	4,792	4,949	4,264	5,061	5,241	5,506	5,789	6,002
Miscellaneous Adjustment (Rounding)	23	3	32					
Calculated Compensatory State Revenue ((A) x (B))	4,815	4,952	4,296	5,061	5,241	5,506	5,789	6,002
Building Lease Aid: Lesser of line a or b below:								
ADM Including PSEO	476	543	543	556	571	587	595	596
WADM Including PSEO	613	634	634	650	668	687	696	698
Lease Aid Expense	<u>895,045</u>	<u>925,640</u>	<u>925,640</u>	<u>948,416</u>	<u>974,696</u>	<u>1,002,728</u>	<u>1,016,744</u>	<u>1,018,496</u>
a) Lease Aid Rev at \$1,314 per pupil unit	805,351	833,076	833,076	853,574	877,226	902,455	915,070	916,646
b) Lease Aid Rev at 90% of Lease Expense	805,540	833,076	833,076	853,574	877,226	902,455	915,070	916,646
Lesser of \$1,314/p.u. or 90% of lease payment	805,351	833,076	833,076	853,574	877,226	902,455	915,070	916,646
Estimated Proration of Lease Aid Revenue	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>
Total Prorated Building Lease Aid Revenue	804,367	833,076	833,076	853,574	877,226	902,455	915,070	916,646
Lease Aid Revenue per pupil unit (after proration)	<u>1312</u>	<u>1314</u>	<u>1314</u>	<u>1314</u>	<u>1314</u>	<u>1314</u>	<u>1314</u>	<u>1314</u>
Long-Term Facilities Maintenance Revenue								
Revenue per Adjusted Pupil Unit	<u>132</u>	<u>132</u>	<u>132</u>	<u>132</u>	<u>132</u>	<u>132</u>	<u>132</u>	<u>132</u>
Total Long-Term Facilities Maintenance Revenue	74,637	76,077	76,077	77,986	80,203	82,738	84,005	84,163
	94.0%	93.5%	92.0%	93.5%	93.5%	93.5%	93.5%	93.5%
Special Education Revenue								
	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>
State Special Education Aid and Tuition Billing	<u>707,971</u>	<u>723,877</u>	<u>712,264</u>	<u>752,862</u>	<u>782,969</u>	<u>814,292</u>	<u>846,830</u>	<u>880,677</u>
	0%	0%	0%	0%	0%	0%	0%	0%
EL Revenue								
	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>
Prior Year EL Eligible ADM	9	2	1	1	1	1	1	1
Current Year EL Eligible ADM	2	1	1	1	1	1	1	1
ADM Served	486	495	495	507	521	537	545	546
Adjusted EL ADM	4	1	1	1	1	1	1	1
EL Marginal Cost Pupils	20	20	20	20	20	20	20	20
EL Revenue	14,080	14,080	14,080	14,080	14,000	14,000	14,000	14,000
Concentration Portion	0.0041	0.0020	0.0020	0.0020	0.0019	0.0019	0.0018	0.0018
EL Concentration Revenue	18	4	5	4	4	4	4	4
Total EL Aid	14,098	14,084	14,085	14,084	14,004	14,004	14,004	14,004

Math and Science Academy
Long-Range Budget Projection Model
February 4, 2021

	Actual	Adopted	<i>Budget Projections</i>					
	<u>2019-2020</u>	<u>2020-2021</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>	<u>2025-2026</u>
Revenue Summary and Projections								
State Aids								
General Education Revenue	3,780,041	3,908,285	3,917,043	4,016,142	4,168,388	4,379,381	4,528,552	4,620,988
Pension Adjustment Revenue	7,902	11,228	11,853	0	0	0	0	0
LEP Aid	14,098	14,084	14,085	14,084	14,004	14,004	14,004	14,004
Compensatory Revenue	<u>4,815</u>	<u>4,952</u>	<u>4,296</u>	<u>5,061</u>	<u>5,241</u>	<u>5,506</u>	<u>5,789</u>	<u>6,002</u>
Subtotal	3,806,856	3,938,549	3,947,277	4,035,287	4,187,633	4,398,891	4,548,345	4,640,994
Building Lease Aid	805,351	833,076	833,076	853,574	877,226	902,455	915,070	916,646
Long-Term Facilities Maintenance Revenue	74,637	76,077	76,077	77,986	80,203	82,738	84,005	84,163
Prior Year Over/Under accruals/Rounding Adjustment	6,916	0	0	0	0	0	0	0
Special Education Aid	706,857	723,877	712,264	752,862	782,969	814,292	846,830	880,677
Endowment Aid	21,795	20,526	20,663	19,090	19,555	20,095	20,712	21,021
Other MN Aid (Safe Schools Supplemental Aid)	22,846	0	0	0	0	0	0	0
Government Wide Pension Audit Entry	0	15,000	15,000	15,000	15,000	15,000	15,000	15,000
Total State Aids	5,445,258	5,607,105	5,604,357	5,753,799	5,962,586	6,233,470	6,429,962	6,558,500
Federal Revenue								
Federal Special Ed	70,527	66,200	67,045	67,500	68,900	70,300	71,700	73,100
Title II Funds	21,427	27,400	9,647	27,900	28,500	29,100	29,700	30,300
CARES and CRF Funding	0	0	158,401	0	0	0	0	0
Total Federal Revenue	91,955	93,600	235,093	95,400	97,400	99,400	101,400	103,400
Other Revenue								
Fees from Patrons: Milk, Graduation Gear, AP Exam (005-050)	22,554	28,000	28,000	29,300	30,700	32,300	33,400	34,100
Fees From Patrons: Study Hall (920-050)	1,810	2,400	100	2,500	2,600	2,700	2,800	2,900
Fees from Students/ Field Trip (105-050)	21,282	35,000	0	25,800	27,100	28,500	29,600	30,300
Third Party Billing	1,944	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Interest Revenue	16,568	20,000	1,600	20,000	20,000	20,000	20,000	20,000
Annual Fund (255)/Dragon Dinner	88,678	85,000	50,500	75,000	85,000	85,000	85,000	85,000
Donations and Miscellaneous Grants, Tech FR	2,759	0	(4,638)	0	0	0	0	0
Miscellaneous Income/Sale of Equipment	1,884	0	100	0	0	0	0	0
Year Book Revenues	3,587	3,100	3,100	3,200	3,400	3,600	3,700	3,800
Student Activity Revenue/ExtraCurricular	85,580	129,200	129,200	135,000	141,500	148,800	154,000	157,400
Total Other Revenue	246,645	303,700	208,962	291,800	311,300	321,900	329,500	334,500
Total Revenue	5,783,858	6,004,405	6,048,412	6,140,999	6,371,286	6,654,770	6,860,862	6,996,400
	Formula Check	5,783,858	6,004,405	6,048,412	6,140,999	6,371,286	6,654,770	6,860,862
	Per Audit	5,783,856						

Math and Science Academy
Long-Range Budget Projection Model
February 4, 2021

	Actual	Adopted	<i>Budget Projections</i>					
	<u>2019-2020</u>	<u>2020-2021</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>	<u>2025-2026</u>
Expenditure Calculations								
Inflation Assumptions								
Salaries	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%
Other costs	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%
Budget Calculations	39.9%	34.9%	35.2%	35.7%	36.2%	37.2%	38.2%	39.2%
100 Salaries	2,042,506	2,228,933	2,226,087	2,316,200	2,409,100	2,504,800	2,554,900	2,606,000
200 Benefits	815,937	778,074	784,571	827,911	873,163	932,897	977,106	1,022,709
100 Extracurricular Stipends	192,269	74,678	74,678	76,200	77,700	79,300	80,900	82,500
305 Contracted Services	203,545	232,160	232,160	232,600	243,800	256,300	265,300	271,100
315 Repairs and Maintenance for Computers	36,550	39,700	39,700	40,891	42,900	45,100	46,700	47,700
320 Communications Services	18,564	19,115	19,115	20,000	21,000	22,100	22,900	23,400
329 Postage	4,989	4,200	4,200	4,400	4,600	4,800	5,000	5,100
330 Utilities	91,472	108,100	80,000	95,000	96,900	98,800	100,800	102,800
340 Insurance	29,705	34,200	34,200	34,900	35,600	36,300	37,000	37,700
350 Repairs and Maintenance	101,701	148,800	100,000	100,000	104,800	110,200	114,100	86,900
360 Field Trip Transportation	7,440	11,100	0	11,600	12,200	12,800	13,300	13,600
366/368 Travel and conferences (some moved to Stipends)	22,485	15,000	15,000	15,700	16,500	17,300	17,900	18,300
369 Field Trip Admissions	13,209	23,200	0	14,200	14,900	15,700	16,300	16,700
Lease Payments per Amended Lease (Nov 2012)	707,625	708,344	708,344	707,606	707,158	688,625	689,750	689,396
8490 Woodbury Crossing (Bldg C)	63,654	65,564	67,531	67,531	69,556	71,643	73,792	76,006
8490 Woodbury Crossing Real Estate Taxes (Bldg C)	19,421	20,198	21,006	21,006	21,846	22,720	23,629	24,574
8500 Woodbury Crossing (Bldg D)	97,644	100,573	103,591	103,591	106,698			
Amount to Repair and Replacement Fund/Max Lease Aid	6,701	30,962	25,170	48,683	69,437	219,740	229,573	228,520
370 Total Lease Expense	895,045	925,640	925,640	948,416	974,696	1,002,728	1,016,744	1,018,496
370 Other Rentals and Operating Leases	356	800	800	800	800	800	800	800
380 Computer and Tech Related Hardware Rental	32,696	15,501	28,000	33,000	34,600	36,400	37,700	38,500
389 Staff Tuition Reimbursement	0	0	0	0				
401/455/465 General Supplies	38,643	31,900	20,000	35,000	36,700	38,600	40,000	40,900
401 Maintenance Supplies	21,658	25,000	15,000	25,000	26,200	27,500	28,500	29,100
405 Non-Instructional Computer Software & Licensing	20,059	20,525	20,525	21,400	22,400	23,500	24,300	24,800
406 Instructional Software Licensing	14,786	14,700	22,450	23,500	24,600	25,900	26,800	27,400
430/456/466 Instructional Supplies	90,768	50,000	30,000	30,000	31,400	55,000	56,900	58,100
460 Textbooks and Workbooks	17,247	26,000	15,000	20,000	21,000	22,100	22,900	13,400
461 Standardized Tests	20,093	22,500	15,000	25,000	26,200	27,500	28,500	29,100
490 Food	320	2,000	1,000	1,000	1,000	1,100	1,100	1,100
505/506 Capitalized Technology Software	9,427	12,300	10,000	10,400	10,900	11,500	11,900	12,200
530 Furniture and Other Equipment	21,088	12,000	3,500	25,000	11,200	11,800	12,200	12,500
555/556 Technology Hardware (Capitalized)	6,955	30,000	5,000	5,000	5,200	5,500	5,700	5,800

Math and Science Academy
Long-Range Budget Projection Model
February 4, 2021

	Actual	Adopted	Budget Projections						
			<u>2019-2020</u>	<u>2020-2021</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>
820 Dues and memberships	38,196	40,035	45,500	41,800	43,800	46,000	47,600	48,600	
898 Scholarships	0	500	500	500	500	500	500	500	
Annual Fund (255)/Capital Campaign	7,652	42,500	42,500	37,500	42,500	42,500	42,500	42,500	
State Special Ed Expenditures / ESY	753,161	774,200	774,200	805,200	837,400	870,900	905,700	941,900	
Third Party Billing	759	1,000	1,000	1,000	1,000	1,000	1,000	1,000	
Federal Special Ed Expenditures	70,527	66,200	67,045	67,500	68,900	70,300	71,700	73,100	
Title II Funds	21,427	27,400	9,647	27,900	28,500	29,100	29,700	30,300	
CARES and CRF Funding	0	0	158,401	0	0	0	0	0	
Student Activity Expenses	96,637	129,200	129,200	135,000	141,500	148,800	154,000	157,400	
Pension Expense (Offset by Revenues)	0	15,000	15,000	15,000	15,000	15,000	15,000	15,000	
Total Expenditures	5,757,872	6,002,161	5,964,620	6,124,518	6,359,159	6,650,425	6,833,951	6,957,005	
	Formula Check	5,757,872	6,002,161	5,964,619	6,124,518	6,359,159	6,650,425	6,833,950	6,957,004
	Per Audit	5,757,872							
Annual Surplus	25,986	2,244	83,793	16,481	12,127	4,344	26,911	39,396	
	Per Audit	25,984							
Beginning fund Balance	<u>2,121,091</u>	<u>2,147,077</u>	<u>2,147,077</u>	<u>2,149,321</u>	<u>2,165,802</u>	<u>2,177,928</u>	<u>2,182,273</u>	<u>2,209,184</u>	
Ending Fund Balance	<u>2,147,077</u>	<u>2,149,321</u>	<u>2,230,870</u>	<u>2,165,802</u>	<u>2,177,928</u>	<u>2,182,273</u>	<u>2,209,184</u>	<u>2,248,580</u>	
	Per Audit	2,147,076							
Fund Balance Percentage of Annual Expenditures	37.3%	35.8%	37.4%	35.4%	34.2%	32.8%	32.3%	32.3%	

Math and Science Academy

Adopted:

Revised:

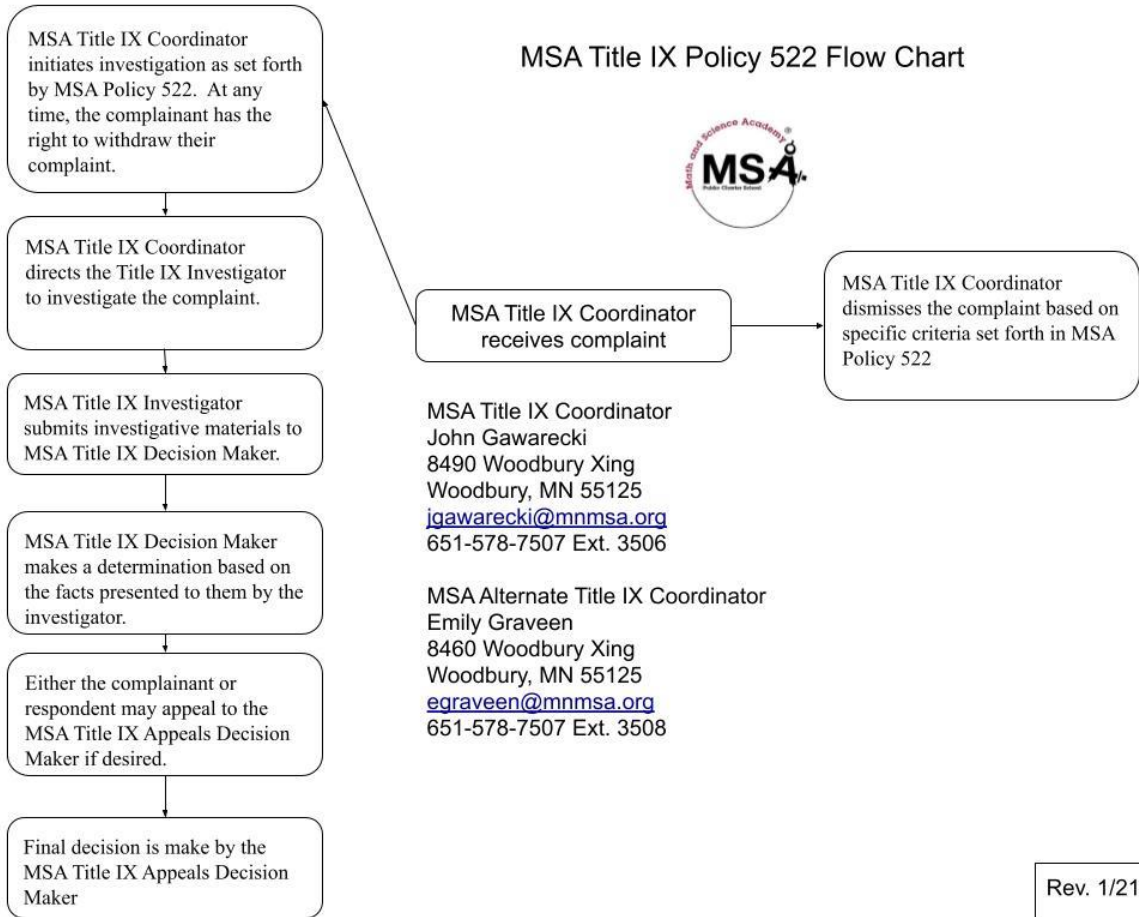
522 TITLE IX NONDISCRIMINATION POLICY

I. PURPOSE

The purpose of this policy is to establish an environment that is free from discrimination on the basis of sex and is in adherence to Title IX of the Education Amendments Act of 1972 and its implementing regulations.

II. POLICY STATEMENT

- A. Math and Science Academy (MSA) does not discriminate on the basis of sex within its education programs and activities. It is required by Title IX of the Education Amendments Act of 1972 and its implementing regulations not to discriminate on the basis of sex. The requirement not to discriminate in MSA's education program or activity extends to admission and employment.
- B. MSA prohibits sexual harassment that occurs within its education programs and activities. This policy shall apply to instances of sexual harassment that occur within MSA's education programs and activities.
- C. MSA will adhere to the requirements of Title IX of the Education Amendments Act of 1972 and has established a Grievance Process for Sexual Harassment Claims, which accompanies this policy. MSA will follow its Grievance Process for Sexual Harassment Claims when a formal complaint of sexual harassment has been filed.
- D. Inquiries about the application of Title IX of the Education Amendments Act and this policy may be referred to MSA's Title IX Coordinator **or alternate Title IX Coordinator** whose names and contact information is published on MSA's website.



Legal References: 20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments Act of 1972)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)

Cross References: Math and Science Academy's Grievance Process for Sexual Harassment Claims

- Stipend Discussion

Approximately \$83,000 surplus

A \$500 stipend would affect the budget by approximately \$30,250

A \$400 stipend would affect the budget by approximately \$24,200

A \$300 stipend would affect the budget by approximately \$18,150.

“ I move that MSA approve a student achievement stipend of up to \$500 for all staff qualifying for benefits (adjusted for each staff member’s FTE status) if MSA’s graduating senior class of 2021 has a graduation rate of 90%.”

2021 Board of Directors Election Plan

During the Board of Directors meeting held on 19 January, 2021, a committee was formed to prepare for the upcoming election. The committee consists of Jeana Albers, Adam Bartz, and Cody Schniepp. It was recommended the committee also engage the school's technology consultant, Justin Gehring, to investigate the possibility of implementing a digital voting system considering the COVID-19 pandemic.

The committee met on 1 February, 2021, to review policy 201.1 and investigate the possibility of having the electorate nominate and vote digitally. Justin believes it is possible as MSA has performed digital elections in the past. His recommendation is to use the same system and enhance to meet recommendations from the board and election committee. Using the election plan template, the committee is recommending the following timeline:

- 16 February, 2021 – Board reviews and approves committee recommendation
- 17 February, 2021 – Nominations Open
- 5 March, 2021 – Nominations Close
- 8 March, 2021 – Committee previews voting, prepares election materials for distribution
- 16 March, 2021 – Board reviews and approves system and election materials
- 19 March, 2021 – Election material distributed, voting opens
- 9 April, 2021 – Voting closes
- 12 April, 2021 – Committee meets to certify election results
- 19 April, 2021 – Board of Directors certifies election results
- 21 June, 2021 – New members are seated

Notice to the MSA community will be performed digitally. The existing MSA list-serv, website, and social media presence will be used to advertise for the three seats that will be available. To help reduce possible exposure to the coronavirus related to COVID-19, the committee does not recommend the use of postal mailing or printed handouts.

A nomination form will be posted on the MSA website for potential candidates to nominate themselves. Each submitted nomination form will be stored in a database maintained by Justin Gehring. Nominations will also be sent to two email addresses outside of the mnmsa.org domain and monitored by two board members (Adam Bartz, Cody Schniepp) to act as an audit of that database.

After the nomination period closes, the committee will meet to prepare the ballots and voting instructions. During this same meeting, the committee will review the digital voting system as implemented by Justin Gehring. The committee will also hear a code review of the system. Adam Bartz will serve as one of the reviewers. The committee also recommends a second external reviewer. The recommended external reviewer is Joe Buriemek, alumnus of MSA. Joe is an experienced software developer and is willing to perform this review.

The prepared materials will be submitted for approval to the Board of Directors as a part of the March meeting. If there are not significant changes as a part of the approval, voting will proceed. An MSA account will be required to vote. Eligible account holders will include parents (natural, step, foster, legal guardian), paid staff (teacher, non-teacher), and Community BOD members. Each eligible voter will have one vote. The tracking of votes will be held in two database tables. One table will maintain records

of the individuals who have voted. Another table will maintain records of the votes themselves. Outside of timestamps of when the data is recorded to the database, there will not be any data that can connect a voter to their vote. The two email addresses used to audit nominations will be used again to audit votes.

After the voting period closes, the committee will meet to tally the votes. Justin Gehring will export the data from the database and submit to the committee. The external account holders will verify that the count of exported votes matches the number of votes recorded in the audit email accounts. Any discrepancies between the database and audit email accounts will need to be investigated.

Candidates will be listed in order of highest vote total to lowest vote total. The teacher candidate(s) with the most votes will be the winner(s) of open teacher seat(s). The parent candidate(s) with the most votes will be the winner(s) of the open parent seat(s). The community member candidate(s) with the most votes will be the winner(s) of the open community member seat(s). The committee will verify that there are no more than four (4) teachers, no more than three (3) parents, and no more than two (2) community members on the new Board of Directors, including continuing members. A written report will be provided to the Board of Directors during the April meeting with the vote counts for each candidate and declared winners. In addition to the report provided to the Board of Directors, the BOD chairperson and the Director will be notified of the results. These individuals will coordinate notification to the candidates of the results of the election.

At the Board of Directors meeting held in April, the BOD will discuss the report submitted by the committee, the results of the election, and any necessary corrective actions. The BOD will vote to accept the election report and will also vote to certify the election results. The certified results will be released to the public.

As a part of the Board of Directors meeting held in June, newly elected board members will be seated, directed by the chairperson.

Math and Science Academy

Adopted: October 2, 2003

Revised: November 16, 2015

Revised: March 18, 2019

201.1 BOARD OF DIRECTORS ELECTION

I. PURPOSE

The purpose of this policy is to ensure that the annual Math and Science Academy (MSA) Board of Directors (BOD) election is help in a fair and timely manner.

II. DEFINITIONS

- A. Electorate:** Any parent/guardian of one or more enrolled students who is listed in official enrollment forms. All staff members and current community members on the board. Any person who meets one or more criteria is entitled to only one ballot.
- B. MSA BOD:** Currently seated members of the MSA BOD.
- C. Election committee chair:** One member of the electorate who is not a candidate in the current election and is not related to any candidate in the current election. Appointed by the MSA BOD.
- D. Election committee members:** Members of the electorate who are not candidates in the current election and are not related to any candidate in the current election. Appointed by MSA BOD.
- E. Nominated Parent/Guardian Candidates:** Parents/Guardians who have self-nominated within the published time limits. Although provisions will be made for write-in candidates, only these candidates' names will appear on the printed ballots.
- F. Nominated Teacher Candidates:** MSA staff members with Minnesota Teaching credentials who are employed at 0.5 FTE or above as teachers and who have self-nominated within the published time limits. Although provision will be made for write-in candidates, only these candidates' names will appear on the printed ballots.
- G. MSA BOD contact person:** A seated member of the MSA BOD who has been selected to answer candidate questions about MSA BOD duties and activities.
- H. MSA List-Serv:** A school-owned and operated email list of MSA parent/guardians, staff, students, and interested community members.
- I. MSA Web site:** A school owned Internet publishing service.

III. ELECTION ACTIVITIES

A. MSA BOD initiates election

1. MSA BOD sets the dates for various events
2. MSA BOD names a MSA BOD contact person
3. MSA BOD appoints the election committee

B. Election Committee recruits parent/guardian and community candidates

1. A period of two weeks or more, in February
2. The election committee shall publish information about the number of available election seats, describe MSA BOD duties, encourage self-nomination, and answer the questions of potential candidates. The election committee will publish this information in at least one of the following: MSA List-Serv, MSA Web Site, Postal Mailings, and/or printed handouts.
3. The election committee will publish a self-nomination form. The form will provide space for contact information. Above the signature space, the form will state: "I nominate myself as a candidate for the MSA Board of Directors. I would like my name to appear on the ballot." The election committee will publish this form in at least one of the following: MSA List-Serv, MSA Web Site, Postal Mailings, and/or printed handouts. The election committee may request that MSA staff assist in the collection of incoming nomination forms. Nomination forms will be accepted until the nomination deadline. Forms that arrive after that date will be discarded.

C. Parent/Guardian and Community Candidate nomination deadline

1. The Election Committee will set and publish the deadline for self nominations. This date will be prior to the March MSA BOD meeting
2. On this date, election committee members will collect the nomination forms and create a list of nominated candidates. The election committee will contact each nominee and ensure the validity of each nomination. The list will be delivered to the MSA BOD via email, postal mail, or some other time-stamped means.

D. Administrator provides list of teacher candidates

List provided on or before Parent/Guardian and Community candidate nomination deadline.

E. MSA BOD review of detailed election plan and ballot sample

1. The election committee will present a plan to meet this policy's balloting requirements.

2. This plan will provide details for every step of ballot creation, handling, and tallying.
3. The election committee will present a sample ballot to the MSA BOD for review. This sample will contain the complete candidate list, any instructions, and any other information that will appear on the ballots.

F. Ballot Delivery

1. After the March MSA BOD meeting.
2. The date, time, and details are described in the election committee's plan.

G. Ballot collection

The date, time, and details are described in the election committee's plan

H. Ballot tallying

The date, time, and details are described in the election committee's plan

I. Results Reporting

1. Must occur prior to the April MSA BOD meeting.
2. The date, time, and details are described in the election committee's plan.
3. Upon the completion of ballot tallying, the election committee will report the election results to the MSA BOD via email, postal mail, or some other date/time stamped means.

IV. ELECTION PLAN REQUIREMENTS

A. Overall requirements:

1. The election plan must describe the facilities, materials, and assistance required of the MSA BOD, administration, and staff.
2. If ballots are distributed and collected within one day, provisions for absentee ballots must be made.
3. The plan must describe the steps taken to ensure that individual ballots are anonymous.
4. The plan must describe the steps taken to ensure that balloting materials are distributed only to electorate members.
5. The plan must describe the steps taken to ensure that forged or fraudulent ballots can be identified and excluded from the tally.

6. If the plan makes provisions for distributing or publishing campaign information, the plan must describe how this information will be collected and published.

B. Balloting material requirements:

1. The ballot must provide space for write-in candidates for each seat.
2. The ballot must provide voting and submission instructions.
3. The plan must describe the procedure for creating, distributing, collecting, and tallying the balloting materials. The people, locations, and conditions under which these activities occur must be described.

C. Internet voting requirements: If Internet voting technologies are used in an election plan, the following additional requirements must be addressed:

1. Provisions must be made for members of the electorate who lack Internet access.
2. Two or more competent people appointed by the MSA BOD must review any software source code or commercial software specifications to ensure security.
3. Two or more competent people appointed by the MSA BOD must review any ISP service, networks, servers, and operating system installations to ensure security.
4. Any usernames, passwords, and URLs must be established and tested prior to the beginning of the election cycle. An established password-protected Web site for other school business would be a good vehicle for meeting this requirement.

Legal References: Minn. Stat. § 124E (Charter Schools)
Minn. Stat. § 317A (Nonprofit Corporations)

Election Plan Template

I. Election Committee Appointed in February

- A.** The Board of Directors (BOD) approves an overall election plan including key dates.
- B.** The BOD appoints members to an Election Committee.
 - 1. The Election Committee shall consist of three or more members of the MSA community.
 - 2. The Election Committee creates a detailed election plan.
 - 3. The Election Committee members are not candidates in the current election and are not related to any candidate in the current election.

II. Candidate Nominations Begin in February

- A.** The Election Committee notifies the MSA community of the upcoming election to include:
 - 1. The date and times of the election,
 - 2. The number of positions open on the BOD,
 - 3. A description of the BOD duties,
 - 4. The process of nominating candidates for the election,
 - 5. A nomination form to include a Board Candidate Questionnaire.
- B.** Blank nomination forms are placed in the office.
- C.** Blank nomination forms are placed in staff member internal mail boxes.
- D.** Nomination forms and information are sent home with students.

III. Candidate Nominations End in March

- A.** All candidate nomination forms are due in the office by 4:30 pm Friday before the next BOD Meeting (preferably two Fridays before).
- B.** The Election Committee prepares a voting guide using the information obtained from the Board Candidate Questionnaire.
- C.** The Election Committee creates the ballots, and creates instructions for completing and submitting the ballot.
- D.** Election Ballots, the Instructions for Ballot Completion, and Candidate Voting Guides are approved at the March BOD meeting.

IV. Distribution and Collection of Election Materials in March and April

- A.** Candidate Voting Guides are updated on line by the office manager and plans for a Candidate Forum are finalized, if desired.
- B.** Election materials are distributed the Friday following their approval at the March BOD meeting.

C. Election materials shall include:

1. Outer envelope with the name and address of the eligible voter stamped with “Ballot Material”.
2. Inner envelope preaddressed to MSA (both address and return address to ensure anonymity) to be used by the voter to submit the ballot. This envelope shall be stamped with “Ballot Materials” to ensure authenticity.
3. The official MSA BOD ballot. Each ballot shall be stamped with “Ballot Materials” to ensure authenticity.

D. One set of election materials is addressed and mailed (USPS) to each eligible voter not currently on MSA’s staff. One set of election materials is addressed and placed in each MSA staff member’s internal mail box. Individuals eligible to vote include:

1. Each natural parent, step parent, foster parent, or legal guardian of a student enrolled at MSA shall have one vote.
2. Each paid Staff (teacher and non-teacher) shall have one vote.
3. Each MSA Community BOD member shall have one vote.
4. No person shall receive more than one set of ballot materials, nor shall any person have more than one vote.
5. A list of eligible voters, to whom election materials were sent or delivered, shall be maintained by the election committee. Two members of the election committee shall verify the accuracy of this list.
6. If a person, not on the list of eligible voters, provides evidence supporting placement on the eligible voter list, then this person shall be added to the eligible voter list and shall be provided election materials either in person, through the mail (USPS), or by having the material placed in the internal mail box.

E. There is no provision to provide election materials to eligible voters except as described in these procedures.

F. Submitting and Collecting Ballots

1. Each completed ballot shall be sealed by the voter in the preaddressed ballot envelope (only one ballot per envelope will be accepted and counted) and returned to MSA by USPS, or in person, during the voting period approved by the BOD.
2. All ballot envelopes shall remain sealed until they are counted by the election committee.
3. A ballot box shall be located in the main MSA office during normal school hours.
4. All ballot envelopes shall be placed in the ballot box and remain in the ballot box until counted by the election committee.
5. The ballot box shall be directly monitored at all times. Anytime the ballot box cannot be monitored (i.e. during personal breaks or at the end of the business day) it shall be locked in a secure location.

V. Vote Tallying in April

- A.** Vote tallying shall be completed as soon as possible following the close of voting.
- B.** Only ballots that are in the ballot box will be counted. All materials shall be removed from the ballot box and the ballot box shall be verified empty by two members of the Election Committee.
- C.** Only ballots that are sealed in the approved envelope will be counted.
- D.** Loose ballots and ballots in unsealed or unapproved envelopes shall not be counted. These invalid ballots shall be collected, marked to identify the discrepancy, and stored in a container, such as an envelope, clearly labeled as containing invalid ballots. These invalid ballots shall be stored with all other ballots following ballot counting.
- E.** Only ballots actually received by the pre-determined deadline will be counted.
- F.** Any ballots received after the pre-determined deadline shall not be counted and shall be stored in a container, such as an envelope, clearly labeled as containing ballots received after the deadline. These late ballots shall be stored with all other ballots following ballot counting.
- G.** Two Election Committee members (Vote Counters) shall examine each completed Election Ballot and determine who received votes.
 1. If the intent is clearly marked on the ballot sheet and the two Election Committee members both agree on the validity of the ballot, the votes for each candidate are counted.
 2. If the voter's intention is not clear, no candidate will receive a vote. These invalid ballots shall be collected, marked to identify the discrepancy, and stored in a container, such as an envelope, clearly labeled as containing unclear ballots. These ballots shall be stored with all other ballots following ballot counting.
 3. No votes shall be counted for any candidate if too many candidates are marked on a ballot. These invalid ballots shall be collected, marked to identify the discrepancy, and stored in a container, such as an envelope, clearly labeled as containing ballots for improper number of candidates. These invalid ballots shall be stored with all other ballots following ballot counting.
 4. No votes shall be counted for any candidate if more than one ballot is contained in the ballot envelope. These invalid ballots shall be collected, marked to identify the discrepancy, and stored in a container, such as an envelope, clearly labeled for improper number of ballots in the official ballot envelope. These invalid ballots shall be stored with all other ballots following ballot counting.
- H.** A running total of the number of votes cast for each candidate shall be maintained by a separate Vote Recorder. The vote count for each candidate shall be continuously projected for all Election Committee members to monitor (provisions for the public to witness the vote tally may be made, but are not required)
- I.** A running total of the number of valid ballots is maintained by the Vote Counters and the Vote Recorder.
- J.** If periodic comparison of the Vote Counters' running total with the Vote Recorder's running total do not match, the discrepancy must be resolved or vote tallying must start over.

- K.** Upon completion of counting and recording, if the Vote Counters' running total matches the Vote Recorder's running total, vote tallying is complete. Otherwise, the discrepancy must be resolved or vote tallying must start over.
- L.** All valid ballots shall be collected, marked to identify them as valid ballots, and stored in a container, such as an envelope, clearly labeled as containing valid ballots. These valid ballots shall be stored with all other ballots following ballot counting.

VI. Determination of Election Results in April

- A.** Candidates are listed (along with the number of votes) in order from highest vote total to lowest vote total
- B.** The teacher candidate(s) with the most votes (is) are declared the winner(s) of the open Teacher Seat(s).
- C.** The parent candidate(s) with the most votes (is) are declared the winner(s) of the open Parent Seat(s).
- D.** The community member candidate(s) with the most votes (is) are declared the winner(s) of the open Community Member Seat(s).
- E.** The Election Committee verifies there are no more than four (4) teachers, no more than three (3) parents, and no more than two (2) community members on the new BOD, including continuing BOD members.
- F.** The Election Committee prepares a written report for the BOD that includes all candidates' names, vote totals for each, and declared winners.
- G.** The BOD chair and the Director are notified of the results.
- H.** All candidates are notified by the BOD chair or the Director of the results.

VII. Elections Results Certified by the BOD in April

- A.** The Election Committee shall present its written report to the BOD at the April meeting.
- B.** The BOD discusses the report and determines any corrective actions, if necessary.
- C.** The BOD votes to accept the election report.
- D.** The BOD votes to certify the election results and releases the results to the public.

VIII. New board members are seated at the June meeting

Elections Committee

1 February 2021 – 4pm

Zoom: <https://zoom.us/j/93742923630?pwd=Zjlvc0FIRG5QY3NPQUFPc0Nka05nZz09>

- 1) Members Present –
 - a. Call to order 4:10pm
 - b. Adam Bartz, Cody Schniepp, Justin Gehring
- 2) Digital voting for board of directors election
 - a. Voting has been done by the school for the Board of Directors elections in the past (2014, possibly 2013).
 - b. The system previously used with some updates can be implemented in time for the 2021 elections.
 - c. A computer will be setup in one of the offices for any members of the electorate who do not have internet access.
 - d. Adam will serve as one of two people who will review the code for the voting system. Justin will reach out to contacts that can serve as a second person to review as stipulated in policy 201.1.
 - e. Electronic nominations have not been done in the past, but Justin believes this can be implemented in the proposed timeline.
- 3) Proposed timeline of events and deadlines
 - a. Nominations Open – 17 February, 2021
 - b. Nominations Close – 5 March, 2021
 - c. Committee previews voting, prepare election material distribution – 8 March, 2021
 - d. Election material distribution/voting opens – 19 March, 2021
 - e. Voting closes – 9 April, 2021
 - f. Committee certifies results – 12 April, 2021
 - g. Board certifies results – 19 April, 2021
 - h. New members seated 21 June, 2021
- 4) Adjourn – 4:58pm

Director's Evaluation Process

Submitted by the Personnel Committee on January 19, 2021

Approved by the MSA Board of Directors on _____

Updated:

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DIRECTOR'S JOB DESCRIPTION

This list of competencies is based on the combination of two legal documents: MN Rules 3512.0510: Program Requirements for All Administrative Licenses, including Principals and others, and Minnesota Statutes Section 124E.12(2)(a) The Evaluation of Administrators. Additionally, the MSA Director has job duties that sometimes fall under both the superintendent category and the principal category, therefore, we have included the statutes for both principals and superintendents. This document also includes other MSA requirements for a Director, as indicated.

Subpart 1. Core leadership competencies for Minnesota administrative licenses.

A person who serves as a superintendent, principal, director of special education, or director of community education shall demonstrate competence in the following core areas:

A. Leadership by:

- collaboratively assessing and improving culture and climate;
- providing purpose and direction for individuals and groups;
- modeling shared leadership and decision-making strategies;
- demonstrating an understanding of issues affecting education;
- through a visioning process, formulating strategic plans and goals with staff and community;
- setting priorities in the context of stakeholder needs;
- serving as a spokesperson for the welfare of all learners in a multicultural context;
- understanding how education is impacted by local, state, national, and international events;
- demonstrating the ability to facilitate and motivate others;
- demonstrating the ability to implement change or educational reform.

B. Organizational management by:

- Ensure all programs support the Mission and Vision of the school.
- demonstrating an understanding of organizational systems;
- defining and using processes for gathering, analyzing, managing, and using data to plan and make decisions for program evaluation
- planning and scheduling personal and organizational work, establishing procedures to regulate activities and projects, and delegating and empowering others at appropriate levels;
- demonstrating the ability to analyze need and allocate personnel and material resources;
- developing and managing budgets and maintaining accurate fiscal records;
- demonstrating an understanding of facilities development, planning, and management;
- understanding and using technology as a management tool;
- completing additional MSA competencies which include:
 - Overseeing annual lottery, annual student registration process, and enrollment;
 - assisting with the preparation of the overall school budget;
 - reviewing monthly financial reports and monthly financial estimates with the BOD's Contracted Financial Manager;
 - ensuring that the expenditures are within limits approved by the BOD;
 - working with the BOD's Treasurer and Finance Committee to oversee year-end financial audits;
 - overseeing the appropriation of alternative funding sources;

- providing leadership for the development of a systematic plan for continuous school improvement;
- maintaining student, personnel, business, and other records according to school policy;
- making administrative decisions necessary for the effective and efficient operation of the school, including working with contractors and consultants, as needed;
- proposing a schedule for the school year to the BOD.

C. Diversity leadership by:

- demonstrating an understanding and recognition of the significance of diversity, and responding to the needs of diverse learners;
- creating and monitoring a positive learning environment for all students;
- creating and monitoring a positive working environment for all staff;
- promoting sensitivity about diversity throughout the school community;
- demonstrating the ability to adapt educational programming to the needs of diverse constituencies.

D. Policy and law by:

- developing, adjusting, and implementing policy to meet local, state, and federal requirements and constitutional provisions, standards, and regulatory applications;
- recognizing and applying standards of care involving civil and criminal liability for negligence, harassment, and intentional torts;
- demonstrating an understanding of state, federal, and case law governing general education, special education, and community education;
- completing additional MSA competencies which include:
 - ensuring filing of all required reports by state and federal law/regulation;
 - collaborating with the Policy Committee to advise the BOD of the need for new and revised policies;
 - reviewing and approving all MSA handbooks.

E. Political influence and governance by:

- exhibiting an understanding of school districts as a political system, including governance models;
- demonstrating the ability to involve stakeholders in the development of educational policy;
- understanding the role and coordination of social agencies and human services; and
- demonstrating the ability to align constituencies in support of priorities and build coalitions for programmatic and financial support.
- completing additional MSA competencies which include:
 - attending or delegating a representative to attend, meetings of municipal agencies at which matters pertaining to the school appear on the agenda or are expected to be raised (e.g. transportation and expansion issues);

F. Communication by:

- formulating and carrying out plans for internal and external communications;
- demonstrating facilitation skills;

- recognizing and applying an understanding of individual and group behavior in normal and stressful situations;
- facilitating teamwork;
- demonstrating an understanding of conflict resolution and problem-solving strategies;
- making presentations that are clear and easy to understand;
- responding, reviewing, and summarizing information for groups;
- communicating appropriately, speaking, listening, and writing, for different audiences such as students, teachers, parents, community, and other stakeholders;
- understanding and utilizing appropriate communication technology;
- completing additional MSA competencies which include:
 - conducting a mid-year survey with staff and parents/guardians concerning communication and collaboration in the school;
 - conducting an end of year survey with parents/guardians;
 - ensuring that there is a developed and effective system of communication among stakeholders;
 - keeping the school community informed about educational practices and trends as well as the policies, practices, successes, and challenges of the school;
 - responding to and resolving internal and external inquiries from parents/guardians, employees, and outside organizations regarding school operations and policy.

G. Community relations by:

- articulating organizational purpose and priorities to the community and media;
- requesting and responding to community feedback;
- demonstrating the ability to build community consensus;
- relating political initiatives to stakeholders, including parental involvement programs;
- identifying and interacting with internal and external publics;
- understanding and responding to the news media;
- promoting a positive image of schools and the school district;
- monitoring and addressing perceptions about school-community issues;
- demonstrating the ability to identify and articulate critical community issues that may impact local education;
- completing additional MSA competencies which include:
 - maintaining an effective and strong working relationship with MSA's authorizer;
 - maintaining an effective and strong working relationship with the city of Woodbury and surrounding community;
 - serving as ambassador and advocate of MSA's mission, representing the school at local events, as appropriate;
 - supervising the development and maintenance of relationships with MSA's alumni, the alumni database, and engages alumni in school events;
 - keeping a pulse on the the interactions between teachers, staff, students, and/or parents/guardians;
 - serving as a point of contact for students and families.

H. Curriculum planning and development for the success of all learners by:

- demonstrating the ability to enhance teaching and learning through curriculum assessment and strategic planning for all learners, including early childhood, elementary, middle and junior high school, high school, special education, gifted and talented, and adult levels;

- demonstrating the ability to provide planning and methods to anticipate trends and educational implications;
- demonstrating the ability to develop, implement, and monitor procedures to align, sequence, and articulate curriculum and validate curricular procedures;
- demonstrating the ability to identify instructional objectives and use valid and reliable performance indicators and evaluative procedures to measure performance outcomes;
- appropriately using learning technologies;
- demonstrating an understanding of alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications;
- demonstrating an understanding of the urgency of global competitiveness.

I. Instructional management for the success of all learners by:

- demonstrating an understanding of research of learning and instructional strategies;
- describing and applying research and best practices on integrating curriculum and resources to help all learners achieve at high levels;
- demonstrating the ability to utilize data for instructional decision making;
- demonstrating the ability to design appropriate assessment strategies for measuring learner outcomes;
- demonstrating the ability to implement alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications;
- demonstrating the ability to appropriately use technology to support instruction;
- completing additional MSA competencies which include:
 - working with school staff to maintain the integrity and accuracy of student records;
 - overseeing a student tutoring and mentoring program;
 - visiting MSA classrooms in order to ensure the quality of the educational environment;
 - seeking to stay informed about issues and activities in the school that add to, or detract from, the mission and vision of the school;
 - supervising and observing all instructional practices in the school, including coaching and mentoring directly or through other staff.

J. Human resource management by:

- demonstrating knowledge of effective personnel recruitment, selection, and retention;
- demonstrating an understanding of staff professional development to improve the performance of all staff members;
- demonstrating the ability to select and apply appropriate models for supervision and evaluation;
- describing and demonstrating the ability to apply the legal requirements for personnel selection, development, retention, and dismissal;
- demonstrating an understanding of management responsibilities to act in accordance with federal and state constitutional provisions, statutory and case law, regulatory applications toward education, local rules, procedures, and directives governing human resource management;
- demonstrating an understanding of labor relations and, when applicable, collective bargaining;
- demonstrating an understanding of the administration of employee contracts, benefits, financial accounts, and make recommendations to the BOD;

- completing additional MSA competencies which include:
 - ensuring appropriate staffing and recommending staff contracts to the BOD;
 - ensuring a professional climate on the school campus;
 - facilitating and monitoring staff morale;
 - overseeing implementation of onboarding and mentoring opportunities within the school;
 - maintaining current job descriptions for all personnel;
 - overseeing employee discipline consistent with BOD policies and employment laws.

K. Values and ethics of leadership by:

- demonstrating an understanding of the role of education in a democratic society;
- demonstrating an understanding of and model democratic value systems, ethics, and moral leadership;
- demonstrating the ability to balance complex community demands in the best interest of learners;
- helping learners grow and develop as caring, informed citizens;
- demonstrating an understanding and application of the Code of Ethics for School Administrators under part 3512.5200.

L. Judgment and problem analysis by:

- identifying the elements of a problem situation by analyzing relevant information, framing issues, identifying possible causes, and reframing possible solutions;
- demonstrating adaptability and conceptual flexibility;
- assisting others in forming opinions about problems and issues;
- reaching logical conclusions by making quality, timely decisions based on available information;
- identifying and giving priority to significant issues;
- demonstrating an understanding of and utilize appropriate technology in problem analysis;
- demonstrating an understanding of different leadership and decision-making strategies, including but not limited to collaborative models and modeling appropriately their implementation;
- overseeing student behavior and outcomes.

M. Safety and security by:

- demonstrating the ability to develop and implement policies and procedures for safe and secure educational environments;
- demonstrating the ability to formulate safety and security plans to implement security procedures including an articulated emergency chain of command, safety procedures required by law, law enforcement assistance, communication with the public, and evacuation procedures;
- demonstrating the ability to identify areas of vulnerability associated with school buses, buildings, and grounds and formulate a plan to take corrective action;
- demonstrating an understanding of procedural predictabilities and plan variations where possible;
- demonstrating the ability to develop plans that connect every student with a school adult, eliminate bullying and profiling, and implement recommended threat assessment procedures;
- working with MSA Building Company;

- Ensures proper maintenance of school property and grounds.
- Responsibilities for all buildings on Campus
- Directly monitors Buildings C and D

Subpart 2 Additional Competencies from the **Superintendent Statute**

A person who serves as the MSA Director has job duties that fall under both the superintendent category and the principal category, therefore, the following superintendent competencies should also be demonstrated. Furthermore, some of the following categories might seem to be duplicates of the principal categories, but the actual competencies in each category are different. The MSA Director shall demonstrate all core competencies described in subpart 1, and competence in the following specific areas:

A. **Policy and law** by:

- demonstrating an understanding of the role policy plays in school district governance and administration;
- demonstrating knowledge of statutory regulations affecting school board meetings, communications, procedures, and practices;
- demonstrating an understanding of the roles and responsibilities of the school board;
- completing additional MSA competencies which include:
 - Works with the Contracted Special Education Director to ensure compliance with the guidelines established by the Minnesota Department of Education and ensures implementation of administrative procedures for Special Education and Title I programs consistent with state and federal laws.
 - Works with the special education staff to ensure consistent implementation of special education services across programs.
 - Ensures the Individual Education Plan (IEP) meetings and placement review meetings for special education students are held in accordance with state law.
 - Acts as school administrative representative to IEP meetings and evaluations on high-level IEP meetings or delegates as appropriate.
 - Ensures the Child Study Team process is in place and implemented in accordance with state and federal guidelines.
 - Implements policies of the BOD. Provides input on policies in accordance with state and federal laws.
 - Reports to the BOD about the status of school programs.
 - Acts as liaison between the BOD and school staff.
 - Informs the BOD about rules and regulations of the Minnesota Department of Education.
 - Informs the BOD about current trends and developments in education.
 - Serves as an ex-officio member of the BOD.
 - Works with the BOD Chair to set agendas and documents for BOD workshops and meetings.
 - Attend BOD committee meetings and task force meetings necessary to ensure the effective and efficient running of the school.
 - Works with the BOD in developing and overseeing MSA's Strategic Plan.
 - Works with teachers and administrative staff to ensure adequate representation at BOD committee meetings.
 - Provides regular meetings with BOD members during the school year (e.g. meets with the teacher representatives prior to each monthly staff meeting).

B. **Political influence and governance** by:

- demonstrating an understanding of the role the political process plays in public education and the connection between them;

- demonstrating an understanding of how to interact with local and state governments;
- demonstrating an understanding of the roles played by other community leaders in the school district.

C. **Communication** by:

- demonstrating knowledge of cultivating positive relationships between and with school board members;
- demonstrating an understanding of the importance of communication leadership between the school district and its community.

D. **Organization management** by demonstrating knowledge of factors that affect school finance, including sources of revenue; expenditure classifications; generally acceptable accounting principles; and local, state, and federal finance calculations.

E. **Judgment and problem analysis** by demonstrating knowledge of how to balance varied and competing interests to ensure the mission and vision of the school district is carried forward.

Subpart 3: Principal Competencies: A person who serves as a principal must demonstrate all core competencies described in subpart 1 and competence in the specific areas under this subpart as well.

A. To demonstrate competence in instructional leadership, a principal must:

- support teachers and staff in the implementation of state academic standards, coherent systems of culturally responsive curriculum, instruction, and assessment that promote the mission, vision, and core values of the school district to embody high expectations for student learning;
- demonstrate the ability to understand and apply district wide literacy and lead schoolwide literacy efforts in all content areas including numeracy.

B. To demonstrate competence in monitoring student learning, a principal must:

- demonstrate the ability to create a culture that fosters a community of learners;
- demonstrate an understanding of student support systems and services;
- demonstrate the ability to implement and monitor student management data systems;
- implement school wide policies and practices that encourage positive behavior, and respond to student misconduct in a positive, fair, and unbiased manner;
- demonstrate the ability to develop a master instructional schedule;
- demonstrate the ability to meet the diverse learning needs of all students;
- demonstrate the ability to understand and support a comprehensive program of student activities.

C. To demonstrate competence in grade six through grade 12 leadership, a principal must:

- demonstrate an understanding of the articulation and alignment of curriculum from grade six through grade 12;
- demonstrate an understanding of different organizational systems and structures at the middle and high school levels;
- demonstrate the ability to work with children of all ages;
- demonstrate the ability to work with parents, teachers, and other staff in all levels of schooling;
- demonstrate an understanding of the characteristics of effective transitions from one level of schooling to the next;

- demonstrate an understanding of the developmental needs of children of all ages.

REQUIREMENTS

Education: A four year college degree is required. A Master's degree in Education or similar is preferred.

Experience: Demonstrated leadership experience working with stakeholders toward achieving goals. Demonstrated success in encouraging parent/guardian involvement. Operations and facilities management experience. Experience working with Special Education and Title I programs and requirements. Experience developing an alumni network and working with alumni. Fundraising experience and an ability to raise funds through alternative sources.

License: Current and valid school administrator's license is preferred.

EVALUATION

Performance will be evaluated by the BOD using this job description and pre-established goals.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

KNOWLEDGE/SKILLS

- Knowledge of BOD policies, Minnesota Statutes, as well as policies and procedures of the Minnesota Department of Education, is required.
- Knowledge of curriculum and instructional theory and practices, management principles and financial planning, management information systems, and leadership techniques is essential.
- Managerial, observational, communication, and leadership skills and abilities.
- Ability to read, write, and interpret documents such as curriculum guides, budgets, test results, contracts, grant applications, statutes, and policies.
- Ability to understand and generate written memorandums, employee evaluations, and correspondence with businesses and public contracts.
- Ability to write routine reports and correspondence.
- Ability to speak effectively to individuals and groups.
- Ability to effectively present information and respond to questions from parents, staff, students, and the general public.
- Ability to prepare budgets and the ability to read and interpret fiscal reports.
- Knowledge of popular computer software including MS Office Suite, Google Docs, and a variety of electronic tools (e.g. tablets, smart phones, and interactive whiteboards).
- Capable of correspondence using email and other web-based applications, text messaging, and other social networks.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. *Reasonable accommodations may be made to enable*

individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to: sit; use hands to finger, handle, or feel; reach with hands and arms; talk or hear. The employee is occasionally required to stand, walk, climb, balance, stoop, kneel, crouch, or crawl. The employee must be able to lift and/or move up to 50 pounds.

HOW TO MATCH THE JOB DESCRIPTION (COMPETENCIES) TO THE GOALS IN THE PROFESSIONAL DEVELOPMENT PLAN

Preface:

Minnesota Statutes Section 124E.12(2)(a) states, in part, “The board of directors shall establish qualifications for all persons who hold administrative, supervisory, or instructional leadership roles. The qualifications shall cover at least: instruction and assessment; human resource and personnel management; financial management; legal and compliance management; effective communication; and board, authorizer, and community relationships. The board of directors shall use those qualifications as the basis for job descriptions, hiring, and performance evaluations of those who hold administrative, supervisory, or instructional leadership roles.”

Minnesota Statutes Section 124E.12(2)(b) states: “The board of directors and an individual who does not hold a valid administrative license and who serves in an administrative, supervisory, or instructional leadership position shall develop a professional development plan. The school’s annual report must include public personnel information documenting the professional development plan.”

Because the two government documents don’t match up exactly, this is generally how you would align the competencies to the goals. There may be some cases where a competency could fit more than one goal. For example, different aspects of leadership may fit into all of the following goals.

Professional Development Plan Goals (Minnesota Statutes 124.E12(2)(b))	Competencies (Minnesota Statutes 3512.0510)
General Goals (This was a category that was created by the MSA Board in 2019 to address goals that may fall under another category listed below. In both the 19-20 and 20-21 years, a requirement for licensure fell into this category.)	
Instruction and Assessment	Leadership Curriculum Planning and Development for the Success of All Learners Diversity Leadership Instructional Management for the Success of All Learners
Human Resources and Personnel Management	Leadership Human Resource Management Values and Ethics of Leadership Judgement and Problem Analysis Diversity Leadership
Financial Management	Leadership Organizational Management

Legal and Compliance Management	Leadership Organizational Management Policy and Law Safety and Security
Effective Communication	Leadership Communication
Board, Authorizer and Community Relations	Leadership Political Influence and Governance Community Relations

DIRECTOR PROFESSIONAL DEVELOPMENT PLAN TEMPLATE
YEAR _____

Preface:

Minnesota Statutes Section 124E.12(2)(a) states, in part, “The board of directors shall establish qualifications for all persons who hold administrative, supervisory, or instructional leadership roles. The qualifications shall cover at least: instruction and assessment; human resource and personnel management; financial management; legal and compliance management; effective communication; and board, authorizer, and community relationships. The board of directors shall use those qualifications as the basis for job descriptions, hiring, and performance evaluations of those who hold administrative, supervisory, or instructional leadership roles.”

Minnesota Statutes Section 124E.12(2)(b) states: “The board of directors and an individual who does not hold a valid administrative license and who serves in an administrative, supervisory, or instructional leadership position shall develop a professional development plan. The school’s annual report must include public personnel information documenting the professional development plan.”

Pursuant to the foregoing statute, and following the annual review of the Director’s performance, the Board of Directors of Math & Science Academy has adopted the following Professional Development Plan for its Director for the _____ academic year. The Professional Development Plan should be a combination of organizational and personal development goals; however, whichever goals are chosen are dependent upon the needs of MSA at that time period.

Organizational Goal	Personal Development Goal	Results and Dates
GENERAL GOALS		

Organizational Goal	Personal Development Goal	Results and Dates
INSTRUCTION AND ASSESSMENT		

Organizational Goal	Personal Development Goal	Results and Dates
HUMAN RESOURCES AND PERSONNEL MANAGEMENT		

Organizational Goal	Personal Development Goal	Results
FINANCIAL MANAGEMENT		

Organizational Goal	Personal Development Goal	Results
LEGAL AND COMPLIANCE MANAGEMENT		

Organizational Goal	Personal Development Goal	Results
EFFECTIVE COMMUNICATION		

Organizational Goal	Personal Development Goal	Results and Dates
BOARD, AUTHORIZER, AND COMMUNITY RELATIONSHIPS		

DIRECTOR EVALUATION SCHEDULE

The Board should take the following actions in each month:

July

- Approve any changes to the evaluation schedule

October

- Drafts question for the mid-year staff survey (Can be partially based on previous year's questions)
- Determine date for the January closed meeting

November

- Finalize questions for the mid-year staff survey

December

- Mid-year staff survey
- Share results with the Board and director

January

- Closed Meeting #1: To discuss the results of the staff survey and Climate Survey
- Chair and Vice Chair meet with the director to discuss the results of the meeting
- Draft of final Board Evaluation Form
- Draft of final staff and community survey

February

- Finalize staff and community survey questions
- Send out staff and community survey
- Tabulate staff and community survey and share with the rest of the Board
- Finalize Board evaluation document
- Pick dates for Closed Meetings #2, #3, and #4

March

- Special Closed Meeting #2
- Board Chair will send out the Board Evaluation document to the Board members after the Special Closed meeting #2, and collect and tabulate the results before the Special Closed meeting #3
- Special Closed Meeting #3
- Formulate the final evaluation, which should include a contract, salary, and any terms of employment
- The Chair and Vice Chair will present the offer to the director

April

- Special Closed Meeting #4 if the director requests one
- Rough draft of the director's Professional Development Plan

May

- Finalize the director's Professional Development Plan

Closed Meetings

There will be three or four closed meetings to discuss evaluation:

- Closed Meeting #1: will be in January to discuss the results of the Staff Survey and Climate Survey with director and BOD members
- Closed Meeting #2: will be in early March and will consist of the director's presentation to the Board director and the BOD members
- Closed Meeting #3: will be in late March to conduct the evaluation, without the director. The final evaluation should include evidence from both the mid and year end surveys, individual Board evaluations and observations, and the director's presentation at Closed Meeting #2. The Board should also offer a final evaluation document, a contract, salary, and any terms of employment.

- Closed Meeting #4: will be in early April, as needed, if the director requests one.

COMMUNITY SURVEY QUESTIONS (Sample Questions)

Directions for the Board

These are examples of possible questions that you might use when you ask the community for feedback. You may want some of your questions to remain the same, so that you can look at trends over a few months or years. However, your questions may change based on the Professional Development Plan or goals for that specific year. Just make sure that your questions match up to your goals.

Directions for the Survey-Taker

Upon reflection over the last school year, please rate the Director according to the following indicators:

- 1: Indicates a Need for Improvement where the Director is not meeting expectations.
- 2: Indicates a Proficient ranking where the Director regularly meets expectations and is doing an acceptable job.
- 3: Indicates a Superior ranking where the Director has gone above and beyond expectations.

Does Not Apply: If you have not observed evidence to be able to answer the question, please select this answer.

Comment Box: Please provide examples to help document specific indicators, especially when you have selected Superior or Needs Improvement.

Possible Questions

1. The MSA Director is available and accessible to MSA parents.

1=Needs Improvement

2= Proficient

3= Superior

Does Not Apply

Comment Box:

2. The MSA Director communicates clearly.

1=Needs Improvement.

2= Proficient

3= Superior

Does Not Apply

Comment Box:

3. The MSA Director follows through on tasks and discussion.

1=Needs Improvement

2= Proficient

3= Superior

Does Not Apply

Comment Box:

4. The MSA Director responds to my concerns.

1=Needs Improvement

2= Proficient

3= Superior

Does Not Apply

Comment Box:

5. The MSA Director treats all students fairly.

1=Needs Improvement

2= Proficient

3= Superior
Does Not Apply
Comment Box:

6. The MSA Director solicits feedback from the school community.
1=Needs Improvement
2= Proficient
3= Superior
Does Not Apply
Comment Box:

7. The MSA Director acts on feedback from the school community.
1=Needs Improvement
2= Proficient
3= Superior
Does Not Apply
Comment Box:

7. The MSA Director promotes high expectations for all teachers, administrators, administrative staff, and EAs.
1=Needs Improvement
2= Proficient
3= Superior
Does Not Apply
Comment Box:

8. The MSA Director works to improve my student's educational opportunities.
1=Needs Improvement
2= Proficient
3= Superior
Does Not Apply
Comment Box:

9. The MSA Director fosters volunteer opportunities for parents.
1=Needs Improvement
2= Proficient
3= Superior
Does Not Apply
Comment Box:

10. The MSA Director understands current MSA policies and procedures.
1=Needs Improvement
2= Proficient
3= Superior
Does Not Apply
Comment Box:

11. The MSA Director implements MSA policies and procedures in an equitable fashion.
1=Needs Improvement
2= Proficient

3= Superior
Does Not Apply
Comment Box:

12. I have seen the MSA Director at a school event.

1=Needs Improvement

2= Proficient

3= Superior

Does Not Apply

Comment Box:

13. Do you have any other comments that you would like to make?

STAFF SURVEY QUESTIONS

Sample Questions

Directions for the Board

These are examples of possible questions that you might use when you ask the staff for feedback. You may want some of your questions to remain the same, so that you can look at trends over a few months or years. However, your questions may change based on the Professional Development Plan or goals for that specific year. Just make sure that your questions match up to your goals.

Directions for the Survey-Taker

Upon reflection over the last school year, please rate the Director according to the following indicators:

- 1: Indicates a Need for Improvement where the Director is not meeting expectations.
- 2: Indicates a Proficient ranking where the Director regularly meets expectations and is doing an acceptable job.
- 3: Indicates a Superior ranking where the Director has gone above and beyond expectations.

Does Not Apply: If you have not observed evidence to be able to answer the question, please select this answer.

Comment Box: Please provide examples to help document specific indicators, especially when you have selected Superior or Needs Improvement.

Possible Questions

1. The MSA Director is available and accessible to MSA employees.

1= Needs Improvement

2= Proficient

3= Superior

Does Not Apply

Comment Box:

2. The MSA Director communicates clearly.

1= Needs Improvement

2= Proficient

3= Superior

Does Not Apply

Comment Box:

3. The MSA Director follows through on tasks and discussion.

1= Needs Improvement

2= Proficient

3= Superior

Does Not Apply

Comment Box:

4. The MSA Director responds to my concerns.

1= Needs Improvement

2= Proficient

3= Superior

Does Not Apply

Comment Box:

5. The MSA Director treats all employees fairly.

1= Needs Improvement

2= Proficient

3= Superior
Does Not Apply
Comment Box:

6. The MSA Director solicits feedback from employees.

1= Needs Improvement
2= Proficient
3= Superior
Does Not Apply
Comment Box:

7. The MSA Director acts on feedback from employees.

1= Needs Improvement
2= Proficient
3= Superior
Does Not Apply
Comment Box:

8. The MSA Director promotes high expectations for all teachers, administrators, administrative staff and EAs.

1= Needs Improvement
2= Proficient
3= Superior
Does Not Apply
Comment Box:

9. The MSA Director fosters opportunities for professional development.

1= Needs Improvement
2= Proficient
3= Superior
Does Not Apply
Comment Box:

10. The MSA Director ensures teachers participate in a more equitable distribution of committee and school activity assignments.

1= Needs Improvement
2= Proficient
3= Superior
Does Not Apply
Comment Box:

11. The MSA Director supports the accomplishments of individual, professional goals.

1= Needs Improvement
2= Proficient
3= Superior
Does Not Apply
Comment Box:

12. The MSA Director continues to evaluate my performance in an objective manner and follows the approved process.

1= Needs Improvement

2= Proficient

3= Superior

Does Not Apply

Comment Box:

13. The MSA Director understands the needs of MSA students.

1= Needs Improvement

2= Proficient

3= Superior

Does Not Apply

Comment Box:

14. The MSA Director works to improve the educational opportunities for MSA students.

1= Needs Improvement

2= Proficient

3= Superior

Does Not Apply

Comment Box:

15. The MSA Director encourages collaboration among staff.

1= Needs Improvement

2= Proficient

3= Superior

Does Not Apply

Comment Box:

16. The MSA Director understands current MSA policies and procedures.

1= Needs Improvement

2= Proficient

3= Superior

Does Not Apply

Comment Box:

17. The MSA Director implements MSA policies and procedures in an equitable fashion.

1= Needs Improvement

2= Proficient

3= Superior

Does Not Apply

Comment Box:

18. The MSA Director has provided several community-building events for me to participate in.

1= Needs Improvement

2= Proficient

3= Superior

Does Not Apply

Comment Box:

19. The MSA Director is visible in the school community during the day.

1= Needs Improvement

2= Proficient

3= Superior

Does Not Apply

Comment Box:

20. Do you have any other comments that you would like to make?

MID-YEAR DIRECTOR EVALUATION

Template

Date of Evaluation: _____

Strengths:

Do there need to be any changes to the Professional Development Plan at this point? Please include evidence for the changes.

Other Comments:

Chair's Signature

Date

Director's Signature

Date

Please make two copies, one for the Director, and one to put in the Director's file.

INDIVIDUAL BOARD EVALUATION DOCUMENT

Example

Each goal should be ranked by each of the board members. Each board will have to change the goals and the descriptors every spring as elements of the Professional Development Plan often change from year to year. The board may also change the number of goals and descriptors. Minnesota Statutes Section 124E.12(2)(a) states, in part, “The board of directors shall establish qualifications for all persons who hold administrative, supervisor, or instructional leadership roles. The qualifications shall cover at least: instruction and assessment; human resource and personnel management; financial management; legal and compliance management; effective communication; and board, authorizer, and community relationships. The board of directors shall use those qualifications as the basis for job descriptions, hiring, and performance evaluations of those who hold administrative, supervisory, or instructional leadership roles.” Therefore, there should be goals in each of the aforementioned categories. This sample provides two examples of indicators for each category.

Directions:

Please use the following numbers when scoring the indicators. When giving the scores, please use your own personal observations, the results of the surveys and the director’s self evaluation which was completed in Closed Board Meeting #2.

3: Indicates a Superior ranking where the director has gone above and beyond expectations. Notice that to earn a 3, the director needs to complete all of the descriptors of the section.

2: Indicates a Proficient ranking where the director regularly meets expectations and is doing an acceptable job. This is what most directors would get and represents a little bit of space for the board to recognize that effort was made and implemented, but there remains work to be done.

1: Indicates a Need for Improvement where the director is not meeting expectations or due dates.

Please write your score in the box, so that all answers are clear.

General Goals

Sample:

Meet all elements of the Director’s job description.

<p>3-Superior Demonstrates a commitment to meeting all elements of the job description.</p> <p>And, additional actions and goals were taken on, and met as well.</p>	<p>2-Proficient All of the elements of the job description were met.</p>	<p>1-Needs Improvement There were components that were not met, or completed poorly.</p>
--	--	--

Score: _____

Comments:

Sample:

Make one year of progress towards obtaining the Administrative License, with the long term goal of completing the license in two years.

<p>3-Superior There is evidence that the director will complete the Administrative License before the end of the 2020-2021 school year</p> <p>There is ample evidence that the knowledge gained is utilized in the administration of the school.</p>	<p>2-Proficient There is evidence that the director will complete the license by the end of the 2020-2021 school year.</p> <p>And, there is some evidence that the knowledge gained is utilized in the administration of our school</p>	<p>1-Needs Improvement The Director is not on track to complete the License by the end of the 2020-2021 school year.</p> <p>There is no evidence that the knowledge gained in the Licensure was utilized in the administration of our school.</p>
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Score: _____

Comments:

Instruction and Assessment

Sample:

Climate Survey

- Conduct a MSA climate survey of staff and faculty by December 20, 2019.
- Review the results of the survey and draft a plan to address any issues identified by the climate survey.
- Present the results of the climate survey and draft plan to the Board of Directors by February 18, 2020.

<p>3-Superior The climate survey was completed and presently in a timely manner.</p> <p>And there is a clear commitment to the presented plan, and to address any issues that may result.</p> <p>And there is a culture of inclusivity among staff and students, where all staff and students feel welcome, valued, and appreciated, and learning can occur.</p>	<p>2-Proficient The climate survey was completed in a timely manner.</p> <p>And, the plan presented seems reasonable and actions were taken to implement the changes</p> <p>And there seems to be a culture of inclusivity among staff and students where most feel welcomed, valued and appreciated.</p>	<p>1-Needs Improvement The survey was not completed, or not in a timely manner.</p> <p>Or the plan to address any issues is unclear and incomplete.</p> <p>Many staff or students do not feel welcomed, valued and appreciated, and because of this, learning may be stymied.</p>
--	---	---

Score: _____

Comments:

Sample:

Authorizer Academic Goals

- The director along with the Academics Committee will create a plan to meet the academic goals.
- Professional Development will be provided so that students can meet the academic goals.

<p>3-Superior Standardized tests showed that all academic goals were realized.</p> <p>And, there was clear leadership, and commitment to the presented plan throughout all decision making processes.</p>	<p>2-Proficient Standardized tests demonstrated improvement, in all of the scores, although some goals may not have been met.</p> <p>And, the plan presented seemed reasonable and there were some actions taken to implement the changes.</p>	<p>1-Needs Improvement Scores did not improve</p> <p>Or the plan to address the goals was unclear and incomplete.</p>
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Score: _____

Comments:

Human Resources and Personnel Management

Sample:

Task Forces led by seasoned teachers

- Seasoned teachers will lead some of the major initiatives of the school, to ensure the paradigm of a teacher-driven charter school remains.

<p>3-Superior Delegates responsibility to staff that will foster professional growth, leadership and decision-making skills.</p> <p>And, most of the decisions were successful, or guidance was provided to ensure improvement and oversight.</p>	<p>2-Proficient Delegates responsibility to staff that will foster professional growth, leadership and decision-making skills.</p> <p>Although there may have been oversight and guidance, improvements may not have been very successful.</p>	<p>1-Needs Improvement Delegation was ineffective and inappropriate for the job skills that the staff have.</p> <p>Or there was no guidance or oversight of the decisions made.</p> <p>Or, tightly controls decisions made.</p>
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Sample:

Human Resources Management - Delegation of Duties

- ❑ Delegate appropriate responsibilities to staff that will foster professional growth, leadership and decision-making skills.
- ❑ Additional responsibilities of the assistant directors will include but not be limited to: a) the facilities in which their offices are located, b) the personnel concerns of their individual buildings, and c) the behavior of the student grade levels located in their individual buildings.

<p>3-Superior Delegates responsibility to assistant directors that will foster professional growth, leadership and decision-making skills.</p> <p>And, most of the decisions were successful, or guidance was provided to ensure improvement and oversight.</p> <p>And, all of the following seem to be exceptional in each of the buildings ___ Conditions of the facilities were maintained and cleanly. ___ Personnel concerns were promptly and appropriately handled. ___ Appropriate behavioral systems are in place and are utilized to increase respectful behavior</p>	<p>2-Proficient Delegates responsibility to assistant directors that will foster professional growth, leadership and decision-making skills.</p> <p>Although there may have been oversight and guidance, improvements may not have been very successful.</p> <p>And, there is evidence that the following were attempted. ___ Conditions of the facilities were maintained and cleanly. ___ Personnel concerns were promptly and appropriately handled. ___ Appropriate behavioral systems are in place and are utilized to increase respectful behavior</p>	<p>1-Needs Improvement Delegation was ineffective and inappropriate for the job skills that the assistant directors have.</p> <p>Or there was no guidance or oversight of the decisions made.</p> <p>Or, tightly controls decisions made.</p> <p>Or, one or more of the following was not completed appropriately. ___ Conditions of the facilities were maintained and cleanly. ___ Personnel concerns were promptly and appropriately handled. ___ Appropriate behavioral systems are in place and are utilized to increase respectful behavior</p>
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Score: _____

Comments:

Financial Management

Sample:

Create a Facilities Management Plan

- ❑ Create, document and implement a five-year facilities management plan, including a current status of buildings, identifying future facilities improvements, and a projected plan to identify and secure funding.

<p>3-Superior There is a clearly documented plan. This includes all of the following: ___evidence of</p>	<p>2-Proficient There is a documented plan but 1 part is missing or incomplete from the following list :</p>	<p>1-Needs Improvement There is not a plan</p> <p>Or, there are 2 or more parts missing and/or incomplete</p>
--	---	--

implementation ___ current status of buildings ___ future improvements are identified ___ there is a plan to secure funding.	___ evidence of implementation ___ current status of buildings ___ future improvements are identified ___ there is a plan to secure funding.	from the following list: ___ evidence of implementation ___ current status of buildings ___ future improvements are identified ___ There is a plan to secure funding.
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Score: _____

Comments:

Sample:

Create an Expansion Plan

- Collaborate with the Expansion Committee to propose a timeline for expansion by the end of the 2019-2020 school year.

3-Superior There is a clearly identified timeline with all of the following: ___ A list of necessary action items ___ Possible timetable for implementation ___ Identification of possible locations ___ A possible plan to secure the funding ___ All parts of the plan help to secure the school’s mission and vision.	2-Proficient There is a clearly identified plan, but one of the following items are missing or incomplete: ___ A list of necessary action items ___ Possible timetable for implementation ___ Identification of possible locations ___ A possible plan to secure the funding ___ All parts of the plan help to secure the school’s mission and vision.	1-Needs Improvement There is a plan, but two or more of the following items are missing or incomplete: ___ A list of necessary action items ___ Possible timetable for implementation ___ Identification of possible locations ___ A possible plan to secure the funding ___ All parts of the plan help to secure the school’s mission and vision. Or, There is no plan.
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Score: _____

Comments:

Legal Compliance and Management

Sample:

Human Resource Management - Evaluation

- The Director shall put in place appropriate performance evaluation systems; assure school staff are evaluated annually, complete required evaluations; ensure necessary development plans are in place and that evaluations are consistent.

- Collaborate with the Personnel Committee to update job descriptions for all administrative staff positions by April 30, 2020.
- Create an evaluation system for all administrative staff positions. The Director shall conduct appropriate mid-year training on the evaluation system and an end-of-the-year review of all administrative staff using the new evaluation system.

<p>3-Superior Updated job descriptions are completed by April 30 for all administrative staff.</p> <p>And, all administrative staff are evaluated yearly.</p> <p>And, assures that mid-year training was completed for the updated system and that all of the staff was aware of the new requirements.</p> <p>And, ensures that all developmental plans are in place and implemented consistently.</p>	<p>2-Proficient Updated job descriptions are completed by April 30 for most of the administrative staff.</p> <p>And, most of the administrative staff are evaluated yearly.</p> <p>And, mid-year training was completed for the updated system and that most of the staff are aware of the new requirements.</p> <p>And, ensures that most developmental plans are in place and implemented consistently.</p>	<p>1-Needs Improvement Updated job descriptions were not completed</p> <p>Or, most of the administrative staff are not evaluated yearly.</p> <p>Or, mid-year training was not completed for the updated system and most of the staff are not aware of the new requirements.</p> <p>Or, implementation of developmental plans is inconsistent.</p>
--	---	---

Score: _____

Comments:

Effective Communication

Sample:

- Receive an “adequate or above” ranking from 67% of all respondents to a parent survey question, “The Director communicates clearly.”

<p>3-Superior The Director received a score of 2 from 85% or more of all respondents</p>	<p>2-Proficient The Director received a score of 2 from 67% or more of all respondents</p>	<p>1-Needs Improvement The Director received a score of 2 from less than 66% of all respondents</p>
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Score: _____

Sample:

- Receive an “adequate or above” ranking from 67% of all respondents to a staff survey question, “The Director communicates clearly.”

<p>3-Superior The Director received a score of 2 from 85% or more of all respondents</p>	<p>2-Proficient The Director received a score of 2 from 67% or more of all respondents</p>	<p>1-Needs Improvement The Director received a score of 2 from less than 66% of all respondents</p>
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Score: _____

Comments:

Board, Authorizer and Community Relationships

Sample:

Communication and Community Relationships

- Inform the community as a whole with appropriate, regular communications on a variety of topics. Communicate monthly with the school community through an email newsletter. This communication should include timely information regarding issues that arise during the school year.

<p>3-Superior There are monthly email communications via the newsletter.</p> <p>And, there is a commitment to promptly address and communicate any additional issues to the community.</p> <p>And, communication was thoughtful and tailored to ensure positive outcomes.</p>	<p>2-Proficient There are monthly email communications via the newsletter.</p> <p>And, there are attempts to promptly address and communicate any additional issues to the community.</p>	<p>1-Needs Improvement Regular email communication was inconsistent.</p> <p>Or, many issues were left uncommunicated with the community.</p> <p>Or, communication did not help to ensure positive outcomes.</p>
---	---	---

Score: _____

Comments:

Sample:

Community Relationship Building

The Director will be visible at a variety of school events and approachable by staff; prioritizes regular visits to buildings and classrooms; consistently follows open door policies.

- Over the course of two years, the Director will attend at least one gathering of each school activity. This may include a meeting, practice, competition, performance or banquet.
- The Director will attend the fall and spring concerts, one play and one athletic parent-night game during each of the two years.
- The Director will include a mention of his visits to activities in the monthly newspaper.

<p>3-Superior The director has attended all of the following: ___ at least one meeting of over 1/2 of the school activities ___ fall concert ___ spring concert ___ one play ___ one athletic parent-night ___ all visits are mentioned in the newsletter</p> <p>And, the director is committed to an open-door policy.</p> <p>And, the director is approachable.</p>	<p>2-Proficient The director has attended 5 of the following: ___ at least one meeting of over 1/2 of the school activities ___ fall concert ___ spring concert ___ one play ___ one athletic parent-night ___ all visits are mentioned in the newsletter</p> <p>And, the director usually follows an open-door policy.</p> <p>And, the director is approachable.</p>	<p>1-Needs Improvement The director has attended 4 or less of the following: ___ at least one meeting of over 1/2 of the school activities ___ fall concert ___ spring concert ___ one play ___ one athletic parent-night ___ all visits are mentioned in the newsletter</p> <p>Or the director's door is often closed.</p> <p>Or, the director is not approachable.</p>
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Score: _____

Comments:

Summary Evaluation

What were the three biggest achievements that the Director made this year?

- 1.
- 2.
- 3.

What are the three biggest improvements that the Director still needs to make?

- 1.
- 2.
- 3.

Do you have any recommendations regarding salary?

No recommendation:

No increase:

Cost of Living Increase:

Additional Percentage:

Other Suggestions:

The language in this evaluation was based on the Saint Paul Public Schools Principal Evaluation form and the MSBA Superintendent Evaluation resource.

INDIVIDUAL BOARD EVALUATION TEMPLATE

Each goal should be ranked by each of the board members. Each board will have to change the goals and the descriptors every spring as elements of the Professional Development Plan often change from year to year. The board may also change the number of goals and descriptors. Minnesota Statutes Section 124E.12(2)(a) states, in part, “The board of directors shall establish qualifications for all persons who hold administrative, supervisor, or instructional leadership roles. The qualifications shall cover at least: instruction and assessment; human resource and personnel management; financial management; legal and compliance management; effective communication; and board, authorizer, and community relationships. The board of directors shall use those qualifications as the basis for job descriptions, hiring, and performance evaluations of those who hold administrative, supervisory, or instructional leadership roles.” Therefore, there should be goals in each of the aforementioned categories.

Directions:

Please use the following numbers when scoring the indicators. When giving the scores, please use your own personal observations, knowledge, and the results of the surveys.

- 3: Indicates a Superior ranking where the director has gone above and beyond expectations. Notice that to earn a 3, the director needs to complete all of the descriptors of the section.
- 2: Indicates a Proficient ranking where the director regularly meets expectations and is doing an acceptable job. This is what most directors would get and represents a little bit of space for the board to recognize that effort was made and implemented, but there remains work to be done.
- 1: Indicates a Need for Improvement where the director is not meeting expectations or due dates.

Please write your score in the box, so that all answers are clear. Please feel free to write any comments.

General Goals

Goal:

3-Superior	2-Proficient	1-Needs Improvement
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Score: _____

Comments:

Goal:

3-Superior	2-Proficient	1-Needs Improvement
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Score: _____

Comments:

Goal:

3-Superior	2-Proficient	1-Needs Improvement
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Score: _____

Comments:

Instruction and Assessment

Goal:

3-Superior	2-Proficient	1-Needs Improvement
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Score: _____

Comments:

Goal:

3-Superior	2-Proficient	1-Needs Improvement
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Score: _____

Comments:

Human Resources and Personnel Management

Goal:

3-Superior	2-Proficient	1-Needs Improvement
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Score: _____

Comments:

Goal:

3-Superior	2-Proficient	1-Needs Improvement
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Score: _____

Comments:

Financial Management

Goal:

3-Superior	2-Proficient	1-Needs Improvement
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Score: _____

Comments:

Goal:

3-Superior	2-Proficient	1-Needs Improvement
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Score: _____

Comments:

Legal Compliance and Management

Goal:

3-Superior	2-Proficient	1-Needs Improvement
------------	--------------	---------------------

Score: _____

Comments:

Goal:

3-Superior	2-Proficient	1-Needs Improvement
------------	--------------	---------------------

Score: _____

Comments:

Effective Communication

Goal:

3-Superior	2-Proficient	1-Needs Improvement
------------	--------------	---------------------

Score: _____

Comments:

Goal:

3-Superior	2-Proficient	1-Needs Improvement
------------	--------------	---------------------

Score: _____

Comments:

Board, Authorizer and Community Relationships

Goal:

3-Superior	2-Proficient	1-Needs Improvement
------------	--------------	---------------------

Score: _____

Comments:

Goal:

3-Superior	2-Proficient	1-Needs Improvement
------------	--------------	---------------------

Score: _____

Comments:

Summary Evaluation

What were the three biggest achievements that the Director made this year?

1.

2.

3.

What are the three biggest improvements that the Director still needs to make?

1.

2.

3.

Do you have any recommendations regarding salary?

No recommendation:

No increase:

Cost of Living Increase:

Additional Percentage:

Other Suggestions:

The language in this evaluation was based on the Saint Paul Public Schools Principal Evaluation form and the MSBA Superintendent Evaluation resource.

CUMULATIVE BOARD EVALUATION TEMPLATE
Compiled by the Chair

This document should be created after the Closed Meeting #2 and before Closed Meeting #3. The Chair should collect all of the completed Individual Board Evaluations and compile the results here. The Chair should be able to copy and paste all of the goals and indicators into this document and then compile the numbers and any comments from each board member. This document will be shared with all Board members and the Director.

Example:

General Goals

Goal: Meet all elements of the Director’s job description.

<p>3-Superior Demonstrates a commitment to meeting all elements of the job description.</p> <p>And, additional actions and goals were taken on, and met as well.</p>	<p>2-Proficient All of the elements of the job description were met.</p>	<p>1-Needs Improvement There were components that were not met, or completed poorly.</p>
---	---	---

Put each board member’s score into one of the boxes below:

2	2	2	3	3	2	1	3	1
---	---	---	---	---	---	---	---	---

Did the Director receive a score of 2 from 67% or more of all respondents? 77.78% (7 out of 9 people gave the Director a 2 or better.)

Comments:

There were a couple of things left undone, but it was because of Covid.

General Goals

Goal:

3-Superior	2-Proficient	1-Needs Improvement
------------	--------------	---------------------

--	--	--	--	--	--	--	--	--

Did the Director receive a score of 2 from 67% or more of all respondents? ____ %

Comments:

Goal:

3-Superior	2-Proficient	1-Needs Improvement
------------	--------------	---------------------

--	--	--	--	--	--	--	--	--

Did the Director receive a score of 2 from 67% or more of all respondents? ____ %

Comments:

Goal:

3-Superior	2-Proficient	1-Needs Improvement
------------	--------------	---------------------

--	--	--	--	--	--	--	--	--

Did the Director receive a score of 2 from 67% or more of all respondents? ____ %

Comments:

Instruction and Assessment

Goal:

3-Superior	2-Proficient	1-Needs Improvement
------------	--------------	---------------------

--	--	--	--	--	--	--	--	--

Did the Director receive a score of 2 from 67% or more of all respondents? ____ %

Comments:

Goal:

3-Superior	2-Proficient	1-Needs Improvement
------------	--------------	---------------------

--	--	--	--	--	--	--	--	--

Did the Director receive a score of 2 from 67% or more of all respondents? ____ %

Comments:

Human Resources and Personnel Management

Goal:

3-Superior	2-Proficient	1-Needs Improvement
------------	--------------	---------------------

--	--	--	--	--	--	--	--	--

Did the Director receive a score of 2 from 67% or more of all respondents? ____ %

Comments:

Goal:

3-Superior	2-Proficient	1-Needs Improvement
------------	--------------	---------------------

--	--	--	--	--	--	--	--	--

Did the Director receive a score of 2 from 67% or more of all respondents? ____ %

Comments:

Financial Management

Goal:

3-Superior	2-Proficient	1-Needs Improvement
------------	--------------	---------------------

--	--	--	--	--	--	--	--	--

Did the Director receive a score of 2 from 67% or more of all respondents? ____ %

Comments:

Goal:

3-Superior	2-Proficient	1-Needs Improvement
------------	--------------	---------------------

--	--	--	--	--	--	--	--	--

Did the Director receive a score of 2 from 67% or more of all respondents? ____ %

Comments:

Legal Compliance and Management

Goal:

3-Superior	2-Proficient	1-Needs Improvement
------------	--------------	---------------------

--	--	--	--	--	--	--	--	--

Did the Director receive a score of 2 from 67% or more of all respondents? ____ %

Comments:

Goal:

3-Superior	2-Proficient	1-Needs Improvement
------------	--------------	---------------------

--	--	--	--	--	--	--	--	--

Did the Director receive a score of 2 from 67% or more of all respondents? ____ %

Comments:

Effective Communication

Goal:

3-Superior	2-Proficient	1-Needs Improvement
------------	--------------	---------------------

--	--	--	--	--	--	--	--	--

Did the Director receive a score of 2 from 67% or more of all respondents? ____ %

Comments:

Goal:

3-Superior	2-Proficient	1-Needs Improvement
------------	--------------	---------------------

--	--	--	--	--	--	--	--	--

Did the Director receive a score of 2 from 67% or more of all respondents? ____ %

Comments:

Board, Authorizer and Community Relationships

Goal:

3-Superior	2-Proficient	1-Needs Improvement
------------	--------------	---------------------

--	--	--	--	--	--	--	--	--

Did the Director receive a score of 2 from 67% or more of all respondents? ____ %

Comments:

Goal:

3-Superior	2-Proficient	1-Needs Improvement
------------	--------------	---------------------

--	--	--	--	--	--	--	--	--

Did the Director receive a score of 2 from 67% or more of all respondents? ____ %

Comments:

Summary Evaluation

<p>What were the three biggest achievements that the Director made this year?</p> <p>1.</p> <p>2.</p> <p>3.</p>

What are the three biggest improvements that the Director still needs to make?

- 1.

- 2.

- 3.

Do you have any recommendations regarding salary?

No recommendation:

No increase:

Cost of Living Increase:

Additional Percentage:

Other Suggestions:

The language in this evaluation was based on the Saint Paul Public Schools Principal Evaluation form and the MSBA Superintendent Evaluation resource.

END OF THE YEAR DIRECTOR EVALUATION

Date of Evaluation: _____

Goals	3=Superior	2=Proficient	1=Needs Improvement
General Goals			
Instruction and Assessment			
Human Resources and Personnel Management			
Financial Management			
Legal Compliance and Management			
Effective Communication			
Board, Authorizer and Community Relationships			

Strengths:

Board Directed Goals for Next Year:

Other Comments:
Renewal of Contract Offered:
Salary Offered:

Chair's Signature

Date

Director's Signature

Date

Please make two copies, one for the Director, and one to put in the Director's file.

The time has come again to perform the yearly Director's Evaluation process. One of the parts of the evaluation includes collecting input and comments from the community based on specific goals and standards. Thank you so much for your anonymous input.

Upon reflection over the school year, please rate the Director according to the following indicators:

1: Indicates a Need for Improvement where the Director is not meeting expectations.

2: Indicates a Proficient ranking where the Director regularly meets expectations and is doing an acceptable job.

3: Indicates a Superior ranking where the Director has gone above and beyond expectations.

Does Not Apply: If you have not observed evidence to be able to answer the question, please select this answer.

Comments: Please provide examples to help document specific indicators, especially when you have selected Superior or Needs Improvement.

This survey is completely anonymous.

1. The MSA Director is available and accessible to MSA parents and guardians.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

2. The MSA Director communicates clearly.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

3. The MSA Director follows through on tasks and discussion.

- 1. Needs Improvement
- 2. Proficient
- 3. Superior
- Does Not Apply

Comments:

4. The MSA Director responds to my concerns.

- 1. Needs Improvement
- 2. Proficient
- 3. Superior
- Does Not Apply

Comments:

5. The MSA Director treats all students fairly.

- 1. Needs Improvement
- 2. Proficient
- 3. Superior
- Does Not Apply

Comments:

6. The MSA Director solicits feedback from the school community.

- 1. Needs Improvement
- 2. Proficient
- 3. Superior
- Does Not Apply

Comments:

7. The MSA Director acts on feedback from the school community.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

8. The MSA Director promotes high expectations for all teachers.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

9. The MSA Director promotes high expectations for all Assistant Directors.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

10. The MSA Director promotes high expectations for all administrative staff.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

11. The MSA Director promotes high expectations for all EA's.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

12. The MSA Director works to improve my student's educational opportunities.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

13. The MSA Director fosters volunteer opportunities for parents.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

14. The MSA Director understands current MSA policies and procedures.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

15. The MSA Director implements MSA policies and procedures in an equitable fashion.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

16. The Middle School Assistant Director successfully completed assigned goals in a timely fashion (fall planning major school fundraising etc).

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

17. The High School Assistant Director successfully completed assigned goals in a timely fashion (kept up rSchool on time, activities handbook, etc...).

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

18. The MSA Director demonstrates ownership of the decision-making process and results.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

19. Do you have any other comments that you would like to share?

Please Read Survey Description Below before Taking Survey

The time has come again to begin the yearly Director's Evaluation process. One of the parts of the evaluation includes collecting input and comments from the staff and community based on specific goals and standards. We have also included the climate survey questions. The climate survey questions are indicated as such on the survey. Thank you so much for your anonymous input.

Upon reflection over the last school year, please rate the Director according to the following indicators:

1: Indicates a Need for Improvement where the Director is not meeting expectations.

2: Indicates a Proficient ranking where the Director regularly meets expectations and is doing an acceptable job.

3: Indicates a Superior ranking where the Director has gone above and beyond expectations.

Does Not Apply: If you have not observed evidence to be able to answer the question, please select this answer.

Comment: Please provide examples to help document specific indicators, especially when you have selected Superior or Needs Improvement.

1. The MSA Director is available and accessible to MSA employees.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

2. The MSA Director communicates clearly.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

3. The MSA Director follows through on tasks and discussion.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

4. The MSA Director responds to my concerns.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

5. The MSA Director treats all employees fairly.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

6. The MSA Director solicits feedback from employees.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

7. The MSA Director acts on feedback from employees.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

8. The MSA Director promotes high expectations for all teachers.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

9. The MSA Director promotes high expectations for all administrators.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

10. The MSA Director promotes high expectations for all EA's.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

11. The MSA Director promotes high expectations for all administrative staff.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

12. The MSA Director fosters opportunities for professional development.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

13. The MSA Director ensures teachers participate in a more equitable distribution of committee and school activity assignments.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

14. The MSA Director supports the accomplishments of individual, professional goals.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

15. The MSA Director continues to evaluate my performance in an objective manner and follows the approved process.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

16. The MSA Director understands the needs of MSA students.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

17. The MSA Director works to improve the educational opportunities for MSA students.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

18. The MSA Director encourages collaboration among staff.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

19. The MSA Director understands current MSA policies and procedures and implements them.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

20. The MSA Director has provided several community-building events for me to participate in.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

21. The MSA Director is visible in the school community during the day and is visible engaged with students and staff.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

22. The MSA Director facilitates an environment of inclusivity that celebrates MSAs diversity and values.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

23. The MSA Director is equitable in application of evaluative policies and procedures.

- 1. Needs Improvement
- 2. Proficient
- 3. Superior
- Does Not Apply

Comments:

24. The Middle School Assistant Director successfully completed assigned goals in a timely fashion (fall planning, major school fundraising, PBIS data is analyzed, evaluate program success, guide PD opportunities, mentoring, etc..)

- 1. Needs Improvement
- 2. Proficient
- 3. Superior
- Does Not Apply

Comments:

25. The High School Assistant Director successfully completed assigned goals in a timely fashion (activities handbook, coaches handbook, rSchool, updated activities pages, graduation planning, etc...)

- 1. Needs Improvement
- 2. Proficient
- 3. Superior
- Does Not Apply

Comments:

26. The Middle School Assistant Director actively sought to build an interpersonal relationship with me.

- 1. Needs Improvement
- 2. Proficient
- 3. Superior
- Does Not Apply

Comments:

27. The High School Assistant Director actively sought to build an interpersonal relationship with me.

1. Needs Improvement
 2. Proficient
 3. Superior
 Does Not Apply

Comments:

28. The MSA Director is equitable in application of MSA and Staff handbook policies and procedures.

1. Needs Improvement
 2. Proficient
 3. Superior
 Does Not Apply

Comments:

29. The MSA Director works to consistently reach consensus and demonstrates skills in group facilitation.

1. Needs Improvement
 2. Proficient
 3. Superior
 Does Not Apply

Comments:

30. The MSA Director demonstrates ownership of the decision-making process and results.

1. Needs Improvement
 2. Proficient
 3. Superior
 Does Not Apply

Comments:

31. The MSA Director consistently enforces the Chain of Communication.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

32. I know or can find the Director's Office Hours.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

33. Do you have any other comments to share?

Please Read Survey Description Below before Taking Survey

The time has come again to begin the yearly Director's Evaluation process. One of the parts of the evaluation includes collecting input and comments from the staff and community based on specific goals and standards. We have also included the climate survey questions. The climate survey questions are indicated as such on the survey. Thank you so much for your anonymous input.

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3: Indicates a Superior ranking where the Director has gone above and beyond expectations.

Does Not Apply: If you have not observed evidence to be able to answer the question, please select this answer.

Comment: Please provide examples to help document specific indicators, especially when you have selected Superior or Needs Improvement.

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1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

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3. Superior
- Does Not Apply

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3. The MSA Director follows through on tasks and discussion.

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3. Superior
- Does Not Apply

Comments:

4. The MSA Director responds to my concerns.

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2. Proficient
3. Superior
- Does Not Apply

Comments:

5. The MSA Director treats all employees fairly.

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- 2. Proficient
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- 1. Needs Improvement
- 2. Proficient
- 3. Superior
- Does Not Apply

Comments:

10. The MSA Director promotes high expectations for all EA's.

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- 2. Proficient
- 3. Superior
- Does Not Apply

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Comments:

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2. Proficient
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Comments:

22. The MSA Director facilitates an environment of inclusivity that celebrates MSAs diversity and values.

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3. Superior
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Comments:

24. The Middle School Assistant Director successfully completed assigned goals in a timely fashion (fall planning, major school fundraising, PBIS data is analyzed, evaluate program success, guide PD opportunities, mentoring, etc..)

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 3. Superior
 Does Not Apply

Comments:

25. The High School Assistant Director successfully completed assigned goals in a timely fashion (activities handbook, coaches handbook, rSchool, updated activities pages, graduation planning, etc...)

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 3. Superior
 Does Not Apply

Comments:

26. The Middle School Assistant Director actively sought to build an interpersonal relationship with me.

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2. Proficient
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Comments:

31. The MSA Director consistently enforces the Chain of Communication.

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2. Proficient
3. Superior
- Does Not Apply

Comments:

32. I know or can find the Director's Office Hours.

1. Needs Improvement
2. Proficient
3. Superior
- Does Not Apply

Comments:

33. Do you have any other comments to share?

Monthly COVID Evaluation

MDH Rating:

Based on the February 4th data from MDH, we currently qualify for distance learning. The COVID-19 Positivity Rate as of February 11th was not available at the time of this report's submission but it is projected to be approximately 26.3 in Washington county, which is down from 34.38 from the last report period on February 4th. Utilizing a model in which we take into account Dakota, Ramsey, Hennepin, and Washington counties, the rate would correlate to 23.1 as of February 11th.

ISD 833 Scenario: Grades 6-8 and 11-12 will be in hybrid learning starting February 16th. Grades 9-10 begin hybrid learning starting March 1.

Survey Results:

There were several surveys conducted over the past month. The parent and student survey results are included in this packet, while the staff and partial in-person parent surveys are not due to data privacy. Summary information from the surveys include:

Parent survey:

- i. Appears kids are doing better academically vs socially
- ii. Appears parents want their children to come back in person
- iii. Overall - Parents are saying kids are doing a 7 out of 10 overall
- iv. Total number of respondents 232 parents for 340 students
- v. Most challenging part of distance learning is
 1. Socially Distanced From Peers (48.6%)
 2. Organization (16.9%)
- vi. Most Beneficial
 1. Safety 35.2%
 2. Flexibility 27.7%
- vii. 64% of respondents knew they could go to the MSA website to find info on activities before this survey
- viii. 67% knew there is mental health section on website

Student survey:

- i. 233 respondents
- ii. Academically coping well
- iii. Social coping the biggest struggle
- iv. Overall - students average a 7 out of 10
- v. Most challenging part of distance learning is
 1. Socially Distanced From Peers (38.7%)
 2. Academics (22.6%)

- vi. Most Beneficial
 - 1. WIN Fridays 40.8%
- vii. 58% of students knew they could find out about activities on the website
- viii. Less kids are participating in activities vs normal.
- ix. 48% knew there is mental health section on website
- x. Seeing friends if we go in person is the highest benefit for partial in-person
- xi. Biggest in-person worries are
 - 1. Getting COVID-19
 - 2. Giving COVID-19 to someone else

Staff surveys:

Responses from teachers showed the following data when asked what type of partial in-person class they would hold. This information was shared with parents when the partial in-person attendance survey was conducted.

Type of class	Middle School	High School	AP Courses
15-45 minutes synchronous	14	17	7
asynchronous -	2	1	0
Both	1	1	1
Other -	1	1	0

From a different survey, 8 staff were identified as not returning on campus due to medical conditions. Of these, 6 would need a classroom monitor.

Partial in-person survey:

Of the parents who indicated in November that they wanted their child to attend partial in-person classes (representing approximately 40% of the student population), only 7 chose to move their child to distance learning.

Administrative Recommendations:

Outside activities may be held as long as they are in pods of less than 25, masks are worn, and all other safety precautions are adhered to. Coaches must be present for attendance and safety guidance.

On campus activities will continue provided the county rates stay below 50/10,000. WIN Friday and other on campus activities will continue provided safety protocols are followed.

A survey will go out to parents in the next month to identify how many of the respondents are willing to commit to becoming a classroom monitor (43 indicated they would be willing to assist but only 3 contacted me). Staff will be surveyed concerning their preference for a learning scenario prior to next month's board meeting.

A separate document contains Items/Procedures/Status Required for Distance Learning, Partial In-person, and Full In-person Scenarios.

In-Person COVID-19 Building Procedures

All buildings:

General Expectations

Social distance whenever possible

Wear a mask above your nose.

If you have a medical reason for not wearing a mask a document from a medical provider stating this exemption.

Wash hands frequently for 20 seconds, especially after using the restroom and before lunch

Use hand sanitizer often

Wipe down any area you have used (desk, lunch table, etc.)

Student exit bus and goes directly to 1st class.

Offices will have day number sign posted on the inside front door of Building A, B and C

Student exit buildings immediately at the end of the day

Follow the arrows and social distancing markers

No lockers

Drinking fountains will not be available but there are hydration stations in buildings A and B. Students should bring water bottles.

Building A:

Enter the building through doors by the main office

Exit the building through the door by room 16 in the annex

Hallway

Masks must be worn properly at all times

All hallways are 1 way traffic during passing time. Upon entering the building...

Turn left to go to rooms 1 and 2

Turn right to immediately go to room 4

Go straight through the GH to go to rooms 5-10

Turn right and go down the hallway towards the bathroom. Turn right again to go down the annex hallway to rooms 11-18

All hallways are 2 way traffic during class time

All hallways are 1 way traffic during lunch passing times following the standard passing time traffic flow pattern

Passing time directions will be labeled with arrows on floor

Students in rooms 2A and 17A will be dismissed 2 minutes before the end of the class period. Students in rooms 1A and 18A will be dismissed 1 minute before the end of the class period.

Office staff can help with reminders

All Staff must be monitoring students during passing time to stop student

congregating.

EA's will be monitor students as they walk from class to class

Teachers will be monitoring students in hallway outside their classroom

Admin/office staff will be monitoring students outside

Students may not go against the flow of traffic to go to another classroom in the building. They must exit and re-enter the building.

Bathrooms:

Masks must be worn at all times

3 students per bathroom

Teachers will have disposable passes to give to students if they need to use the bathroom.

Students must sign out and in with their teacher in order to go to the bathroom

No using bathrooms during passing time

Will have hooks outside of the door to hang passes so people know how many are in the bathroom

Will have 6 foot distancing stickers on the floor for students waiting.

Student will throw out pass when returning to classroom

Lunchroom:

Masks will remain on unless eating

Students will enter the GH using the doors nearest the main office

Students will exit the GH using the rear door by room 5

Students will eat on the tables, which will have 4 way dividers, 4 students per round table

Students will wipe down eating area at the end of their lunch

Microwaves:

To begin with, only 4 microwaves will be used. They will be place along the hallway wall or in the alcove.

Hand sanitizer will located by each microwave

6 foot distancing stickers will be on the floor by each microwave

Lunchroom staff will wipe down microwaves at the end of lunches

Air filtration will be utilized in the lunchroom

Classrooms:

Masks must be worn whenever there is more than one person in the classroom

Hand sanitizer and gloves will be in every classroom

Students will remain 6 feet from each other as much as possible

Students will wipe down desk area at the end of class

Teachers are in charge of wiping down their own classrooms

Students can do this before leaving the room at the end of class.

Teachers must have a sign out for any students leaving their classroom during

Class period

Sign out should have exit time, location, return time.
Teachers must have an accurate seating chart for each period

Common Areas

Masks must be worn at all times

The contracted cleaning crew will wipe/spray down common areas nightly

Workrooms

1 staff member working at time, 1 other staff member may stop for mail or to pass through

Staff lunch rooms

Bathrooms

Public office areas

Nurses offices/COVID rooms

Offices

Masks are to be worn whenever there is more than one person in an office
Everyone will wipe down their own office space daily
Every office will have hand sanitizer

Nurses Office/COVID rooms

Masks will be worn at all times

Students who are sent to the office due to illness will be required to use hand sanitizer upon entry

Teachers will call office letting the office manager know student is coming

Office manager will check in student

Temp will be taken

COVID questionnaire will be given

Students with COVID symptoms will be placed in COVID room

Parents will be called to pick up student as soon as possible

Office manager will wipe down room after student has left and replace bed paper

After School Activities

Coaches will follow their activity specific COVID plan

Building B:

Enter from the front of the building

Exit from the back of the building.

Staircases:

Masks must be worn at all times

Front Staircase (by office) is up if going to 2nd or 3rd floor and down if going to The basement

Back Staircase is down if exiting from 2nd or 3rd and up if exiting from basement
Staircases are always one way

Hallway

Masks must be worn at all times
All hallways are 2 way traffic
Will be labeled with arrows on floor
Basement, 2nd and 3rd floor will have tape on floor separating sides
1st floor will have stanchions and ropes separating the sides
Everyone should walk on the right.
Staff must be in the hallway during passing time to stop student congregation

Bathrooms:

Masks must be worn at all times
2 students per bathroom
Teachers will have disposable passes to give to students if they need to use the bathroom.
Students must sign out and in with their teacher in order to go to the bathroom
No using bathrooms during passing time
Will have hooks outside of the door to hang passes so people know how many are in the bathroom
Will have 6 foot distancing stickers on the floor for students waiting.
Student will throw out pass when returning to classroom

Lunchroom: If students come 2 days a week.

All high school students will eat in building B lunchroom
Masks will remain on unless eating
Students will enter gym door nearest the office
Students will enter stage area using the door closest to the hallway
Students will wipe down eating area at the end of their lunch

Microwaves:

Microwaves will be moved to the stage
Hand sanitizer will be located by each microwave
6 foot distancing stickers will be on the floor by each microwave
Students will exit the stage by using the door furthest from hallway

Students will leave using the door nearest the back of building B
Lunchroom staff will wipe down microwaves at the end of lunches
Air filtration will be utilized in the lunchroom

Lunchroom: If students come 4 days a week.

All high school students will eat in building B lunchroom
Masks will remain on unless eating

Students will enter gym door nearest the office
 Students will eat on the bleachers facing forward and with social distancing
 Students will wipe down eating area at the end of their lunch

Microwaves:

Students will enter stage area using the door closest to the hallway
 Microwaves will be moved to the stage
 Hand sanitizer will be located by each microwave
 6 foot distancing stickers will be on the floor by each microwave
 Students will exit the stage by using the door furthest from hallway

Students will leave using the door nearest the back of building B
 Lunchroom staff will wipe down microwaves at the end of lunches
 Air filtration will be utilized in the lunchroom

Classrooms:

Masks must be worn whenever there is more than one person in the classroom
 Hand sanitizer and gloves will be in every classroom
 Students will remain 6 feet from each other as much as possible
 Students will bring backpacks into the classroom
 Students will wipe down desk area at the end of class
 Teachers are in charge of wiping down their own classrooms. Each classroom will have lysol wipes.
 Teachers must have a sign out for any students leaving their classroom during class period

Sign out should have exit time, location, return time.

Teachers must have an accurate seating chart for each period
 Band and Phy Ed will have safety procedures in place.

Locker rooms

Not used (Subject to change)

Common Areas

Masks must be worn at all times
 The contracted cleaning crew will wipe down common areas nightly
 Workrooms
 Staff lunch rooms
 Bathrooms
 Public office areas
 Nurses offices/COVID rooms

Offices

Masks are to be worn whenever there is more than one person in an office
 Everyone will wipe down their own office space daily

Every office will have hand sanitizer

Nurses Office/COVID rooms

Masks will be worn at all times

Students who are sent to the office due to illness will be required to use hand sanitizer upon entry

Teachers will call office letting the office manager know student is coming

Office manager will check in student

Temp will be taken

COVID questionnaire will be given

Students with COVID symptoms will be placed in COVID room

Parents will be called to pick up student as soon as possible

Office manager will wipe down room after student has left and replace bed paper

After School Activities

Coaches will follow their activity specific COVID plan

Building C:

Enter the building through the front door

Exit the building through the door in the study hall area

Hallway

Masks must be worn at all times

All hallways are 1 way traffic during passing time

All hallways are 2 way traffic during class time

Passing time directions will be labeled with arrows on floor

All students will be dismissed at the same time

Staff must be in the hallway during passing time to stop student congregation

Students may not go against the flow of traffic to go to another classroom in the building. They must exit and re-enter the building.

Bathrooms:

Masks must be worn at all times

2 students per bathroom

Teachers will have disposable passes to give to students if they need to use the bathroom.

Students must sign out and in with their teacher in order to go to the bathroom

No using bathrooms during passing time

Will have hooks outside of the door to hang passes so people know how many are in the bathroom

Will have 6 foot distancing stickers on the floor for students waiting.

Student will throw out pass when returning to classroom

Lunchroom:

All high school students will eat in building B lunchroom

Classrooms:

Masks must be worn whenever there is more than one person in the classroom

Hand sanitizer and gloves will be in every classroom

Students will remain 6 feet from each other as much as possible

Students will wipe down desk area at the end of class

Teachers are in charge of wiping down their own classrooms

Teachers must have a sign out for any students leaving their classroom during class period

Sign out should have exit time, location, return time.

Teachers must have an accurate seating chart for each period

Common Areas

Masks must be worn at all times

The contracted cleaning crew will wipe/spray down common areas nightly

Workrooms

Staff lunch rooms

Bathrooms

Public office areas

Nurses offices/COVID rooms

COVID room

Masks will be worn at all times

Students who are sent to the COVID room due to illness will be required to use Hand sanitizer upon entry.

Teachers will call the study hall supervisor letting the study hall supervisor know student is coming

Study Hall supervisor will check in student

Temp will be taken

COVID questionnaire will be given

Students with COVID symptoms will be placed in COVID room

Parents will be called to pick up student as soon as possible

The study hall supervisor will wipe down room after student has left and replace bed paper

After School Activities

Coaches will follow their activity specific COVID plan

Building D:

Enter the building through doors on the right side of the entryway

Exit the building through the door closest to building C

Hallway

Masks must be worn at all times

All hallways are 1 way traffic during passing time

All hallways are 2 way traffic during class time or to go to lunch

Passing time directions will be labeled with arrows on floor

Students in rooms 1D and 5D will be dismissed 2 minutes before the end of the class period. Students in rooms 2D and 4D will be dismissed 1 minute before the end of the class period. Students in 3D will be dismissed on time.

Staff must monitor the hallway during passing time to stop student congregation

Students may not go against the flow of traffic to go to another classroom in the building. They must exit and re-enter the building.

Bathrooms:

Masks must be worn at all times

1 student per bathroom

Students must sign out and in with their teacher in order to go to the bathroom

Will have 6 foot distancing stickers on the floor for students waiting.

Classrooms:

Masks must be worn whenever there is more than one person in the classroom

Hand sanitizer and gloves will be in every classroom

Students will remain 6 feet from each other as much as possible

Students will wipe down desk area at the end of class

Teachers are in charge of wiping down their own classrooms

Teachers must have a sign out for any students leaving their classroom during
Class period

Sign out should have exit time, location, return time.

Teachers must have an accurate seating chart for each period

Common Areas

Masks must be worn at all times

The contracted cleaning crew will wipe/spray down common areas nightly

Workrooms

Bathrooms

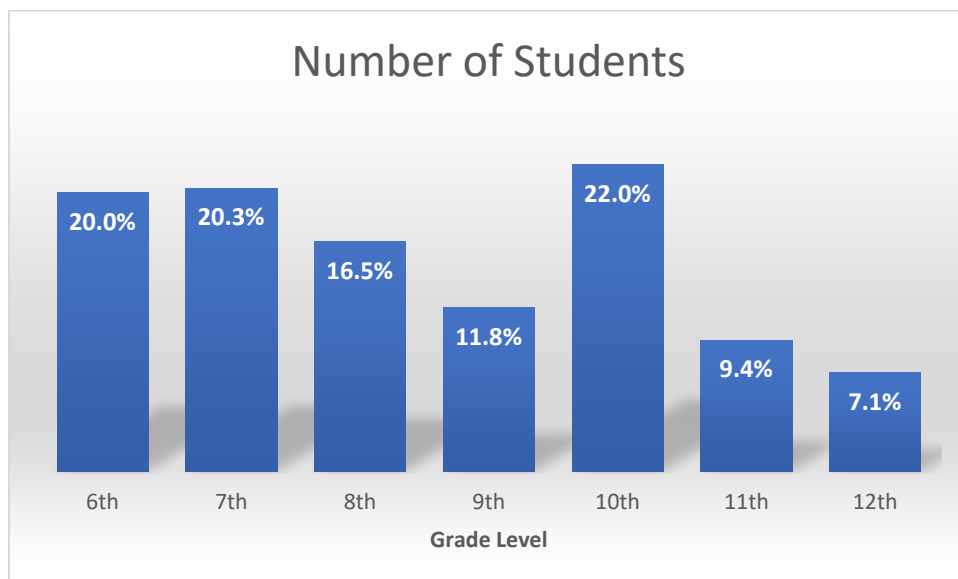
COVID rooms

Students exhibiting possible COVID symptoms will be sent to building C COVID room. Please see building C COVID room procedures for further information.

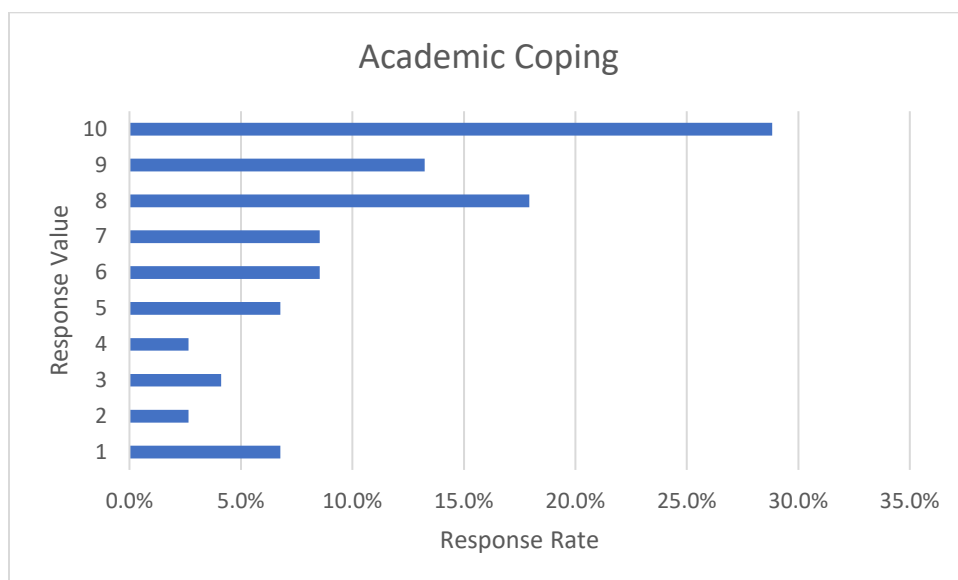
After School Activities

Coaches will follow their activity specific COVID plan

Q1 What grade is/are your student(s) in? (232 responses, 340 students total)

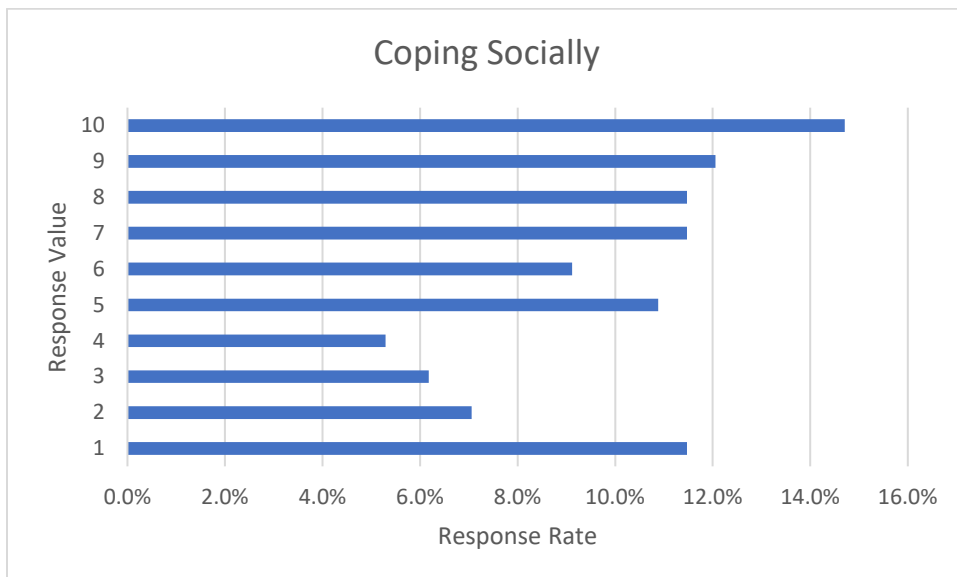


Q2 On a scale of 1 to 10 (1=as bad as possible; 10=as well as possible), how do you think your child is coping with distance learning **ACADEMICALLY?**



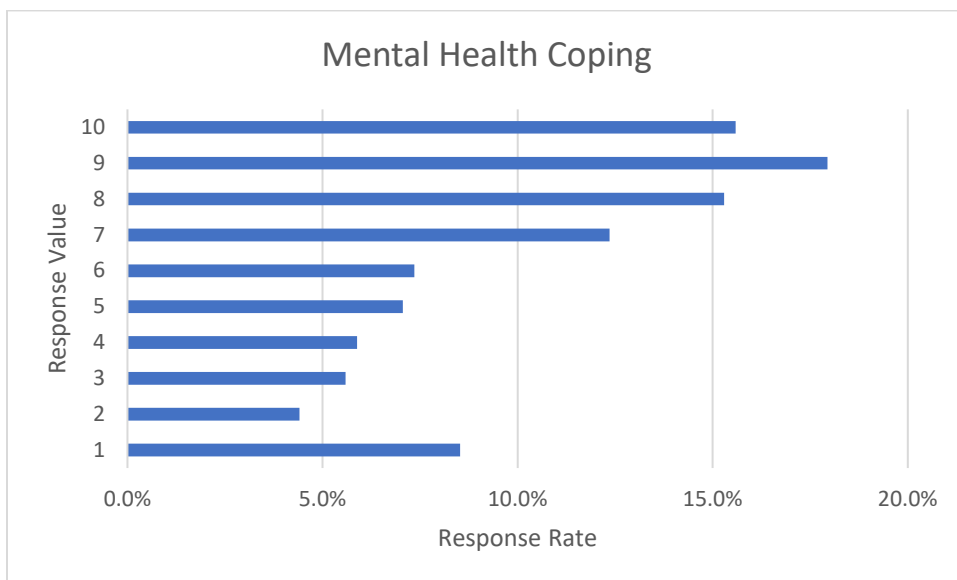
Average = 6.8

Q3 On a scale of 1 to 10 (1=as bad as possible; 10=as well as possible), how do you think you are coping with distance learning SOCIALLY?



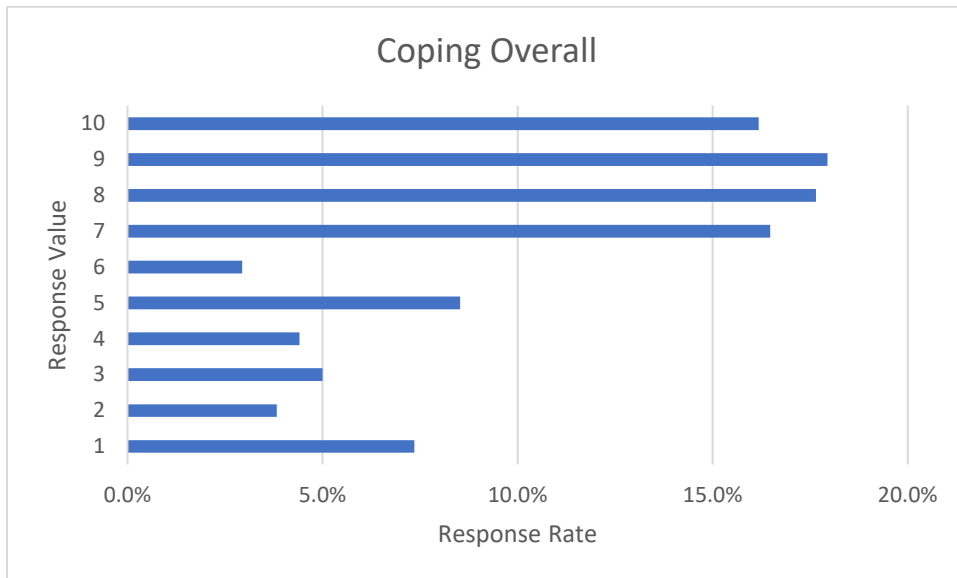
Average = 6.0

Q4 On a scale of 1 to 10 (1=as bad as possible; 10=as well as possible), how do you think your child is coping with distance learning from a mental health perspective?



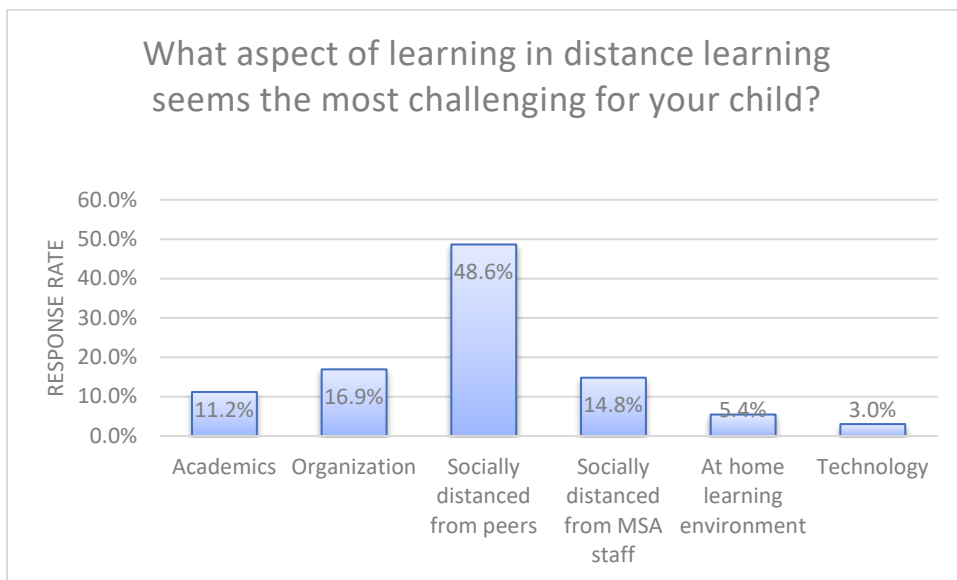
Average = 6.6

Q5 On a scale of 1 to 10 (1=as bad as possible; 10=as well as possible), how do you think your child is coping with distance learning OVERALL?

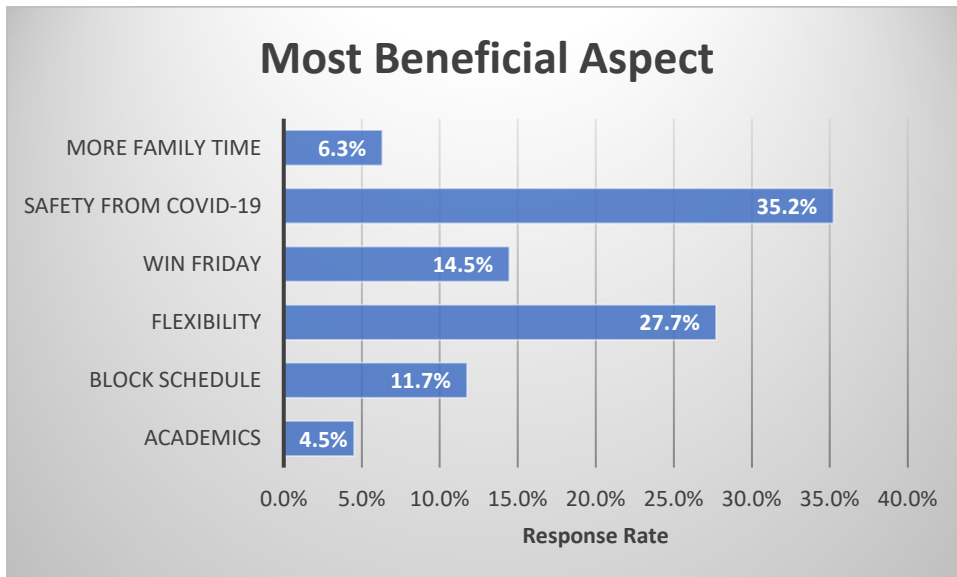


Average = 7.0

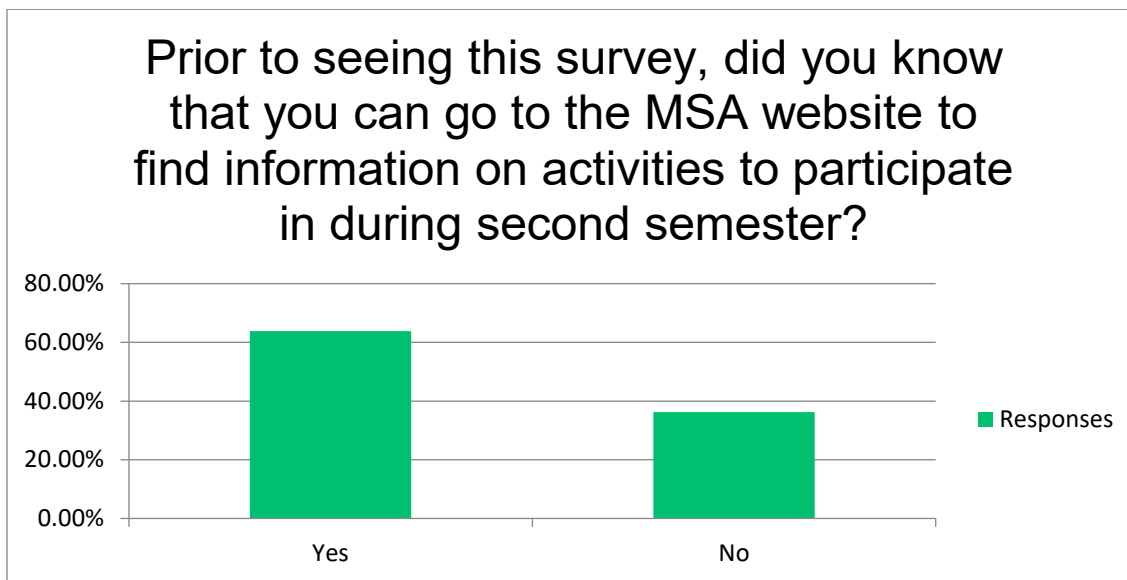
Q6 What aspect of learning in distance learning seems the most challenging for your child? (331 responses)



Q7 What aspect of learning in distance learning seems to be the most beneficial to your child? (332 responses)

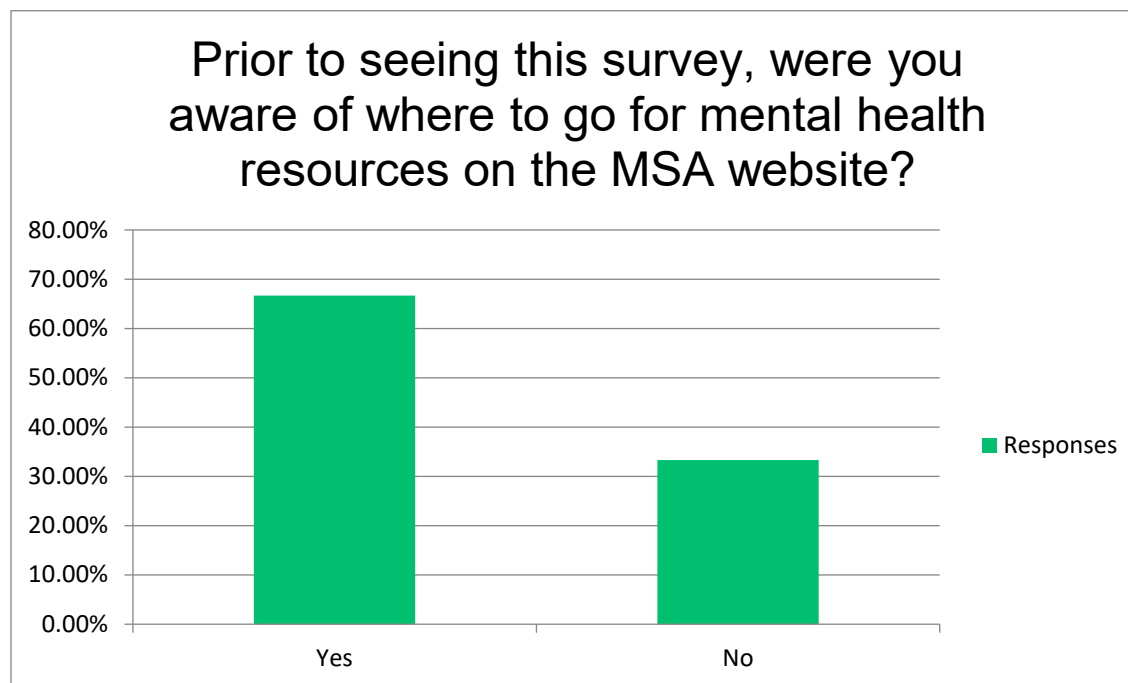


Q8 Prior to seeing this survey, did you know that you can go to the MSA website to find information on activities to participate in during second semester? (232 responses)



Answer Choices	Responses	Count
Yes	63.79%	148
No	36.21%	84

Q9 Prior to seeing this survey, were you aware of where to go for mental health resources on the MSA website?

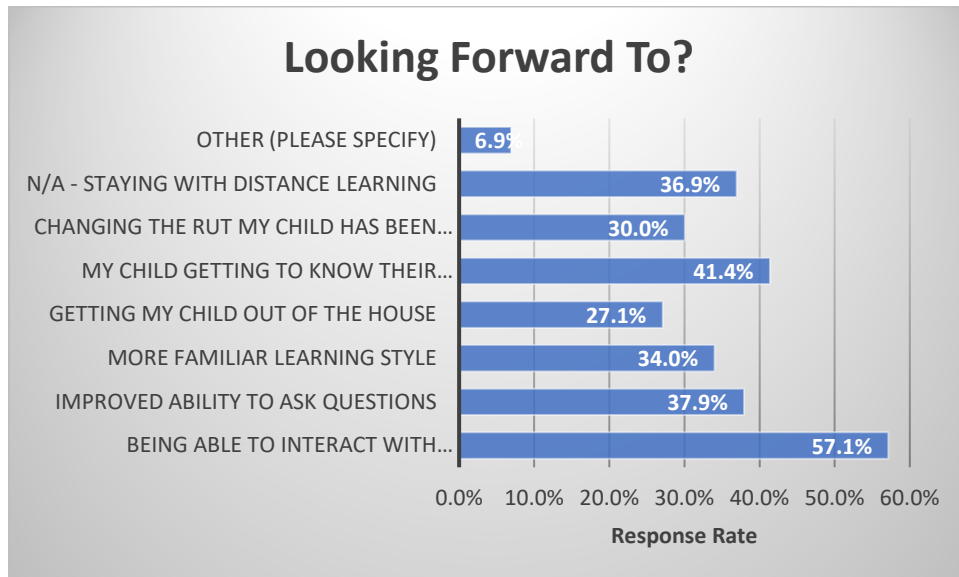


Answer Choices	Responses	
Yes	66.67%	154
No	33.33%	77
Answered		231

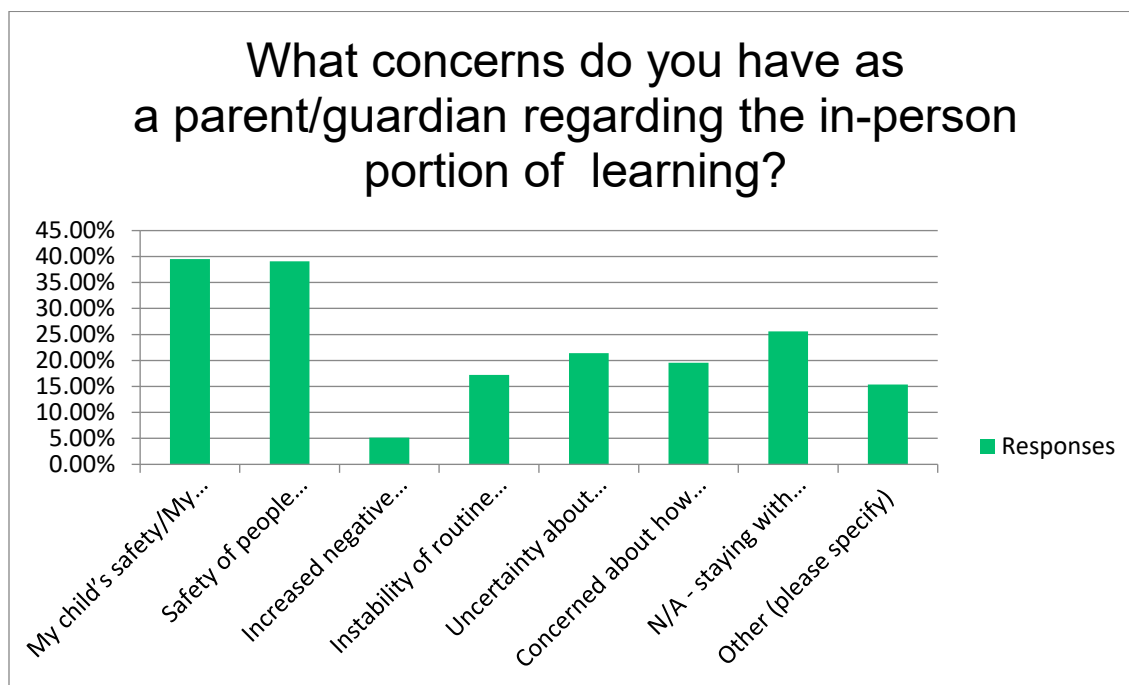
Q10 MSA has added online tutoring with a third party and NHS tutoring that students/parents may sign up for, WIN Friday activities are back, and athletic and other activities have begun practicing. Do you have any other specific suggestions about how MSA can support students as we continue with distance learning?

Answered 129
Skipped 103

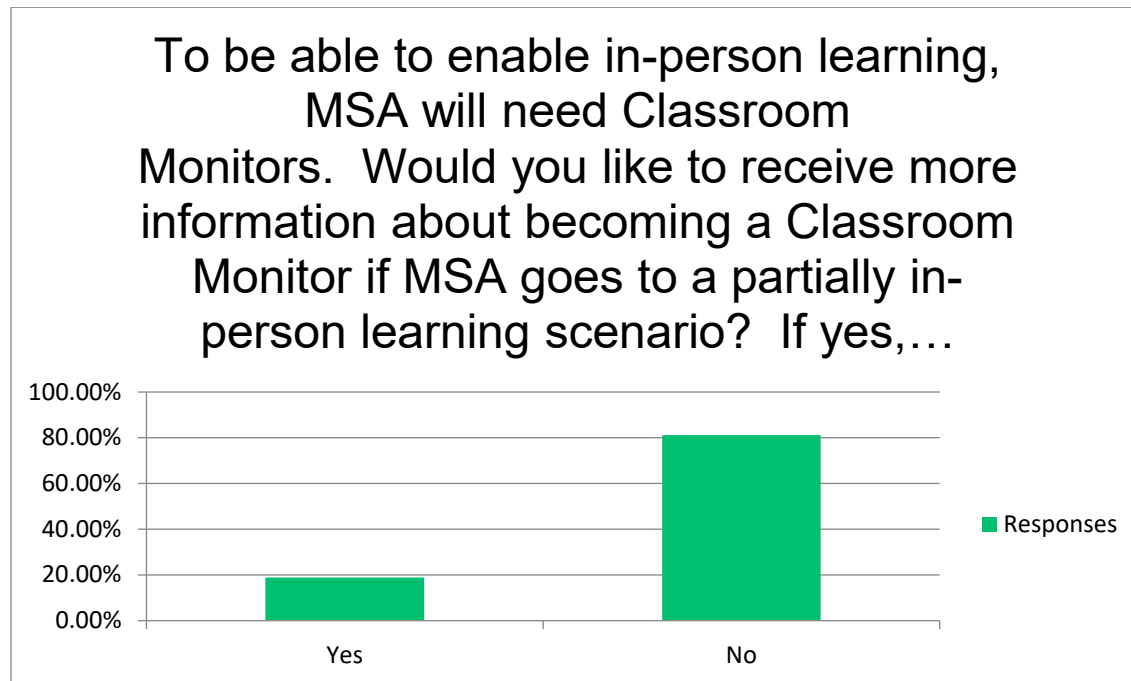
Q11 If you have signed up for partially in-person learning, what are you as a parent/guardian looking forward to with partial in-person learning? (Please check all that apply.) (203 responses)



Q12 What concerns do you have as a parent/guardian regarding the in-person portion of learning? (215 responses)



Q13 To be able to enable in-person learning, MSA will need Classroom Monitors. Would you like to receive more information about becoming a Classroom Monitor if MSA goes to a partially in-person learning scenario? If yes, please email Mr. Gawarecki at jgawarecki@mnmsa.org.



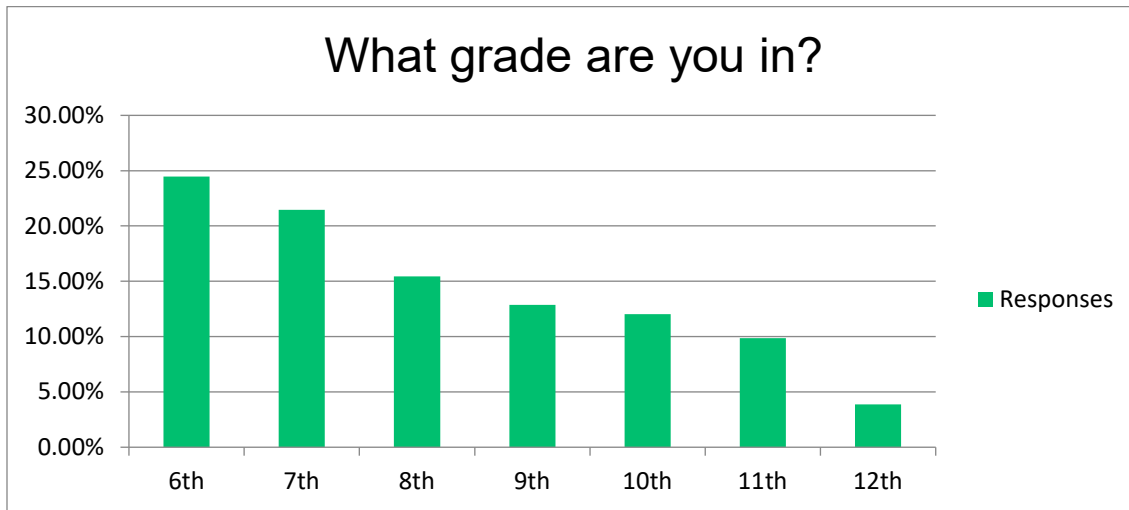
Yes	18.86%	43
No	81.14%	185
Answered		228

Q9 P

January 2021 Student Survey

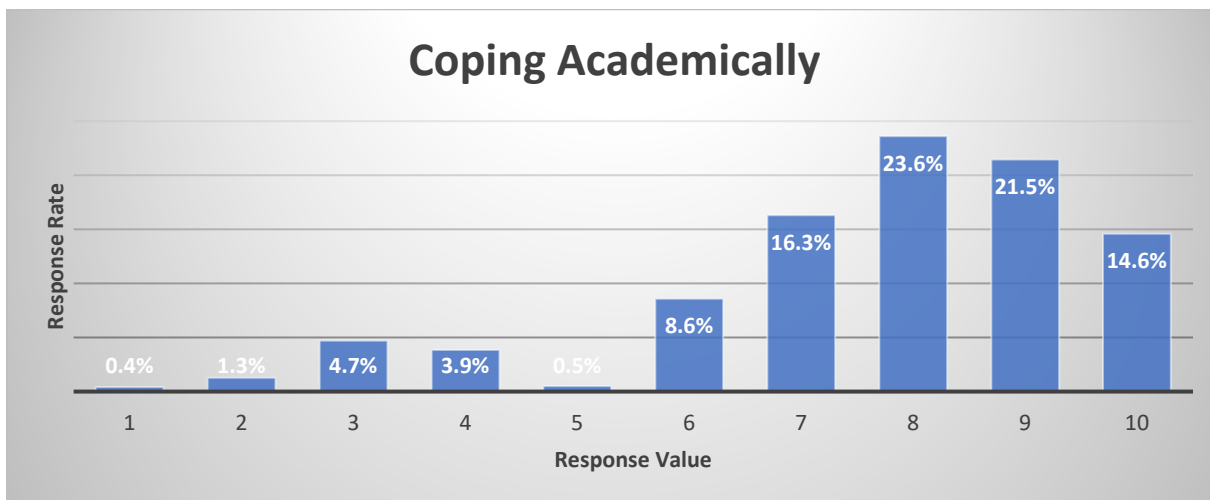
233 responses unless otherwise noted.

Q1 What grade are you in?

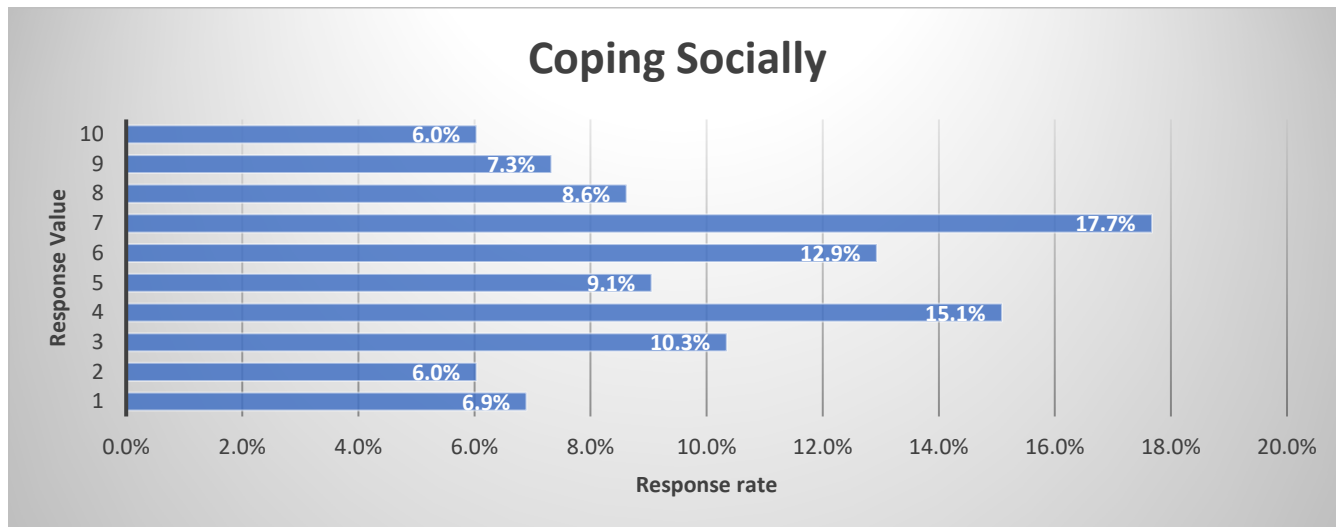


Answer Choices	Responses	Count
6th	24.46%	57
7th	21.46%	50
8th	15.45%	36
9th	12.88%	30
10th	12.02%	28
11th	9.87%	23
12th	3.86%	9

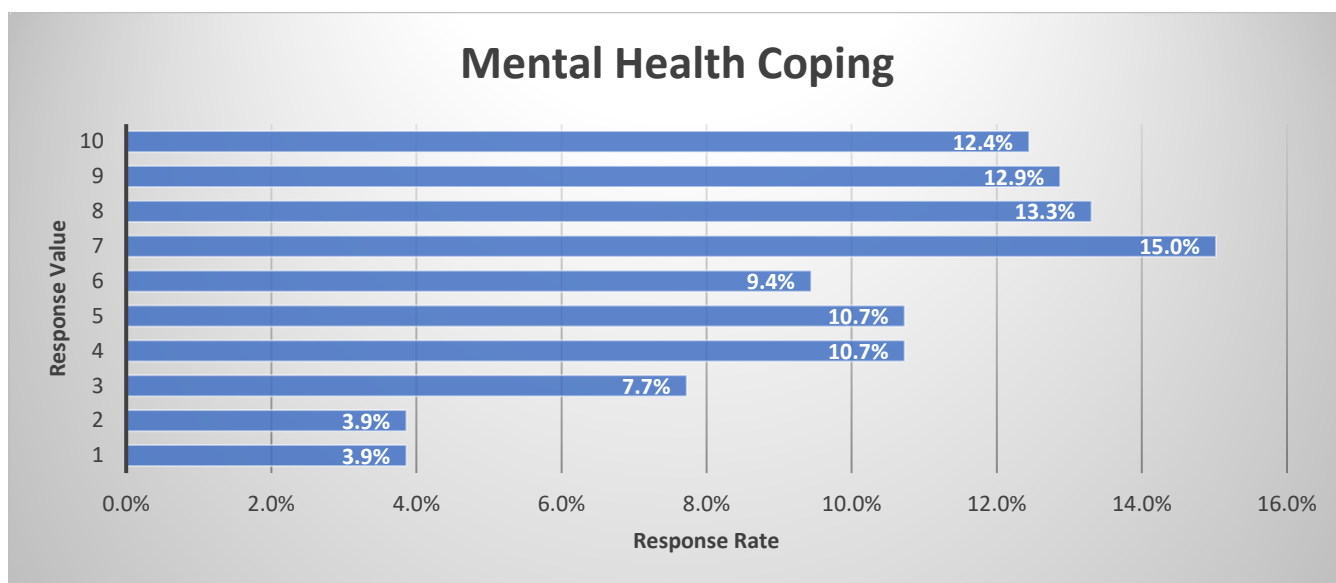
Q2 On a scale of 1 to 10 (1=as bad as possible; 10=as well as possible), how do you think you are coping with distance learning ACADEMICALLY? (Ave = 7.5)



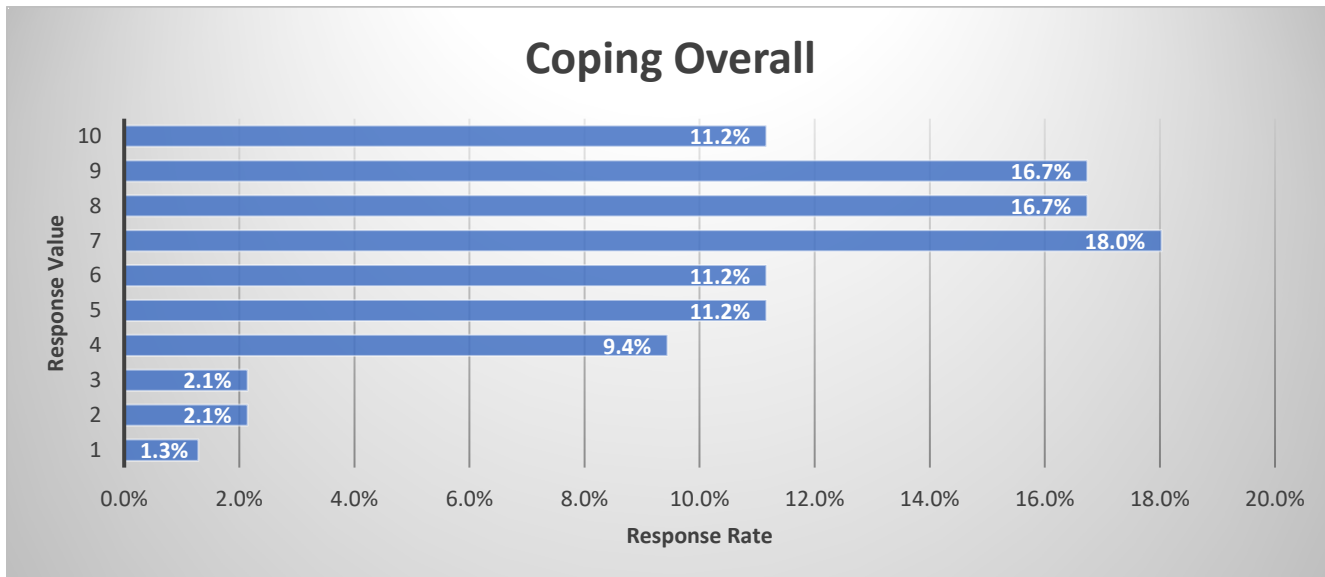
Q3 On a scale of 1 to 10 (1=as bad as possible; 10=as well as possible), how do you think you are coping with distance learning SOCIALLY? (232 responses, Ave = 5.5)



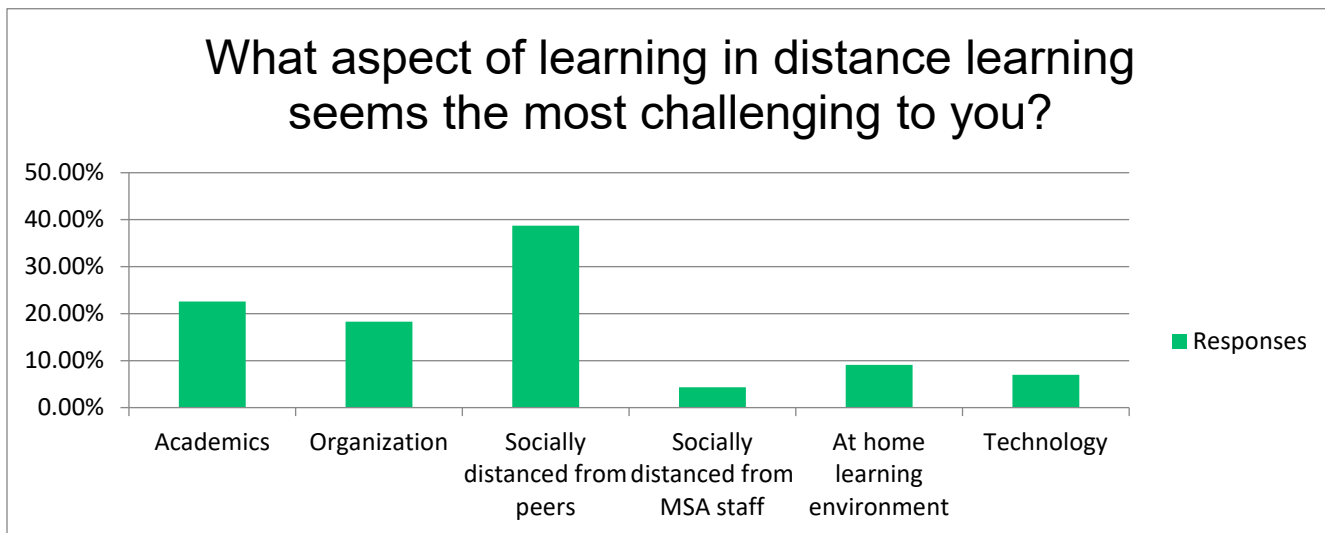
Q4 On a scale of 1 to 10 (1=as bad as possible; 10=as well as possible), how do you think you are coping with distance learning from a mental health perspective? (Ave = 6.4)



Q5 On a scale of 1 to 10 (1=as bad as possible; 10=as well as possible), how do you think you are coping with distance learning OVERALL? (Ave = 6.9)

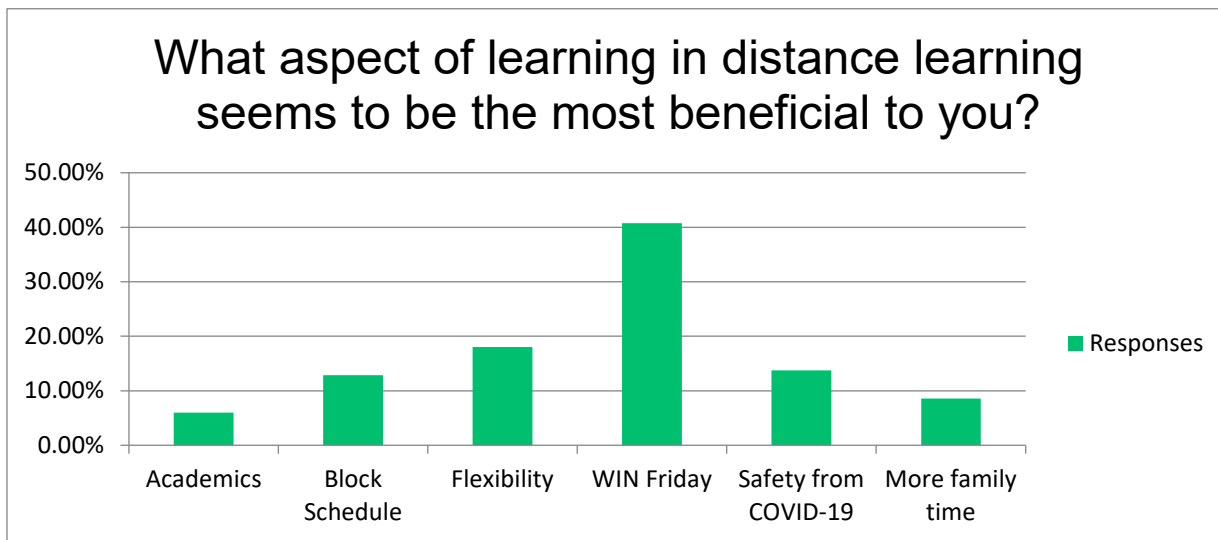


Q6 What aspect of learning in distance learning seems the most challenging to you? (230 responses)



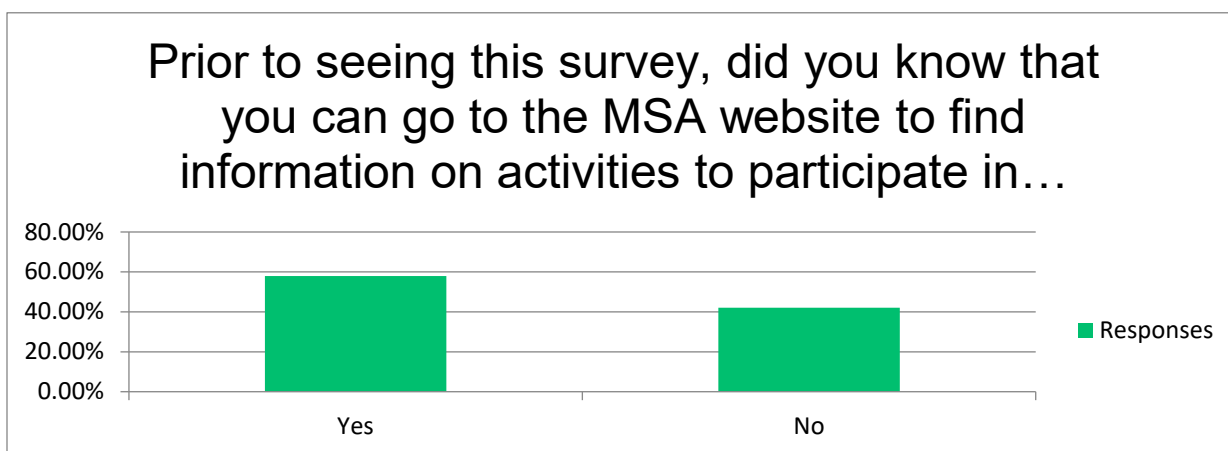
Answer Choices	Responses	Count
Academics	22.61%	52
Organization	18.26%	42
Socially distanced from peers	38.70%	89
Socially distanced from MSA staff	4.35%	10
At home learning environment	9.13%	21
Technology	6.96%	16

Q7 What aspect of learning in distance learning seems to be the most beneficial to you?



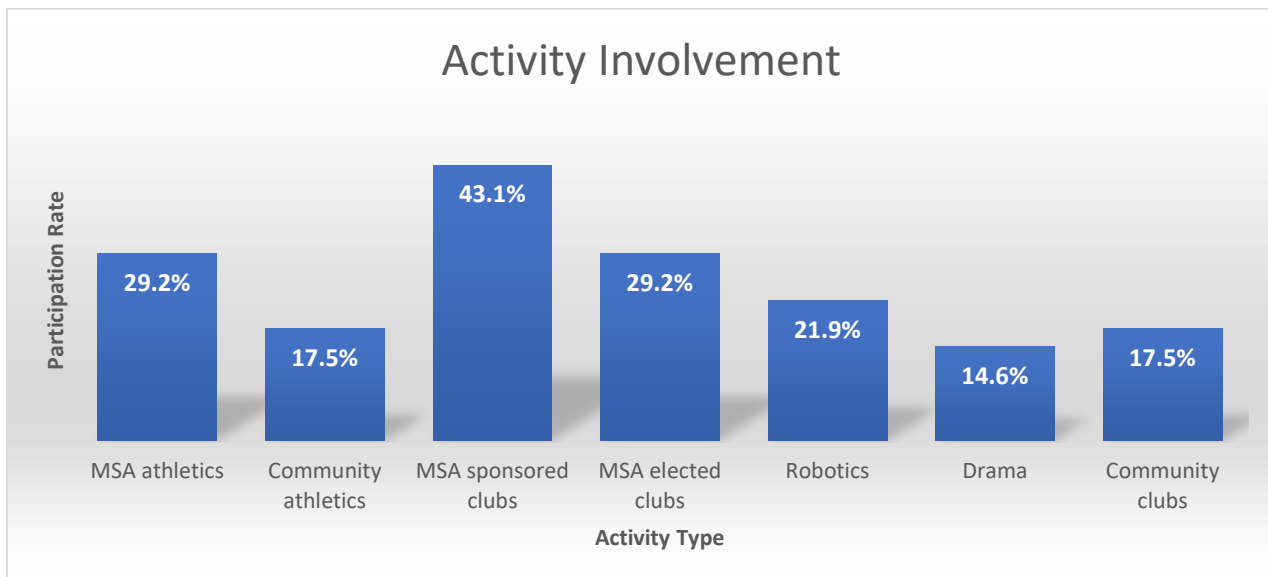
Answer Choices	Responses	
Academics	6.01%	14
Block Schedule	12.88%	30
Flexibility	18.03%	42
WIN Friday	40.77%	95
Safety from COVID-19	13.73%	32
More family time	8.58%	20

Q8 Prior to seeing this survey, did you know that you can go to the MSA website to find information on activities to participate in during second semester?

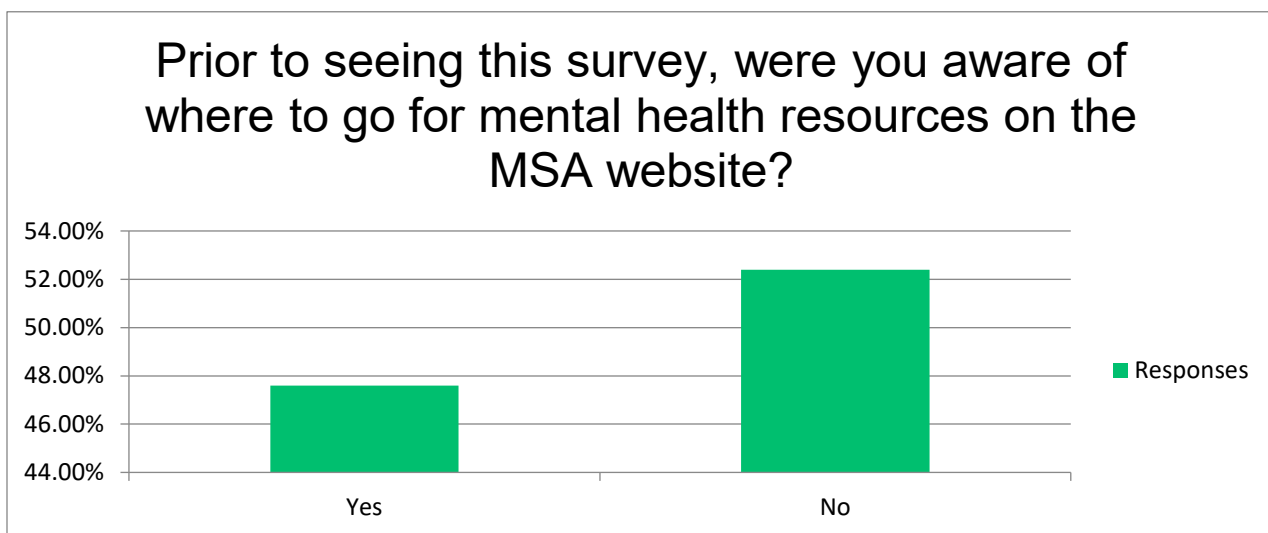


Answer Choices	Responses	
Yes	57.94%	135
No	42.06%	98

Q9 Are you currently involved in any of the following activities? (click all that apply) (137 responses)



Q10 Prior to seeing this survey, were you aware of where to go for mental health resources on the MSA website? (229 responses)



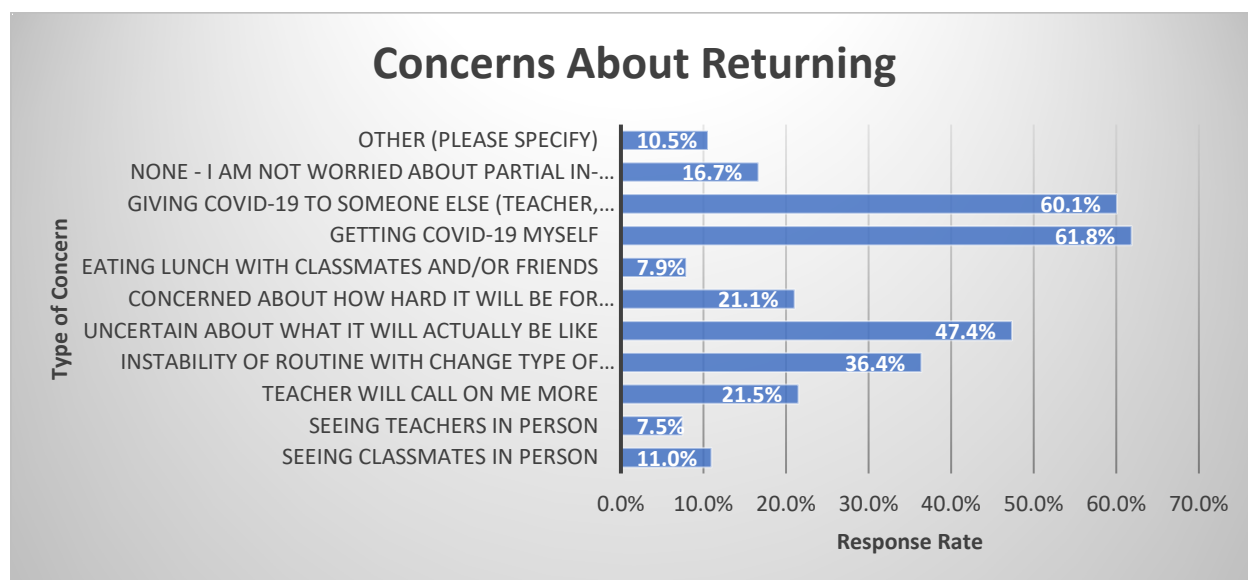
Answer Choices	Responses	Count
Yes	47.60%	109
No	52.40%	120

Q11 MSA has added online tutoring with a third party and NHS tutoring that students/parents may sign up for, WIN Friday activities are back, and athletic and other activities have begun practicing. Do you have any other specific suggestions about how MSA can support students as we continue with distance learning? (179 responses)

Q12 What are you as a student looking forward to with partial in-person learning? (230 responses)



Q13 What concerns or worries do you have as a student regarding partial in-person learning? (228 responses)



INDIVIDUAL BOARD EVALUATION TEMPLATE

Each goal should be ranked by each of the board members. Each board will have to change the goals and the descriptors every spring as elements of the Professional Development Plan often change from year to year. The board may also change the number of goals and descriptors. Minnesota Statutes Section 124E.12(2)(a) states, in part, “The board of directors shall establish qualifications for all persons who hold administrative, supervisor, or instructional leadership roles. The qualifications shall cover at least: instruction and assessment; human resource and personnel management; financial management; legal and compliance management; effective communication; and board, authorizer, and community relationships. The board of directors shall use those qualifications as the basis for job descriptions, hiring, and performance evaluations of those who hold administrative, supervisory, or instructional leadership roles.” Therefore, there should be goals in each of the aforementioned categories.

Directions:

Please use the following numbers when scoring the indicators. **For that indicator, all of the characteristics in the box must have been completed.** When giving the scores, please use your own personal observations, knowledge, and the results from the surveys.

3: Indicates a Superior ranking where the director has gone above and beyond expectations. Notice that to earn a 3, the director needs to complete all of the descriptors of the section.

2: Indicates a Proficient ranking where the director regularly meets expectations and is doing an acceptable job. This is what most directors would get and represents a little bit of space for the board to recognize that effort was made and implemented, but there remains work to be done.

1: Indicates a Need for Improvement where the director is not meeting expectations or due dates.

Please write your score in the box, so that all answers are clear. Please feel free to write any comments.

Comments

--Not sure if there is a way to consolidate this from? This process is what was used last year, however, this is tied to Directors PDP.

General Goals

Goal: Meet all elements of the Director’s job description.

<p>3-Superior _____ Demonstrated a commitment to going above and beyond the job description. _____ Additional goals were taken on and met successfully as they arose.</p>	<p>2-Proficient _____ Demonstrated a commitment to meeting all elements of the job description. _____ Additional goals were successfully dealt with as they arose.</p>	<p>1-Needs Improvement _____ There were components that were not met, or completed poorly. _____ Additional goals were unresolved.</p>
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Score: _____

Comments:

Goal: Make one year of progress towards obtaining the Administrative License, with the long term goal of completing the license in the spring of 2022.

<p>3-Superior _____ There is evidence that one year of progress was made and that the director will complete the licensure in the spring of 2022 or earlier. _____ There were multiple and continuous examples provided in the Director Updates, of how the new skills and knowledge were practiced at MSA.</p>	<p>2-Proficient _____ There is evidence that one year of progress was made and that the director will complete the licensure in the spring of 2022. _____ There was some evidence provided in the Director Updates, of how the new skills and knowledge were practiced at MSA.</p>	<p>1-Needs Improvement _____ The licensure will not be completed on time, or there has not there has not been one year of progress made. _____ The director has not shown evidence of actively practicing the skills developed from the licensure program in the Director Updates.</p>
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Score: _____

Comments:

Goal: Provide leadership specific to meeting the authorizer's stated goals for the school year.

<p>3-Superior _____ There is evidence of all of the following through written documentation or because of the director's continued commitment to all of the goals: _____ Goals are clearly defined with timetables for implementation and are based on data. _____ Goals are at the forefront of many decisions made. _____ Staff have ownership of the goals and learning, teaching, curriculum and professional development are aligned to meet these goals.</p>	<p>2-Proficient _____ There is evidence of all of the following, although some may be more defined than others: _____ Goals are clearly defined with timetables for implementation and are based on data. _____ Goals are at the forefront of many decisions made. _____ Staff has ownership of the goals and learning, teaching, curriculum and professional development are aligned to meet these goals.</p>	<p>1-Needs Improvement _____ There is little to no evidence of the following: _____ Goals are not clearly defined, lacked timetables for implementation or were not based on data. _____ Goals were not at the forefront of many decisions made. _____ Staff do not have ownership of the goals and learning, teaching, curriculum and professional development was not aligned to meet these goals.</p>
--	--	--

Score: _____

Comments:

Goal: Completes project management tasks in a timely fashion that will allow it to be approved and implemented effectively.

<p>3-Superior _____ All of the following were completed on time, or are on track to be completed</p>	<p>2-Proficient _____ All of the following were completed on time, or are on track to be completed</p>	<p>1-Needs Improvement _____ One or more of the following were not completed or are not on track to be</p>
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<p>on time and were done in an exceptional manner: _____ Fall 2020 Planning; Completed DL, In-person and Hybrid plans by August 10,2020, published to MSA website 1 week before school started. _____ Staff Handbook; Completed and sent to the BOD for review one week prior to the April 2021 BOD meeting. _____ Activities Handbook; Completed prior to the July 2020 meeting for approval by the BOD. _____ Student and Parent Handbook; Completed by August 1st to be approved by the BOD at the August 2020 BOD meeting. _____ Graduation; Finalized by the April BOD meeting (pending changes from the State of MN and extenuating circumstances).</p>	<p>on time and were done in a professional manner: _____ Fall 2020 Planning; Completed DL, In-person and Hybrid plans by August 10,2020, published to MSA website 1 week before school started. _____ Staff Handbook; Completed and sent to the BOD for review one week prior to the April 2021 BOD meeting. _____ Activities Handbook; Completed prior to the July 2020 meeting for approval by the BOD. _____ Student and Parent Handbook; Completed by August 1st to be approved by the BOD at the August 2020 BOD meeting. _____ Graduation; Finalized by the April BOD meeting (pending changes from the State of MN and extenuating circumstances).</p>	<p>completed on time: _____ Fall 2020 Planning; Completed DL, In-person and Hybrid plans by August 10,2020, published to MSA website 1 week before school started. _____ Staff Handbook; Completed and sent to the BOD for review one week prior to the April 2021 BOD meeting. _____ Activities Handbook; Completed prior to the July 2020 meeting for approval by the BOD. _____ Student and Parent Handbook; Completed by August 1st to be approved by the BOD at the August 2020 BOD meeting. _____ Graduation; Finalized by the April BOD meeting (pending changes from the State of MN and extenuating circumstances).</p>
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Score: _____

Comments:

Goal: Receive an average of adequate on the final board of Director’s annual evaluation.

<p>3-Superior The Director received a score of 2 from 85% or more of all respondents.</p>	<p>2-Proficient The Director received a score of 2 from 67% or more of all respondents.</p>	<p>1-Needs Improvement The Director received a score of 2 from less than 67% of all respondents.</p>
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Score: _____

Comments:

Instruction and Assessment

Goal: Encourage a culture of inclusivity among staff and students. Continue to work toward improving the school’s culture and climate such that all staff and students feel welcome, valued, and appreciated.

<p>3-Superior</p>	<p>2-Proficient ____ Demonstrate improvement in interpersonal relationships as measured when comparing survey results from 2019-2020 school year to 2020-2021 school year ____ Will be more inclusive in all decisions, updates, and follow through as measured when comparing survey results from 2019-2020 school year to 2020-2021 school year, and ____ Will be equitable in application of policies and procedures as measured when comparing survey results from 2019-2020 school year to 2020-2021 school year.</p>	<p>1-Needs Improvement</p>
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Score: _____

Comments:

Goal: Enroll in a course that will have a focus to increase the culture of inclusivity at MSA, such as a course in Human Relations.

<p>3-Superior ____ Evidence of enrollment in a course, such as a Human Relations course. ____ The new ideas were clearly internalized as there were multiple and continuous examples provided in the Director Updates of how the new skills and knowledge were actively practiced at MSA.</p>	<p>2-Proficient ____ Evidence of enrollment in a course, such as a Human Relations course. ____ The Director Updates included examples of how the skills and knowledge were actively practiced at MSA.</p>	<p>1-Needs Improvement ____ There was no enrollment in a class to increase the culture of inclusivity. ____ There was no evidence provided of how the skill or knowledge was applied at MSA.</p>
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Score: _____

Comments:

Goal: The Director and the Board Chair will conduct a culture and climate survey to the staff in December. These results (including comments) will be presented to the BOD at the January meeting (closed meeting) to ensure that a culture of inclusivity has been established internally.

<p>3-Superior _____ The Director will receive an adequate or above ranking from 85% of all respondents to the following survey questions, from both the December Climate and Culture survey and the BOD Evaluation survey: _____ “The Director facilitates an environment of inclusivity that celebrates MSAs diversity and values.” _____ “The MSA Director treats all employees fairly.”</p>	<p>2-Proficient _____ The Director received an adequate or above ranking from 67% of all respondents to the following survey questions, from both the December Climate and Culture survey and the BOD Evaluation survey: _____ “The Director facilitates an environment of inclusivity that celebrates MSAs diversity and values.” _____ “The MSA Director treats all employees fairly.”</p>	<p>1-Needs Improvement _____ The Director received an adequate or above ranking from less than 67% of all respondents to the following survey questions, from both the December Climate and Culture survey and the BOD Evaluation survey: _____ “The Director facilitates an environment of inclusivity that celebrates MSAs diversity and values.” _____ “The MSA Director treats all employees fairly.”</p>
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Score: _____

Comments:

Goal: The Board will conduct the Director Evaluation survey in March, including staff and community evaluation forms to ensure that the culture of inclusivity has improved among all constituents in the MSA Community.

<p>3-Superior _____ The Director received an adequate or above ranking from 85% of all respondents to the following <u>parent</u> survey questions from the BOD Evaluation Survey: _____ “The Director facilitates an environment of inclusivity that celebrates MSAs diversity and values.” _____ “The MSA Director treats all students fairly.” _____ The Director received an adequate or above ranking from 85% of all respondents to the following staff survey questions, from the BOD Evaluation Survey: _____ “The Director facilitates an environment of inclusivity that celebrates MSAs diversity and values.” _____ “The MSA Director treats all employees fairly.”</p>	<p>2-Proficient _____ The Director received an adequate or above ranking from 67% of all respondents to the following <u>parent</u> survey questions from the BOD Evaluation Survey: _____ “The Director facilitates an environment of inclusivity that celebrates MSAs diversity and values.” _____ “The MSA Director treats all students fairly.” _____ The Director received an adequate or above ranking from 67% of all respondents to the following staff survey questions, from the BOD Evaluation Survey: _____ “The Director facilitates an environment of inclusivity that celebrates MSAs diversity and values.” _____ “The MSA Director treats all employees fairly.”</p>	<p>1-Needs Improvement _____ The Director received an adequate or above adequate ranking from less than 67% of all respondents to the following <u>parent</u> survey questions from the BOD Evaluation Survey: _____ “The Director facilitates an environment of inclusivity that celebrates MSAs diversity and values.” _____ “The MSA Director treats all students fairly.” _____ The Director received an adequate or above ranking from less than 67% of all respondents to the following staff survey questions, from the BOD Evaluation Survey: _____ “The Director facilitates an environment of inclusivity that celebrates MSAs diversity and values.” _____ “The MSA Director treats all employees fairly.”</p>
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Score: _____

Comments:

Human Resources and Personnel Management

Goal: Increased vetting of potential new-hires to avoid extending employment offers to candidates with past histories that do not mesh with MSA’s values.

<p>3-Superior _____ All employees hired beginning in the 2020-2021 school year included the more rigorous background check, compared to 2019-2020 school year. _____ All employees hired lived up to MSAs mission, vision and values.</p>	<p>2-Proficient _____ All employees hired beginning in the 2020-2021 school year included the more rigorous background check, compared to 2019-2020 school year.</p>	<p>1-Needs Improvement _____ Not all of the employees hired in the 2020-2021 school year were given the more rigorous background check.</p>
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Score: _____

Comments:

Goal: The Director shall, in conjunction with the personnel committee, finalize the creation of a performance evaluation system.

<p>3-Superior _____ A performance evaluation system was created. _____ The new performance evaluation system was put in place.</p>	<p>2-Proficient _____ A performance evaluation system was created.</p>	<p>1-Needs Improvement _____ A performance evaluation system was not created.</p>
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Score: _____

Comments:

Goal: Increased Director and BOD training on hiring, vetting, and employee matters.

<p>3-Superior _____ There is evidence of increased training for the Director on hiring, vetting and employee manners. _____ There is evidence of increased training for the BOD on hiring, vetting and employee manners.</p>	<p>2-Proficient _____ There is evidence of increased training for the Director on hiring, vetting and employee manners. _____ There is evidence of increased training for the BOD on hiring, vetting and employee manners.</p>	<p>1-Needs Improvement Training for the Director and the BOD on hiring, vetting and employee manners was not completed.</p>
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<p>_____ There is evidence that this training resulted in a better hiring process or better culture.</p>		
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Score: _____

Comments:

Goal: All employees must be held to high standards. The Director shall execute appropriate performance evaluation systems that are in place; assure school staff are evaluated annually (including the Director, Assistant Director, and Counselors), and complete required evaluations.

<p>3-Superior _____ There is an appropriate performance evaluation system in place. _____ All employees were evaluated. _____ All employees were held to high standards. _____ There is evidence that coaching and other mentoring was done to ensure staff was well-qualified.</p>	<p>2-Proficient _____ There is an appropriate performance evaluation system in place. _____ All employees were evaluated. _____ All employees were held to high standards.</p>	<p>1-Needs Improvement _____ There is not an appropriate performance evaluation system in place. _____ Not all of the employees were evaluated. _____ Some employees were not held to high standards.</p>
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Score: _____

Comments:

Goal: The Director shall ensure necessary development plans are in place and that evaluations are consistent. If an employee does not improve, there are consequences to their employment.

<p>3-Superior _____ The Director received an adequate or above ranking from 85% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation Survey “The MSA Director is equitable in application of evaluative policies and procedures.”</p>	<p>2-Proficient _____ The Director received an adequate or above ranking from 67% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation Survey “The MSA Director is equitable in application of evaluative policies and procedures.”</p>	<p>1-Needs Improvement _____ The Director received an adequate or above ranking from less than 67% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation Survey “The MSA Director is equitable in application of evaluative policies and procedures.”</p>
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Score: _____

Comments:

Goal: Ensure that Assistant Directors’ Goals are completed in a timely fashion.

<p>3-Superior _____ The Assistant Directors did an excellent job of taking on their leadership roles and there is clear evidence that all of the following were completed in a timely and professional manner and provided a clear benefit to the school. _____ Fall Alternative Planning _____ Staff Handbook _____ Activities Handbook _____ Coaches Handbook _____ rSchool Integration _____ Updated activities pages _____ A plan to maintain the accuracy, including updates, of all of these. _____ Graduation planning _____ Major School fundraising _____ PBIS data is analyzed to evaluate program success, guide PD opportunities, mentoring opportunities, etc. _____ Coordinate with counselors to ensure Tier I and II program implementation and support</p>	<p>2-Proficient _____ There is evidence that all of the following were completed in a timely and professional manner: _____ Fall Alternative Planning _____ Staff Handbook _____ Activities Handbook _____ Coaches Handbook _____ rSchool Integration _____ Updated activities pages _____ A plan to maintain the accuracy, including updates, of all of these. _____ Graduation planning _____ Major School fundraising _____ PBIS data is analyzed to evaluate program success, guide PD opportunities, mentoring opportunities, etc. _____ Coordinate with counselors to ensure Tier I and II program implementation and support</p>	<p>1-Needs Improvement _____ There is evidence that one or more of the following were not completed in a timely and professional manner: _____ Fall Alternative Planning _____ Staff Handbook _____ Activities Handbook _____ Coaches Handbook _____ rSchool Integration _____ Updated activities pages _____ A plan to maintain the accuracy, including updates, of all of these. _____ Graduation planning _____ Major School fundraising _____ PBIS data is analyzed to evaluate program success, guide PD opportunities, mentoring opportunities, etc. _____ Coordinate with counselors to ensure Tier I and II program implementation and support</p>
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Score: _____

Comments:

Goal: Establish and evaluate Assistant Director job performance based on project management, which includes timeliness and accuracy.

<p>3-Superior _____ Both of the Assistant Directors receive an adequate or above ranking score from 85% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation Survey “Assistant Directors</p>	<p>2-Proficient _____ Both of the Assistant Directors received an adequate or above ranking score from 67% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation Survey “Assistant</p>	<p>1-Needs Improvement _____ One or both of the Assistant Directors, did not receive an adequate or above ranking score from 67% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation Survey “Assistant</p>
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<p>successfully completed assigned goals in a timely fashion.” _____ And there is clear evidence that they go above and beyond to support the goals of the school.</p>	<p>Directors successfully completed assigned goals in a timely fashion.” _____ And there is clear evidence from the staff and parent survey in March that areas of improvement identified at the mid-year evaluation were addressed (ex. Fulfilment of job roles, procedures, hiring of coaches, completing changes to activities handbook on time with accuracy and professionalism, utilizing handbook procedures to address issues between staff).</p>	<p>Directors successfully completed assigned goals in a timely fashion.” _____ And there is a lack of evidence from the staff and parent survey in March that areas of improvement identified at the mid-year evaluation were addressed (ex. Fulfilment of job roles, procedures, hiring of coaches, completing changes to activities handbook on time with accuracy and professionalism, utilizing handbook procedures to address issues between staff).</p>
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Score: _____

Comments:

Goal: The Assistant Directors should work on relationship building by having a clear presence through their building and actively engaging with staff and students.

<p>3-Superior _____ Both of the Assistant Directors received an adequate or above ranking score from 85%of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation Survey “Assistant Directors actively sought to build an interpersonal relationship with me.”</p>	<p>2-Proficient _____ Both of the Assistant Directors received an adequate or above ranking score from 67% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation Survey “Assistant Directors actively sought to build an interpersonal relationship with me.”</p>	<p>1-Needs Improvement _____ One or both of the Assistant Directors did not receive an adequate or above ranking score from 67% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation Survey “Assistant Directors actively sought to build an interpersonal relationship with me.”</p>
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Score: _____

Comments:

Goal: The Director will mentor and provide educational opportunities for the Assistant Directors to demonstrate growth.

<p>3-Superior _____ There is evidence that the Director mentored the Assistant Directors. _____ There is evidence that the Assistant Directors did an exceptional job in their positions as educational and administrative leaders</p>	<p>2-Proficient _____ There is evidence that the Director mentored the Assistant Directors. _____ There is evidence that the Assistant Directors grew in their positions as educational and administrative leaders.</p>	<p>1-Needs Improvement _____ There little evidence that the Director mentored the Assistant Directors. _____ There is little evidence that the Assistant Directors grew in their positions as educational and administrative leaders.</p>
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Score: _____

Comments:

Goal: The Director will provide leadership by ensuring that all decisions, either at the school level or building level align with the school’s mission, vision and values.

<p>3-Superior _____ The Director and the Administrative Team led the school by creating a paradigm of decision-making that clearly put the mission, vision and values at the forefront of every decision. _____ Additionally, the BOD received monthly updates of major decisions and the decisions aligned with the school’s mission, vision, and values.</p>	<p>2-Proficient _____ The BOD received monthly updates of major decisions, from administrative and/or other meetings as needed. _____ All of the decisions aligned with the school’s mission, vision, and values.</p>	<p>1-Needs Improvement _____ The BOD did not receive monthly updates of major decisions. _____ Not all of the major decisions aligned with the school’s mission, vision, and values.</p>
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Score: _____

Comments:

Goal: The Assistant Directors followed the evaluation procedures consistently.

3-Superior	2-Proficient	1-Needs Improvement
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<p>_____ The Assistant Directors worked hard to ensure that staff evaluations were helpful. _____ That the staff evaluations were completed by the due dates. _____ That the staff evaluations were in accordance with the evaluation procedure.</p>	<p>_____ All staff evaluations are completed by the due dates. _____ All staff evaluations were in accordance with the evaluation procedure.</p>	<p>_____ The staff evaluations were not completed by the due dates. _____ The staff evaluations were not in accordance with the evaluation procedure.</p>
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Score: _____

Comments:

Goal: Issues between staff, or between staff and parents/community members follow the procedures detailed in the Staff Handbook.

<p>3-Superior _____ The Director received an adequate or above ranking from 85% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation Survey “The MSA Director is equitable in application of MSA and Staff handbook policies and procedures.”</p>	<p>2-Proficient _____ The Director received an adequate or above ranking from 67% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation Survey “The MSA Director is equitable in application of MSA and Staff handbook policies and procedures.”</p>	<p>1-Needs Improvement _____ The Director received an adequate or above ranking from less than 67% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation Survey “The MSA Director is equitable in application of MSA and Staff handbook policies and procedures.”</p>
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Score: _____

Comments:

Goal: Practice some version of “closed-loop” communication in order to avoid misunderstanding of message during communication with parents and staff

<p>3-Superior _____ The Director received</p>	<p>2-Proficient _____ The Director received</p>	<p>1-Needs Improvement _____ The Director received</p>
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<p>an adequate or above ranking from 85% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation Survey “The MSA Director communicates clearly.”</p> <p>_____The Director received an adequate or above ranking from 85% of all respondents to a staff and parent survey question, from both the March Climate and Culture survey and the BOD Evaluation Survey “The MSA Director communicates clearly.”</p>	<p>an adequate or above ranking from 67% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation Survey “The MSA Director communicates clearly.”</p> <p>_____The Director received an adequate or above ranking from 75% of all respondents to a staff and parent survey question, from both the March Climate and Culture survey and the BOD Evaluation Survey “The MSA Director communicates clearly.”</p>	<p>an adequate or above ranking from less than 67% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation Survey “The MSA Director communicates clearly.”</p> <p>_____The Director received an adequate or above ranking from less than 75% of all respondents to a staff and parent survey question, from both the March Climate and Culture survey and the BOD Evaluation Survey “The MSA Director communicates clearly.”</p>
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Score: _____

Comments:

Goal: When decisions/procedures/school practices are changed, the rationale for the change needs to be communicated to the original group/people before being brought to the staff as a whole. This should be updated to the BOD.

<p>3-Superior</p> <p>_____The Director received an adequate or above ranking from 85% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation Survey “The MSA Director works to consistently reach consensus and demonstrates skills in group facilitation.”</p> <p>_____The Director received an adequate or above ranking from 85% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation Survey “The MSA Director follows through on tasks and discussion.”</p> <p>_____Any issues or changes that had to be made, were</p>	<p>2-Proficient</p> <p>_____The Director received an adequate or above ranking from 67% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation Survey “The MSA Director works to consistently reach consensus and demonstrates skills in group facilitation.”</p> <p>_____The Director received an adequate or above ranking from 67% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation Survey “The MSA Director follows through on tasks and discussion.”</p> <p>_____Any issues or changes that had to be made, were</p>	<p>1-Needs Improvement</p> <p>_____The Director received an adequate or above ranking from less than 67% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation Survey “The MSA Director works to consistently reach consensus and demonstrates skills in group facilitation.”</p> <p>_____The Director received an adequate or above ranking from less than 67% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation Survey “The MSA Director follows through on tasks and discussion.”</p> <p>_____The changes that had to</p>
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clearly communicated to the BOD.	clearly communicated to the BOD.	be made, or issues that arose, were not communicated to the BOD.
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Score: _____

Comments:

Goal: If mistakes are made, responsibility is taken for those and the error is addressed to the greatest degree that it can be.

<p>3-Superior _____ The Director will receive an adequate or above ranking from 85% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation Survey “The Director demonstrates ownership of the decision-making process and results.” _____ The Director received an adequate or above ranking from 75% or more of all respondents to a staff and parent survey question, from both the March Climate and Culture survey and the BOD Evaluation survey “The Director demonstrates ownership of the decision-making process and results.”</p>	<p>2-Proficient _____ The Director received an adequate or above ranking from 67% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation Survey “The Director demonstrates ownership of the decision-making process and results.” _____ The Director received an adequate or above ranking from 75% or more of all respondents to a staff and parent survey question, from both the March Climate and Culture survey and the BOD Evaluation survey “The Director demonstrates ownership of the decision-making process and results.”</p>	<p>1-Needs Improvement _____ The Director received an adequate or above ranking from less than 67% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation Survey “The Director demonstrates ownership of the decision-making process and results.” _____ The Director received an adequate or above ranking from less than 75% of all respondents to a staff and parent survey question, from both the March Climate and Culture survey and the BOD Evaluation survey “The Director demonstrates ownership of the decision-making process and results.”</p>
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Score: _____

Comments:

Goal: To build trust, follow MDE requirements for teacher licensure, hiring, and OFP for next school year with a hiring task force (licensure and listing requirements, interview questions, resume, review, etc...)

<p>3-Superior _____ Followed MDE Requiriements for teacher licensure, hiring and OFP for next school year with a hiring</p>	<p>2- Proficient _____ Followed MDE requirements for teacher licensure, hiring and OFP for next school year with a hiring</p>	<p>1- Needs Improvement _____ Did not follow MDE requirements for teacher licensure, hiring, and OFP for next school year.</p>
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task force and secured licensed teachers	task force.	_____ Did not use a hiring task force.
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Financial Management

Goal: Develop guidelines with the BOD and AFC for an overall fundraising plan, as well as report overall fundraising progress to the BOD during the June, 2021 meeting

<p>3-Superior _____ An overall fundraising plan is already completed. _____ Fundraising progress has been regularly shared with the BOD. _____ Fundraising progress has been above expectations.</p>	<p>2-Proficient _____ An overall fundraising plan is in development and will be ready by the June 2021 meeting. _____ Fundraising progress has been regularly shared with the BOD.</p>	<p>1-Needs Improvement _____ An overall fundraising plan is not in development and/or will not be ready by the June 2021 meeting. _____ Fundraising progress has not been regularly shared with the BOD.</p>
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Score: _____

Comments:

Goal: Participate in educational opportunities to address financial needs of the school, for example, bonds, the bonding process and grant writing.

<p>3-Superior _____ The Director actively participated in educational opportunities by updating the BOD about the classes and potential applications to MSAs fundraising needs. _____ The Director applied the knowledge to maintain fiscal responsibility and/or implementation of the five year plan, or expansion goals. _____ And, the process resulted in financial gains or stability for our school.</p>	<p>2-Proficient _____ The Director actively participated in educational opportunities by updating the BOD about the classes and potential applications to MSAs fundraising needs. _____ The Director applied the knowledge to maintain fiscal responsibility and/or implementation of the five year plan, or expansion goals.</p>	<p>1-Needs Improvement _____ The Director did not take any classes about addressing the financial needs of the school. _____ The Director did not actively practice or implement the skills learned from the classes. _____ The Director did not update the board about potential applications.</p>
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Score: _____

Comments:

Goal: Identify ways to address the fundraiser gap.

3- Superior _____ Strategies for	2- Proficient _____ Strategies for	1- Needs Improvement _____ Strategies for
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addressing the school's fundraiser gap were identified and next steps were presented to the BOD.	addressing the school's fundraiser gap were identified and were presented to the BOD.	addressing the school's fundraiser gap were not identified.
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Goal: Actively participate in lobbying efforts to reform charter finance law.

3- Superior ____ Ways to participate in lobbying efforts have been identified and participated in.	2- Proficient ____ Ways to participate in lobbying efforts have been identified, and plans made to participate.	1- Needs Improvement ____ There is not clear evidence of participating in lobbying efforts.
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Goal: Update existing five-year facilities plan with relevant new anticipated capital expenditures (buildings, grounds, etc.) and present progress to the BOD by April 2021

3-Superior ____ The five-year facilities plan is ready to be presented. This includes: ____ The current status of the buildings ____ Future improvements are identified ____ A plan to secure funding ____ Evidence of implementation.	2-Proficient ____ The five-year facilities plan is on track to be completed and presented to the BOD by April 2021. This includes: ____ The current status of the buildings ____ Future improvements are identified ____ A plan to secure funding ____ Evidence of implementation.	1-Needs Improvement ____ The five-year facilities plan is not on track to be completed by April 2021. ____ The status of the buildings are unknown, ____ Future improvements remain unidentified ____ There is no plan to secure funding ____ There is no evidence that the plan has begun to be implemented.
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Score: _____

Comments:

Goal: Collaborate with the Expansion Committee to revise the proposed (2019-2020) timeline for expansion by the end of the 2020-2021 school year.

3-Superior ____ There is a clearly identified timeline and we are ahead of the timeline. The timeline includes all of the following: ____ A list of action items ____ Possible timeline for implementation ____ Identification of	2-Proficient ____ There is evidence that a clearly identified timeline will be completed by the end of the year. The timeline should include all of the following: ____ A list of action items ____ Possible timeline for implementation ____ Identification of	1-Needs Improvement ____ There is little to no evidence that a clearly identified timeline will be completed by the end of the year. The timeline is missing one or more of the following: ____ A list of action items ____ Possible timeline for implementation
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<p>possible locations ____ A possible plan to secure funding ____ All parts of the plan help secure the school’s mission and vision. ____ The BOD has received monthly updates on the progress from the Expansion Committee.</p>	<p>possible locations ____ A possible plan to secure funding ____ All parts of the plan help secure the school’s mission and vision. ____ The BOD has received monthly updates on the progress from the Expansion Committee.</p>	<p>____ Identification of possible locations ____ A possible plan to secure funding ____ All parts of the plan help secure the school’s mission and vision. ____ The BOD has not received monthly updates on the progress from the Expansion Committee.</p>
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Score: _____

Comments:

Legal Compliance and Management

Goal: Work with appropriate staff to address any deficiencies under the IDEA (Special Education) and Section 504 of the Rehabilitation Act of 1973 (504 plans) to ensure school-wide compliance.

<p>3-Superior ____ All CAP violations found by MDE have been fixed, and no more have been identified. ____ There is no evidence that any members of IEP and 504 teams were not informed of meetings, changes to IEP/504 plans, or did not have opportunities for input ____ The process is running smoothly.</p>	<p>2-Proficient ____ All CAP violations found by MDE have been fixed. ____ There is no evidence that any members of IEP and 504 teams were not informed of meetings, changes to IEP/504 plans, or did not have opportunities for input.</p>	<p>1-Needs Improvement ____ CAP Violations remain unfixed. ____ Members of IEP and 504 teams have not had the opportunity for input or have not been informed of meetings or changes to IEP/504 Plans.</p>
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Score: _____

Comments:

Effective Communication

Goal: Monitor that Chain of Communications is consistently followed by all administration and will follow-up with identified inconsistencies in this practice and resolve issues that may arise.

<p>3-Superior ____ The Director received an adequate or above ranking from 85% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation</p>	<p>2-Proficient ____ The Director received an adequate or above ranking from 67% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation</p>	<p>1-Needs Improvement ____ The Director received an adequate or above ranking from less than 67% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD</p>
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<p>Survey, “The MSA Director consistently enforces the Chain of Communication.” ____ The Director received an adequate or above ranking from 85% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation Survey “The MSA Director communicates clearly.”</p>	<p>Survey, “The MSA Director consistently enforces the Chain of Communication.” ____ The Director received an adequate or above ranking from 67% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation Survey “The MSA Director communicates clearly.” ____ The Director received an adequate or above ranking from 75% or more from all respondents to a staff and parent survey question, from both the March Climate and Culture survey and the BOD Evaluation survey “The MSA Director consistently enforces the Chain of Communication.” ____ The Director received an adequate or above ranking from 75% or more from all respondents to a staff and parent survey question, from both the March Climate and Culture survey and the BOD Evaluation survey “The MSA Director communicates clearly.”</p>	<p>Evaluation Survey, “The MSA Director consistently enforces the Chain of Communication.” ____ The Director received an adequate or above ranking from less than 67% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation Survey “The MSA Director communicates clearly.” ____ The Director received an adequate or above ranking from less than 75% of all respondents to a staff and parent survey question, from both the March Climate and Culture survey and the BOD Evaluation survey “The MSA Director consistently enforces the Chain of Communication.” ____ The Director received an adequate or above ranking from less than 75% of all respondents to a staff and parent survey question, from both the March Climate and Culture survey and the BOD Evaluation survey “The MSA Director communicates clearly.”</p>
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Score: _____

Comments:

Goal: The Director should work towards building trust with staff and teachers by being more visible in each building during the school day in order to develop stronger interpersonal relationships.

<p>3-Superior ____ The Director received an adequate or above ranking from 85% of all respondents to a staff survey question, from both the December</p>	<p>2-Proficient ____ The Director received an adequate or above ranking from 67% of all respondents to a staff survey question, from both the December</p>	<p>1-Needs Improvement ____ The Director received an adequate or above ranking from less than 67% of all respondents to a staff survey question, from both the</p>
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<p>Climate and Culture survey and the BOD Evaluation Survey, “The MSA Director is visible in the school community during the day, and is visibly engaged with students and staff.”</p> <p>_____ The Director demonstrated visibility (in person or virtual) in the school community more than twice a week during the day (i.e. visiting classes, activity meetings, clubs).</p> <p>_____ The Director received an adequate or above ranking from 85% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation Survey “The MSA Director treats all employees fairly.”</p>	<p>Climate and Culture survey and the BOD Evaluation Survey, “The MSA Director is visible in the school community during the day, and is visibly engaged with students and staff.”</p> <p>_____ The Director demonstrated visibility (in person or virtual) in the school community twice a week during the day (i.e. visiting classes, activity meetings, clubs).</p> <p>_____ The Director received an adequate or above ranking from 67% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation Survey “The MSA Director treats all employees fairly.”</p>	<p>December Climate and Culture survey and the BOD Evaluation Survey, “The MSA Director is visible in the school community during the day, and is visibly engaged with students and staff.”</p> <p>_____ The Director did not demonstrate visibility (in person or virtual) in the school community twice a week during the day (i.e. visiting classes, activity meetings, clubs).</p> <p>_____ The Director received an adequate or above ranking from less than 67% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation Survey “The MSA Director treats all employees fairly.”</p>
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Score: _____

Comments:

Goal: The Director will make publicly available a plan/schedule of when his office hours are, as well as when he will be in the different buildings.

*Note: In the event of extended Distance Learning in the 2020-2021 school year, the Director will develop and implement a plan to increase his presence within the educational environment. For example, having regular Zoom open office hours posted and being available.

<p>3-Superior</p> <p>_____ The Director received an adequate or above ranking from 85% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation Survey “I know or can find the Director’s Office Hours.”</p>	<p>2-Proficient</p> <p>_____ The Director received an adequate or above ranking from 67% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation Survey “I know or can find the Director’s Office Hours.”</p>	<p>1-Needs Improvement</p> <p>_____ The Director received an adequate or above ranking from less than 67% of all respondents to a staff survey question, from both the December Climate and Culture survey and the BOD Evaluation Survey “I know or can find the Director’s Office Hours.”</p>
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Score: _____

Comments:

Board, Authorizer and Community Relationships

Goal: Attend at least one professional development opportunity in general management (general or particular to charter schools) that cover either, teambuilding and/or conflict management.

Attend at least one professional development that covers either diversity and sensitivity or cultural competency.

<p>3-Superior ___ The BOD was updated in November about the two PD that the Director took regarding general management and diversity or cultural competency. ___ The Director has internalized the ideas and utilizes the skills naturally. ___ The Director has provided the BOD with examples of the following: ___ Demonstrated improvement in interpersonal relationships. ___ Was more inclusive in all decisions, updates, and follow through. ___ Was equitable in application of policies and procedures.</p>	<p>2-Proficient ___ The BOD was updated in November about the two PD that the Director took regarding general management and diversity or cultural competency. ___ The Director actively practices the skills developed ___ The Director has provided the BOD with examples of the following: ___ Demonstrated improvement in interpersonal relationships. ___ Was more inclusive in all decisions, updates, and follow through. ___ Was equitable in application of policies and procedures.</p>	<p>1-Needs Improvement ___ The Director did not notify the BOD in November or he did not attend any PD regarding management or diversity. ___ The Director did not provide examples to the BOD about the implementation of the new skills. ___ The Director did not demonstrate: ___ Improvement in interpersonal relationships ___ Was not more inclusive in decisions and follow through. ___ Was not more equitable in application of policies and procedures.</p>
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Score: _____

Comments:

Goal: Attend at least three MACS regional director meetings

<p>3-Superior ___ Attended three meetings. ___ The Director provided major updates and key information gained as a result of attending the regional director meetings in the Director's Update. ___ The information was utilized to help the school.</p>	<p>2-Proficient ___ Attended three meetings. ___ The Director provided major updates and key information gained as a result of attending the regional director meetings in the Director's Update.</p>	<p>1-Needs Improvement ___ The Director did not attend three meetings. ___ The Director did not provide updates to the Board.</p>
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Score: _____

Comments:

Goal: Attend at least two MSA PTO meetings and host a formal “Q and A with the Director” at each of those meetings.

<p>3-Superior ___ The Director attended more than two MSA PTO meetings and hosted a formal “Q and A with the Director” at each of those meetings. ___ The Director updated the BOD of any potential concerns or issues raised at the MSA PTO meetings. ___ MSA was able to avert issues through this communication or improve the relationship between the PTO and MSA.</p>	<p>2-Proficient ___ The Director attended at least two MSA PTO meetings and hosted a formal “Q and A with the Director” at each of those meetings. ___ The Director updated the BOD of any potential concerns or issues raised at the MSA PTO meetings.</p>	<p>1-Needs Improvement ___ The Director did not attend at least two MSA PTO meetings. ___ The Director did not host a formal “Q and A with the Director” at each of those meetings. ___ The Director did not update the BOD of any potential concerns or issues raised at the MSA PTO meetings.</p>
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Score: _____

Comments:

Goal: Establishing and maintaining relationships and networking with neighboring school districts to foster collaboration and build community relationships

<p>3-Superior ___ There were significant improvements to our relationships with neighboring school districts and other elements in our community because of the Director’s efforts. ___ These efforts were clearly communicated to the BOD.</p>	<p>2-Proficient ___ The Director’s report to the BOD will include updates to this as needed.</p>	<p>1-Needs Improvement ___ There were no updates to the BOD. ___ There were no improvements made.</p>
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Score: _____

Comments:

Summary Evaluation

What were the three biggest achievements that the Director made this year?

- 1.
- 2.
- 3.

What are the three biggest improvements that the Director still needs to make?

- 1.
- 2.
- 3.

Offer Director Contract for 2021-2022 School Year-Yes/No?

If yes,

Do you have any recommendations regarding salary?

No recommendation:

No increase:

Cost of Living Increase:

Additional Percentage:

Other Suggestions:

The language in this evaluation was based on the Saint Paul Public Schools Principal Evaluation form and the MSBA Superintendent Evaluation resource.

Distance Learning, Partial In-person, and Full In-person Scenarios February 12, 2021

These scenarios were developed utilizing the current Minnesota Safe Learning Plan. Please realize that the CDC has released new guidelines for schools as of late Friday afternoon, February 12th. I would expect that MDE/MDH will provide updated guidance next week which will change some criteria in Minnesota's Safe Learning Plan.

Distance Learning:

County Case Rates:

- 14 Day County Case rate above 30/10,000 people

Transportation:

- Transportation is not provided. Parents provide it to students going to campus or other activities.

Sufficient IT Supports Present:

- Current supplies and access are adequate as most staff are off campus.

Adequate Staffing Availability:

- Staffing is full with additional trained substitutes available.

Budget Constraints:

- Projected surplus of over \$83,000.
- No ESSER II funds are available - we are not a Title I school.

Staff COVID-19 Saliva Testing:

- We are not required to conduct these

Teacher Planning Time:

- Teachers have from 3:20 - 3:50 pm daily for planning.

Activities:

- On campus activities may occur as long as case rates are below 50/10,000 and no staff associated with the activity are COVID-19 positive.
- WIN Friday activities may occur if case rates are below 50/10,000.
- Teachers sign up to avoid too many activities at one time.

Class & Lunch Schedule:

- Class schedule for a 9:20 - 3:20 time period are being utilized

- Alternating block schedule with the 5th day of the week being a WIN Friday.
- 30 minute lunch for everyone at the same time.

MDE Safety Requirements:

- Contact Tracing reveals a 30% non-compliance rate
 - Complete a COVID-19 Health Questionnaire upon arrival
 - Complete a COVID-19 Close Contact Questionnaire prior to departing campus
- COVID-19 Rooms
 - Rooms are set up.
 - Have room purifiers with ionization.
 - Monitors need to be installed.
- PPE inventory and ordering
 - Adequate amounts on site
 - Waiting on additional orders of sanitizer
- Social Distance Markings
 - Floor markings are purchased and on site.
 - Wall markings are up in all buildings.
- Classroom Capacities
 - Not an issue

Material Pickup:

- By arrangement or located outside of Building A during fair weather.
 - Instructions are posted in the announcements and on the website banner.

Other Considerations:

- Teachers have been allowed to relocate furniture and IT equipment to their place of residence to facilitate broadcasting from home.
- Lunch is at home.

Partial In-person Learning:

County Case Rates:

- 14 Day County Case rate above 10/10,000 people but below 30/10,000 people

Transportation:

- Transportation times will be at our previous times for a 9:20 start and a 3:50 end.
 - Contract for other busing at ~ \$101,000
- Parents provide for students going to campus for activities and on Fridays.

Sufficient IT Supports Present:

- Building C and D wireless support will be challenged by students logging onto the internet to live stream.
 - 100mbps connections/building with a teacher taking up 5mbps (D will have 5 teachers + students)
 - In-class audio feedback will be an issue.
- BC approved fiber optic cable for Building B which will help.
 - Installation date has not been set.
 - Should support ~50 students each in Buildings C and D
 - Will provide adequate support.
 - In-class audio feedback will still be an issue.
 - Eliminate by reducing students on devices
 - Teachers project their screens to in-persons students
 - Reducing breakout rooms to groups by location
 - Polling would need to occur through other platforms

Adequate Staffing Availability:

- Would need to find between 4 and 7 classroom monitors
 - Cost ~ between \$29,000 and \$51,000
 - Email to parents to contact Mr. G will be forthcoming

Budget Constraints:

- Projected surplus of over \$83,000.
 - Reduce by classroom monitor cost
 - Reduce by possible transportation cost
- No ESSER II funds are available - we are not a Title I school.
 - Received over \$25,000 for beginning of the year

Staff COVID-19 Saliva Testing:

- Offer testing to staff every two weeks in room 007.

Teacher Planning Time:

- Mandated time of 30 minutes/day would need to shift due to busing
 - Most probable would be Friday afternoon decreasing office hours and WIN Friday activities

Activities:

- On campus activities may occur.
- WIN Friday activities may occur.
- Teachers sign up to avoid too many activities at one time.

Class & Lunch Schedule:

- Class schedule for a 9:20 - 3:50 time period would need to be instituted
 - Allows students to be on campus 2 days per week plus and WIN Friday activities.
 - Students would see teachers at least once a week.
- Maroon and Silver block schedule with the 5th day of the week being a WIN Friday.
- Lunch times would need to be adjusted.

MDE Safety Requirements:

- Contact Tracing reveals a 30% non-compliance rate
 - Complete a COVID-19 Health Questionnaire upon arrival
 - Complete a COVID-19 Close Contact Questionnaire prior to departing campus
 - Teachers maintain daily classroom logs
- COVID-19 Rooms
 - Rooms are set up.
 - Have room purifiers with ionization.
 - Monitors need to be installed.
- PPE inventory and ordering
 - Adequate amounts on site
 - Waiting on additional orders of sanitizer
- Social Distance Markings
 - Floor markings are purchased and on site.
 - Wall markings are up in all buildings.
- Classroom Capacities
 - 6 rooms would be close to capacity (1 person extra)

Material Pickup:

- By arrangement or located outside of Building A during fair weather and after school.
 - Instructions are posted in the announcements and on the website banner.

Other Considerations:

- Teacher requests for additional on campus support (i.e. mics, ...) to be collected in February.
- A lunch in Great Hall
 - Dividers will be on tables so they can seat up to 4. More than likely, each table will only have 2-3 students.

- Will have 2 monitors.
- B lunch on stage
 - Dividers will be on tables. Each table may have up to 4 students.
 - Microwaves moved to stage
 - Will have 1 monitor.
- Storage Space For Extra Furniture
 - Storage space will be at a premium for all the extra desks being removed
 - Building A - Cave
 - Building B - Locker rooms
 - Building C & D - Basement of C
- Spring Sports update.
 - Spring sport registration will go out later this month.
 - 3 Coaches are hired.
 - Accommodates 75 athletes
 - If we have more than that we will have to rotate.
 - Waiting to hear start dates finalized by MSHSL.
 - We will follow MSHSL guidelines.
- Students transitioning from distance to partial in-person.
 - If there is room to accommodate students, this will be done on a first request basis.
 - Students may be added if room capacity allows it.

Full In-person Learning:

County Case Rates:

- 14 Day County Case rate below 10/10,000 people

Transportation:

- Transportation times will be at our previous times for a 9:20 start and a 3:50 end.
 - Contract for other busing at ~ \$101,000
- Parents provide for students going to campus for activities and on Fridays.

Sufficient IT Supports Present:

- Building C and D wireless support will be challenged by students logging onto the internet to live stream.
 - 100mbps connections/building with a teacher taking up 5mbps (D will have 5 teachers + students)
 - In-class audio feedback will be an issue.
- BC approved fiber optic cable for Building B which will help.

- Installation date has not been set.
- Should support ~50 students each in Buildings C and D
 - Should provide adequate support.
- In-class audio feedback will be an issue.
 - Eliminate by reducing students on devices
 - Teachers project their screens to in-persons students
 - Reducing breakout rooms to groups by location
 - Polling will need to occur through other platforms

Adequate Staffing Availability:

- Would need to find between 4 and 7 classroom monitors
 - Cost ~ between \$29,000 and \$51,000
 - Email to parents to contact Mr. G will be forthcoming

Budget Constraints:

- Projected surplus of over \$83,000.
 - Reduce by classroom monitor cost
 - Reduce by possible transportation cost
 - Reduce by additional staff equipment needs
- No ESSER II funds are available - we are not a Title I school.
 - Received over \$25,000 for beginning of the year

Staff COVID-19 Saliva Testing:

- Offer testing to staff every two weeks in room 007.

Teacher Planning Time:

- Mandated time of 30 minutes/day would need to shift due to busing
 - Most probable would be Friday afternoon decreasing office hours and WIN Friday activities

Activities:

- On campus activities will occur.
- WIN Friday activities will occur.
- Teachers sign up to avoid too many activities at one time.

Class & Lunch Schedule:

- Class schedule for a 9:20 - 3:50 time period would need to be instituted
 - Allows students to be on campus 4 days per week plus and WIN Friday activities.
 - Students would see teachers at least twice a week.
- Maroon and Silver block schedule with the 5th day of the week being a WIN Friday.
- Lunch times would need to be adjusted.

MDE Safety Requirements:

- Contact Tracing reveals a 30% non-compliance rate
 - Complete a COVID-19 Health Questionnaire upon arrival
 - Complete a COVID-19 Close Contact Questionnaire prior to departing campus
 - Teachers maintain daily classroom logs
- COVID-19 Rooms
 - Rooms are set up.
 - Have room purifiers with ionization.
 - Monitors need to be installed.
- PPE inventory and ordering
 - Adequate amounts on site
 - Waiting on additional orders of sanitizer
- Social Distance Markings
 - Floor markings are purchased and on site.
 - Wall markings are up in all buildings.
- Classroom Capacities
 - 17 rooms would exceed 50% room capacity recommendation

Material Pickup:

- By arrangement or located outside of Building A during fair weather and after school.
 - Instructions are posted in the announcements and on the website banner.

Other Considerations:

- Teacher requests for additional on campus support (i.e. mics, ...) to be collected in February.
- A lunch in Great Hall
 - Dividers will be on tables so they can seat up to 4. More than likely, each table will only have 2-3 students.
 - Will have 2 monitors.
- B lunch on bleachers
 - Microwaves moved to stage
 - Will have 1 monitor and daily admin support.
- Storage Space For Extra Furniture
 - Storage space will be needed for desks being removed
 - Building A - Cave
 - Building B - Locker rooms
 - Building C & D - Basement of C

- Spring Sports update.
 - Spring sport registration will go out later this month.
 - 3 Coaches are hired.
 - Accommodates 75 athletes
 - If we have more than that we will have to rotate.
 - Waiting to hear start dates finalized by MSHSL.
 - We will follow MSHSL guidelines.

- Students transitioning from distance to in-person.
 - If there is room to accommodate students, this will be done on a first request basis.
 - Students may be added if room capacity allows it.

**Math & Science Academy
8430 Woodbury Crossing
Woodbury, MN 55125
(651) 578-7507**

**EMPLOYMENT AGREEMENT
(Teacher)**

This Employment Agreement (“Agreement”) is entered into by and between the Board of Directors (“Board”) of Math & Science Academy (“School”) and _____ (“Employee”). The School and the Employee are collectively referred to as “the parties.”

WHEREAS, the Employee is a duly licensed teacher in the State of Minnesota;

WHEREAS, the Board of Directors (“Board”) is responsible for the governance, management, and direction of the School; and

WHEREAS, the parties desire to enter into an employment agreement governing the terms and conditions of the Employee’s employment with the School;

NOW, THEREFORE, IN CONSIDERATION OF the mutual promises and covenants contained in this Agreement, the parties hereby agree as follows:

1. **Term.** This Agreement will take effect on July 1, 20__, and will terminate on June 30, 20__, unless either party exercises its right to terminate the Agreement earlier. Either the School or the Employee may terminate this Agreement at any time, with or without cause, by providing written notice to the other party in accordance with the provisions of this Agreement. Absent early termination, the Employee’s employment with the School will terminate effective at the close of business on June __, 20__. This Agreement will not automatically renew.
2. **Position and Duties.** Subject to the terms of this Agreement, the School hereby agrees to employ the Employee in the position of “Teacher” for the School, and Employee hereby accepts such employment. The Employee’s specific teaching assignment shall be: _____, unless otherwise modified by the Director.
 - (a) The position of Teacher is a full-time position, unless otherwise modified in writing, with exempt status under the Fair Labor Standards Act. A basic duty day will be eight (8) hours in length (inclusive of a duty-free lunch) but the Employee is expected to work the number of hours necessary to perform his/her job duties and to meet the professional expectations of the job. Beyond the basic duty day, the Employee may be required to attend and participate in meetings and school-sponsored events, such as student conferences, parent conferences, meetings called by the Director, and similar events. In light of the exempt status of the position of Teacher, the Employee will not receive overtime or any other form of

additional compensation for such hours worked in excess of a forty-hour workweek.

- (b) Regular attendance is an essential function of the job. During the term of this Agreement, the Employee will work between 175 and 185 duty days as a teacher as determined by the Board. In the event that a duty day is lost due to an emergency or inclement weather, the Employee agrees to perform duties, as determined by the Board, on another day in lieu of the lost day. The Employee's specific work days and hours shall be as set forth in the School's Employee Handbook although specific work hours may be modified in the discretion of the School's Director.
 - (c) The Board has the authority to create and modify a written job description for the Employee as it sees fit; to oversee and direct the Employee's job performance as it sees fit; and to review the Employee's performance as it sees fit.
 - (d) The Board or Director retains the right to assign or reassign, by written notice, the Employee at any time to any teaching position for which the Employee is properly licensed by the Minnesota Department of Education, the Professional Educator Licensing Standards Board ("PELSB"), or the State of Minnesota.
3. **Salary.** While this Agreement is in effect, the Employee will earn a gross annual salary of _____ thousand _____ hundred _____ dollars (\$_____) in consideration for faithfully performing the duties of a Teacher for the School. In accordance with its regular payroll schedule, the School will pay the Employee this annual salary in _____ equal installments, less applicable withholdings and deductions, including state and federal payroll taxes, employee insurance and 403(b) contributions, if elected, required TRA contributions, if eligible, and any court ordered deductions. Each semi-monthly installment will be made after the period in which the salary was earned. The School's obligation to make any payments under this Agreement will cease immediately in the event that the Employee resigns or his/her employment is terminated for any reason. If this Agreement is terminated during the middle of a pay period, the salary paid to the Employee for that period will be prorated and decreased to reflect the number of days actually worked. The employee will have no right to receive any wages, compensation, severance, or employer-paid benefits, including accrued paid time off, after the effective date of any termination or resignation, except upon resignation as set forth in this Agreement .
4. **Additional Positions/Duties.** In addition to, or as part of the employment in the above referenced teaching position, the School also agrees to employ the Employee for the performance of the following additional position or duties: _____.
- (a) This is a part-time position or additional duties with non-exempt status under the Fair Labor Standards Act. The Employee is expected to work approximately _____ additional hours beyond the position set forth in paragraph 2, but the number of hours may vary as the School's Director sees fit. These duties shall be

performed from _____ 20__, to _____ 20__. In addition to the compensation set forth in paragraph 3, the School shall provide the employee with the following additional compensation:

 _____,
 _____, that shall be subject to the same terms of payment as set forth in paragraph 3.

5. **TRA Contributions.** While this Agreement is in effect, the Employee will be a member of the Minnesota Teacher Retirement Account (“TRA”) system. The School and the Employee will each contribute at least the minimum amounts required by TRA. The School’s obligation to make any contribution to TRA will cease immediately in the event that the Employee resigns or his/her employment is terminated for any reason.
6. **Health Insurance.** The School shall contribute a portion of the premium for group health insurance for the Employee and any qualified dependents under a health insurance plan selected by the School, if elected by the Employee, as set forth the Employee Handbook. The Employee agrees that no action may be brought against the School for any particular claim that is not covered or paid by insurance. The School is not insuring or guaranteeing that any particular claim will be paid or covered by insurance. The eligibility and coverage of the Employee and any dependents will be governed entirely by the terms of the applicable insurance plan.
7. **Other Benefits.** Subject to the following paragraph, insurance and other benefits, such as sick leave, holidays, and paid time off, are available to eligible employees in accordance with the criteria stated in the School’s Employee Handbook, a copy of which is attached to this Agreement.
8. **Acknowledgement Regarding Handbook and Policies.** Nothing in any of the School’s policies, handbooks, or other publications creates an express or implied contract between the School and the Employee. Any benefits or procedures that are described or outlined in any policies, handbooks, or other publications are not contractual in nature. The Employee understands and agrees that at any time, the Board may modify, suspend, or discontinue any part(s) or provision(s) of its policies or handbooks, including any benefits set forth in those policies or handbooks.
9. **Covenant of Diligence, Good Faith, and Loyalty.** The Employee agrees to perform his/her job duties diligently, in good faith, and to the best of his/her ability. The Employee further agrees to be loyal to the Board and to the School.
 - (a) The Employee may not, directly or indirectly, engage or participate in any action or conduct that conflicts in any respect with the interests of the School, nor may the Employee engage or participate in any action or conduct that is inconsistent with his/her duties as a Teacher, the basic educational mission of the School, or the desired image of the School.

- (b) The Employee must fully comply with all federal and state laws and with all policies and rules of the School. The Employee must perform his/her duties in a trustworthy, ethical, legal, and diligent manner and must use his/her best efforts to promote the interests of the School.
10. **At-Will Employment Status.** The Employee is an at-will employee regardless of any statements, representations, procedures, or policies that may be made or promulgated by the School or its agents or representatives. Accordingly, the School may terminate the Employee as it sees fit by providing the Employee with written notice of termination. If the Agreement is terminated during its term for financial reasons, the School will provide the Teacher with up to 30 days written notice, if feasible. The School is not required to show cause for termination of the Employee. After the effective date of any termination, the Employee is not entitled to receive any form of severance; unearned salary; compensation for unused personal leave or sick leave or other paid time off (“PTO”); payment of any insurance premium; or any other employer-paid benefit, except as set forth in paragraph 10.
11. **Resignation.** The Employee may resign at any time by providing the Director with written notice of his/her resignation no less than fourteen (14) calendar days in advance of the effective date of the resignation. If the Employee provides the required fourteen (14) calendar days advance written notice to the School, the Employee shall be reimbursed for unused, accrued PTO, up to a maximum of five (5) days.
12. **Governing Law and Severability.** This Agreement is to be governed by the laws of the State of Minnesota, regardless of whether any change occurs in the Employee’s domicile or status as a resident of Minnesota. If any part of this Agreement is construed to be unenforceable or in violation of any applicable law, the remaining portions of the Agreement will remain in full force and effect.
13. **Waiver.** Waiver by either party of any term or condition of this agreement or any breach will not constitute a waiver of any other term or condition or breach of this Agreement.
14. **Entire Agreement.** This Agreement constitutes the entire agreement between the parties relating to the employment of the Employee. Neither party has relied upon any oral statements or promises that are not set forth in this document. The terms of this Agreement are contractual and supersede any and all prior agreements between the parties and any inconsistent provisions in any employee handbooks or policy. The Employee understands and agrees that any handbooks or policies adopted by the School do not create an express or implied contract between the School and the Employee. No waiver or modification of any provision of this Agreement will be valid unless it is in writing and signed by both parties.

IN WITNESS WHEREOF, the parties have entered into this Agreement on the dates shown below. This Agreement shall not become effective unless and until it is approved by the Board of Directors of Math & Science Academy and signed by both parties.

By signing below, each party acknowledges that it has read this Agreement; that it understands the terms of the Agreement; and that it intends to be legally bound by the terms of the Agreement.

EMPLOYEE

Dated: _____

Name

MATH & SCIENCE ACADEMY

Dated: _____

President, Board of Directors of Math & Science Academy

Dated: _____

Secretary, Board of Directors of Math & Science Academy

Math & Science Academy is an Equal Opportunity Employer and does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, or age.

**Math & Science Academy
8430 Woodbury Crossing
Woodbury, MN 55125
(651) 578-7507**

**EMPLOYMENT AGREEMENT
(Salaried Administrator)**

This Employment Agreement (“Agreement”) is entered into by and between the Board of Directors (“Board”) of Math & Science Academy (“School”) and _____ (“Employee”). The School and the Employee are collectively referred to as “the parties.”

WHEREAS, the Board of Directors (“Board”) is responsible for the governance, management, and direction of the School; and

WHEREAS, the parties desire to enter into an employment agreement governing the terms and conditions of the Employee’s employment with the School;

NOW, THEREFORE, IN CONSIDERATION OF the mutual promises and covenants contained in this Agreement, the parties hereby agree as follows:

1. **Term.** This Agreement will take effect on _____, 20__, and will terminate on June 30, 20__, unless either party exercises its right to terminate the Agreement earlier. Either the School or the Employee may terminate this Agreement at any time, with or without cause, by providing written notice to the other party in accordance with the provisions of this Agreement. Absent early termination, the Employee’s employment with the School will terminate effective at the close of business on June 30, 20__. This Agreement will not automatically renew.

2. **Position and Duties.** The School agrees to employ the Employee in the position of _____
 - (a) The position of _____ is a full-time, unless otherwise modified in writing, with exempt status under the Fair Labor Standards Act. A basic duty day will be eight (8) hours in length (inclusive of a duty-free lunch) but the Employee is expected to work the number of hours necessary to perform her job duties and to meet the professional expectations of the job. Beyond the basic duty day, the Employee may be required to attend and participate in meetings and school-sponsored events. In light of the exempt status of the position, the Employee will not receive overtime or any other form of additional compensation for such hours worked in excess of a forty-hour workweek or the workweek as modified to be a part-time position.

 - (b) The Employee agrees to perform the specific duties of this position, as set forth in the attached job description, to the best of her ability, to comply with the reasonable directives of the Director of the School and the Board Chair, and to

perform any other general duties as described in the School's policies regarding non-teaching personnel. Regular attendance during scheduled hours of work is an essential function of the Employee's job.

- (c) The Board has the authority to create and modify a written job description for the Employee as it sees fit; to oversee and direct the Employee's job performance as it sees fit; and to review the Employee's performance as it sees fit. The position of _____ generally involves the exercise of discretion and independent judgment, the supervision of support staff, and the performance of work directly related to the general business operations of the School and its customers.
3. **Salary.** While this Agreement is in effect, the Employee will earn a gross annual salary of _____ thousand _____ hundred _____ dollars (\$_____) in consideration for faithfully performing the duties of _____ for the School. In accordance with its regular payroll schedule, the School will pay the Employee this annual salary in semi-monthly equal installments, less applicable withholdings and deductions less applicable withholdings and deductions, including state and federal payroll taxes, employee insurance and 403(b) contributions, if elected, required PERA contributions, if eligible, and any court ordered deductions. Each semi-monthly installment will be made after the period in which the salary was earned. The Employee authorizes the School to make payroll deductions for paying any PERA contribution and the Employee's portion of the health insurance premium contribution and 403(b) contribution, if applicable. The School's obligation to make any payments under this Agreement will cease immediately in the event that the Employee resigns or is terminated for any reason. If this Agreement is terminated during the middle of a pay period, the salary paid to the Employee for that period will be prorated and decreased to reflect the number of days actually worked. The employee will have no right to receive any wages, compensation, severance, or employer-paid benefits, including accrued paid time off, after the effective date of any termination or resignation, except upon resignation as set forth in this Agreement.
4. **PERA Contributions.** While this Agreement is in effect, the Employee will be a member of the Minnesota Public Employee Retirement Account ("PERA") system. The School and the Employee will each contribute at least the minimum amounts required by PERA. The School's obligation to make any contribution to PERA will cease immediately in the event that the Employee resigns or his/her employment is terminated for any reason.
5. **Health Insurance.** The School shall contribute a portion of the premium for group health insurance for the Employee and any qualified dependents under a health insurance plan selected by the School, if elected by the Employee, as set forth the Employee Handbook. The Employee agrees that no action may be brought against the School for any particular claim that is not covered or paid by insurance. The School is not insuring or guaranteeing that any particular claim will be paid or covered by insurance. The eligibility and

coverage of the Employee and any dependents will be governed entirely by the terms of the applicable insurance plan.

6. **Other Benefits.** Subject to the following paragraph, insurance and other benefits, such as sick leave, holidays, and paid time off, are available to eligible employees in accordance with the criteria stated in the School's Employee Handbook, a copy of which is attached to this Agreement. In addition to these benefits set forth in the Employee Handbook, the Employee shall be provided the following additional benefits:
-
-
7. **Acknowledgement Regarding Handbook and Policies.** Nothing in any of the School's policies, handbooks, or other publications creates an express or implied contract between the School and the Employee. Any benefits or procedures that are described or outlined in any policies, handbooks, or other publications are not contractual in nature. The Employee understands and agrees that at any time, the Board may modify, suspend, or discontinue any part(s) or provision(s) of its policies or handbooks, including any benefits set forth in those policies or handbooks.
8. **Covenant of Diligence, Good Faith, and Loyalty.** The Employee agrees to perform his/her job duties diligently, in good faith, and to the best of his/her ability. The Employee further agrees to be loyal to the Board and to the School.
- (a) The Employee may not, directly or indirectly, engage or participate in any action or conduct that conflicts in any respect with the interests of the School, nor may the Employee engage or participate in any action or conduct that is inconsistent with his/her duties to the School, the basic educational mission of the School, or the desired image of the School.
- (b) The Employee is prohibited from engaging in additional employment, private business, or other employment activity which may have an adverse effect on, or create a conflict of interest with, her employment with the School.
- (c) The Employee must fully comply with all federal and state laws and with all policies and rules of the School. The Employee must perform his/her duties in a trustworthy, ethical, legal, and diligent manner and must use his/her best efforts to promote the interests of the School.
9. **At-Will Employment Status.** The Employee is an at-will employee regardless of any statements, representations, procedures, or policies that may be made or promulgated by the School or its agents or representatives. Accordingly, the School may terminate the Employee as it sees fit by providing the Employee with written notice of termination. If the Agreement is terminated during its term for financial reasons, the School will provide the Teacher with up to 30 days written notice, if feasible. The School is not required to show cause for termination of the Employee. After the effective date of any termination, the Employee is not entitled to receive any form of severance; unearned salary;

compensation for unused personal leave or sick leave or other paid time off (“PTO”); payment of any insurance premium; or any other employer-paid benefit, except as set forth in paragraph 10.

- 10. **Resignation.** The Employee may resign at any time by providing the Director with written notice of his/her resignation no less than fourteen (14) calendar days in advance of the effective date of the resignation. If the Employee provides the required fourteen (14) calendar days advance written notice to the School, the Employee shall be reimbursed for unused, accrued PTO, up to a maximum of five (5) days.
- 11. **Governing Law and Severability.** This Agreement is to be governed by the laws of the State of Minnesota, regardless of whether any change occurs in the Employee’s domicile or status as a resident of Minnesota. If any part of this Agreement is construed to be unenforceable or in violation of any applicable law, the remaining portions of the Agreement will remain in full force and effect.
- 12. **Waiver.** Waiver by either party of any term or condition of this agreement or any breach will not constitute a waiver of any other term or condition or breach of this Agreement.
- 13. **Entire Agreement.** This Agreement constitutes the entire agreement between the parties relating to the employment of the Employee. Neither party has relied upon any oral statements or promises that are not set forth in this document. The terms of this Agreement are contractual and supersede any and all prior agreements between the parties and any inconsistent provisions in any employee handbooks or policy. The Employee understands and agrees that any handbooks or policies adopted by the School do not create an express or implied contract between the School and the Employee. No waiver or modification of any provision of this Agreement will be valid unless it is in writing and signed by both parties.

IN WITNESS WHEREOF, the parties have entered into this Agreement on the dates shown below. This Agreement shall not become effective unless and until it is approved by the Board of Directors of Math & Science Academy and signed by both parties.

By signing below, each party acknowledges that it has read this Agreement; that it understands the terms of the Agreement; and that it intends to be legally bound by the terms of the Agreement.

EMPLOYEE

Dated: _____

Name

MATH & SCIENCE ACADEMY

Dated: _____

President/Chair, Board of Directors of
Math & Science Academy

Dated: _____

Secretary, Board of Directors of
Math & Science Academy

Math & Science Academy is an Equal Opportunity Employer and does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, or age.

**Math & Science Academy
8430 Woodbury Crossing
Woodbury, MN 55125
(651) 578-7507**

**EMPLOYMENT AGREEMENT
(Hourly Employee)**

This Employment Agreement (“Agreement”) is entered into by and between the Board of Directors (“Board”) of Math & Science Academy (“School”) and _____ (“Employee”). The School and the Employee are collectively referred to as “the parties.”

WHEREAS, the Board of Directors (“Board”) is responsible for the governance, management, and direction of the School; and

WHEREAS, the parties desire to enter into an employment agreement governing the terms and conditions of the Employee’s employment with the School;

NOW, THEREFORE, IN CONSIDERATION OF the mutual promises and covenants contained in this Agreement, the parties hereby agree as follows:

1. **Term.** This Agreement will take effect on _____, 20__, and will terminate on _____, 20__, unless either party exercises its right to terminate the Agreement earlier. Either the School or the Employee may terminate this Agreement at any time, with or without cause, by providing written notice to the other party in accordance with the provisions of this Agreement. Absent early termination, the Employee’s employment with the School will terminate effective at the close of business on June 30, 20__. This Agreement will not automatically renew.

 2. **Position and Duties.** The School agrees to employ the Employee for the position of _____.
- (a) This is a _____-time position with non-exempt status under the Fair Labor Standards Act. The Employee is expected to work _____ hours per week, _____ months per year, but the number of hours may vary as the School’s Director sees fit. Because this is a non-exempt position, the Employee is entitled to receive overtime pay at the rate of one and one-half (1.5) times the regularly hourly rate of pay stated in this Agreement for all hours worked in excess of forty (40) hours per week. Absent an emergency, overtime must be approved in advance by the Director of the School or by the Board Chair.

 - (b) The Employee agrees to perform the specific duties of this position to the best of his/her ability, to comply with the reasonable directives of the Director of the School and the Board Chair, and to perform any other general duties as described in the School’s policies regarding non-teaching personnel. Regular attendance during scheduled hours of work is an essential function of the Employee’s job.

The Employee's specific work days shall be as set forth in the School's Employee Handbook and specific hours shall be set by the School's Director.

3. **Hourly Rate of Pay.** While this Agreement is in effect, the Employee's hourly rate of pay will be _____ dollars and _____ cents (\$__.), subject to deductions for state and federal payroll taxes, employee insurance and 403(b) contributions, if elected, required PERA contributions, if eligible and any court ordered deductions. In accordance with its regular payroll schedule, the School will pay the Employee after each two-week period in which the hours were worked. The obligation to pay the Employee will cease immediately upon the effective date of any termination or resignation. The Employee will have no right to receive any wages, compensation, severance, or employer-paid benefits, including accrued paid time off, after the effective date of any termination or resignation.
4. **PERA Contributions.** While this Agreement is in effect, the Employee will be a member of the Minnesota Public Employee Retirement Account ("PERA") system. The School and the Employee will each contribute at least the minimum amounts required by PERA. The School's obligation to make any contribution to PERA will cease immediately in the event that the Employee resigns or his/her employment is terminated for any reason.
5. **Health Insurance.** The School shall contribute a portion of the premium for group health insurance for the Employee and any qualified dependents under a health insurance plan selected by the School, if elected by the Employee, as set forth the Employee Handbook. The Employee agrees that no action may be brought against the School for any particular claim that is not covered or paid by insurance. The School is not insuring or guaranteeing that any particular claim will be paid or covered by insurance. The eligibility and coverage of the Employee and any dependents will be governed entirely by the terms of the applicable insurance plan.
6. **Other Benefits.** Subject to the following paragraph, insurance and other benefits, such as sick leave, holidays, and paid time off, are available to eligible employees in accordance with the criteria stated in the School's Employee Handbook, a copy of which is attached to this Agreement.
7. **Acknowledgement Regarding Handbook and Policies.** Nothing in any of the School's policies, handbooks, or other publications creates an express or implied contract between the School and the Employee. Any benefits or procedures that are described or outlined in any policies, handbooks, or other publications are not contractual in nature. The Employee understands and agrees that at any time, the Board may modify, suspend, or discontinue any part(s) or provision(s) of its policies or handbooks, including any benefits set forth in those policies or handbooks.
8. **Covenant of Diligence, Good Faith, and Loyalty.** The Employee agrees to perform his/her job duties diligently, in good faith, and to the best of his/her ability. The Employee further agrees to be loyal to the Board and to the School.

- (a) The Employee may not, directly or indirectly, engage or participate in any action or conduct that conflicts in any respect with the interests of the School, nor may the Employee engage or participate in any action or conduct that is inconsistent with his/her duties to the School, the basic educational mission of the School, or the desired image of the School.
 - (b) The Employee is prohibited from engaging in additional employment, private business, or other employment activity which may have an adverse effect on, or create a conflict of interest with, his or her employment with the School.
 - (c) The Employee must fully comply with all federal and state laws and with all policies and rules of the School. The Employee must perform his/her duties in a trustworthy, ethical, legal, and diligent manner and must use his/her best efforts to promote the interests of the School.
9. **At-Will Employment Status.** The Employee is an at-will employee regardless of any statements, representations, procedures, or policies that currently exist or may be made or promulgated by the School or its agents or representatives in the future. Accordingly, the School may terminate the Employee as it sees fit by providing the Employee with written notice of termination. The School is not required to show cause for termination of the Employee. After the effective date of any termination, the Employee is not entitled to receive any form of severance; unearned salary; compensation for unused personal leave or sick leave (PTO); accrued vacation; payment of any insurance premium; or any other employer-paid benefit.
10. **Resignation.** The Employee may resign at any time by providing the Director with written notice of his/her resignation no less than fourteen (14) calendar days in advance of the effective date of the resignation.
11. **Governing Law and Severability.** This Agreement is to be governed by the laws of the State of Minnesota, regardless of whether any change occurs in the Employee's domicile or status as a resident of Minnesota. If any provision of this Agreement is held unenforceable by a court of law, the remainder of the Agreement shall remain in full force and effect.
12. **Waiver.** Waiver by either party of any term or condition of this agreement or any breach will not constitute a waiver of any other term or condition or breach of this Agreement.
13. **Entire Agreement.** This Agreement constitutes the entire agreement between the parties relating to the employment of the Employee. Neither party has relied upon any oral or written statements, promises, or inducements that are not set forth in this document. The terms of this Agreement are contractual and supersede any prior agreements between the parties and any inconsistent provisions in any employee handbooks or policy. No waiver or modification of any provision of this Agreement will be valid unless it is in writing and signed by both parties.

IN WITNESS WHEREOF, the parties have entered into this Agreement on the dates shown below. This Agreement shall not become effective unless and until it is approved by the Board of Directors of Math & Science Academy and signed by both parties.

By signing below, each party acknowledges that it has read this Agreement; that it understands the terms of the Agreement; and that it intends to be legally bound by the terms of the Agreement.

EMPLOYEE

Dated: _____

Name

MATH & SCIENCE ACADEMY

Dated: _____

President, Board of Directors of Math & Science Academy

Dated: _____

Secretary, Board of Directors of Math & Science Academy

Math & Science Academy is an Equal Opportunity Employer and does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, or age.

**Board of Directors
Special Session
Math & Science Academy
Monday, January 25th, 2021
Building C (lobby) and Remotely**

1. Call to Order by Chair at 5:00 pm

2. Roll Call of Members

Present:

Voting:

Annie Cardenas, Chair

Dan Ellingson, Vice Chair

Cody Schniepp, Treasurer ****left closed session at 6:19 due to prior commitment****

Michelle Kurkoski, Secretary

Jeana Albers

Adam Bartz

Robert Krueger

Jennifer Bartle

Maggie Burggraaff

Non-voting:

John Gawarecki, Director (ex officio)

Absent:

Jenny Abbs, BKDA, Contracted Financial Manager (ex officio)

Paula Akakpo, Student Member

Discussion:

1. Quorum is acknowledged by the Chair

Motion to go into closed session in accordance with section 13D.05, subdivision 3(a) to evaluate the performance of an individual who is subject to its authority. The public body shall identify the individual subject to be evaluated prior to the closed meeting which will be sent out as a mid-year evaluation"

Moved by: Annie Cardenas Second: Dan Ellingson

Vote: yes - 9 no -

Open meeting ended at 5:07 pm. Closed Session began immediately with just BOD members present.

Summary: The closed portion of the meeting was audio recorded. A copy of which will be stored in the office. The closed portion of the meeting ended at 7:33 pm.

Motion to go back into open session at 7:33 pm.
Moved by: Annie Cardenas Second: Dan Ellingson
Vote: 8- no 0-

- 2. Pursuant to section 13D.05 subdivision 3 a detailed summary of the Director's mid year evaluation will be summarized at given at the next open meeting in February**