

**Board of Directors
Meeting Agenda
Math & Science Academy
Monday, July 27th, 2020**

Building A (Room 8A) and Remotely

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
- Judy Seeberger
- 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, June 15th, 2020.

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)

Finance (Mr. Schniepp):

Approval of Financials

School Expansion Possibilities (Mr. Ellingson)

Policy (Ms. Kurkoski)

10. Consent Agenda**a. Annual Review**

- i. **Policy 414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse**
- ii. **Policy 721 Uniform Grant Guidance Regarding Federal Revenue Sources**
- iii. **Designation of the MSA Director as the MDE Identified Official with Authority (IOWA)**
- iv. **Designation of MDE Title Grant Authorized Representative**
- v. **Authorize Director and Financial Manager to Approve Collateral Changes.**
- vi. **Grant Administrative Authority to the Director and Finance Manager**
- vii. **Authorize Board Chair, Director, and Finance Manager Access To School Attorney As Needed.**
- viii. **Approval of Membership to MSBA.**

11. Old or Unfinished Business**12. Items for Discussion and Decision**

- a. **Approval of Director Evaluation Schedule For Upcoming Year**
- b. **Approval of Membership to MSHSL**
- c. **Discussion of YMCA Agreement**
- d. **Review Policy 208 Development, Adoption, and Implementation of Policies**
- e. **Discussion of a Proposed Policy 535**
- f. **Policy 802 Disposition of Obsolete Equipment and Material**
- g. **Discuss and Approve new Contract Goals**
- h. **Discuss Board Goals**
- i. **Fall Planning Draft Update**
- j. **Approval of Activities Handbook**
- k. **Approval of Costco and/or Sam's Club Membership**
- l. **Discussion of Special Education Citations**
- m. **Special Board Meeting Date for Scenario Determination**

13. Future BOD Meeting and Workshop Agenda Items**a. BOD Goals**

- i. Comprehensive Review of Strategic Plan**
- ii. Expansion End of Year Goal**
- iii. Committee Purpose Statement**
- iv. Review Contract Language**
- v. Finance Training**

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

- a. BOD Workshop, August 17th, 2020 at 5:00 pm**
- b. Regularly Scheduled BOD Meeting August 17th, 2020, 6:15 pm**

15. Statement from Chair to Public before Closed Meeting Proceeds

16. The board of Math & Science Academy is closing a portion of the meeting pursuant to Minn. Stat. Section 13D.05, Subd. 2(b) for preliminary consideration of allegations or charges against an individual subject to its authority.

17. Reassemble from closed meeting to open meeting**18. Motion to Adjourn**

Submitted:

Approved:

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**Board of Directors
Workshop Minutes
Math & Science Academy
Monday, June 15, 2020
Great Hall (3A) and Remotely
8430 Woodbury Crossing, Woodbury, MN 55125**

Call to Order by Lisa Anderson at 5:02 pm

Members Present:

Voting:

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

Non-voting:

John Gawarecki, Director (ex officio)
Steve Wruck, BKDA, Contracted Financial Manager (ex officio)
Annie Cardenas
Jennifer Bartle
Heather Krisko
Rob Krueger

Absent:

Voting:

Ramesh Aki, Parent Member

Non-Voting:

Emily Wong, Student Member

Discussion:

1. Finish Director's Goals - Timing for fall planning needs to be adjusted given MDE dates. Various dates and deadlines were discussed, with different dates and deadlines for "completed" versus "draft" plans. It was decided to simply say a draft plan would be ready by July BOD meeting. There was also discussion of when the draft Staff Handbook should be submitted to the BOD for review. Graduation planning was discussed. Since this has been done before, we have a template and timelines for these dates and deadlines. The remainder of the document will be discussed and finalized during the BOD meeting.
2. Zoom etiquette - Ms. Anderson noted that it is good etiquette to be visible during the BOD meeting. She also wondered why some were in the Zoom room who were not BOD members. She would like to make sure that people in the Zoom room are there because they have BOD business. Whoever is managing the room has the ability to do so effectively.

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3. How should Board policy be uploaded to the website - Unclear who had this responsibility. Was it the secretary or the Chair of the policy committee who was to do so? It was decided it would be best for the Chair of the Policy Committee to submit them for uploading to the website.
4. Decide what type of voting to do for parent rep - 8 people voting and 5 parent reps. Do we want a plurality or a majority? If a majority does not happen with the first vote, then we take the top 2 and re-vote, and the majority vote would control.

Workshop was adjourned at 6: pm

Submitted and Approved:
Michelle Kurkoski, Secretary

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**Board of Directors
Meeting Minutes
Math & Science Academy
Monday, June 15, 2020
Great Hall (3A) and Remotely
8430 Woodbury Crossing, Woodbury, MN 55125**

1. Call to Order by Lisa Anderson at 6:15pm

Vision and Mission read by Emily Wong.

2. Roll Call of Members

Present:

Voting:

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

Non-voting:

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

Absent:

Voting:

Ramesh Aki, Parent Member

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

Conflicts of Interest: None

Discussion:

None

Motion to approve the agenda.

Moved by: Adam Bartz Second: Cody Schniepp

Vote: 8-yes 0-no 0-abstain

The motion carries.

4. Open Forum

Ms. Anderson read a letter from Ms. Jessica Heydt - I believe MSA need to make a stronger statement to the community on the murder of George Floyd.

Ms. Anderson read question from Heather Krisko - What is MSA's stand on athletic sports and community groups this summer?

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5. Approval of Minutes.

a. Motion to approve the May 18, 2020 Workshop and Meeting Minutes.

Moved by: Dan Ellingson Second: Adam Bartz

Discussion:

None

6:23 pm Ramesh Aki joined the meeting.

A roll-call vote was taken

Vote: 9-yes 0-no 0 - abstain

The motion carries.

b. Motion to approve the June 1, 2020 Special Meeting Minutes.

Moved by: Michelle Kurkoski Second: Ramesh Aki

Discussion:

Pg 25 - Substitute "comp time" with "work day".

A roll-call vote was taken

Vote: 9-yes 0-no 0 - abstain

The motion carries.

6. Chair's Report

None

7. Director's Report

Mr. Gawarecki noted that the Special Ed Contracts are complete. He is now working through the admin staff which should be done by the end of the week or early next week. The Chair wondered if a survey regarding distance learning would go out to students and staff, Mr. Gawarecki said they would be going out before the end of the month. The Chair wondered whether everyone had received contracts yet. Mr. Gawarecki said he does not have all of them out since there are job descriptions that are not ready yet - the job description goes out with the contract as part of the contract.

Mr. Bartz had a question about COVID rooms. Mr. Gawarecki clarified that in buildings A and C we are planning on having some COVID rooms on location for students or staff who get sick during the day. These would be rooms where students could be isolated from the rest of the community until a parent could come and pick them up.

Director's Report

1. Student Achievement

- a) MSA graduated 57 seniors as of June 10th. Graduation was held on June 5th.
- b) MSA Senior Alex Meyer was named as a recipient of The National School Choral Award on May 29th.
- c) Senior parade occurred on June 8th from 12:30 -12:45 pm.
- d) MSA had a rate of over 90% attendance on the last day of school!

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2. Communication and Community Relationship
 - a) An end of year survey was sent to parents for feedback on the school year and distance learning. Results will be presented to the BOD in July.
 - b) On June 15th, a planning meeting was conducted for summer work groups with the goal of what school will look like in the fall.

3. Human Resources Management
 - a) Teacher contracts were extended and collected for next year with all offers being accepted.
 - b) As of June 12th, all but one Special Education employee returned their contract.
 - c) Two open positions were posted on June 12th: Choir Director and a Development Delayed Special Education Teacher.

4. Facilities
 - a) Woodbury Crossing will be under construction for the next 5 weeks. Visitors to the school should use caution when coming onto campus.
 - b) Shielding barriers have been installed in the Building A and B offices along with the Business Manager's office.
 - c) Improved handicap accessibility and adding COVID rooms are main priorities this summer.

Assistant Director (Activities) Goal Update

1. Student Services
 - a) Attended multiple IEP meetings
 - b) Student Support Task Force Meeting
 - c) Work with SPED relating to student struggles

2. Communication and Interaction.
 - a) Communicating with Spring coaches on current situation
 - b) Participated in weekly admin team meetings
 - c) Participated in director meetings
 - d) Called and emailed multiple students and families to check in

3. Facility Services
 - a) Overseen building B meetings
 - b) Oversee building B maintenance issues as they arise.
 - c) Supervised Material Pick Up Building B

4. Educational Leader
 - a) Participated in The Mental Health and Wellness Group
 - b) Participated in The Counselor Support Group
 - c) Participated in the Material Pick Up Group
 - d) Worked with math department on placement testing

5. Governance and Policy Development
 - a) Revisit eligibility policy
 - b) Attended Finance Committee
 - c) Attended Communication Committee meeting
 - d) Attended all staff meeting

6. Staff Supervision
 - a) Gained access to google classrooms
 - b) Reviewed Building B teachers' professional goals

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7. Activities
 - a) Creating fall and winter schedules
 - b) Monitoring MSHSL decisions
 - c) Participated in MSHSL Lead workshop
8. Academic Improvement
 - a) Due to distance learning we will not be doing ineligibility reports this Spring.
9. Financial Management
 - b) Reviewed the activities budgets. The extra busing fee is impacting budgets.
10. Other
 - c) Graduation Ceremony
 - d) Wrote multiple letters of recommendations for students
 - e) Participated in YMCA Subcommittee meeting
 - f) Participated in YMCA board meeting
 - g) Ordered staff wear for next year.

2019-2020 Highlights.

I think the biggest highlights would be the girls' basketball game against Community of Peace Academy. The game was back and forth all night, The gym was packed and the crowd was going crazy. It came down to one basket. We might have lost but it is a night to remember for players and fans. It was amazing to see MSA as such a family.

The second one would have been playing at Target Center. This was such an amazing experience for all of the families. Very few people have the experience to play there and all of our basketball teams were able to have this experience.

Another highlight would be being able to give our seniors such a great graduation in the midst of all that is happening in our world.

Assistant Director (Middle School) Goal Update

1. Student Services
 - a) Facilitated student support process meetings
 - b) Providing support and leadership for PBIS team
 - c) Attended all 504 meetings and IEP meetings as requested
 - d) Have begun process to create virtual tours of MSA
 - e) Addressed questions and concerns from parents and students about distance learning
 - f) Communicated with MS students/families of students at risk of repeating courses
2. Communication and Interaction
 - a) Communicating within 24-48 hours of all contact by parents
 - b) Using Twitter to both collaborate with fellow educators and showcase the goings on at MSA
 - c) Participated in weekly admin and daily director team meetings
 - d) Completed May and June Newsletters
3. Facility Services
 - a) Coordinates building A maintenance and HVAC needs with maintenance contractor
4. Educational Leader
 - b) Attended grade level meetings as necessary
 - c) Supported teachers who had questions or needs regarding distance learning
 - d) Facilitating the professional development task force for 2020-2021

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- e) Member of mental health and counselor support work groups for distance learning
 - f) Lead four work groups for the distance learning plan. Continuing to monitor these plans.:
 - o Attendance data
 - o Attendance procedures
 - o IEP/504 Support
 - o Internet/computer accessibility
5. Governance and Policy Development
- a) Chairperson of AFC
 - b) Attended June Academic Committee meeting
 - c) Helped complete work for Personnel committee and Modified transcript TF
6. Staff Supervision
- a) Provided coaching to staff members if needed
 - b) Supported staff via google classroom
7. Board of Directors
- a) Submits monthly AFC meeting minutes for BOD packet as needed
 - b) Attended May and June BOD meetings
8. Other
- a) Facilitated 6th grade information night on May 28th
 - b) Attended graduation on June 5th
 - c) Supporting material pick up June 8 - 10

2019-2020 Highlights

2019 started off like any other year; little did we know just how different it would be. I was excited to debut the use of the new lunch tables in the great hall. Although the students were less than excited, they got used to them and settled in at lunch. 2019-2020 also saw us expand our use of Fastbridge testing to gather additional data to support students. I am excited to continue that in 2020-2021.

In November, we made our goal for Give to the Max (GTTM), which meant I had to be a student for the day and also wore a dinosaur costume on a different day. It was great! It was a wonderful distraction and everyone, myself included, got a good laugh. The 2019-2020 school year also saw some fantastic professional development. Topics regarding mental health, culturally relevant pedagogy, and LGBTQ+ equality were all presented and very beneficial to staff. As we all know, the year ended on a less than desirable note with us in distance learning. However, I am very proud of all of the students, staff, and teachers at MSA for pulling together and doing the best that we could this spring.

High School Counselor Goal Update

- Continue to check in with students based on mental health needs.
- Finalize student PSEO grades and ensure completion of required courses and progression towards graduation requirement courses.
- Send final transcripts for seniors to the colleges they will be attending in the fall.
- Finalize AP testing.
- Continue to work with students who plan to participate in PSEO during the 20-21 school year.
- Continue to work with Mrs. Pundsack to update student schedules.

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Throughout the 19-20 school year there are a few activities that I would like to highlight. The first includes what has now become a yearly trip with the 11th grade students to the College Fair. This is always a great opportunity for students to initiate the college search and planning process. Another highlight included the various college planning workshops held for MSA high school families. This is always a great opportunity to meet families outside of school and engage in discussion on topics related to college and career planning. In the early spring, a few highlights included the PSEO Night and the Junior Nights. These nights are important to disseminate important information to families as they prepare for PSEO and senior year.

Lastly, the AP testing was administered online this school year which led to an array of changes that both AP teachers and students needed to adjust to. As the new AP testing dates approached there was regular communication between AP teachers and AP students and myself to ensure everyone received the most updated and current information. In the end, students were able to test and there were minimal issues and testing complications.

Middle School Counselor Goal Update

As far as my goals go I have accomplished most of my goals. The only ones I did not get to were co-teaching a class for health and getting a memo in the newsletter for mental health.

A highlight for me this year was that I was creative in finding ways to connect with students. I did this by hosting lunch bunches with kids where we just eat lunches together and I also connected via email weekly to keep students informed and allow me to check in with how they are doing. This helped me connect with more students as I was able to share important information about upcoming things that were happening at MSA. Students also used my google form to do a self-check in with themselves which they mentioned was helpful for themselves.

I will also say another highlight for myself was that I had testing very organized and ready to go way before what was needed. This allowed me time to fix any errors that arose and helped teachers feel prepared for the upcoming high stakes tests. I think I will keep these scenarios the same as they seemed to work well and I got good feedback back on how the process worked.

8. Student Representative Communication and Update

Ms. Wong stated there was nothing to report, but offered to answer any questions the BOD had. Mr. Ellingson asked if she had any feedback on the grad ceremony. Ms. Wong said she had some issue hearing the ceremony over the radio. She has not heard anything major from anyone else. Mr. Bartz and Mr. Schneipp noted they also had issues with the radio. Mr. Bartz asked if there was anything the BOD could do to help the next student rep come on board. She could not think of anything, but noted she had contacted our new student rep and answered her questions. The Chair again thanked Ms. Wong for her work on the Board.

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

Board Committees:

Academics (Ms. Anderson): Report submitted.

- Committee finished the modified transcript procedure.
- Made eligibility policy more consistent with dates.
- Worked on PD goals, but this work was interrupted by COVID. She recommends that we continue with these same goals next year, unless there is distance learning, then we might have to re-work them a little.
- They discussed planning for next year.
- They also addressed merit promotion - MSA does not socially promote.
- They also discussed Math and the new curriculum. Mr. Langseth clarified what the Math department was planning to do. The Chair challenged Mr. Langseth on the timing of when these changes took place, noting that Ms. Pundsack will now have to spend extra time changing class

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schedules, and that these changes did not follow the timing in our established procedure. She feels this sends the message that dates and deadlines don't matter. She does not necessarily fault Mr. Langseth or the Math dept, but faults administration for allowing these changes to be done late. She asked Mr. Gawarecki what we are doing for Joell. Mr. Gawarecki addressed where this all came about and noted that charter schools are geared to be innovative and nimble enough to adjust their curriculum. We did not have data on the CPM curriculum until the end of the school year. We are all here for what's best for the students. If that means we have to put in extra time because we found something that works for our students, that's what we're here for. We need to be able to adapt to change. Fundamentally this is the right thing to do for our students. To say we're not going to do it because it will cause extra work for people is the wrong thing to do. If it causes extra work, staff will be compensated. Ms. Punsack will get paid for any overtime this causes. Timing wise, yes it would have been nice to have this done in November or December, but we had no data at that time. He takes his hat off to the Math Dept and notes they did a lot of work and did a good job putting this all together. Mr. Eng noted that this is very different from what Mr. Gawarecki said earlier about distance learning, and notes we need to be consistent. Mr. Eng also wanted to know who will be responsible for answering parent questions about the naming of courses, etc. Mr. Langseth clarified that it's really just a name change, they will be covering a lot of the same content. We're not the only school that does this (Integrated 1, Integrated 2, Integrated 3), but is common enough so it can be understood what is covered in each of the classes. Ms. Kurkoski wanted to know if we'd still have the math skills class. Mr. Langseth said this was the major change Ms. Pundsack will have to work out. Sections will be adjusted among the teachers so Ms. Harper's FTE will not change. Ms. Kurkoski also wondered about the curriculum. She had a colleague who had this started at another school and they noticed a decrease in the MCAs by not slowly moving this in. Mr. Langseth addressed how the curriculum will be introduced will depend on what school looks like in the fall. Ms. Kurkoski has concerns about Ms. Harper's workload being shifted to other 6th grade teachers. The Chair noted that all of these issues are why we have a timeline. Her final question is when will this communication go out to the parents about when all this is happening. Mr. Langseth does not know when this will be announced to the community. They are still figuring out classes and schedules. He does not know whether administration or the Math Dept will make that announcement.

Annual Fund (Mr. Langseth): Report submitted. There was no meeting held and no Dragon Dinner. The annual fund runs the bigger events at MSA, like Give to the Max, the Fall Shoot. We didn't raise as much money as we normally do since we didn't have the Dragon Dinner. Money that was set aside for busing for field trips had to be reallocated. Mr. Eng had a question about refund of student fees. The Chair wondered how that money would have been used if the activity didn't happen. Funds were reallocated from bussing to technology.

Communications (Ms. Kurkoski): Report submitted. Website update is ongoing. Develop school expectations and sync with the school calendar. There are items that were not able to be completed this year because of the Covid closures. rSchool issues are ongoing and needs to continue to be addressed. Justin Gehring was not involved from early stages and has not had access to much that he needs to in order to try to address these. The coordinator of rSchool will need to address these moving forward.

Personnel (Ms. Anderson): Report submitted. There was no meeting held, but worked together to put together the final update. Finishing a few things up should be able to be done in one more meeting. They want to look at the hiring process, and the staff evaluation process. Need one more meeting to finalize some positions.

Finance (Mr. Langseth): Report submitted. This will be the last financial to approve until August. Met last Monday and went over the May financials. These will probably be the last financials we approve until August. We usually hold off on June and July financials because we will have an audit in July. Revenues are about where we can expect at this point. They discussed having a May 15 deadline to submit PD requests so that they can get in before the end of the fiscal year. Activities funds are being spent down. Mr. Wruck noted that May is tracking on line - we are tight but will make it. Ms. Kurkoski wondered if

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rather than a May 15 deadline, it would be “highly recommended” to have the requests in by then. It was agreed that this would work.

Motion to approve the May 2020 Financial Statement and Supplemental Information.

Moved by: Cody Schneipp Second: Adam Bartz

Discussion:

None

A roll-call vote was taken

Vote: 9-yes 0-no 0-abstain

The motion carries.

School Expansion Possibilities (Mr. Eng): Report submitted. There was no meeting in May. Will pick up on planning and additional meetings in the fall after the selection of the new chair.

Policy End of the Year Update (Ms. Kurkoski): Report submitted. Introduced policies for review. In July there will be 3 policies to review: 414, 721, 802. Ms. Kurkoski would also like to discuss adding two new policies: 535 - Service Animals and 713 - Policy for Student Activities Accounting. New policies will be in the July packet to determine if MSA wants to include and review.

10. Consent Agenda

a. Annual Review

I. Approval of Ratwik, Roszak & Maloney, P. A. as the School’s Legal Counsel for Student Concerns.

ii. Approval of Martin Law Firm, PLLC as the School’s Legal Counsel for Employee Concerns.

iii. Policy 501.1 Eligibility

Motion to approve consent agenda.

Moved by: Michelle Kurkoski Second: Adam Bartz

Discussion:

None

A roll-call vote was taken

Vote: 9-yes 0-no 0-abstain

The motion carries.

11. Old or Unfinished Business

a. Approve Director’s Goals

Discussion:

Board continued review of goals from the workshop. The discussion involved the language of parts of the Director Development Plan.

Motion to approve Director’s Goals.

Moved by: Michelle Kurkoski Second: Noah Langseth

A roll-call vote was taken

Vote: 9-yes 0-no 0-abstain

The motion carries.

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12. Items for Discussion and Decision

a. Approve Seating of New Members - Oath of Office

Motion to approve seating of new members: Annie Cardenas, Maggie Burggraaff, and Jennifer Bartle.

Moved by: Lisa Anderson Second: Jeff Eng

Discussion:
None

A roll-call vote was taken

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

**Outgoing members: Lisa Anderson, Noah Langseth, and Ramesh Aki stepped down from the board and Mr. Jeff Eng, as Vice-Chair, proceeded with the next item.
Lisa Anderson, Ramesh Aki, and Noah Langseth left the meeting at 8:17 p.m.**

Mr. Eng administered the Oath of Office to Annie Cardenas, Maggie Burggraaff, and Jennifer Bartle.

b. Approval of the Resignation of Jeff Eng, parent member.

Motion to approve the resignation of Jeff Eng.

Moved by: Dan Ellingson Second: Adam Bartz

Discussion:
None

A roll-call vote was taken

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

Ms. Judy Seeberger, as Secretary, proceeds with the business until a new Chair is elected.

c. Appointment of Parent Member

Discussion:
There are 5 candidates. Each candidate was provided the opportunity to say a few words.

First Round of Votes:

Erik Fair - 3 votes
Heather Krisko - 2 votes
Girish Jorapurkar - 1 vote
Rob Krueger - 2 votes
Rajsekhar Perumalachetty - 0 votes

Second Round of Votes:

Erik Fair - 3 votes

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Heather Krisko - 2 votes
Rob Krueger - 3 votes

Third Round of Votes:

Erik Fair - 3 votes
Rob Krueger - 5 votes

Ms. Seeberger administered the Oath of Office to Rob Krueger.

d. Elect Chair, Vice-Chair, Treasurer, Secretary

Chair:

Nominees: Annie Cardenas, Judy Seeberger, Dan Ellingson

First Round of Votes:

Annie Cardenas - 4 votes
Judy Seeberger - 3 votes
Dan Ellingson - 2 votes

Second Round of Votes:

Annie Cardenas - 5 votes
Judy Seeberger - 4 votes

Vice-Chair:

Nominee: Dan Ellingson

Motion to approve Dan Ellingson as Vice-Chair.

A roll-call vote was taken

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

Treasurer:

Nominee: Cody Schneipp

Motion to approve Cody Schneipp as Treasurer.

Moved: Adam Bartz Second: Dan Ellingson

A roll-call vote was taken

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

Secretary:

Nominees: Maggie Burggraff & Michelle Krukoski

First Round of Votes:

Maggie Burggraff - 4 votes
Michelle Kurkoski - 5 votes

e. Approval of official newspaper for legal publications

Motion to approve Pioneer Press as MSA's official newspaper for legal publications.

Moved by: Cody Schneipp Second: Rob Krueger

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Discussion:

Mr. Gawarecki provided background. Woodbury Bulletin is no longer in existence and was the MSA official newspaper. Options are Pioneer Press or Star Tribune.

A roll-call vote was taken

Vote: 9-yes 0-no 0-abstain

The motion carries.

f. Review and Confirm BOD Committees and Appoint BOD Representatives to Committees

Motion to approve the committee members:

- i. Academics: Rob Krueger, Jennifer Bartle, Michelle Kurkoski**
- ii. Communications: Maggie Burggraaff**
- iii. Finance: Cody Schneipp**
- iv. Annual Fund: Adam Bartz & Annie Cardenas**
- v. School Expansion Possibilities: Dan Ellingson**
- vi. Personnel: Annie Cardenas**

Moved by: Dan Ellingson Second: Maggie Burggraaff

Discussion:

None

A roll-call vote was taken

Vote: 9-yes 0-no 0-abstain

The motion carries.

g. Review, Confirm, and Appoint BOD Representatives to the following

Motion to approve the following BOD Representatives:

- i. Building Safety: Judy Seeberger**
- ii. Policy: Michelle Kurkoski & Jennifer Bartle**
- iii. Technology: Dan Ellingson & Adam Bartz**
- iv. Building Company: Cody Schneipp**

Moved by: Adam Bartz

Second: Maggie Burggraaff

Discussion:

None

A roll-call vote was taken

Vote: 9-yes 0-no 0-abstain

The motion carries.

h. Establish New Committees and Subcommittees

Discussion:

None

i. Set Meeting Dates for Next Year's BOD Meetings

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Motion to approve the following BOD dates for the 2020-2021 school year:

July 20, 2020
August 17, 2020
September 21, 2020
October 19, 2020
November 16, 2020
December 21, 2020
January 19, 2021 (Tuesday)
February 16, 2021 (Tuesday)
March 16, 2021 (Tuesday)
April 19, 2021
May 17, 2021
June 21, 2021

Moved by: Cody Schneipp Second: Adam Bartz

Discussion:
None

A roll-call vote was taken

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

j. Fall Planning Update

Discussion:

Mr. Gawarecki provided an update. The planning group is looking at distance learning. One plan (which seems to be what the group is leaning toward) would have blocks (maroon & silver day). There would be 90 min classes. Middle school would start with 60 min and ramp up to 90 min. High school would start with 90 min. Fridays would alternate with maroon or silver. This would provide consistency if students came back to campus.

The group has divided into sub-groups in categories of planning required by the state, these groups will research and brainstorm. The group will meet in July again to continue planning based on the findings of the sub-groups.

13. Future BOD Meeting and Workshop Agenda Items

- a. BOD Goals**
 - i. Review Contract Language
 - ii. Finance Training
 - iii. Comprehensive Review of Strategic Plan
- b. Mandatory Policy 414, 721, 802 for Consent Agenda**
- c. New Policy 535, 713 for Items for Discussion**

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

- a. BOD Workshop, July 20, 2020 at 5:00 pm.
- b. Regularly Scheduled BOD Meeting July 20, 2020 at 6:15 pm

14. Motion to adjourn at 9:11 pm.

Moved by: Annie Cardenas Second: Dan Ellingson

A roll-call vote was taken

APPROVED

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

Submitted:

Ia Xiong, Board Recorder

Approved:

Judy Seeberger, Secretary (prior to new BOD officers being chosen)

Michelle Kurkoski, Secretary (after new BOD officers were chosen)

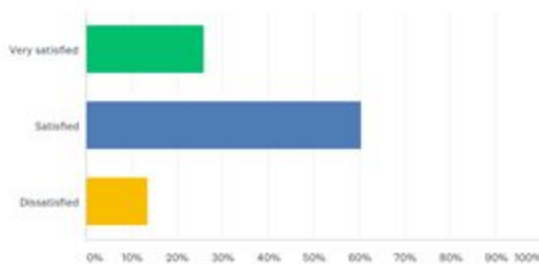
Much of the month of July has been spent conducting and participating in numerous meetings related to the fall plan. I would like to take a moment to thank all of the teachers, parents, students, and administrative staff for the many hours of effort and thought they have put into the construction of this plan.

As part of this planning process, several surveys have been conducted and the results of these surveys are highlighted below (with a focus on fall planning).

June Parent survey. (171 responses with 98 completed surveys total.)

Q31: How satisfied are you with the Distance Learning that took place at MSA?

Answered: 96 Skipped: 75

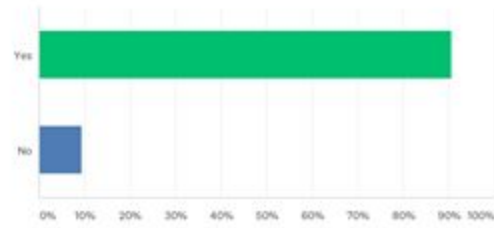


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ANSWER CHOICES	RESPONSES	
Very satisfied	26.04%	25
Satisfied	60.42%	58
Dissatisfied	13.54%	13
TOTAL		96

Q32: Do you feel the implementation of the distance learning was reasonable?

Answered: 96 Skipped: 75



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Q32: Do you feel the implementation of the distance learning was reasonable?

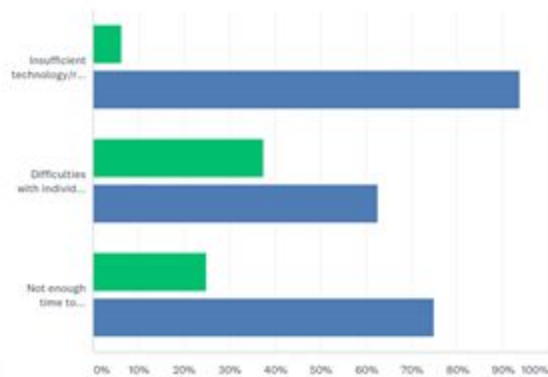
Answered: 96 Skipped: 75

ANSWER CHOICES	RESPONSES	
Yes	90.63%	87
No	9.38%	9
TOTAL		96

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Q33: Did you experience any of the following during distance learning?

Answered: 96 Skipped: 75



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Q33: Did you experience any of the following during distance learning?

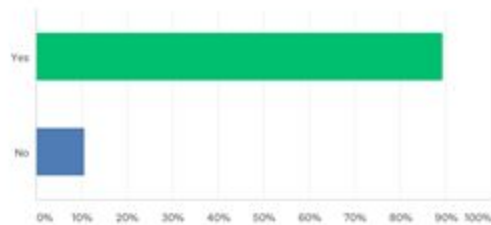
Answered: 96 Skipped: 75

	YES	NO	TOTAL	WEIGHTED AVERAGE
Insufficient technology/resources	6.25% 6	93.75% 90	96	1.94
Difficulties with individual class expectations	37.50% 36	62.50% 60	96	1.63
Not enough time to complete assignments	25.00% 24	75.00% 72	96	1.75

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Q34: If we have in-person school starting next school year with health mitigation best practices in place, would you send your child to school?

Answered: 93 Skipped: 78



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Q34: If we have in-person school starting next school year with health mitigation best practices in place, would you send your child to school?

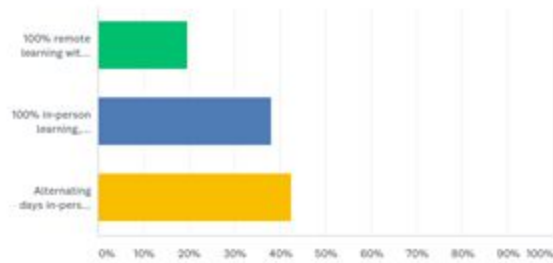
Answered: 93 Skipped: 78

ANSWER CHOICES	RESPONSES	
Yes	89.25%	82
No	10.75%	10
TOTAL		93

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Q35: Given the current context of the pandemic, which model would best meet the needs of your child(ren) and your family for the 2020-21 school year?

Answered: 92 Skipped: 79



Powered by SurveyMonkey

Q35: Given the current context of the pandemic, which model would best meet the needs of your child(ren) and your family for the 2020-21 school year?

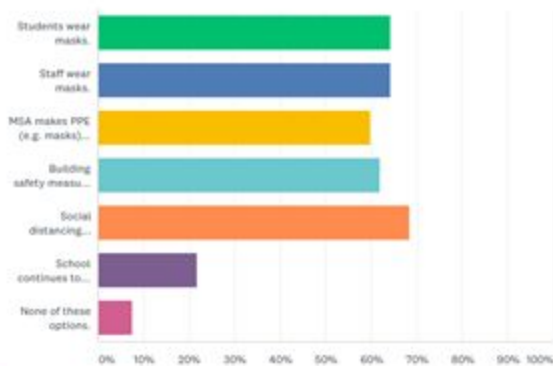
Answered: 92 Skipped: 79

ANSWER CHOICES	RESPONSES
100% remote learning with no in-person instruction.	19.57% 18
100% in-person learning, understanding CDC and MDH guidelines may call for stricter parameters.	38.04% 35
Alternating days in-person (i.e. Monday and Wednesday in person, Tuesday and Thursday remote).	42.39% 39
TOTAL	92

Powered by SurveyMonkey

Q36: I would prefer for my child to attend school if: (check all that apply)

Answered: 92 Skipped: 79



Powered by SurveyMonkey

Q36: I would prefer for my child to attend school if: (check all that apply)

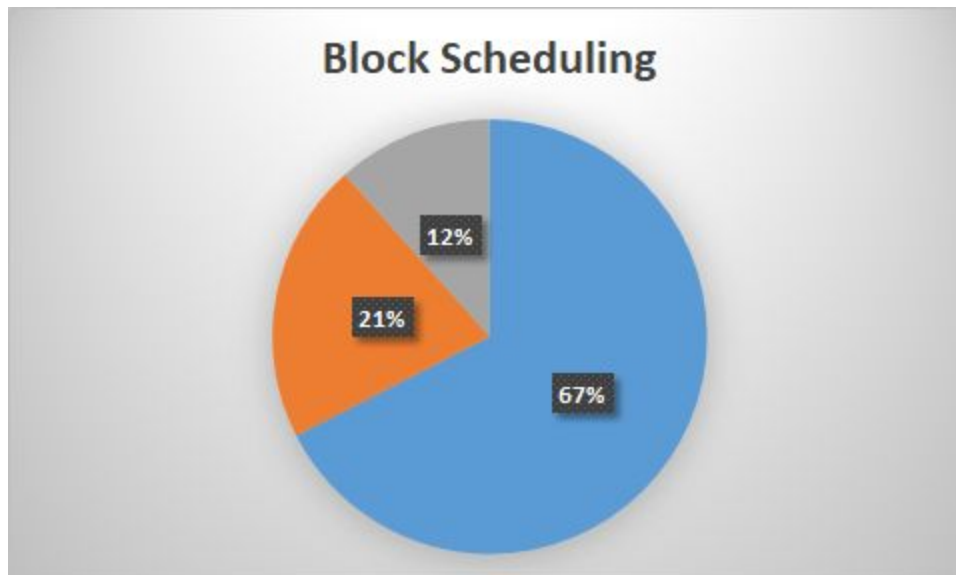
Answered: 92 Skipped: 79

ANSWER CHOICES	RESPONSES
Students wear masks.	64.13% 59
Staff wear masks.	64.13% 59
MSA makes PPE (e.g. masks) available for students and staff who do not have them.	59.78% 55
Building safety measures and procedures including routine temperature checks are in place.	61.96% 57
Social distancing plans for in-person schooling are developed and implemented.	68.48% 63
School continues to operate remotely until a vaccine is developed.	21.74% 20
None of these options.	7.61% 7
Total Respondents: 92	

Powered by  SurveyMonkey

Early July staff survey question responses.

If MSA conducts block class scheduling for next year, which type of rotation for the block schedule would you prefer? (This schedule would be followed for all three scenarios with minor adjustments for hybrid learning.) 43 responses

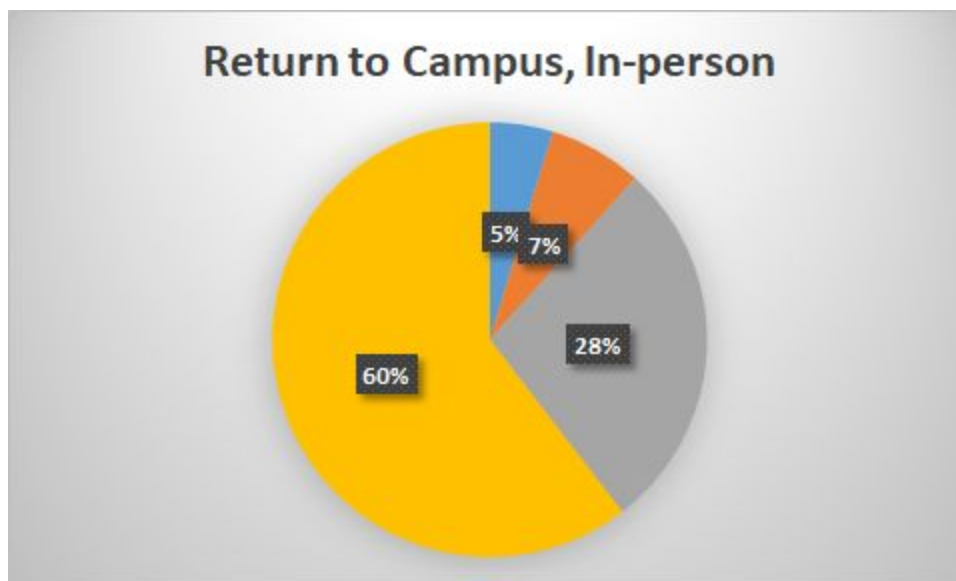


11.6% were for a five day rotation where Monday and Thursday would be for odd numbered classes, Tuesday and Friday would be for even numbered classes and Wednesdays would rotate between odd and even classes.

20.9% were for a five day rotation where Monday and Thursday would be for odd numbered classes, Tuesday and Friday would be for even numbered classes and Wednesdays would have all classes meet for shortened periods.

67.4% were for a ten day rotation where classes meet every other day.

If school resumes in-person this fall, do you intend to return to your work assignment? 43 responses



4.7% stated they would not because they have an underlying medical condition as defined by the CDC that prevents them from returning to work. (CDC information on underlying conditions).

7.0% would not return because they have a high risk family member in their care and couldn't risk bringing anything home.

27.9% were undecided at this time.

60.5% said they would return.

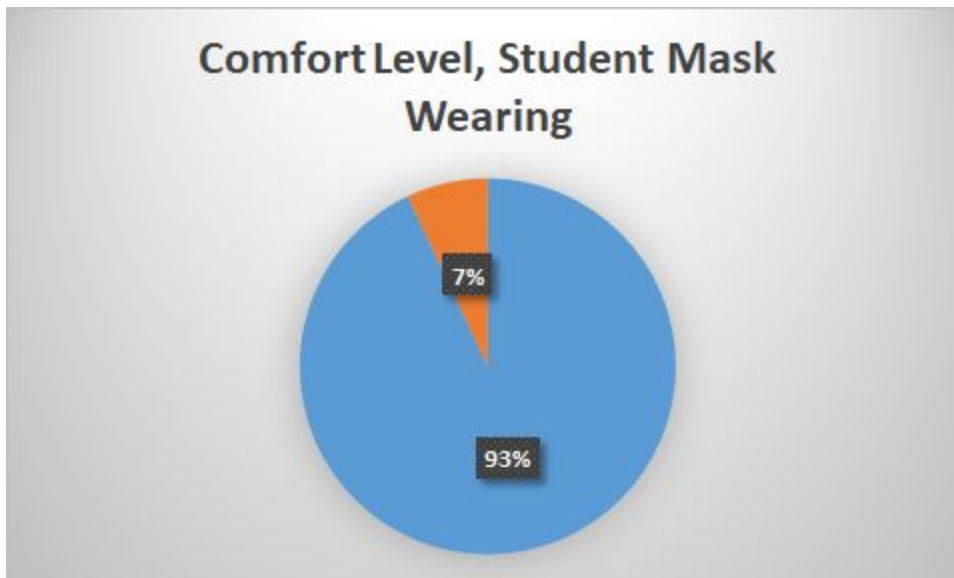
Would it increase your comfort level if all staff were required to wear a mask at all times? 43 responses



88.4% responded yes.

11.6% responded no.

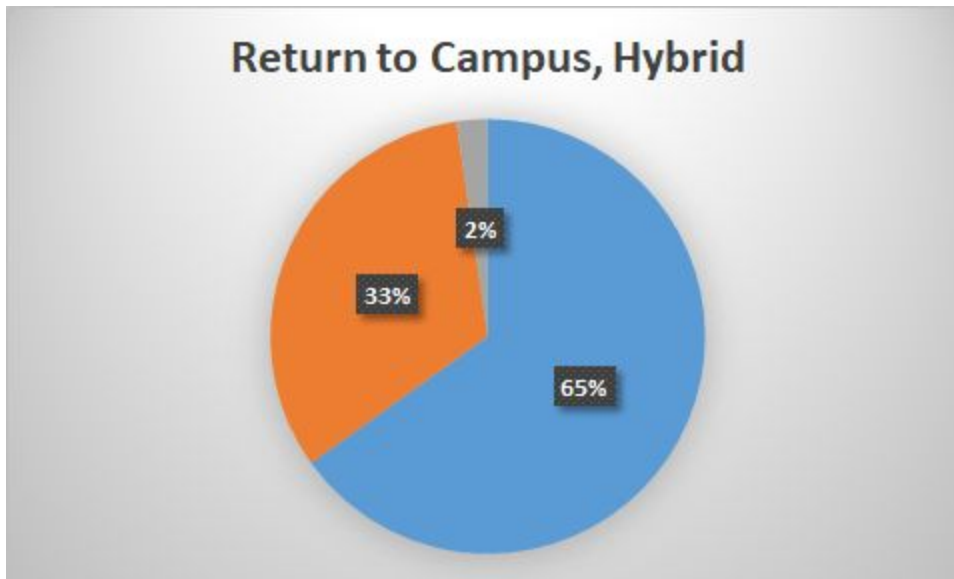
Would it increase your comfort level if all students were required to wear a mask at all times? 43 responses



93% responded yes.

7% responded no.

If school resumes in the hybrid scenario this fall, do you intend to return to your work assignment on campus?



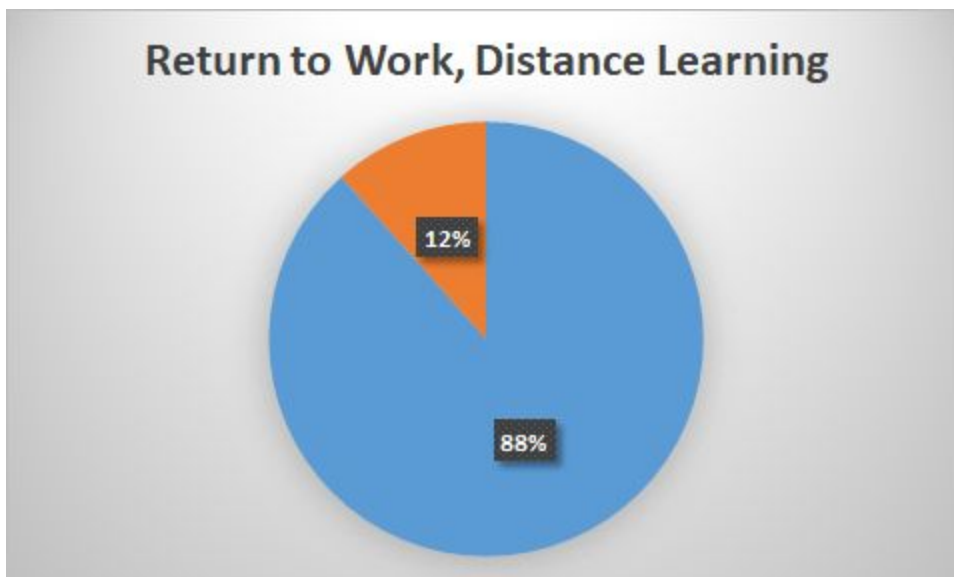
65.1% responded yes.

2.3% responded no, I have an underlying medical condition as defined by the CDC that prevents me from returning to work. (CDC information on underlying conditions).

0% responded no, I have a high risk family member in my care and I can't risk bringing anything home.

32.6% were undecided at this time.

If school resumes in the distance learning scenario this fall, do you intend to return to your work assignment?



88.4% responded yes.

11.6% responded no.

If we are in hybrid learning , what are you most concerned about? 34 Responses

Exposure, safety, logistics

A week or two of primarily in-person classes to familiarize students with programs to be used.

Teachers are still surrounding themselves with large numbers of people every week and putting themselves in danger.

Coordinating s hurdles between my own work and of my son's school goes to a hybrid mode as well.

Childcare could be a nightmare to figure out.

None

Confusion. Loss of a sense of normalcy and stress on the students.

Timing and scheduling of classes; ensuring all safety and health protocols for in-person portions are followed by everyone; balancing workload and student schedules; ensuring social distancing while on-campus; how to work one-on-one or with a small group of students while maintaining a safe social distance in person; ensuring all people on site (students, staff, any parents, etc) follow guidelines and wear masks

How to balance the workload

having the social distances space for building A

I would feel better about seeing only half of my students at a time to ensure that there can be some distance between myself and the students as well as distance among them. I have a great deal of concerns about having enough materials to keep the building clean if we do return. I have concerns with someone getting sick and still coming to school and having to transition to distance learning without any notice if this were to happen.

If we are forced to be back in person in some capacity, it needs to be hybrid. Full class capacity is very concerning. As far as the hybrid model goes, my biggest concern is having to stream every class that I teach. It puts students at home at an unfair advantage as far as needing to do synchronous learning for an entire school day. I feel that when students are learning for their "at home" days that it should still be asynchronous because we can't expect them to sit for four blocks in a row at home while they may have other responsibilities. They need to be able to complete the lesson at their own pace. Maybe it would be ok if we just live streamed the first 15-20 minutes of each block, where we do direct instruction. That way students that watch live have time to work on their own but also students that have to watch the recording later don't have as long of a video to

watch and don't need to try to sift through the video to find the instruction or sit there just to watch student work time. I also would not want any of these videos to be on a public platform like youtube. I would want them still password protected on Google Classroom.

Scheduling conflicts across multiple schools (I am a high school teacher at MSA, my child is middle school at MSA, and I have another child in a different district).

Staying healthy is my largest concern. I will have a difficult time trusting that the students/families are following the protocols put in place. I worry this will affect my anxiety and provide an inability to focus on teaching in person.

Proximity in classrooms, hallways, and restrooms

Complexity of schedule as a barriers for students especially students in the SPED program

The same items as in the full in-person learning. Fewer people on campus does not limit the concerns.

That it will be twice the work having to plan for two formats. That we will end up going distance learning anyways because someone will get sick. Distance learning truly is already twice the amount of work for me having to make everything digital and grading (without the help of my TAs) and answering questions/e-mails so if I have to plan for two formats, it'll be extremely stressful.

What does this look like? How many days are teachers required to be with kids in the school and for how long on those days?

I'm worried about a COVID-19 domino effect throughout the buildings. Who will be wiping down the bathrooms, door-handles, desks, etc.? Will we have enough cleaning supplies and money for supplies? Where will we get enough Plexiglas? Square footage of a classroom is one thing, but many classrooms have multiple bookshelves and file cabinets and a teacher desk taking up some of that space. How will kids pass through the small hallways of building A? What happens if a teacher gets sick and is not able to work from home because they are too sick -- will there be enough subs? Will there be transparency with testing and finding out if COVID has come to campus? Are tests even available? Will everyone in the building get tested if one person contracts COVID? Will teachers be the only ones doing all the extra work that it will take to be back in the buildings? What about student activities -- what's the plan for those?

Making sure all students have the same access to the material being taught, and if I would have enough time to prepare those lessons and get them ready for students.

Proper social distancing for students at lockers. Proper social distancing for students at lunch.

Protocols for COVID testing students and staff everyday. Protocols if students/ staff aren't following the cdc requirements. How will students social distance on busses? How will phy Ed work with sharing equipment. How will art classes and band classes work sharing equipment or playing

together. All masks seem to be different what will the proper school ones look like. How can we identify students with masks on? How can we social distance in classes when there is already too little of space. Will everyone actually follow the rules when it seems like when we set rules for other things like the "hat rule" and not every staff member I forces it and admin. seems to ignores the rule.

I am most concerned about the risk to the MSA community's health and safety.

all students having access and having solid online teaching platforms.

How I will connect with students. With only seeing kids twice a week in person pulling kids will be impossible as if we are in class everyday all day it already is a struggle for me to see kids.

Special ed students falling behind with distance learning days.

A hybrid option that I could see working is high school being completely distance learning with the option of having electives meeting in person once a week and middle school being on campus with alternating schedule whether that would be daily or class schedules.

Building relationships with the students. We will not get to know them as much as we normally would. Holding kids accountable for doing the work at home. Many students had a problem getting work done at home.

same questions as above...

Hybrid is extremely difficult. True hybrid classes offer two different lessons, at the same time. For the 50% in the classroom, you have a specific lesson for them, and a different lesson for the 50% at home. You don't just try to merge in-person and DL into one class at the same time. You don't just live stream your class and hope that it all turns out. DL and in class are two different ways to teach and you have to have two different lessons. So for hybrid, block learning, a teacher who has 4 sections would actually teach their in class lesson 8 times a week, and their DL class 8 times a week. I don't think that some people at MSA recognize this. They are just going to try to merge it all. We know from last year that DL is different than in-class and have to plan accordingly.

My only concern would be figuring out a workable schedule. If that can be done I am most comfortable with this model.

I'm mainly worried that it will be a difficult adjustment for our kids.

-don't know enough about how this would work

~ I have not been given a clear definition by the school regarding hybrid learning and what the exceptions are for me and how I should prepare for that.

~ this scenario seems like it will increase teacher work load without support or additional prep time or compensation

I am deeply concerned about the size of the hallways. I have never once walked from one class to another without coming into physical contact with another individual or their belongings.

If we are in distance learning, what are you most concerned about? 37 Responses

Nothing, safety is of utmost importance

More time per class - so much had to be cut to be "done" by the end of last year; I don't feel we can make those extensive of cuts to the curriculum across an entire school year and still adequately serve our students.

The quality of work and participation from my students. However, I feel there would be less stress and anxiety from this temporary solution. I would also like more tips/tricks on how best to serve my students this way on whatever platform we determine is most effective.

Lack of direct instruction that happened for some students this spring and the need for more live interactions with teachers. Very concerned about the social and emotional wellbeing of students (and staff).

Students who do not have internet access or a device. Students who have to care for younger siblings, and take on additional responsibilities.

I just worry that some students will not commit to learning and not stay up on their studies like we had a few last semester.

Student schedule; accessibility to internet and ability for students to keep up with their school work

Providing synchronous learning and teaching the kids who refuse to engage in the distance learning having 3 new preps again (I'll be doing new lessons daily b/c my current curriculum is not compatible with DL as I found out last March-June). Although thankfully I know the curriculum it will be a long, long year with a ton of extra prep hrs. Also, need those whose jobs went down in intensity (admin staff) to help out with "lost kids". They need to get back to us via email and help track those students who have fallen through the DL cracks. This was horrible last year-especially High School.

Developing positive relationship with students to enhance learning. Academic rigor. Technology failing Keeping students motivated.

I have concerns about the well being of the students but this is the method I feel safest in doing.

I feel that distance learning is the only safe choice. I know that others have concerns about enrollment if we do distance learning but even if some students decided to leave MSA for a school doing in person or hybrid, I feel that there are plenty of students and families also looking for just a distance learning model which they can get at MSA. I think the spots would be filled. There are plenty of families that don't feel comfortable sending their students back to school and families with high risk students that are looking for the best option for their students. Again, we need to take into consideration the many risks for our staff and students. Many staff members are high risk or have a close family member that is high risk. Bringing this home to family or when teachers getting

Covid-19 causing death or long term complications are more traumatic than learning at home. In South Africa, they reopened schools and within a month 2400 teachers already had Covid-19 and over 1200 students. It's not worth it to try and go back.

We did pretty well last spring but more communication and also flexibility for students with workloads, assignment due dates, etc as many students do not have support at home during "school hours" and some may not have it consistently until the weekend. Teachers need to be more flexible about their hours of availability and communication strategies.

I believe there should be one platform for distance learning to make this easier on students and families.

How to conduct effective and engaging class discussions

All students having the support they need whether it be internet access, or a supportive home environment that helps students struggling with distance learning. Parents not understanding that distance learning is different than in person and that students will require more at home support.

We have no idea of what worked well overall and what did not. We had to closed-loop communications when an admin contacted a family about an issue, so the teachers were still completely out of the loop on that conversation - why weren't we CC'd in on those emails, just as we CC'd admin on those that we were sending?

There has been no communication about the IEP and 504 meetings that will need to take place. I understand that it is summer, but this is an emergency and clearly we still need to be working on things so that the last two weeks in August aren't overbooked.

What about all of the subscriptions that were free but will not cost money? The budget is tight - are there Covid related funds to use?

Many have expressed that they need to have synchronous time (both teachers and students) - why has that not been part of the discussion so far?

Where is the student survey? Who is making it and reviewing the questions?

My concerns about distance learning are that we have not had a review of last year, so any plans that we make are inherently flawed because of a lack of data related to updating and changing the existing plan.

Just not seeing my students, not getting through the whole curriculum, and just motivation from students since I had a few that didn't do well last time around.

Ensuring the ability to allow students to safely interact with classmates in extra curricular activities to help with the social/emotional impact of our students. I feel it's not safe for students and staff to be in a building all day long together, but extra curricular activities can be organized in a way to satisfy social distancing guidelines and help with the social/emotional impact that distance learning has on our students.

Distance learning is the worst! I'd much rather do a hybrid version. That said, I don't see how anything else will work if MSA can't do all the required things to keep us safe. There are still too

many issues that need solving. I know the majority of parents who took the survey want to be back in school (I do, too!), but how can we accommodate that if we can't get all our ducks in a row first?

Have the directors researched other schools' ideas/decisions? Have they looked into hiring janitors? Have they looked into hiring people to monitor students outside as they move from building to building? Have they looked into adding non-permanent rooms to the campus to help with physical distancing (like movable classrooms that have windows and their own heating system but aren't connected to the actual buildings)? What about the ventilation of the buildings (we've always had trouble with that)? If we go completely online, how long would the day be? All research says it should be shorter for the kids than if we were in the physical building.

Even though we're waiting for the Governor to tell us what's up, I think MSA directors could have been planning for all three scenarios well before mid-June/July. Teachers must have a say, yes, but we shouldn't also be administrating. Additionally, I don't think the virus is being taken seriously as I have seen masks not being worn by adults when in the presence of others on campus. Likewise, masks are not being worn correctly by some adults on campus (having the nose out is not protecting others). If adults can't even follow the expectations of safety, how can we expect the students to? Distance learning was a disaster. Students were not engaged in lessons, it was difficult to plan everything, and i was working many more hours than regular school. I would need solid time to plan everything, and find a way to help students stay more engaged.

That everyone has proper equipment. More training on distance learning. I'd like synchronous learning at some level. Accountability for students getting work done on time. They shouldn't just a "pass". Will they be allowed to fail if they don't turn anything in.

I have no major concerns about distance learning, as long as teachers are provided with clear, practical training so they may become better online educators, myself included. I think the training we received in the spring from Justin was amazing. More of that. Also, the counselors need to provide positive mental health opportunities to students and staff, as well as online social opportunities.

This, obviously, the safest scenario. I understand students will lose some learning opportunities, but the safety of students and staff is paramount.

How I will connect with students.

Special ed students falling behind with distance learning. It was terribly difficult to engage them and have them complete their assignments, resulting in poorer grades.

I am the most comfortable with distance learning for student and staff safety.

Special needs students staying on track especially new 6th graders who do not know MSA staff

Family and student accountability. Academic Rigor. Decrease in elective participation. Regression in student academic knowledge and social skills. Families unable to manage household functions due to parents not working from home.

Having the kids get the work done on time. Some middle school students struggled getting the work done. I don't want students to start off on a failing note because it is very hard to come back from that. We also won't be able to build the relationships that we normally do. I know know any of the 6th grade students.

That the rigor is maintained, and the social-emotional health of the students is addressed. If we do DL, the AD needs to come up with activities that will keep MSA students here. We can have book clubs, we can have spelling and geography bees, there are lots of activities and competitions that the AD can set up to ensure that the students are engaged.

If we are in DL, but the state doesn't mandate it, why would any kid who plays sports continue to go here? We can't justify having sports, if we can't justify having school?

Student engagement, difficulty creating relationships with students I have not met.

Lack of interaction with the kids.

-getting to know new students + students not interacting with each other - not being able to get through as much -motivation - some students have lots of support while others don't / some students have lots of other responsibilities while others don't (always true but seems especially significant in distance learning) -balancing rigor with easing back due to circumstances

~I do not have any specific guidance from school on how to improve fall distance learning (from the emergency spring distance learning) so that I can provide more rigor, cover my standards and support for students.

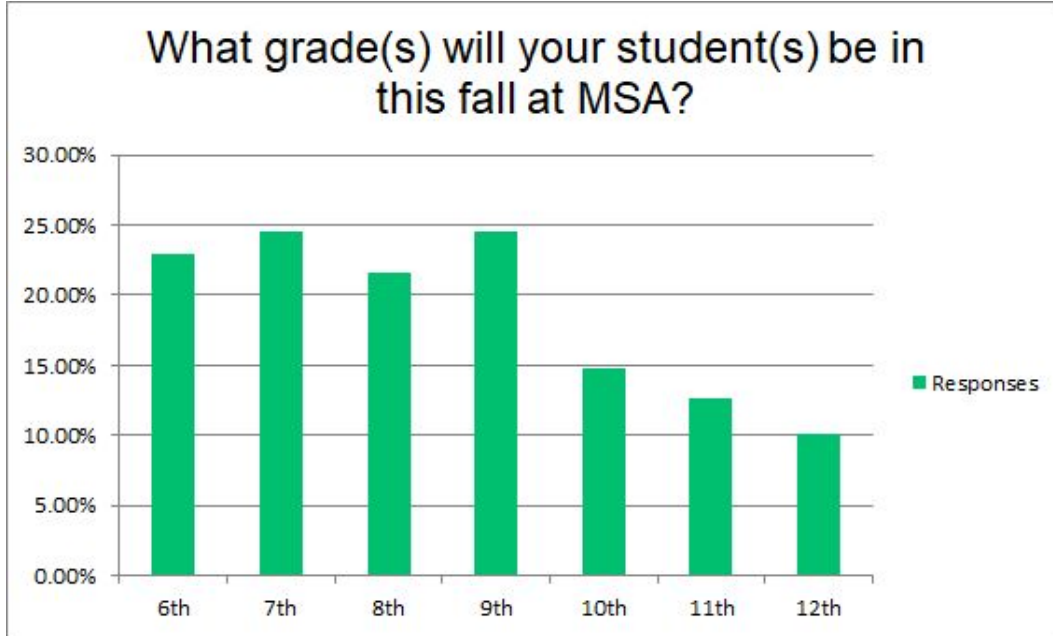
~I'm concerned teachers will not have a relationship with their students or other staff.

~I'm concerned that, without proper training or guidance, the school distance learning program will be inconsistent and frustrate families.

I am most concerned about the students who desperately need our one-on-one guidance. Our physical presence in the room is very different from an optional time to meet with us online. We watched some students flounder in this new style of instruction. I am worried that they will continue to slip through the cracks.

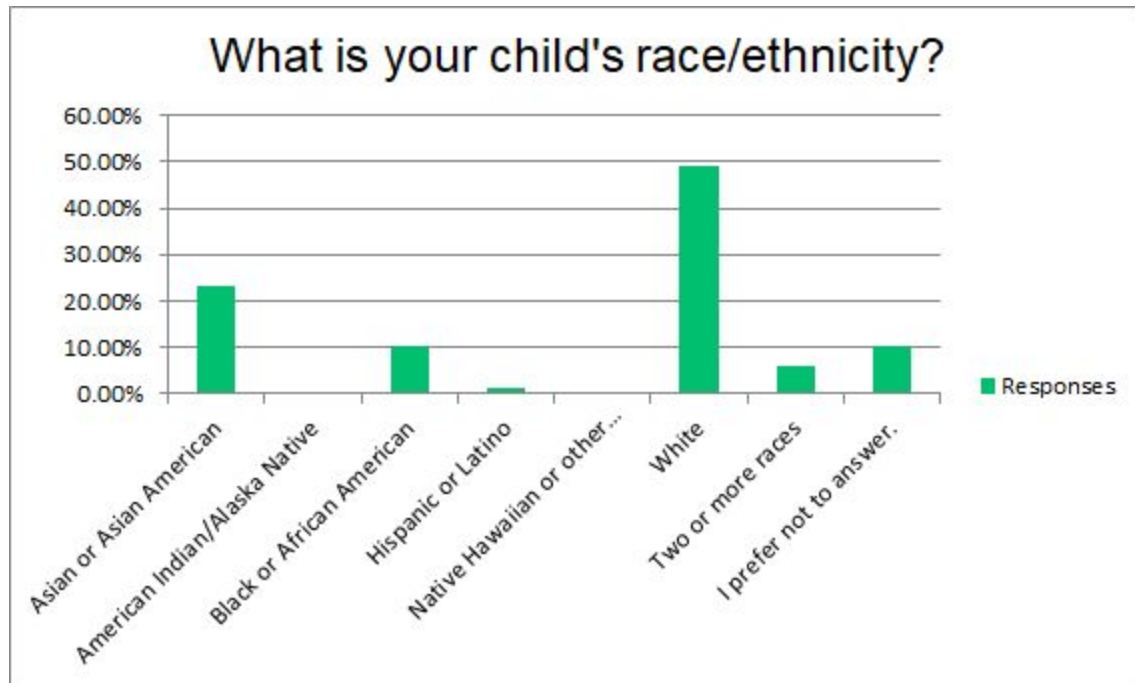
July 22 Parent Survey

What grade(s) will your student(s) be in this fall at MSA?



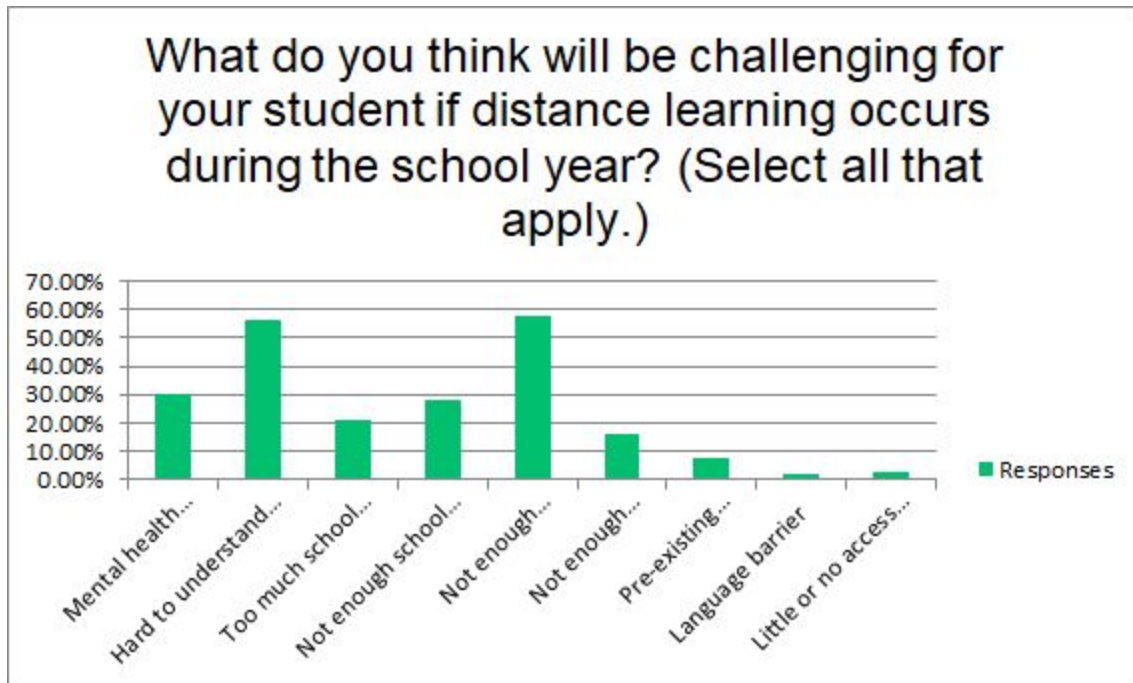
Answer Choices	Responses	Count
6th	22.88%	54
7th	24.58%	58
8th	21.61%	51
9th	24.58%	58
10th	14.83%	35
11th	12.71%	30
12th	10.17%	24
Answered		236
Skipped		0

What is your child's race/ethnicity?



Answer Choices	Responses	Count
Asian or Asian American	23.40%	55
American Indian/Alaska Native	0.00%	0
Black or African American	10.21%	24
Hispanic or Latino	1.28%	3
Native Hawaiian or other Pacific Islander	0.00%	0
White	48.94%	115
Two or more races	5.96%	14
I prefer not to answer.	10.21%	24
	Answered	235
	Skipped	1

What do you think will be challenging for your student if distance learning occurs during the school year? (Select all that apply.)



Answer Choices	Responses	Count
Mental health challenges due to COVID.	30.14%	66
Hard to understand lessons.	56.16%	123
Too much school work.	21.00%	46
Not enough school work.	28.31%	62
Not enough communication from teachers.	57.53%	126
Not enough communications from school (excluding teacher communications).	15.98%	35
Pre-existing mental health condition.	7.76%	17
Language barrier	1.83%	4
Little or no access to technology.	2.74%	6
Skipped - 17	Answered	219

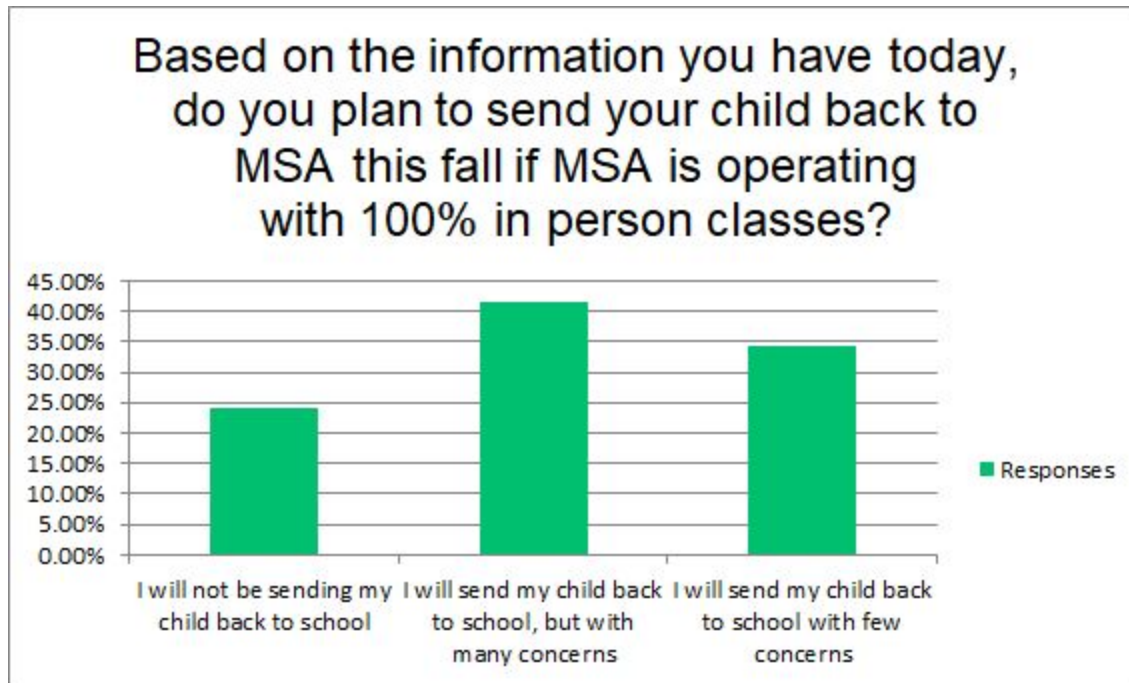
Does your child have access to a desktop computer, Chromebook, laptop, or tablet for use at home?

Answer Choices	Responses	
We have a desktop computer, Chromebook or laptop for our child to use and would not need one from MSA	48.31%	114
We have a tablet for our child to use, but would still use a laptop or Chromebook from MSA	38.56%	91
We have a tablet for our child to use and would not need a laptop or Chromebook from MSA	1.27%	3
We do not have any tablets or computers at home and would need one from MSA	11.86%	28
	Answered	236
	Skipped	0

What is the status and quality of your internet connection/WiFi at home (NOT counting being on a cell phone?)

Answer Choices	Responses	
We do not have WiFi or an internet connection in our home	1.70%	4
We have WiFi or an internet connection in our home, but it is slow and/or unreliable for something such as video conferencing and/or cannot host multiple devices at once	10.21%	24
We have WiFi or an internet connection in our home and it is reliable and fast enough for video conferencing and/or can handle multiple devices at one time.	88.09%	207
	Answered	235
	Skipped	1

Based on the information you have today, do you plan to send your child back to MSA this fall if MSA is operating with 100% in person classes?



Answer Choices

I will not be sending my child back to school

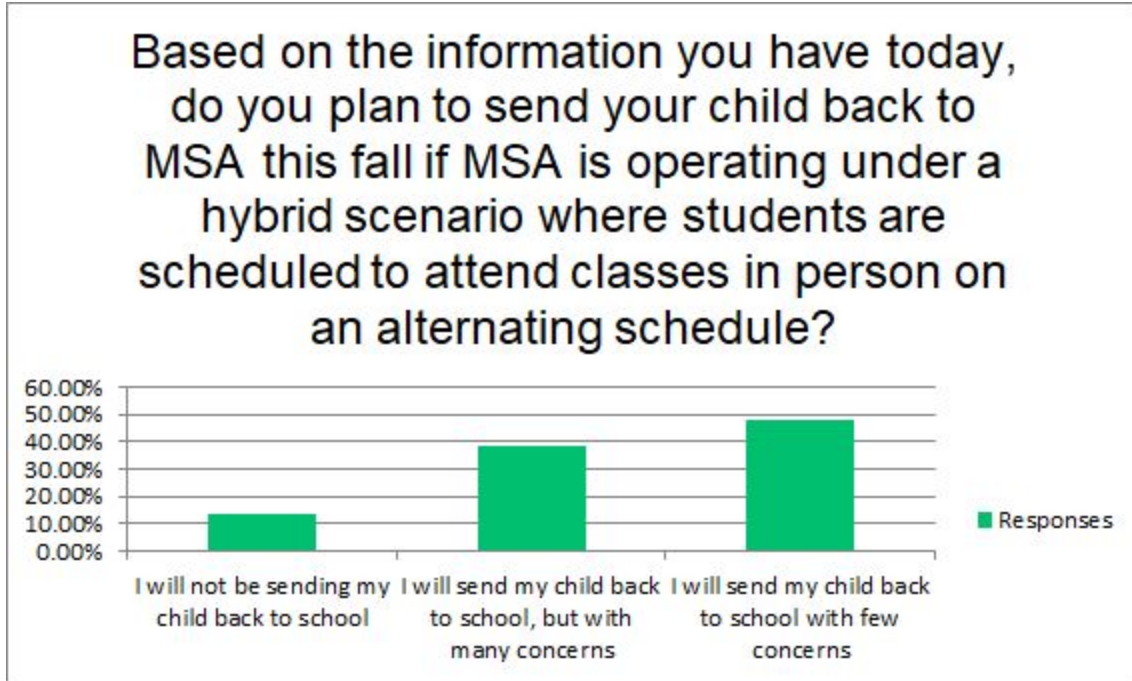
I will send my child back to school, but with many concerns

I will send my child back to school with few concerns

Responses

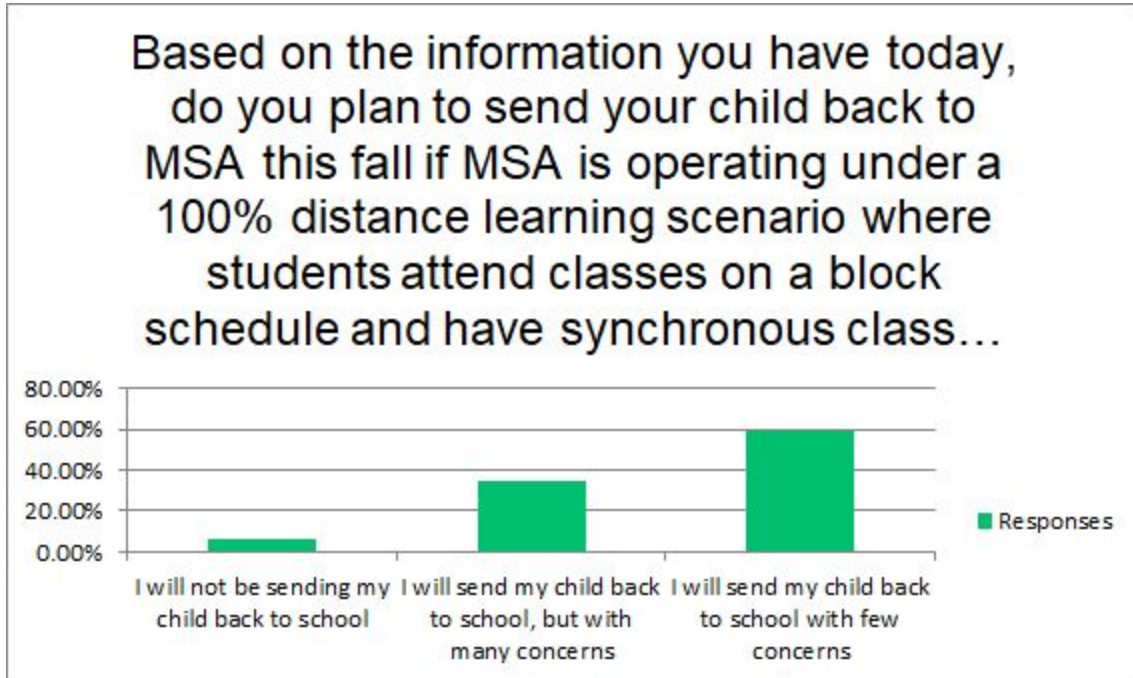
24.15%	57
41.53%	98
34.32%	81
Answered	236
Skipped	0

Based on the information you have today, do you plan to send your child back to MSA this fall if MSA is operating under a hybrid scenario where students are scheduled to attend classes in person on an alternating schedule?



Answer Choices	Responses
I will not be sending my child back to school	13.56% 32
I will send my child back to school, but with many concerns	38.14% 90
I will send my child back to school with few concerns	48.31% 114
	Answered 236
	Skipped 0

Based on the information you have today, do you plan to send your child back to MSA this fall if MSA is operating under a 100% distance learning scenario where students attend classes on a block schedule and have synchronous class time with their instructor?



Answer Choices

I will not be sending my child back to school

I will send my child back to school, but with many concerns

I will send my child back to school with few concerns

Responses

5.96% 14

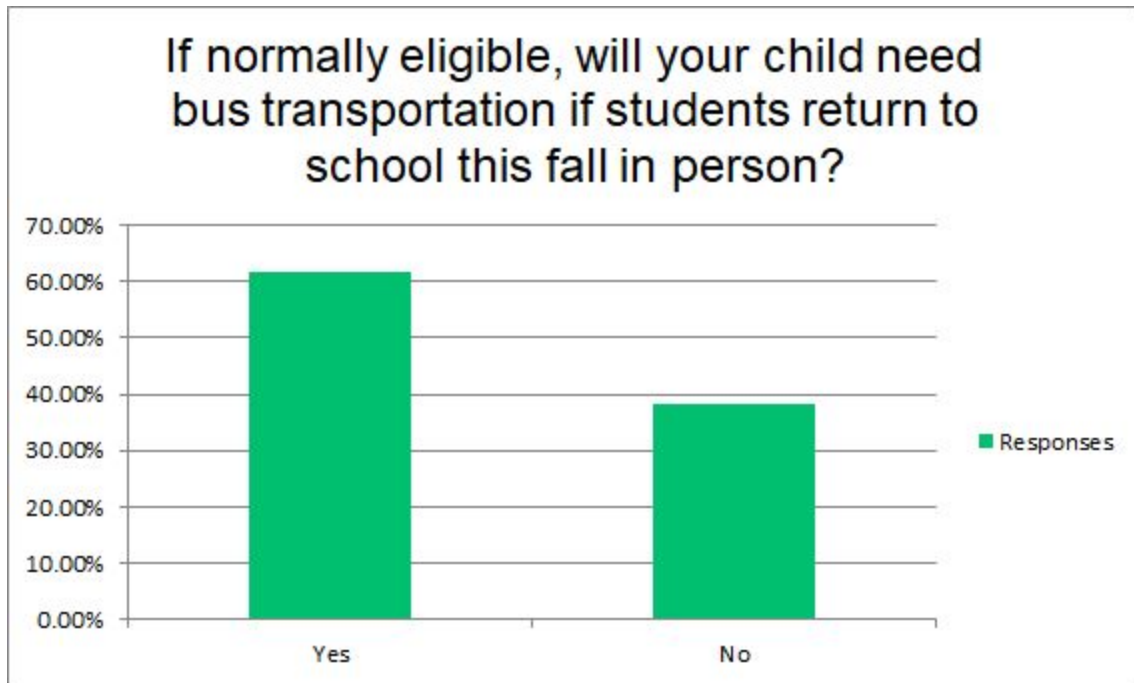
34.89% 82

59.15% 139

Answered 235

Skipped 1

If normally eligible, will your child need bus transportation if students return to school this fall in person?



Answer Choices	Responses	Count
Yes	61.86%	146
No	38.14%	90
Answered		236
Skipped		0

If there is no bus transportation, would you be able to drop off and pick up your child at MSA?



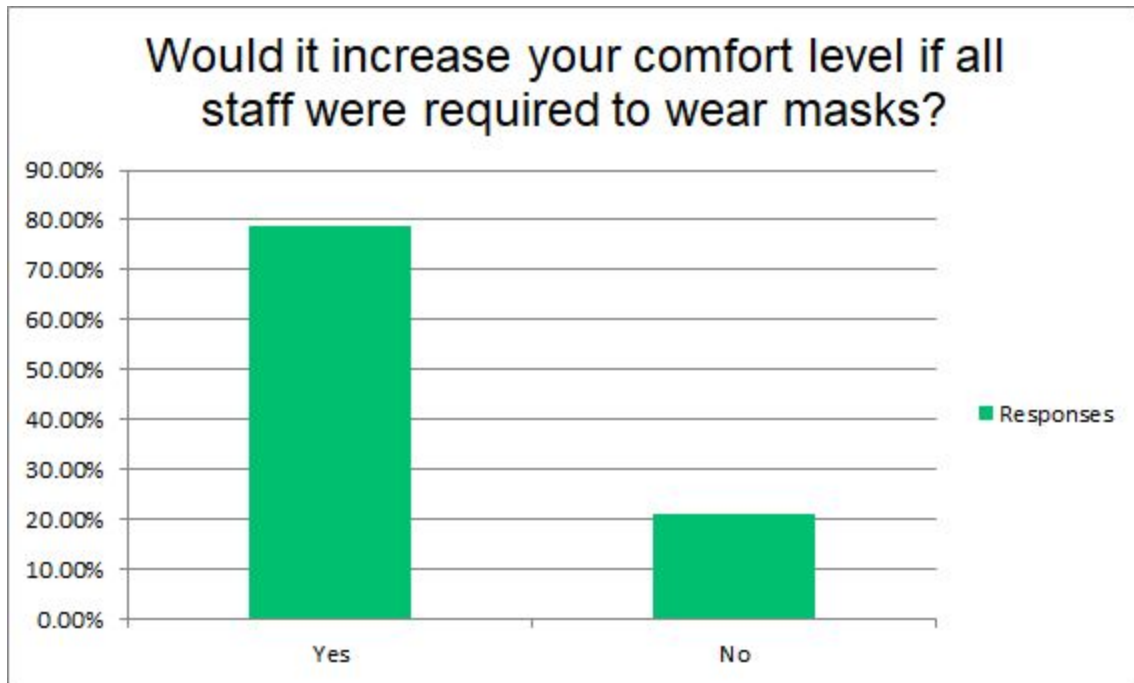
Answer Choices	Responses	Count
Yes	81.28%	191
No	18.72%	44
Answered		235
Skipped		1

Would it increase your comfort level if all students were required to wear masks?



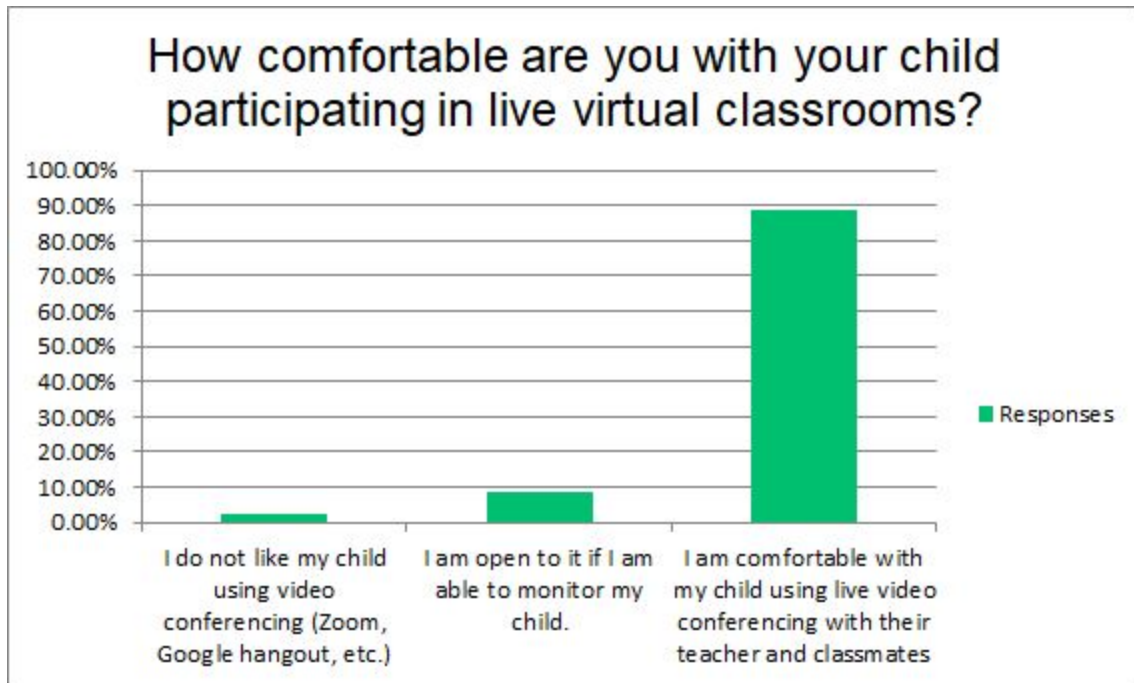
Answer Choices	Responses	Count
Yes	76.27%	180
No	23.73%	56
	Answered	236
	Skipped	0

Would it increase your comfort level if all staff were required to wear masks?



Answer Choices	Responses	
Yes	78.81%	186
No	21.19%	50
	Answered	236
	Skipped	0

How comfortable are you with your child participating in live virtual classrooms?



Answer Choices

Responses

I do not like my child using video conferencing (Zoom, Google hangout, etc.)

2.54% 6

I am open to it if I am able to monitor my child.

8.47% 20

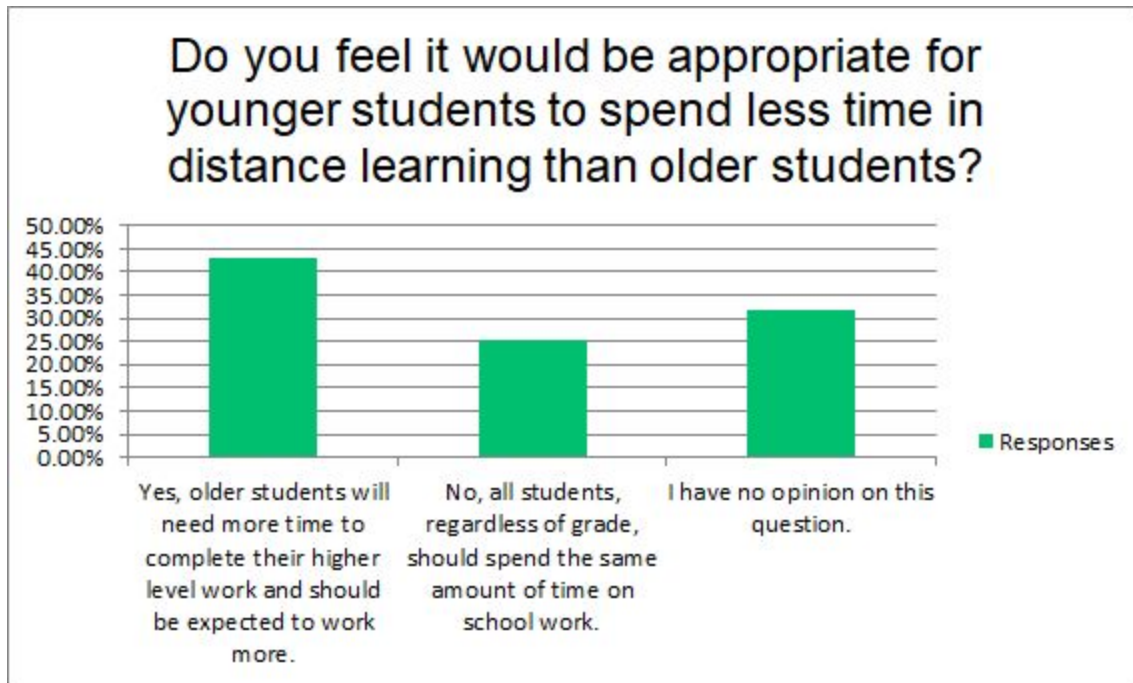
I am comfortable with my child using live video conferencing with their teacher and classmates

88.98% 210

Answered 236

Skipped 0

Do you feel it would be appropriate for younger students to spend less time in distance learning than older students?



Answer Choices

Responses

Yes, older students will need more time to complete their higher level work and should be expected to work more.

43.16% 101

No, all students, regardless of grade, should spend the same amount of time on school work.

25.21% 59

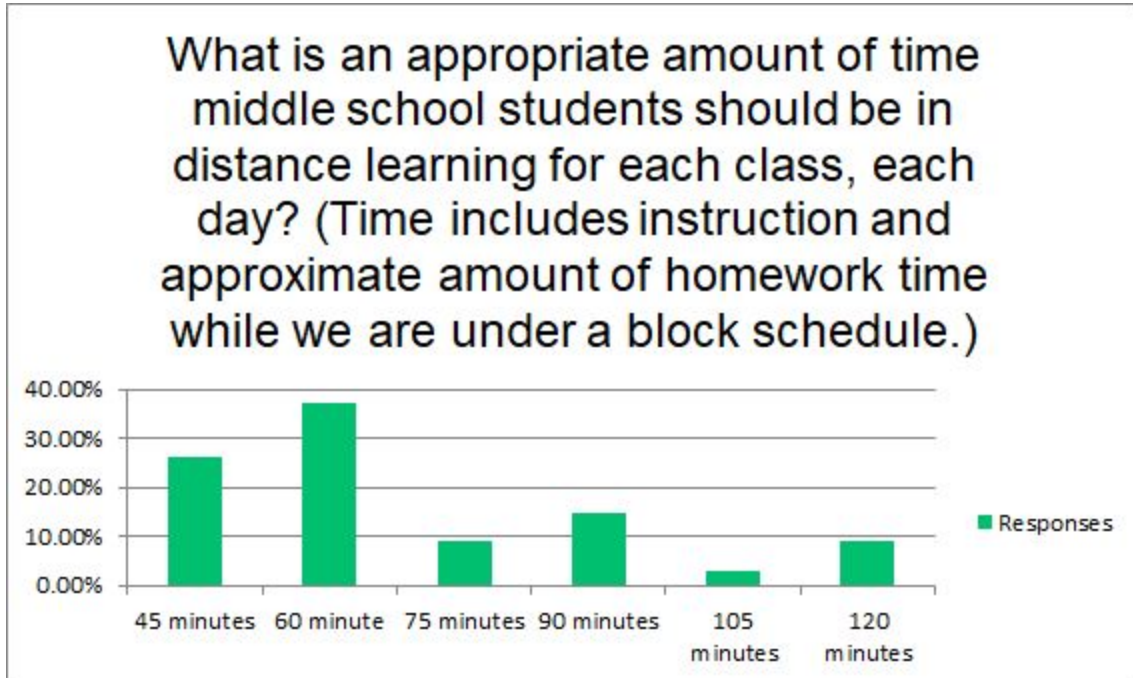
I have no opinion on this question.

31.62% 74

Answered 234

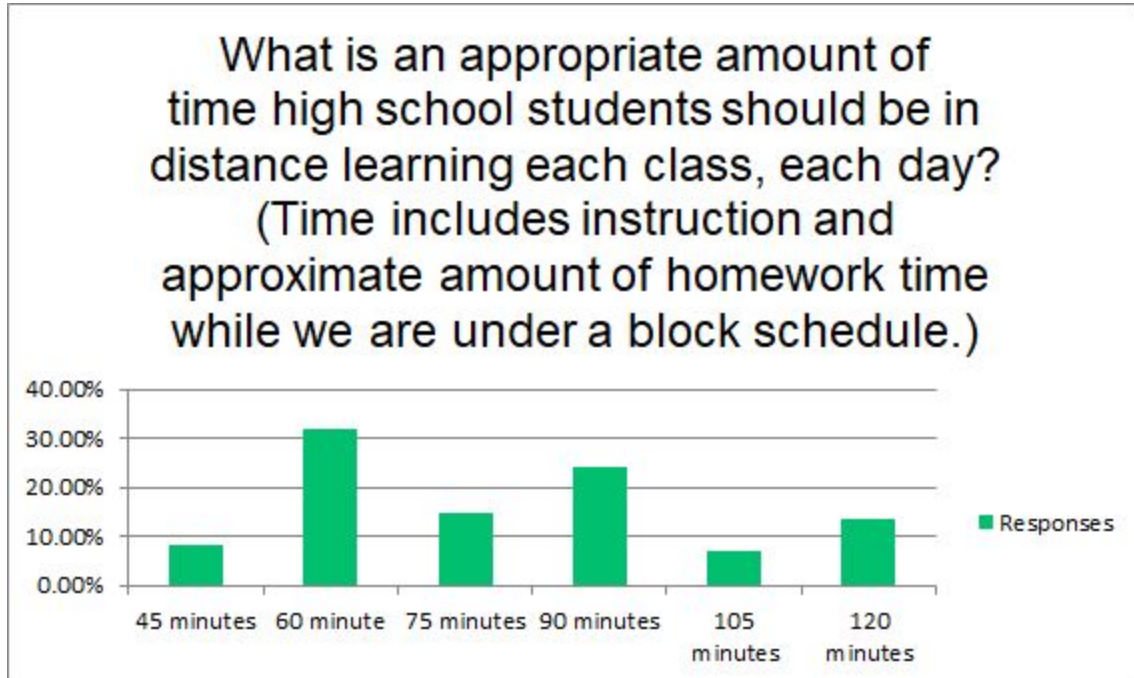
Skipped 2

What is an appropriate amount of time middle school students should be in distance learning for each class, each day? (Time includes instruction and approximate amount of homework time while we are under a block schedule.)



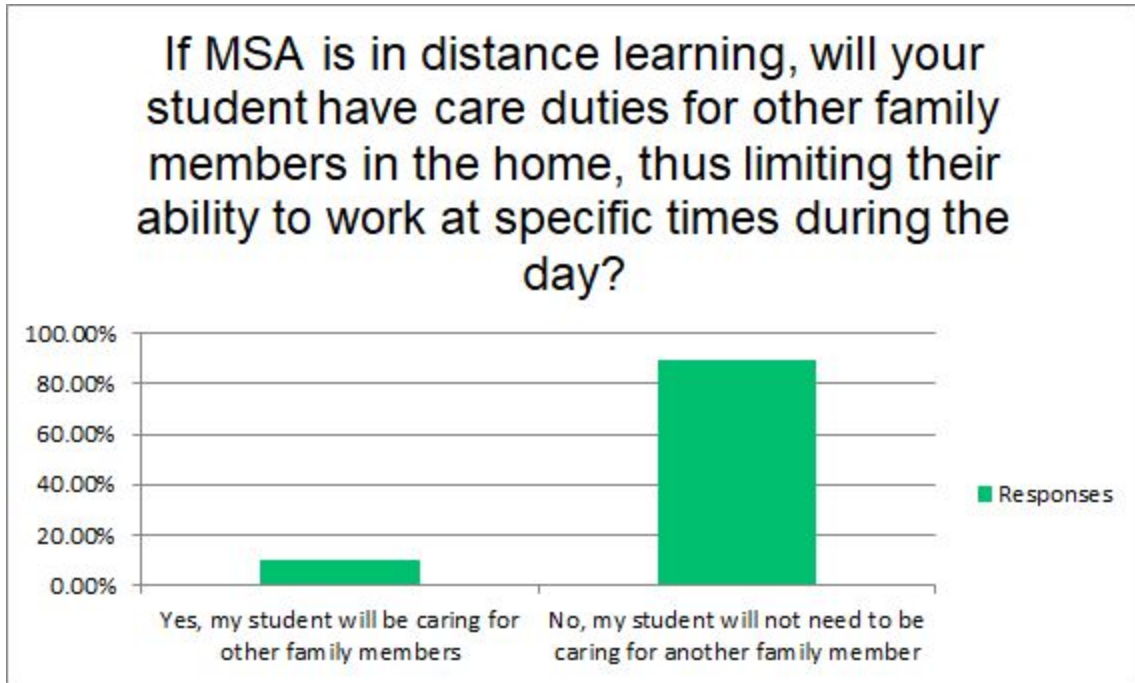
Answer Choices	Responses	Count
45 minutes	26.32%	60
60 minute	37.28%	85
75 minutes	9.21%	21
90 minutes	14.91%	34
105 minutes	3.07%	7
120 minutes	9.21%	21
	Answered	228
	Skipped	8

What is an appropriate amount of time high school students should be in distance learning each class, each day? (Time includes instruction and approximate amount of homework time while we are under a block schedule.)



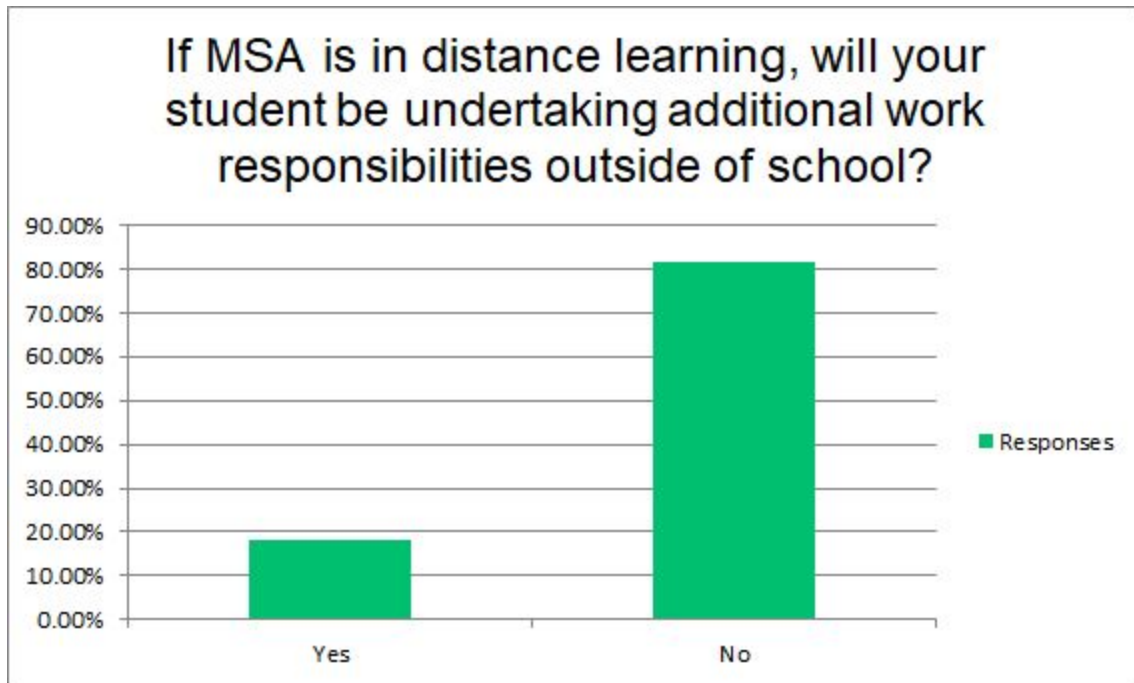
Answer Choices	Responses	
45 minutes	8.33%	19
60 minute	32.02%	73
75 minutes	14.91%	34
90 minutes	24.12%	55
105 minutes	7.02%	16
120 minutes	13.60%	31
	Answered	228
	Skipped	8

If MSA is in distance learning, will your student have care duties for other family members in the home, thus limiting their ability to work at specific times during the day?



Yes, my student will be caring for other family members	10.17%	24
No, my student will not need to be caring for another family member	89.83%	212
	Answered	236
	Skipped	0

If MSA is in distance learning, will your student be undertaking additional work responsibilities outside of school?



Answer Choices	Percentage	Count
Yes	18.30%	43
No	81.70%	192
Answered		235
Skipped		1

Please share any additional thoughts or ideas you have regarding possible distance learning this fall.

Answered 141

Skipped - 95

Will prefer distance learning till we have a vaccine for COVID-19

The hardest part of distance learning was getting children to focus on school work on their chrome books instead of wandering off to watch a video on youtube and thus extending their school day by an hour or more each day because they were doing other things instead of focusing and getting work done when a parent was not looking over their shoulder to make sure they are focusing. If youtube could be blocked on chromebooks from say 8 - 5pm it would be great. I would like to see more video face to face time with the teacher and classmates as a long distance learning requirement as well. Zoom meeting with teacher was optional last spring and only for the purpose of answering student questions so my children ALWAYS skipped it after the first day. Some teachers did a very good job of including an instruction video each week in the week's assignment explaining everything being covered in the material, explaining the assignment. If my student watched it they were fine, if not they were in trouble. And sometimes I found if I didn't sit with them and make sure they watch it, he would initially skip that video and then miss part of the assignment because of it. So some required face to face time would be nice to restore some normal classroom feel.

I would like mask wearing should be enforced for teachers and students.

I would like the school to follow a schedule, even remotely, so students call in at prescribed times. Last year, the procrastinators ended up staying up too late because they thought it was a short homework, but failed to allocate time for 'class time' work. Having face time responsibility will help mental health and motivation. Thanks.

Distance learning is based on a false premise of COVID overreaction. TB killed more people last year and we didn't shut down the country. This fake pandemic is hurting a lot of people; families, kids, parents. It's putting stress on everyone. Over what? The election! People in leadership need to stand up and do what is right. Call lies, lies and truth, truth. This needs to end. We need to resume using COVID for a political tool is a disservice to many. If you think that one day this won't happen again and you lose more of your rights again, your wrong. People in leader need to understand what is the difference between democracy and socialism. Socialism doesn't work for the people in China, Russia, Venisilua. Why are we trying to bring it here? People in leadership, stand up and do what is right!

These questions pigeon holded me into certain answers. I would have liked to have explained my answers better. For example, the mask questions. I don't want my child wearing a mask and there

wasn't room to respond accordingly. I strongly believe we need to get back to in person instruction full time. Teachers need to rise up and go back to work like other people who have had to get back to work and risk getting COVID.

I think to start with distance learning is the way to go. The uncertainty of exposure and illness shutting down the school and pushing us quickly to online learning is too great and will increase anxiety in kids and teachers alike. As it was this year, we had one teacher who had an assignment due prior to spring break and we did not see the grade for that assignment until the last week of school, because the assignments had been sitting on his desk at school and he could not retrieve them until the last 2 weeks of school. This was a substantially weighted assignment, so what looked all semester like an A for that class turned quickly into a B.

Distance learning works for us.

I prefer distance learning for the fall 2020

I am willing to also follow restrictions or alternate learning for my student if that is what their teacher feels most comfortable with. Please allow teachers to weigh in on their safety and concerns during this time, not just the students and parents.

They have to spend some time in real class this coming year Total distance learning doesn't work well

Hope the students will get the curriculum knowledge which doesn't cause any gaps in their next grades. Thank you for all the efforts that you are making.

i think you're in a pretty tough spot, and I know that you'll do the best you can for everyone. My daughter is not thrilled with distance learning and would prefer to go back to school. I truly don't know what the right answer is-- despite the fact that distance learning is clearly the most safe in the short term, it's hugely problematic on a number of levels and exposes equally huge resource gaps between students and families. I wonder how effective it is compared to in-person instruction as well, especially when you start thinking about those resource gaps between families. Not being able to stay at home for your child and still work is but one example of the resource gaps I'm talking about, and I'm sure you know all too well. Ultimately I don't know how sustainable distance learning is, and I fear the hybrid model will wind up being the worst of both worlds. It seems reasonable on paper but the devil's in the details. I put "I will send my child back to school, but with many concerns" for Questions 6, 7, and 8-- it's just that the concerns change depending on the scenario. Ultimately going back to in-person is only doable if there is universal masking of all staff and students, social distancing as much as possible, and designated temperature checks before anyone gets into the building. Staggered lunch periods to increase social distancing while maskless. I think this is doable but it makes for extremely challenging logistics-- maybe keep the cafeteria only for those making use of hot lunches and put everyone else who brings lunch into a gym area with good distancing and a staff member to police it-- and it will need to be policed. All of it will. That might mean gym's just outside as much as possible. If you're running a temp over 100 (or even 99), you don't get in the building. If you're not masked, you don't get in the building. Hand washing at designated periods throughout the day, hand sanitation throughout the day. If you're exposed or someone in your home is positive, you're quarantined for two weeks and you don't get in the building. And you probably tell MDH and MDE as well to assist with contact tracing. And all

of this is probably worth at least considering because my kids are going out of their minds with the lack of social interaction, and they're suggesting distance learning is isn't very effective. It's hard to know what's true and what is just kids hating the restrictions COVID brings-- like the rest of us, no doubt. Thanks for all you do.

I am agreeable to distance learning if there is a plan for students with IEPs to address their needs with distance learning.

I'm concerned about the grouping for this new schedule. I hope convenience isn't placed ahead of student needs and that students are able to continue in their same math levels.

I think with the current health concerns students should get their normal daily instructions via video from each teacher daily if they have access to computer and internet. Only under this scenario will 100% distance learning be beneficial. Especially since I have an incoming 6th grader and a new high schooler who will be taking advanced math and science classes. They both need the teaching style that was lacking at the end of 2019 academic year due to COVID pandemic.

None

Video conferencing to interact with teacher and other students could be more appealing to encourage whole class participation.

Need to set a maximum amount of work for all classes (including AP subjects); For example - AP Calculus AB/BC had much more homework compared to other AP subjects in Spring; Do not support in-class learning if proven vaccine is not available; Concern especially if covid-testing results take more than a day - student/teacher may be contagious in school until results are available; Concern in consideration for entire school community, not just students;

Students will be missing hands on learning such as lab experiment, access to school technology resources, personal interactions with thier school community and etc.

I answered yes to being able to dropping off and picking up if busing is not available, however there may be days that my student would need to get to school early or stay later than 4pm. This will be fine as long as the Library or Central Park is open for her to go to. If that option goes away, picking up and dropping off may become an issue.

Please send the kids back to school in fall. The distance learning this past spring was inadequate, especially with limited and less teacher communication than if the students were in school. Also, no school on Fridays for the students was an unfortunate mistake with distance learning. If you insist upon distance learning, then please fix the serious issues with distance learning before implementing.

Distance learning can work given time to work out the certain kinks experienced by the school and families. Possible options to help us through this initial time is to have about 1/3 of the students coming in each day.

I am concerned with how well my student will be able to learn with a distance learning format. It was a terrible struggle last semester. Direct contact with teacher would be better.

Open time for students to sign up to meet with teachers virtually if the block times are shorter.

I believe strongly that all CDC guidelines need to be complied with for any in-person education. There needs to be appropriate social distancing and mask wearing by all in the school. The use of lockers seems challenging unless great care is taken to ensure student use of lockers is staggered to ensure proper social distancing. E-learning needs more video instruction, Q &A and opportunity for more teacher interaction. For example I felt my child fell behind in math and was not grasping the concepts fully. There needs to be more attention to student monitoring of successful comprehension of concepts, other wise students will fall further. I felt the actual 'teaching' was missing in the spring, it was just work assignments. There needs to be more teacher instruction.

Questions 6 and 7 are hard to decide at this moment. We have many concerns about sending our kids back to school and until we know some kind of plan it is hard to predict if we will send them back. Our kids did great with the distance learning. Our son especially liked getting his work and doing it on his own schedule.

The only safe option is distance learning. Nothing has changed since the end of the school year in June except that covid has gotten worse.

Just wanted to say thank you for all your hard work during this unprecedented time. Stay safe

We believe that MSA will be responsible and we will be mindful of the challenges associated with it. I do believe the students will excel better in the classroom but that these are extremely difficult times.

If there are any covid concerns, I consider it a bare minimum requirement for kids and teachers to be wearing masks for any in-person interactions. Will buses be cleaned between routes? Will kids wear masks on the bus? Lots of things to consider and that should be addressed.

I am worried about Covid spreading quickly with students going back to school Face to Face for students and teachers. But, I am also concerned with distance learning that my child will completely miss out socially, especially being new to the school in 6th grade. I feel in the spring he did not make academic gains at home versus in class. He really missed the social interaction with classmates as well as his teachers. His teacher did 3 zoom meetings a week, but it just isn't the same. One option I have heard of elsewhere is similar to how kindergarten used to be AM and PM. My oldest son is starting high school in the fall. They are offering a summer class Face to Face. They are splitting the 9th grade by last name. A-L willing attending class 8:00-9:45 and M-Z 10:15-12. Each group will have an additional 2 hours of homework. Granted this is only a summer class. What I like about this is he will have Face to Face everyday. He will have an opportunity to meet other 9th graders. It also reduces the number of students in class. Thank you for asking for parent input! It is a difficult time for everyone with no easy answers or perfect solutions.

I have concern having less interaction social interactions with others. In person learning help kids to develop other communication and leadership skill to be able to merge successfully in the work place or other roles in life.

Since the situation is very uncertain and risky, we prefer to have distance learning, so that all staffs

and students are safe. We completely understand this is an overhead for both teachers and parents, but we will have to get through this together.

I strongly recommend distance learning this fall. At the same time, I hope that the school will continue to provide outdoor sports after school to enhance students' physical fitness. Thanks!

I see no scenarios where physically sending our children to school will be safe until this pandemic is under control. If MSA will be requiring any kind of in-person learning, we will not participate. However, our children are new students to MSA and we would ask that our children's acceptances to the school be deferred until at least next year.

My younger child is immune deficient and has a congenital heart defect. Due to this, she is not attending school face to face until there is a viable vaccine for COVID 19. I can't send my MSA child to school either because of the risk of her bringing home germs to her compromised sister.

Keep everyone safe.

I know there's lots of concerns with students being back in school but I am willing to take the risk for her mental health. Distance learning was very challenging. I would also like sports to have practice. Running sports can be done outside and with social distancing. Thank you for all the planning you are doing. I trust that you will do the best you can to keep the students safe. I also wouldn't mind coming in and sanitizing-maybe a parent sign up for additional help with cleaning if needed. Thanks again for all of your hard work!!

I feel strongly that all in-person sports and extracurricular activities should be cancelled for the fall and possibly winter sessions. There is too high a risk of transmission to justify these non-essential activities.

Question 14 was poorly worded. I do feel that all students should have defined time for "instruction" each period. It's understandable that higher grade levels would have additional homework/work outside of class.

Still prefer distance learning for this year to ensure everyone's health. Thank you!

My decision to send my children to school hinges on infection control measures the school takes. I work in an emergency room with COVID pts. I'm actually more worried about COVID coming into my house from MSA than from my Emergency Department.

N/A

The questions in the survey seem to deal more with the time spent on schoolwork/homework. For me, the bigger concern isn't time, but rigor. During the spring distance learning, the kids felt like some of their homework was busywork (like filling out worksheets for things they already knew) in order to get the right amount of time working on a subject. I would like to see more introducing new concepts and ideas, rather than busywork that just takes time. I completely understand that this

was a situation that was thrown at teachers and it was difficult for them. But going in to the new year, it would be nice to keep in mind that time spent doesn't necessarily equate with quality of instruction and the quality of new ideas/concepts introduced. We do rely on the school computers for the kids' homework. Thank you for working on the school plan for the students.

If the students are doing distance learning I think it is reasonable for there to be mandatory face to face teaching whether by live or recorded instruction. Not all students are capable of reading, learning, and applying information. I also have concerns about the students sharing information with each other and not actually learning the material they are being tested on. I also think it's reasonable and important for there to be partner or group projects if possible. Students are used to be social with each other from a distance via their phones and need to learn to work together to prepare them for the real world.

Looking forward to see how we can handle school given all of the various concerns. We can do this together.

We have 4 school aged kids at home and a toddler. Distance learning is challenging from a technology perspective (Streaming capabilities and shared devices) and from an environment perspective (Noise and parent teaching of 4 kids is challenging). As far as transportation, we depend on busses to get our children to three different schools that start at about the same times every day. We'd be able to do drop offs and pick ups if the drop off window was big enough. On the mask front, as a health care provider, I see the benefit to students using them if they are used appropriately. Honestly, they are meant to be worn one time and washed or discarded afterwards. If that doesn't take place, wearing masks becomes a part of the problem (germ collector on the face) instead of a preventative. Also, how do kids eat lunch with masks? They will need to be taken off throughout the day. Also, my daughter has asthma and if the mask impacts her ability to breathe, I do not want her shamed for not wearing a mask. Likewise, students need to be able to see their teachers faces for effective learning. Could plexiglass booths be used in front of the class as a better barrier for teachers than a face mask? And then, if a covid case comes up, the teachers wouldn't have to quarantine which effectively shuts down in person learning for the whole school for 2 weeks?

It is inefficient and a waste of time. With district 833 throwing out grades in the spring, we learned that distance learning does not work on a long term basis. Kids need to be back in school to get a good education and to be challenged. Extra curricular activities are very important to a well rounded student and those can't be done through distance learning.

Classrooms and buses should operate at no more than half capacity. Children should maintain at least 6 feet apart or be partitioned with plexiglass

Please follow the science...if it's not safe for students & facility, then distance learning is a clear solution until we have a viable vaccine.

IEP GOALS AND HELP

My child does not like the idea of a hybrid model. He wants to distance learn. He thinks half online and half in school would be too difficult.

This survey was well written. Thanks for your work and concern for the health (academic, mental, and physical) of our children.

Transportation-my older child could drive my younger child if they were attending on the same days-if not, we would need a bus.

Would really prefer at least SOME in school learning, I feel my student would do so much better

My biggest concern is lack of social connectivity with other students- my daughter is really missing this and the sports, activities and clubs

Want to be considering the health and safety of the teachers and the school staff as well as of the students

I believe MSA is positioned well to deliver distance-learning curriculum to our kids. One suggestion for families who for whatever reason aren't able to effectively facilitate distance learning for their kids: could MSA families opt to form small groups or "tribes" where kids meet at someone's home and learn together? Host families provide responsible adult and fast internet connection for their group. Could rotate host homes if need be on some frequency.

My daughter has asthma and is at high risk. We would love for the virus to be more controlled to send them back but unfortunately the government can't seem to get their act together and we are in a very tough situation for the fall. I understand many parents want their kids back at school but I don't feel it's safe for my child to be exposed to the virus. Or any children. Or teachers.

Long term distance learning can not replace the value of in person live school.

Given our current situation with more new infections per day than we had during the school year, I do not see how we can justify sending children back to class. My son definitely under performed in distance learning and I really want him to have more social interactions with his peers, but as a state I feel we have failed to make the progress required to withstand the kind of spreading schools could bring. I would be open (and hope for) a situation where during the year we can transition from distance to hybrid or 100% in person, but I don't think we are where we need to be to start with either of those.

I am open to distance learning for my child as long as same amount of class times and school works are given

Having access to all tech no matter the time of the day, any options for the packets to be printed

Distance learning is the best option knowing that the second wave of COVID is on the raise and we still don't have vaccines.

Distance learning in the fall and reassess. Require mask for all and alternate school days to accommodate 50% capacity each day.

1. Can school coordinate students communication meetings, so that the kids can communicate with each other periodically? 2. Can school provide students contact information, so they may be

able to communicate individually? 3. If the school has not set it up already, can each teacher have a time blocked when the students can call in and talk directly with the teachers? Thank you for the survey!

Hybrid is preferable. Wearing mask should be a must.

I will not send my student back to school if required to wear masks.

Nothing

Kids and teachers safety should be considered first and foremost before any option is decided. As parents, we are very happy to support the school and community in any manner.

We are comfortable with 100% distance learning until COVID 19 cases stop growing. Try to incorporate some 1:1 check ins with teacher and synchronous learning opportunities for students.

None

Our biggest concern regarding in-person school while Covid-19 is not under control is the possibility of giving it to our child's grandmother, who is over 70 years old. We would likely have to limit or eliminate contact with her should there be in-person or hybrid learning this upcoming semester.

If MSA decides with the hybrid plan in the fall, if school can offer an option for parents to pick up kids during lunch time and send them back to school after lunch within a time frame will be great and safer. Also if there is a Specific time frame for all the MSA staffs to be online at once every single day so it is easier for kids to ask questions and get them answered quickly. Videos on specific lesson materials would be even better than virtual class if possible since students can move at a pace that fits them and create more flexible time for them to work.

Health and safety of our students and educators matter most. Reopening Schools without adequate safety precautions when the Pandemic numbers go higher everyday is not wise. Interconnected with students and teachers is the life of vulnerable family members! My kids had a good distance learning experience in spring. It would be great to have more virtual live classes.

Before vaccines is available, distance learning makes most sense to our small school. Teachers can go back to school teaching from classrooms, and kids can learn at home. The reason is even in a hybrid scenario, one confirmed case could easily tip over the whole school and we will have to go back to full e-learning. Keeping only teachers at school can reduce lots of concerns, eliminating the hassles of constant cleaning, policing the students regarding social distancing or masking, no need to arrange buses at all. So everyone can actually focus on teaching and learning. Schedule doesn't have to be so complicated either, it can be pretty straightforward. If school is allowed to let their outdoor sports go on, students can go back to practice and competitions if they choose so. After school activities are indeed where kids social, not so much in classrooms. But one thing about distance learning is we need the teacher and the students be in real time Zoom meetings for

all classes, so they could have almost real classroom experiences and can get their questions answered right away.

Partial opening and teacher availability when needed is must.

Answer options weren't worded well 1) I have ZERO concerns sending my child back to 100% live school 2) I will consider not sending my child back if a hybrid option is used * if private schools recognize the importance of live FT school and are figuring a way to do so, not sure why all schools can't 3) I would prefer students are not forced to wear masks all day. Students were more at risk of severe illness and/or death with the flu, and I don't recall students being forced to wear masks. So why would they be forced to wear them for something less threatening to their health? 4) The schools job is to academically prepare my children. Period. Everyone has "life issues" going on; teens working, transporting younger siblings or older family members, ETC. That's the family's responsibility to take care of the personal wellness of their family, not the schools. 5) Not sure why MSA is so opposed to synchronous learning. It's clear that has shown to be most effective. Kids need to be TAUGHT- not given homework or videos to watch. They need a teacher teaching them! Again, I'm highly opposed to distance or hybrid learning and will look for alternative options. But for those who don't have a choice, the importance of synchronous learning should be made a priority. **the academic, social, and emotional implications of not attending live school FT need to be considered. These innocent kids will have serious, long-term consequences in all those areas if leaders don't step up and put students first.

If the decision is distance learning I would like to see that the kids have classes with the teachers. At the end of last year it was a lot of self learning and many of the teachers didn't meet with students. They were available but not teaching, just sending assignments. I would like that the kids have a normal day virtually. That's mean having classes with teachers explaining the subjects.

#14 is poorly conceived &/or worded in multiple ways. The first answer option makes no sense: work should be consonant with grade level, so "older students will need more time to complete their higher level work" seems inherently inane to me. Taken as a whole, the question would be more sensible if the first option was simply "older students should be expected to spend more time on schoolwork." Also, while the question specifies distance learning, the answer options don't, so it isn't clear to the respondent how broadly her answer is going to be interpreted.

Each question should have a comment area. Some questions are hard to understand or don't provide adequate information. Requiring kids to wear masks all day is NOT going to work

Very concerned about return to school. I just cannot see how this can be done in a safe way. DL went well for us though I think my child missed seeing others at school (only said so when asked). Socialization would be good for him, so finding ways to make that happen would be a top change from last year. He said he didn't talk to one teacher one time the entire DL period and this didn't talk to one student either. If that can be corrected I think DL would be really great!

Students should to go back to school in person

It takes more time for students to understand a lesson from afar than when in face to face so that should be taken into consideration. I have concerns about students being required to be on a video conference "live" at a specific time, especially if they have more than one per day. If they do,

I would like it to be brief and allow work-time on their own. I would like leniency on the late work policy.

Have those that feel safer at home, stay at home and continue to elearn. Those that feel it is safe to return to school, attend in person M-F or M-Thurs.

I marked high school as 90 minutes (45-60 minutes class time and time for homework. I really hope for 100% in person or a hybrid model of school.

I would like to see the split learning scenario. I feel it would give the kids in class access to teachers for questions, but also allow for less exposure and risk of Covid spread

I think based on the current covid info, distances learning will be the best choice until covid cases go down to prevent transmission and the spread of the virus. I think, It is hard for children to adhere wearing face mask for long period of time, and washing their hands constantly.

It is important to have some structured class time online and a way for the kids to collaborate.

As long as Kids, teachers and everyone are safe in this pandemic, we are open to both distance learning or school or hybrid model. Thank you for all your efforts to make everyone feel comfortable. Appreciate it.

I know this is a tedious task that will need be implemented with wisdom. I will be praying that the administrators, teachers and students have a successful and safe school year. Thank you for the survey and allowing families to give feedback.

Thanks

Having students on campus 3 or 4 days weekly. Homework at home and submit online. Having students and staff wearing face masks.

As countless pediatricians and scientists have stated, there is little risk for school aged children from this virus, they are more likely to die from flu, thus they should be in school and not doing distance learning. Precautions should be taken for any of the teachers that fall into the more at-risk categories as necessary. For families that are multi-generational, they can take the precautions/steps they see fit for themselves.

I think is appropriate because we don't know how the virus is going to behave during flu season.

Such a difficult situation. But it is the one we are in. Have thought of homeschooling even but feel my children learn better by working in the same room as teachers AND peers. They have too many other distractions at home and as a middle school parent I have seen that neither of them can focus and prioritize. It's stressful as the parent not being kept in the loop with teachers, not knowing what is due and staying on top of them so that it gets done. MSA is the best. Truly top notch in education, if choosing between distance and risking them getting sick I am pretty positive they would rather take their chances then not be able to show their potential and not be able to graduate.

Based on stats and COVID research, there is no reason to have 100% remote classroom.

We feel that it is important to have some sort of in person learning for our child. A whole year of online learning would be detrimental to his emotional and social well-being which would be worse than the virus itself.

Better than synchronized may be online resources such as Kahn Academy and other videos where best teaching is available to all in the most professional way. Msa teachers could be Satellites who link to these better instructors frequently.

We are open to hybrid model if the school is adequately capable of providing safe environment for kids and teachers to interact, so that students have the opportunity to engage and socialize with teachers and classmates alike, for at least some part of the school week. Social interaction is paramount to the mental advancement of students and having at least a hybrid model will enable that.

We are in favor of distance learning and keeping children/teachers/staff safe.

I just think that students should have more face to face time with their teachers which will foster accountability. I also think that teachers should not require more than 45 minutes for middle school students and 60 minutes for high school students (maybe more for AP). It is important to recognize the major difference between in person and on line learning. It is much more difficult to stay engaged for a long period of distance learning.

We are and will continue to be flexible and shift gears, as needed, just as MSA has also done. Only concern with video calls is that bandwidth sometimes gets intermittent with multiple people in the same household using internet or even multiple other users dialing into a mtg. Often the solution has just been to turn off video, if needed. Thank you for encouraging our input!

Na

Distance learning will be difficult

I am a single parent and will have my 3 children in 3 different schools (Valley Crossing, MSA, and Woodbury Middle School), and I am concerned about coordinating everyone's schedules and childcare when distance learning with a hybrid plan.

If Covid is spread by aerosols, can we have windows open & classes outside when weather permits, or in larger rooms like the gym. Furnace fan with more air exchanges

Hybrid and distance learning is excessive for the risk level associated with COVID. Day cares and other areas for parents to drop off kids to work will cause Spikes in infractions much more than school. Mental health implications of distance learning or hybrid models far out way lower implication COVID issues. Let the kids go to school.

I think you should have asked if your child would be home alone during the day, and expected to manage the bulk of their distance learning on their own. Our answer would be yes; both parents work outside of the home. That's A LOT of alone time for a 14 year old boy, and an IEP needing

extra assistance for successful learning.

If MSA will lose teachers if in person, then I think distance learning is a better option than hiring under qualified teachers. I want to see the rigor of classes increase in hopes teachers can cover the majority of the material as last year it seemed like many areas were cut drastically.

our preference would definitely be for live classes as long as COVID situation is more stable ... I feel that for a 6 grader who doesn't know anybody in her grade, my daughter somewhat suffer if we only stick to online classes.

I feel EXTREMELY uncomfortable sending my students to in person school. We thought MSA did an excellent job with Distance Learning in the Spring and hope that we can stick with that michael until it is safer to gather in numbers.

Having instructional time via zoom seems important. I will not send back to school if masks are not required as it would put my job and childcare for siblings at risk. Mentoring across grade levels could also be an effective tool to promote 1:1 relationships and learning.

With this increasing tendency of new COVID-19 cases, if it is face-to-face, or hybrid, how MSA will maintain high level of quarantine? Will MSA have enough staffs to sanitizing the classroom including each desks and chairs? Or will it even be possible to be completed in 5 minutes or in-between class time? Distance learning is inevitable.

If back full time or hybrid what will passing time look like? If hybrid could they come two days per week with three days distance learning? Will their be temp checks? What happens if a teacher or student years positive?

I like the idea of the hybrid system, it that's even an option.

None

We are very hopeful you go 100% distance learning for the 2020-21 school year.

I prefer hybrid, mainly because my student needs more structure than what he was getting last year during distance learning. It is hard for us to monitor his schedule while working.

It would be beneficial if all teachers used the same method of communication for homework ie googleclassroom. Last year we had some using google classroom, some using teacher websites and it was a struggle. My student who normally does A/B work had grades ranging A-F and all of the classes that she struggled in, she was simply unaware of assignments. Once aware of them, she completed them easily. Thank you.

I have a lot of confidence in MSA's ability to distance learn. I truly believe the in class experience is best. I think knowing MSA had to do this last year and knowing that there are no snow days gives me confidence that no matter the scenario Joe will be in an excellent learning environment.

We will follow what the school decides but we think it would make the most sense to do at least the first semester as 100% distance learning for several reasons: 1) we worry about risking the

health of the teachers and the staff, as well as that of our asthmatic child; 2) a resurgence of cases in the fall might cause school systems to shut down statewide anyway; and 3) necessary hypervigilance will result in significant absences even without actual coronavirus - every cough, snuffle and fever is going to have kids home for days if not weeks in the absence of speedy testing. For these reasons we think it is best that MSA commit to distance learning for the near future but - as we said - we will go along with whatever is decided.

While I and my kids prefer regular in class learning, I'm willing to defer to the school and MDE's guidance on data driven and evidenced based safe reopening strategies that ensures the safety and well being of MSA students and teachers.

We would like to have mandatory one on one time with each teacher twice a week for learning reflections. _____ is an un-diagnosed autistic child and is not comfortable asking questions when she doesn't understand things.

I love the idea of Distance Learning for my daughter. There needs to be breaks during the class so the students can stand stretch, use restroom or get a drink. Even if the breaks are at the beginning or end of class.

100% distance learning with live virtual lectures/classes until effective vaccine. Only have those children identified with a social/emotional/safety/learning need return to campus. Mandatory video conference check ins with teachers weekly to maintain connection and accountability and help teachers physically eye ball students to identify struggles and needs. We have a desktop and a couple iPads at home but with all of our children distance learning 2 of our 3 MSA kids would Need chrome books still.

Our biggest issue is monitoring our child during distance learning. Both parents work full time. Our child will not stay on task without an adult seated close by.

We will not send our child if masks are a requirement

Safety is my main concern.

If distance learning continues what will be the status of extra curricular activities

Are the students being surveyed as well? I think their opinion is necessary.

Thank you for your hard work in this tough situation.

I would prefer for her to be in school everyday like usual. This is her first year there so she doesn't know anyone or any of the teachers so I think it would be to easy to fall behind and not do as well being at home learning!

In my opinion, MSA teachers have done excellent job teaching in the last spring even without much planning. This time with all the planning, I am very confident that they will do much better job. So I prefer that MSA stay virtual until we have a working vaccine for general public.

I would much prefer doing distance learning for longer than absolutely necessary than returning to

in person school too soon and endangering the health and lives of others.

The fall and winter are going to be extremely bad for Covid. We now know kids can get and spread it and the complications can be deadly. We need to keep them home or at least give an option for 100% distance for those who want it. And when we do, we need to be less focused on their academic progress and more on their mental wellbeing. They can catch up when a vaccine is available. Right now we just need to get through this.

I have complete confidence in the MSA staff to do a great job if we are distance learning (or hybrid) so I have no concerns about my child's progress should MSA start with distance learning, which given the amount of cases right now, is what I am most comfortable doing. I would just like "live" time with teachers and other students so my new 6th grader can get to know her class.

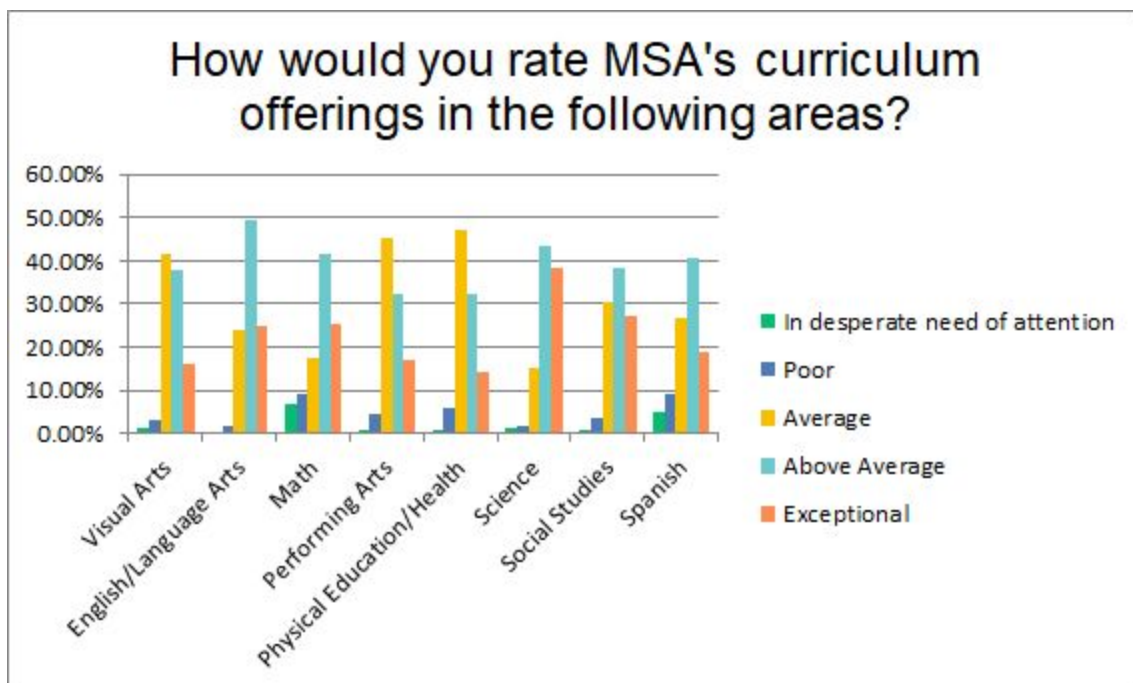
I would need my student to have distance learning because we have a high risk family member. I would be ok with small groups of students gathering for class reviews or homework

End of School Year 2019-2020 Survey

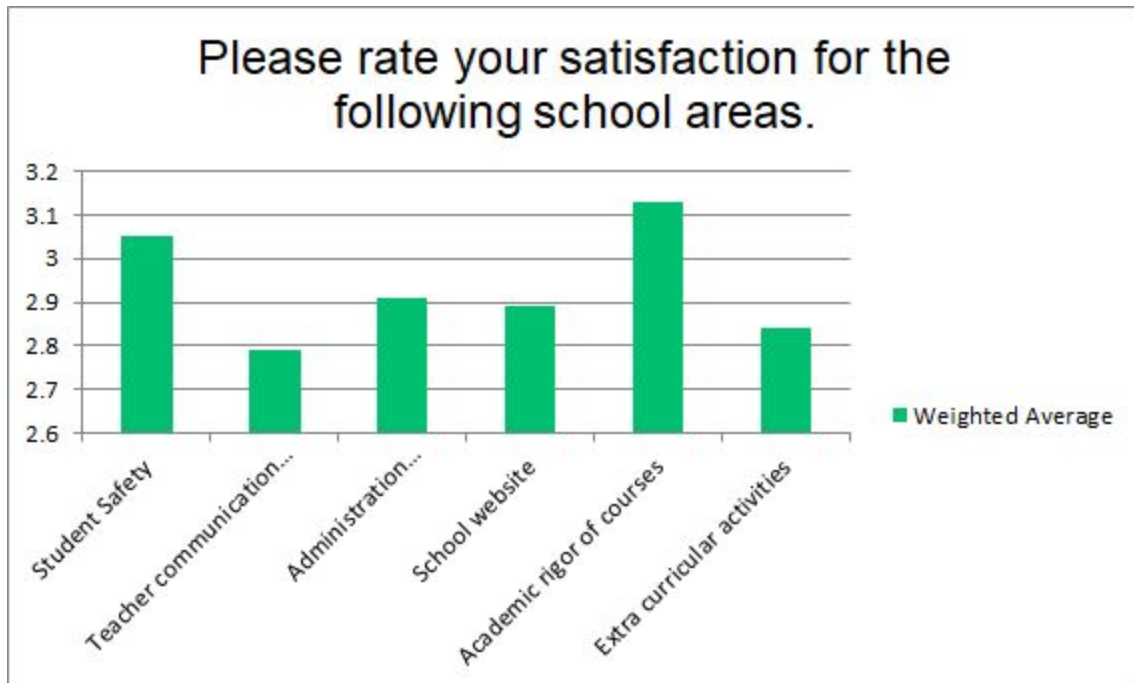
June 2020

(171 responses with 98 completed surveys total.)

How would you rate MSA's curriculum offerings in the following areas?



Please rate your satisfaction for the following school areas.

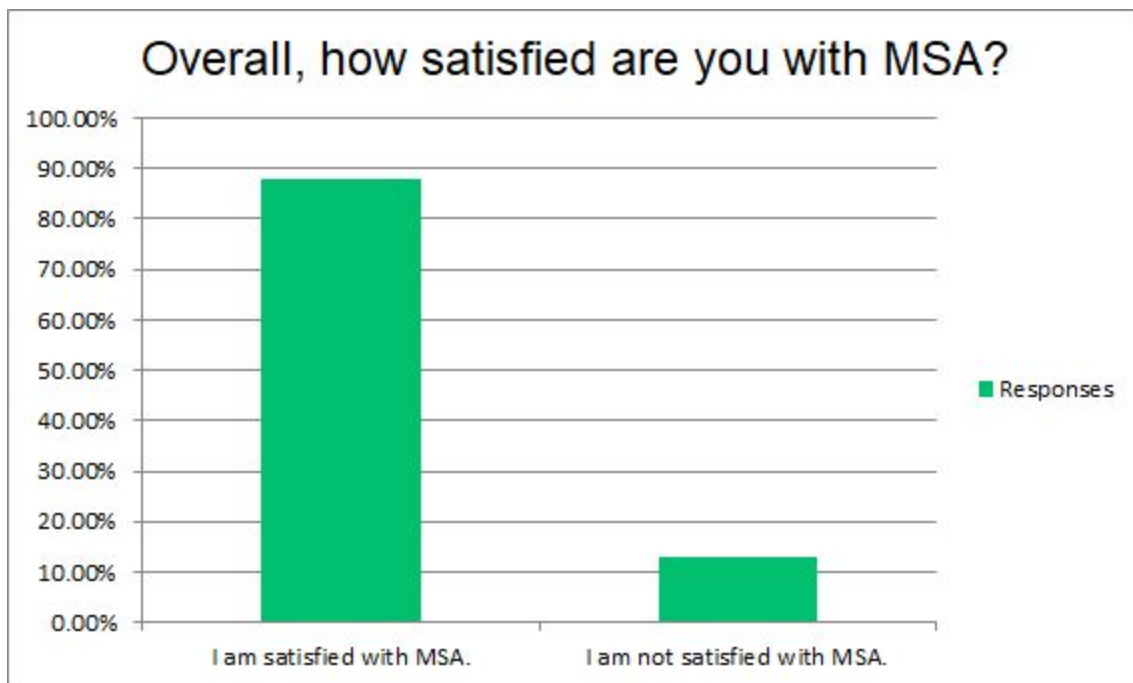


	Total	Weighted Average
Student Safety	141	3.05
Teacher communication with parents	141	2.79
Administration communication with parents	139	2.91
School website	139	2.89
Academic rigor of courses	139	3.13
Extra curricular activities	138	2.84
Answered	141	
Skipped	30	

**On average, how often do you communicate with school personnel
(teachers or support staff) ?**

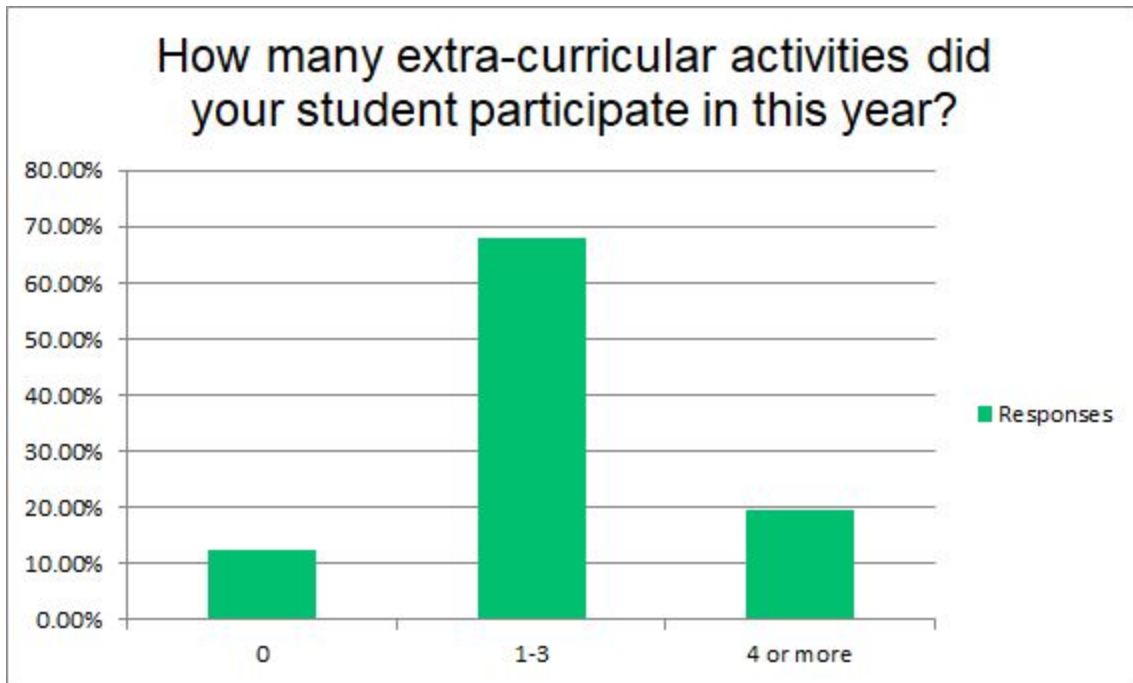
<u>Frequency</u>	<u>% of Responses</u>	<u>Number of Responses</u>
0 times per month	21.85%	26
1-5 times per month (weekly)	54.62%	65
6-15 times per monthly (biweekly)	10.92%	13
15 - 30 times per month (daily)	7.56%	9
more than 30 times a month (more than once a day)	5.04%	6
Answered 119		Skipped 52

Overall, how satisfied are you with MSA?



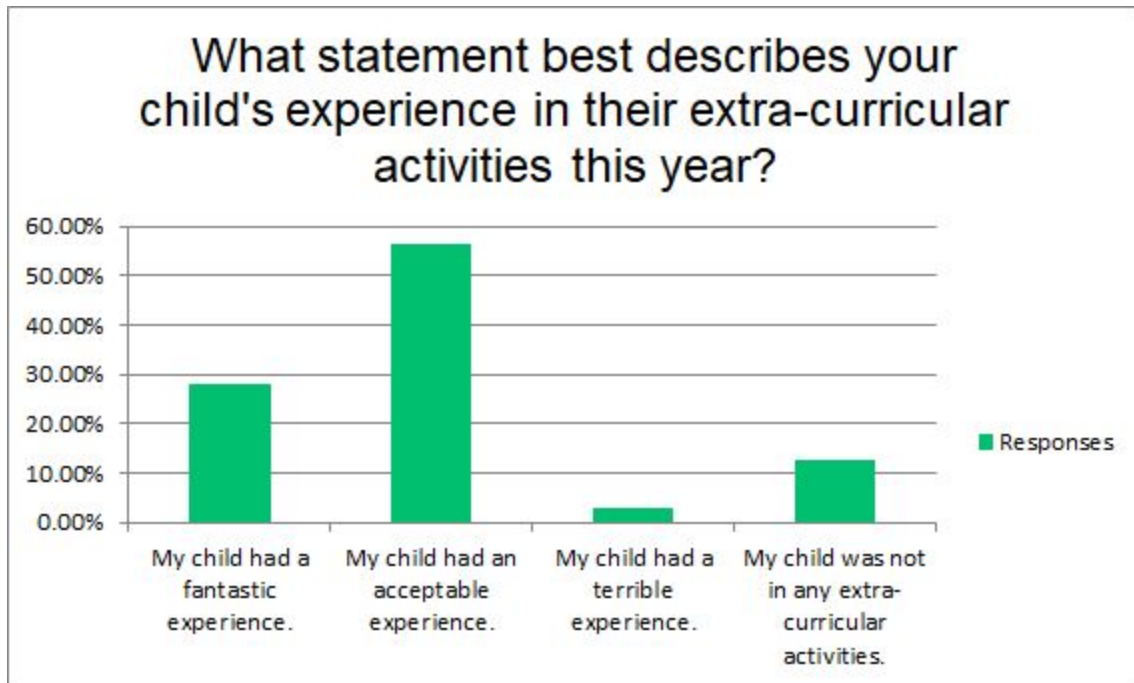
Answer Choices	Responses
I am satisfied with MSA.	87.83% 101
I am not satisfied with MSA.	13.04% 15
	Answered 115
	Skipped 56

How many extra-curricular activities did your student participate in this year?



Answer Choices	Responses	Count
0	12.37%	12
1-3	68.04%	66
4 or more	19.59%	19
	Answered	97
	Skipped	74

What statement best describes your child's experience in their extra-curricular activities this year?



Answer Choices

My child had a fantastic experience.

My child had an acceptable experience.

My child had a terrible experience.

My child was not in any extra-curricular activities.

Responses

28.13% 27

56.25% 54

3.13% 3

12.50% 12

Answered 96

Skipped 75

Assistant Director (Activities) Update

The month of July has been a busy month as we prepare for the 20/21 school year. Here are the main things that I have been working on:

- Led the Operational and Logistics Planning Group
- Participated in the Teaching and Learning Planning Group
- Participated in Social Emotional Learning Group
- Participated in the Back to School Planning Group
- Working on Student Support Process with others
- Preparing for Fall MSHSL activities
- Clean up from Spring MSHSL activities
- Working with High School Office Manager on updating MSA website
- Small group communication committee meeting

Assistant Director (Middle School) Update

This is a list of the main work I have completed in July in preparation for the 2020-2021 school year.

- Lead the Equity and Family Needs group for fall planning
- Participated in the Social/Emotional needs planning group
- Participated in the Operational and Logistics planning group
- Updated the Student Support Process with others as needed
- Worked with MSA maintenance contractor to facilitate repairs in building A
- Participated in webinar with MDE for internet access support information
- Met with MSA's PBIS coach to begin planning for the fall
- Began summer newsletter
- Met with SPED department chairperson to discuss needs for incoming students
- Attended July Academic Committee Meeting
- Met with locksmith company to discuss accessibility to buildings A and B
- Supported teachers as requested or needed

High School Counselor Update

- Continued to assist students in planning, registering and scheduling for PSEO.
- Continued to meet with students to provide mental health support, academic support and college/career counseling.
- Participating in Xello training and working to prepare Xello for the 20-21 school year.
- Competing graduation checks

- Scheduling PSEO courses in skyward when PSEO schedules are received.
- Assisted in planning groups for the fall planning guide.
- Worked on planning and preparing advisory lessons for the 20-21 school year.
- Continued to work on updating and preparing the counseling webpage for the 20-21 school year.
- Created the school profile for the 20-21 school year.

Middle School Counselor Update

This month I have been working on attending planning meetings to set up our school and students with the best case scenario for when we return back to school. I have also been doing some research on how to best serve our students with their mental health and well being while they are navigating their worries about COVID-19. I have also spent some time thinking about testing and how that might look this year so I have a head start.

Academics Agenda

July 13, 2020

10:00 A.M. - 12:00 P.M.

Google Meet link:

meet.google.com/bsk-dmxr-zmp

Members: Michelle Kurkoski, Maggie Burggraaff, Tom Johnston, Joell Pundsack, Emily Graveen, Cheri Howe, Hannah Kostichka, Noah Langseth, Teresa Ward, Kirstin Knutson, Tara Richert, Noelle Haland, Kassie Larson, Wendell Sletten, John Gawarecki, Jennifer Heydt-Nelson, Angie Haverland, Rob Krueger, Jennifer Bartle

1. Recording notes (Maggie still willing or do we select a new volunteer?)
Maggie will still take notes moving forward.
2. WBWF Updates (Tom) 3 minutes
No update. This fall will be interesting in determining what comes from MDE as these are based on MCA scores, which weren't taken Spring 2020. We will still need a plan, but will need different data. We will know more when MDE makes decisions.
3. Placement Exams Update (Noah and Kassie) 3 minutes
Math - Most of the 6th graders have been tested for math. Continuing to meet and schedule times as needed.
Kassie - Only two placements tests have been given, only two more need to be scheduled.
Noah says one good thing to note for math, students are testing lower than they normally do, and while there has been a downward trend in general, with distance learning this was expected. Hopeful this is a one year thing. Ideally students will be placed where they are successful.
Is this affecting scheduling?
Joell says it does affect the schedule. MS Math I and II are being put into additional sections. It does impact the schedule. However, this might be changing anyway based on decisions yet to come from MDE.
4. Recruiting Diverse Staff Update (John) 2 minutes
Two teaching positions (choir and special education for high needs students) and two coaching positions are open. This group has not met yet this summer.
We have attracted more diversity in our applications.
The idea was to have small committees to do interviewing. There were people interested, but unfortunately their timeline did not match up with interviewing for the Spanish position.
5. MSA Tours Update (John, Tom, Shannon) 3 minutes
Virtual tours are being filmed. Tom recorded his voice over. Justin says it will be online by Wednesday. Regardless of what happens in the fall, we will only be offering virtual tours.
6. Orientation Update (John, Tom, Shannon) 3 minutes
No update for 6th grade at this time.

No update for 9th grade at this time.

Waiting to see what MDE recommends will drive these decisions.

7. Supplemental Online Learning Update (Emily) 3 minutes

Not much is happening on this front. If students are taking these courses to meet a graduation requirement, this may be free. Emily is looking into this once students who are taking these courses over the summer make decisions.

Not many students are currently seeking this out. Decisions are made case by case.

8. Changing to One Platform Update (John) 5 minutes

Justin and John have not been able to meet yet. They are hoping to discuss this today. Communications to the staff will be sent out later regarding preferred/mandatory platforms or LMS (Learning Management Systems).

Make sure the explanation is clear when sending this information to the staff about platform versus education sites.

9. Enrollment update (Joell) 3 minutes

We are still enrolling students.

2 openings in 6th grade

4 openings in 9th grade

2 openings in 12th grade

- One student may be interested, not sure if the student is on track to graduate at this time

Do we still take students after 10th grade?

We need to fill the BOD capacity. 60 for 12th. Currently we have 58. Joell's responsibility is to fill the spots.

We have been at capacity for the past few years. After school begins, no new students in grades 9-12 will be allowed, 6-8 are still open.

Legally we need to allow enrollment in all grades for capacity. The BOD can always change the capacity when needed. This could appear to look exclusionary if adjusted during the year, unless this is adjusted to fix financial needs. We need to fill spots since we are not in session.

Adding high school students in the middle of the year has not worked out well, so that is why the decision that was made.

In the upper HS classes, if we have been low, we have added exchange students as a possibility as well.

Are we adding a senior? Unless the BOD has a measure to cap it for a year or two.

Joell follows the BOD capacity that was approved in January.

We have no other 12th graders on the waitlist right now.

10. Scheduling update (Joell) 5 minutes

In person scheduling was being worked on until last Thursday. That schedule was put together last January. These classes had to be moved to work with the current scheduling.

We still need to fill the schedule for 6th. More sections may need to be made. This throws other classes off with balance.

6-7 grade scheduling is challenging. This year was extra challenging.

Joell has halted this due to the hybrid schedule decisions.

11. Math Curriculum changes updates (Noah) 5 minutes

a. How will it be adjusted for distance learning?

There is a difference, but this is not a gigantic change from what has been done in the past.

The same thing that other schools are needing to do with math curriculum are being done. Trainings are being planned and scheduled for distance learning to help determine what is best for our students' success. We still need to wait and see what will be happening moving forward. Hybrid curriculum looks different from distance learning curriculum.

b. Why have parents and students not received communication before receiving a schedule with the changed course(s)?

An email has been drafted and is being edited and reviewed by administration and the math department.

c. Have course names been changed to have Math in the name? (ex: Integrated Math 1)

The course names were not given to Joell after the June BOD meeting. Soon, they will get these to her to make the changes so that it will become a part of the vernacular.

Joell will adjust the names to add "math" to the course titles.

This will help parents understand the course is still a math course. Academic agreements and the course guide should be updated as well.

For now, it will just be changed on Skyward. Later, the agreements and guide can be adjusted. Tom has offered to help update the agreements.

d. How have the numbers been kept down in other electives? For example, BOD discussion included Mike F. study skills classes not being overwhelmed because those in math skills were now added to study skills, and that there may need to be sections of study skills added that Caitlin teaches to compensate.

Math numbers would still be skewed regardless of the curriculum changes. If the curriculum hadn't changed, numbers would be thrown off anyway based on how students have been testing in math entrance tests. We can only guess prior to the students enrolling and being tested, what the math schedule will look like.

Some adjustments will be needed for high school classes as well.

This makes balancing the schedule difficult. Some courses have 5 options for 6th grade courses to help balance the schedule, for example Spanish 6.

Mike F. will have all 88 6th grade students for study skills this year as well as all 88 6th graders in English classes.

Every other day he will see these students.

In the past he had 10-15 students below this number in study skills because of band and math skills courses. These will not be alternating with study skills this year.

- Is this considered an overload for him?
- Is adding sections an option?
- Has he been checked in with to discuss these numbers?

Because he sees these 88 students twice and teaching all 6th grade all day is already a challenge, he should be talked to about these changes so he understands where these decisions are coming from.

12. Planning for Next Year Update (John) 20 minutes

- a. Where is the planning at right now? Calendar for completion and posting to MSA website?
- b. Should enrollment be a concern if we don't follow what other districts are doing?
- c. Review results of parent survey
- d. Review results of student survey
- e. Review results of teacher survey
- f. When will the draft plan be sent to teachers for input/questions/concerns?
- g. What about rigor for next year and how it balances with our mission and vision?

We have been directed to plan for three different scenarios as we plan for 20-21 school year. When the Governor, MDE, and MDH make an announcement, currently scheduled for the last week of July, we will be able to move forward with one of the three plans.

Regardless of which plan MSA moves forward with, there is a consensus to minimize confusion and to go to a full block schedule no matter what scenario is put into place. That way if changes need to be made with a scenario (ie: going from Hybrid to Full Contact to Distance Learning and any combination of that), students will still follow the same schedule. This will minimize confusion and maximize the instruction for the teachers as far as planning goes. This full block schedule will be teaching odd/even days. No matter what, students will have classes everyday.

When distance learning took place spring 2020, the block schedule was favorable. However, many students have expressed an interest in synchronous courses, rather than asynchronous.

Joell will share a schedule at tomorrow's Teaching and Learning meeting (7/14/20 at 11:00 A.M.).

John thinks the Governor will put these decisions on local districts to decide.

- What is right for MSA?

There is a lot of concern about what 833 will implement.

- Will we lose students if we are using Distance Learning and they use Hybrid (or vice versa)?

Possibly.

The survey results are leaning toward Distance Learning.

So far, if we had the right health mitigations in place, parents would like to have kids back in school.

However, a number of the staff is uncomfortable coming back if we are in person. 60% are willing to return to work. 40% of teachers are unwilling or unsure of coming back if we are in person.

If there are not enough staff members on campus, we could not allow students back.

- Is the staff member who does not want to be in person replaced?

Some schools think that is what they would do; John is not comfortable doing

that. He thinks there is a better alternative. Staff members who are not willing to come back make this a legitimate reason to look at Distance Learning. For MSA, coming back in person raises numerous possible issues that could force Distance Learning anyway.

- If a staff member does contract COVID or is ill and needs to wait for testing, what does MSA do in the meantime?

We'd need to shift into Distance Learning anyway. It is unlikely there will be enough willing substitutes to fill MSA's needs.

We are really waiting for MDH guidelines to provide a threshold for determining what numbers of COVID cases would require a school to revert to Distance Learning.

As a school you are allowed to be in a more restrictive environment than a less restrictive environment. We cannot ensure who is and who isn't a carrier of COVID. This is John's biggest concern if safety is the priority.

The safety of everyone is what is paramount until we can ensure the safety of 99.9% of everyone on campus.

- For parents who want to send kids to inperson school and we offer distance learning, will parents leave the school?

It is a possibility, as is the reverse. We may attract students/families who are looking for distance learning options.

If a Hybrid schedule is implemented, the block schedule allows us to keep cohorts smaller. This keeps the number of students to a minimum in the building. This makes for less passing time in hallways. This will allow for the least amount of issues to pop up.

The staff will have the most exposure to COVID. Another issue is lunch schedules. Even with a hybrid schedule, the lunch rooms may not be an option.

Some districts will have teachers travel, not students. This is not very viable at MSA, though it is an idea.

One of the challenges with a hybrid schedule is that we do not have a true gage of what this will look like right now.

Staff will have used all, if not more than they are allotted, of their PTO if they contract COVID. You will go from things working great to being in crisis mode. There are significant impacts that could occur.

- How do you find subs? Workers comp? Sick time?
- Can staff choose between being at home or on campus? Can there be a combination?

The problem is that there will be students who do not have a place to go during that course.

- Who would supervise them?

Legally we need to have someone supervising students even if a teacher decides to stay home and teach.

Our budget has very little wiggle room to add staff to do this.
This could add to classroom management issues.

- What about bussing? How will a hybrid thing work with this?
If 833 does distance learning, we must do distance learning. If they have bussing, we can probably do a hybrid scenario.
- How do we check the students before they get on the bus?
This is out of our hands and will be dictated by 833.
- Can we require parents to drive their students to school?
This becomes an equity issue, so it cannot be required.

The Governor and Commissioner want education to be equitable. We have traditional school districts; we will compete with their model. We may lose or add people depending on family decisions. This is difficult to plan for. This is a decision for MSA to make once more information is provided by the state. But, if you don't have a staff, you won't have a school. If there isn't a work force a school won't work.

- Has there been communication about this with families?
Not yet. You cannot replace staff at this point in time, and this is a terrible way to handle the situation. If we are going distance learning, what is your preference in this framework.

- Have teachers been working on distance learning curriculum?
John will reach out to teachers via email to encourage them to begin planning for this. Something should be sent out today about planning for distance learning because some people need to be told they need to start to do that. The idea was that teachers should begin planning for online learning over the summer, as this can be changed to in person easier. Teachers are waiting for the plan.
Remember, many staff members may be able to work on curriculum in the summer, but that is not true for all staff members. Our staff are not paid the same as in larger districts, so many of them have summer jobs. We do not have extra money to provide them for this planning. Our budget is tight.

Some classes will need to be adjusted if classes are distance learning.

If there is a course that cannot be done online, teachers need to communicate with John and Joell about what that course will be.

Send out information that we will be moving to a block schedule no matter what. Include the reasons why this block schedule will be utilized this year: keeps rigor, minutes of instruction, follows the mission and vision.

13. Changing Electives for next year because of possible distance learning update (5 minutes)

Updates need to be sent by 17th of July to John/Joell.

- Can there be a blanket statement at the front of the course guide regarding the pandemic?

This can be about while this is not ideal/normal, it takes into consideration what could happen. We need to explain how we offer a safe and rigorous environment for our students and staff. We should focus on what we can do and develop so our distance learning plan is still viable. The safety issues are real. This needs to be communicated with families about why the staff feels this way. We need a cohesive plan moving forward. This is not a short term issue. This is something we need to show meets the needs of our students the best.

- Can professional development (PD) be added with the specific goal of supporting online teaching?
- How are we making sure staff feels supported in maintaining the rigor of the school?

It is imperative we have PD prior to the school year to support students with distance learning to offer our families with a quality education. But the planned PD for the school is also important, and it should not be pushed aside. It focuses on microaggressions and racism.

It would be good to focus on the distance plan.

- Can enrichment classes be winnowed down?

There are a few ideas floating around. Some districts are reducing enrichments. Some are making enrichments P/F. Some are deleting enrichments.

- Could teachers be partnered up to help with supporting teachers in Core courses?

HS electives are different from MS enrichments. 9-12 need to be different than 6-8.

- Could 6-8 faculty help with the overloaded core curriculum courses?

Enrichment courses can be a way to change activities and give students a mental shift, which is good.

Cutting enrichment could be detrimental to MS student mental health. These courses are at a different pace and are a way students get to be creative or work differently. This allows for trying different things.

- Is P/F an option?

This goes back to a rigor issue. The grades are more important for HS. For Band and Choir it would not be ideal, but for other courses it might work.

Letting kids choose P/F is an equity issue.

- If we are implementing Distance Learning, can we have scheduled planning days for staff/teachers? Can it be an e-learning day?
- How many students can we lose before it becomes an issue? Is there wiggle room for this?

If we lose students, we will need to cut staff. Losing one student puts us in a deficit.

- Engineering
astronomy
- Taste of Science
Name stays, curriculum changes

- c. MS Art (3 courses)
?
- d. HS Art (7 courses)
Some units will need to be changed; ceramics would need to be handbuilding instead
- e. Performing Arts (9 courses)
N/A
- f. MS English Language Arts (3 courses)
Speech - poetry
- g. HS English Language Arts (4 courses)
Speech - ?
- h. HS Social Studies (3 courses)
N/A
- i. From Last Meeting Notes - Other districts are suggesting not offering enrichment courses so students have time to focus on core courses. Should some of these courses be removed?
We need to do what is best for MSA and MSA students.
- j. Have teachers been given some direction about whether they can make changes for courses moving forward and how much they can change? Have the students been updated as to the changes?
Staff needs to be aware of this. Students need to be notified as well.
- k. Deadlines for changes? Placement?
Students/families have not been notified of these changes yet. For MS it is not a big issue because they are placed in courses.
Schedules cannot be accessed by families/students at this time on Skyward.

HS Speech students need to be notified ASAP about what the course will be changed to. These decisions should be made now.
It takes time to schedule students so lets get things done as quickly as possible. Maggie will connect with Joell today.

Emily is willing to send out emails to students regarding course changes for HS courses.

PE is essential for kids at this time. Block schedule will be a benefit. Aaron and Tara will meet and go through what will work for their courses.

- What subscriptions and tech will we have in the fall? What is available that we can work with?

This should be communicated to teachers soon.

Because of what needs to be loaded on their computers, Justin needs this information as soon as possible.

Michelle will be offering tech help for the staff moving forward.

14. Merit Promotion Procedure and Electives (Tom) 10 minutes

- a. Students who fail Middle School electives (not needing repeat). What do we categorize as electives and core?

Grade agreement says students must pass the class.

The confusion came from a student who failed Art 8. This student did not need to repeat Art 8 according to the Art Department. A core course is different from an enrichment course.

MS students only choose Band, other courses are assigned.

Departments are fine with enrichments moving on. Health does have a concern about students not putting forth effort.

Core courses must be passed. We need to agree that this is only for the MS enrichment courses. A core course is math, English, Spanish, science, or social studies.

This can be remedied in course descriptions by including prerequisites for HS courses. This could be inequitable in regards to transfer students.

Scheduling is a factor in this decision. Our schedule does not offer flexibility with this issue as students move on to the next grade if they fail an enrichment course. Would changing from an every other day schedule work as semester long for some courses? PE/Health should be an exception to this because this should be elongated throughout the year. Some teachers do not want students back who fail an enrichment course. HS courses can ask for prerequisites. Michelle will ask the staff what their thoughts/opinions are moving forward on this issue.

Potentially we should consider staying as a block schedule moving forward.

This helps with other issues that could arise moving toward the future.

- b. Review academic agreements, what needs to be repeated? What needs to be changed?

This may need to be changed in the wording of the academic agreement.

Once survey results are received, this will be decided.

- c. Continuing Questions: Who are the students who aren't moving on and why? What can we address here? How can we help and what changes can we make to help them?

Next Meeting: Will be August 10 (time?)

10:00 A.M. - 12:00 P.M.

Michelle would like to have this meeting on GoogleMeet.

2019-20
 FD T ORG PRG CRS FIN OBJ FYTD Activity

Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
01 R 005 000 265 000 096 096	06/30/20	CR	19-50194	77,229.01	1	Mightycause- Annual Fund - \$20 Boudjouk, \$160 Anonymous, \$50 Nye		06/26/20	273		-230.10
06/30/20	CR	19-50194			3	Ecolab - Yourcause - Annual Fund - \$100 Ellingson \$50 Employer		06/26/20	275		-150.00
06/30/20	CR	19-50194			5	CAF America - 3M - Annual Fund - Matching		06/26/20	277		-40.75
06/30/20	CR	19-50194			6	CAF America - 3M - Annual Fund - Employee		06/26/20	278		-40.75
06/30/20	CR	19-50194			9	Best Buy - Annual Fund - \$40 Anonymous \$12 Employer		06/26/20	281		-52.00
06/30/20	CR	19-50194			14	3M Donation - Annual Fund June		06/26/20	286		-2,000.00
						*01 R 005 000 265 000 096					-2,513.60
						*Cash Receipts					-2,513.60
01 R 010 298 413 000 096 096	06/30/20	CR	19-50194	15,364.00	16	3M Donation - FRC Robotics June		06/26/20	286		-1,500.00
						*01 R 010 298 413 000 096					-1,500.00
						*Cash Receipts					-1,500.00
01 R 010 298 419 000 096 096	06/30/20	CR	19-50194	500.00	15	3M Donation - Nordic June		06/26/20	286		-500.00
						*01 R 010 298 419 000 096					-500.00
						*Cash Receipts					-500.00
01 R 010 298 443 000 096 096	06/30/20	CR	19-50194	3,179.00	17	3M Donation - FTC First Tech June		06/26/20	286		-500.00
						*01 R 010 298 443 000 096					-500.00
						*Cash Receipts					-500.00
01 R 010 298 445 000 096 096	06/30/20	CR	19-50194	5.50	12	Markell Anderson - GSA - Amount over Grant		06/26/20	284		-5.50

2019-20
 FD T ORG PRG CRS FIN OBJ FYTD Activity

01 R 010 298 445 000 096 (continued)

Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
						June					-5.50
						*01 R 010 298 445 000 096					-5.50
						*Cash Receipts					-5.50
01 R 010 298 460 000 096	CR		19-50194	24.09	13	Optima Solutions - 460 Africa Club Donation		06/26/20	285		-24.09
						June					-24.09
						*01 R 010 298 460 000 096					-24.09
						*Cash Receipts					-24.09

Grand Revenue Totals 96,301.60

Total for Cash Receipts -5,043.19
 Grand Total -5,043.19

Number of Accounts: 6

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

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

Math and Science Academy

Adopted: November 6, 2003

Revised: December 7, 2006

Revised: February 3, 2011

Revised: October 16, 2017

Revised: July 20, 2020

414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

[Note: This policy reflects the mandatory law regarding reporting of maltreatment of minors and is not discretionary in nature.]

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of Math and Science Academy (MSA) school personnel to report suspected child neglect or physical or sexual abuse.

II. GENERAL STATEMENT OF POLICY

- A.** It is the policy of MSA to fully comply with Minn. Statute requiring school personnel to report suspected child neglect or physical or sexual abuse.
- B.** It shall be a violation of this policy for any MSA personnel to fail to immediately report instances of child neglect, or physical or sexual abuse when the MSA personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

III. DEFINITIONS

- A.** “Accidental” means a sudden, not reasonably foreseeable, and unexpected occurrence or event which:
 - 1. is not likely to occur and could not have been prevented by exercise of due care; and
 - 2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.
- B.** “Child” means one under age 18 and, for purposes of Minn. Stat. Ch. 260C (Child Protection) and Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment),

includes an individual under age 21 who is in foster care pursuant to Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18).

- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “Mandated Reporter” means any MSA personnel who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three years.
- E. “Neglect” means the commission or omission of any of the acts specified below, other than by accidental means:
1. failure by a person responsible for a child’s care to supply a child with necessary food, clothing, shelter, health care, medical care, or other care required for the child’s physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
 2. failure to protect a child from conditions or actions that seriously endanger the child’s physical or mental health when reasonably able to do so;
 3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors such as the child’s age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for his or her own basic needs or safety or the basic needs or safety of another child in his or her care;
 4. failure to ensure that a child is educated in accordance with state law, which does not include a parent’s refusal to provide his or her child with sympathomimetic medications;
 5. prenatal exposure to a controlled substance used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child’s birth, or medical effects or developmental delays during the child’s first year of life that medically indicate prenatal exposure to a controlled substance or the presence of a fetal alcohol spectrum disorder;
 6. medical neglect as defined by Minn. Stat.
 7. chronic and severe use of alcohol or a controlled substance by a parent or person responsible for the care of the child that adversely affects the child’s basic needs and safety; or
 8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child’s behavior, emotional response, or cognition that is not within the normal range for the child’s age and stage of development, with due regard to the child’s culture.

Neglect does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child's care in good faith has selected and depended on those means for treatment or care of disease, except where the lack of medical care may cause serious danger to the child's health.

- F.** "Nonmaltreatment mistake" means: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minn. Rules Ch. 9503.
- G.** "Physical Abuse" means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child's care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Statute.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian which does not result in an injury. Abuse does not include the use of reasonable force by a teacher, director, or MSA employee as allowed by Minn. Statute

Actions which are not reasonable and moderate include, but are not limited to, any of the following that are done in anger or without regard to the safety of the child: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Statute; (7) striking a child under age one on the face or head; (8) striking a child who is at least age one but under age four on the face or head, which results in an injury; (9) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (10) unreasonable physical confinement or restraint not permitted under Minn. Statute including, but not limited to, tying, caging, or chaining; or (11) in an

MSA facility or MSA zone, an act by a person responsible for the child's care that is a violation under Minn. Statute.

- H. "Report" means any communication received by the local welfare agency, police department, county sheriff, or agency responsible for child protection pursuant to this section that describes neglect or physical or sexual abuse of a child and contains sufficient content to identify the child and any person believed to be responsible for the neglect or abuse, if known.
- I. "School Personnel" means professional employee or professional's delegate of MSA who provides health, educational, social, or psychological, law enforcement or child care services.
- J. "Sexual Abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Statute), or by a person in a current or recent position of authority (as defined in Minn. Statute) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration ~~as well as~~ sexual contact, solicitation of children to engage in sexual conduct, and communication of sexually explicit materials to children. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation which requires registration under Minn. Stat. § 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders).
- K. "Mental Injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.
- L. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, MSA Director, other school employees or agents, MSA staff or faculty, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.
- M. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has

subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

IV. REPORTING PROCEDURES

- A.** A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years to the local welfare agency, police department, county sheriff, tribal social services, or tribal police department. The reporter will include his or her name and address in the report.
- B.** If the immediate report has been made orally, by telephone or otherwise, the oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assisting or investigating maltreatment. The written report shall identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect and the name and address of the reporter.
- C.** Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred ~~and~~ that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.
- D.** A mandated reporter who knows or has reason to know of the deprivation of parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.
- E.** With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.
- F.** A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.

- G. Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school.
- H. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, and the reckless making of a false report may result in discipline. The court may also award attorney's fees.

[Note: The Minnesota Department of Education (MDE) is responsible for assessing or investigating allegations of child maltreatment in schools. Although a report may be made to any of the agencies listed in Section IV. A., above, and there is no requirement to file more than one report, if the initial report is not made to MDE, it would be helpful to MDE if schools also report to MDE.]

V. INVESTIGATION

- A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The agency responsible for assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged perpetrator, and any other person with knowledge of the abuse or neglect for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at MSA. The interview may take place outside the presence of an MSA school official. The investigating agency, not MSA, is responsible for either notifying or withholding notification of the interview to the parent, guardian or person responsible for the child's care. MSA officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.
- B. When the investigating agency determines that an interview should take place on MSA property, written notification of intent to interview the child on MSA property will be received by MSA officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.
- C. Except where the alleged perpetrator is believed to be an MSA official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of MSA officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by MSA officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between MSA officials and the

local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or MSA employees when an interview is conducted on school premises.

- D. Where the alleged perpetrator is believed to be an MSA official or employee, the BOD shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.
- E. Upon request by MDE, the BOD shall provide all requested data that are relevant to a report of maltreatment and are in the possession of MSA, pursuant to an assessment or investigation of a maltreatment report of a student at MSA. The BOD shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, and the Family Educational Rights and Privacy Act (FERPA).

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

- A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on MSA property, written notification of the agency's intent to interview on MSA property must be received by MSA officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. MSA officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.
- B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by MSA as described above in Paragraph A., shall be destroyed by MSA only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

V. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

VI. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall appear in the MSA Staff Handbooks.
- B. The BOD will develop a method of discussing this policy with MSA personnel.

C. This policy shall be reviewed at least annually for compliance with state law.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act) Minn. Stat. § 121A.58 (Corporal Punishment)
 Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
 Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)
 Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)
 Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures) Minn. Stat. § 260C.007, Subd. 4 6, Clause (5) (Child in Need of Protection) Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18) Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)
 Minn. Stat. § 609.02, Subd. 6 (Definitions – Dangerous Weapon)
 Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)
 Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)
 Minn. Stat. § 609.379 (Reasonable Force)
 Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
 Minn. Stat. § 626.5561 (Reporting of Prenatal Exposure to Controlled Substances)
 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

MATH AND SCIENCE ACADEMY

Adopted: October 17, 2016

Revised: July 20, 2020

721 UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

[Note: School districts are required by the federal Uniform Grant Guidance regulations, 2 C.F.R. Part 200, to have the policies which establish uniform administrative requirements, cost principles, and audit requirements for federal awards to non-federal entities including school districts. ~~In June 2018, The United States Office of Management and Budget published the final regulations December 26, 2013. The Uniform Grant Guidance is effective for new and continuation federal grant awards issued on or after December 26, 2014. The regulations do not affect grant funds awarded prior to December 26, 2014, unless funds made available under those grants are carried forward into a new federal fiscal year or a continuation grant. 2 C.F.R. § 200.110 increased the threshold dollar amounts for both simplified acquisition costs (\$250,000) and micro-purchases (\$10,000).]~~

[Additional Note: For purposes of this policy, the term “school district” means the Math and Science Academy]

I. PURPOSE

The purpose of this policy is to ensure compliance with the requirements of the federal Uniform Grant Guidance regulations by establishing uniform administrative requirements, cost principles, and audit requirements for federal grant awards received by the school district.

II. DEFINITIONS

A. Grants

1. “State-administered grants” are those grants that pass through a state agency such as the Minnesota Department of Education (MDE).
2. “Direct grants” are those grants that do not pass through another agency such as MDE and are awarded directly by the federal awarding agency to the grantee organization. These grants are usually discretionary grants that are awarded by the U.S. Department of Education (DOE) or by another federal awarding agency.

[Note: All of the requirements outlined in this policy apply to both direct grants and state-administered grants.]

- B. “Non-federal entity” means a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient.
- C. “Federal award” has the meaning, depending on the context, in either paragraph 1. or 2. of this definition:
1. a. The federal financial assistance that a non-federal entity receives directly from a federal awarding agency or indirectly from a passthrough entity, as described in 2 C.F.R. § 200.101 (Applicability); or
 - b. The cost-reimbursement contract under the federal Acquisition Regulations that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 C.F.R. § 200.101 (Applicability).
 2. The instrument setting forth the terms and conditions. The instrument is the grant agreement, cooperative agreement, other agreement for assistance covered in paragraph (b) of 2 C.F.R. § 200.40 (Federal Financial Assistance), or the cost-reimbursement contract awarded under the federal Acquisition Regulations.
 3. “Federal award” does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal-government-owned, contractor-operated facilities.
- D. “Contract” means a legal instrument by which a non-federal entity purchases property or services needed to carry out the project or program under a federal award. The term, as used in 2 C.F.R. Part 200, does not include a legal instrument, even if the non-federal entity considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward.
- E. Procurement Methods
1. “Procurement by micro-purchase” is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micropurchase threshold (generally ~~\$3,000~~ **\$10,000**, except as otherwise discussed in 48 C.F.R. Subpart 2.1 or as periodically adjusted for inflation).
 2. “Procurement by small purchase procedures” are those relatively simple and informal procurement methods for securing services, supplies, or other

property that do not cost more than ~~\$150,000~~ \$250,000 (periodically adjusted for inflation).

3. “Procurement by sealed bids (formal advertising)” is a publicly solicited and a firm, fixed-price contract (lump sum or unit price) awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest in price.
 4. “Procurement by competitive proposals” is normally conducted with more than one source submitting an offer, and either a fixed-price or costreimbursement type contract is awarded. Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids.
 5. “Procurement by noncompetitive proposals” is procurement through solicitation of a proposal from only one source.
- F. “Equipment” means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which exceeds the lesser of the capitalization level established by the non-federal entity for financial statement purposes, or \$5,000.
- G. “Compensation for personal services” includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including, but not necessarily limited to, wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in 2 C.F.R. § 200.431 (Compensation - Fringe Benefits).
- H. “Post-retirement health plans” refer to costs of health insurance or health services not included in a pension plan covered by 2 C.F.R. § 200.431(g) for retirees and their spouses, dependents, and survivors.
- I. “Severance pay” is a payment in addition to regular salaries and wages by the non-federal entities to workers whose employment is being terminated.
- J. “Direct costs” are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.
- K. “Relocation costs” are costs incident to the permanent change of duty assignment (for an indefinite period or for a stated period not less than 12 months) of an existing employee or upon recruitment of a new employee.
- L. “Travel costs” are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

III. CONFLICT OF INTEREST

- A. Employee Conflict of Interest. No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The employees, officers, and agents of the school district may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, the school district may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by employees, officers, or agents of the school district.
- B. Organizational Conflicts of Interest. The school district is unable or appears to be unable to be impartial in conducting a procurement action involving the related organization because of relationships with a parent company, affiliate, or subsidiary organization.
- C. Disclosing Conflicts of Interest. The school district must disclose in writing any potential conflict of interest to MDE in accordance with applicable federal awarding agency policy.

IV. ACCEPTABLE METHODS OF PROCUREMENT

- A. General Procurement Standards. The school district must use its own documented procurement procedures which reflect applicable state laws, provided that the procurements conform to the applicable federal law and the standards identified in the Uniform Grant Guidance.
- B. The school district must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.
- C. The school district's procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach.
- D. The school district must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity,

compliance with public policy, record of past performance, and financial and technical resources.

- E. The school district must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement; selection of the contract type; contractor selection or rejection; and the basis for the contract price.
- F. The school district alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the school district of any contractual responsibilities under its contracts.
- G. The school district must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible.
- H. Methods of Procurement. The school district must use one of the following methods of procurement:
 - 1. Procurement by micro-purchases. To the extent practicable, the school district must distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if the school district considers the price to be reasonable.
 - 2. Procurement by small purchase procedures. If small purchase procedures are used, price or rate quotations must be obtained from an adequate number of qualified sources.
 - 3. Procurement by sealed bids (formal advertising).
 - 4. Procurement by competitive proposals. If this method is used, the following requirements apply:
 - a. Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical;
 - b. Proposals must be solicited from an adequate number of qualified sources;

- c. The school district must have a written method for conducting technical evaluations of the proposals received and for selecting recipients;
 - d. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered; and
 - e. The school district may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method where price is not used as a selection factor can only be used in procurement of A/E professional services; it cannot be used to purchase other types of services, though A/E firms are a potential source to perform the proposed effort.
5. Procurement by noncompetitive proposals. Procurement by noncompetitive proposals may be used only when one or more of the following circumstances apply:
- a. The item is available only from a single source;
 - b. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
 - c. The DOE or MDE expressly authorizes noncompetitive proposals in response to a written request from the school district; or
 - d. After solicitation of a number of sources, competition is determined inadequate.
- I. Competition. The school district must have written procedures for procurement transactions. These procedures must ensure that all solicitations:
- 1. Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When making a clear and accurate description of the technical requirements is impractical or uneconomical, a "brand name or equivalent" description may

be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and

2. Identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.
- J. The school district must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the school district must not preclude potential bidders from qualifying during the solicitation period.
 - K. Non-federal entities are prohibited from contracting with or making subawards under “covered transactions” to parties that are suspended or debarred or whose principals are suspended or debarred. “Covered transactions” include procurement contracts for goods and services awarded under a grant or cooperative agreement that are expected to equal or exceed \$25,000.
 - L. All nonprocurement transactions entered into by a recipient (i.e., subawards to subrecipients), irrespective of award amount, are considered covered transactions, unless they are exempt as provided in 2 C.F.R. § 180.215.

V. MANAGING EQUIPMENT AND SAFEGUARDING ASSETS

- A. Property Standards. The school district must, at a minimum, provide the equivalent insurance coverage for real property and equipment acquired or improved with federal funds as provided to property owned by the non-federal entity. Federally owned property need not be insured unless required by the terms and conditions of the federal award.

The school district must adhere to the requirements concerning real property, equipment, supplies, and intangible property set forth in 2 C.F.R. §§ 200.311, 200.314, and 200.315.

- B. Equipment

Management requirements. Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until disposition takes place will, at a minimum, meet the following requirements:

1. Property records must be maintained that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the

percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.

2. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
3. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.
4. Adequate maintenance procedures must be developed to keep property in good condition.
5. If the school district is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

VI. FINANCIAL MANAGEMENT REQUIREMENTS

A. Financial Management. The school district's financial management systems, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the federal statutes, regulations, and the terms and conditions of the federal award.

B. Payment. The school district must be paid in advance, provided it maintains or demonstrates the willingness to maintain both written procedures that minimize the time elapsing between the transfer of funds and disbursement between the school district and the financial management systems that meet the standards for fund control.

Advance payments to a school district must be limited to the minimum amounts needed and timed to be in accordance with the actual, immediate cash requirements of the school district in carrying out the purpose of the approved program or project. The timing and amount of advance payments must be as close as is administratively feasible to the actual disbursements by the non-federal entity for direct program or project costs and the proportionate share of any allowable indirect costs. The school district must make timely payment to contractors in accordance with the contract provisions.

C. Internal Controls. The school district must establish and maintain effective internal control over the federal award that provides reasonable assurance that the school district is managing the federal award in compliance with federal statutes,

regulations, and the terms and conditions of the federal award. These internal controls should be in compliance with guidance in “Standards for Internal Control in the Federal Government,” issued by the Comptroller General of the United States, or the “Internal Control Integrated Framework,” issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

The school district must comply with federal statutes, regulations, and the terms and conditions of the federal award.

The school district must also evaluate and monitor the school district’s compliance with statutes, regulations, and the terms and conditions of the federal award.

The school district must also take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.

The school district must take reasonable measures to safeguard protected personally identifiable information considered sensitive consistent with applicable federal and state laws regarding privacy and obligations of confidentiality.

VII. ALLOWABLE USE OF FUNDS AND COST PRINCIPLES

A. Allowable Use of Funds. The school district administration and board will enforce appropriate procedures and penalties for program, compliance, and accounting staff responsible for the allocation of federal grant costs based on their allowability and their conformity with federal cost principles to determine the allowability of costs.

B. Definitions

1. “Allowable cost” means a cost that complies with all legal requirements that apply to a particular federal education program, including statutes, regulations, guidance, applications, and approved grant awards.
2. “Education Department General Administrative Regulations (EDGAR)” means a compilation of regulations that apply to federal education programs. These regulations contain important rules governing the administration of federal education programs and include rules affecting the allowable use of federal funds (including rules regarding allowable costs, the period of availability of federal awards, documentation requirements, and grants management requirements). EDGAR can be accessed at: <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>.
3. “Omni Circular” or “2 C.F.R. Part 200s” or “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards” means federal cost principles that provide standards for determining whether costs may be charged to federal grants.

4. “Advance payment” means a payment that a federal awarding agency or passthrough entity makes by any appropriate payment mechanism, including a predetermined payment schedule, before the non-federal entity disburses the funds for program purposes.

C. Allowable Costs. The following items are costs that may be allowable under the 2 C.F.R. Part 200s under specific conditions:

1. Advisory councils;
2. Audit costs and related services;
3. Bonding costs;
4. Communication costs;
5. Compensation for personal services;
6. Depreciation and use allowances;
7. Employee morale, health, and welfare costs;
8. Equipment and other capital expenditures;
9. Gains and losses on disposition of depreciable property and other capital assets and substantial relocation of federal programs;
10. Insurance and indemnification;
11. Maintenance, operations, and repairs;
12. Materials and supplies costs;
13. Meetings and conferences;
14. Memberships, subscriptions, and professional activity costs;
15. Security costs;
16. Professional service costs;
17. Proposal costs;
18. Publication and printing costs;

19. Rearrangement and alteration costs;
20. Rental costs of building and equipment;
21. Training costs; and
22. Travel costs.

D. Costs Forbidden by Federal Law. 2 CFR Part 200s and EDGAR identify certain costs that may never be paid with federal funds. The following list provides examples of such costs. If a cost is on this list, it may not be supported with federal funds. The fact that a cost is not on this list does not mean it is necessarily permissible. Other important restrictions apply to federal funds, such as those items detailed in the 2 CFR Part 200s; thus, the following list is not exhaustive:

1. Advertising and public relations costs (with limited exceptions), including promotional items and memorabilia, models, gifts, and souvenirs;
2. Alcoholic beverages;
3. Bad debts;
4. Contingency provisions (with limited exceptions);
5. Fundraising and investment management costs (with limited exceptions);
6. Donations;
7. Contributions;
8. Entertainment (amusement, diversion, and social activities and any associated costs);
9. Fines and penalties;
10. General government expenses (with limited exceptions pertaining to Indian tribal governments and Councils of Government (COGs));
11. Goods or services for personal use;
12. Interest, except interest specifically stated in 2 C.F.R. § 200.441 as allowable;
13. Religious use;

14. The acquisition of real property (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs);
15. Construction (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs); and
16. Tuition charged or fees collected from students applied toward meeting matching, cost sharing, or maintenance of effort requirements of a program.

E. Program Allowability

1. Any cost paid with federal education funds must be permissible under the federal program that would support the cost.
2. Many federal education programs detail specific required and/or allowable uses of funds for that program. Issues such as eligibility, program beneficiaries, caps or restrictions on certain types of program expenses, other program expenses, and other program specific requirements must be considered when performing the programmatic analysis.
3. The two largest federal K-12 programs, Title I, Part A, and the Individuals with Disabilities Education Act (IDEA), do not contain a use of funds section delineating the allowable uses of funds under those programs. In those cases, costs must be consistent with the purposes of the program in order to be allowable.

F. Federal Cost Principles

1. The Omni Circular defines the parameters for the permissible uses of federal funds. While many requirements are contained in the Omni Circular, it includes five core principles that serve as an important guide for effective grant management. These core principles require all costs to be:
 - a. Necessary for the proper and efficient performance or administration of the program.
 - b. Reasonable. An outside observer should clearly understand why a decision to spend money on a specific cost made sense in light of the cost, needs, and requirements of the program.
 - c. Allocable to the federal program that paid for the cost. A program must benefit in proportion to the amount charged to the federal program – for example, if a teacher is paid 50% with Title I funds, the teacher must work with the Title I program/students at least 50%

of the time. Recipients also need to be able to track items or services purchased with federal funds so they can prove they were used for federal program purposes.

- d. Authorized under state and local rules. All actions carried out with federal funds must be authorized and not prohibited by state and local laws and policies.
- e. Adequately documented. A recipient must maintain proper documentation so as to provide evidence to monitors, auditors, or other oversight entities of how the funds were spent over the lifecycle of the grant.

G. Program Specific Fiscal Rules. The Omni Circular also contains specific rules on selected items of costs. Costs must comply with these rules in order to be paid with federal funds.

1. All federal education programs have certain program specific fiscal rules that apply. Determining which rules apply depends on the program; however, rules such as supplement, not supplant, maintenance of effort, comparability, caps on certain uses of funds, etc., have an important impact when analyzing whether a particular cost is permissible.
2. Many state-administered programs require local education agencies (LEAs) to use federal program funds to supplement the amount of state, local, and, in some cases, other federal funds they spend on education costs and not to supplant (or replace) those funds. Generally, the “supplement, not supplant” provision means that federal funds must be used to supplement the level of funds from non-federal sources by providing additional services, staff, programs, or materials. In other words, federal funds normally cannot be used to pay for things that would otherwise be paid for with state or local funds (and, in some cases, with other federal funds).
3. Auditors generally presume supplanting has occurred in three situations:
 - a. School district uses federal funds to provide services that the school district is required to make available under other federal, state, or local laws.
 - b. School district uses federal funds to provide services that the school district provided with state or local funds in the prior year.
 - c. School district uses Title I, Part A, or Migrant Education Program funds to provide the same services to Title I or Migrant students that the school district provides with state or local funds to nonparticipating students.

4. These presumptions apply differently in different federal programs and also in schoolwide program schools. Staff should be familiar with the supplement not supplant provisions applicable to their program.

H. Approved Plans, Budgets, and Special Conditions

1. As required by the Omni Circular, all costs must be consistent with approved program plans and budgets.
2. Costs must also be consistent with all terms and conditions of federal awards, including any special conditions imposed on the school district's grants.

I. Training

1. The school district will provide training on the allowable use of federal funds to all staff involved in federal programs.
2. The school district will promote coordination between all staff involved in federal programs through activities, such as routine staff meetings and training sessions.

- J. Employee Sanctions. Any school district employee who violates this policy will be subject to discipline, as appropriate, up to and including the termination of employment.

VIII. COMPENSATION – PERSONAL SERVICES EXPENSES AND REPORTING

A. Compensation – Personal Services

Costs of compensation are allowable to the extent that they satisfy the specific requirements of the Uniform Grant Guidance and that the total compensation for individual employees:

1. Is reasonable for the services rendered and conforms to the established written policy of the school district consistently applied to both federal and non-federal activities; and
2. Follows an appointment made in accordance with a school district's written policies and meets the requirements of federal statute, where applicable.

Unless an arrangement is specifically authorized by a federal awarding agency, a school district must follow its written non-federal, entitywide policies and practices

concerning the permissible extent of professional services that can be provided outside the school district for non-organizational compensation.

B. Compensation – Fringe Benefits

1. During leave.

The costs of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

- a. They are provided under established written leave policies;
- b. The costs are equitably allocated to all related activities, including federal awards; and
- c. The accounting basis (cash or accrual) selected for costing each type of leave is consistently followed by the school district.

2. The costs of fringe benefits in the form of employer contributions or expenses for social security; employee life, health, unemployment, and worker's compensation insurance (except as indicated in 2 C.F.R. § 200.447(d)); pension plan costs; and other similar benefits are allowable, provided such benefits are granted under established written policies. Such benefits must be allocated to federal awards and all other activities in

- a. manner consistent with the pattern of benefits attributable to the individuals or group(s) of employees whose salaries and wages are chargeable to such federal awards and other activities and charged as direct or indirect costs in accordance with the school district's accounting practices.

3. Actual claims paid to or on behalf of employees or former employees for workers' compensation, unemployment compensation, severance pay, and similar employee benefits (e.g., post-retirement health benefits) are allowable in the year of payment provided that the school district follows a consistent costing policy.

4. Pension plan costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with the written policies of the school district.

5. Post-retirement costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with established written policies of the school district.

6. Costs of severance pay are allowable only to the extent that, in each case, severance pay is required by law; employer-employee agreement; established policy that constitutes, in effect, an implied agreement on the school district's part; or circumstances of the particular employment.
- C. Insurance and Indemnification. Types and extent and cost of coverage are in accordance with the school district's policy and sound business practice.
- D. Recruiting Costs. Short-term, travel visa costs (as opposed to longer-term, immigration visas) may be directly charged to a federal award, so long as they are:
1. Critical and necessary for the conduct of the project;
 2. Allowable under the cost principles set forth in the Uniform Grant Guidance;
 3. Consistent with the school district's cost accounting practices and school district policy; and
 4. Meeting the definition of "direct cost" in the applicable cost principles of the Uniform Grant Guidance.
- E. Relocation Costs of Employees. Relocation costs are allowable, subject to the limitations described below, provided that reimbursement to the employee is in accordance with the school district's reimbursement policy.
- F. Travel Costs. Travel costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the school district's non-federally funded activities and in accordance with the school district's reimbursement policies.

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the school district in its regular operations according to the school district's written reimbursement and/or travel policies.

In addition, when costs are charged directly to the federal award, documentation must justify the following:

1. Participation of the individual is necessary to the federal award; and

2. The costs are reasonable and consistent with the school district's established travel policy.

Temporary dependent care costs above and beyond regular dependent care that directly results from travel to conferences is allowable provided the costs are:

1. A direct result of the individual's travel for the federal award;
2. Consistent with the school district's documented travel policy for all school district travel; and
3. Only temporary during the travel period.

[Note: Noncompliance. If a school district fails to comply with federal statutes, regulations, or the terms and conditions of a federal award, the DOE or MDE may impose additional conditions, as described in 2 C.F.R. § 200.207 (Specific Conditions). If the DOE or MDE determines that noncompliance cannot be remedied by imposing additional conditions, the DOE or MDE may take one or more of the following actions, as appropriate under the circumstances: 1) Temporarily withhold cash payments pending correction of the deficiency by the school district or more severe enforcement action by the DOE or MDE; 2) Disallow (that is, deny both use of funds and any applicable matching credit for) all or part of the cost of the activity or action not in compliance; 3) Wholly or partly suspend or terminate the federal award; 4) Initiate suspension or debarment proceedings as authorized under 2 C.F.R. Part 180 and DOE regulations (or, in the case of MDE, recommend such a proceeding be initiated by the DOE); 5) Withhold further federal awards for the project or program; and/or 6) Take other remedies that may be legally available.]

Legal References: 2 C.F.R. § 200.12 (Capital Assets)
 2 C.F.R. § 200.112 (Conflict of Interest)
 2 C.F.R. § 200.113 (Mandatory Disclosures)
 2 C.F.R. § 200.205(d) (Federal Awarding Agency Review of Risk Posed by Applicants)
 2 C.F.R. § 200.212 (Suspension and Debarment)
 2 C.F.R. § 200.300(b) (Statutory and National Policy Requirements)
 2 C.F.R. § 200.302 (Financial Management)
 2 C.F.R. § 200.303 (Internal Controls)
 2 C.F.R. § 200.305(b)(1) (Payment)
 2 C.F.R. § 200.310 (Insurance Coverage)
 2 C.F.R. § 200.311 (Real Property)
 2 C.F.R. § 200.313(d) (Equipment)
 2 C.F.R. § 200.314 (Supplies)
 2 C.F.R. § 200.315 (Intangible Property)
 2 C.F.R. § 200.318 (General Procurement Standards)

- 2 C.F.R. § 200.319(c) (Competition)
- 2 C.F.R. § 200.320 (Methods of Procurement to be Followed)
 - 2 C.F.R. § 200.321 (Contracting with Small and Minority Businesses, Women’s Business Enterprises, and Labor Surplus Area Firms)
- 2 C.F.R. § 200.328 (Monitoring and Reporting Program Performance)
- 2 C.F.R. § 200.338 (Remedies for Noncompliance)
- 2 C.F.R. § 200.403(c) (Factors Affecting Allowability of Costs)
- 2 C.F.R. § 200.430 (Compensation – Personal Services)
- 2 C.F.R. § 200.431 (Compensation – Fringe Benefits)
- 2 C.F.R. § 200.447 (Insurance and Indemnification)
- 2 C.F.R. § 200.463 (Recruiting Costs)
- 2 C.F.R. § 200.464 (Relocation Costs of Employees)
- 2 C.F.R. § 200.473 (Transportation Costs)
- 2 C.F.R. § 200.474 (Travel Costs)

Cross References: MSA Policy 208 (Development, Adoption, and Implementation of Policies)
MSA Policy 210.1 (Conflict of Interest – Charter School Board Members)
MSA Policy 412 (Expense Reimbursement)

Director Evaluation Schedule for the 20-21 School Year

June

Board's Actions:	Director's Actions:
<ul style="list-style-type: none"> ● Approved the Director's Professional Development Plan 	<ul style="list-style-type: none"> ● None

July

Board's Actions:	Director's Actions:
<ul style="list-style-type: none"> ● Board Approves Evaluation Schedule 	<ul style="list-style-type: none"> ● Fall Planning Draft due at the Board meeting ● Activities Handbook approved at the Board meeting ● Explanation of the CAP violation process, so that the Board can understand when it should be presented to the Board

August

Board's Actions:	Director's Actions:
<ul style="list-style-type: none"> ● None 	<ul style="list-style-type: none"> ● Student and Parent Handbooks to the Board by August 1 to be approved at the August meeting ● Fall Planning Schedule posted to the website by August 10 ● Confirmation of the more rigorous background check, including the generic google search that was completed on each candidate. This should include an explanation of the previous company and the new company and what the differences are between the two companies. ● Presentation of the plan/schedule of when the director's office hours are, as well as when he will be in the different buildings.

September

Board's Actions:	Director's Actions:
<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • *Monthly Director's Report

October

Board's Actions:	Director's Actions:
<ul style="list-style-type: none"> • Draft of mid-year staff survey • Determine date for January Closed Meeting 	<ul style="list-style-type: none"> • *Monthly Director's Report • Draft Climate Survey and present to the Board

November

<u>Board's Actions:</u>	<u>Director's Actions:</u>
<ul style="list-style-type: none"> • Finalize questions for mid-year staff survey 	<ul style="list-style-type: none"> • *Monthly Director's Report • Evidence that PD regarding team building and/or conflict management has or will be attended • Evidence that PD regarding diversity and sensitivity or cultural competency has or will be attended • Finalize climate Survey and present to the Board

December

Board's Actions:	Director's Actions:
<ul style="list-style-type: none"> • Mid-year staff survey • Share the results with the Board 	<ul style="list-style-type: none"> • *Monthly Director's Report • Climate survey

January

Board's Actions:	Director's Actions
<ul style="list-style-type: none"> • Closed Meeting #1: to discuss the results of the staff survey • Draft of final Board Evaluation form • Draft of final staff and community survey 	<ul style="list-style-type: none"> • Present Climate survey results in full to the board at the Closed Meeting #1 • *Monthly Director's Report

February

Board's Actions:	Director's Actions:
<ul style="list-style-type: none"> ● Finalize staff and community survey questions ● Send out staff and community survey ● Tabulate staff and community survey and share with the rest of the Board ● Finalize Board evaluation document ● Pick dates for Closed Meetings #2, #3 and #4 	<ul style="list-style-type: none"> ● *Monthly Director's Report

March

Board's Actions:	Director's Actions:
<ul style="list-style-type: none"> ● Special Closed Meeting #2 ● Board Chair will send out the Board Evaluation document to the Board members after the Special Closed meeting #2, and collect and tabulate the results before the Special Closed meeting #3 ● Special Closed Meeting #3 ● Formulate the final evaluation, which should include a contract, salary and any terms of employment ● The Chair and Vice Chair will present the offer to the Director 	<ul style="list-style-type: none"> ● Special Closed Board Meeting #2 will include the Director's self-evaluation. In addition to the regular goals and the survey questions, this will also include the following: <ul style="list-style-type: none"> ○ Specific leadership demonstrated with the SAM Goals ○ Evidence of enrollment in a Human Relations class that has inclusivity as a focus ○ Appropriate performance evaluation systems that are in place and have been executed; assure school staff are evaluated annually (including the Director, Assistant Director, and Counselors), complete required evaluations ○ Ensure necessary development plans are in place and that evaluations are consistent. If an employee does not improve, there are consequences to their employment. ○ Include Assistant Director updates on project management which includes timelines and accuracy.

	<ul style="list-style-type: none"> ○ Update staff evaluation process to ensure that procedure and timelines are being followed. ○ PD that covers team building or conflict resolution was taken <ul style="list-style-type: none"> ■ Include examples of the use of the new skills and knowledge. ■ Demonstrates improvement in interpersonal relationships. ■ Demonstrates inclusivity in all decisions, updates, and follow through. ■ Demonstrates equitably in application of policies and procedures. ○ PD that covers either diversity and sensitivity or cultural competence was taken and: <ul style="list-style-type: none"> ■ Include examples of the use of the new skills and knowledge. ■ Demonstrates improvement in interpersonal relationships. ■ Demonstrates inclusivity in all decisions, updates, and follow through. ■ Demonstrates equitably in application of policies and procedures. ● *Monthly Director’s report at the regular meeting
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April

Board’s Actions:	Director’s Actions:
<ul style="list-style-type: none"> ● Special Closed Meeting #4 if the Director requests one ● Rough Draft of the Director’s Professional Development Plan ● Stakeholders Meeting 	<ul style="list-style-type: none"> ● Special Closed Meeting #4 if the Director requests it ● *Monthly Director’s Report ● Staff handbook submitted to the Board one week prior to the board meeting ● Graduation finalized at the Board meeting

	<ul style="list-style-type: none"> • Updated 5-year facilities Plan should be presented to the Board • Expansion Plan should be presented at the Stakeholders meeting, this should be in accordance with the Expansion Committee
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May

Board Actions:	Director’s Actions:
<ul style="list-style-type: none"> • Finalize the Director’s Professional Development Plan 	<ul style="list-style-type: none"> • *Monthly Director’s Report

June

Board’s Actions:	Director’s Actions:
<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Develop guidelines with the BOD and AFC for an overall fundraising plan • Present fundraising progress for the year • Present Final Expansion Proposal • *Monthly Director’s Report

*Each Monthly Director’s Report should include the following:

- Utilization of licensure coursework application
- Evidence of the inclusivity goal application
- Evidence that building management decisions correlate with the school’s mission, vision and values by including the Administration’s meeting notes
- 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.
- Update the Board about PD application to finance
- Monthly update from Expansion committee (this could be from a different board member)
- Ensures that all members of IEP and 504 teams are informed of meetings, changes to IEP/504 plans, and have opportunities for input
- Major updates and key information gained as a result of attending the regional director meetings, as appropriate
- Director will update the BOD of any potential concerns or issues raised at the MSA PTO meetings.
- Establishing and maintaining relationships and networking with neighboring school districts to foster collaboration and build community relationships, as appropriate

Closed Meetings

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

- Closed Meeting #1: will be in January to discuss the results of the Staff Survey and Climate

Survey

- Closed Meeting #2: will be in early March and will consist of the Director's presentation to the Board
- Closed Meeting #3: will be in late March to conduct the evaluation, without the director. The final evaluation should include evidence from both the mid and year end surveys, individual Board evaluations and observations, and the Director's presentation at Closed Meeting #2. The Board should also offer a final evaluation document, a contract, salary and any terms of employment.
- Closed Meeting #4: will be in early April, as needed, if the Director requests it.

Math and Science Academy

Adopted: July 20, 2020

535 SERVICE ANIMALS IN SCHOOLS

I. PURPOSE

The purpose of this policy is to establish parameters for the use of service animals by students, employees, and visitors within school buildings and on school grounds.

II. GENERAL STATEMENT OF POLICY

Individuals with disabilities shall be permitted to bring their service animals into school buildings or on school grounds in accordance with, and subject to, this policy.

III. DEFINITIONS

A. Service Animal

A “service animal” is a dog (regardless of breed or size) or miniature horse that is individually trained to perform “work or tasks” for the benefit of an individual with a disability, including an individual with a physical, sensory, psychiatric, intellectual, or mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals. Service animals are working animals that perform valuable functions; they are not pets. The work or tasks performed by the service animal must be directly related to the individual’s disability. An animal accompanying an individual for the sole purpose of providing emotional support, therapy, comfort, or companionship is not a service animal.

B. Handler

A “handler” is an individual with a disability who uses a service animal. In the case of an individual who is unable to care for and supervise the service animal for reasons such as age or disability, “handler” means the person who cares for and supervises the animal on that individual’s behalf. Math and Science Academy (MSA) personnel are not responsible for the care, supervision, or handling responsibilities of a service animal.

C. Work or Tasks

1. “Work or tasks” are those functions performed by a service animal.
2. Examples of “work or tasks” include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other

tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

3. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship are not "work or tasks" for the purposes of this policy.

D. Trainer

A "trainer" is a person who is training a service animal and is affiliated with a recognized training program for service animals.

IV. ACCESS TO PROGRAMS AND ACTIVITIES; PERMITTED INQUIRIES

- A. In general, handlers (i.e., individuals with disabilities or trainers) are permitted to be accompanied by their service animals in all areas of MSA properties where members of the public, students, and employees are allowed to go. A handler has the right to be accompanied by a service animal whenever and to the same extent that the handler has the right: (a) to be present on MSA property or in MSA facilities; (b) to attend or participate in a school-sponsored event, activity, or program; or (c) to be transported in a vehicle that is operated by or on behalf of MSA.
- B. When an individual with a disability brings a service animal to MSA property, MSA employees shall not ask about the nature or extent of a person's disability, but may make the following two inquiries to determine whether the animal qualifies as a service animal:
 1. Is the service animal required because of a disability; and
 2. What work or tasks is the service animal trained to perform.
- C. MSA employees shall not make these inquiries of an individual with a disability bringing a service animal to MSA property when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability. However, MSA employees may inquire whether the individual with a disability has completed and submitted the request form described in Part VI., below.
- D. An individual with a disability may not be required to provide documentation such as proof that the animal has been certified, trained, or licensed as a service animal.

V. REQUIREMENTS FOR ALL SERVICE ANIMALS

- A. The service animal must be required for the individual with a disability.
- B. The service animal must be individually trained to do work or tasks for the benefit of the individual with a disability.
- C. A service animal must have a harness, leash, or other tether, unless either the handler is unable, because of a disability, to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case, the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).
- D. The service animal must be housebroken.
- E. The service animal must be under the control of its handler at all times. The handler is responsible for the care and supervision of a service animal, including walking the service animal, feeding the service animal, grooming the service animal, providing veterinary care to the service animal, and responding to the service animal's need to relieve itself, including the proper disposal of the service animal's waste.
- F. MSA is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
- G. In the case of a student who is unable to care for and/or supervise his or her service animal, the student's parent/guardian is responsible for arranging for such care and supervision. In the case of an employee or other individual who is unable to care for and/or supervise his or her service animal, the employee or other individual's authorized representative is responsible for arranging for a service animal's care and supervision.
- H. The service animal must be properly licensed and vaccinated in accordance with applicable state laws and local ordinances.

VI. REQUESTING THE USE OF A SERVICE ANIMAL AT SCHOOL

- A. Students with a disability seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the Director. MSA employees seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the Director.
- B. Students or employees seeking to bring a service animal onto district premises are requested to identify whether the need for the service animal is required because of a disability and to describe the work or tasks that the service animal is trained to perform.
- C. The owner of the service animal shall provide written evidence that the service animal has received all vaccinations required by state law or local ordinance.

VII. REMOVAL OR EXCLUSION OF A SERVICE ANIMAL

- A. A school official may require a handler to remove a service animal from MSA property, a school building, or a school-sponsored program or activity, if:
1. Any of the requirements described in Part V., above, are not met.
 2. The service animal is out of control and/or the handler does not effectively control the animal's behavior;
 3. The presence of the service animal would fundamentally alter the nature of a service, program or activity; or
 4. The service animal behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or otherwise poses a significant health or safety risk to others that cannot be eliminated by reasonable accommodations.
- B. If the service animal is properly excluded, MSA shall give the individual with a disability the opportunity to participate in the service, program, or activity without the service animal, unless such individual has violated a law or school rule or regulation that would warrant the removal of the individual.

VIII. ADDITIONAL LIMITATIONS FOR MINIATURE HORSES

In assessing whether a miniature horse may be permitted in a school building or on school grounds as a service animal, the following factors shall be considered:

- A. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- B. Whether the handler has sufficient control of the miniature horse;
- C. Whether the miniature horse is housebroken; and
- D. Whether the miniature horse's presence in a specific building or on school grounds compromises legitimate health and safety requirements.

IX. ALLERGIES; FEAR OF ANIMALS

If a student or employee notifies MSA that he or she is allergic to a service animal, MSA will balance the rights of the individuals involved. In general, allergies that are not life threatening are not a valid reason for prohibiting the presence of a service animal. Fear of animals is generally not a valid reason for prohibiting the presence of a service animal.

X. NON-SERVICE ANIMALS FOR STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) OR SECTION 504 PLANS

If a special education student or a student with a Section 504 plan seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the student's IEP team or Section 504 team, as appropriate, to determine whether the animal is necessary for the student to receive a free appropriate public education (FAPE) or, in the case of a Section 504 student, to reasonably accommodate the student's access to MSA's programs and activities.

XI. NON-SERVICE ANIMAL AS AN ACCOMMODATION FOR EMPLOYEES

If an employee seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the Director. An MSA employee who is a qualified individual with a disability will be allowed to bring such animal onto school property when it is determined that such use is required to enable the employee to perform the essential functions of his or her position or to enjoy the benefits of employment in a manner comparable to those similarly situated non-disabled employees.

XII. LIABILITY

- A. The owner of the service animal is responsible for any harm or injury to an individual and for any property damage caused by the service animal while on MSA property.
- B. An individual who, directly or indirectly through statements or conduct, intentionally misrepresents an animal in that person's possession as a service animal may be subject to criminal liability.

Legal References: Section 504 of the Rehabilitation Act of 1973
 28 C.F.R. § 35.104, 28 C.F.R. § 35.130(b)(7), and 28 C.F.R. § 35.136 (ADA Regulations)
 20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)
 Minn. Stat. § 256C.02 (Public Accommodations for Persons with Disabilities)
 Minn. Stat. § 363A.19 (Discrimination Against Blind, Deaf, or Other Persons with Physical or Sensory Disabilities Prohibited)
 Minn. Stat. § 609.226 (Harm Caused by Dog)
 Minn. Stat. § 609.833 (Misrepresentation of Service Animal)

Cross References: MSBA/MASA Policy 402 (Disability Nondiscrimination Policy)
 MSBA/MASA Policy 521 (Student Disability Nondiscrimination)

APPROVAL REQUEST FORM FOR USE OF A SERVICE ANIMAL

Please turn in your request to the Director

Student/Employee Name: _____ Date: _____

Parent or authorized representative name(s) and contact information (*please include email, phone number, and address*): _____

Building(s): _____

Type of service animal: _____

Name of service animal: _____ Name of handler: _____

Is the service animal required because of a disability? _____

What work or tasks is the service animal trained to perform? _____

Checklist for Completion of Form

Attached is documentation that the service animal is:

- Properly licensed
 Properly and currently vaccinated

I have read and understand Math and Science Academy's (MSA) policy regarding service animals and will abide by the terms of the policy.

I understand that if my service animal: is out of control and/or the animal's handler does not effectively control the animal's behavior; is not housebroken or the animal's presence or behavior fundamentally interferes in the functions of MSA; or behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or otherwise poses a direct threat to the health and safety of others that cannot be eliminated by reasonable modifications, MSA has the discretion to exclude or remove my service animal from its property.

I agree to be responsible for any and all damage to MSA property, personal property, and any injuries to individuals caused by my service animal. I agree to indemnify, defend, and hold harmless MSA, its school board members, administrators, employees, and agents, from and against any and all claims, actions, suits, judgments, and demands brought by any party arising on account of, or in connection with, any activity of or damage caused by my service animal.

Director Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Employee Signature: _____ Date: _____

Note: This Registration/Agreement is valid until the end of the current school year. It must be renewed prior to the start of each subsequent school year or whenever a different service animal will be used.

Math and Science Academy

Adopted: October 21, 1995
 Revised: June 2, 2005
 Revised: March 8, 2009
 Revised: April 8, 2010
 Revised: July 20, 2020

Revised: December 4, 2003
 Revised: December 7, 2006
 Revised: April 9, 2009
 Revised: October 16, 2017

802 DISPOSITION OF OBSOLETE EQUIPMENT AND MATERIAL

I. PURPOSE

The purpose of this policy is to provide guidelines for the director to assist in timely disposition of obsolete equipment and material.

II. GENERAL STATEMENT OF POLICY

Effective use of the Math and Science Academy (MSA) building space, and consideration for safety of personnel, will at times require disposal of obsolete equipment and material.

III. DEFINITIONS

- A. "Contract" means an agreement entered into by MSA for the sale of supplies, materials or equipment.
- B. "Official newspaper" is a regular issue of a qualified legal newspaper.

IV. MANNER OF DISPOSITION

A. Authorization

The director shall be authorized to dispose of obsolete equipment and materials by selling it at a fair price consistent with the procedures outlined in this policy. Any sale exceeding the minimum amount for which bids are required must first be specifically authorized by the Board of Directors (BOD). The Director shall be authorized to properly dispose of used books, materials and equipment deemed to have little or no value.

B. Contracts Over \$100,000

1. If the value of the equipment or materials is estimated to exceed \$100,000, sealed bids shall be solicited by two weeks' published notice in the official newspaper. This

notice shall state the time and place of receiving bids and contain a brief description of the subject matter. Additional publication in the official newspaper or elsewhere may be made as the BOD shall deem necessary.

2. The sale shall be awarded to the highest responsible bidder, be duly executed in writing, and be otherwise conditioned as required by law.
3. A record shall be kept of all bids, with names of bidders and amounts of bids, and an indication of the successful bid. A bid containing an alteration or erasure of any price contained in the bid which is used in determining the highest responsible bid shall be rejected unless the alteration or erasure is corrected by being crossed out and the correction printed in ink or typewritten adjacent thereto and initialed in ink by the person signing the bid.
4. In the case of identical high bids from two or more bidders, the BOD may, at its discretion, utilize negotiated procurement methods with the tied high bidders so long as the price paid does not go below the high tied bid price. In the case where only a single bid is received, the BOD may, at its discretion, negotiate a mutually agreeable contract with the bidder so long as the price paid does not fall below the original bid. If no satisfactory bid is received, the BOD may re-advertise.
5. All bids obtained shall be kept on file for a period of at least one year after their receipt. Every contract made without compliance with the foregoing provisions shall be void.
6. Data submitted by a business to MSA in response to a request for bids are private until opened. Once opened, the name of the bidder and the dollar amount specified become public; all other data are private until completion of the selection process, meaning MSA has completed its evaluation and ranked the responses. After completion of the selection process, all data submitted by all bidders are public except trade secret data. If all responses are rejected prior to completion of the selection process, all data remain private, except the name of the bidder and the dollar amount specified which were made public at the bid opening for one year from the proposed opening date or until resolicitation results in completion of the selection process or until a determination is made to abandon the purchase, whichever occurs sooner, at which point the remaining data becomes public. Data created or maintained by the BOD as part of the selection or evaluation process are protected as nonpublic data until completion of the selection or evaluation process. At that time, the data are public with the exception of trade secret data.

C. Contracts From \$25,000 to \$100,000

If the amount of the sale is estimated to exceed \$25,000 but not to exceed \$100,000, the contract may be made either upon sealed bids in the manner directed above or by direct

negotiation, by obtaining two or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding notice. All quotations obtained shall be kept on file for a period of at least one year after receipt.

D. Contracts \$25,000 or Less

If the amount of the sale is estimated to be \$25,000 or less, the contract may be made either upon quotation or in the open market, in the discretion of the BOD. The sale in the open market may be by auction. If the contract is made on quotation, it shall be based, so far as practicable, on at least two quotations which shall be kept on file for a period of at least one year after receipt.

E. Electronic Sale of Surplus Supplies, Materials, and Equipment

Notwithstanding the other procedural requirements of this policy, MSA may contract to sell supplies, materials, and equipment which is surplus, obsolete, or unused through an electronic selling process in which purchasers compete to purchase the supplies, materials, or equipment at the highest purchase price in an open and interactive environment.

F. Notice of Quotation

Notice of procedures to receive quotations shall be given by publication or other means as appropriate to provide reasonable notice to the public.

G. Sales to Employees

No officer or employee of MSA shall sell or procure for sale or possess or control for sale to any other officer or employee of the MSA any property or materials owned by MSA unless the property and materials are not needed for public purposes and are sold to an MSA employee after reasonable public notice, at a public auction or by sealed response, if the employee is not directly involved in the auction or sale process. Reasonable notice shall include at least one week's published or posted notice. An MSA employee may purchase no more than one motor vehicle from MSA in any one auction. This section shall not apply to the sale of property or materials acquired or produced by MSA for sale to the general public in the ordinary course of business. Nothing in this section shall prohibit an employee of MSA from selling or possessing for sale public property if the sale or possession for sale is in the ordinary course of business or the normal course of the employee's duties.

H. Exceptions for Surplus School Computers

MSA may bypass the requirements for competitive bidding and is not subject to any other laws relating to MSA contracts if it is disposing of surplus school computers and related equipment , including a tablet device by conveying the property and title to:

1a. another school district;

2b. the state department of corrections;

3c. the board of trustees of Minnesota State Colleges and Universities;~~or~~

4d. the family of a student residing in the district whose total family income meets the federal definition of poverty; or:

4e. a charitable organization under section 501(c)(3) of the Internal Revenue Code that is registered with the attorney general's office for educational use.

2. If surplus school computers are not disposed of as described in Paragraph 1., upon adoption of a written resolution of the school board, when updating or replacing school computers, including tablet devices, used primarily by students, the school district may sell or give used computers or tablets to qualifying students at the price specified in the written resolution. A student is eligible to apply to the school board for a computer or tablet under this subdivision if the student is currently enrolled in the school and intends to enroll in the school in the year following the receipt of the computer or tablet. If more students apply for computers or tablets than are available, the school must first qualify students whose families are eligible for free or reduced-price meals and then dispose of the remaining computers or tablets by lottery.

Legal References: Minn. Stat. § 13.591 (Business Data)

Minn. Stat. § 15.054 (Public Employees Not to Purchase Merchandise From Governmental Agencies; Exceptions; Penalty)

Minn. Stat. § 123B.29 (Sale of School Building at Auction)

Minn. Stat. § 123B.52 (Contracts)

Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)

Minn. Stat. § 645.11 (Published Notice)

ACADEMIC & NON-ACADEMIC OUTCOMES/GOALS MATH and SCIENCE ACADEMY

The School agrees to the following outcomes. This Exhibit has three pages.

ACADEMIC

Goal 1: State Assessments (MCAS) (55% Weight)

Sub Goal#1: Reading

1.1 Absolute Proficiency

MN ESSA: Academic Achievement

- Each school year ~~2020-2023~~2021-2023, the average proficiency for grades 6th, 7th and 8th will be 20% percentage points above state average proficiency on the reading MCA.
- Each school year ~~2021-2023~~2020-2023, the average proficiency for 10th grade will be 25% percentage points above the state average on the reading MCA.

1.2 Comparative Proficiency

Each school year ~~2021-2023~~2020-2023, the School will demonstrate higher grade level and school-wide proficiency rates than Woodbury High School, South Washington County School District and the state average for same grades served on the reading MCA.

1.3 Growth

MN ESSA: Academic Progress

Each school year ~~2021-2023~~2020-2023, the percentage of non-proficient students achieving reading high growth will exceed the percentage of students achieving low growth on the reading MCA.

1.4 Achievement Gap Reduction

World's Best Workforce Charter Contract Target: All Racial and Economic Achievement Gaps are Closed.

By the conclusion of 2023, school-wide and student group reading proficiency on the MCA will be no greater than 33.5% for each student group publicly reported by MDE in ~~2020~~2021.

Sub Goal#2: Math

2.1 Absolute Proficiency

MN ESSA: Academic Achievement

- Each school year ~~2021-2023~~2020-2023, the average proficiency for grades 6th, 7th and 8th will be 15% percentage points above state average proficiency on the math MCA.
- Each school year ~~2021-2023~~2020-2023, the average proficiency for 11th grade will be 30% percentage points above state average proficiency on the math MCA.

2.2 Comparative Proficiency

For each school year ~~2021-2023~~2020-2023, the School will demonstrate higher grade level and school-wide proficiency rates than Woodbury High School, South Washington County School District and the state average for same grades served on the math MCA.

2.3 Growth

MN ESSA: Academic Progress

Each year, ~~2021-2023~~2021-2023 the percentage of non-proficient students achieving math high growth will exceed the percentage of students achieving low growth on the math MCA.

2.4 Achievement Gap Reduction

World's Best Workforce Charter Contract Target: All Racial and Economic Achievement Gaps are Closed.

By the conclusion of 2023, school-wide and student group math proficiency on the MCA will be no greater than 33.5% for each student group publicly reported by MDE in ~~2020~~2021.

Sub Goal#3: Science

3.1 Absolute Proficiency

MN ESSA: Academic Achievement

- Each school year ~~2021-2023~~~~2020-2023~~, 8th grade students will score ~~15~~at least 10 percentage points above the state average in proficiency on the science MCA.
- Each school year ~~2021-2023~~~~2020-2023~~, high school students will score ~~30~~at least 25 percentage points above the state average in proficiency on the science MCA.

3.2 Comparative Proficiency

Each school year ~~2021-2023~~~~2020-2023~~, the School will demonstrate higher grade level and school-wide proficiency rates than Woodbury High School, South Washington County School District and the state average for same grades served on the science MCA.

Goal 2: Nationally Normed Assessments (25% Weight)

2.1 FastBridge - Reading

MN ESSA: Academic Progress

- Each year, ~~2021-2023~~ the average percentile ranking for grades 6th, 7th and 8th will meet or exceed the 40th percentile benchmark (Low Risk) on the FastBridge reading assessment by 30 percentile points.
- By the conclusion of school year ~~2022~~2023, ~~students who~~all students that enter as a sixth grader and remain ~~ed~~ enrolled through 8th grade since 2019 will show at least a 3-point growth gain on the FastBridge reading assessment.

2.2 FastBridge - Math

ESSA: Academic Progress

- Each year, the average percentile ranking for grades 6th, 7th and 8th will meet or exceed the 40th percentile benchmark (Low Risk) on the FastBridge math assessment by 30 percentile points.
- By the conclusion of school year ~~2022~~2023, ~~students who~~all students that enter as a sixth grader and remain~~ed~~ enrolled through 8th grade since 2019 will show at least a 3-point growth gain on the FastBridge math assessment.

2.3 PSAT

World's Best Workforce Charter Contract Target: All Students are Ready for Career and College

- Each year ~~2021-2023~~~~2020-2023~~, a minimum of 80% of 10th grade students will take the PSAT, and a minimum of 80% will meet or exceed the benchmark for both ERW and Math.
- Each year, ~~2021-2023~~ a minimum of 85% of 11th grade students will take the PSAT, and a minimum of 85% will meet or exceed the benchmark for both ERW and Math.

2.4 ACT

World's Best Workforce Charter Contract Target: All Students are Ready for Career and College

- Each year ~~2021-2023~~~~2020-2023~~, a minimum of 90% percent of students taking the ACT will meet or exceed the college readiness benchmark for English and Biology.
- Each year ~~2021-2023~~~~2020-2023~~, a minimum of 85% percent of students taking the ACT will meet or exceed the college readiness benchmark for Algebra and Social Studies.

Goal 3: Graduation Rate (20% Weight)

World's Best Workforce Charter Contract Target: All Students Graduate from High School

ESSA: Graduation Rates

Each year 2020-2023, at least 95% of 12th grade students will graduate.

NON-ACADEMIC GOALS**Goal 4: Student Attendance**

ESSA: Consistent Attendance

Each school year 2020-2023, the School will maintain an average daily student attendance rate of at least 95%.

Goal 5: Professional Development

- **Individual Teacher Training** -100% of teachers will participate in professional development which contributes to educator growth and development as determined by administration and the teacher.
- **School-wide Professional Development**- Administration and teachers will mutually select and conduct at least one school-wide professional development day per semester based on professional development needs survey result(s).

Goal 6: Staff Diversity

The School will actively recruit staff persons that reflects the school's racial demographics and hire at least one highly- qualified staff member representative of each student group publicly reported to MDE.

Goal 7: Stakeholder Satisfaction

- Year 2019-2020, at least ~~XX~~85% of parents who return the MSA annual parent satisfaction survey will indicate *overall* school approval/satisfaction for the school's Distance Learning Plan and Implementation.
- Each year 2020-2023, at least 85% of parents who return the MSA annual parent satisfaction survey will indicate *overall* school approval/satisfaction.
- At least 3 recurring/repeated concerns identified in the parent survey results (those noted in 10% or more of returned annual surveys) will be addressed in the School's action plan. Board's minutes will reflect status of progress made until concerns are resolved.

Goal 8: Volunteer Activity

For each scheduled school board election during the contract period, the School will recruit and present a minimum of three teacher and three parent choices for board of directors on the ballot.



2020-21 MSA Fall Planning Guide

Last updated 7/23/2020

Introduction:

This spring brought unprecedented changes to society and our MSA community. As we plan for the 2020-21 school year, MSA is 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 draft plans for three scenarios for the school year, detailed in this document. MSA is planning for all three scenarios, each taking into account MDH planning guidance, so our school can be ready for whatever the public health situation may require. MSA is currently waiting for further guidance from MDE and MDH, which is scheduled to be released by the end of the week of July 27th. MSA will offer distance learning to enrolled students who may be medically vulnerable or otherwise unable or unwilling to return to in-person or hybrid learning. We will be following a block schedule in all three scenarios with a period day on Wednesdays when we have 5 class days in a week. Teachers will be utilizing the Google Learning Management System platform.

Priorities: We will solve problems that arise by focusing on these key priorities.

- **Students and their families**
- **Staffing**
- **Equity and Inclusion**
- **Fiscal Accountability**
- **Measurable Results**

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:

In-person learning for all students (Scenario 1).

This scenario requires that MSA create as much space between students and teachers as is feasible during the day. Activities and extracurricular programming will continue to follow the current MDE COVID-19 Sports Guidance for Youth and Adults guidelines.

Hybrid learning with strict social distancing and capacity limits (Scenario 2).

In this scenario, MSA will limit the overall number of people in school facilities to 50% maximum occupancy. Sufficient social distancing with 6 feet between people must occur with contactless pick up and/or delivery of school materials for days that students and staff are not in the school building. This scenario may be implemented if COVID-19 metrics worsen. Scenario 2 may also be implemented if clusters of cases within a classroom or the school develop. This scenario is used to describe classes in which some traditional face-to-face instruction has been replaced by distance learning activities. A hybrid class is designed to integrate face-to-face and distance learning activities so that they reinforce, complement, and elaborate on one another. During this scenario, the goal 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. Activities and extracurricular programming will continue to follow the current MDE COVID-19 Sports Guidance for Youth and Adults guidelines and may be reduced as needed.

Distance learning only (Scenario 3).

This scenario may be implemented if COVID-19 metrics worsen significantly enough to require the suspension of in-person learning. In this scenario students are engaging in distance learning and have 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. MSA students participating in distance learning will have full access to appropriate educational materials. Activities and extracurricular programming will continue to follow the current MDE COVID-19 Sports Guidance for Youth and Adults guidelines and will be reduced as warranted by health and safety concerns.

MSA 2020-21 Distance Learning, Hybrid, or In-Person Calendar

Hybrid (9:20-3:50 when on campus)

Maroon group: on campus 68 days (block schedule)

Silver group: on campus 68 days (block schedule)

Maroon group: Distance learning when silver block is on campus

Silver group: Distance learning when maroon group is on campus

Wednesday: All students distance learning (no block schedule, periods 1-8 which includes advisory) unless otherwise noted on this calendar

Distance Learning

Follow this calendar

In-Person

This calendar will be followed - all in-person

Students and parents should reference their Family Access account to check what classes are meeting on a specific date. Family Access will show all classes meeting on the calendar dates.

	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>DL Per 1-8 unless otherwise specified</i>	Thursday <i>Day 4, Per 2, 4, 6, 8 unless otherwise specified</i>	Friday <i>Day 5, Per 1, 3, 5, 7 unless otherwise specified</i>
September	31 Maroon block	1 Maroon block	2 Silver block	3 Silver block	4 No school
	7 No school	8 Maroon block	9 Maroon block	10 Silver block	11 Silver block
	14 Maroon block	15 Maroon block	16 DL, Per1-8	17 Silver block	18 Silver block
	21 Maroon block	22 Maroon block	23 DL, Per1-8	24 Silver block	25 Silver block
	28 Maroon block	29 Maroon block	30 DL, Per1-8	1 Silver block	2 Silver block
October	5 Maroon block	6 Maroon block	7 DL, Per1-8	8 Silver block	9 Silver block
	12 DL, Per1-8	13 DL, Per1-8	14 No school	15 No school	16 No school
	19 Maroon block	20 Maroon block	21 DL, Per1-8	22 Silver block	23 Silver block
	26 Maroon block	27 Maroon block	28 DL, Per1-8	29 Silver block	30 Silver block
	2 Maroon block	3 No school	4 Maroon block	5 Silver block	6 Silver block
November	9 Maroon block	10 Maroon block	11 DL, Per1-8	12 Silver block	13 Silver block
	16 Maroon block	17 Maroon block	18 DL, Per1-8	19 Silver block	20 Silver block
	23 DL, Per1-8	24 DL, Per1-8	25 No school	26 No school	27 No school
	30 Maroon block	1 Maroon block	2 DL, Per1-8	3 Silver block	4 Silver block
	7 Maroon block	8 Maroon block	9 DL, Per1-8	10 Silver block	11 Silver block
December	14 Maroon block	15 Maroon block	16 DL, Per1-8	17 Silver block	18 Silver block
	21 No school	22 No school	23 No school	24 No school	25 No school
	28 No school	29 No school	30 No school	31 No school	1 No school
	4 Maroon block	5 Maroon block	6 DL, Per1-8	7 Silver block	8 Silver block
	11 Maroon block	12 Maroon block	13 DL, Per1-8	14 Silver block	15 Silver block
January	18 No school	19 Maroon block	20 Maroon block	21 Silver block	22 Silver block
	25 Maroon block	26 Maroon block	27 DL, Per1-8	28 Silver block	29 Silver block
	1 Maroon block	2 Maroon block	3 DL, Per1-8	4 Silver block	5 Silver block
	8 No school	9 No school	10 DL, Per1-8	11 DL, Per1-8	12 DL, Per1-8
	15 No school	16 Maroon block	17 Maroon block	18 Silver block	19 Silver block
February	22 Maroon block	23 Maroon block	24 DL, Per1-8	25 Silver block	26 Silver block
	1 Maroon block	2 Maroon block	3 DL, Per1-8	4 Silver block	5 Silver block
	8 No school	9 No school	10 No school	11 No school	12 No school
	15 No school	16 Maroon block	17 Maroon block	18 Silver block	19 Silver block
	22 Maroon block	23 Maroon block	24 DL, Per1-8	25 Silver block	26 Silver block
March	1 Maroon block	2 Maroon block	3 DL, Per1-8	4 Silver block	5 Silver block
	8 No school	9 No school	10 No school	11 No school	12 No school
	15 No school	16 Maroon block	17 Maroon block	18 Silver block	19 Silver block
	22 Maroon block	23 Maroon block	24 DL, Per1-8	25 Silver block	26 Silver block
	29 Maroon block	30 Maroon block	31 Silver Block	1 Silver block	2 No school
April	5 Maroon block	6 Maroon block	7 DL, Per1-8	8 Silver block	9 Silver block
	12 Maroon block	13 Maroon block	14 DL, Per1-8	15 Silver block	16 Silver block
	19 Maroon block	20 Maroon block	21 DL, Per1-8	22 Silver block	23 Silver block
	26 No school	27 Maroon block	28 Maroon block	29 Silver block	30 Silver block
	May and June	3 Maroon block	4 Maroon block	5 DL, Per1-8	6 Silver block
10 Maroon block		11 Maroon block	12 DL, Per1-8	13 Silver block	14 Silver block
17 Maroon block		18 Maroon block	19 DL, Per1-8	20 Silver block	21 Silver block
24 Maroon block		25 Maroon block	26 DL, Per1-8	27 Silver block	28 Silver block

	31 No school	1 Maroon block	2 Maroon Block	3 Silver block	4 Silver block
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Public Health and Safety

Scenario 1

- Point of contact for COVID-19 is the Director
 - Assistant Directors will act as their grade level collaborator
- School Health Official contact will be the school contracted nurse and in her absence, the Director.
- Social distancing floor markings of 6-foot spacing in areas where students may congregate and students will sit in classrooms with desks facing in the same direction
- Students report directly to their classroom upon arrival to school
- At the end of the day, students will exit the building immediately or go to their assigned location for an after school activity
- Vending machines will be removed
- Face coverings/masks are required for everyone who enters the school buildings unless they have a medical note
- Sanitizing of student desks will be done upon entry and leaving classrooms by the student, as appropriate
- The Minnesota Department of Health (MDH) Decision tree/health expectations for parents will be digitized for stakeholder reference and reporting.

Scenario 2

- Point of contact for COVID-19 is the Director
 - Assistant Directors will act as their grade level collaborator
- School Health Official contact will be the school contracted nurse and in her absence, the Director.
- Social distancing floor and seating markings will be in place
- Floor markings of 6-foot spacing in areas where students may congregate
- Students report directly to their classroom upon arrival to school
- At the end of the day, students will exit the building immediately or go to their assigned location for an after school activity
- Vending machines will be removed
- Maximum occupancy of each classroom is 50% of the State Fire Marshal occupancy rate for that room
- MSA must adhere to 6-foot social distancing or reduce class sizes
- Contactless pickup and or delivery will be implemented
- Implement a school-age care program for critical workers
- Face coverings/masks are required for everyone who enters the school buildings unless they have a medical note
- Sanitizing of student desks will be done upon entry and leaving classrooms by the student, as appropriate
- The Minnesota Department of Health (MDH) Decision tree/health expectations for parents will be digitized for stakeholder reference and reporting.

Scenario 3

- Point of contact for COVID-19 is the Director
 - Assistant Directors will act as their grade level collaborator
- School Health Official contact will be the school contracted nurse and in her absence, the Director.
- Social distancing floor and seating markings will be in place
- Floor markings of 6-foot spacing in areas where students may congregate
- Classroom occupancy will be minimized and follow MDH guidelines when staff are present.
- Vending machines will be removed
- MSA Must adhere to 6-foot social distancing or reduce class sizes
- Contactless pickup and or delivery of materials will be implemented
- Implement a school-age care program for critical workers
- Face coverings/masks are required for everyone who enters the school buildings unless they have a medical note
- The Minnesota Department of Health (MDH) Decision tree/health expectations for parents will be digitized for stakeholder reference and reporting.

School Operations and Logistics

Scenario 1

Communication:

- High School Office Manager will send out daily announcements, emails, and Skylert to communicate with families (Skylert will be for emergencies such as a change in scenarios 1, 2, or 3; Director will relay the Skylert info to the High School Office Manager and she will send out via Skylert)
- The school website will include an updated school calendar and rSchool calendar
- There will be direct communication to staff in emails (from the directors, depending on message content)
- MSA will have information on the school website (Communications Committee)
 - A Parent Guidance Booklet will be extracted from the final plan.
- MSA will increase school signage around campus (building office managers are leading this in the buildings)
- Once families and staff know what the plan is, a survey (by Ms. Howe) regarding their concerns will be sent out (by August 5th); A second survey will be sent out at the end of September (prepared by the Director to share with Communications Committee to review)
- Small group meetings (e.g. task force meetings; committee meetings; staff; bldg. meetings; child find meetings; dept. meetings; IEPs; 504s) will be face-to-face, if possible; There will also be a professional development session on virtual meeting etiquette

Environment:

- MSA will practice one-way traffic flow wherever possible
- MSA will practice social distancing as much as possible.
- Hydration stations will be used in place of drinking fountains (drinking fountains will be blocked off); Signage on how to use them so students don't touch their individual water bottles to the water dispenser will be included
- Lunchrooms:
 - There will be no open gym during lunch time
 - Students will sanitize their hands upon entering the lunchroom
 - Students will be distanced as far apart as possible
 - There will be no vending machines
 - A limited number of microwaves will be spread out in each lunch room in order to prevent virus transmission but each user will need to sanitize the door and buttons before each use; The lunch monitor will do a more thorough sanitizing between the lunches.
 - Signage on how to effectively wipe down the microwave
 - Sanitation pump at every table
 - Table disinfectant at every table (to clean table after lunch)
 - Repurpose the recycling wash stations

- MSA will have classroom doors open (by teachers) and entry doors open (by office staff) during passing time
- Classroom doors should remain open during class time to increase airflow (if possible)
- Classroom windows should be left open during class (if possible)
 - Classrooms may have fans
 - Quiet fans will be ordered for staff needing them
 - Office managers will walk through Buildings A, B, and D to check which classrooms do/don't have working windows
 - Survey questions to the teachers regarding window fans or standing fans for classrooms will be done in August
 - HVAC system is a **major problem**
 - Building administrators will be in charge of minimizing the amount of recycled indoor air
 - The Director will contact Trane to see if they will do an air analysis, air balancing, and bi-polar ionization
- Bathrooms:
 - Will have limited occupancy
 - Bldg. A: no more than 2 people
 - Bldgs. B, C, D: no more than 1 person
 - To reduce virus contamination, students will only go to the bathroom during class time (not during passing time and not during lunch), unless it is an emergency
 - Students will have individual bathroom passes to hang outside the bathrooms so people can see if the bathroom is occupied
 - 1 hook per bathroom out on the wall outside each bathroom, but they need to be visible when looking down the halls (2 hooks outside each bathroom in Bldg. A, in hall, where they can be seen)
 - Disposable passes will be provided to each teacher for when a student forgets theirs or can't find it; After use, the student will take it back to class and throw it away
 - Bathroom doors will have foot pedals
 - Signage will be in place to remind students to wash their hands for 20 seconds
- No Y-Care or before school study hall
- No Extended Day
- Back To School Event will be planned (High School Assistant Director is in charge of this with the BTS task force); All attendees will wear a mask

Safety:

- Hand sanitizer will be placed throughout each building.
- Tape will be used on hallway floors to direct student traffic, including floor markings of 6-foot spacing in areas where students might congregate.
- Masks will be worn by all people in all the buildings
 - Masks and face shields have been ordered for all staff

- Clear screen masks for over the mouth for use when deaf or hard of hearing students or staff are present have been ordered
- Student mask breaks will occur in designated areas outside the buildings. Water breaks may take place outside of class, in the hallway, if the student does not have a straw as part of their water bottle
- Substitute teachers: Safety items will be issued to them in the Bldg. B office.
- MSA will use minimal items that transfer between people (departments will need to discuss how this looks for their respective department)
- Vending machines will be removed
- Drinking fountains will be covered
- Hallways will be cleared of items to minimize the congregation of people (building administrators are the key people to walk through each building to check on this)
 - Examples:
 - Remove cloth chairs outside offices
 - Cover cloth chairs in offices (if those chairs are going to be used)
 - Cover the piano (Bldg. B)
 - Move that large PBIS placard in Bldg. A to the Great Hall where there is more space to view it
 - Misc. extra stuff in the Great Hall will be removed
- Safety signage
- Parent health screening directions will be developed and distributed

Scenario 2

Communication:

- High School Office Manager will send out daily announcements, emails, and Skylert to communicate with families (Skylert will be for emergencies such as a change in scenarios 1, 2, or 3; Director will relay the Skylert info to the High School Office Manager and she will send out via Skylert)
- The school website will include an updated school calendar and rSchool calendar
- There will be direct communication to staff in emails (from the directors, depending on message content)
- MSA will have information on the school website (Communications Committee)
 - A Parent Guidance Booklet will be extracted from the final plan.
- MSA will increase school signage around campus (building office managers are leading this in the buildings)
- Once families and staff know what the plan is, a survey (by Ms. Howe) regarding their concerns will be sent out (by August 5th); A second survey will be sent out at the end of September (prepared by the Director to share with Communications Committee to review)
- Small group meetings (e.g. task force meetings; committee meetings; staff; bldg. meetings; child find meetings; dept. meetings; IEPs; 504s) will be face-to-face, if possible; There will also be a professional development session on virtual meeting etiquette

Environment:

- MSA will practice one-way traffic flow wherever possible
- MSA will practice physically distancing everyone by 6 feet
- Hydration stations will be used in place of drinking fountains (drinking fountains will be blocked off); Signage on how to use them so students don't touch their individual water bottles to the water dispenser
- Lunchrooms:
 - Lunch room monitor will take a stronger sanitizing role during this scenario
 - There will be no open gym during lunch time
 - Students will sanitize their hands upon entering the lunchroom
 - Students will be distanced as far apart as possible
 - Building A: One student per table
 - There will be no vending machines
 - A limited number of microwaves will be spread out in each lunch room in order to prevent virus transmission but each user will need to sanitize the door and buttons before each use; The lunch monitor will do a more thorough sanitizing between the lunches.
 - Signage on how to effectively wipe down the microwave
 - Sanitation pump at every table
 - Table disinfectant at every table (to clean table after lunch)
 - Repurpose the recycling wash stations
- MSA will have classroom doors open (by teachers) and entry doors open (by office staff) during passing time
- Classroom doors should remain open during class time to increase airflow (if possible)
- Classroom windows should be left open during class (if possible)
 - Classrooms may have fans
 - Quiet fans will be ordered for staff needing them
 - Office managers will walk through Buildings A, B, and D to check which classrooms do/don't have working windows
 - Survey questions to the teachers regarding window fans or standing fans for classrooms will be done in August
 - HVAC system is a **major problem**
 - Building administrators will be in charge of minimizing the amount of recycled indoor air
 - The Director will contact Trane to see if they will do an air analysis, air balancing, and bi-polar ionization
- Lockers:
 - May be assigned at a later date to accommodate PE winter gear
- Hallways:
 - Stagger release times will be evaluated for feasibility
- Passing between buildings remains a challenge:
 - Cross traffic/supervision
- Before/After school questions that remain:

- What time do buildings open?
- How will we keep students apart outside?
- When can students come in?
- Where do they go in the mornings if early?
 - Students will report directly to their classroom upon arrival to school

Bathrooms:

- Will have limited occupancy
 - Bldg. A: no more than 2 people
 - Bldgs. B, C, D: no more than 1 person
- To reduce virus contamination, students will only go to the bathroom during class time (not during passing time and not during lunch), unless it is an emergency
- Students will have individual bathroom passes to hang outside the bathrooms so people can see if the bathroom is occupied
 - 1 hook per bathroom out on the wall outside each bathroom, but they need to be visible when looking down the halls (2 hooks outside each bathroom in bldg. A, in hall, where they can be seen)
 - Disposable passes will be provided to each teacher for when a student forgets theirs or can't find it; After use, the student will take it back to class and throw it away
- Bathroom doors will have foot pedals
- Signage will be in place to remind students to wash their hands for 20 seconds
- No Y-Care or before school study hall
- No Extended Day
- Back To School Event will be planned (High School Assistant Director is in charge of this with the BTS task force); All attendees will wear a mask

Safety:

- MSA will provide plastic barriers for each teacher's desk (if desired)
- Hand sanitizer will be placed throughout each building
- Tape will be used on hallway floors to direct student traffic, including floor markings of 6-foot spacing in areas where students might congregate
- Masks will be worn by all people in all the buildings
 - Masks and face shields have been ordered for all staff
 - Clear screen masks for over the mouth for use when deaf or hard of hearing students or staff are present have been ordered
- Student mask breaks will occur in designated areas outside the buildings. Water breaks may take place outside of class, in the hallway, if the student does not have a straw as part of their water bottle
- Substitute teachers: Safety items will be issued to them in the Bldg. B office.
- MSA will use minimal items that transfer between people (departments will need to discuss how this looks for their respective department)
- Vending machines will be removed
- Drinking fountains will be covered

- Hallways will be cleared of items to minimize the congregation of people (building administrators are the key people to walk through each building to check on this)
 - Examples:
 - Remove cloth chairs outside offices
 - Cover cloth chairs in offices (if those chairs are going to be used)
 - Cover the piano (Bldg. B)
 - Move that large PBIS placard in Bldg. A to the Great Hall where there is more space to view it
 - Misc. extra stuff in the Great Hall will be removed
- Safety signage
- Parent health screening directions will be developed and distributed

Scenario 3

Communication:

- High School Office Manager will send out daily announcements, emails, and Skylert to communicate with families (Skylert will be for emergencies such as a change in scenarios 1, 2, or 3; Director will relay the Skylert info to the High School Office Manager and she will send out via Skylert)
- The school website will include an updated school calendar and rSchool calendar
- There will be direct communication to staff in emails (from the directors, depending on message content)
- MSA will have information on the school website (Communications Committee)
 - A Parent Guidance Booklet will be extracted from the final plan.
- MSA will increase school signage around campus (building office managers are leading this in the buildings)
- Once families and staff know what the plan is, a survey (by Ms. Howe) regarding their concerns will be sent out (by August 5th); A second survey will be sent out at the end of September (prepared by the Director to share with Communications Committee to review)
- Small group meetings (e.g. task force meetings; committee meetings; staff; bldg. meetings; child find meetings; dept. meetings; IEPs; 504s) will be face-to-face, if possible; There will also be a professional development session on virtual meeting etiquette

Environment:

- Staff will practice social distancing as much as possible
- Hydration stations will be used in place of drinking fountains
- All occupied classroom doors will be left open for airflow during the day (teachers will lock up their classroom when they leave)
 - Custodians will only go into the classrooms that have the garbage outside the door
- Occupied classrooms should have windows open for airflow when the AC is off
 - Classrooms may have fans (see Scenario 1)
 - HVAC system is a **major problem** (see Scenario 1)
- Bathrooms:

- Building A office bathroom will be cleaned week nights
- Building B first floor bathrooms will be cleaned week nights
- Building C bathroom will be cleaned week nights
- Building D bathrooms are not regularly checked (put the waste basket outside the bathroom door if the bathroom needs to be cleaned)
- Back To School Event will be planned (High School Assistant Director is in charge of this with the BTS task force); All attendees will wear a mask
 - Students need to pick up supplies, computers, etc.
 - Treat 6th grade differently? (they are new to middle school)
 - Treat 9th grade differently? (they are new to high school)
 - Treat all new to MSA students of any grade level (not 6th grade) differently? (they are new to MSA in general)

Safety:

- Hand sanitizer will be placed throughout each building
- Tape will be used on hallway floors to direct student traffic, including floor markings of 6-foot spacing in areas where students might congregate.
- Masks will be worn by all people in all the buildings
 - Masks and face shields have been ordered for all staff
 - Clear screen masks for over the mouth for use when deaf or hard of hearing students or staff are present have been ordered
- MSA will use minimal items that transfer between people (departments will need to discuss how this looks for their respective department)
 - Items used by students going in and out of the building (including ongoing material drop off)
 - Minimize paper use
- Vending machines will be removed
- Drinking fountains will be covered
- Hallways will be cleared of items to minimize the congregation of people (building administrators are the key people to walk through each building to check on this)
 - Examples:
 - Remove cloth chairs outside offices
 - Cover cloth chairs in offices (if those chairs are going to be used)
 - Cover the piano (Bldg. B)
 - Move that large PBIS placard in Bldg. A to the Great Hall where there is more space to view it
 - Misc. extra stuff in the Great Hall will be removed
- Safety signage
- Plan for ongoing material pick up and drop off will be developed and distributed

Teaching and Learning

Scenario 1

- Students will physically attend class daily according to their block schedule
 - Students are expected to attend classes from 9:20am until 3:50pm and will have additional homework as assigned
- Attendance will be taken at the beginning of the hour on Skyward
 - After two consecutive days of absence with no teacher contact from a student, the assistant director will communicate with the family
 - After two consecutive days of no assistant director contact from the family, the Director will contact the parent/guardian of the student
- Grading will be based on a percentage of points earned for the semester
- Teachers will utilize Google Learning Management System as their in class platform whenever possible but other platforms may be used to supplement instruction
 - Instruction on utilization of additional platforms will be provided
 - Middle school students are required to use MSA provided Chromebooks.
 - All students will have access to required programs via school laptops.
- During workshop week professional development on Google Learning Management System will be provided
- Field trips may occur
- Progress check-ins will be conducted in Advisory as needed and interventions will be pursued
 - If after one month, if no improvement is made, the administrator will connect with the student and parents/guardians
- Substitute teacher procedures will be followed as described in the staff handbook
- MCAs will follow the state assessment plan and occur on school selected dates
 - MDE is developing materials and training for the 2020-21 school year to support districts' administration in schools. Release of the 2020-21 Procedures Manual is expected by the end of October. Details for training and other resources will be shared as the dates approach.
- AP exams will follow the AP exam schedule
 - Students will need to follow communications regarding the install of the College Board Secure testing engine. Presently there have been no updates about the AP Exams but MSA will follow whatever protocols are required in all three scenarios.
- Part-Time PSEO students must meet with a counselor in order to determine any conflicts with graduation requirements. Conflicts may require students to alter their schedule, which may include the need to choose to attend full-time PSEO or full-time MSA classes.

Scenario 2

- Students will attend class daily according to their block schedule either in person or virtually (synchronously)
 - Students are expected to attend classes from 9:20am until 3:50pm and will have additional homework as assigned
- Attendance will be taken at the beginning of the hour on Skyward

- Parents/Guardians will communicate any circumstances that differ from their student's schedule by calling the school attendance line
- After two consecutive days of absence with no teacher contact from a student, the assistant director will communicate with the family
- After two consecutive days of no assistant director contact from the family, the Director will contact the parent/guardian of the student
- Grading will be based on a percentage of points earned for the semester
- Teachers will utilize Google Learning Management System as their in class platform whenever possible but other platforms may be used to supplement instruction
 - Instruction on utilization of additional platforms will be provided
 - Middle school students are required to use MSA provided Chromebooks.
 - All students will have access to required programs via school laptops.
- During workshop week professional development on Google Learning Management System (LMS) will be provided
- Field trips will be postponed until the school is in Scenario 1 and the field trip is feasible
- Progress check-ins will be conducted in Advisory as needed and interventions will be pursued
 - If after one month, if no improvement is made, the administrator will connect with the student and parents/guardians
- Substitute teacher procedures will be followed as described in the staff handbook and classroom activities may be reduced considerably
- MCAs will follow the state assessment plan and occur on school selected dates for students who are in-person on the test date
 - MDE is developing materials and training for the 2020-21 school year to support districts' administration in schools. Release of the 2020-21 Procedures Manual is expected by the end of October. Details for training and other resources will be shared as the dates approach.
- AP exams will follow the AP exam schedule
 - Students will need to follow communications regarding the install of the College Board Secure testing engine. Presently there have been no updates about the AP Exams but MSA will follow whatever protocols are required in all three scenarios.
- Part-Time PSEO students must meet with a counselor in order to determine any conflicts with graduation requirements. Conflicts may require students to alter their schedule, which may include the need to choose to attend full-time PSEO or full-time MSA classes.

Scenario 3

- Students will virtually attend class daily according to their block schedule (synchronously)
 - Students are expected to attend classes from 9:20am until 3:50pm and will have additional homework as assigned
- Attendance will be taken virtually (synchronously) at the beginning of the hour on Skyward
 - After two consecutive days of absence with no teacher contact from a student, the assistant director will communicate with the family
 - After two consecutive days of no assistant director contact from the family, the Director will contact the parent/guardian of the student

- Grading will be based on a percentage of points earned for the semester
- Teachers will utilize Google Learning Management System as their in class platform whenever possible but other platforms may be used to supplement instruction
 - Instruction on utilization of additional platforms will be provided
 - Middle school students are required to use MSA provided Chromebooks.
 - All students will have access to required programs via school laptops.
- During workshop week professional development on Google Learning Management System (LMS) will be provided
- No field trips will be allowed
- Progress check-ins will be conducted in Advisory as needed and interventions will be pursued
 - If after one month, if no improvement is made, the administrator will connect with the student and parents/guardians
- If no substitute teachers can be located to deliver course material, students may be given a work day after attendance is taken
- MCAs will not be administered
 - MDE is developing materials and training for the 2020-21 school year to support districts' administration in schools. Release of the 2020-21 Procedures Manual is expected by the end of October. Details for training and other resources will be shared as the dates approach.
- AP exams will follow the AP exam schedule
 - Students will need to follow communications regarding the install of the College Board Secure testing engine. Presently there have been no updates about the AP Exams but MSA will follow whatever protocols are required in all three scenarios.
- Part-Time PSEO students must meet with a counselor in order to determine any conflicts with graduation requirements. Conflicts may require students to alter their schedule, which may include the need to choose to attend full-time PSEO or full-time MSA classes.

Equity and Family Needs

Scenario 1

504/IEP Support:

- All 504 plans and IEPs will be followed as they would in a typical school year
- All resource rooms currently operate at about a 3:1 student to staff ratio. Care will be taken to maintain this while not allowing for large group congregation during the day
- If possible, IEP and 504 meetings will be held virtually, either by phone or a virtual meeting software.

Technology/Internet Access:

- All students will have access to a laptop or Chromebook device to use during the day and take home at night
- All students will have access to the school's Wi-Fi during school hours

Athletics/Clubs/Activities:

- Athletics will operate per MSHSL or MSA Board of Directors (BOD) guidelines
- Clubs and activities will be permitted to meet in-person but will be required to follow social distancing and personal protective equipment guidelines (PPE)
- Clubs/activities will be encouraged to meet online or outside whenever possible

Dietary Support:

- MSA will distribute information regarding community food resources
 - No outside food deliveries will be accepted for students
 - Pizza days and healthy snack days will be suspended until later notice
- Vending machines in the school buildings will be removed

Transportation:

- If available, MSA will receive transportation support from ISD #833

Communication:

- All communication will be shared in multiple formats (e.g. Skyward emails, website, newsletters, announcements, and Skylert messages for the most important information)
- All communication will be sent or authorized to be sent by the Director
- Signage will be increased around school to inform traffic patterns and expectations

Student Supervision Support:

- MSA will coordinate with the YMCA to provide care for students of essential workers

Tutoring:

- Any NHS and department provided student-to-student tutoring that occurs will be required to be online only

Financial Help:

- The Education Benefits Form will be sent to every MSA family

Protecting Vulnerable Populations (per Minnesota Department of Health requirements):

- MSA will create a process for students/families and staff to self-identify as high risk for illness due to COVID-19; MSA will have a plan in place to address requests for alternative learning arrangements or work assignments.
- Evaluate all current plans (individual healthcare plans, IEPs, or 504 plans) for accommodating students with special health care needs and update as needed to decrease their risk for exposure to COVID-19
- MSA will offer distance learning to enrolled students who may be medically vulnerable or otherwise unable or unwilling to return to in-person or hybrid learning

Scenario 2:

504/IEP Support:

- All 504 plans and IEPs will be followed per the law
- Whenever possible, IEP and 504 meetings will be held virtually, either by phone, Zoom, or other virtual meeting software. Students will continue to receive special education IEP service minutes.
- Students on IEPs will have their own Google Classroom to support their learning
- Students on IEPs will be scheduled into in-person classes so as to best utilize case manager and educational assistant support
- Educational Assistants (EAs) will be assigned to support students in specific classes and grade levels, both in-person and online
- Students with a 504 plan will have their plan enacted in accordance with the law and also based on their needs in collaboration with teachers, parents/guardians, and the 504 coordinator

Technology/Internet Access

- All students will have access to a laptop or Chromebook device to use during the day and take home at night
- Based on need and availability, MSA will ensure adequate internet accessibility to families for use at home. Funds for this could come from the Coronavirus Aid, Relief, and Economic Security (CARES) Act funding, more specifically the Governor's Emergency Education Relief Fund (GEER)

Athletics/Clubs/Activities:

- Athletics will operate per MSHSL or MSA Board of Directors (BOD) guidelines
- Clubs and activities will be allowed but required to meet virtually

Dietary Support:

- MSA will distribute information regarding community food resources
 - No outside food deliveries will be accepted for students
 - Pizza days and healthy snack days will be suspended until later notice
- Vending machines in the school buildings will be removed

Transportation:

- MSA will receive transportation support from ISD #833
- Occupancy of the buses will be limited to 50%; MSA will work to ensure minimum of 6' between people at all times

Communication:

- All communication will be shared in multiple formats (e.g. Skyward emails, website, newsletters, announcements, and Skylert messages for the most important information)
- All communication will be sent or authorized to be sent by the Director
- Signage will be increased around school to inform traffic patterns and expectations

Student Supervision Support:

- MSA will coordinate with the YMCA to provide care for students of essential workers

Tutoring:

- Any NHS and department provided student-to-student tutoring that occurs will be required to be online only

Financial Help:

- The Education Benefits Form will be sent to every MSA family

Protecting Vulnerable Populations (per Minnesota Department of Health requirements):

- MSA will create a process for students/families and staff to self-identify as high risk for illness due to COVID-19; MSA will have a plan in place to address requests for alternative learning arrangements or work assignments
- Evaluate all current plans (individual healthcare plans, IEPs, or 504 plans) for accommodating students with special health care needs and update as needed to decrease their risk for exposure to COVID-19
- MSA will offer distance learning to enrolled students who may be medically vulnerable or otherwise unable or unwilling to return to in-person or hybrid learning

Scenario 3

504/IEP Support:

- All 504 plans and IEPs will be followed per the law
- Addendums would be added to all IEP's to accommodate for distance learning
- All 504 plans would be implemented in accordance with the law and in collaboration between teachers, parents/guardians, and the 504 coordinator

- IEP and 504 meetings will be held virtually, either by phone, Zoom, or other virtual meeting software. Students will continue to receive special education IEP service minutes.

Technology/Internet Access:

- All students will have access to a laptop or Chromebook device to use during the day and take home at night
- Based on need and availability, MSA will ensure adequate internet accessibility to families for use at home. Funds for this could come from the Coronavirus Aid, Relief, and Economic Security (CARES) Act funding, more specifically the Governor's Emergency Education Relief Fund (GEER)

Athletics/Clubs/Activities:

- Athletics will not be allowed until further guidance from the MSHSL or MSA BOD
- Clubs and activities will be allowed but required to meet virtually

Dietary Support:

- MSA will continue the community pantry at school as needed
- MSA will distribute information regarding community food resources
- Vending machines in the school buildings will be removed

Transportation:

- Not applicable

Communication:

- All communication will be shared in multiple formats. i.e. Skyward emails, website, newsletters, announcements, and Skylert messages (for the most important information)
- All communication will be sent or authorized to be sent by the Director

Student Supervision Support:

- MSA will coordinate with the YMCA to provide care for students of essential workers

Tutoring:

- Any NHS and department provided student-to-student tutoring that occurs will be required to be online only

Financial Help:

- The Education Benefits Form will be sent to every MSA family

Protecting Vulnerable Populations (per Minnesota Department of Health requirements):

- Not applicable if in distance learning

Social-Emotional and Mental Health

Scenario 1

- Regular advisory classes where lessons may be taught on social emotional learning
- If feasible, incorporate a mindfulness section to every class to have students take time to process thoughts before starting content (no more than 3 minutes)

Scenario 2

- Regular advisory classes where students can do the lessons at home or on campus; Perhaps have students set aside a notebook for on-going journaling to help them process their thoughts and feelings
- Counselors will provide resources and worksheets/activities on their websites for students to do at home with family members

Scenario 3:

- Regular advisory classes where students can do the lessons at home; Perhaps have students set aside a notebook for on-going journaling to help them process their thoughts and feelings
- Counselors will provide resources and worksheets/activities on their websites for students to do at home with family members

Social-Emotional and Mental Health - Students

Scenario 1

- Counselors will be available for in person counseling sessions if and when it is needed
- Counselors will provide readily available resources for students to access
- Counselors will provide advisory teachers a set of questions for teachers to use as a check in with their advisory students

Scenario 2

- Counselors will send weekly check in forms to students via email; Counselors can then set up meetings based on their responses
- Counselors will provide readily available resources for students to access
- Counselors will provide advisory teachers a set of questions for teachers to use as a check in with their advisory students

Scenario 3

- Counselors will send weekly check in forms to students via email; Counselors can then set up meetings based on their responses
- Counselors will provide readily available resources for students to access
- Counselors will provide advisory teachers a set of questions for teachers to use as a check in with their advisory students

Social-Emotional and Mental Health - Staff

Scenario 1

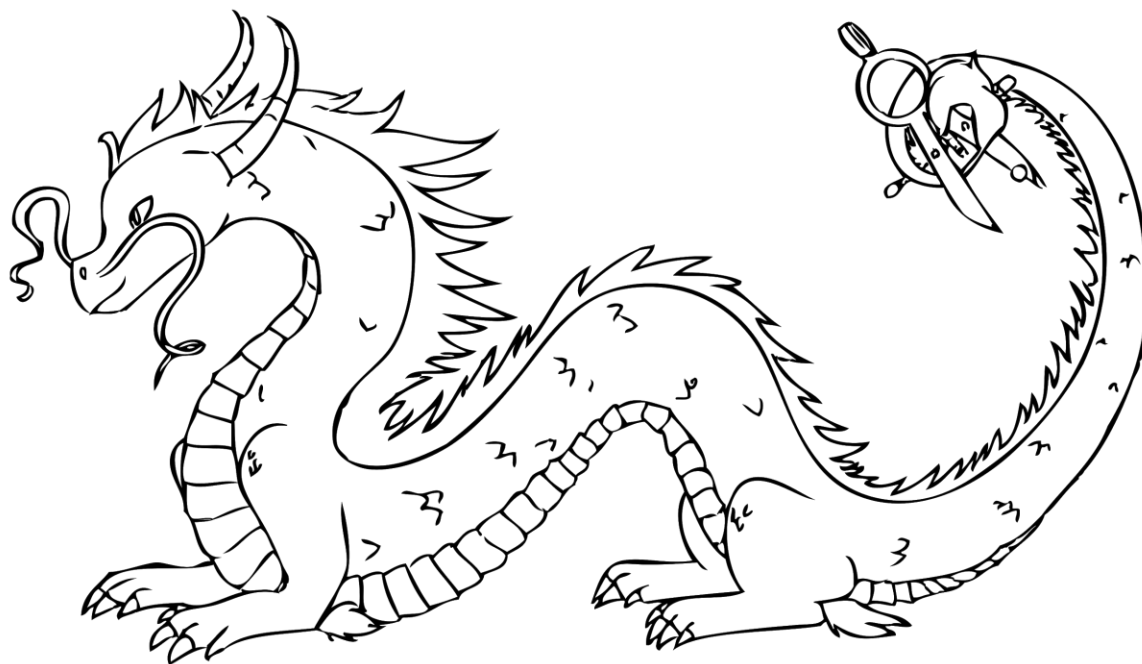
- Host book clubs where staff can connect via their interests in books
- Lunches with other staff members in classrooms (as long as there are social distancing measures in place)
- Go for walks before/after school to get exercise and fresh air (wear a mask and social distance if walking with another person)

Scenario 2

- Host book clubs where staff can connect via their interests in books
- Host themed “zoom hours” where staff can connect on topics that interest them to get to know their fellow staff members better

Scenario 3

- Host book clubs where staff can connect via their interests in books
- Host themed “zoom hours” where staff can connect on topics that interest them to get to know their fellow staff members better



**Math and Science Academy
Activities Handbook
2020-2021**

Math and Science Academy
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Woodbury, MN 55125
651-578-7507

Shannon Froberg
High School Assistant Director
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About This Handbook

This Handbook provides the pertinent rules and expectations that apply to all participants in athletics as well as non-athletic extracurricular activities at Math and Science Academy.

Students, parents, coaches, advisors, teachers, and school administrators are encouraged to familiarize themselves with the contents of this handbook and use it as a reference when questions arise. Understanding the policies that govern extracurricular activities significantly reduces concerns and unforeseen problems. A student's failure to comply with the rules outlined in this handbook may result in reduced participation time or dismissal from the activity/team upon agreement of the coach/advisor and school administrator. Any situation not covered in this handbook will be handled at the discretion of the Assistant Director.

Handbook Updates

Additions, corrections or amendments to this Handbook are under the express authority of Math and Science Academy. This Handbook is updated and republished at the beginning of every school year. This Handbook supersedes any previously disseminated handbooks.

Welcome Letter

To Parents and Students,

Welcome to another great year at MSA. We are excited to have returning and new students participating in all of our activities. MSA offers a wide variety of activities for our students. We believe in giving the students an opportunity to participate and create relationships.

Participating in extracurricular activities is a privilege and participants are expected to follow the guidelines in this handbook, as well as, school and MSHSL policies. Following these policies help to create a safe and productive environment. This will create a place for students to create relationships, be creative, learn life skills and become a well-rounded individual.

Have a great year!

Shannon Froberg
High School Assistant Director
Activities Director

Introduction

The Math and Science Academy (MSA) is a Minnesota Public Charter School in which any student who lives in the State of Minnesota may enroll.

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

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

Core Values

- **Honesty:** MSA's community exhibits fairness, cooperation, integrity, and honesty. MSA students and staff take responsibility for their actions.
- **Community:** MSA maintains small class sizes and a small school feel.
- **Respect:** MSA's community respects others and their views, while fostering a safe environment where every voice is heard, and individuals are free to take risks.
- **Teamwork:** MSA encourages networking, collaboration, and open communication between all members of our community. MSA encourages students, their families, and staff to invest their time and resources to serve the MSA community.
- **Excellence:** MSA continuously evaluates and improves programs to ensure the highest quality in teaching and learning. MSA empowers students to develop independence through organization, time management, and self-discipline.

Student Participation

All students who qualify have the privilege to participate in extracurricular activities and shall not be denied the opportunity to participate on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual or affectional orientation, gender identity or expression, or disability.

Only those students properly enrolled in MSA or are a member of an MSA Cooperative Agreement may represent the school in extracurricular activities as direct student participants.

In order to participate in extracurricular activities, the following forms (if applicable) must be completed and on file with the Assistant Director, Ms. Froberg:

- MSHSL Form - 1 per year and turned in at the start of the first season
- Registration fee/payment when required -- paid at the start of each season

- Coaches Emergency Form - turned in at the start of each season
- Transportation Waiver - turned in at the start of the school year
- Hold Harmless Waiver - filled out online at the beginning of each school year
- Physical - must be within the last 3 years

If a student decides to stop participating in an extracurricular activity, the registration fee is forfeited. A reimbursement will only be given if practices have not started and equipment has not been ordered for them.

The fee for sports at MSA is \$175 per sport unless it is a coop. Coop fee is decided by the sponsoring school. MSA has a 2-sport cap per season for the fee. The 2 sports must not be a coop sport.

Academic Requirements

Students must have all grades above a C- in order to participate without an academic improvement plan. Student grades will be checked every 5 weeks. If a student has a grade lower than a C- a letter will be sent to the student's guardians. The student must then meet with the Assistant Director, Ms. Froberg, to create an academic improvement plan before they can participate. Once the plan is created and signed by the teacher of the class or classes the student is not earning a C- or higher; the student can participate on a weekly basis. The academic improvement plan will be signed weekly by the student's teacher. The plan will continue until the grade is a C- or higher.

EXTRACURRICULAR ELIGIBILITY POLICY

I. PURPOSE

The Math and Science Academy (MSA) recognizes that extracurricular and athletic activities enrich the educational experience and social development of students. Participation in extracurricular activities is a privilege. Care must be taken to ensure that these activities do not take precedence over subject matter areas, but remain supplemental to the basic courses. It is desirable that students participate in such activities to the extent that they further their educational and social development. It is important that such participation not jeopardize student academic achievement. The purpose of this policy is to assist MSA in maintaining its educational goals.

II. GENERAL STATEMENT OF POLICY

A. This policy relates to all extracurricular activities, including competitive activities, lettering activities, and student clubs.

B. This policy applies to students in grades 6 through 12. This policy will be in effect throughout the school year.

C. Student grades will be checked:

Oct 1st

Mid-semester (for Semester 1)

Dec 1st

End of semester 1

March 1

Mid-semester (for Semester 2)

May 1

Starting with the first grade check, students who have D or F grades will be ineligible to participate in any extracurricular activities and will receive notice of their ineligibility.

D. Students who have lost eligibility will not be able to participate in any extracurricular activities; including practices, planning, and events unless they create an academic improvement plan with the MSA Activities Director (Activities Director). Students will remain on the Academic Improvement Plan until the next grade check that is run by the Activities Director, and will be removed from the Academic Improvement Plan only if the student is showing academic improvement to a grade of C- or better in each of the probationary classes.

1. The academic improvement plan will allow the students to participate in extracurricular activities by completing the Academic Improvement Plan and by showing progress (academic improvement) for four or five consecutive weeks (based on the weeks that grades are checked listed in Section II) and by obtaining signatures from teachers involved in the applicable classes requiring improvement.
2. The plan should be completed every week, by appointment, with the teachers involved in the applicable classes requiring improvement. This is mandatory in order to participate in an extracurricular activity or activities the following week.
3. Special education students will work with their case manager and the Activities Director to create an academic improvement plan. Special education students will have their academic improvement plans signed by their case manager.

E. Grades used to run reports to determine eligibility will be based on the current semester's grades.

F. Once a student is on Academic Ineligibility, they will remain on it until the next grade report is run. If a student enrolled in a semester-long class is on Academic Ineligibility for that class at the end of semester one, they will not be on Academic Ineligibility at the beginning of semester two (for that course) because they would be unable to complete the above plan requirements.

III. DEFINITIONS

A. Extracurricular activities are defined as having the following characteristics:

1. The activity is sponsored, supervised, or financed by MSA.

2. Students participating in the activity represent MSA.

3. The activity is not part of the regular school curriculum and does not take place during the regular school day.

4. The activity is not graded or offered for credit.

B. Extracurricular activities include competitive activities, lettering activities and student clubs.

IV. APPEALS

Appeals will be addressed according to MSA policy 103.

V. NOTICE

This policy shall appear in the student handbook.

Expectations

This section provides parents and students an overview of what is expected of them as participants in the extracurricular program at Math and Science Academy.

A competitive contest represents a challenge that involves planning, preparation, practice, facing the ordeal, winning or losing, reasoning, and finally regrouping – a process repeated over and over in life. The MSA student accepts this challenge and strives to show FIRE:

- Focus
- Integrity
- Respect
- Excellence

Code of Conduct and Sportsmanship

MSA believes that high standards of conduct are essential to maintaining sound athletic and non-athletic extracurricular programs. Parents and students must abide by high standards of respect. Students who violate rules or otherwise engage in conduct detrimental to the group, school, or community shall be disciplined in an appropriate manner.

About the High School League

The mission of the Minnesota State High School League (MSHSL) is to provide educational opportunities for students through interscholastic athletics and fine arts programs, and provides leadership and support for member schools.

The MSHSL is a voluntary, nonprofit association of public and private schools with a history of service to Minnesota's high school youth since 1916. Today, nearly 500 schools are members of the League.

The League exists to provide competitive, equitable and uniform opportunities for high school students to learn valuable lessons through participation in athletics and fine arts. The MSHSL also provides support for member schools with programs that address sportsmanship, chemical health, and scholarship recognition. It also oversees more than 4,500-registered contest officials and judges. The League provides educational programs for coaches. The MSHSL neither solicits nor receives any state funding.

For more information about the League, go to www.mshsl.org.

MSA activities where a varsity letter may be earned:

*indicates the activity is under MSHSL rules and regulations

Lettering opportunities:

Boys' Cross Country*	Girls' Cross Country*	Girls' Volleyball*	Boys' Soccer*
Girls' Soccer*	Football*	Boys' Basketball*	Trap Team*
Girls' Basketball*	Girls' Nordic Ski*	Boys' Nordic Ski*	Boys' Track*
Girls' Track*	Girls' Badminton*	FRC*	Baseball*
FTC	Performing Arts	Student Council	SWEnext
Earth Club	Academic Letter	Newspaper	National Honor Society
Social Justice	Spanish Club		

Academics and Competition

MSA prides itself in developing students of strong moral character who are committed to their sport/activity, team, and academic achievement. Academics are always a student's first priority.

Students and parents are expected to set reasonable and realistic expectations for extracurricular performance and achievement, both from a personal perspective and team perspective. The monitoring of academic status is the joint responsibility of students, parents, and school administration.

Homework

Students are expected to complete all homework as assigned even on game days. Athletic or performing events and practices are not an excuse for incomplete homework.

Attendance Policies

Regular attendance is imperative to the basic development of individual skills and fundamentals. It also sets a sound foundation for team discipline, unity, spirit, commitment, and loyalty. Students must attend all practices, meetings, and games/events on time and be ready to participate. Practice times and locations are determined and communicated by the coach/advisor. MSA is not responsible for any student not attending a practice or game at the appropriate time and place.

Absences

In a team activity, fairness to the group requires attendance at practices, competitions, and other team functions. If a student's activity attendance becomes a problem, the student's participation in the program may be affected by limiting the student's role or possible discontinuation of the student's participation in the program, at the discretion of the coach/advisor and assistant director.

It is the responsibility of the student to contact the coach/advisor before the absence if they will miss any part of a practice, meeting, or game/activity. Students with unexcused absences may experience decreased participation time or possible dismissal from the program as determined by the coach/advisor and Assistant Director.

To play or practice:

A student must be in attendance half of the school day in which the practice, game, or event is scheduled. If a student is absent on a Friday with a game/activity the following day (Saturday), they are eligible to participate provided the absence is an excused absence. If a student receives an In-School Suspension or Out-of-School Suspension, the student will not be allowed to participate in any extracurriculars they are registered for on those days of suspension, including weekends if the suspension spans the weekend.

Vacations

Vacations by students during a season are discouraged. In the event an absence due to vacation is unavoidable, the student must discuss their participation status with the coach/advisor. Vacations are considered unexcused absences.

Closed Practices and Meetings

Practices and meetings are considered valuable time. Attendance is generally limited to group/team members, coaches/advisors, and a school administrator. Guests are expected to refrain from disrupting practice sessions in any way, including conversing with coaches/advisors or students. Coaches/Advisors may ask spectators to leave if they are disturbing practice.

Weather-Related School Days, Saturdays, and Holidays

On school days, Saturdays, and school holidays when severe weather conditions may preclude practices, games and/or tournaments, the assistant director will determine whether or not practices, games and/or tournaments will take place or be cancelled. Cancellations may be communicated through email, calendar, and website updates, social media updates, and teacher announcements (as appropriate).

Care of Uniforms, Equipment, and Personal Property

Uniforms, equipment, costumes, or props are loaned to team members and signed out. These items are to be worn or used only during practice sessions, games, or otherwise specified by the assistant director or coaches/advisors. Students are required to return uniforms and equipment to their coach/advisor after the completion of the season. Theft, loss, or damage to any equipment or uniforms is the student's (and family's) financial obligation. The fee for damaged or lost uniforms is the cost of the item or \$50 per piece, whichever is greater. At no time is MSA equipment for personal use.

The athletic program, extracurricular program, and the school are NOT responsible for any missing valuables, money, or personal belongings. Individually owned equipment is the sole responsibility of the student; MSA will not be responsible for any loss or damage that occurs to student-owned equipment.

Mood-Altering Chemicals

A student participating in extracurriculars must at all times be in compliance with MSA and MSHSL policy prohibiting the use or possession of tobacco, alcohol, and controlled substances. Violations and penalties apply continuously from the first time an athlete signs the MSHSL Athletic Eligibility Brochure and Statement.

Prescription Drugs

A student in possession of a drug prescribed by a physician for his or her use is not in violation. Students must inform coaches/advisors of any prescription drugs he/she uses.

Harassment, Violence, or Hazing/Bullying

A student must at all times be in compliance with MSA and MSHSL policy prohibiting sexual, racial or religious harassment, violence, or hazing/bullying. Reporting procedures, reprisal and penalties are specified in the Eligibility Brochure.

MSA policies governing harassment, violence, or hazing/bullying apply to all extracurricular activities, whether they are under the domain of the MSHSL or not.

Violation and Penalty Guidelines

Violations of eligibility rules are subject to minimum penalty guidelines specified by MSA and MSHSL. In all situations, MSA reserves the right to impose stiffer penalties, including dismissal from a team/program and further disciplinary actions, as deemed necessary by a school administrator.

Penalties are progressive in severity and cumulative beginning with the student's first participation in an activity and continuing throughout the athlete's high school career. Penalties vary depending on the severity and frequency of the violation. Parents and athletes are advised to discuss questions about violations and penalties with the assistant director.

Once an athlete signs their initial Athletic Eligibility Statement, all MSHSL eligibility rules apply:

- Twelve months of the year, including when school is not in session;
- Whether the athlete is participating or not;
- Continuously through the completion of the athlete's high school eligibility.

In general, an athlete found in violation of League rules loses:

- Eligibility for a determined number of games or weeks, whichever is greater;
- The right to captain on a team;
- All rights and privileges, including any awards or postseason recognition.

Example of a First Violation

Upon confirmation of a first violation, the student may not participate in the next two consecutive games/activities or two weeks of the season, whichever is greater. The student may not serve as a captain for the remainder of the season, and will not receive any awards or postseason recognition for the sport.

Satisfying a League Penalty

In order for a penalty to be considered satisfied, the student must complete the entire season of the activity in which he/she participates and serves the violation penalty. If a student fails to participate for the entire season, his or her penalty will not be considered served and must be served in its entirety in any subsequent League- or MSA- sponsored activity in which the student participates.

Appeals

Any violations of League policy may be appealed through the League. Parents wishing to appeal a violation must first contact the assistant director.

Personal Appearance

All students are expected to follow team dress/uniform guidelines at all times. Students must be well-groomed and dressed appropriately at all activities and practices. Jewelry and other decorative accessories are not allowed for athletes during a practice or game.

Injuries and Medical Release

All injuries must be reported to the coach/advisor. If an athlete is injured during a season and requires medical attention, they must submit a doctor's medical release to the coach before resuming participation. If a student is injured at any time, the assistant director must be notified immediately in order to create proper accommodations for that student to participate.

Communication

Activities Calendar

MSA uses rSchool as its activity calendar. This calendar can be found on the school web page or at this address: <https://emaconference.org/public/genie/404/school/185/>

Families will need to sign up to receive notification of changes in the activity but the calendar is free to be seen by anyone. MSA strongly recommends that parents and participants sign up for notifications to help communicate activity schedules.

Issues or Concerns

Parents should encourage their children to discuss issues with their coach/advisor first. No parent should approach coaches/advisors before, during, or immediately after a game/performance to discuss an issue. If the issue is not resolved between the coach/advisor, parents, and students, the assistant director will intervene.

Appropriate concerns to discuss with coaches/advisors:

Treatment of your child, mentally and physically

Ways to help your child improve

Concerns about your child's behavior

Issues not appropriate to discuss with coaches/advisors:

Playing time

Team strategy

Play calling

Other students or athletes

Adult Supervision

Adequate adult supervision will be provided to students every time they arrive, practice, participate in any manner, and wait for their rides. It is expected that one of the supervisors will be the coach/advisor. It is also expected that parents and legal guardians will show their respect by bringing their children to events and picking them up at the recommended window of time.

Fundraising

Any school fundraising must be approved by the school. An event/fundraising form must be completed and turned into the Assistant Director, Ms. Froberg, at least 2 weeks before the event.

Athletics Program

About the Program

MSA's athletic program functions under the guidelines of the MSHSL and competes in the Eastern Minnesota Athletic Conference (EMAC).

The athletic program is fully supported by the administration of MSA and its success is ensured by the cooperation and dedication of its athletes, coaches, teachers, and parents. Athletes are expected to be committed to their sport, academic excellence, and accept the responsibility of representing MSA.

The organized, competitive, varsity-level sports at MSA provide students the opportunity to participate and develop valuable skills necessary for personal growth and success in life. The program is under the leadership of the Assistant Director, Ms. Froberg.

School Profile

Mascot: Dragon

Colors: Black, Burgundy, White, Grey

Conference: Eastern Minnesota Athletic Conference (EMAC)

Section: Minnesota State High School League (MSHSL)

Section: 4A or 4AA typically depending on activity (Nordic is Section 3A)

Athletic Offerings

MSA offers the following varsity-level sports for students. Registration fees apply. Participation in these sports is open to students in grades 7 through 12. Girls are allowed to participate on boys' teams if an all-girls team is not offered for a specific sport.

Fall

Boys' Soccer (Coop TCA)

Girls' Soccer (Coop TCA)

Girls' Volleyball

Boys' Cross Country

Girls' Cross Country

Football (Academy Force)

Fall Trap

Winter

Boys' Basketball

Girls' Basketball

Boys' Nordic Ski

Girls' Nordic Ski

Spring

Boys' Baseball (Coop Liberty)

Boys' Track

Girls' Track

Spring Trap

EMAC Schools

The schools participating in the Eastern Minnesota Athletic Conference (EMAC), listed below, represent a diverse group of private and charter schools. These schools share similar size, athletic competitiveness and philosophy, and abide by the rules and regulations of the MSHSL. Not all schools offer the same sports.

Agriculture and Food Sciences Academy

Avail Academy

Community of Peace Academy

Twin Cities Academy/Great River School (Charter Stars)

Hmong Academy

United Christian Academy

Liberty Classical Academy

Groves Academy

Hiawatha Collegiate High School

Math and Science Academy

About League Eligibility

This section provides an overview of the general rules and requirements governing MSHSL eligibility as they pertain to the sports offered at MSA. This section does not cover all rules, circumstances, or penalties. Athletes participating or wishing to participate on a MSA team must satisfy all League rules and understand the responsibilities, consequences, and risks inherent in sports. Athletes must also agree to abide by an ethical and respectful code of conduct. The Official Handbook of the MSHSL is available through the Assistant Director, or the League website at www.mshsl.org and select Handbook.

The Eligibility Checklist

For Prospective and Current Athletes

MSA believes that high standards of conduct and citizenship are essential in maintaining a sound program of athletics. The following list of rules and requirements is intended to assist prospective and current athletes in determining their athletic eligibility.

Annual Pledge and Authorization

All current and prospective athletes and their parents must understand and pledge to abide by the rules governing high school athletics. In order to authorize participation in any sport, athletes and parents must read and sign the following League documents:

Athletic Eligibility Brochure;
Athletic Eligibility Statement.

Age

An athlete must be under 20 years old at the start of a sport's season;
An athlete who turns 20 during a sport season is permitted to complete that season.

Grade Level

Athletes in grades 7 or 8 may participate on a varsity-level team;
Athletes in grades 7 or 8 must satisfy all eligibility requirements;
No athlete in grades K-6 may participate in varsity or junior varsity play.

Enrollment, Attendance and Credits

An athlete must be fully enrolled at MSA;
An athlete must be properly registered;
An athlete must be attending school and classes regularly;

Seasons of Participation

No athlete may compete in more than four seasons in any sport while enrolled in grades 9–12;
Athletic participation during grades 7 or 8 does not apply to the 4-season maximum.

Semesters in High School

No athlete may participate in an interscholastic contest after his or her eighth semester;
All eight semesters are consecutive, beginning in grade 9;
Attendance of 15 days or more in one semester or participation in a practice or game counts as a semester.

Physical Exam and Health Questionnaire

An athlete must have on file in the school a record of a physical examination within the previous three years. MSA recommends using the Sports Qualifying Physical Examination Form (SQPE). Due to COVID-19 MSHSL is extending the physical qualification for one year longer.

Every year, athletes and parents must complete the MSHSL Annual Health Questionnaire and submit it to the Assistant Director.

Transfers

In general, an athlete transferring to another school is eligible to participate in the athletic program of the new school providing he or she meets certain withdrawal and enrollment provisions as determined by the League. The athlete may be considered ineligible for one calendar year beginning with the first day of attendance in the new school if provisions are not met. Parents and athletes should discuss their eligibility status with the Assistant Director before pursuing a transfer.

Non-School Competition

During a season, an athlete may not participate in a non-school sponsored game in the same sport in which the athlete competes for a school team. A season runs from the first practice until the final game, including postseason competition.

Game Ejections

In the event an athlete displays unsportsmanlike conduct during a game and is ejected from the game, s/he may not participate in the next regularly scheduled game. All subsequent ejections will result in ineligibility for the next four regularly scheduled games.

Spectator Conduct

A ticket represents a privilege to observe a game and positively support high school athletics. Spectators are called on to:

Model positive behavior in all forms of communication including cheers and signs;

Recognize outstanding performances on either side of the playing field or court;

Refrain from booing, foot stomping or making negative comments about officials, players or coaches;

Pay any admission fee

The admission fee is typically \$5.00 for adults and \$1.00 for students.

Locker Room Conduct

Athletes are expected to take good care of locker/changing rooms and to respect their own and other athlete's property. Horseplay is not allowed in the locker room. No glass containers are permitted in the locker room. The use of cameras or camera phones is strictly prohibited in locker rooms.

Team Selection

Coaches are encouraged to keep as many athletes on a team as possible without compromising the integrity of their sport. Athletes must always remember that participating on a team is a privilege, not a right. Depending on sport registration, MSA offers C-Team, junior varsity and varsity level teams. Choosing the members of teams is solely the responsibility of the coaches.

Playing Time

Playing time is determined by the coach and is an earned reward. Factors such as hard work, dedication, talent, opponent's strengths, teamwork, spirit, and sportsmanship are all taken into consideration. Coaches strive for maximum participation by all team members without compromising the competitive integrity of the team.

Game-Day Logistics

The Head Coach or Assistant Director will communicate all game-day information, transportation needs, or schedule changes to participating families through email. The online Athletic Calendar, rSchool, on the MSA website reflects the most current game and practice information.

Transportation

MSA will use a combination of buses and own/personal transportation to and from practices, meetings, and games. If an away game is a considerable distance from MSA, the school may provide bus transportation, upon determination of the Assistant Director and coaches. Athletes are expected to ride with the team to and from the game when the school provides transportation.

If parents wish to drive their children home from an away game when the school has provided transportation, parents must provide a written note or email to the coach. Athletes must be picked up from practices or games on time.

Students involved in travel shall:

Be on time for all trips;

Be on their best behavior in restaurants and hotels;

Care for any equipment assigned to the student and return it to the proper storage location upon return to the school;

Be on their best behavior while on the bus or other vehicle;

Promptly obey all instructions given by either the advisor or any adult chaperone.

EXTRACURRICULAR TRANSPORTATION POLICY

I. PURPOSE

The purpose of this policy is to make clear to students, parents, and staff Math and Science Academy's (MSA) policy regarding transportation for extracurricular activities.

II. GENERAL STATEMENT OF POLICY

Transportation to and from all extracurricular activities is the full responsibility of the MSA student and their family. MSA will not be held liable for incidents that occur while a student is being transported to an event, if that student is not using MSA provided transportation. Annually, all MSA families must fill out a Student Extracurricular Transportation Waiver Form for each student enrolled at MSA.

The determination as to whether to provide school transportation for students, spectators, or participants to and from extracurricular activities shall be made solely by MSA's administration. This determination shall include, but is not limited to, the decision to provide transportation, the persons to be transported, the type or method to be utilized, all transportation scheduling and coordination, and any other transportation arrangements or decisions. Employees who are involved in extracurricular activities shall be advised by MSA's administration as to the transportation arrangements made, if any.

Rules of conduct, discipline, and all other MSA policies applicable to students and employees apply to students and employees while engaged in extracurricular activities, as well as all state and federal laws.

III. ARRANGEMENT OF EXTRACURRICULAR TRANSPORTATION

MSA employees shall not undertake independent arrangement, scheduling, or coordination of transportation for extracurricular activities unless specifically directed or approved by an MSA Director or Assistant Director. All transportation arrangements made by a MSA employee must be approved by an MSA Director.

If MSA makes no arrangements for extracurricular transportation, the families of MSA students who wish to participate in extracurricular activities are responsible for arranging for or providing their own transportation.

IV. NO EMPLOYEE TRANSPORTATION OF STUDENTS WITH PERSONAL VEHICLES

An MSA employee must not use a personal vehicle to transport one or more students except as provided herein. Employees may make appropriate transportation arrangements for students as necessary in an emergency or other unforeseeable circumstance but are not required to do so (See Section VI).

In a nonemergency situation, an employee must get prior, written approval from an MSA Director or Assistant Director before transporting a student in a personal vehicle. An MSA Director or Assistant Director has the sole discretion to make a final determination as to the appropriate use of a personal vehicle to transport one or more students.

All vehicles used to transport students shall be properly registered and insured.

V. TRANSPORTATION BY STUDENT DRIVERS

Students driving to extracurricular activities should be discouraged. MSA will not be held liable for incidents that occur while driving if a student drives to an activity or event.

VI. EMERGENCY SITUATIONS

In the event of an emergency situation during an extracurricular activity, an MSA employee or activity leader will do the following:

- A. Call 911, if necessary. The student's parent/guardian is responsible for any expenses incurred (i.e. ambulance, hospital, doctor, etc.)
- B. Contact the student's parent/guardian if they are not present at the phone number on file for the student.

1. The parent/guardian is responsible for providing transportation if the student must leave the activity early due to the emergency incident.
2. If the parent/guardian is unavailable to provide transportation themselves, the parent/guardian must make any necessary arrangements to secure transportation for their student.
3. MSA is not required to make any transportation arrangements for the student.

C. If any emergency transportation arrangements are made by employees pursuant to this section, the relevant facts and circumstances shall be reported to the MSA Activities Director as soon thereafter as practicable.

VII. FEES

In its discretion, MSA may charge fees for transportation of students to and from extracurricular activities conducted at locations other than MSA, where attendance is optional.

Early Release

In the event that a game conflicts with class time, the Assistant Director will arrange for athletes to be dismissed early from school. Athletes must make sure they have all necessary assignments for classes they may miss due to early release. An athlete may not use a game as an excuse for not completing assignments, doing poor-quality work, or being unprepared for class.

Late Finish

Athletes are expected in school the next morning for the first period regardless of a late finish.

Awards and Banquets

Letter awards are presented in each varsity sport. Lettering criteria are unique to each sport.

Athletes may purchase letter jackets at the sole expense of the family. Athletic awards ceremonies are held at the end of each season and run by the parents of the team.

Volunteer Opportunities

Parental involvement is critical to the success of the athletic program. The Assistant Director requests help throughout the season for duties such as:

- Running the scoreboard and game clock at Jr. Varsity Games
- Keeping the scorebook and stats
- Helping to set up for games

Selling concessions and tickets

Helping with athletic banquets and post-season parties

Training is provided for any parent interested in running the scoreboard/game clock or keeping the scorebook or stats. Please contact the team coach.

Volunteers need to have a current background check on file with Math and Science Academy.

Background checks need to be completed every 3 years.

Extracurriculars

School Activities

Extracurricular activities may occur both during, before and after the school day.

Extracurricular activities are to be scheduled, whenever feasible, at some time other than the student academic school day.

Starting a New Club (or reviewing current clubs) at MSA

1. A willing advisor is needed
2. At least 5 students need to be interested
3. A meeting with the Assistant Director, Ms. Froberg
4. A Mission Statement for the club/activity

Current Clubs

Middle School Clubs:

Math League

Academic

Triathlon

Lego League

GSA

Choir

Jazz Band

Show Choir

Orchestra

Knitting

Computer

Africa

Spanish

Art

Chess

Battle of the Books

Earth

Asia

High School Clubs:

GSA	Biology	Order of Phoenix	Jazz Band	Orchestra
Computer	Africa	Asia	Knitting	Art
Chess	Link Crew	Science Club	Tri-M Music Honor Society	
International				

Advisor Background

The Assistant Director will approve faculty/parent/ community members to oversee extracurricular programs. They should be at least 21 years of age and must have a background check on file.

Field Trips/Transportation

Students who have the opportunity to travel in connection with the MSA extracurricular activity/organization are representatives of the school and must exhibit exemplary behavior at all times. Students who dress or act inappropriately while traveling to or from an MSA activity may be suspended or removed from the activity/organization, depending upon the nature of the misconduct.

Dances

Dances are considered part of the school day, and students must act in accordance with all school rules. A student ID may be required to attend MSA dances. Only one guest per student may be requested of Administration, and not all requests will be honored. Please fill out the Dance Guest Form and return it to the Assistant Director no later than 48 hours prior to the event to apply. Guests who are accepted will need to have a school/personal ID to attend.