

**Board of Directors
Math & Science Academy
Tuesday, March 16th, 2021**

Building C (lobby) and Remotely

<https://youtu.be/lsz0AffdSyE>

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, February 16th, 2021
- b. BOD Special Meeting, February 22, 2021
- c. BOD Special Meeting, February 26, 2021
- d. BOD Closed Meeting (Director Evaluation) March 4th, 2021

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

10. Consent Agenda

- a. Policy 616 School District Accountability Policy
- b. Policy 603 Curriculum Development (p.58)
- c. Spring Planning Guide (p.60)
- d. Approval of Retaining Ms. Mary Dobbins

11. Old or Unfinished Business

- a. Discuss and Approve Postpone Indefinitely 2020-2021 Strategic Plan
- b. Discuss and Approve Contract Templates

12. Items for Discussion and Decision

- a. Approve BOD Election Ballot and Timeline (p.90)
- b. Discuss/Approve BOD Process and Document for Director Evaluation (p.91)
- c. Discuss Resolution 10.19.20/Restating Judy Seeberger to the BOD (p.114)
- d. 3.4.20 Closed Meeting Summary
- e. BOD Student Representative Elections
- f. Review Monthly COVID Evaluation (p.116)
 - i. MDH Rating
 - ii. ISD 833 Scenario
 - iii. Update on Administrative Preparations

13. Future BOD Meeting and Workshop Agenda Items

- a. BOD Goals
 - i. Contract Templates
 - ii. Expansion End of Year Goal
 - iii. Committee Purpose Statement

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

- a. BOD Closed Meeting March 23th, 2021 at 5:30 pm
- b. BOD Closed Meeting April 12, 2021 at 6:00 pm
- c. BOD Workshop, April 19th, 2021 at 5:00 pm
- d. BOD Regular Meeting, April 19th, 2021 at 6:15 pm

15. Motion to Adjourn

Submitted:

Approved:

DRAFT - NOT YET APPROVED

**Board of Directors
Workshop Minutes
Math & Science Academy
Tuesday, February 16, 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. Financial Training (Mr. Schniepp)

Mr. Schniepp reviewed elements of budget information (Balance sheet expenditures, Balance sheet revenues, potential issues, bond covenants, and budget updates).

2. Contract Language

What should be part of contract language? There was a recommendation to be cautious about what is part of the open meeting law discussion items. Some discussion into the differences between versions that were shared with BOD members. The question is whether this is something that can be done this year or how to address it with limited time.

Workshop was adjourned at 6:01 pm

Submitted and Approved:

Michelle Kurkoski, Secretary

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Board of Directors Meeting Minutes Math & Science Academy Tuesday, February 16, 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: Maggie Burggraaff

Second: Robert Krueger

Discussion:

Change Item 12J to "Discuss Term Contract Template"

Motion to change the agenda.

Moved by: Annie Cardenas

Second: Adam Bartz

Vote: 9-yes 0-no 0-abstain

The motion carries.

4. Open Forum

Heather Schillinger-Will MSA offer summer school for all students? Mr. Gawarecki has responded.

MSA Senior Class (Abigail Musherure and 23 other seniors) - Letter read by Ms. Cardenas. Subject was concern over graduation.

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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 buyout 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

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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.

8. Student Representative Communication and Update

Ms. Akakpo noted that they continue the advisory lessons.

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

Board Committees:

Academics (Ms. Kurkoski): Report submitted.

Annual Fund (Mr. Bartz): No report submitted.

Communications (Ms. Burggraaff): Report submitted.

Personnel (Ms. Cardenas): Report submitted.

School Expansion Possibilities (Mr. Ellingson): No report submitted. At the next meeting, two contractors will be brought in. Board discussed offering online next year. Other schools are offering it. Mr. Gawarecki will put it on the staff agenda meeting.

Policy (Ms. Kurkoski): No report submitted.

Finance (Mr. Schniepp): Report submitted.

Motion to approve the January 2021 Financial Statement.

Moved by: Annie Cardenas

Second: Adam Bartz

Discussion:

None

Vote: 9-yes 0-no 0-abstain

The motion carries.

Motion to approve revised budget.

Moved by: Annie Cardenas

Second: Cody Schniepp

Discussion:

Mr. Schniepp explained that the budget was revised because it was based on historical data. The school year has not been a normal year.

Vote: 9-yes 0-no 0-abstain

The motion carries.

10. Consent Agenda

None

11. Old or Unfinished Business

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**Board of Directors
Special Meeting Agenda
Math & Science Academy
Monday, February 22, 2021 - 6:00 pm
Building C (Lobby) and Remotely**

Meeting Link:

8430 Woodbury Crossing, Woodbury, MN 55125

1. Call to Order by Chair at 6:02 pm**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
John Gawarecki, Director (ex officio)

Absent:

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

3. Approval of Agenda

Motion: Annie Cardenas Second: Dan Ellingson

Vote yes - 9 no - 0

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4. Discussion for opening up partial in-person and documents provided by Mr. Gawarecki to the Board and Community.

Mr. Gawarecki reviewed key points of the current document and plans that were also shared with the school community:

- The guiding principles for the version of learning are based in science and guidelines
- The model is working for some, though not all, which is something that we continue to assess
- The knowledge of Covid-19 and the science has continued to evolve and the recommendations that are being made by agencies is also changing. We will continue to let science be a guiding force as we move forward
- As the community continues to move forward this year, trust is also an essential element of this equation.
- The guidelines still keep three key things: mask up, wash hands, social distancing.
- Changes include changes to the 6' social distancing when feasible, but will allow 3' when necessary.
- Changes include wearing masks, and a shield if you have available (no longer mandatory)
- Changes include cleaning focus - in hybrid should have a material pick-up, documents that need to be reused should be laminated (to allow sanitizing), review air quality standards and evaluate
- Changes also include contact tracing update - lunchrooms will have assigned seating, classrooms have assigned seating, and try to arrange people in cohorts.
- Challenges to in-person school: transportation, broadband (especially in Buildings C and D), and the staffing needs (monitors needed for those staff who will be working remote due to health needs)
- Transportation:
 - When we originally sent the busing this fall, 833 created a route to be utilized. This allows us to have a shortened time window to activate the busing
- Broadband:
 - We can get enough broadband to C and D, but the limit is 20 devices streaming or the quality will be reduced.
 - To mitigate this, we would need to adjust the teaching style so that the students wouldn't be on laptops live streaming. Those who are at home, will still be streaming the class. Having devices off will also mitigate the feedback of the speakers. In buildings A and B, this feedback issue may still happen and need to be addressed.
- Staff
 - A request was sent to families to determine if there are individuals who are interested in being a classroom monitor. The goal is to have enough monitors to cover staff who will be remote, as of today we have one individual who said they could monitor and have filled out the application. The application is posted on the MSA website and on the site Indeed.
- If MSA returns to partial in-person, there will be about 210 students on campus (112 on Maroon /88 on silver). The numbers of students in classes is to
- Recommendation on March 3rd, start to have teachers go to MSA campus to live stream and practice and identify potential troubleshooting issues. This also gives time to identify items that need to be ordered
- After spring break is a 4-day week
- 16-17th proposed teacher transition days, training and procedures
- 18-19th proposed transition days for students as well - sort of an open house to allow students to review schedules, get to know the campus, etc.
- Start classes March 22nd (there would be a significant amount of on-boarding involved in this)

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- Following the BOD meeting on 4-19, based on data, we would review whether we would allow for an all in person learning.
- Comments and questions:
 - Ellingson - feel ready, though not easy, everyone is anxious. There will be things to address, but these are going to happen and we will need to address them as they happen
 - Schniepp - plan and timeline seem ok, but the earlier timeline than teachers anticipated and that might not be possible for teachers
 - Kurkoski - concerned that there are still questions about the actuarial procedures within the plan. Also concerned that there are two very opposing groups within the community, both considering leaving depending on how the BOD votes. Can we bridge the gap?
 - Albers - remain in the timeline that we have established. This will allow for quarantine after potential vacations, this will allow for staff to have access to vaccination that would make them safer. There are ways to mitigate some of these concerns. The potential loss of staff leaving because of the lack of vaccination and safety, but there are also solutions that we can work on.
 - Bartz - agreement with the April 5th opening, concern is the potential yo-yo with students after spring break. This has happened after other vacations, and has a potential to be disruptive to learning. This can be detrimental to the students and their learning.
 - Krueger - this is a very challenging decision for the BOD. Having been in the classroom since fall, his classroom has not had a single reported case. The fear is understandable, and wanting to do what is right for staff is also important, but that the needs of the students are in need and this needs to happen. The hybrid can be done safely, whether it is before or after April 5th.
 - Bartle - agrees with Mr. Krueger, the plan seems workable, but that the families who chose to remain distance previously should be given the option to change their mind
 - Burggraaff - based on teachers meeting there are a number of concerns - time lost for curriculum and planning. Majority are remaining in distance learning, and teaching with masks and shields may make communication difficult. That the learning may be different, and that there are things not yet addressed. We have to have MCA testing in person, and we need to get creative and resourceful to allow students on campus.
 - Cardenas - we need to get students on campus, but there is a lot to do. Most of the staff have not been on campus and that will take additional preparation. April 5th will allow for more of these details to be complete and for there to be training.
- There are needs identified in a longer time-span vote (April 5), this means that we need to address the needs sooner. What do we do to help students in the next few weeks?
- What is really needed to get things ready? How is this more realistic two weeks later? There are things that will need to be figured out, but the big issues are things that Mr. Gawarecki addressed previously. Would like to see this addressed sooner or later.
- Will the April 5th include transition days before so that the actual start date is the 5th? Yes
- The transition could start earlier? There are 5 total days allowed for these sorts of transitions.
- We can petition for additional transition days, so far MDE has been amenable to these requests.
- We need to have a timeline of what the transition is going to be.
- The April 5th was intended to be the in-class start, not the start of the transition.
- The additional time to allow for vaccines makes a difference for the two weeks. Also, there is the need to be creative to address needs
- What about a rolling start? Is there an option for that? What options do we have to allow some students on campus early? Start the conversation?

DRAFT - NOT YET APPROVED

- Interested in hearing from our student rep
- It has been stressful overall (mentally and academically), there are also uncertainties that exist, if there is the chance for more time meaning less uncertainty that would be good. Students want to go back on campus, but don't want to get something just to have it taken away if we have to go back to distance.
- The hybrid can be challenging, but this is something that we can do. We can get creative about covering temporarily for those not vaccinated. Creativity will help us to be able to open.
- Will knowing the date help?
- Are you confident in the date?
- When we re-surveyed the families, was there an option to change from virtual to hybrid?
- There are options that schools have to allow families to change their mind (wait list or individual email to admin, etc.). To avoid the yo-yo of changing models, we need to keep safety measures in place - the science works.
- One important thing is that changing to go to distance doesn't change the overall schedule and planning, but the reverse is not true. Class safety numbers and plans were based off of that decision by families.
- What about those who are struggling? What is the solid plan on how we will help the students who need the added help?
- Department meeting was supposed to be on Wed, but we could use this as a staff meeting time to develop more of a plan to help those in the interim.
- Where are we really? Are we at a place that we are April 5th or sooner? Anyone who believes that we cannot do at least April 5th?
- The MDE guidelines for case rate has been the guidance, and those numbers have only recently been going down. There is concern about a spike after spring break.
- The 22nd is the best option, this is also along the line of what the governor wants.
- For some staff, it is not possible to come in due to quarantine, but there are concerns with spring break and potential numbers.
- There is guidance that allows us to use the zip codes that are more local to us.
- Are we allied to use our local zip codes, does that mean that the zip codes individually would be utilized in determining community quarantine? EX: if there is a spike in ___ zip code, then those from that zip code shouldn't be at school?
- That wouldn't allow for equity, so we wouldn't do that.
- Training is essential, the admin needs to start training on best practices and how to make hybrid work. The teachers shouldn't be learning from each other, that won't be good enough
- WIN Fridays (there are 2 before April 5), the remainder are short weeks and do not have WIN Fridays
- There are ways to work within what we have to brainstorm creative ideas to get real ideas and solutions that are actionable.
- Some can support April 5, to have a more concrete last date,
- Before and after school care? Equitability is still a need.
- We do not have that at this time, and need to be aware of contact tracing
- As we develop these plans, we still need to keep sound practices. What about adding another special meeting after 2-24 staff meeting to share ideas
- Are the school counselors being fully utilized? Are there opportunities there?
- Invite the counselors to the meeting with BOD
- Special BOD meeting 2-26 at 5:00 pm

5. Motion to Adjourn at

Motion: Annie Cardenas second: Adam Bartz

Vote yes - 9 no - 0

DRAFT - NOT YET APPROVED

Submitted: M Kurkoski

Approved: M Kurkoski

DRAFT - NOT YET APPROVED

a. Approve Policy 522 Student Sex Nondiscrimination (Title IX) (Second Reading)

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

Moved by: Adam Bartz Second: Maggie Burggraaff

Discussion:

None

Vote: 9-yes 0-no 0-abstain

The motion carries.

b. Approve Performance Stipend

Motion to discuss Performance Stipend.

Moved by: Annie Cardenas Second: Dan Ellingson

Discussion:

Mr. Schniepp noted that there is an \$83,000 surplus. There are three options for stipends and how it affects the budget.

Board discussed the delay of this approval to the fourth quarter but there are no performance goals in the fourth quarter. The stipend needs to be tied to a performance goal. Board also discussed a stipend for retainage which funds would be encumbered this fiscal year and paid at the beginning of next school year.

Motion to approve a student achievement stipend of \$500 for all staff qualifying for benefits (adjusted for each staff member's FTE status up to 1.0 FTE) if MSA's graduating senior class of 2021 has a graduation rate of 90%.

Moved by: Robert Krueger Second: Dan Ellingson

Discussion:

Board will discuss a retainage stipend at a future BOD meeting.

Vote: 9-yes 0-no 0-abstain

The motion carries.

12. Items for Discussion and Decision

a. 1-25-21 Closed Meeting Summary (Midyear Director's Evaluation) Pursuant to Minn. Stat. 13d.05 subd. 3a that was conducted at a closed meeting on 1-25-21, the BOD Chair will provide a detailed summary regarding the Directors Midyear evaluation.

Discussion:

- a. For Strengths Mr. Gawarecki has demonstrated operational excellence as demonstrated by the following: He is successfully preparing or has prepared a long range facilities mgmt plan, he has high expectations for teachers and EA's, in Finance (school is fiscally in great shape and plans for future expansion are continuing), the director improved dramatically on being available and accessible to employees and community, and he collaborated with other schools/expanded his charter school network (i.e. MACS)
- b. Opportunities for growth-Mr. Gawarecki continues to require improvement
 - i. In Effective communication:
 1. So that he improves to greater than 75% on survey question # 2 "The Director communicates clearly" based on a NI, Proficient and superior rating
 2. So that he improves greater than 75% on survey question # 35 (Climate survey) -" There is effective communication within MSA" based on agree, neutral, disagree rating
 - ii. Chain of Communication:

DRAFT - NOT YET APPROVED

1. Improves to greater 75% on Survey question 31 “The MSA Director consistently enforces the Chain of Communication” based on a NI, Proficient and superior rating
 - iii. Visibility during the Day:
 1. Based on survey question 21 “the MSA Director is visible in the school community during the day and is visible engaged with students and staff” the director will visit classes, activities or clubs twice a week.
 - iv. Ownership of Decision-Making process:
 1. Improves greater than 75% on Survey question 30 “The director demonstrates ownership of the decision-making process and results” based on a NI, Proficient and superior ranking.
 - v. Based on Survey questions 9 and 25 “The MSA Director promotes high expectations for all administrators” and “The High school AD successfully completed assigned goals in a timely fashion (activities handbook, coaches handbook, rSchool, updated activities pages, graduation planning, etc...) the director will the BOD by the March 2021 closed meeting issued identified in the comments and have a plan for how to develop/support administrators better.
 - vi. The director will find a way to address our fundraiser gap and actively participate in lobbying efforts to reform charter law.
- c. Other Comments/requirements were to:
- i. Build trust in hiring qualified MSA teachers by following MDE requirements for teacher licensure, hiring and OFP for next school year with a task force (licensures and listing requirements, interview questions, resume, review, etc).
 - ii. Deliver a complete 4th quarter opening list of all items/procedures required to implement a plan for students to return partially in person and full in person at the February 2021 BOD meeting. This list should include status of required opening items/procedures. This list of items/procedures should be expanded from the current outline and must include all Minnesota Safe Opening for all schools, MDE and MDH requirements. Deliver the complete 4th quarter opening plan for students to return partially in person and in person at the March 16, 2021 BOD meeting with a scenario recommendation to the BOD for 4th quarter at the March Meeting.
- d. Failure to make significant progress on these expectations can result in a conversation about non-renewal of contract for the 2021-2022 school year.

b. Discuss BOD Election Plan

Discussion:

Mr. Bartz provided an overview and the timeline in the board packet. Ms. Kurkoski asked whether the BOD would like the Student Council to continue to run the student BOD representative elections, which was the BOD preference.

Board discussed how nominations and voting is conducted. There will be no mailings or forms.

Motion to approve the BOD Election Plan.

Moved by: Cody Schniepp Second: Annie Cardenas

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

c. Approve Bus Contract for South Washington County

Motion to approve South Washington County as the bus contract.

Moved by: Maggie Burggraaff Second: Jeanna Albers

Discussion:

Historically, South Washington has been MSA’s transportation. If MSA did their own bussing, then there would be a deficit.

Vote: 9-yes 0-no 0-abstain

DRAFT - NOT YET APPROVED

The motion carries.

d. Approve Lottery Results (conducted 2nd week)

Motion to approve lottery results.

Moved by: Annie Cardenas Second: Jennifer Bartle

Discussion:

Lottery results are in the board packet. The lottery was held on February 9. The waiting list is as follows: 325 nonsiblings, 6 siblings, and 0 staff.

Vote: 9-yes 0-no 0-abstain

The motion carries.

e. Approve Directors Evaluation Process

Motion to approve Directors Evaluation Process.

Moved by: Annie Cardenas Second: Robert Krueger

Discussion:

P. 108 mission and vision statement added

Vote: 9-yes 0-no 0-abstain

The motion carries.

f. Approval of Finalized Director Evaluation Survey Questions for the Community

Motion to approve Finalized Director Evaluation Survey Questions for the Community

Moved by: Annie Cardenas Second: Maggie Burggraaff

Discussion:

P. 134 type (timey instead of timely)

Vote: 9-yes 0-no 0-abstain

The motion carries.

g. Approval of Finalized Director Evaluation Survey Questions for Staff

Motion to approve Finalized Director Evaluation Survey Questions for Staff.

Moved by: Annie Cardenas Second: Jeanna Albers

Discussion:

None

Vote: 9-yes 0-no 0-abstain

The motion carries.

h. Approve Closed Meeting Dates (Meeting #2 #3-March and #4-April)

Motion to approve closed meeting dates for evaluation of the Director on March 4 at 6:00 pm, March 23 at 5:30 pm, and April 12 at 6:00 pm.

Moved by: Annie Cardenas Second: Cody Schniepp

Discussion:

None

Vote: 9-yes 0-no 0-abstain

The motion carries.

DRAFT - NOT YET APPROVED

i. Discuss Final Strategic Plan Retreat Date (April)

Discussion:

Ms. Cardenas noted that they will need to decide who will wrap it up.

j. Discuss Term Contract Template

Discussion:

The draft that the Board received addressed “at will” employees. Board discussed different versions and when a contract could be drafted. Mr. Gawarecki will follow up.

k. Finalize Board Evaluation document

Discussion:

Board discussed the previous process and how to conduct it this year.

I. Review Monthly COVID Evaluation

i. MDH Rating

ii. ISD 833 Scenario

iii. (P. 154) Survey Results

iv. Administrative Recommendations

v. Items/Procedures/Status Required for Partial In-person and Full In-person Scenarios

Discussion:

Currently the rate is 28.11 which is a hybrid level for high school. The cap number is 30.

Key take away from survey results will be included in the board packet.

Mr. Gawarecki provided information that will be made part of the board packet.

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. 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 22, 2021 at 6:00 pm
- b. BOD Closed Meeting Director Evaluation March 4, 2021 at 6:00 pm
- c. BOD Closed Meeting Director Evaluation March 23, 2021 at 5:30 pm
- d. BOD Workshop, March 16, 2021 at 5:00 pm
- e. BOD Regular Meeting, March 16, 2021 at 6:15 pm
- f. BOD Strategic Plan Retreat March 29, 2021 at 6:00 pm
- g. BOD Closed Meeting Director Evaluation April 12 at 6:00 pm

15. Motion to adjourn at 9:41 pm.

Moved by: Annie Cardenas Second: Jeanna Albers

Vote: 9-yes 0-no 0-abstain

The motion carries.

Submitted:

Ia Xiong, Board Recorder

DRAFT - NOT YET APPROVED

Approved:
Michelle Kurkoski, Secretary

**Board of Directors
Special Meeting Agenda
Math & Science Academy
Friday, February 26, 2021 - 5:00 pm**

Building C (Lobby) and Remotely

8430 Woodbury Crossing, Woodbury, MN 55125

1. Call to Order by Chair at 5:01

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
John Gawarecki, Director (ex officio)

Absent:

Voting:

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

3. Approval of Agenda

Conflicts of Interest:

Motion to approve agenda

Moved by: Annie Cardenas

Second: Adam Bartz

Vote yes: 9 no: 0

4. The purpose of this meeting is to Discuss/Approve a date to open up partially in person after the recommendation from Mr. Gawarecki at the 2-22-21 Special Meeting and discussions from the 2-24-21 Staff Meeting

Motion: I move to open the school for partial in person learning beginning April 5th 2021 contingent upon staff being trained, plan being shared, facility and operations meeting MDE/MDH requirements, and adherence to covid positive case rates guidelines.

Moved by: Annie Cardenas

Seconded: Maggie Burggraaff

Discussion:

New information released since the 2-22 meeting: MSA will need to conduct in-person MCA testing this year. There is no waiver option this year (there was one last year). MSA has developed a testing schedule that will allow all testing to happen before April 5th, if we remain in distance learning. If we return before that date, the total amount of time needed for testing would increase by at least double. This would impact the amount of classroom instruction loss.

There was also an undervaluation of the concerns of staff with regard to returning to campus from those who have been on-site more regularly. There will need to be transition time to reacclimate to being in person and get used to the new protocols.

The April 5th date will allow for a spring break quarantine, to allow for a buffer for those who have traveled. This would allow the staff to test technology and have time to fix it. This would also save instructional time because of fewer overall classroom interruptions.

Timeline:

March 16-19: MSA transition period

- 16-17 would be teacher training on transitioning from work and home safely, best practices training for partial in-person learning
- 18-19 all staff on site to test the technology and prepare for students
- Students will not have class on those days, these will not need to be made up by pushing out the end of the school year.
- Busing will not be available, there would likely be testing for a half-day. After that would be optional activities to learn the layout of the buildings and see where their classes will be. Teachers will be conducting classes, so the teachers would not be available to the students individually.

March 22-April 2: testing for MCA and ACT

- How will the testing work? Those not testing that day will be distance learning. Those individuals who are not testing when their class is, will have other asynchronous activities, but non-academic work. Testing is grouped by grades.

April 5th: begin partial in-person learning

To-Do list shared with BOD members

Why push it earlier? To allow the testing of technology and protocols as soon as possible will help the staff comfort level.

Will the loss of instructional time be more than the week?

What about the option of having struggling students come on campus before April 5th, is that still a possibility? This would depend on teacher availability and the availability of those who are already proctoring exams.

What about plans to address mental health - engage the counselors more to initiate and further contact with those students?

What about the meeting on Wednesday? WIN Fridays haven't had a lot of options for students. There are not proposed solutions being offered for those who are struggling mentally. The changes with MCA scheduling have also impacted that.

Many procedures for the daily operations haven't yet been shared, with the mindset that it should be shared closer to the time of opening so that it is fresh in their minds.

Vote:

Yes - 7 (Annie Cardenas, Dan Ellingson, Michelle Kurkoski, Maggir Burggraaff, Jeana Albers, Cody Schniepp, Adam Bartz)

No - 2 (Rob Kreuger, Jennifer Bartle)

5. Motion to Adjourn at 5:41 pm

Moved by: Annie Second: Cody

Vote:

Yes - 9 No - 0

Submitted: Michelle Kurkoski

Approved: Michelle Kurkoski

**Board of Directors
Special Meeting Agenda
Math & Science Academy
Thursday March 4, 2021 - 6:00 pm
Building C (Lobby) and Remotely**

Meeting Link:<https://youtu.be/cuyv8PyX52w>

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:

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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:

John Gawarecki, Director (ex officio)

Absent:

3. Approval of Agenda

4. The BOD Meeting will be closed as permitted by section 13D.05, subdivision 3 (a), to evaluate the performance of an individual who is subject to its Authority.

5. Motion to Adjourn

Submitted:

Approved:

March Director's Report

Student Achievement/Activity:

10 Nordic Ski participants competed in the sectional races. Greta Hanson qualified to compete in the Nordic Ski State Championship.

MSA Sophomore Aria Peng won Minnesota Music Teacher Association's Senior Young Artist Piano Competition 2nd place in her first year of competition. MMTA Sr. Young Artist is a very competitive event, the highest level piano competition for high schoolers held by the music organization.

MSA concluded its Spring Break on March 15th. We are now our transition process before MCAs begin on March 22nd.

- Update on Diverse Hiring Taskforce:
We met on March 4th and are updating our template to post jobs. We should complete this and the text to utilize for posting at our next meeting.
- Utilization of licensure coursework application
Current course of 8135 Principal has me re-evaluating the school's current culture and communication systems.
- Evidence of the inclusivity goal application
Completed the Calendar and Pay Scale task force meetings with recommendation to the staff. Held multiple COVID-19 Liaison meetings to update the Spring Planning Guide.
- 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 including a "punch list" with the assistant directors prior to having them discussed with the entire staff on March 3rd.
- 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 transition week for staff, the proposed changes to the calendar, and the new pay scale with each respective task force before they were brought to the entire staff.

- Update the Board about PD application to finance

Attended the Charter School Day at the Capitol with BOD members Ellingson and Schniepp.

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

At our meeting on February 25th, we met with two developers and discussed their potential services to MSA. I am arranging for additional service providers to present to the committee on March 18th.

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

Revised some procedures to clarify when and how teachers are notified for meetings. Teachers need to prioritize attendance of meetings for individual students and this reminder will be made at the upcoming all staff meeting.

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

Funding for the second year of the biennium is a concern at the state level due to one-time federal funding.

Almost all charter schools are not planning prom activities this year yet.

The variant outbreak in Carver county is very concerning for MDE, MDH, and reinforces the need to be diligent on safety protocols.

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

Next MSA PTO meeting was moved to March 22nd at 6:30 pm.

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

Worked with SAM on our annual Site Visit on February 24th.

Attended and collaborated with other charter schools during the MACS Legislative Update on March 5th and 12th.

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

Participated in PELSB Tier 1 and OFP Q & Q session on March 9th.

Participated in a MACS Government Affairs Committee meeting on MArch 12th.

Arranged for and participated in meetings with MN Senator Kent, and MN Representative Sandell during Charter School Day at the Capitol.

- 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 - Current focus is on identifying leadership styles and organizational cultures.
- Evidence that PD regarding diversity and sensitivity or cultural competency has or will be attended
- Employee results of the contract survey are as follows:
 - 94% of teachers, 90% of hourly staff, 100% of the administrative staff, and 93% of all staff wanted to stay with the current contract template instead of the updated template.

High School Assistant Director

- Celebrations:
 - Parent email wanting to thank the nordic coaches for doing such a wonderful job with a donation to the nordic team.
 - Email from parent thanking me for getting the Spring registration our early and for all the work that goes into having these activities.
- MSHSL
 - We had 10 skiers participate in sectionals
 - Greta Hansen will be participating in the Nordic Ski State Meet
 - Spring Sport Registration
 - Boys Baseball - 6 participants
 - Girls Badminton- 19 participants
 - track - 52 participants
 - Trap - 13 participants
 - Team Photos taken March 31
 - Weekly meetings with MSHSL
 - COVID - Boys varsity team needed to end season and quarantine due to COVID exposure by an opponent. MDH notified and worked with both teams on steps that need to be taken.

- Ineligibility data
 - 142 students on the list. This is one of our highest numbers ever.
- IEP meetings
- 504 meetings
- Teacher Observations
 - 3 to finish after break
- COVID Planning
 - Worked on preparing the building to be partial in-person.
 - Floor stickers
 - Prepare lunchroom
 - Move furniture
 - Get supplies to classrooms
 - Prepare health rooms
 - Lunchroom schedules for students with MS AD and Marss coordinator
 - Conducted 8 interviews for classroom monitors with MS AD and Director
 - Other items as needed
 - Helped to updated spring plan
- Graduation Planning
 - Graduation planning in progress. We are creating a plan A and B depending on COVID safety protocols.
 - Email went out to families and graduates explaining options
 - Gym and Hero Center are both available on June 4th.
 - Cap and gown pictures on April 2nd.
- Tutor.com -
 - Group 3 has begun
 - Meeting with taskforce
- Support Teachers -
 - Mental health
 - Classroom support
 - Student support
- YMCA board of directors meetings
 - Registered to attend 2 day YMCA workshop on equity training
- 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 February and March as we continue with the 2020-2021 school year.

- Prepared and implemented the plan for return to partial in-person
 - Supported MS Office manager in completion of items on the to-do list
 - Cleaned, organized and, and set up the GH for building A lunches
 - Prepared for orientation on 3/26
 - Created lunch scheduling with HS AD and MARSS Coordinator
 - Created traffic flow pattern mas for the buildings and exterior pathways
 - Completed other miscellaneous items on the to-do list
 - Supported MS Office Manager in placing hallways arrows and social distancing stickers
 - Conducted eight interviews for classroom monitors along with Director and HS AD
- Helped update Spring plan for return to partial in-person
- Participated in the COVID-19 Liaison group meetings
- Attend March Academic Committee meeting
 - Provided information regarding WBWF, AFC grants, and spring Fastbridge testing, and an updated curriculum review cycle
- Attend March Finance Committee Meeting
 - Looked specifically at AFC funding to help determine allocation of funds
- Distributed March 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
- Facilitated meeting for a student in the Tier 3 level of our Student Support Process
- Continued to host students on WIN Friday.
 - Approximately 12 students came on 3/5/21
 - 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
- Supported material pick up
- Conducted teacher observations
 - Pre-obs. Meetings, observations, both live and recorded, and post obs meetings

- Prepared for 6th Grade Information Night on March 23rd
 - This event will be held virtually similar to the one in spring 2020
- Supported MS counselor in MCA preparation and planning

High School Counselor

The information below is not complete, as the High School Counselor was on vacation during Spring Break.

- 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 Modified Task Force.
- 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.
- Implementing the 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.
- Implemented a College Planning Night on February 23rd.
- Assisting in planning and implementation of student scheduling for the 21-22 school year.
- Planning and coordinating spring junior check-ins.

Middle School Counselor

This month I have:

- This month I have continued to host student meetings.
- I have also taken the leadership role for the modified transcript taskforce while also attending my typical committee meetings.
- Most of my focus this month has been on planning for MCA tests.
 - There have been a lot of challenges with planning for testing as things keep changing.
- The remainder of this month I will be navigating getting staff trained and sending out notifications to families regarding all aspects of testing so they feel prepared.

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	

AFC Minutes
2/17/21 @ 4 pm

<https://zoom.us/j/92351800222?pwd=b0hoSXdXNFBnUms4SThpZ0NtS3Q5dz09>

- I. Members present
 - A. Justin Gehring, Tom Johnston, Adam Bartz
- II. Allocation of funds - \$3400
 - A. \$2000 headphones for students
 - B. \$1400 classroom grants for teachers
- III. Other
 - A. If funds continue to come into the AFC account slowly, AFC is permitting Tom Johnston, Assistant Director, to disburse funds to teachers for classroom grants up to \$1000 additional dollars above the \$3400 currently allocated.
- IV. Adjourn
 - A. As needed if funds exceed \$1000 above the \$3400 level

2.17.21 Personnel Agenda (NOTES in RED, taken by Jessie)

4:15 pm

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

Regular Members: Annie C, John G, Shannon F, Tom J, Jessie H, Heather R, Lisa A, Patricia G, Rob K, Jennifer B (members present in RED)

1. Any update about the Director Evaluation Process from the BOD that we need to know about? **Was approved by Board**

2. Update HS Activities/Asst. Dir. job description -- Homework from last meeting: **MAKE SURE TO LOOK OVER IT, MAKE COMMENTS IF NECESSARY AND BE PREPARED TO DISCUSS FOR 2-17-21**
 - Went through comments and made corrections/updates (see next meeting's "homework" for the next plan on the 2 Assistant Dir. job description documents)

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? **Tabled for next meeting**
 - Add in a chain of communication? **Done**

HOMEWORK: Shannon and Tom are going to meet and coordinate the 2 Asst. Dir. Job Descriptions and then contact the rest of the group to proofread the finished documents before March 15th.

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

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

2020-21
 FD T ORG PRG CRS FIN OBG FYTD Activity
 Date Src Sub Batch Vendor Name/Ref

Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
01 R	005	000	265	000 096 096		51,538.85					
02/22/21	CR		20-50097		3	Paypal - Donation (GFTM)		02/09/21	108		-50.00
02/22/21	CR		20-50097		19	US Bank (Annual Fund)		02/09/21	110		-635.18
02/22/21	CR		20-50097		20	Blackbaud Giving Fund - Ecolab (Annual Fund)		02/09/21	111		-50.00
02/22/21	CR		20-50097		21	Blackbaud Giving Fund - Ecolab (Annual Fund)		02/09/21	112		-100.00
02/22/21	CR		20-50097		22	Blackbaud Giving Fund - Wells Fargo (Annual Fund)		02/09/21	113		-26.67
02/22/21	CR		20-50097		23	Blackbaud Giving Fund - Best Buy (Annual Fund)		02/09/21	114		-45.00
02/28/21	CR		20-50105		1	Amazon Smile Deposit February		02/22/21			-195.33
						*01 R 005 000 265 000 096					-1,102.18
						*Cash Receipts					-1,102.18

01 R	010	298	407	000 096 096		72.30					
02/22/21	CR		20-50097		24	ShowTix4U - Theater Donations February		02/09/21	115		-72.30
						*01 R 010 298 407 000 096					-72.30
						*Cash Receipts					-72.30

Grand Revenue Totals 51,611.15

Total for Cash Receipts -1,174.48
 Grand Total -1,174.48

Number of Accounts: 2
 ** 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

February 28, 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 February 28, 2021 balances.

The school's cash and investment balance at February 28th was \$2,276,031.

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 \$36,621.

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 \$378,426.

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 \$106,721.

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 estimated current balance is \$204,402.

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 \$(1,701). The negative balance represents amounts paid to vendors, but not yet deducted from employee's checks.

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 \$83,393 which would result in an ending fund balance of \$2,230,469 or 37% of total expenditures.

The current preliminary surplus is \$444,348. This figure reflects data through February 28th.

**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 February 28th, the balance in the Repair & Replacement Fund is approximately \$175K.
- We will continue monitoring potential state funding adjustments for potential revenue or cash flow impacts in future years. 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. At this time we do not anticipate any reductions to funding for charter schools.
- 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 February 2021.

Reports are provided that show the checks that were written, receipts that were posted, and journal entry transactions that were recorded during February 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
February 28, 2021**

	Audited June 30, 2020	Balance February 28, 2021
Assets		
Current assets		
Cash and investments	\$ 1,656,426	\$ 2,276,031
Certificates of deposit	152,987	-
Accounts receivable	12,638	-
Due From Building Company	40,420	-
Prior year state aids receivable	652,800	36,621
Current year state aids receivable	-	378,426
Federal aids receivable	4,460	-
Prepaid expenditures	193,461	106,721
Total assets	2,713,193	\$ 2,797,800
Liabilities and Fund Balance		
Current liabilities		
Salaries and wages payable	\$ 312,576	\$ 204,402
Accounts payable	150,356	3,673
Payroll deductions and contributions	103,184	(1,701)
Total current liabilities	566,116	206,375
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	-	444,348
Total fund balance	2,147,077	2,591,425
Total liabilities and fund balance	\$ 2,713,193	\$ 2,797,800

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
February 28, 2021

		Audited FY20 Actual 485.85 ADM	Original FY21 Budget 495 ADM	Working FY21 Budget 495 ADM	67% 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	\$ 2,780,406	70.4%
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	274,828	38.6%
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	-	-	-	378,426	-
	Total state revenues	5,445,258	5,607,105	5,604,357	3,726,238	66.5%
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	2,026	21.0%
151,153,154	CARES and CRF Funding	-	-	158,401	139,358	88.0%
	Total federal revenues	91,955	93,600	235,093	141,384	60.1%
Local revenues						
000-050	Fees from patrons: scholastic, AP exam, staff shirts, class fees	22,554	28,000	28,000	14,250	50.9%
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	1,015	63.4%
265-096	Annual fund/capital campaign/dragon dinner	88,678	85,000	52,000	51,539	99.1%
000-096	Donations and misc. grants	2,759	-	(4,638)	(4,638)	100.0%
099/620	Misc. revenues	1,884	-	100	98	98.0%
621	Year book revenues, planners	3,587	3,100	3,100	555	17.9%
625	Insurance recovery	-	-	3,400	3,400	100.0%
C 400's	Student activities revenue	85,579	129,200	129,200	26,308	20.4%
	Total local revenues	246,645	303,700	213,862	93,527	43.7%
Total revenues		\$ 5,783,857	\$ 6,004,405	\$ 6,053,312	\$ 3,961,149	65.4%
		5,783,857	6,004,405	6,053,312	3,961,149	

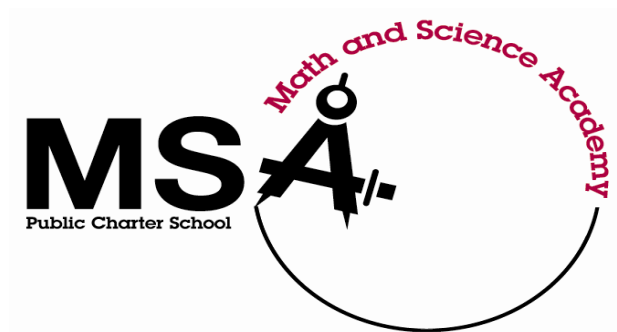
Math and Science Academy
Charter School No. 4043
Statement of Revenues and Expenditures
February 28, 2021

		67%				
		Audited FY20 Actual 485.85 ADM	Original FY21 Budget 495 ADM	Working FY21 Budget 495 ADM	January YTD 494.72 ADM	Percent of Working Budget
Expenditures						
100	Salaries and wages	\$ 2,042,506	\$ 2,228,933	\$ 2,226,087	\$ 1,393,261	62.6%
200	Employee benefits	815,937	778,074	784,571	446,969	57.0%
Crs 180	Extracurricular activities	192,269	74,678	74,678	-	0.0%
305	Contracted services	203,545	232,160	232,160	148,057	63.8%
315	Repairs and maintenance for computers	36,550	39,700	45,000	32,684	72.6%
320	Communications services	18,564	19,115	19,115	12,616	66.0%
329	Postage	4,989	4,200	4,200	1,550	36.9%
330	Utilities	91,472	108,100	80,000	43,637	54.5%
340	Property and liability insurance	29,705	34,200	34,200	19,417	56.8%
350	Repairs and maintenance	101,701	148,800	100,000	71,799	71.8%
360	Transportation for field trips	7,440	11,100	-	-	-
366/368	Staff training/travel and conferences	22,485	15,000	15,000	12,553	83.7%
369	Field trips admissions	13,209	23,200	-	-	-
370	Building lease	895,045	925,640	925,640	566,803	61.2%
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	19,204	68.6%
401/455/465	General supplies	38,643	31,900	20,000	8,427	42.1%
401	Maintenance supplies	21,658	25,000	15,000	12,231	81.5%
405	Non-instructional computer software and license	20,059	20,525	20,525	19,854	96.7%
406	Instructional software licensing	14,786	14,700	22,450	20,815	92.7%
430/456/466	Instructional supplies	90,768	50,000	30,000	8,172	27.2%
460	Textbooks and workbooks	17,247	26,000	15,000	10,713	71.4%
461	Standardized tests	20,093	22,500	15,000	3,838	25.6%
490	Food	320	2,000	1,000	-	0.0%
505/506	Capitalized technology software	9,427	12,300	10,000	6,079	60.8%
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	45,515	100.0%

**Math and Science Academy
Charter School No. 4043
Statement of Revenues and Expenditures
February 28, 2021**

		Audited FY20 Actual 485.85 ADM	Original FY21 Budget 495 ADM	Working FY21 Budget 495 ADM	67% 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	413,654	53.4%
Fin 372	Third party billing	759	1,000	1,000	756	75.6%
	Federal special education	70,527	66,200	67,045	22,573	33.7%
	Title II funds	21,427	27,400	9,647	5,943	61.6%
151,153,154	CARES and CRF Funding	-	-	158,401	152,772	96.4%
891	Pension expense	-	15,000	15,000	-	0.0%
	Student activity expense	96,637	129,200	129,200	16,481	12.8%
Total expenditures		\$ 5,757,872	\$ 6,002,161	\$ 5,969,919	\$ 3,516,802	58.9%
		5,757,872	6,002,161	5,969,919	3,516,802	
General fund net income		\$ 25,985	\$ 2,244	\$ 83,393	\$ 444,348	
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	\$ 2,230,469		
		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

February 28, 2021

**Math and Science Academy
ExtraCurricular/Student Activities
February 28, 2021**

Course Code	Account Name	July 1, 2020	Revenue	Expense	YTD
401	Student Council Funds	\$ 276	\$ -	\$ -	\$ 276
402	NHS Funds	407	720	(385)	742
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	2,803	621	3,732
413	FIRST Robotics Competition (FRC)	-	4,175	(2,592)	1,583
416	Newspaper	32	-	-	32
419	Nordic Ski Team	122	1,725	(192)	1,655
420	Cross Country	-	5,435	(2,666)	2,769
422	Music Fund	198	660	(500)	358
423	Boys Basketball	408	1,225	(255)	1,378
431	Girls Volleyball	946	1,750	(1,088)	1,609
432	Athletic Account	313	-	(898)	(584)

**Math and Science Academy
ExtraCurricular/Student Activities
February 28, 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)	-	5,585	(3,830)	1,755
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	\$ 27,808	\$ (16,456)	\$ 20,210
		\$ 8,857	\$ 27,808	\$ (16,456)	\$ 20,210

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.*



January 2021 Statement

Open Date: 12/12/2020 Closing Date: 01/13/2021

Account:



Visa® Business Card

MATH&SCIENCE ACADEMY
JOHN D GAWARECKI (CPN 000046616)

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New Balance	\$1,720.87
Minimum Payment Due	\$18.00
Payment Due Date	02/09/2021

Activity Summary

Previous Balance	+	\$1,917.93
Payments	-	\$1,917.93 ^{CR}
Other Credits		\$0.00
Purchases	+	\$1,720.48
Balance Transfers		\$0.00
Advances		\$0.00
Other Debits		\$0.00
Fees Charged	+	\$0.39
Interest Charged		\$0.00
New Balance	=	\$1,720.87
Past Due		\$0.00
Minimum Payment Due		\$18.00
Credit Line		\$30,000.00
Available Credit		\$28,279.13
Days in Billing Period		33

Payment Options:



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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

000004218 01 SP 000638691635186 P Y

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



Account Number	
Payment Due Date	2/09/2021
New Balance	\$1,720.87
Minimum Payment Due	\$18.00

Amount Enclosed \$ _____

Cardmember Service

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





January 2021 Statement 12/12/2020 - 01/13/2021

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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Transactions

Payments and Other Credits

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
01/04	01/04	ET	PAYMENT THANK YOU	\$1,917.93CR	_____
TOTAL THIS PERIOD				\$1,917.93CR	

Purchases and Other Debits

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
12/14	12/11	9897	SP * TOTE-BAG-FACTORY TOTE BAG FACTOR CA	\$66.45	_____
12/17	12/15	3011	TOTALSHEETMUSIC.COM 818-891-5999 CA	\$208.89	_____
12/18	12/17	4124	DON* Center for Excell 703-4489062 VA	\$95.00	_____
12/21	12/19	8249	Amazon.com*BR0QO39H3 Amzn.com/bill WA	\$28.00	_____
12/24	12/23	7456	AMZN Mktp US*VP51A56C3 Amzn.com/bill WA	\$107.58	_____
12/24	12/23	9753	AMZN Mktp US*818DZ8KQ3 Amzn.com/bill WA	\$109.99	_____
12/29	12/28	9814	CLASSMARKER.COM PLAN NEWCASTLE AU	\$19.95	_____
12/30	12/29	9807	AMZN Mktp US*R652L9223 Amzn.com/bill WA	\$107.00	_____
12/31	12/30	8120	AMZN Mktp US*7B21K76P3 Amzn.com/bill WA	\$15.99	_____
01/04	12/31	5160	GIMKIT PRO - 1 YEAR HTTPSWWW.GIMK WA	\$59.88	_____
01/06	01/04	7079	MCMaster-CARR 630-834-9600 IL	\$48.85	_____
01/07	01/06	9219	IN *MINNESOTA MUSIC ED 763-5661460 MN	\$500.00	_____
01/07	01/06	7310	PITSCO INC SCO.COM KS	\$43.90	_____
01/08	01/07	5187	SMK*SURVEYMONKEY.COM 971-2445555 CA	\$29.00	_____
01/11	01/10	6146	BYU CONTINUING ED2 801-4228925 UT	\$280.00	_____
TOTAL THIS PERIOD				\$1,720.48	

Fees

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
12/29	12/28	9814	FRGN TRANS FEE-CLASSMARKER.COM PLAN NE	\$0.39	_____
TOTAL FEES THIS PERIOD				\$0.39	

Continued on Next Page

January 2021 Statement 12/12/2020 - 01/13/2021
 MATH&SCIENCE ACADEMY
 JOHN D GAWARECKI (CPN 000046616)

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

2021 Totals Year-to-Date	
Total Fees Charged in 2021	\$0.39
Total Interest Charged in 2021	\$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	\$1,720.87	\$0.00	YES	\$0.00	17.24%	
**ADVANCES	\$0.00	\$0.00	YES	\$0.00	20.99%	

Contact Us



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



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End of Statement

MATH&SCIENCE ACADEMY



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CHECK	CHECK		INVOICE	
DATE	NUMBER	VENDOR	DESCRIPTION	AMOUNT
02/01/2021	202000590	MN UI FUND	Unemployment	963.00
02/02/2021	202000669	CITY OF WOODBURY	Water Usage: 8430 Woodbury Xing 11/30/20-12/31/20	79.72
02/02/2021	202000670	CITY OF WOODBURY	Water: 8460 Woodbury Xing 11/30/20-12/31/20	44.44
02/02/2021	202000671	CITY OF WOODBURY	Water: 8500 Woodbury Xing 11/30/20-12/30/20	42.04
02/02/2021	202000672	CITY OF WOODBURY	Water Usage: 8490 Woodbury Xing 11/30/20-12/30/20	34.58
02/02/2021	202000677	CONTINENTAL CLAY COMPANY	HS Art Supplies	396.65
02/02/2021	202000674	FINN SISU, INC.	Nordic Ski Equipment	51.20
02/02/2021	202000675	FINN SISU, INC.	Nordic Ski Equipment	37.20
02/02/2021	202000676	FINN SISU, INC.	Nordic Ski Equipment	104.00
02/02/2021	202000673	FROBERG, SHANNON	Reimbursement: Professional Development Grad class (Hamline University)	2,000.00
02/02/2021	202000668	WELLS FARGO VENDOR FINANCIAL SERVICES	RICOH copiers	859.42
02/03/2021	202000678	MINNESOTA DEPT OF REVENUE	2020 Sales Tax Return	210.67
02/04/2021	201901281	AMAZON	Jan 2021 Credit Card	368.56
02/04/2021	201901281	CARDMEMBER SERVICE	Jan 2021 Credit Card	1,323.31
02/04/2021	201901281	SURVEYMONKEY	Jan 2021 Credit Card	29.00
02/08/2021	202000652	GIS BENEFITS	Insurances: Feb 2021	6,617.20
02/08/2021	202000602	CASEY-WOLF, THERESA	School Psychologist: Jan 2021 10 hrs @ \$90/hr	900.00
02/08/2021	202000594	CENTURY LINK	Monthly Service: JAN 19-FEB 18; Account 651-731-5162 971	129.68
02/08/2021	202000596	CENTURY LINK	MONTHLY SERVICE- Jan 22-Feb 21; Account 651-731-9416 212	256.81
02/08/2021	202000595	COMCAST	Internet: 1/27/21-2/26/21 - Account 8772 10 577 0827141	349.95
02/08/2021	202000603	ECKROTH MUSIC	Service for Clarinet Bass Srl#2919F	146.25
02/08/2021	202000604	ECKROTH MUSIC	Service for Clarinet Bass Srl#38310	207.84
02/08/2021	202000608	ESPARZA, PAUL	Maintenance 36hrs@\$26 Jan2021 (COVID 5hrs@\$26/hr)	1,066.00
02/08/2021	202000609	ESPARZA, PAUL	Maintenance 40.5hrs Dec2020-Jan2021 (Bill to Insurance)	1,053.00
02/08/2021	202000601	HANSEN'S LAWN CARE	Snow Plowing and Snow & Ice Management: Jan 2021	4,345.00
02/08/2021	202000607	INDIGO EDUCATION	DAPE Direct & Indirect Services Dec 2020	90.00
02/08/2021	202000610	JR COMPUTER ASSOCIATES	Monthly Contract	3,050.00
02/08/2021	202000597	MARTIN LAW FIRM PLLC	Legal Services: Jan 2021	6,678.00
02/08/2021	202000605	NATIONAL SCIENCE TEACHERS ASSOCIATION	2021JUST Meeting Nonmember Earlybird Registration	75.00
02/08/2021	202000606	RATWIK, ROSZAK & MALONEY, PA	Legal Services: Dec 2020 1.5 hrs	332.50
02/08/2021	202000611	RISING SOFTWARE	Aur Mus Cloud Bundle - Curriculum for 9-12 Band/Orchestra	1,534.00
02/08/2021	202000598	VANGUARD CLEANING SYSTEMS OF MINNESOTA	Monthly Cleaning Service: Feb 2021	3,530.00
02/08/2021	202000599	ZELLER, TIM	Reimbursement: FTC Supplies	70.64
02/12/2021	202000584	FURTHER	Payroll accrual	846.25
02/12/2021	202000584	FURTHER	Payroll accrual	461.90
02/12/2021	202000585	INTERNAL REVENUE SERVICE	Payroll accrual	725.00
02/12/2021	202000585	INTERNAL REVENUE SERVICE	Payroll accrual	6,645.77
02/12/2021	202000585	INTERNAL REVENUE SERVICE	Payroll accrual	6,168.17
02/12/2021	202000585	INTERNAL REVENUE SERVICE	Payroll accrual	1,442.54
02/12/2021	202000585	INTERNAL REVENUE SERVICE	Payroll accrual	6,168.17
02/12/2021	202000585	INTERNAL REVENUE SERVICE	Payroll accrual	1,442.54
02/12/2021	202000586	MID ATLANTIC TRUST COMPANY	Payroll accrual	944.00
02/12/2021	202000586	MID ATLANTIC TRUST COMPANY	Payroll accrual	0.00
02/12/2021	202000586	MID ATLANTIC TRUST COMPANY	Payroll accrual	134.00

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CHECK			INVOICE	
DATE	CHECK NUMBER	VENDOR	DESCRIPTION	AMOUNT
02/12/2021	202000586	MID ATLANTIC TRUST COMPANY	Payroll accrual	2,894.00
02/12/2021	202000586	MID ATLANTIC TRUST COMPANY	Payroll accrual	0.00
02/12/2021	202000586	MID ATLANTIC TRUST COMPANY	Payroll accrual	0.00
02/12/2021	202000587	MINNESOTA DEPT OF REVENUE	Payroll accrual	60.00
02/12/2021	202000587	MINNESOTA DEPT OF REVENUE	Payroll accrual	3,363.09
02/12/2021	202000588	PERA	Payroll accrual	1,329.15
02/12/2021	202000588	PERA	Payroll accrual	1,533.63
02/12/2021	202000589	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	0.00
02/12/2021	202000589	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	0.00
02/12/2021	202000589	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	6,147.86
02/12/2021	202000589	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	0.00
02/12/2021	202000589	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	6,664.28
02/17/2021	202000621	ACCESS	Monthly Storage Fee	40.00
02/17/2021	202000591	BILL.COM	Fees	132.47
02/17/2021	202000628	BLICK ART MATERIALS	HS Art Supplies	190.50
02/17/2021	202000619	BLOCK SCHOOL NURSE CONSULTING LLC	Nurse Consult: Dec 2020; 4.5 hrs GenEd and 1.75hrs SPED	522.50
02/17/2021	202000629	CITY VIEW ELECTRIC INC	Annual fire alarm monitoring	420.00
02/17/2021	202000630	CITY VIEW ELECTRIC INC	REPLACED GYM WIRELESS MOTION DETECTOR	259.96
02/17/2021	202000620	CULLIGAN	Drinking Water Equipment Service: Feb 2021 Acct#157-00808535-7	27.95
02/17/2021	202000625	DALCO	DAL ICE KLEEN 4X1 GA GENERAL PURPOSE CLEANER	18.49
02/17/2021	202000626	ECKROTH MUSIC	2 Clarinet Repairs	148.50
02/17/2021	202000618	ESPARZA, PAUL	Reimbursement: Maintenance Supplies	82.56
02/17/2021	202000614	ESPARZA, PAUL	Reimbursement: Maintenance Supplies (ESSER)	27.21
02/17/2021	202000627	FAMILY ACHIEVEMENT CENTER, INC	Jan 2021 Speech, OT Services and Physical Therapy and Mileage	11,171.61
02/17/2021	202000631	INDIGO EDUCATION	Director Services Qtr 3	4,772.50
02/17/2021	202000633	INNOVATIVE OFFICE SOLUTIONS LLC	Office Supplies	6.58
02/17/2021	202000616	KURKOSKI, MICHELLE	Reimbursement: Target Supplies	18.70
02/17/2021	202000613	METRO SALES INC	Contract Base Rate and Contract Usage Charge Ricoh Copiers (SPED and GenEd)	3,020.51
02/17/2021	202000634	METRO SALES INC	Contract Base Rate and Contract Usage Charge Ricoh/MP C2051 Color Copier	67.28
02/17/2021	202000617	MN BCA	Background Checks: P. Dean, T. Richert and J. Albers	24.00
02/17/2021	202000615	MN BCA	Background Checks: J. Pundsck, K. O'Keefe, R. Solid, K. Larson	32.00
02/17/2021	202000623	ROBERT ENGSTROM COMPANIES	Recurring Bill Lease Payment for Bldg D at 8500 Woodbury Crossing	8,381.11
02/17/2021	202000612	SKYWARD ACCOUNTING DEPT.	New Student Online Enrollment System, 12 mo recurring fees, 6 Web Hours, Consultative Services and Project Mgmt	4,159.00
02/17/2021	202000624	TRANE U.S. INC.	Repair: TRU Flame Failure, Rollout Switch Tripped	460.00
02/17/2021	202000632	VERIZON WIRELESS	Phone Service: Dec 21-Jan 20 and Hotspots (GEER)	1,062.58
02/17/2021	202000622	WOODBURY CROSSING OFFICES, PLLP	Recurring Bill Rent	5,463.64
02/18/2021	80588	BERGANKDV OUTSOURCED SERVICES LLC	Accounting Services related to the Building Company	3,627.50
02/19/2021	202000643	BERGANKDV OUTSOURCED SERVICES LLC	Financial Management and Accounting Services: Feb 2021	7,330.00
02/19/2021	202000642	CBL FLOORS	Flooring - tile (Insurance)	3,029.00
02/19/2021	202000635	COMCAST	Internet & Phone: 2/18/21-3/17/21 Acct# 8772 10 577 0477541	514.72
02/19/2021	202000646	DALCO	Mats (Insurance)	2,484.71

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CHECK			INVOICE	
DATE	CHECK NUMBER	VENDOR	DESCRIPTION	AMOUNT
02/19/2021	202000637	ESPARZA, PAUL	Reimbursement: Maintenance Supplies	87.03
02/19/2021	202000641	ESPARZA, PAUL	Reimbursement: Maintenance Supplies	26.70
02/19/2021	202000644	FROBERG, AMANDA	Eyeeglasses Reimbursement	171.40
02/19/2021	202000638	FROBERG, SHANNON	Reimbursement: Professional Development	78.01
			Teaching Math Textbook and EL Textbook	
02/19/2021	202000636	HAMM, CARRIE	Reimbursement: Command strips to hang sports banners	27.81
02/19/2021	202000649	INDIGO EDUCATION	DAPE Direct Service	22.50
02/19/2021	202000651	INNOVATIVE OFFICE SOLUTIONS LLC	Office Supplies	97.49
02/19/2021	202000639	LANGSETH, NOAH	Reimbursement: FRC BuildTak	165.31
02/19/2021	202000640	MN BCA	Background Checks	24.00
02/19/2021	202000650	POPP COMMUNICATIONS	Telephone Services: 1/6/21-2/5/21 Account Number: 10003837	58.52
02/19/2021	202000647	SERVICE RESTORATION	Mitigation Services - Insurance Co	3,815.68
02/19/2021	202000648	THE SHERWIN WILLIAMS CO	Paint	69.48
02/19/2021	202000645	TRANE U.S. INC.	Repair: 1/29 & 2/5/21	977.65
02/22/2021	202000593	BLUE CROSS BLUE SHIELD OF MN	Health Insurance: March 2021	41,368.00
02/22/2021	202000592	US BANK	Rent	45,596.88
02/25/2021	201901285	AMAZON	Feb 2021 Credit Card	342.77
02/25/2021	201901285	ANDY MARK, INC.	Feb 2021 Credit Card	186.14
02/25/2021	201901285	CARDMEMBER SERVICE	Feb 2021 Credit Card	1,571.74
02/25/2021	201901285	SURVEYMONKEY	Feb 2021 Credit Card	29.00
02/25/2021	202000665	BECKER FIRE AND SAFETY SERVICES, LLC	"Sprinkler Service Repair & replace frozen sprinkler head in main entryway with new chrome 3/4" 155 degree head. replaced 2 spare heads in sprinkler box. (Insurance)"	608.35
02/25/2021	202000654	CITY OF WOODBURY	Water Usage: 8430 Woodbury Xing 12/31/20-01/28/2021	81.43
02/25/2021	202000655	CITY OF WOODBURY	Water: 8460 Woodbury Xing 12/31/20-01/28/2021	44.44
02/25/2021	202000656	CITY OF WOODBURY	Water: 8500 Woodbury Xing 12/30/20-01/28/2021	42.04
02/25/2021	202000657	CITY OF WOODBURY	Water Usage: 8490 Woodbury Xing 12/30/20-01/28/2021	34.58
02/25/2021	202000663	COLEMAN, ROBERT	Game Official Girls Basketball 2/5/21	79.00
02/25/2021	202000661	FROBERG, SHANNON	Reimbursement: Professional Development Textbook	130.66
02/25/2021	202000659	HANSON, EUGENE	Game Official Boys Basketball 2/11/21	79.00
02/25/2021	202000658	JOHNSTON, THOMAS	Reimbursement: NASSP Membership	200.00
02/25/2021	202000662	KIEMEL, TIM	Game Official: Boys Basketball 2/11/21	79.00
02/25/2021	202000664	LOFFLER COMPANIES INC	Konica Minolta C458 Copier Standard Payment	422.33
02/25/2021	202000660	MN BCA	Background Checks	24.00
02/25/2021	202000666	MSHSM	High School Math League 2020-21 Registration Fees	300.00
02/25/2021	202000667	QUALITY LOCKSMITH SERVICE INC	2 techs to troubleshoot and repair front entry door system	212.50
02/26/2021	202000679	FURTHER	Payroll accrual	846.25
02/26/2021	202000679	FURTHER	Payroll accrual	461.90
02/26/2021	202000680	INTERNAL REVENUE SERVICE	Payroll accrual	725.00
02/26/2021	202000680	INTERNAL REVENUE SERVICE	Payroll accrual	6,992.36
02/26/2021	202000680	INTERNAL REVENUE SERVICE	Payroll accrual	6,567.49
02/26/2021	202000680	INTERNAL REVENUE SERVICE	Payroll accrual	1,535.95
02/26/2021	202000680	INTERNAL REVENUE SERVICE	Payroll accrual	6,567.49
02/26/2021	202000680	INTERNAL REVENUE SERVICE	Payroll accrual	1,535.95
02/26/2021	202000681	MID ATLANTIC TRUST COMPANY	Payroll accrual	944.00
02/26/2021	202000681	MID ATLANTIC TRUST COMPANY	Payroll accrual	134.00

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CHECK			INVOICE		
DATE	NUMBER	VENDOR	DESCRIPTION		AMOUNT
02/26/2021	202000681	MID ATLANTIC TRUST COMPANY	Payroll accrual		2,894.00
02/26/2021	202000681	MID ATLANTIC TRUST COMPANY	Payroll accrual		0.00
02/26/2021	202000682	MINNESOTA DEPT OF REVENUE	Payroll accrual		60.00
02/26/2021	202000682	MINNESOTA DEPT OF REVENUE	Payroll accrual		3,528.03
02/26/2021	202000683	PERA	Payroll accrual - Additional		2,154.98
02/26/2021	202000683	PERA	Payroll accrual		1,455.54
02/26/2021	202000683	PERA	Payroll accrual		1,679.48
02/26/2021	202000684	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual		0.00
02/26/2021	202000684	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual		6,174.13
02/26/2021	202000684	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual		6,692.74
02/26/2021	202000653	OLD NATIONAL BANK	Service Fee		60.00
02/28/2021	202000678	MINNESOTA DEPT OF REVENUE	2020 Sales Tax Return		-210.67
02/28/2021	202000685	MINNESOTA DEPT OF REVENUE	2020 Sales Tax Return		210.00
				Totals for checks	289,503.65

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Batch	Post Date	Acct Nbr	Description	Amount
20-50095	02/22/2021	01 R 005 000 011 414 400	FY20 FIN 414	633.23
20-50095	02/22/2021	01 R 005 000 012 414 400	FY19 FIN 414	170.77
20-50095	02/22/2021	01 R 005 000 012 414 400	FY19 FIN 414	1222.00
			Totals for 20-50095	2026.00
20-50096	02/22/2021	01 R 005 000 011 153 400	Governor's Emerg Ed Relief	4004.96
20-50096	02/22/2021	01 R 005 000 011 152 400	ESSER FIN 152	8248.98
			Totals for 20-50096	12253.94
20-50097	02/22/2021	01 E 005 110 000 000 305	BerganKDV Bldg Co refund - duplicate pay	10000.00
20-50097	02/22/2021	01 R 005 000 000 000 625	AMC Liberty Mutual refund	3400.37
20-50097	02/22/2021	01 R 005 000 265 000 096	Paypal - Donation (GTTM)	50.00
20-50097	02/22/2021	01 R 005 000 000 000 050	Paypal - Planner	65.00
20-50097	02/22/2021	01 R 010 258 000 000 050	Paypal - Band	500.00
20-50097	02/22/2021	01 R 010 298 402 000 050	Paypal -NHS	300.00
20-50097	02/22/2021	01 R 010 298 422 000 050	Paypal -Music Tri-M	20.00
20-50097	02/22/2021	01 R 010 298 407 000 050	Paypal -Theater	300.00
20-50097	02/22/2021	01 R 005 000 000 000 050	Paypal -Jr Scholastic	140.00
20-50097	02/22/2021	01 R 010 260 000 000 050	Paypal -MS Engineering (prior)	15.00
20-50097	02/22/2021	01 R 010 260 000 000 050	Paypal -HS Engineering	90.00
20-50097	02/22/2021	01 R 010 212 000 000 050	Paypal -HS Art	300.00
20-50097	02/22/2021	01 R 010 298 419 000 050	Paypal - Nordic Ski Team	1225.00
20-50097	02/22/2021	01 R 010 298 423 000 050	Paypal - Basketball	1050.00
20-50097	02/22/2021	01 R 005 000 000 000 050	Paypal - AP Test	1200.00
20-50097	02/22/2021	01 E 005 110 000 000 305	Paypal Fees	178.65-
20-50097	02/22/2021	01 E 005 110 000 000 305	Paypal Check Fees	1.50-
20-50097	02/22/2021	01 E 005 110 000 000 305	Pundsack - Background Check Reimbursemen	16.00
20-50097	02/22/2021	01 R 005 000 265 000 096	US Bank (Annual Fund)	635.18
20-50097	02/22/2021	01 R 005 000 265 000 096	Blackbaud Giving Fund - Ecolab (Annual F	50.00
20-50097	02/22/2021	01 R 005 000 265 000 096	Blackbaud Giving Fund - Ecolab (Annual F	100.00
20-50097	02/22/2021	01 R 005 000 265 000 096	Blackbaud Giving Fund - Wells Fargo (Ann	26.67
20-50097	02/22/2021	01 R 005 000 265 000 096	Blackbaud Giving Fund - Best Buy (Annual	45.00
20-50097	02/22/2021	01 R 010 298 407 000 096	ShowTix4U - Theater Donations	72.30
20-50097	02/22/2021	01 E 005 810 000 000 350	Carpetguy - Reimbursement from broken ma	120.00
20-50097	02/22/2021	01 R 010 298 422 000 050	Music - Tri-M	20.00
20-50097	02/22/2021	01 R 005 000 000 000 050	Jr Scholastic	10.00
20-50097	02/22/2021	01 R 005 000 000 000 050	AP Test	180.00
20-50097	02/22/2021	01 R 010 298 443 000 050	FTC First Tech	150.00
20-50097	02/22/2021	01 R 010 298 423 000 050	Basketball	175.00
			Totals for 20-50097	20075.37
20-50098	02/22/2021	01 R 005 000 000 000 211	General Education Aid	169147.97
20-50098	02/22/2021	01 R 005 000 000 740 360	State Special Education	80958.97
20-50098	02/22/2021	01 A 121 00	FY20 Long-Term Facilities Maintenance	2239.10
			Totals for 20-50098	252346.04
20-50099	02/28/2021	01 R 005 000 000 000 211	FY21 General Education Aid	208748.97
			Totals for 20-50099	208748.97
20-50100	02/28/2021	50 R 005 000 000 000 092	Building Co Interest	0.42
			Totals for 20-50100	0.42
20-50101	02/28/2021	01 R 005 000 000 000 092	Interest Deposit	61.74

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Batch	Post Date	Acct Nbr	Description	Amount
			Totals for 20-50101	61.74
20-50102	02/28/2021	01 R 005 000 000 000 211	FY21 General Education Aid	208748.97
			Totals for 20-50102	208748.97
20-50103	02/28/2021	01 R 005 000 000 000 092	Charles Schwab - Interest Earned	2.12
			Totals for 20-50103	2.12
20-50104	02/28/2021	01 R 005 000 000 000 211	FY21 General Education Aid	208748.97-
			Totals for 20-50104	208748.97-
20-50105	02/28/2021	01 R 005 000 265 000 096	Amazon Smile Deposit	195.33
			Totals for 20-50105	195.33
			Total for Cash Receipts	495709.93

Batch	Post Date	Acct Nbr	Description	Amount
20-00025	01/31/2021	01 E 010 640 000 316 366	Increasing Students' Success in Today's Inclusive Classroom	-279.00
20-00025	01/31/2021	01 E 010 204 012 414 366	Increasing Students' Success in Today's Inclusive Classroom	279.00
20-00025	01/31/2021	01 E 010 204 012 414 366	Training - Mental Health & Suicide	525.00
20-00025	01/31/2021	01 E 010 640 000 316 366	Training - Mental Health & Suicide	-525.00
20-00025	01/31/2021	01 E 010 640 262 316 366	Training - Mental Health & Suicide	-279.00
20-00025	01/31/2021	01 E 010 204 012 414 366	Training - Mental Health & Suicide	279.00
20-00025	01/31/2021	01 E 010 640 000 316 366	Training - Back to School 2020 5 @ \$175	-875.00
20-00025	01/31/2021	01 E 010 420 640 419 366	Training - Back to School 2020 5 @ \$175	875.00
			Totals for 20-00025	0.00
20-00026	12/31/2020	01 E 010 211 011 153 320	Reclass hotspots from CRS 000 to CRS 011	2511.21
20-00026	12/31/2020	01 E 010 211 000 153 320	Reclass hotspots from CRS 000 to CRS 011	-2511.21
20-00026	12/31/2020	01 E 005 810 000 151 401	Air Purifiers and replacement Filters	-5994.65
20-00026	12/31/2020	01 E 005 810 011 152 401	Air Purifiers and replacement Filters	5994.65
			Totals for 20-00026	0.00
20-00027	01/31/2021	01 E 005 810 000 151 401	Filters	-419.13
20-00027	01/31/2021	01 E 005 810 011 152 401	Filters	419.13
20-00027	01/31/2021	01 E 005 810 000 151 530	3 KleanAir 100N	-6459.00
20-00027	01/31/2021	01 E 005 810 011 152 530	3 KleanAir 100N	6459.00
			Totals for 20-00027	0.00
20-00028	01/31/2021	01 E 010 211 019 000 320	Hotspots	-1196.18
20-00028	01/31/2021	01 E 010 211 011 153 320	Hotspots	1196.18
20-00028	01/31/2021	01 E 010 211 019 000 401	Thermometer	-285.15
20-00028	01/31/2021	01 E 010 211 011 152 401	Thermometer	285.15
			Totals for 20-00028	0.00
20-00029	12/31/2020	01 E 010 211 019 000 401	Garden Sprayer	-37.17
20-00029	12/31/2020	01 E 010 211 011 152 401	Garden Sprayer	37.17
20-00029	12/31/2020	01 E 010 211 019 000 401	Disinfectant Cleaner	-420.42
20-00029	12/31/2020	01 E 010 211 011 152 401	Disinfectant Cleaner	420.42
20-00029	12/31/2020	01 E 005 810 019 000 401	Filters	-1201.84
20-00029	12/31/2020	01 E 005 810 011 152 401	Filters	1201.84
20-00029	12/31/2020	01 E 010 211 019 000 406	Classmarker.com Professional Education Subscription	-19.95
20-00029	12/31/2020	01 E 010 211 011 152 406	Classmarker.com Professional Education Subscription	19.95

Batch	Post Date	Acct Nbr	Description	Amount
20-00029	12/31/2020	01 E 010 270 019 000 430	Online Test Platform	-25.00
20-00029	12/31/2020	01 E 010 270 011 152 406	Online Test Platform	25.00
20-00029	12/31/2020	01 E 010 211 019 000 465	Display Video Baby Monitor with Camera and Audio	-549.95
20-00029	12/31/2020	01 E 010 211 011 152 465	Display Video Baby Monitor with Camera and Audio	549.95
			Totals for 20-00029	0.00
			Total for Journal Entries	0.00

Math and Science Academy

Adopted: May 4, 2011

Revised: November 16, 2015

Revised: April 16, 2018

Revised: May 18, 2020

603 CURRICULUM DEVELOPMENT

[Note: Minn. Stat. § 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSA Policies 601, 603, and 616 address these statutory requirements.]

I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program as detailed in Math and Science Academy's (MSA) contract with its authorizer.

III. RESPONSIBILITY

- A. The MSA Director (Director) shall be responsible for curriculum development and for determining the most effective way of conducting research on the MSA's curriculum needs and establishing a long range curriculum development program. Timelines shall be determined by the Director in cooperation with its authorizer which will provide for periodic reviews of each curriculum area.
- B. The Academics Committee of the MSA Board of Directors (BOD) shall provide assistance at the request of the Director. (See MSA Policy 616 IV. E. for committee membership.)
- C. Within the ongoing process of curriculum development, the following needs shall be addressed:
 - 1. Provide for articulation of courses of study from sixth through grade twelve.
 - 2. Provide for continuing evaluation of programs for the purpose of attaining authorizer contract objectives.
 - 3. Provide a program for ongoing monitoring of student progress.

4. Provide for specific, particular, and special needs of all members of the student community.
 5. Integrate required and elective course standards in the scope and sequence of the MSA curriculum.
 6. Meet all applicable requirements of the Minnesota Department of Education and Every Student Succeeds Act (ESSA).
- D.** The Director shall be responsible for keeping the BOD informed of all state- mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for BOD review and approval.
- E.** The Director shall have discretionary authority to develop guidelines and directives to implement BOD policy relating to curriculum development.

Legal References: Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
 Minn. Stat. § 120B.11 (School District Process)
 Minn. Rules Part 3500.0550 (Inclusive Educational Program)
 Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
 Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
 Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
 Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
 Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
 Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
 Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSA Policy 616 (School District System Accountability)



2020-2021 MSA Spring Planning Guide

Updated March 5, 2021

INTRODUCTION

Last spring brought unprecedented changes to society and our MSA community. As we continue with the remainder of the 2020-21 school year, MSA is closely following information from the Minnesota Department of Education (MDE) and the Minnesota Department of Health (MDH) to monitor the COVID-19 pandemic and determine how to keep our students, families, and staff healthy and safe. We have developed and refined our plans for three scenarios for the rest of the school year, which are detailed in this document. MSA has planned for all three scenarios, each considering MDH planning guidance, so our school can be ready for whatever the public health situation may require.

On August 6th, 2020, the MSA School Board approved opening the school under Scenario 3 - Distance Learning (All Students) and reaffirmed this decision to stay in Distance Learning at its November 16th, 2020 regular meeting, continuing to the present. Under all three potential scenarios for the remainder of the 2020-2021 school year, MSA will continue to provide Distance Learning to enrolled students who may be medically vulnerable or otherwise unable or unwilling to return to Full or Partial In-Person Learning. On February 26th, 2021, the MSA School Board approved pivoting to Scenario 2 - Partial-In-Person learning on April 5th, 2021. Starting March 22, 2021, in-person MCA testing will begin. Regardless of the scenario that MSA conducts, we will continue to follow a block schedule with Fridays continuing in their current form as "WIN Friday (What I Need Friday)." (Details are below.) Teachers will continue utilizing the Google Learning Management System platform under all scenarios, as well as other platforms used to supplement instruction as needed.

While it is not possible to account for every scenario that we may encounter over the course of the the rest of the school year, MSA continues to monitor the following five key requirements to determine if a change in scenario is warranted at any point during the remainder of the school year:

1. Meet all MDE and MDH safety requirements for each learning scenario, as well as follow guidance from the Governor of Minnesota.
2. Provide transportation for eligible students.
3. Sufficient information technology (IT) support is in place.
4. Adequate staffing is available.
5. Budgetary considerations are met.

MSA continues to adjust this plan as needed to reflect current changes in MDE and MDH guidelines and requirements. These changes will be communicated to the MSA community via Skyward, through our daily announcements, and on the MSA website.

PURPOSE: Ensure that every MSA student receives an equitable education and has equal access to learning and instruction during the 2020-2021 school year while staying true to our Mission and Vision.

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THREE SCENARIOS FOR THE 2020/2021 SCHOOL YEAR

Scenario 1 - Full In-Person Learning

1. Students registered for this option attend classes in-person for 4 days per week and learn via remote “WIN Friday” for one day per week (when calendar allows).
2. Students not registered for this option conduct remote, synchronous learning for 4 days per week and learn via remote “WIN Friday” for one day per week (when calendar allows).
3. In this scenario, MSA maintains as much physical space between people (students and staff) as is feasible during the day.
4. Activities and extracurricular programming continue to follow the current MDE COVID-19 Sports Guidance for Youth and Adults guidelines and the Minnesota High School League (MSHSL), and programming may be reduced as needed for health and safety concerns.
5. This scenario may be implemented if county or state COVID-19 metrics dictate, and/or the 14-Day County Case Rate is below 10/10,000 people, and all other conditions for safe in-person learning are met.

Scenario 2 - Partial In-Person Learning

1. The goal of Scenario 2 is to offer students the opportunity to have some in-person classroom instruction every week. On days a student is not on campus, they will join the classroom virtually while off campus. This scenario is designed to integrate face-to-face and distance learning activities so that they reinforce, complement, and elaborate on one another.
2. Students registered for this option are divided into two cohorts (Maroon 01 & Silver 02), with each cohort attending classes in-person for 2 days per week, conducting remote, synchronous learning for 2 days per week, and learning via remote “WIN Friday” for one day per week (when calendar allows).
3. Students not registered for this option conduct remote, synchronous learning for 4 days per week and learn via remote “WIN Friday” for one day per week (when calendar allows).
4. MSA adheres to strict capacity limits of up to 50% maximum occupancy of the overall number of people in school facilities, as well as capacity limits of up to 50% maximum occupancy for any individual classroom.
5. MSA adheres to strict physical distancing of 3 to 6 feet between students, per current MDE recommendations.
6. Student/family requests to transition from registered “Distance Learning Only” to “Partial In-Person Learning” may be granted depending on current space availability while conforming to all health and safety protocols. Such a request is not guaranteed to be granted, however.

7. Activities and extracurricular programming continue to follow the current MDE COVID-19 Sports Guidance for Youth and Adults guidelines and MSHSL, and programming may be reduced as needed for health and safety concerns.
8. Scenario 2 may be implemented due to one or more of these factors:
 - a. If county or state COVID-19 metrics dictate and/or the 14-Day County Case Rate is above 10/10,000 people but below 30/10,000 people
 - b. If clusters of positive cases develop in the school community or within any subset of the school (such as within a classroom, school bus, extracurricular group, etc)
 - c. If adequate staffing or any other critical safety measures are compromised, making it impossible for MSA to provide a safe in-person learning experience for everyone

Scenario 3 - Distance Learning (All Students)

1. All students conduct remote, synchronous learning for 4 days per week and learn via remote “WIN Friday” for one day per week (when calendar allows).
2. The goal of Scenario 3 is to engage students in remote learning, with full access to appropriate educational materials while receiving daily interaction with their licensed teacher. This interaction consists of both synchronous and asynchronous methods based on teacher discretion for the curriculum content being covered.
3. Activities and extracurricular programming continue to follow the current MDE COVID-19 Sports Guidance for Youth and Adults guidelines and MSHSL, and programming may be reduced as needed for health and safety concerns.
4. Scenario 3 may be implemented due to one or more of these factors:
 - a. If county or state COVID-19 metrics dictate and/or the 14-Day County Case Rate is above 30/10,000 people
 - b. If clusters of positive cases develop in the school community or within any subset of the school community (such as within a classroom, school bus, extracurricular group, etc) which impede MSA’s ability to maintain safety measures, per current MDH and MDE recommendations
 - c. If adequate staffing or any other critical safety measures are compromised, making it impossible for MSA to provide a safe in-person learning experience for everyone

WIN Friday (What I Need Friday)

1. WIN Friday offers flexibility to teachers to use Fridays in whatever way might be most needed to support student learning, including offering the opportunity for students to take part in optional in-person enrichment activities when feasible.
2. On WIN Fridays, students log into their first period class for attendance and then conduct whatever activities their period 1-7 teachers have ready for them. These activities may vary weekly and could include any of the following:
 - a. An asynchronous activity for a maximum of 45 minutes
 - b. Individual virtual meetings (office hours)
 - c. Optional enrichment or on-campus activities
3. During Full or Partial In-Person Learning (Scenarios 1 or 2), teachers may designate 2.5 hours during WIN Friday as additional state-mandated preparation time. (During Scenario 3 - Distance Learning (All Students), this added prep time is part of the daily schedule.) During weeks when the school calendar only has 4 days, additional teacher prep time may be added to a future WIN Friday as needed.

COMMONALITIES UNDER ALL THREE SCENARIOS

1. All students must register for one available option.
2. All students will continue to have the option to conduct distance learning, even if the school pivots to Partial or Full In-Person Learning.
3. Some teachers may continue to teach remotely for medical reasons (for themselves or a close contact) with prior approval, even if the school pivots to Partial or Full In-Person Learning. If a teacher is teaching remotely, the class will have an adult monitor in the room and the students may be learning virtually.
4. Students and families should be prepared that MSA may change learning scenarios at any time, based on the most updated data and recommendations from MDE and MDH, as well as in response to potential increases in COVID-positive tests within the MSA community. These changes could potentially affect subsets of the school or the entire school.
5. Bus transportation for eligible students is provided for those days a student is registered to conduct in-person learning. Families provide their own transportation for extracurricular activities and any "WIN Friday" in-person experiences.
6. Contactless pick up and/or delivery of school materials is available to any students or staff who are not in-person on campus. These procedures are communicated in daily announcements, updates and via email.
7. MSA observes all health and safety procedures and precautions for any in-person experience and for any person on campus.

CALENDAR & BLOCK SCHEDULES FOR ALL THREE SCENARIOS

MSA SPRING CALENDAR Full In-Person Calendar and Meet Days

Students who chose the partial in-person plan from the October 29, 2020 survey will attend the Full In-person learning plan beginning April 5; students who chose distance learning will learn remotely

	Monday - Day 1 Per 1, 3, 5, 7	Tuesday - Day 2 Per 2, 4, 6, 8	Wed - Day 3 Per 1, 3, 5, 7	Thursday - Day 4 Per 2, 4, 6, 8	Friday WIN Friday
MARCH	8 No school	9 No school	10 No school	11 No school	12 No school
	15 No school	16 No school	17 No school	18 No school	19 No school
	22 DL all grades except 6 th grade MCA math*	23 DL all grades except 7 th grade MCA math*	24 DL all grades except 9 th grade MCA science*	25 DL all grades except 10 th grade MCA reading*	26 DL all grades except 8 th grade MCA reading*
	29 DL all grades except 7 th grade MCA reading*	30 DL all grades except 11 th grade ACT*	31 DL all grades except 8 th grade MCA science*	1 DL all grades except 6 th grade MCA reading*	2 No school
APRIL	5 In-person begins 01 and 02	6 01 and 02 and 8 th grade MCA math	7 01 and 02 11 th grade MCA math	8 01 and 02	9 WIN FRIDAY
	12 01 and 02	13 01 and 02	14 01 and 02	15 01 and 02	16 WIN FRIDAY
	19 01 and 02	20 01 and 02	21 01 and 02	22 01 and 02	23 WIN FRIDAY
	26 No school	27 01 and 02 Day 2	28 01 and 02 Day 3	29 DL all grades, not in-person Day 4	30 DL all grades, not in-person Day 1
MAY/JUNE	3 01 and 02	4 01 and 02	5 01 and 02	6 01 and 02	7 WIN FRIDAY
	10 01 and 02	11 01 and 02	12 01 and 02	13 01 and 02	14 WIN FRIDAY
	17 01 and 02	18 01 and 02	19 01 and 02	20 01 and 02	21 WIN FRIDAY
	24 01 and 02	25 01 and 02	26 01 and 02	27 01 and 02	28 WIN FRIDAY
	31 No school	1 01 and 02 Day 2	2 01 and 02 Day 3	3 DL all grades, not in-person Day 4	4 DL all grades, not in-person Day 1

April 29 and 30 and June 3 and 4 are synchronous distance learning days for all students.

Class Schedule

Monday-Thursday 9:20-3:50

Mondays (Day 1) and Wednesdays (Day 3)

Per 1: 9:20-10:45

Per 3: 10:50-12:45

Lunch A: 10:50-11:15

Lunch B: 11:35-12:00

Lunch C: 12:20-12:45

Per 5: 12:50-2:15

Per 7: 2:20-3:50-Busers, 4:00-Walkers

Tuesdays (Day 2) and Thursdays (Day 4)

Per 2: 9:20-10:45

Per 4: 10:50-12:45

Lunch A: 10:50-11:15

Lunch B: 11:35-12:00

Lunch C: 12:20-12:45

Per 6: 12:50-2:15

Per 8: 2:20-3:50-Busers, 4:00-Walkers

Fridays – WIN Fridays

Students check in with their 2nd period (1st block) teacher at 9:20 for attendance. During full in-person learning, teachers may designate 2.5 hours during WIN Friday as additional state-mandated preparation time. During weeks when the school calendar has 4 days, additional teacher prep time may be added to a future WIN Friday as needed.

Full in-person students

Full in-person students will attend school Monday-Thursday.

Distance learning students

Distance learning students will attend synchronous classes Monday-Thursday.

*Dates designated as MCA testing and the grade level. Families will receive communication with further information close to the testing day. MCA testing is in-person at MSA. No transportation is provided.

DL: Distance Learning

MSA SPRING CALENDAR

Partial In-Person Calendar and Meet Days

Students who chose the partial in-person plan from the October 29, 2020 survey will attend the partial in-person learning plan beginning April 5; students who chose distance learning will learn remotely

	<i>Monday - Day 1</i> Per 1, 3, 5, 7	<i>Tuesday - Day 2</i> Per 2, 4, 6, 8	<i>Wed - Day 3</i> Per 1, 3, 5, 7	<i>Thursday - Day 4</i> Per 2, 4, 6, 8	<i>Friday</i> WIN Friday
MARCH	8 No school	9 No school	10 No school	11 No school	12 No school
	15 No school	16 No school	17 No school	18 No school	19 No school
	22 DL all grades except 6 th grade MCA math*	23 DL all grades except 7 th grade MCA math*	24 DL all grades except 9 th grade MCA science*	25 DL all grades except 10 th grade MCA reading*	26 DL all grades except 8 th grade MCA reading*
	29 DL all grades except 7 th grade MCA reading*	30 DL all grades except 11 th grade ACT*	31 DL all grades except 8 th grade MCA science*	1 DL all grades except 6 th grade MCA reading*	2 No school
APRIL	5 In-person begins Maroon 01	6 Maroon 01 and 8 th grade MCA math	7 Silver 02 and 11 th grade MCA math	8 Silver 02	9 WIN FRIDAY
	12 Maroon 01	13 Maroon 01	14 Silver 02	15 Silver 02	16 WIN FRIDAY
	19 Maroon 01	20 Maroon 01	21 Silver 02	22 Silver 02	23 WIN FRIDAY
	26 No school	27 Maroon 01 Day 2	28 Silver 02 Day 3	29 DL all grades, not in-person Day 4	30 DL all grades, not in-person Day 1
MAY/JUNE	3 Maroon 01	4 Maroon 01	5 Silver 02	6 Silver 02	7 WIN FRIDAY
	10 Maroon 01	11 Maroon 01	12 Silver 02	13 Silver 02	14 WIN FRIDAY
	17 Maroon 01	18 Maroon 01	19 Silver 02	20 Silver 02	21 WIN FRIDAY
	24 Maroon 01	25 Maroon 01	26 Silver 02	27 Silver 02	28 WIN FRIDAY
	31 No school	1 Maroon 01 Day 2	2 Silver 02 Day 3	3 DL all grades, not in-person Day 4	4 DL all grades, not in-person Day 1

April 29 and 30 and June 3 and 4 are synchronous distance learning days for all students.

Class Schedule

Monday-Thursday 9:20-3:50

Mondays (Day 1) and Wednesdays (Day 3)

Per 1: 9:20-10:45

Per 3: 10:50-12:45

Lunch A: 10:50-11:15

Lunch B: 11:35-12:00

Lunch C: 12:20-12:45

Per 5: 12:50-2:15

Per 7: 2:20-3:50-Busers, 4:00-Walkers

Tuesdays (Day 2) and Thursdays (Day 4)

Per 2: 9:20-10:45

Per 4: 10:50-12:45

Lunch A: 10:50-11:15

Lunch B: 11:35-12:00

Lunch C: 12:20-12:45

Per 6: 12:50-2:15

Per 8: 2:20-3:50-Busers, 4:00-Walkers

Fridays – WIN Fridays

Students check in with their 2nd period (1st block) teacher at 9:20 for attendance. During partial in-person learning, teachers may designate 2.5 hours during WIN Friday as additional state-mandated preparation time. During weeks when the school calendar has 4 days, additional teacher prep time may be added to a future WIN Friday as needed.

Partial in-person students

Partial in-person students attending school on Monday and Tuesday will distance learn synchronously on Wednesday and Thursday. Partial in-person students attending school on Wednesday and Thursday will distance learn synchronously on Monday and Tuesday.

Distance learning students

Distance learning students will attend synchronous classes Monday-Thursday.

*Dates designated as MCA testing and the grade level.

Families will receive communication with further information close to the testing day. MCA testing is in-person at MSA. No transportation is provided.

DL: Distance Learning

MSA SPRING CALENDAR

Distance Learning Calendar and Meet Days

Meet days and class periods				
Monday (9:20-3:20)	Day 1	Periods 1, 3, 5, 7	Lunch: 12:03-12:37	79 minute classes
Tuesday (9:20-3:20)	Day 2	Periods 2, 4, 6, 8	Lunch: 12:03-12:37	79 minute classes
Wednesday (9:20-3:20)	Day 3	Periods 1, 3, 5, 7	Lunch: 12:03-12:37	79 minute classes
Thursday (9:20-3:20)	Day 4	Periods 2, 4, 6, 8	Lunch: 12:03-12:37	79 minute classes
Friday	WIN Fridays (<i>information provided below</i>)			

Shaded dates – follow class schedule due to a shortened week.

	Monday <i>Day 1, Per 1, 3, 5, 7 unless otherwise specified</i>	Tuesday <i>Day 2, Per 2, 4, 6, 8 unless otherwise specified</i>	Wednesday <i>Day 3, Per 1, 3, 5, 7 unless otherwise specified</i>	Thursday <i>Day 4, Per 2, 4, 6, 8 unless otherwise specified</i>	Friday <i>WIN FRIDAYS</i>
March	8 No school	9 No school	10 No school	11 No school	12 No school
	15 No school	16 No school	17 No school	18 No school	19 No school
	22 <i>Distance learning 6th grade MCA math*</i>	23 <i>Distance learning 7th grade MCA math*</i>	24 <i>Distance learning 9th grade MCA science</i>	25 <i>Distance learning 10 gr MCA reading*</i>	26 WIN FRIDAY
	29 <i>Distance learning 7th gr MCA reading*</i>	30 <i>Distance learning 11th grade ACT*</i>	31 <i>Distance learning 8th gr MCA science*</i>	1 <i>Distance learning 6th gr MCA reading*</i>	2 No school
April	5 <i>Distance learning</i>	6 <i>Distance learning 8th gr MCA math*</i>	7 <i>Distance learning *11th gr MCA math*</i>	8 <i>Distance learning</i>	9 WIN FRIDAY
	12 <i>Distance learning</i>	13 <i>Distance learning</i>	14 <i>Distance learning</i>	15 <i>Distance learning</i>	16 WIN FRIDAY
	19 <i>Distance learning</i>	20 <i>Distance learning</i>	21 <i>Distance learning</i>	22 <i>Distance learning</i>	23 WIN FRIDAY
	26 No school	27 DL Day 2	28 DL Day 3	29 DL Day 4	30 DL Day 1
May and June	3 <i>Distance learning</i>	4 <i>Distance learning</i>	5 <i>Distance learning</i>	6 <i>Distance learning</i>	7 WIN FRIDAY
	10 <i>Distance learning</i>	11 <i>Distance learning</i>	12 <i>Distance learning</i>	13 <i>Distance learning</i>	14 WIN FRIDAY
	17 <i>Distance learning</i>	18 <i>Distance learning</i>	19 <i>Distance learning</i>	20 <i>Distance learning</i>	21 WIN FRIDAY
	24 <i>Distance learning</i>	25 <i>Distance learning</i>	26 <i>Distance learning</i>	27 <i>Distance learning</i>	28 WIN FRIDAY
	31 No school	1 DL Day 2	2 DL Day 3	3 DL Day 4	4 DL Day 1

MONDAYS AND WEDNESDAYS			TUESDAYS AND THURSDAYS		
Period	Class time	Break time	Period	Class time	Break time
1	9:20-10:39	10:39-10:44	2	9:20-10:39	10:39-10:44
3	10:44-12:03		4	10:44-12:03	
LUNCH	12:03-12:37		LUNCH	12:03-12:37	
5	12:37-1:56	1:56-2:01	6	12:37-1:56	1:56-2:01
7	2:01-3:20		8	2:01-3:20	

FRIDAYS - WIN Fridays

Students check in with their 1st period teacher at 9:20 a.m. for attendance

PUBLIC HEALTH AND SAFETY

Who to Contact at MSA

1. Point of contact for COVID-19 is the Director.
2. Assistant Directors act as their grade level collaborator.
3. A dedicated COVID-19 Contact Tracer works closely with the administrators, school health official, office staff, teachers and families, as needed.
4. School Health Official contact is the school-contracted nurse and in his or her absence, the Director.

Face Masks/Coverings

1. Face masks covering both mouth and nose are required for any person on school property (both indoors and outdoors). (A face shield alone is not acceptable.)
2. Any student who has a pre-approved medical exemption to this mask requirement must have appropriate medical documentation on file with the health office. The student and family must contact administration to set up a team meeting to create a plan for in-person learning.
3. Exceptions:
 - a. During lunch, when masks may be lowered or removed only while a student is sitting in their designated lunch space and is actively eating or drinking. (See below for additional lunchtime safety procedures.)
 - b. During indoor practices or performances involving singing, acting or playing musical instruments, masks may be removed. A strict minimum of 6 feet of physical distance is enforced.
 - c. Lowering masks for water breaks may take place outside of class, in the hallway and at the teacher's discretion, if the student does not have a straw as part of their water bottle.
 - d. Student mask breaks may occur at teachers' discretion and under adult supervision, in designated areas outside the buildings, while adhering to social distancing rules.
 - e. When a staff member is working alone in their office, classroom or other job location where there is no person-to-person interaction
 - f. Brief lowering of masks for identification purposes of visitors
4. Masks and face shields are on site for all staff. Substitute teachers are issued any needed safety items in the Building B office.
5. MSA provides clear screen masks for over the mouth for use when deaf or hard of hearing students or staff are present.
6. Students who forget their mask may go to the office to get a disposable or reusable mask. However, MSA does not have an endless supply and if a student continues to come to school without a mask or refuses to wear a mask, a parent will be contacted and the student will wait in the COVID room for the parent to bring a mask and/or pick their student up from school.

Occupancy and Physical Distancing

1. In Scenario 2 - Partial In-Person Learning, the maximum occupancy of each classroom is 50% of the State Fire Marshal occupancy rate for that room. In this scenario, MSA also adheres to strict capacity limits of up to 50% maximum occupancy of the overall number of people in school facilities.
2. In Scenario 2 - Partial In-Person Learning, MSA adheres to strict physical distancing of 3 to 6 feet between people, per current MDH and MDE recommendations. In Scenario 1 - Full In-Person learning, MSA maintains as much space between people (students and staff) as is feasible during the day.
3. For all in-person learning, students have assigned seats in classrooms and lunchrooms. (For Scenario 1 - Full In-Person Learning, students sit in classrooms with desks facing in the same direction, when possible.)
4. MSA provides plastic barriers for each teacher's desk, at the teacher's request.

Sanitation

1. Hand sanitizer is in place throughout each building.
2. Sanitizing of student desks is done upon entry and leaving classrooms by the student with provided, approved products, as appropriate. Teachers and staff sanitize common, high-touch surfaces (or designate a student to do so, as appropriate).
3. MSA minimizes the transfer of shared physical items between people, including using digital resources to share information where appropriate.
4. Lockers are not in use.
5. Water fountains are taped off and not available. Water filling stations are provided, along with signage on how to use them without touching one's water bottle to the water dispenser. Water-filling stations may not be used during passing time.
6. Vending machines are removed.
7. Contactless pick up and/or delivery of school materials are available to any students or staff who are not in-person on campus. These procedures are communicated in daily announcements, updates and via email.
8. In Scenarios 1 or 2 (Full or Partial In-Person Learning), contracted custodial staff sanitize restrooms and high-touch surfaces in classrooms and common areas nightly.
9. In Scenario 3 - Distance Learning (All Students), custodians only enter classrooms that have the garbage outside the door and clean restrooms on a nightly basis or as needed due to usage.

Ventilation

1. When possible, classroom doors and windows remain open during class time to increase airflow. Classrooms may have fans.
2. During passing time, teachers open classroom doors and office staff open entry doors.
3. Air purifiers are in lunchrooms, COVID rooms and the music room.
4. HVAC system is in the best working condition possible.
5. In Scenario 3 - Distance Learning (All Students), all occupied classroom doors are left open for airflow during the day. Teachers lock up their classrooms when they leave.

Signage and Traffic Flow

1. MSA enforces one-way hallway traffic flow wherever possible. Tape and signage are in place on hallway floors and walls to direct student traffic, including floor markings of 6-foot spacing in areas where students might congregate. (See Appendix A.)
2. Hallways are cleared of items to minimize the congregation of people.
3. Passing time in hallways and between buildings is monitored by staff to keep students moving to classes. End-of-day dismissal is monitored by staff.

Attendance, Seating Charts and Sign-Ins for Contact Tracing Purposes

1. Upon arrival to campus, MSA staff complete a digital COVID Health Questionnaire.
2. Upon departure from campus, MSA staff complete a digital COVID Close Contact Tracing form.
3. Teachers record attendance digitally and maintain a seating placement chart form for each class.
4. Teachers maintain a paper log to track any person entering or leaving the classroom during each class period (not including regular student attendance).
5. All visitors to campus sign in upon entry to and exit from the buildings. This includes any students or staff traveling between buildings or classrooms for any purpose, other than their regularly scheduled locations.
6. For activities and athletics:
 - a. Coaches, advisors, and participants complete a COVID Health Questionnaire prior to participation.
 - b. Spectators at athletic events pre-register and complete a COVID Health Questionnaire.
 - c. Attendance is taken at each practice or competition.
 - d. MSHSL activities keep student participants in small groups and record these in attendance.

Student Arrival and Departure

1. Students may not be dropped off before 9:00am unless prior arrangements have been made with a staff member.
2. For all in-person learning, buildings will not be open for student entry until students report directly to their classroom upon arrival to school.
3. If students have items that must be dropped off before school starts (such as musical instruments or athletic equipment), they may bring those items to a pre-approved location, then report directly to their classroom in time for the day to begin.
4. Teachers dismiss students at the end of each class period.
5. At the end of the day, after being dismissed by teachers, students exit the building immediately and/or go to their assigned location for any after school activity.
6. All students and staff must adhere to masking and physical distancing requirements outside as well as inside.

Health and Safety Screening of Students

1. Health screening directions are given to parents/guardians and students, via email, the school website and daily announcements. If any screening questions are positive, the person must stay home, or leave campus immediately, and call the attendance line.
2. The Minnesota Department of Health (MDH) decision tree/health expectations for parents, which describe conditions under which a student must be excluded from in-person learning and activities is shared with families and digitized for stakeholder reference and reporting.
3. If a student is deemed by staff to be removed to a COVID isolation room, all household members of that student must also be moved to an isolation room. The parent/guardian (or an emergency contact) must pick up the student(s) within one hour of notification by MSA.

Lunchroom Safety

1. Students will be distanced as far apart as possible, with physical dividers at each table. Students should not touch the plastic dividers.
2. Students must remain in their designated lunch space (for potential contact tracing purposes).
3. Masks may be taken off only while the student is sitting in their designated lunch space and while they are eating or drinking. If students leave their designated spot they need to put their mask back on covering their nose and mouth. Lunch monitors are masked at all times.
4. Students must sanitize their hands upon entering the lunchroom. There is also a sanitation pump at every table.
5. A limited number of microwaves are spaced apart in each lunchroom to allow for physical distancing. Each microwave user must sanitize the door and buttons before each use. There is

signage on how to effectively wipe down the microwave. Lunch monitors more thoroughly sanitize all microwaves between lunch periods.

6. Students sanitize their table spot after lunch with the provided disinfectant at each table.
7. All high school students eat in building B.
8. There are no vending machines.
9. There is no open gym during lunch time.

Restrooms

1. All restrooms have limited occupancy:
 - a. Building A: maximum of 2 people
 - b. Building B: maximum of 2 people
 - c. Building C: maximum of 2 people
 - d. Building D: maximum of 1 person
2. Students may go to the restroom only during class time (not during passing time and not during lunch), unless it is an emergency.
3. Teachers have individual, disposable bathroom passes that students hang outside the bathrooms so people can see if the bathroom is occupied. Hooks are in place on the wall outside each bathroom for displaying passes.
4. Exterior bathroom doors in (in all buildings except for D) have foot pedals in place for hand-free exiting.
5. Signage is in place to remind students to wash their hands for 20 seconds.

OTHER SCHOOL OPERATIONS AND LOGISTICS

Communication, Meetings and End-of-Year Materials Drop-Off

1. The High School Office Manager sends out daily announcements and emails to communicate with families.
2. The school website includes an updated school calendar and schedules, the rSchool activities calendar, as well as any updates to MSA's Spring Planning Guide.
3. Surveys regarding student and family experiences are sent out as needed.
4. Small group meetings (such as task force meetings, committee meetings, staff/department/building meetings, student support meetings, IEPs, 504s) are held virtually when possible.
5. Any end-of-year materials drop-off is planned and scheduled, with everyone involved adhering to masking and physical distancing requirements.

Childcare for Eligible Children, Y-Care and Extended Day

1. MSA provides school-aged care for eligible children at no cost during the time those children are not receiving instruction in the school building during regular school hours. This school-aged care is offered on site under the supervision of a classroom monitor and is only for students who are age 12 and under and have all parents/guardians working as Tier 1 critical workers.
2. There is no Y-Care or before-school study hall.
3. There is no Extended Day program.

TEACHING AND LEARNING

Attendance

1. In Scenario 1 (Full In-Person Learning):
 - a. Students registered for in-person learning physically attend classes from **9:20am until 3:50pm** on all days except WIN Fridays (4 days per week), according to their block schedule.
 - b. Students continuing to learn remotely/virtually in Scenario 1 attend remote, synchronous classes from 9:20am until 3:50pm on all days except WIN Fridays (4 days per week), according to their block schedule.
2. In Scenario 2 (Partial In-Person Learning):
 - a. Students registered for in-person learning attend classes from **9:20am until 3:50pm** either physically in-person (for 2 days per week) or remotely/virtually (for 2 days per week), according to their block schedule.
 - b. Students continuing to learn remotely/virtually in Scenario 2 attend remote, synchronous classes from 9:20am until 3:50pm on all days except WIN Fridays (4 days per week), according to their block schedule.
3. In Scenario 3 (Distance Learning, All Students), all students attend remote, synchronous classes from **9:20am until 3:20pm** on all days except WIN Fridays (4 days per week), according to their block schedule.
4. In all scenarios, all students continue WIN Fridays, checking in with their first period teachers by 9:20am. (See page 4 for more details.)
5. In all scenarios, teachers record attendance in Skyward for all students at the beginning of each block period (4 days per week) and after 9:20am on WIN Fridays.
6. For COVID contact tracing purposes, It is **critical** for parents/guardians to call the school attendance line if their student(s) is absent or if there are any circumstances that may change their student's schedule or attendance. **This includes sharing if the student or any of their household members is isolating or quarantining, or if the student or any household members is experiencing any potential symptoms of COVID. MSA's COVID-19 Contact Tracer will follow-up with parents/guardians to conduct contact tracing.**
7. After two consecutive days of absence with no teacher contact from a student, the assistant director communicates with the family. After two consecutive days of no assistant director contact from the family, the Director contacts the parent/guardian of the student.

Homework, Grading and Other Instructional Items

1. Students may have additional homework as assigned by their teachers.
2. Grading is based on a percentage of points earned for the semester.
3. Progress check-ins are conducted in Advisory and interventions are pursued as needed. If necessary, upon notification by the adviser that no improvement has been made, an administrator will follow up with the student and parents/guardians.
4. Teachers use the Google Learning Management System as their in-class platform whenever possible. Other platforms may be used to supplement instruction.
 - a. Instruction on any educational platforms used is provided to students.
 - b. All students have access to required programs via school laptops/Chromebooks.
 - c. Middle school students are required to use MSA-provided Chromebooks.
5. Field trips may occur in Scenarios 1 or 2; field trips are not permitted in Scenario 3.
6. In all scenarios, substitute teacher procedures are followed as described in the staff handbook, and class activities may be temporarily reduced. In Scenario 3 (Distance Learning, All Students), if no substitute teachers can be located to deliver course material remotely/virtually, students may be given a work day after attendance is taken.

MCA Testing and AP Exams

1. MCA Testing (see Appendix B):
 - a. MCAs follow the state assessment plan and occur on school-selected dates.
 - b. MDE is continuing to develop materials and training for the 2020-21 school year to support districts' administration in schools.
 - c. Per MDE's current guidance, remote testing is NOT an option this year. Testing in March causes as little disruption to classroom instruction as possible if in-person classes start in April. See Appendix B for the MCA testing schedule. (No transportation will be provided for this, but if lack of transportation prevents a student from testing on the allotted date(s), other arrangements for a testing date will be arranged individually.)
2. AP Exams:
 - a. AP exams follow the AP exam schedule provided by Collegeboard. Students will have the option to take an in-person paper exam during Administration 1 in early May. Students who do not feel comfortable taking the exam in-person or who prefer the digital format can take the digital exam during the Administration 2 or 3 exam window provided by Collegeboard, which occurs in late May and early June.
 - b. AP teachers will communicate the specific AP exam information and testing dates to their students.
 - c. The AP Coordinator will work with the AP teachers to relay updated AP exam information to students as needed.

EQUITY AND FAMILY NEEDS

IEP, 504 and EL Support

1. In all scenarios, students continue to receive special education IEP service minutes.
2. IEPs and 504 plans:
 - a. In Scenario 1 (Full In-Person Learning), all IEPs and 504 plans are followed as they would be in a typical school year. In Scenarios 2 and 3 (Partial In-Person and Distance Learning for All Students), all IEPs and 504 plans are followed per the law.
 - b. All 504 plans are implemented in accordance with the law and in collaboration with teachers, parents/guardians, and the 504 coordinator.
 - c. In all scenarios, addenda have been added to IEPs and 504 plans to accommodate for distance learning as needed.
3. Meetings:
 - a. In all scenarios, IEP and 504 meetings are held virtually, either by phone or a virtual meeting software whenever possible.
 - b. Case managers and the 504 coordinator continue to reach out to all families to offer and/or set up meetings.
4. Students with IEPs have their own Google Classroom to support their learning.
5. In all scenarios, Educational Assistants (EAs) are assigned to support students in specific classes and grade levels, both in-person and online.
6. In Scenarios 1 and 2 (Full and Partial In-Person Learning), students with IEPs who opt for in-person instruction are scheduled into in-person classes so as to best utilize case manager and EA support.
7. In Scenarios 1 and 2 (Full or Partial In-Person Learning), all resource rooms currently operate at about a 3:1 student to staff ratio. Care is taken to maintain this while not allowing for large groups to congregate during the day.
8. In all scenarios, EL students have been contacted and are supported directly by the EL Coordinator.

Technology/Internet Access

1. All students have received the opportunity to receive a laptop or Chromebook.
2. All students have access to the school's Wi-Fi during school hours.
3. Based on need and availability, MSA will continue to ensure adequate internet accessibility for student use at home. Funds for this came from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, more specifically the Governor's Emergency Education Relief Fund (GEER).

Athletics/Clubs/Activities

1. Athletics meet per MSHSL guidelines but MSA administration may alter athletics at their discretion.
2. Clubs and activities that choose to meet in person are required to follow all health guidelines and requirements per the CDC, MN Department of Health, and local health organizations. When possible, clubs and activities are encouraged to meet virtually.

Dietary Support

1. Resources for food insecurity have been distributed to families and may be found at <https://www.mnmsa.org/distance-learning/covid-19health-resources/>
2. In Scenarios 1 and 2 (Full or Partial In-Person Learning):
 - a. No outside food deliveries are accepted for students.
 - b. Pizza days and healthy snack days are suspended until later notice.
 - c. Vending machines in the school buildings have been removed.

Transportation

1. In Scenarios 1 and 2 (Full or Partial In-Person Learning), MSA receives transportation for eligible students from ISD #833 for a 9:20 am start time and a 3:50 pm release time.
2. In Scenario 3 (Distance Learning - All Students), transportation is not applicable or provided.

Communication

1. All communication is shared in multiple formats. ie. Skyward emails, website, newsletters, announcements, MSA online calendar, rSchool, and weekly update messages (for the most important information).
2. All communication regarding COVID-19 is sent or authorized to be sent by the Director.
3. Signage is posted in each building to inform occupants of traffic patterns and expectations regarding masking, physical distancing and other safety requirements.

Student Supervision Support

1. MSA provides school-aged care for eligible children at no cost during the time those children are not receiving instruction in the school building during regular school hours.
2. This school-aged care is offered on site under the supervision of a classroom monitor and is only for students who are age 12 and under and have all parents/guardians working as Tier 1 critical workers.

Tutoring

1. Any NHS and department-provided student-to-student tutoring that occurs is encouraged to occur virtually.
2. MSA offers third-party virtual tutoring services through Tutor.com. Interested students should contact an assistant director for additional information.

Financial Help

1. The Education Benefits Form has been sent to every MSA family. Families have been encouraged to complete the form even though MSA does not serve school lunch.
2. Families that are eligible for education benefits may receive reduced or waived school fees, as applicable.

Protecting Vulnerable Populations (per Minnesota Department of Health requirements)

1. In Scenarios 1 and 2 (Full or Partial In-Person Learning), MSA monitors for students/families and staff that self-identify as high risk for illness due to COVID-19. MSA addresses requests for alternative learning arrangements or work assignments.
2. In Scenarios 1 and 2 (Full or Partial In-Person Learning), MSA monitors, re-evaluates and updates current plans (individual healthcare plans, IEPs, or 504 plans) for accommodating students with special healthcare needs as needed to decrease their risk of exposure to COVID-19.
3. MSA offers distance learning to enrolled students who may be medically vulnerable or otherwise unable or unwilling to return to in-person learning.

Students on Academic Probation

1. In all scenarios, standard processes are used per BOD policy 510.1.
2. In all scenarios, students have additional time with advisors for support during the week.

SOCIAL-EMOTIONAL AND MENTAL HEALTH OF STUDENTS

Advisory Lessons

1. In Scenarios 1 and 2 (Full or Partial In-Person Learning), regular Advisory lessons may be taught on social-emotional learning. When feasible, a mindfulness session is incorporated into class to allow students to take time to process thoughts before teachers deliver content (no more than 3 minutes).
2. In all scenarios, regular Advisory classes occur so that students can do the lessons either at home or on-campus. Students may be asked or encouraged to set aside a notebook for on-going journaling to help them process their thoughts and feelings.

Check-Ins with Students & Counselors

1. In all scenarios, Counselors provide Advisory teachers a set of questions for teachers to use as a check-in with their Advisory students.
2. In all scenarios, for any student learning remotely/virtually, Counselors send weekly check-in forms to students via email. Counselors can then set up meetings based on their responses.
3. In all scenarios, Counselors are available for in-person counseling sessions when requested.
4. In all scenarios, Counselors continue to provide resources and worksheets/activities on their websites for students to do at home with family members. Other mental health resources are provided on MSA's website, as well.
5. In Scenarios 1 and 2 (Full or Partial In-Person Learning), Counselors are available in common areas during passing times for student interactions.

SOCIAL-EMOTIONAL AND MENTAL HEALTH OF STAFF

Connections with Fellow Staff

1. If on-campus, MSA encourages staff to eat lunches with other staff members in classrooms with appropriate physical distancing measures in place.
2. MSA encourages staff to organize going for walks or other outdoor social activities with each other to get exercise and fresh air, as well as enhance staff communication. (Wear a mask and physically distance if walking with another person.)
3. MSA encourages staff to host themed "Zoom hours" where staff can connect on topics that interest them to get to know their fellow staff members better.

Reach Out for Support

1. MSA encourages staff to connect privately with other staff and the Counselors for friendship and support, in-person or virtually.
2. MSA encourages staff to use the mental resources on the Counseling Department website.

Appendix A

In-Person COVID-19 Building Procedures

ANYWHERE ON CAMPUS - GENERAL EXPECTATIONS

- Physically distance whenever possible.
- Wear a mask covering your nose and mouth whenever on campus. (If you have a medical reason for not wearing a mask, a document from a medical provider stating this exemption is required to be filed with the health office. A face shield is required when exempt from a mask unless both are included in the exemption.)
- Wash hands with soap and water for 20 seconds periodically throughout the day, including after using the restroom and before lunch.
- Use hand sanitizer often.
- Wipe down any area you have used (desk, lunch table, etc.)
- Students exit busses and go directly to 1st class. (If students have items that must be dropped off before school starts (such as musical instruments or athletic equipment), they may bring those items to a pre-approved location, then report directly to their classroom in time for the day to begin.)
- At the end of the day, after being dismissed by teachers, students exit the building immediately and/or go to their assigned location for any after school activity.
- Offices will have day number signs posted on the inside front door of buildings A, B and C.
- Follow all traffic arrows and physical distancing markers.
- Walking to classes during passing time:
 - Traffic flow directions will be sent to students prior to the start of in-person classes by the middle school assistant director.
 - Masks must be worn over the mouth and nose while walking between buildings.
 - Students must maintain physical distancing outside as well as inside.
 - Administrators will provide visual supervision.
- No lockers are to be used.
- Drinking fountains will not be available but there are hydration stations in buildings A and B. Students will provide their own water bottles. Water bottles may be filled only during class time (not during passing times) when allowed by the classroom teacher.
- Vending machines have been removed
- After School Activities: Coaches will follow their activity specific COVID plan. These plans will be located on the school website on the activity's tab.

BUILDING A

Entry, Exit, Hallways & Passing Times

- Masks must be worn at all times.
- ENTER the building through doors by the main office.
- EXIT the building through the door by room 16 in the annex.
- HALLWAYS:
 - All hallways are 1-way traffic during passing time (including lunch passing time).
 - All hallways are 2-way traffic during class 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 Great Hall 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.
- PASSING TIMES: Passing time directions are labeled with arrows on the 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 will help with reminders.
 - All staff must be monitoring students during passing time to prevent students from congregating.
 - EAs will monitor students as they walk from class to class.
 - Teachers will monitor students in hallways outside their classrooms.
 - Admin/office staff will monitor 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.
- 2 students maximum per bathroom.
- No using bathrooms during passing time unless it is an emergency.
- Students must sign out and in with their teacher in order to go to the bathroom.
- Teachers will have disposable passes to give to students if they need to use the bathroom.
- Hooks are located outside of the door to hang passes so people know how many are in the bathroom
- 6-foot distancing stickers on the floor for students waiting.
- Students will throw out passes upon returning to classrooms.
- Exterior door latches will be disabled.
- Exterior doors have a foot pedal attached on the inside.

Lunchroom

- Masks must remain on unless eating.
- Enter the Great Hall using the doors nearest the main office.
- Exit the Great Hall using the rear door by room 5.

- Students will eat at assigned seats at tables, with 4 students per round table.
- Tables will have 4 way dividers.
- Hand sanitizer will be located at each table and by each microwave.
- Students will wipe down their eating area at the end of their lunch with a food-safe sanitizer solution.
- Microwaves:
 - Only 4 microwaves will be used & will be placed along the hallway wall or in the alcove. 6-foot distancing will be maintained between each microwave.
 - Hand sanitizer will be located by each microwave.
 - Students must sanitize microwaves doors and buttons prior to each use.
 - 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 are in each classroom.
- Students will remain 6 feet from each other as much as possible.
- Students will bring backpacks into the classroom.
- Teachers are in charge of wiping down common or high-touch areas in their own classrooms. Students may assist with this before leaving the room at the end of class.
- Students will wipe down their desk area 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 easily accessible if needed for contact tracing.

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 kitchen: maximum of 2 staff members present at a time
- 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 available.

Nurses Office/COVID rooms

- Masks must 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 the office letting the office manager know a student is coming.
- Office manager will check in student:
 - Temperature will be taken.
 - COVID questionnaire will be given.
- Students with COVID symptoms will be placed in COVID room.

- Parents/guardians (or other emergency contact) will be called to pick up the student as soon as possible.
- Office manager will wipe down the room and replace bed paper after the student has left.
- Student Pickup:
 - Middle school students picked up at building A
 - High school students picked up building B.

BUILDING B

Entry, Exit, Staircases, Hallways & Passing Times

- Masks must be worn at all times.
- ENTRY: Enter from the front (east end) of the building.
- EXIT: Exit from the back (west end) of the building.
- STAIRCASES:
 - Front staircase (by office) is UP if going to the 2nd or 3rd floor and DOWN if going to the basement.
 - Back staircase is DOWN if exiting from the 2nd or 3rd and UP if exiting from basement
 - Staircases are always one-way.
- HALLWAYS:
 - All hallways are 2-way traffic.
 - Everyone must walk on the right.
 - Hallways are labeled with directional arrows on floors.
 - Basement, 2nd and 3rd floor has tape on floors separating sides.
 - 1st floor has stanchions and ropes separating the sides.
- PASSING TIMES:
 - All staff must be monitoring students during passing time to prevent students from congregating.
 - EAs will monitor students as they walk from class to class.
 - Teachers will monitor students in hallways outside their classrooms.
 - Admin/office staff will monitor students outside.

Bathrooms

- Masks must be worn at all times.
- 2 students maximum per bathroom.
- No using bathrooms during passing time unless it is an emergency.
- Students must sign out and in with their teacher in order to go to the bathroom.
- Teachers will have disposable passes to give to students if they need to use the bathroom.
- Hooks are located outside of the door to hang passes so people know how many are in the bathroom
- 6-foot distancing stickers on the floor for students waiting.
- Students will throw out passes upon returning to classrooms.
- Exterior door latches will be disabled.
- Exterior doors have a foot pedal attached on the inside.

Lunchroom: If students come 2 days a week

- All high school students will eat in building B lunchroom on the stage.
- Masks must remain on unless eating.
- Enter gym door nearest the office
- Enter the stage area using the door closest to the hallway.
- Exit the stage by using the door furthest from the hallway.
- Students will exit the building using the door nearest the back of building B.
- Students will have assigned seats at tables, with a max of 4 students per table.
- Tables will have physical dividers.
- Hand sanitizer will be located at each table and by each microwave.
- Students will sanitize their table at the end of lunch with provided cleaner and paper towels.
- Microwaves:
 - Microwaves are located on the stage. 6-foot distancing will be maintained between each microwave.
 - Hand sanitizer will be located by each microwave.
 - Students must sanitize microwaves doors and buttons prior to each use.
 - Lunchroom staff will wipe down microwaves at the end of lunches.
- Air filtration will be utilized on the stage.

Lunchroom: If students come 4 days a week

- Students will eat on the bleachers in assigned spots facing forward and with physical distancing.
- Masks must remain on unless eating.
- If students need the microwaves, they will enter the stage area using the door closest to the hallway.
- All other lunch procedures remain the same.

Classrooms

- Masks must be worn whenever there is more than one person in the classroom.
- Hand sanitizer and gloves are in each classroom.
- Students will remain 6 feet from each other as much as possible.
- Students will bring backpacks into the classroom.
- Teachers are in charge of wiping down common or high-touch areas in their own classrooms. Students may assist with this before leaving the room at the end of class.
- Students will wipe down their desk area 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 easily accessible if needed for contact tracing.

Locker Rooms

- Not used (subject to change)

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 kitchen: maximum of 2 staff members present at a time
- 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 available.

Nurses Office/COVID rooms

- Masks must 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 the office letting the office manager know a student is coming.
- Office manager will check in student:
 - Temperature will be taken.
 - COVID questionnaire will be given.
- Students with COVID symptoms will be placed in COVID room.
- Parents/guardians (or other emergency contact) will be called to pick up the student as soon as possible.
- Office manager will wipe down the room and replace bed paper after the student has left.
- Student Pickup:
 - Middle school students picked up at building A
 - High school students picked up building B.

BUILDING C

Entry, Exit, Hallways & Passing Times

- Masks must be worn at all times.
- ENTER the building through the front door.
- EXIT the building through the door in the study hall area.
- HALLWAYS:
 - All hallways are 1-way traffic during passing time.
 - All hallways are 2-way traffic during class time.
- PASSING TIMES:
 - Passing time directions will be labeled with arrows on the floor.
 - All students will be dismissed at the same time.
 - All staff must be monitoring students during passing time to prevent students from congregating.
 - EAs will monitor students as they walk from class to class.
 - Teachers will monitor students in hallways outside their classrooms.
 - Admin/office staff will monitor 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.
- 2 students maximum per bathroom.
- No using bathrooms during passing time unless it is an emergency.
- Students must sign out and in with their teacher in order to go to the bathroom.
- Teachers will have disposable passes to give to students if they need to use the bathroom.
- Hooks are located outside of the door to hang passes so people know how many are in the bathroom
- 6-foot distancing stickers on the floor for students waiting.
- Students will throw out passes upon returning to classrooms.
- Exterior door latches will be disabled.
- Exterior doors have a foot pedal attached on the inside.

Lunchroom

- All high school students will eat in building B lunchroom. (See Bldg B procedures.)

Classrooms

- Masks must be worn whenever there is more than one person in the classroom.
- Hand sanitizer and gloves are in each classroom.
- Students will remain 6 feet from each other as much as possible.
- Students will bring backpacks into the classroom.
- Teachers are in charge of wiping down common or high-touch areas in their own classrooms. Students may assist with this before leaving the room at the end of class.
- Students will wipe down their desk area 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 easily accessible if needed for contact tracing.

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 kitchen: maximum of 1 staff member present at a time
- 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 available.

COVID Room

- Masks must 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 them know a student is coming.
- Study hall supervisor will check in student:
 - Temperature will be taken.
 - COVID questionnaire will be given.
- Students with COVID symptoms will be placed in COVID room.
- Parents/guardians (or other emergency contact) will be called to pick up the student as soon as possible.
- Study hall supervisor will wipe down the room and replace bed paper after the student has left.

BUILDING D

Entry, Exit, Hallways & Passing Times

- Masks must be worn at all times.
- ENTER the building through doors on the right side of the entryway.
- EXIT the building through the door closest to Building C.
- HALLWAYS:
 - All hallways are 1-way traffic during passing time.
 - All hallways are 2-way traffic during class time or to go to lunch.
- PASSING TIMES:
 - Teachers in rooms 1D and 5D will prop exterior doors at the beginning of passing time and remove them at the end of passing time.
 - Passing time directions will be labeled with arrows on the 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.
 - All staff must be monitoring students during passing time to prevent students from congregating.
 - EAs will monitor students as they walk from class to class.
 - Teachers will monitor students in hallways outside their classrooms.
 - Admin/office staff monitor 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.
- 1 student maximum per bathroom.
- No using bathrooms during passing time unless it is an emergency.
- Students must sign out and in with their teacher in order to go to the bathroom.

- Teachers will have disposable passes to give to students if they need to use the bathroom.
- Hooks are located outside of the door to hang passes so people know how many are in the bathroom
- 6-foot distancing stickers on the floor for students waiting.
- Students will throw out passes upon returning to classrooms.
- Exterior door latches will be disabled.

Classrooms

- Masks must be worn whenever there is more than one person in the classroom.
- Hand sanitizer and gloves are in each classroom.
- Students will remain 6 feet from each other as much as possible.
- Students will bring backpacks into the classroom.
- Teachers are in charge of wiping down common or high-touch areas in their own classrooms. Students may assist with this before leaving the room at the end of class.
- Students will wipe down their desk area 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 easily accessible if needed for contact tracing.

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

APPENDIX B -- MARCH & APRIL 2021 TESTING SCHEDULE

- *Testing Time:* 8:00am-11:00am (If students need more time, they test until 12:00pm. The office will notify families of pickup time). April 6th and 7th have different testing times due to being back in person. Those times are indicated in red.
- *Location:* MSA Campus

2/28	3/1	3/2	3/3	3/4	3/5	3/6
3/7 Spring break	3/8 Spring break	3/9 Spring break	3/10 Spring break	3/11 Spring break	3/12 Spring break	3/13 Spring break
3/14	3/15 No school	3/16 Transition week	3/17 Transition Week	3/18 Transition week	3/19 Not a win friday	3/20
3/21	3/22 6th grade math	3/23 7th grade math	3/24 9th grade science	3/25 10th grade reading	3/26 8th grade reading	3/27
3/28	3/29 7th grade reading	3/30 ACT test	3/31 8th grade science	4/1 6th grade reading	4/2 <i>No school day</i>	
	4/5	4/6 8th grade Math 11th grade math M/T kids will test this day Testing times will be 9:20-12:00	4/7 8th grade math 11th grade Math W/Th kids will test this day Testing Times will be 9:20-12:00	4/8		

Elections Committee

08 March 2021 – 16:00

Link: <https://zoom.us/j/98505997827?pwd=ZU9EU3NHS0IXYjZna2pUN252N09jUT09>

- 1) Members Present
 - 16:03
 - Adam Bartz, Justin Gehring, Cody Schniepp
- 2) Review nominations
 - Parents nominated: 2
 - Teachers nominated: 1
 - Community nominated: 0
 - Moving forward with plan last proposed to the Board. Will follow up with the Board about re-opening nominations due to low counts.
- 3) Preview voting system
 - Committee recommended minor changes to the form.
 - Justin will be sending code for review this week.
 - A short video will be sent to the board. Discussion/Questions about the page from the board members will happen during the meeting.
- 4) Discuss notification distribution
 - Link on 2021 elections page to vote.
 - Recommend that Board Chair includes notice in her update.
 - New Banner will be added to the school website.
- 5) Adjourn
 - 16:43
 - Next meeting – 12 April, 2021 at 16:00

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.

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>
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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 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>2-Proficient _____All of the following were completed on time, or are on track to be completed 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>1-Needs Improvement _____One or more of the following were not completed or are not on track to be 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 <input type="checkbox"/> Significant improvement in interpersonal relationships as measured when comparing survey results from 2019-2020 school year to 2020-2021 school year <input type="checkbox"/> Clearly 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 <input type="checkbox"/> Clearly 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>2-Proficient <input type="checkbox"/> Demonstrated improvement in interpersonal relationships as measured when comparing survey results from 2019-2020 school year to 2020-2021 school year <input type="checkbox"/> Demonstrated improvement in being 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 <input type="checkbox"/> Demonstrated improvement in being more 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 <input type="checkbox"/> Failed to improve in interpersonal relationships as measured when comparing survey results from 2019-2020 school year to 2020-2021 school year <input type="checkbox"/> Failed to 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 <input type="checkbox"/> Failed to 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>
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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 <input type="checkbox"/> Evidence of enrollment in a course, such as a Human Relations course. <input type="checkbox"/> 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 <input type="checkbox"/> Evidence of enrollment in a course, such as a Human Relations course. <input type="checkbox"/> The Director Updates included examples of how the skills and knowledge were actively practiced at MSA.</p>	<p>1-Needs Improvement <input type="checkbox"/> There was no enrollment in a class to increase the culture of inclusivity. <input type="checkbox"/> 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</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</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</p>
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<p>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>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>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. _____ There is evidence that this training resulted in a better hiring process or better culture.</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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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</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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Climate and Culture survey and the BOD Evaluation Survey “The MSA Director is equitable in application of evaluative policies and procedures.”	Climate and Culture survey and the BOD Evaluation Survey “The MSA Director is equitable in application of evaluative policies and procedures.”	December Climate and Culture survey and the BOD Evaluation Survey “The MSA Director is equitable in application of evaluative policies and procedures.”
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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 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>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 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>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 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</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</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</p>
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December Climate and Culture survey and the BOD Evaluation Survey “Assistant Directors actively sought to build an interpersonal relationship with me.”	December Climate and Culture survey and the BOD Evaluation Survey “Assistant Directors actively sought to build an interpersonal relationship with me.”	December Climate and Culture survey and the BOD Evaluation Survey “Assistant Directors actively sought to build an interpersonal relationship with me.”
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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</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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received monthly updates of major decisions and the decisions aligned with the school’s mission, vision, and values.		
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Score: _____

Comments:

Goal: The Assistant Directors followed the evaluation procedures consistently.

<p>3-Superior _____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>2-Proficient _____All staff evaluations are completed by the due dates. _____All staff evaluations were in accordance with the evaluation procedure.</p>	<p>1-Needs Improvement _____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</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</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</p>
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MSA and Staff handbook policies and procedures.”	MSA and Staff handbook policies and procedures.”	application of MSA and Staff handbook policies and procedures.”
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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 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.” _____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>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 communicates clearly.” _____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>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 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 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 _____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</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 works to consistently reach</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 works to</p>
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<p>consensus and demonstrates skills in group facilitation.” _____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.” _____Any issues or changes that had to be made, were clearly communicated to the BOD.</p>	<p>consensus and demonstrates skills in group facilitation.” _____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.” _____Any issues or changes that had to be made, were clearly communicated to the BOD.</p>	<p>consistently reach consensus and demonstrates skills in group facilitation.” _____The Director received an adequate or above ranking from less 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.” _____The changes that had to be made, or issues that arose, were not communicated to the BOD.</p>
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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 Requirements for teacher licensure, hiring and OFP for next school year with a hiring task force and secured licensed teachers</p>	<p>2- Proficient ____ Followed MDE requirements for teacher licensure, hiring and OFP for next school year with a hiring task force.</p>	<p>1- Needs Improvement ____ Did not follow MDE requirements for teacher licensure, hiring, and OFP for next school year. ____ Did not use a hiring task force.</p>
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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.</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.</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</p>
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<p>_____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>_____The Director applied the knowledge to maintain fiscal responsibility and/or implementation of the five year plan, or expansion goals.</p>	<p>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.

<p>3- Superior _____Strategies for addressing the school’s fundraiser gap were identified and next steps were presented to the BOD.</p>	<p>2- Proficient _____Strategies for addressing the school’s fundraiser gap were identified and were presented to the BOD.</p>	<p>1-Needs Improvement _____Strategies for addressing the school’s fundraiser gap were not identified.</p>
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Goal: Actively participate in lobbying efforts to reform charter finance law.

<p>3- Superior _____Ways to participate in lobbying efforts have been identified and participated in.</p>	<p>2- Proficient _____Ways to participate in lobbying efforts have been identified, and plans made to participate.</p>	<p>1-Needs Improvement _____There is not clear evidence of participating in lobbying efforts.</p>
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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

<p>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.</p>	<p>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.</p>	<p>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.</p>
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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.

<p>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 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>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 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>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 _____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</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</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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<p>IEP/504 plans, or did not have opportunities for input ____ The process is running smoothly.</p>	<p>opportunities for input.</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 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>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 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</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 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</p>
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	Director communicates clearly.”	Culture survey and the BOD Evaluation survey “The MSA Director communicates clearly.”
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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 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.” _____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). _____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>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 visible in the school community during the day, and is visibly engaged with students and staff.” _____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). _____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>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 visible in the school community during the day, and is visibly engaged with students and staff.” _____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). _____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 ___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 ___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 ___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</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</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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application of policies and procedures.	procedures.	
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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.

RESOLUTION OF THE BOARD OF MATH & SCIENCE ACADEMY TO
ADDRESS BOARD MEMBER LEAVE OF ABSENCE

10-19-20

WHEREAS, the Board of Math & Science Academy Charter School has been notified that one of its teacher members, Judy Seeberger, is taking a leave of absence from her teaching duties at Math & Science Academy and that said leave of absence from her teaching assignment will be in effect for at least three (3) or more consecutive meetings of the Math & Science Academy Board; and

WHEREAS, unlike other members of the MSA Board who are members of the Board due to their status as a parent of an MSA student or as a community member, Judy Seeberger is on the board because of her status as a teacher at MSA.

WHEREAS, pursuant to the Bylaws of Math & Science Academy and MSA Policy a teacher member must be "employed by MSA at .5 FTE or above". (Article III MSA Bylaws; MSA Policy 201). Currently Judy Seeberger's status is that of a teacher on leave.

WHEREAS, Article VI of the Bylaws of Math & Science Academy entitled "Vacancies" provides:

"In the event that a BOD member will need to miss three (3) or more consecutive BOD meetings, a suitable member will be appointed by the BOD as soon as possible after notification to fulfill the duties during the absence.

NOW THEREFORE, the Board of Math & Science Academy:

1. Judy Seeberger's status as a "teacher on leave" makes her ineligible to serve on the Board of Math & Science Academy as a teacher member while she is on a leave of absence from her job as a teacher at Math & Science Academy.
2. Judy Seeberger's leave of absence will result in her being ineligible to serve on the Board of Math & Science Academy for at least three (3) or more consecutive meetings.
3. Because Judy Seeberger will be ineligible to serve on the board as a teacher member for at least three (3) or more consecutive board meetings, the Board of Math & Science Academy is authorized to appoint a suitable member to fulfill Judy Seeberger's duties as a board member during her leave of absence. (Article VI, Bylaws of Math & Science Academy).
4. The Board of Math & Science Academy names Jeana Albers to serve on the Board of Math & Science Academy during Judy Seeberger's leave of absence; and

5. Upon completion of her leave of absence, Judy Seeberger will resume her duties as a teacher member of the Board of Math & Science Academy at the first meeting of the Board of Math & Science Academy of any type following the date of completion of her leave of absence and Jeana Albers will no longer have authority to serve on the Board pursuant to this resolution.

Seconded: _____

Vote: Aye: _____

Nay: _____

Review Monthly COVID Evaluation

All information is as of March 11, 2021

MDH Rating:

Based on the March 11th data from MDH, we currently qualify for partial in-person learning with a COVID-19 Positivity Rate of 18.67 in Washington county, which is down from 19.62 from the last report period. Utilizing a model in which we take into account Dakota, Ramsey, and Washington counties, the rate would correlate to 18.5 as of March 11th with a projected rate of 18.9 on March 17th.

ISD 833 Scenario: All grades will resume in person learning on March 18th. ISD 833 operates a separate Virtual Learning Academy for all of its distance learning students.

Update on Administrative Preparations:

MSA's Transition Week Schedule includes the following activities:

Day		Morning			Afternoon
	9-10	10 - 11	11 - 12	1 - 3	3 - 4
15	No School	No School	No School	No School	No School
16	Transitioning from work to home by Jessie N.	Transitioning from work to home by Jessie N.	Reporting forms for coming on campus - Shannon	Review of Building Protocols - (all buildings for everyone)	Work time
17	Student Support Meetings - Tom & Shannon	Review of COVID-19 Procedures - + case, contact tracing, saliva testing, quarantine vs isolation, masking requirements - John	Substitute procedure review - Tom	Work time	Work time
18	Tech tests - On Zoom call	Hybrid learning Q & A with Rob K.	OLL - Task Force Meeting - Maggie	Testing Tech, Tech Q & A - Justin	Classroom Prep
19	Google with Jenna	Classroom Monitor Orientation	Classroom Monitor Orientation	Classroom Prep	Classroom Prep

5 of 7 classroom monitors have accepted positions with most of them scheduled for onboarding training late next week. Additional interviews are scheduled for next week.

Transportation of students is being fine tuned with a goal of reducing the 13 bus routes scheduled.

Technology limits/restrictions and capabilities should be more defined by the end of next week. Fiber optic cable will not be in place until after the school year has been completed due to Comcast scheduling.

A new variant of the virus, known as B117 has been spreading in Carver county. As the state continues to monitor this situation, here are a few updates:

- Currently 114 cases of COVID-19 have been identified in connection with this cluster. 29 of those are confirmed B117.
- Early data suggests that the B117 variant is up to 50% more contagious than the original virus.
- The transmission in Carver County seems to be connected primarily to the youth sports and recreation ecosystem. The spread and continued transmission is then happening in households, as well as the broader community connected to youth sports.
- This is an important situation to be aware of beyond Carver County. As of early March, health officials have identified at least 200 cases of B117 statewide, in more than 15 counties. While implementing targeted measures focused on the cluster, MDH is continuing to monitor the situation statewide.