Board of Directors Math & Science Academy Monday, November 16th, 2020

Building A (Room 8A) and Remotely

https://youtu.be/uzCg9alhjTs

8430 Woodbury Crossing, Woodbury, MN 55125

1. Call to Order by Chair

Mission:

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

Vision:

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

2. Roll Call of Members

Present:

Voting:

Annie Cardenas, Chair Dan Ellingson, Vice Chair Cody Schniepp, Treasurer Michelle Kurkoski, Secretary Jeana Albers Adam Bartz Robert Krueger

Jennifer Bartle

Maggie Burggraaff

Non-voting:

Paula Akakpo, Student Member Jenny Abbs, BKDA, Contracted Financial Manager (ex officio) John Gawarecki, Director (ex officio)

Absent:

3. Approval of Agenda

Conflict of Interest Statement

4. Open Forum

5. Approval of Minutes

a. BOD Workshop and Regular Meeting, October 19 th, 2020.

- b. BOD Special Meeting, October 27th, 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 of 514 Bullying Prohibition Policy
- b.
- C.

11. Old or Unfinished Business

- a. Discuss Policy 522 Student Sex Nondiscrimination (Title IX)
- b. Discuss Policy 103 Complaints-Students, Employees, Parents, Other Persons
- c. Discuss Policy 429 Suspected Misconduct and Dishonesty by Employees and Others
- d. Strategic Planning

12. Items for Discussion and Decision

- a. Approve Financial Audit
- b. Approve Mid-year Staff Survey
- c. Approve World's Best WorkForce
- d. Discuss Monthly COVID Evaluation
 - i. MDH Rating
 - ii. ISD 833 Scenario
 - iii. Survey Results
 - iv. Administrative Recommendations
- e. Approve 2nd Semester Learning Scenario

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. Finance Training
 - v. Contract Language

- 14. Dates and Times of Upcoming BOD Workshops and Meetings:
 a. BOD Workshop, December 21st, 2020 at 5:00 pm
 b. Regularly Scheduled BOD Meeting December 21st, 2020, 6:15 pm

15. Motion to A	djourn
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Submitted:

Approved:

Board of Directors Workshop Minutes Math & Science Academy Monday, October 19, 2020 Building A (Room 8A) and Remotely

8430 Woodbury Crossing, Woodbury, MN 55125

Call to Order by Annie Cardenas at 5:02 pm

Members Present:

Voting:

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

Maggie Burggraaff, Teacher Member

Non-voting:

John Gawarecki, Director (ex officio)

Absent:

Voting:

Judy Seeberger, Teacher Member

Non-Voting:

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

Discussion:

1. Strategic Plan Session - Don Helmstetter, Ph.D

- Met with Mr. Gawarecki and Ms. Cardenas on Monday, were able to determine what we need to do
- b. Will go through a SWAT process (strength weakness opportunities threats)
- c. 1/11 (@ 6:00) and 2/22 dates should stay (6:00 pm), starting with mission, vision, core values. Then move on to discussion and review of the pillars of those and tie actions to those strategies.
- d. March 29
- e. Wants to have an individual to assist with the Zoom elements
- f. This is something that we should have at each meeting

2. Staff Climate survey and BOD Survey

- a. BOD survey These are based on the Director professional development plan.
- b. Q are office hours still needed?
 - i. Mr. Gawarecki has set up office hours during teacher prep periods, so that the teachers can stop in for those office hours.
- c. No other questions, Ms. Cardenas will put these into a survey monkey
- d. Climate survey questions will be finalized in November, sent in December, and available for analysis in January. What is in the BOD packet is a draft, still missing items that need to be updated. This will be an agenda item (not workshop)

3. Review of BOD committee purpose/goals: the committees have a BOD defined purpose, which allows committees to maintain purpose.

- a. Academics: accurate purpose and organization; still needed
- b. Annual Fund: need to eliminate parent team (no longer in existence), update titles to correspond to the current organizational chart, remainder of purpose and organization is accurate: still needed
 - i. This is a committee that could use more people to be a part of it. There are also ideas about hiring a person whose job it is to fundraise. THe committee will continue to work on ways to fundraise and to increase membership
- c. Communications: purpose and organization; still needed
 - i. Are there areas that are indicated under its description that are really admin? What about the website and its maintenance?
- d. Personnel: accurate purpose; possible question about organization (chair)
 - i. question about why the chair of BOD needs to be the chair of personnel? Having members who are consistent, rather than rotating, to allow for a better transition between years? Assuming it is the BOD chair, this would fluctuate yearly. Committee will look at this to determine whether to continue the practice
 - ii. Shouldn't the personnel committee be part of the hiring process and procedures? This may be something that the diversity task force can meet and appraise the group on this. This will be taken back to Personnel to discuss and will update next meeting
- e. Finance Committee: update needed (see below); purpose is accurate
 - i. need to change website (MSA's contracted financial adviser) to ex-officio finance manager or their representative.
- f. School Expansion Committee: purpose; currently there are names that are out of date. Also, the idea of which BOD members should be on the committee needs discussion. The committee will review and bring their final ideas back to the BOD next meeting
- g. Building Task Force:
 - i. This task force is a bit confusing, minutes are from 2016 as the last minutes. Mr. Gawarecki proposed to change 'task force' to 'committee' so that there is a requirement to maintain BOD meeting requirements.
 - ii. Functions as a safety group as well, so the initial meetings were about emergency procedures
 - iii. The description also includes building maintenance and grounds. Is this what the BOD needs? This is also part of the committees that staff can sign up for in August.
 - iv. At an administrative level, there are things that are being addressed, but at the task force level these meetings would need to be completed before August.
 - v. This group needs to meet what does the BOD want this committee to do?
 - vi. Discuss again at the next meeting.

Workshop was adjourned at 6:00 pm

Submitted and Approved:

Michelle Kurkoski, Secretary

Board of Directors Meeting Minutes Math & Science Academy Monday, October 19, 2020 Building A (Room 8A) and Remotely

8430 Woodbury Crossing, Woodbury, MN 55125

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

Vision and Mission read by Paula Akakpo.

2. Roll Call of Members

Present:

Voting:

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

Non-voting:

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

Absent:

Voting:

Judy Seeberger, Teacher Member

Non-voting:

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

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

Conflicts of Interest: None

Discussion: None

Motion to approve the agenda.

Moved by: Adam Bartz Second: Dan Ellingson

Vote: 8-yes 0-no 0-abstain

The motion carries.

Read by Ms. Cardenas:

Letter from Pauline Ho - This parent would like to request the Board to work towards a transition plan to hybrid model.

5. Approval of Minutes.

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

Moved by: Robert Krueger Second: Adam Bartz

Discussion:

None

Vote: 8-yes 0-no 0-abstain

The motion carries.

6. Chair's Report

Ms. Cardenas provided a recap of the Workshop. See Workshop minutes. Ms. Cardenas is working on putting the purpose statement on the website.

7. Director's Report

Mr. Gawarecki pointed out that MSA was ranked #1 for 3 years in a row. Currently, MSA is ranked #2 behind Minnetonka High School. MSA's rating for food was low.

MDH website for COVID is for 2 weeks. For Washington County, the rate is at 23.84 which is up 3 points. On a different website, it gives a daily rate. Oct 18 positivity rate is 39.6. It was 35.4 on Saturday. Based on the learning scale, it would put all to distance learning if it was a 2 week average. If teachers did not come to school, then they would need a substitute teacher in the classroom.

October Director's Report

Student Achievement:

MSA senior Abigail Musherure was highlighted in a woodburymag.com article.

MSA had three students recognized as Semifinalists by the National Merit Scholarship Program and three additional students recognized as Commended Students.

The Girls Soccer team are EMAC Conference Champions! MSA cooperates with TCA and Great River School.

Greta Hansen won the Region 4A Cross Country Championship race on October 13th

MSA is ranked the #2 High School in Minnesota according to Niche . We were ranked the top Charter High School again.

• Utilization of licensure coursework application

Human Relations course started last week. Focus of the course so far is looking at Mission and Vision and Strategic Plan and how it relates to the culture of the school. Which is timely in that we are looking at our Strategic Plan at the Board level.

Evidence of the inclusivity goal application

All staff were invited to the COVID-19 Liaison Team meeting on October Staff survey given to determine the most desired mode of communication of meeting minutes.

• Evidence that building management decisions correlate with the school's mission, vision and values by including the Administration's meeting notes

At the last Director's meeting, it was discussed how we should incorporate our teacher evaluations given the current learning environment and limitations that exist so that we support the Mission and Vision of the school. We also discussed how we will need to adjust our process to comply with changes in state statutes.

• 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.

During the last all staff meeting (Oct 7), information was shared with staff concerning the need to pivot our Friday activities. Staff were allowed to comment and provide additional information prior to a survey being conducted to determine which path the staff preferred.

• Update the Board about PD application to finance

Our first meeting for the Finance Course (GED 8125) is scheduled for October 28th.

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

Please see our minutes for our September meeting. I also arranged a visit to SCPA, which 9 committee members were able to attend.

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

An additional training on the Child Find process and our student support process was conducted during the October 14th PD day.

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

Regional meetings have not occurred yet but a statewide MACS Director's meeting is held weekly. The major take away from the past week is that COVID rates are increasing and most schools are anticipating to go to a distance learning model. An alternative school modeling website was shared and is being utilized to track daily COVID rates and trends.

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

No major issues were raised at the MSA PTO meeting held on October 12th. The PTO plans on hosting an Afton Apple Orchard outing for families.

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

Visited and toured the SCPA campus and spent additional time discussing school expansion issues with their Director.

Working with multiple people to ensure that the bond issuance occurs on time so MSA may save additional funds this year are following years.

8. Student Representative Communication and Update

Ms. Akakpo pointed out that students wanted to know more about mental health support. Students are not comfortable reaching out to Ms. Graveen. They don't know how to approach her and she is seen as a resource for colleges only.

- a. Mental health supports are needed. At the last Student Advisory Committee meeting, it came up that there are many students who may not feel comfortable going to Ms. Graveen. The perception is that her job is more focused on careers and college. The question seemed to revolve around "how do I go about getting help?"
- b. Possible updates to the counselor page with resources.
- c. Announcements to direct people, so that the information is more readily available.

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

Board Committees:

Academics (Ms. Kurkoski): Report submitted. Board will need to decide in November if MSA is going to hybrid. Planning and coordination will need to start for transportation, commitment from parents, capacity limits, and other planning needs.

Annual Fund (Mr. Bartz): No Report submitted. The next meeting is scheduled for this Wednesday but may not need it until Give to the Mas. The next regular meeting is in November.

Communications (Ms. Burggraaff): Report submitted. Committee went through purpose and set goals. Committee reviewed to set procedures to website changes and streamline on how to update the website. Also look at procedures for press releases.

Personnel (Ms. Cardenas): Report submitted. Committee met on November 23. Committee is reviewing the director's job description.

Finance (Mr. Schniepp): Report submitted. There is a strong cash balance. The packet includes credit card statements with private information deleted. The audit is finished and the balance reflects it.

Motion to approve the September 2020 Financial Statement.

Moved by: Cody Schniepp Second: Annie Cardenas

Discussion: None

Vote: 8-yes 0-no 0-abstain

The motion carries.

There are no budget updates. Contracts were reviewed to ensure everyone's budget salary matches contract. Bond refinancing is on schedule and City of Woodbury approved the bond.

Tutor.com will start in 2 weeks. The process is still being figured out.

Protocol on phishing is being drafted to share with administrator and board members.

The next committee meeting is on November 9 at 5 pm.

School Expansion Possibilities (Mr. Ellingson): Report submitted. There have been two meetings. The next meeting is on October 29 at 4:30. They went through the wish list and went through what's currently working. The site visit to St. Croix Prep School was also helpful. One item to note was the outdoor space for sports. They said most students look for that in the secondary schools.

Policy (Ms. Kurkoski): No report submitted. Reviewed technology policy for updates because of distance learning. Title IX is being reviewed to determine procedures to enact as part of this procedure. Annual updates coming up.

10. Consent Agenda

- a. Approval of Australia Trip to be changed to June 2022
- b. 506 Student Discipline
- c. 616 School District System Accountability

Motion to approve consent agenda.

Moved by: Cody Schniepp Second: Maggie Burggraff

Discussion: None

Vote: 8-yes 0-no 0-abstain

The motion carries.

11. Old or Unfinished Business

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

Discussion:

Ms. Kuroksi and Mr. Gawarecki are working to update the policies.

12. Items for Discussion and Decision

a. Approval of Board Member Leave of Absence Resolution

Motion to approve board member leave of absence resolution.

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

10-19-20

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

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

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

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

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

NOW THEREFORE, the Board of Math & Science Academy:

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

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

Moved by: Annie Cardenas Second: Robert Krueger

Discussion: None

Vote: 8-yes 0-no 0-abstain

The motion carries.

b. Appointment of Leave of Absence Personnel

Discussion:

The appointment was open to all. Ms. Jeana Albers submitted interest. Ms. Cardenas read the oath of office and did the swear in with Jeana Albers.

c. Discuss Policy 103 Complaints-Students, Employees, Parents, Other Persons

Discussion:

Ms. Kurkoski noted that these recommendations are from counsel. If there are any clarifications or questions, it could be brought back to counsel and/or the Policy Committee. Board discussed Item II.B about the procedure on serious allegations.

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

Discussion:

Ms. Kurkoski explained that legal counsel noted the responsibility of the director and the order of receipt of allegations. Board would like the policy committee to review.

e. Approve Policy 524 Internet Acceptable Use and Safety

Motion to approve Policy 524 Internet Acceptable Use and Safety.

Moved by: Jeana Albers Second: Annie Cardenas

Discussion:

Ms. Kurkoski went through the policy and highlighted the areas to clarify in the policy.

Motion to table Policy 524 Internet Acceptable Use and Safety.

Moved by: Robert Krueger Second: Annie Cardenas

Vote: 9-ves 0-no 0-abstain

The motion carries.

f. Approve Reimbursement Intent Resolution

Motion to approve Reimbursement Intent Resolution.

Moved by: Jeana Albers Second: Annie Cardenas

Discussion:

Mr. Gawarecki explained that the resolution is to move forward with the bond. Any expenses incurred during the process will be taken out of the bond. This is required in order to proceed.

Vote: 9-yes 0-no 0-abstain

The motion carries.

g. Set time/date for Closed Meeting in January to discuss Climate/mid-year staff surveys.

Discussion:

Board discussed a special meeting on January 25 at 5 pm. Possibly add it to the January 19 meeting.

h. Discuss Monthly COVID Evaluation

- i. MDH Rating
- ii. ISD 833 Scenario
- iii. Survey Results
- iv. Administrative In Person Preparations

Discussion:

- i. MDH rating is in the Director's Report and provided in the update above.
- ii. ISD 833 has decided to stay in hybrid to 11/24. If COVID ratings are over 30, then they will go into distance learning. Mr. Gawarecki said that the majority of charter schools are getting ready for distance learning. The trend is increased ratings which will make schools change to distance learning.
- iii. Survey shows Zoom fatigue issues. Mr. Gawarecki explained using Friday as a pivot. Mr. Gawarecki will provide the board with more options in November.
- iv. MDH will not come out to visit. A regional support team will help but they will not do site visits. Mr. Gawarecki is working with them. They adhered to MDH guidelines such as masks are still required even if there are barriers around the teacher's desk.

Board discussed the decisions and information needed before November.

i. Discussion of Distance Learning Adjustment

Discussion:

Mr. Gawarecki explained WIN Friday. Currently, Monday through Thursday are block days and Fridays are all 7 periods. The WIN (What I Need) Friday would allow in-person class or activity. The WIN Friday Protocol was provided in the board packet. If approved by the Board, the first WIN Friday would be October 30.

Motion to approve the WIN Friday for distance learning adjustment.

Moved by: Dan Ellingson Second: Cody Schniepp

Discussion

Miss Akakpo noted that this would be good to have.

Vote: 9-yes 0-no 0-abstain

The motion carries.

13. Future BOD Meeting and Workshop Agenda Items

a. BOD Goals

- i. Comprehensive Review of Strategic Plan 1/11, 2/22. 3/29
- ii. Expansion End of Year Goal
- iii. Committee Purpose Statement
- iv. MACS Contract Language Discussion November training
- v. Finance Training

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

- a. BOD Workshop, November 16, 2020 at 5:00 pm.
- b. Regularly Scheduled BOD Meeting November 16, 2020 at 6:15 pm

15. Motion to adjourn at 8:57 pm.

Moved by: Annie Cardenas Second: Adam Bartz

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

Submitted:

la Xiong, Board Recorder

Approved:

Michelle Kurkoski, Secretary

Board of Directors Meeting Minutes Math & Science Academy Monday, October 27, 2020 Building A (Room 8A) and Remotely

8430 Woodbury Crossing, Woodbury, MN 55125

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

Vision and Mission read by Paula Akakpo.

2. Roll Call of Members

Present:

Voting:

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

Non-voting:

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

Absent:

Voting:

Non-voting:

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

3. Vote to Approve Agenda

Move: Jeana Albers Second: Dan Ellingson

Vote yes - 9 Vote no - 0

4. Vote to Approve Bond Resolution

Move: Rob Krueger Second: Cody Schniepp

Vote yes - 9 Vote no - 0

Discussion:

Additional attendees: Bruce Sorenson - from Baird Public Finance and Craig Kepler - attorney working for school in our interest within the bonds

Mr G: What we are looking at with regard to the bonds, the document shared (MSA Cash Defeasance of Series 2020 Bonds-5 Year 102.5% Call) spells out what would happen over the course of the bonds. We have bonds that we are going to refinance. There is a period at the beginning of this bond issuance where there would be a cost involved in "calling" the bonds. Our current bonds have a 10 year call, and this refinance will allow us to save some money. We are also looking for flexibility in being able to call the new bonds in a shorter time than normal. This period is up to about the three year point (break-even), every year after that we will be banking money in the saved interest rates. We save about \$150,000 per year, but if we call it earlier, we 'lose' \$150,000 each 6 month time period before the 5 years are up. After the five year mark, we no longer have to pay any early call fees.

Mr. Kepler: rates are low, if we finance our bonds we will save money over time. They are aware that there are ideas about expanding, but that isn't a done deal and not a known thing. In any kind of financing, lenders want to be sure that they are getting money back on their investment. We would have a setup that after 5 years, we will not have a prepayment premium. Expansion is a difficult thing, and a long process. One of the first things is to be able sell our current facility. Based on our circumstance, the likelihood of this seems very unlikely for MSA. What we can do is to save money for the school. Another challenge is that moving the school is very difficult - for the existing population, moving facilities and programs, and all the operational challenges.

If we remodel the facilities, that is not the same as the expansion to a new site. We have more options with regard to bonding for remodeling

Mr. Sorenson: One of the goals here is to get the shortest call without eating too much into the savings because of the shortness of the call. Our call is five years, and reduces the cost of having to call the bonds early. The other thing we are able to do is change some of the covenants to allow for other bonding potions in the future. We are only doing a "look-back" on our existing debt - from 640,000 to less than 500,000. Another item is that the banked savings will be banked into the building company's capital fund, which will allow for us to have additional funding for remodeling or capital improvements.

Ms. Cardenas: has the expansion committee explored remodel on site?

Mr. Elingson: not yet, they have focused on expansion thus far

Mr. G: the idea is to leave all options on the table, and they haven't ruled anything out. There may be options that are possible on site. There are other examples of schools that have focused on remodeling or adding on-site.

16

Mr. Kepler: selling a school is a challenge, you would need to find another non-competing school as a buyer. Finding non-school buyers is a challenge and may have individuals pulling out of the sale, leaving us stuck and unable to proceed.

Mr. G: before we get too far into the discussion of expansion, we need to determine that the bonding is something that we want to do.

Mr. Kepler: also included is a post-issuance resolution in place, this is part of the information that was included in the resolution to the BOD to help us comply with the information that needs to be posted to EMMA (Electronic Municipal Market Access).

Mr. Schniepp: looking at financials, is we do have to pay the fine (call early), it isn't something that will

5. Motion to adjourn the meeting at 6:34 pm

Motion: Maggie Burggraaff Second: Adam Bartz

Vote yes - 9 Vote no - 0

Submitted and Approved: Michelle Kurkoski, Secretary

November Director's Report

Student Achievement:

MSA is ranked the #1 Middle School in Minnesota according to Niche.

MSA's 10th grader, Lynne Inouye was featured on a recent KSTP news article.

https://kstp.com/minnesota-news/high-school-students-make-3000-sandwiches-f or-homeless/5897974/?cat=1

Utilization of licensure coursework application

Coursework in the Human Relations course required a presentation on change within an organization. I presented on MSA's pivot to our WIN Friday. Slides for the presentation may be found in the packet.

• Evidence of the inclusivity goal application

Inclusion of parents, teachers, board members, and support staff on COVID-19 Liaison Team, expansion of the number of members on the Expansion Committee.

 Evidence that building management decisions correlate with the school's mission, vision and values by including the Administration's meeting notes

Development and implementation of the WIN Friday schedule included involvement from all of our stakeholder members.

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.

The development and implementation of WIN Friday schedule was reviewed by COVID-19 Liaison Team prior to bringing it to the rest of the staff.

Update the Board about PD application to finance

Began Hamline course GED 8125-01, School Finance, on November 5th. Just started introductory course material. Instructor is from another charter school.

 Monthly update from Expansion committee (this could be from a different board member) Please see notes from the committee.

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

Procedures for inviting input by teachers and support staff are in place. A review of utilization of the forms will be conducted prior to winter break for any needed adjustments.

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

This information is usually included in the COVID updates or through daily planning. Additional websites for data have been gained along with lessons learned from other schools, i.e., tracing protocols, sharing our distance learning plan.

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

The next PTO meeting is scheduled for January 11, 2021.

- Establishing and maintaining relationships and networking with neighboring school districts to foster collaboration and build community relationships, as appropriate
 - Through coursework at Hamline, I have expanded my charter school director network to include Trio Wolf Creek Charter School, Chisago City, and College Prep Elementary in St. Paul.
 - Contributed to the weekly Charter School Admin Support Call hosted by MACS
- Evidence that PD regarding team building and/or conflict management has or will be attended

Human Resources course will be completed on November 15th. Focus was on utilizing human capital to reinforce student achievement and supporting the mission and vision of the school.

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

Human Resources course will be completed on November 15th. A portion of the course focused on how schools may meet the needs of students even if the staff does not reflect its population composition.

Finalized employee climate survey may be found in the packet.

Monthly COVID Evaluation

MDH Rating:

Based on October 8th data from MDH, we currently qualify for hybrid learning with a COVID-19 Positivity Rate of 20.96 in Washington county, which is up by 6.51 from the last report period. Utilizing a model in which we take into account Dakota, Ramsey, Hennepin, and Washington counties, the rate would correlate to 28.5 as of October 13th.

ISD 833 Scenario: Plan on staying in hybrid through the end of their 1st trimester (November 24th).

Survey Results

Below are the results for the semester 2 registration:

Partially in-person

203 students

Monday and Tuesday: 111 Wednesday and Thursday: 92

Distance Learning

269 students

Not included in the results:

PSEO students - 26 full-time and no classes at MSA No response - 38 students

Of the students who chose partially in-person, 118 registered for transportation, with approximately half taking the bus on Monday/Tuesday and the other half on Wednesday/Thursday.

Staff survey results are included in the packet.

High School Assistant Director

- MSHSL Chaos
 - Weekly google forms to players to monitor COVID and spectators registration for games
 - o Recreate Basketball schedules again

- Weekly meetings with MSHSL
- Weekly meetings with EMAC
 - Support other ADs
 - Discuss COVID impact on schools
 - COVID safety
 - Schedules current
 - Future schedules
 - AD burnout
- Monitor Football COVID cases
- Sections tournament work
- Sections conversation on MSHSL changes
- COVID plans for winter sports
- IEP meetings
- 504 meetings
- Parent meetings about 3 per week on average
- Student meetings about 2 per day on average
- Former student's death and student/family support
- Multiple student mental health conversations
 - How do we support students
- Letters of Recommendation
- Preparation for Tutor.com multiple meetings
 - Create procedure
 - o Create taskforce
- Support Teachers about 3 per day on average
 - Mental health
 - Classroom support
 - Student support
- YMCA board of directors meetings
- Committees/task forces
 - Finance Committee
 - o COVID-19
 - Academics Committee
 - Personal Committee
 - Communication Committee
 - Conference Task Force

Middle School Assistant Director

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

- Participated in the COVID-19 Liaison group meetings
- Attend October Academic Committee meeting
- Attend October Finance Committee Meeting
- Attend September Personnel Committee meeting
 - Provided input as we continue with the director's job description
- Facilitated Dragon's to the Max (Give to the Max) meetings and work
 - Dragon's to the Max week is November 16-20
- Worked with MSA maintenance contractor to facilitate repairs in building A
 - The hot water heater was replaced in the annex
 - Oversaw final installation of teacher desk barriers and readying of the building for WIN Fridays
- Worked with Building A office manage to ready the building with signs for WIN Fridays
- Distributed November newsletter
- Supported teachers as requested or needed
- Facilitated two Tier 2 Students support meetings
- Continued the distribution of hotspots for families and staff
- Attended all IEP meetings as needed
- Set up and attended group conferences
- Developed and presented plagiarism advisory lesson with middle school counselor
- Investigated complaints and students not meeting expectations and took appropriate action
- Participated in Tutor.Com Taskforce
 - Helped create criteria and procedures for getting students tutoring
- Completed substitute teacher training, which included training on Zoom and Google

classroom use

- Met directly with students and parents on Zoom to support with distance learning
- Attended school law conference put on by Ratik, Rosak, and Maloney, PA

High School Counselor

- Continue to check in with students who may need academic and emotional support.
- Continue to send out a weekly check in to all high school students to give them the chance to provide feedback and initiate individual meetings.

- Continue to offer meetings with all seniors to assist them with college/career planning.
- Continue to participate in the monthly academics committee meetings and additional task forces as needed.
- Plan, prepare and implement College Planning Workshops virtually.
- Plan and prepare advisory lessons.
- Plan and coordinate fee collection for AP student exam registration.
- Coordinate and plan virtual college rep visits.

Middle School Counselor

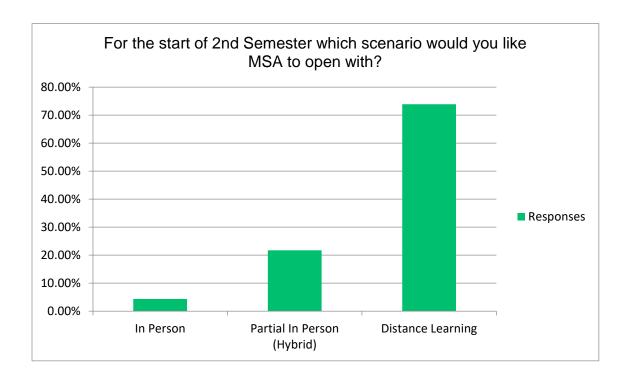
This month I have:

- Proctored the PSAT Test and mailed it off
- Helped implement a crisis plan with the high school counselor and admin staff
- Worked on updating and creating advisory lessons
- Participated in conferences
- Continued to do check ins with students
- Began pushing into classes to co-teach skills. For example, I am going into 6thg grade study skills and co-teaching on time management and organization.

November Staff Survey

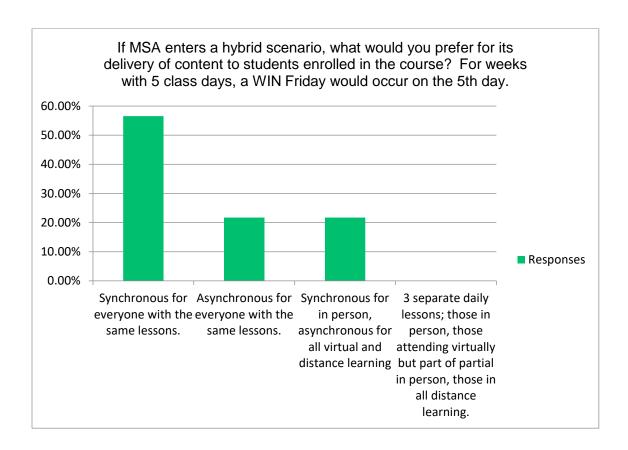
As of November, 13, 2020

Q1: For the start of 2nd Semester which scenario would you like MSA to open with?



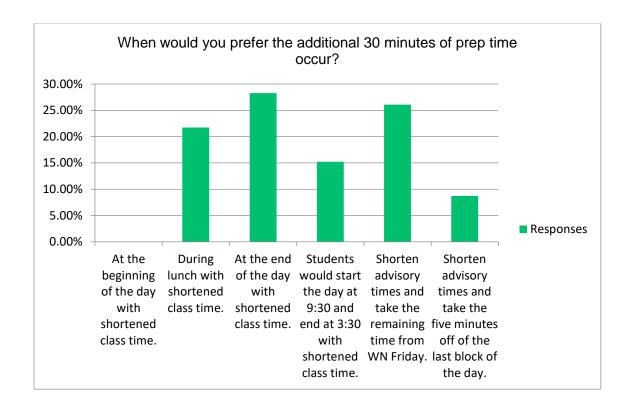
Answer Choices	Responses	
In Person	4.35%	2
Partial In Person (Hybrid)	21.74%	10
Distance Learning	73.91%	34
	Answered	46

Q2: If MSA enters a hybrid scenario, what would you prefer for its delivery of content to students enrolled in the course? For weeks with 5 class days, a WIN Friday would occur on the 5th day.



Answer Choices	Response	S
Synchronous for everyone with the same lessons.	56.52%	26
Asynchronous for everyone with the same lessons.	21.74%	10
Synchronous for in person, asynchronous for all virtual and distance		
learning	21.74%	10
3 separate daily lessons; those in person, those attending virtually but part		
of partial in person, those in all distance learning.	0.00%	0
	Answered	46

Q3: When would you prefer the additional 30 minutes of prep time occur?



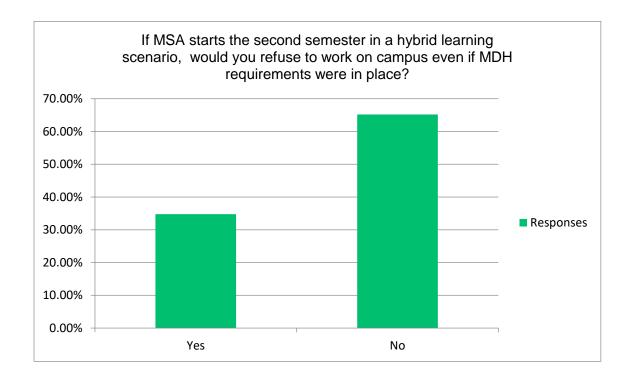
Answer Choices	Responses	
At the beginning of the day with shortened class time.	0.00%	0
During lunch with shortened class time.	21.74%	10
At the end of the day with shortened class time.	28.26%	13
Students would start the day at 9:30 and end at 3:30 with shortened		
class time.	15.22%	7
Shorten advisory times and take the remaining time from WN Friday.	26.09%	12
Shorten advisory times and take the five minutes off of the last block		
of the day.	8.70%	4
	Answered	46

Q4: Would you like to take a day or more to discuss our current learning model? This would result in loss instructional time.



Answer Choices	Responses	
Yes	30.43%	14
No	69.57%	32
	Answered	46

Q5: If MSA starts the second semester in a hybrid learning scenario, would you refuse to work on campus even if MDH requirements were in place?



Answer Choices	Responses	
Yes	34.78%	16
No	65.22%	30
	Answered	46

SHOULD MSA'S DISTANCE LEARNING PLAN BE ADJUSTED?

Presented by John Gawarecki, November 7, 2020 1801 01 Human Relations in Organizations

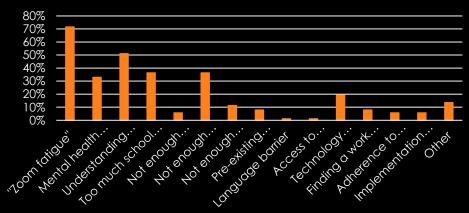
PROBLEM IDENTIFICATION

- Zoom fatigue has been identified as a major concern of MSA's distance learning.
 - Students attend synchronous block classes Monday through Thursday from 9:20 am to 3:50 pm and all 7 classes on Friday for periods that are half the length of a block period, should an adjustment be made to the distance learning plan?
 - In surveys from students, parents, and staff, Zoom fatigue is the number one concern in all of the surveys. From comments in the surveys and anecdotal information from parent comments, there is a strong feeling that the Friday schedule is overwhelming.
 - Attendance data shows that Friday is the most missed day of the week, as the absence rate is almost twice as high as the other days of the week.

DATA COLLECTION

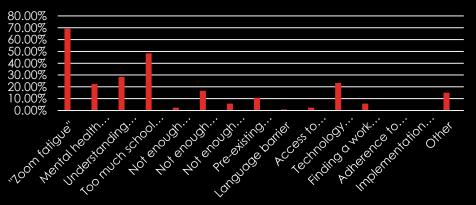
October Parent/Guardian Survey

What has been challenging for your student(s) during the beginning of school? (Click all that apply.)



October Student Survey

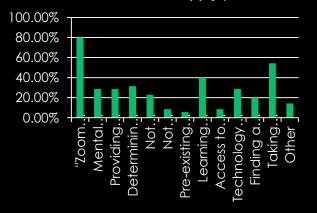
What has been challenging for you during the past month of school? (Click all that apply.)



DATA COLLECTION FOR SEPTEMBER

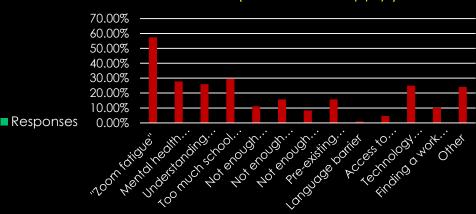
Teachers

What has been challenging for you during the beginning of school? (Click all that apply.)



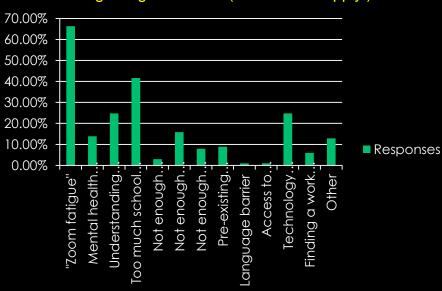
Parents

What has been challenging for your student(s) during the beginning of school? (Click all that apply.)



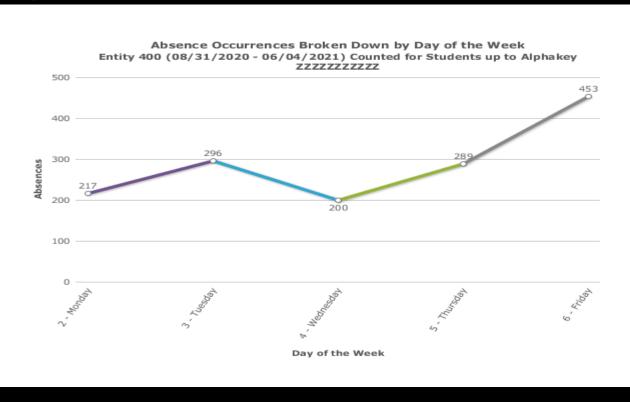
Students

What has been challenging for you during the beginning of school? (Click all that apply.)



DATA COLLECTION CONTINUED

Attendance by Day



WHO CARES & HOW MUCH?

- Students
 - 29% were either very or somewhat unsatisfied with current distance learning.
- Parents
 - 25% were either very or somewhat unsatisfied with current distance learning.
- Teachers
 - 14% were unsatisfied with the current distance learning.
- Support Staff
- Administrative Staff

ROOT CAUSE ANALYSIS

- The core of the problem is that students (and teachers) are required to be online to offer synchronous classes every block and period of the school day.
- Most students do not leave their computer screens during the day, even if time is given to do so during the day.

MOST SIGNIFICANT IMPACT HYPOTHESIS

 Providing a different learning mode on Fridays will reduce the amount of time spent on the computer and thus reduce Zoom fatigue.

AVAILABLE RESEARCH

Zoom Fatigue by Keely Johnson, M.A.

Reduce by:

- 1. Reduce onscreen stimuli
- 2. Block the self-view feature
- 3. Call in using your phone, not your computer.
- 4. Build in Breaks
- 5. Take notes paper and pen style.
- 6. Have your "office" feel different than your "living area".
- 7. Avoid Multitasking

5 Tips To Alleviate "Zoom Fatigue" During Your Classes And Meetings by David Castaneda

- 1. Acknowledge it
- 2. Hide Or Cover Your Image
- 3. Put Some Distance Between Yourself and Your Camera/Screen
- 4. Shut Everything Else Off
- 5. Plan To End Early

How to Prevent Zoom Fatigue for Students Enrolled in Online Learning Classes by Christine Umayam

- 1. Distractions
- 2. Physical Tiredness
- 3. Numerous Meetings
- 4. Ask for Feedback
- 5. Prioritze!
- 6. Keep Live Class Meetings Short
- 7. Record a Video
- 8. Try Less Disruptive Communication Tools

https://students.ouhsc.edu/news/article/zoom-fatigue-1

https://elearningindustry.com/how-alleviate-zoom-fatigue-during-classes-meetings

https://marketscale.com/industries/education-technology/students-teachers-prevent-zoom-fatigue/

DEVELOP AN ACTION PLAN

Brainstorm Ideas

COVID-19 Liaison Team

- Teachers
- Parents
- Administrators
- Community members

Develop Change Plan

- Identify key components of the plan
 - a. Reduction of work on Fridays
 - b. Teacher flexibility
 - c. On campus activities
- 2. Explain the change plan
 - a. Move to a WIN Friday
 - b. Protocols involved
- 3. Identify results data
 - a. Survey satisfaction
 - b. Reduction in Zoom fatigue
 - c. Reduction in Friday absences

Implementation of Plan

- Staff introduction of the plan
- Parent/student introduction of the plan
- Review of results

Staff Survey (Director) Updated 12.2020

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

- 1: Indicates a Need for Improvement where the Director is not meeting expectations.
- 2: Indicates a Proficient ranking where the Director regularly meets expectations and is doing an acceptable job.
- 3: Indicates a Superior ranking where the Director has gone above and beyond expectations.
- Does Not Apply: If you have not observed evidence to be able to answer the question, please select this answer.
- Comment Box: Please provide examples to help document specific indicators, especially when you have selected Superior or Needs Improvement.
- 1. The MSA Director is available and accessible to MSA employees.
- 1= Needs Improvement
- 2= Proficient
- 3= Superior

Does Not Apply

Comment Box:

- 2. The MSA Director communicates clearly.
- 1= Needs Improvement
- 2= Proficient
- 3= Superior

Does Not Apply

Comment Box:

- 3. The MSA Director follows through on tasks and discussion.
- 1= Needs Improvement
- 2= Proficient
- 3= Superior

Does Not Apply

Comment Box:

- 4. The MSA Director responds to my concerns.
- 1= Needs Improvement
- 2= Proficient
- 3= Superior

Does Not Apply

Comment Box:

- 5. The MSA Director treats all employees fairly.
- 1= Needs Improvement
- 2= Proficient
- 3= Superior

Does Not Apply

- 6. The MSA Director solicits feedback from employees.
- 1= Needs Improvement
- 2= Proficient
- 3= Superior

Comment Box:

- 7. The MSA Director acts on feedback from employees.
- 1= Needs Improvement
- 2= Proficient
- 3= Superior

Does Not Apply

Comment Box:

- 8. The MSA Director promotes high expectations for all teachers, administrators, administrative staff and EAs.
- 1= Needs Improvement
- 2= Proficient
- 3= Superior

Does Not Apply

Comment Box:

- 9. The MSA Director fosters opportunities for professional development.
- 1= Needs Improvement
- 2= Proficient
- 3= Superior

Does Not Apply

Comment Box:

- 10. The MSA Director ensures teachers participate in a more equitable distribution of committee and school activity assignments.
- 1= Needs Improvement
- 2= Proficient
- 3= Superior

Does Not Apply

Comment Box:

- 11. The MSA Director supports the accomplishments of individual, professional goals.
- 1= Needs Improvement
- 2= Proficient
- 3= Superior

Does Not Apply

Comment Box:

- 12. The MSA Director continues to evaluate my performance in an objective manner and follows the approved process.
- 1= Needs Improvement
- 2= Proficient
- 3= Superior

Does Not Apply

- 13. The MSA Director understands the needs of MSA students.
- 1= Needs Improvement
- 2= Proficient
- 3= Superior

Comment Box:

- 14. The MSA Director works to improve the educational opportunities of MSA students.
- 1= Needs Improvement
- 2= Proficient
- 3= Superior

Does Not Apply

Comment Box:

- 15. The MSA Director encourages collaboration among staff.
- 1= Needs Improvement
- 2= Proficient
- 3= Superior

Does Not Apply

Comment Box:

- 16. The MSA Director understands current MSA policies and procedures and implements them in an equitable fashion.
- 1= Needs Improvement
- 2= Proficient
- 3= Superior

Does Not Apply

Comment Box:

- 17. The MSA Director has provided several community-building events for me to participate in.
- 1= Needs Improvement
- 2= Proficient
- 3= Superior

Does Not Apply

Comment Box:

- 18. The MSA Director is visible in the school community during the day, and is visible engaged with students and staff.
- 1= Needs Improvement
- 2= Proficient
- 3= Superior

Does Not Apply

- 19. The director facilitates an environment of inclusivity that celebrates MSAs diversity and values
- 1= Needs Improvement
- 2= Proficient
- 3= Superior

Comment Box:

- 20. The MSA Director is equitable in application of evaluative policies and procedures
- 1= Needs Improvement
- 2= Proficient
- 3= Superior

Does Not Apply

Comment Box:

- 21. Middle School Assistant Director successfully completed assigned goals in a timely fashion (fall planning, major school fundraising, PBIS data is analyzed, evaluate program success, guide PD opportunities, mentoring, etc...)
- 1= Needs Improvement
- 2= Proficient
- 3= Superior

Does Not Apply

Comment Box:

- 22. High School Assistant Director successfully completed assigned goals in a timely fashion (activities handbook, coaches handbook, rSchool, updated activities pages, graduation planning, coordination with counselors to ensure Tier I and Tier II implementation and support, etc...)
- 1= Needs Improvement
- 2= Proficient
- 3= Superior

Does Not Apply

Comment Box:

- 23. Middle School Assistant Director actively sought to build a interpersonal relationship with me.
- 1= Needs Improvement
- 2= Proficient
- 3= Superior

Does Not Apply

Comment Box:

- 24. High School Assistant Director actively sought to build a interpersonal relationship with me.
- 1= Needs Improvement
- 2= Proficient
- 3= Superior

Does Not Apply

- 25. The MSA Director is equitable in application of MSA and Staff handbook policies and procedure.
- 1= Needs Improvement
- 2= Proficient
- 3= Superior

Comment Box:

- 26. The MSA Director works to consistently reach consensus and demonstrates skills in group facilitation.
- 1= Needs Improvement
- 2= Proficient
- 3= Superior

Does Not Apply

Comment Box:

- 27. The Director demonstrates ownership of the decision-making process and results.
- 1= Needs Improvement
- 2= Proficient
- 3= Superior

Does Not Apply

Comment Box:

- 28. The MSA Director consistently enforces the Chain of Communication.
- 1= Needs Improvement
- 2= Proficient
- 3= Superior

Does Not Apply

Comment Box:

- 29. I know or can find the Director's Office Hours
- 1= Needs Improvement
- 2= Proficient
- 3= Superior

Does Not Apply

Comment Box:

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

By completing the survey below, you are able to provide anonymous, but specific feedback to the leadership team at Math and Science Academy. Please be as specific as possible in your answers. **Please complete your survey by December 23, 2020. Thank You!**

1.	How many full years have you been employed at	0-2 Years	3-5 Years	6-10 Years	11+ Years
	MSA?				
2.	Overall, I enjoy working at MSA.	Agree	Neutral	Disagree	Not Applicable
3.	I receive the right amount of recognition and				
	acknowledgement.				
4.	There is effective communication within MSA.				
5.	I feel challenged in my current position.				
6.	There is an opportunity for career advancement.				
7.	I am treated fairly at MSA.				
8.	The morale in my department is high .				
9.	I feel comfortable going to my building administrator with issues and/or concerns.				
10.	I am provided honest and useful feedback about my performance.				
11.	I understand how to meet expectations in in my position.				
12.	As an employee, I feel heard and empowered.				
13.	MSA's total benefits program meets my needs.				
14.	Paid time off benefits provided are competitive.				
15.	Health Insurance provided meets my health needs.				
16.	I am fairly compensated for the work I do.				
17.	My scheduled hours allow me to balance my work/personal life.				
18.	I understand MSA s vision.				
19.	I feel safe at work.				
20.	Administration does not tolerate bullying or offensive/harassing behavior.				
	What would you change at MSA to make it more emplored to the comments	yee friendly?	,	,	
۷۷.	Comments				

The following questions will be used as part of the Director's and Assistant Director's evaluation process utilized by the Board of Directors.

		Superior	Proficient	Needs Improvement	
ir	The Director facilitates an environment of nclusivity that celebrates MSA's diversity and values.				
24. T	he Director treats all employees fairly.				
	The Director is equitable in application of evaluative policies and procedures.				
N	The Director is equitable in application of MSA and Staff handbook policies and procedures.				
27. T	he Director communicates clearly.				
С	The Director works to consistently reach consensus and demonstrates skills in group acilitation.				
	he Director follows through on tasks and liscussion.				
	The Director demonstrates ownership of the decision-making process and results.				
	The Director consistently enforces the Chain of Communication.				
С	The Director is visible in the school community during the day, and is visibly engaged with students and staff.				
	know or can find the Director's Office lours.				
		Superior	Proficient	Needs Improvement	Not Applicable
S	The High School Assistant Director actively ought to build a interpersonal relationship with me.				
S	he High School Assistant Director uccessfully completed assigned goals in a imely manner.				
а	The Middle School Assistant Director actively sought to build a interpersonal elationship with me.				
S	he Middle School Assistant Director uccessfully completed assigned goals in a imely manner.				

Thank you for taking the time to complete and return the Employee Satisfaction Survey. Your honest and specific feedback is greatly appreciated!

Academics Committee Agenda November 9, 2020 8:00 A.M. - 9:00 A.M.

Zoom link:

https://zoom.us/j/99511525312?pwd=ZFExbUx3QXFIS3hFSzN6bTF0OGtPZz09

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

1. WBWF Updates (Tom) 3 minutes - are there updates this month?

Document has been released by MDE. Some of the fields which need to be filled in are not editable, so Tom will contact them for clarification or help. Information will come out to the community soon so we can begin this work. We weren't unable to complete the MCA's last spring, so some of our goals were not met. A task force will be formed to look at our goals with regards to Distance Learning/Partially In-Person Learning. It will be discussed at our December meeting.

- 2. Recruiting Diverse Staff Update (John) 2 minutes
 - a. Meetings will start in January
 - b. When will the teacher and community announcement go out to invite new members? Needs to be at least December 1 (lots of time lost in December due to winter break)
 - c. There are individuals interested in participating now when do you want those names?

Because we need to hire a part time English teacher for second semester, Maggie was sent a tentative timeline for interviewing and hiring. The week of November 23, there will be a call for parental involvement in the interview process. Interviews will be held the week of December 14. Onboarding will be January 4-15. The position will begin on January 19. The group meeting starting on November 23 will be the "Diverse Hiring" group to continue to develop strategies (part of our SAM goals)

3. Supplemental Online Learning Update (Emily) 3 minutes - are there updates this month?

N/A

4. Tutoring program update

Tom, Kristen, Emily, Shannon, and Cody have been meeting numerous times a week to discuss this program. They would like to have one person from each department (it does not need to be a department head) join them to help make decisions about how

and which students should be recommended for this program. Currently the plan is for students who are failing or identified in our student support meetings to be first in line for tutoring. Also, teachers can recommend/refer a student for tutoring.

Tutoring is one hour a week per subject for four hours a week. They want this to begin soon. They are meeting 11/9 at 10:00 A.M.

5. Potential new elective (social studies)

Lisa Anderson would like to offer Hidden History of America - a study of marginalized groups history. This course would be offered alternating years with Sociology for grades 10-12. Michelle will forward a course description to Joell and Emily.

Proposal for a New Social Studies Elective: The Hidden History of America

This class will focus on the history of groups who have traditionally been left out of our history narrative, or otherwise marginalized in our society. It will be a chronological sequence, with an emphasis on the perspectives of African Americans, LGBTQ+, Latinx, Indigenous Peoples, and other groups. This will be a year-long class that is offered odd years, starting the 2021-2022 school year, alternating with the Sociology class. This class will be open to 10-12th grade students.

6. Enrollment update (Joell) 3 minutes

One 10th grader moved to Hawaii.

- 7. Scheduling update (Joell) 5 minutes
 - a. 2021-22 scheduling process

Joell will send out the teacher forms for 21-22 classes by Wednesday. These should be completed by December 7th.

AP teachers should decide by 11/20 what they are offering for next year so that families can plan.

- 8. Teacher recommendation to withdraw and advance a student in the next progression class during the school year.
 - a. The following questions need to be answered, specifically regarding for math and Spanish courses:
 - b. When recommending a student advance to the next level class during the school

- year what is the criteria (student behind and not on track to graduate, certain percentage in the class, etc.)
- c. Last day to make the recommendation
- d. Should a grade be added to the student's transcript (with no GPA calc) for the class the student is withdrawing from or transfer the grade at the time of withdrawal to the new class?
 - i. MSA always had the student take a placement exam and the student needed to meet the criteria set for the exam (for example, 80% would indicate the student knows the content and can move to the next level) but we are not doing this anymore. And since we are not following the procedure we always had, the above questions need to be answered to be consistent and equitable to all students.
- e. Taking courses out of sequence
 - i. What is the process?
 - ii. Approval?

What should these procedures be?

In the past, if a student wanted to skip the remainder of a year and move to the next level, a placement exam was used.

For Spanish they do not move anyone in the middle of the year. Sometimes at the beginning of the year a new student may be advanced with teacher recommendation and a placement test. Sometimes after a year of Spanish and extra summer work, students can take a placement test to skip a level.

For band students, Wendell has a number of students who would be better suited in an advanced band and others who would benefit from being in a lower band. He is interested in how this might work. Procedures could be created and brought to the Academic committee for discussion.

It would be helpful if every department had procedures for how to move ahead in classes.

Science did discuss this, and they will not allow the students to take courses out of sequence.

A procedure would provide equity. The deadlines for all classes should be the same. This will help with transcripts. Overall guidelines need to be in place. This allows for transparency and understanding of this process.

For math students this year, because of a curriculum change, some students were allowed to move up in the math sequence. The Math Department fees that tests are not always the best way to determine if a student can handle the course curriculum. The department is working on determining procedures for students to move ahead that are not just test based.

9. Behavior Issues

- a. What is the process and has everyone been trained?
- b. Is it adequate?

Do these procedures need to be changed for Distance Learning or Partially In-Person Learning? A refresher would be nice for the staff. And a discussion of what tweaks need to be made, if any, would be helpful, too.

This has not been covered a lot with this year's new staff; however, they are not all new to MSA.

This can be included in the near future as a training module. PBIS can bring some of these procedures back to the teachers.

10. Covid-19 Group liaison update (Noelle) 15 minutes

This group last met on 10/27. The next meeting is 11/10 at 4:30 P.M.

There was a lot of discussion about what we would ask parents about a Partially In-Person Plan. The goal was to gather information from the MSA community first, in order to give a recommendation to the BOD. This will allow for BOD members to make a decision with the most accurate information about getting their interest in meeting in person.

It is important to note that 833 and 834 will be going full distance starting next week.

What would the model PI-P look like for students at home? The staff is meeting about this on Wednesday this week, and there have been two orders from the governor about days and time.

Due to the Governor's new Executive Orders, there are items MSA must begin to incorporate into their planning. By 11/30 we have to incorporate 30 minutes a day for teacher prep time. It is also recommended that when teachers are teaching in person, Distance Learning is asynchronous. There may be SPED/504 needs that need to be met in person. And, there are additional days that have been granted for planning and transition days that do not deter from student contact hours. Basically, they are leaving it up to individual school districts to make the call. The regional support team is available to help with the approach, but they are looking at what is happening at your school level. We do not have data for numbers of students with COVID on campus, so there is not a lot they can help us with.

11. Review and discussion of October surveys (do we have the results yet? John, will you reshare with the group just in case any of us cannot find them in our emails?)

There are a total of 541 students at MSA, of which 26 are full time PSEO students.

So there are 515 students who could participate in Partially In-Person Learning.

269 = Number of students who choose Distance Learning. There are an additional 38 students who did not complete the form, and they will be put into Distance Learning as well. This means about 60% of students would be in Distance Learning regardless of what the BOD decides.

210 = Number of students who chose Partially In-Person Learning.

PSEO students are included in the total number of students. However they are not included in the number of students who chose DL or PIP.

- 12. Department updates (DL issues/questions/successes)
 - a. How are we really getting this information?
 - b. Do we need to update the surveys create a group with teachers to draft questions that will address issues?
- 13. Department updates to teaching info online (add to department meeting agendas for November?)

Teachers would appreciate some input on the types of questions that are asked in the surveys. There is data they are looking for that isn't being gathered with the questions that are being asked. John will provide commenting access to the documents on which the questions are located. Nobody needs another meeting added to their schedule, so this may alleviate this from happening.

14. Update on honors indication on transcript this month?

Eugene said the law does not specifically say what kind of wording is needed on the transcripts. Doing this for all courses could be a problem if students cannot pass. You are putting barriers in their way for passing courses if there is not another option for the course.

If we call it honors, there is no change to the actual curriculum. However, it does change the perception of the course. This also confuses the idea of what a modified class is. A modification is individual to a student. It can be significantly different from one student to the next.

This could open us up to legal issues because it appears you are not being equitable with course offerings. If we have students who are not meeting standards, it could be asked why they didn't take regular biology. We need to offer alternative options for students. That is what is equitable. Calling all of one course honors could be opening ourselves up to problems.

Even though these classes are already at an honors level, naming this on a transcript causes confusion if a student needs modifications. Then a regular course (not honors)

would appear to be a modified curriculum. It's not that the class is honors, but if someone was to contest that modification, then they can contest they could have passed a regular level course.

Modifying puts something on their transcript that says they could not handle the regular curriculum. Then the question becomes, could they have handled the regular curriculum? Should a regular curriculum class be called modified? That is not fair to a student.

The recommendation is that for an honors indication, you should still offer general coursework. We put ourselves at risk unless we can further delineate courses.

Questions to be answered:

- What is the difference between gen and honors bio and AP bio?
- How are students placed in these classes?

We need more time to evaluate.

Having honors on the transcripts is a credit our students deserve; however, there are other pieces to be considered. We would be offering ourselves up to a liability. It is complicated.

We will revisit this in January.

- 15. Hybrid how to determine a common definition of what it is and how teachers will teach in the MSA model? From other teacher friends...
 - a. EX 1 = Teacher teaching in-person to one group, home group has a similar lesson that is adjusted as needed for home, a different lesson for those who are only DL **teacher has three things prepared for each course each day**
 - b. EX 2 = teacher teaching in-person, home students are also online with the class via Zoom. There is a different lesson for those who are only DL **teacher has two things prepared for each course they teach
 - c. NOTE: these two examples are in larger districts where the teacher has one or two preps.
 - d. How does hybrid look if the teacher is not present in-building? Are all students doing DL/online learning (with some in-building and some at home at the same time)?
 - i. Emailed at 9:25 am on 10-30 to ask for the calling of a teacher task force to review and brainstorm what the teaching element of a hybrid plan would be.

Next meeting Items:

Communications Committee

Minutes Weds., Nov. 11th, 2020 4:30pm - 5:30pm

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

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

Purpose of Committee

- 1. to create and maintain procedures and guidelines relating to MSA's branding, marketing and external communications.
- 2. to ensure the effectiveness of communication between different school related groups.
- 3. to ensure the effectiveness of communication between school community members.
- 4. to review MSA website components for accuracy and standardization.
- I. On-line Press Release Guidelines Update (Joell) have not met yet to discuss (FYI Joell saw a new media outlet located in Cottage Grove [but didn't have name])
- II. Preferred Communication Modes (Zoom, Google Classroom)
 - A. Will additional training be needed if the learning model changes?
 - if going hybrid, might need training how to not get feedback in the classroom, may need tripods, asynchronous distance learning or hybrid - why asynchronous-was labeled 'maybe' asynchronous; got the idea that people in building would be 'taught' in the classroom, but the question didn't reflect that.
 - 2. there should be no software/hardware changes, so no training needed for that
 - B. Parent survey on choosing learning modes for Semester 2: discussion that some parents were confused about the choices that hybrid distance learners would be possibly learning asynchronously (not synchronous like current model) and that hybrid in-person learners would be taught in the same way as distance learners (not 'live'). (Heather) parents have very different ideas about what's going on, (Girish) there are 3 groups of students: distance learning students keep the same thing or hybrid-some students will be onsite, and most will be at home learning asynchronously
 - (Maggie) it's not going to be simple, it's what teachers can realistically handle -- there's opportunity to come in for socialization; additional information needs to come out
 - C. Staff survey regarding learning modes going out today, will get responses back to give to the BOD for meeting on Monday. Survey will address various options asynchronous vs synchronous will be one of those choices
 - D. revisit discussion next month after decision has been made

III. Create procedures for website changes

- A. Hierarchy of changes (Justin): small, large, restructuring
 - 1. small changes go to Carrie/Justin (in charge of website); typographic, informational (things we do every day); some changes have to go through John
 - 2. larger changes need to create a flowchart/procedures so we can bring it to the board

- 3. structural changes: 2 approval processes (sometimes come into conflict); if admin asks for a structure change we do it; Communication Committee took that role to restructure/reorganize site last month (medium change knowing the procedure what the BOD wants executed)
 - a) Joell went to John and to restructure the tab/info from 'Fall Planning" to "Semester 1", add WIN Friday piece to drop down menu; it took awhile to get the information up there due to Justin's workload but it was updated.
- 4. where do training videos fit in?
- 5. big changes would be software changes, funding needed
- B. Discussion on where information is about office hours, who to call, there's parent confusion on who to reach out to. There should be something on the website.
- C. Are we trying to put together flowchart or step-by-step procedure flow chart solves who is the person to fix this, and am I the person to fix this. (Tammy) confused about the quality of the website, no one person is responsible for oversight and accuracy; need to be active (making sure things are correct) rather than reactive (having to continually report errors, and not sure who to report them to). Can't we have a better process?
- D. (Joell) Last year we talked about having a task force to assign someone to each website tab to be responsible for updating it; it's up to admin to make sure that staff is doing their job to keep things accurate and getting done. Question to John/Shannon: are you looking at content to make sure it's accurate (Shannon) Carrie is constantly updating activities as they change constantly. (Tammy) Is the updating process being documented? No one admin is in charge of the website, spread thin, it makes it difficult. Need checks and balances.
- E. (Girish) is it possible to put the responsibility of the tab on the tabs and have them email 'broken links'
- F. Discussion on creating procedures and what we as a committee want to accomplish Heather will start to put together a flow chart and tab responsibilities. Is there a checklist or form to say 'yes' I completed this. Joell forget about the prospective families tab but if I know to check it every month, I'll do it; (Justin) we have software that tracks when pages are last modified; can create some kind of dashboard to see when the tabs/info was last reviewed and when last changes were made; can give it a 'green' and 'red' status to show progress, make it part of the he page and when a change was made, that way we can have it go from a green to red status to show progress make it part of the procedures (won't happen soon, though)

IV. Communication Concerns from Parents

- A. School Pictures
 - parents reached out to admin about concerns re: photographer got personal information - who is responsible to determine what personal information (ie-students emails) can be given out; Maggie was asked to bring concern to BOD because parent did not get concern resolved, but John asked that the parent reach out to him again instead.
- B. Student Directory (includes MSA graduates)
 - If you opt in, MSA graduates are also on there. Can it only be current students, does it have to be everyone? (JUSTIN) just recently reactivated directory in Skyward, removed everyone from it, and people could opt in - it's always shown the graduates and current siblings; will look into it - Justin will keep Heather updated

- C. Facebook pages/Twitter Accounts where are the accounts sponsored by MSA listed and who is updating?
 - 1. Info got moved from the MSA webpage to only be accessed by parents through the parent portal.
 - 2. Twitter (only Tom uses one) and MSA Facebook links will go back at the footer of MSA webpage
- D. Fall School Opening Tab When will the fall plan be updated with the WIN Friday information and who is updating it?
 - 1. Now changed to be 'Semester 1' and WIN Friday information is under it.
 - 2. Once the BOD makes decisions on Semester 2 learning plans it will be put on the website
 - 3. Will the Fall planning guide be updated so there is one place to go to to find information, or will a new document be created? Depending on what the BOD votes on -- no matter the tab is called, the biggest thing is that the parents can go to that tab and find everything they need. (John)The fall plan probably won't change, but a statement will be put on the website.(?)
 - 4. Justin one of the things that came out of WIN Friday is the "Meet Calendar" in the Fall Planning guide is not updated -- should it be pulled off line or revised. That is part of the issue about parents finding information in one spot info went up quickly but parents still not sure where to look for it who is charge of this tab; if BOD approved of changes to Distance learning plan (ie-WIN) than the revised schedule should be updated in the planning guide. Mr. G responsible for updating the fall plan
 - 5. If we aren't using this for 2nd semester are we creating a new document COVID-19 plan or updating the current one (WAS THIS RESOLVED?)

Next meeting: Wednesday, Dec. 9th 4:30-5:30pm

Personnel Meeting Agenda (meeting NOTES in red) 10.21.2020 (via Zoom) 4:15 pm

Regular Members: Annie C, John G, Shannon F, Tom J, Jessie H, Heather R, Lisa A, Patricia G, Jacqueline M, Rob K, Jennifer B (Those present for this meeting are in red, those absent are crossed out.)

- 1. Finalize Director's Job Description (pages 1-10 in the packet changes/suggestions were to be completed by 10.14.20) Lisa and Annie
 - a. Review of comments/suggestions to move items to different sections. Start on page 3 (completed)
 - b. Questions and answers about the Job Description (completed)
- 2. Explain the Director's Job Evaluation process (part of the packet) Lisa (completed)
 - a. <u>HOMEWORK</u>: For the <u>November</u> meeting (11/18/2020, 4:15pm): Everyone should read through the rest of the process and make comments/suggestions and come with questions (page 10 through the end of the packet).
- For <u>December</u> meeting (12/16/2020, 4:15pm): Determine how best "to provide input/feedback so that the Director can create/or modify evaluation procedures for all other staff members, including the administrative team, teachers and EAs."

12:14 PM 11/10/20 PACE: 1		Amount	-406.25		-40.75		-40.75		-150.00	;	-25.00	662.13	-662.75	-662.75
		Inv Date Chk#/Rec# Check Date	10/30/20 43		10/06/20 24		10/06/20 25		10/06/20 27		10/16/20 32			
Monthly Contributions for Board Approval (Date: 10/01/2020 - 10/31/2020)		PO#/Line# Description Inv#/Desc2	4 United Way - Annual Fund -	Anonymous	2 CAF America - Annual Fund -=	Employer Match (Jordan)	3 CAF America - Annual Fund -≖	Employee Match (Jordan)	5 The Blackbaud Giving Fund -	Annual Fund (Ellingson)	1 Mightycause 10/16/20	October	*01 R 005 000 265 000 096	*Cash Receipts
3frbud12.p 05:20.10:00:00-010172	2020-21	FD T ORG PRG CRS FIN OBJ FYTD Activity Date Src Sub Batch Vendor Name/Ref	000 265 000 096 096 096 096 096 096		20-50043	į	10/21/20 CB 20-50043	<u>.</u>	10/21/20 CB 20-50043		10/31/20 CR 20-50046	;		

Number of Accounts: 1

-662.75

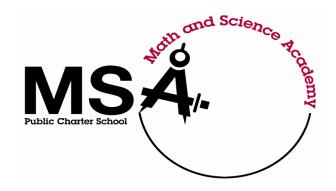
Total for Cash Receipts Grand Total

1,808.26

Grand Revenue Totals

 $\star\star$ The report displays only accounts with activity in the date range selected.

****************** Bnd of report ***********



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

Financial Statements

October 31, 2020

bergankov | DO MORE.

Prepared by:
Dustin J. Reeves
Outsourced Controller

Math and Science Academy Charter School No. 4043 Executive Summary

Balance Sheet

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

The school's cash and investment balance at September 30th was \$1,979,188 as well as \$152,987 held in a CD.

The Accounts Receivable balance represents a rebate from Xcel Energy for upgrading the School's automation system for better efficiency. The rebate is expected to be received by December of 2020.

Prior Year state aids receivable represents the balance of the State Aids for FY20 that are expected to be received by the School during Fiscal Year 2021.

Current year state aids receivable represents the estimated amount that the State owes the school for the current fiscal year based on the 10% holdback.

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

Prepaid expenditures represent subscriptions and licenses paid in advance for the FY22 school year.

Salaries and wages payable represent the amount due to teachers for summer checks as part of the FY21 contracts. These salaries and wages will be earned in FY21, but not paid out until July and August of FY22.

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

Payroll deductions and contributions represents a prepayment of employee benefits.

The beginning fund balance as of July 1, 2020 was \$2,147,077 or 37% of total expenditures. Our budgeted surplus for the 2020-2021 approved original budget is \$2,244 which will result in an ending fund balance of \$2,149,320 or 36%. The Working Budget has been updated to reflect a surplus of \$1,495, which would result in an ending fund balance of \$2,148,571 or 35% of total expenditures.

The current preliminary net income is \$345,496. This figure reflects data through October 31st.

Math and Science Academy Charter School No. 4043 Executive Summary

"Hot Topics"

- Cash flow is strong with approximately \$2 million in cash. This includes \$152K in certificates of deposit. With the decrease in interest rates, our savings account is currently paying a higher interest rate. We will continue to monitor interest rates and make adjustments as necessary.
- As of October 31^{st,} the balance in the Repair & Replacement Fund is approximately \$159K.
- We will continue monitoring potential state funding adjustments for potential revenue or cash flow impacts in future years. The legislature will be working on solving the projected budget deficit in the upcoming biennium created by the COVID 19 economic slowdown.
- We will need to monitor what options the legislature discusses for any impact to our cash flow. Changes in holdback amounts or shifts in revenue recognition could impact our cash position.
- Bond covenant metrics:
 - o FY20 Days cash on Hand: Requirement = 60 Days, Actual = 156
 - o FY20 Debt Service Coverage Ratio: Requirement = 100%, Actual = 135%
 - o FY21 Days Cash on Hand: Requirement = 60 Days, Projected = 150
 - FY21 Debt Service Coverage Ratio: Requirement = 100%, Projected = 136%

Supplemental Information for October 2020.

Reports are provided that show the checks that were written, receipts that were posted, and journal entry transactions that were recorded during October 2020.

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

Math and Science Academy Woodbury, MN Balance Sheet October 31, 2020

Assets	Ju	Audited ine 30, 2020	Oct	Balance ober 31, 2020
Current assets				
Cash and investments	\$	1,656,426	\$	1,979,188
Certificates of deposit		152,987		152,987
Accounts receivable		12,638		7,138
Due From Building Company		40,420		=
Prior year state aids receivable		652,800		39,957
Current year state aids receivable		-		288,682
Federal aids receivable		4,460		-
Prepaid expenditures		193,461		101,809
Total assets		2,713,193	\$	2,569,761
Liabilities and Fund Balance Current liabilities				
Salaries and wages payable	\$	312,576	\$	67,982
Accounts payable		150,356		3,673
Payroll deductions and contributions		103,184		5,533
Total current liabilities		566,116		77,188
Fund balance				
Fund balance 7-1-2020		2,137,380		2,137,380
Assigned fund balance - student activities 7-1-2020		9,697		9,697
Net income to date		-		345,496
Total fund balance		2,147,077		2,492,573
Total liabilities and fund balance	\$	2,713,193	\$	2,569,761

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

Math and Science Academy Charter School No. 4043 Statement of Revenues and Expenditures October 31, 2020

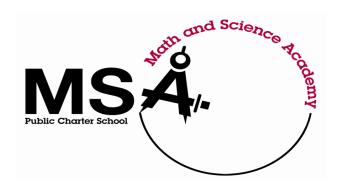
					33%	
		Audited FY20	Original FY21	Working FY21		
		Actual	Budget	Budget		Percent of
		485.85 ADM	495 ADM	495 ADM	September YTD	Working Budget
General Fund -	01					
R	Revenues					
	State revenues					
211	General education aid	\$ 3,806,856	\$ 3,938,549	\$ 3,947,277	\$ 1,230,023	31.2%
348-300	Charter school lease aid	805,351	833,076	833,076	195,678	23.5%
317	Long-term facilities maintenance revenue	74,637	76,077	76,077	-	0.0%
740-360	Special education aid	706,857	723,877	712,264	138,358	19.4%
201	Endowment aid	21,795	20,526	20,526	10,332	50.3%
370	Other MN aid (safe schools supplemental aid)	22,846	-	-	-	-
397	Pension revenue	-	15,000	15,000	-	0.0%
	Prior year over (under) accrual	6,916	-	-	-	-
	Current year state aids receivable	-	-	-	288,682	-
	Total state revenues	5,445,258	5,607,105	5,604,220	1,863,073	33.2%
	Federal revenues					
419	Federal special education aid	70,527	66,200	67,045	-	0.0%
414	Title II funds	21,427	27,400	9,647	-	0.0%
151,153,154	CARES and CRF Funding	-	-	158,363	94,061	59.4%
	Total federal revenues	91,955	93,600	235,055	94,061	40.0%
	Local revenues					
000-050	Fees from patrons: scholastic, AP exam, staff shirts, class fees	22,554	28,000	28,000	1,915	6.8%
920-050	Fees from patrons: study hall	1,810	2,400	2,400	=	0.0%
300-050	Fees from students: field trips	21,282	35,000	35,000	-	0.0%
372-071	Third party billing	1,944	1,000	1,000	-	0.0%
092	Interest earnings	16,568	20,000	20,000	737	3.7%
265-096	Annual fund/capital campaign/dragon dinner	88,678	85,000	85,000	1,808	2.1%
000-096	Donations and misc. grants	2,759	-	-	=	-
099/620	Misc. revenues	1,884	-	-	18	-
621	Year book revenues, planners	3,587	3,100	3,100	365	11.8%
C 400's	Student activities revenue	85,579	129,200	129,200	17,790	13.8%
	Total local revenues	246,645	303,700	303,700	22,633	7.5%
	Total revenues	\$ 5,783,857	\$ 6,004,405	\$ 6,142,975	\$ 1,979,768	32.2%
		5,783,857	6,004,405	6,142,975	1,979,768	

Math and Science Academy Charter School No. 4043 Statement of Revenues and Expenditures October 31, 2020

33% Audited FY20 Original FY21 Working FY21 Actual Budget Budget Percent of 485.85 ADM 495 ADM 495 ADM September YTD Working Budget Expenditures 100 Salaries and wages \$ 2,042,506 \$ 2,228,933 \$ 2,221,114 558,352 25.1% 200 **Employee** benefits 815,937 778,074 783,757 185,203 23.6% Crs 180 Extracurricular activities 192.269 74,678 74,678 0.0% 305 Contracted services 203,545 232,160 232,160 77,610 33.4% 315 Repairs and maintenance for computers 36,550 39,700 39,700 13,994 35.2% 320 Communications services 18,564 19,115 19,115 5,930 31.0% 329 4,989 4,200 Postage 4,200 1,281 30.5% 330 Utilities 91,472 108,100 108,100 18,743 17.3% 340 Property and liability insurance 29,705 19,387 56.7% 34,200 34,200 350 Repairs and maintenance 101,701 148,800 148,800 32,682 22.0% 360 7.440 0.0% Transportation for field trips 11.100 11.100 366/368 Staff training/travel and conferences 22,485 15,000 15,000 10,029 66.9% 369 Field trips admissions 13,209 23,200 23,200 0.0% 370 **Building lease** 895,045 925,640 925,640 315,727 34.1% 370 Other rentals and operating leases 356 800 800 91 11.4% 380 Computer and tech related hardware rental 32,696 15,501 15,501 8,949 57.7% General supplies 31,900 7,198 401/455/465 38,643 31,900 22.6% 16.7% 401 Maintenance supplies 21,658 25,000 25,000 4,165 405 Non-instructional computer software and license 20,059 20,525 20,525 17,650 86.0% 406 Instructional software licensing 14,786 14,700 22,450 88.5% 19,878 430/456/466 Instructional supplies 90,768 50,000 42,250 4,092 9.7% Textbooks and workbooks 17,247 26,000 460 26,000 8,531 32.8% 461 Standardized tests 20,093 22,500 22,500 -1.0% (228)490 Food 320 2.000 2,000 0.0% 505/506 Capitalized technology software 9,427 12,300 12,300 7,579 61.6% 530 Other equipment/furniture 21,088 12,000 12,000 88 0.7% 555/556 Technology hardware (cap) 6,955 30,000 30,000 0.0% 820 Dues and memberships, fees 38,196 40,035 40,035 35,363 88.3%

Math and Science Academy Charter School No. 4043 Statement of Revenues and Expenditures October 31, 2020

								33%	
		Audited	FY20	Original FY21	V	orking FY21			
		Actu	al	Budget		Budget			Percent of
		485.85	ADM	495 ADM		495 ADM	Sep	otember YTD	Working Budget
898	Scholarships		-	500		500		-	0.0%
	Annual fund (265)		7,652	42,500		42,500		-	0.0%
	State special education	75	3,161	774,200		774,200		138,791	17.9%
Fin 372	Third party billing		759	1,000		1,000		756	75.6%
	Federal special education	7	0,527	66,200		67,045		10,886	16.2%
	Title II funds	2	1,427	27,400		9,647		943	9.8%
151,153,154	CARES and CRF Funding		-	-		158,363		126,117	79.6%
891	Pension expense		-	15,000		15,000		-	0.0%
	Student activity expense	9	6,637	129,200		129,200		4,486	3.5%
	Total expenditures	\$ 5,75	7,872	\$ 6,002,161	\$	6,141,480	\$	1,634,272	26.6%
		5,	57,872	6,002,161		6,141,480		1,634,272	
	General fund net income	\$ 2	5,985	\$ 2,244	\$	1,495	\$	345,496	
Fui	nd balances								
	Beginning fund balance, all funds	\$ 2,12	1,091	\$ 2,147,076	\$	2,147,076			
	Projected fund balance, all funds	\$ 2,1 4	.,	\$ 2,149,320 36%	\$	2,148,571 35%			



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

Supplemental Information

October 31, 2020



Prepared by:
Dustin J. Reeves
Outsourced Controller

Math and Science Academy ExtraCurricular/Student Activities October 31, 2020

Course Code	Account Name	July 1, 2020	Re	evenue	E	xpense	YTD
401	Student Council Funds	\$ 276	\$	-	\$	-	\$ 276
402	NHS Funds	407		-		(385)	22
403	Parent Team Funds	-		-		-	-
404	FIRST Lego League (FLL)	809		425		(327)	907
405	Prom	1,788		-		-	1,788
406	Ex-Curr Academic Triathlon	145		-		-	145
407	Ex-Curr Theatre Funds	308		100		1,717	2,126
408	Spanish Club Funds	-		-		-	-
409	Girls Basketball	-		-		-	-
410	Ex-Curr Art Club Funds	-		-		-	-
411	Ex-Curr Ski Club	-		-		-	-
413	FIRST Robotics Competition (FRC)	-		4,000		(55)	3,945
414	Asian Club	-		-		-	-
416	Newspaper	32		-		-	32
417	Film Club	-		-		-	-
419	Nordic Ski Team	122		-		-	122
420	Cross Country	-		5,435		(1,495)	3,940
421	Track & Field	-		-		-	-
422	Music Fund	198		60		-	258
423	Boys Basketball	408		-		-	408
424	Baseball	-		-		-	-
427	Math League	-		-		-	-
429	Computer Club	-		-		-	-
430	Debate	-		-		-	-
431	Girls Volleyball	946		1,750		(158)	2,538
432	Athletic Account	313		-		(850)	(537)

Math and Science Academy ExtraCurricular/Student Activities October 31, 2020

Course Code	Account Name	July	/ 1, 2020	F	Revenue	Expense	YTD
437	Chess Club		0		-	-	0
440	Badminton		501		-	-	501
441	Trap Team		89		-	-	89
442	Boys Volleyball		90		-	-	90
443	FIRST Tech Challenge (FTC)		-		3,250	(1,562)	1,688
445	Gay Straight Alliance (GSA)		58		-	(75)	(17)
446	Social Justice Club		-		-	-	-
447	Class of 2020		1,760		-	-	1,760
449	Soccer		-		1,295	(1,295)	-
450	Football		-		1,475	-	1,475
451	Cheers Volunteer		33		-	-	33
452	SWENext Club		24		-	-	24
453	Class of 2021		550		-	-	550
460	Africa Club		-		-	-	-
	Total student activity balances	\$	8,857	\$	17,790	\$ (4,486)	\$ 22,162
		\$	9,697	\$	17,790	\$ (4,486)	\$ 23,002

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

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

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

3frdtl01.p

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10/15/2020 202000341 INTERNAL REVENUE SERVICE

Math and Science Academy 8:06 AM Check Register for Financials (Dates: 10/01/20 - 10/31/20) PAGE:

11/04/20

6,292.03

67 INVOICE CHECK CHECK DATE NUMBER VENDOR DESCRIPTION AMOUNT 10/01/2020 202000255 CENTURY LINK Monthly Service: SEPT 19-OCT 18; Account 127.72 651-731-5162 971 10/01/2020 202000257 CENTURY LINK MONTHLY SERVICE- SEP22-OCT21; Account 252.89 651-731-9416 212 10/01/2020 202000256 COMCAST Internet: 9/27/20-10/26/20 - Account 8772 10 349.95 577 0827141 XPS 15 9500 (42@\$1274.56) (CRF) 10/01/2020 202000259 DELL MARKETING L.P. 53.531.52 10/01/2020 202000258 ESPARZA, PAUL Reimbursement: Maintenance Supplies 180.45 10/01/2020 202000261 THE PRINCETON REVIEW Bank of Tutor.com K-12 Student Center Hours 36,000.00 and Implementation Fee (CRF) 10/01/2020 202000262 VERIZON WIRELESS Phone Service: AUG 21-SEP 20 and Hotspots 2,864.57 (CRF) 10/01/2020 202000260 WELLS FARGO VENDOR FINANCIAL SERVICES RICOH copiers 859 42 10/05/2020 202000266 US BANK Rent: Oct 2020 58,906.25 10/05/2020 202000327 OLD NATIONAL BANK BC Service Charge 16.00 10/06/2020 201901273 CARDMEMBER SERVICE 0.00 10/06/2020 201901274 CARDMEMBER SERVICE Sept 2020 Credit Card 7,082.13 10/06/2020 201901274 HOME DEPOT Sept 2020 Credit Card 74.55 10/06/2020 201901274 SURVEYMONKEY Sept 2020 Credit Card 29.00 10/07/2020 99900146 CITY OF COTTAGE GROVE Security for Graduation -630.00 10/08/2020 202000275 BERWALD ROOFING COMPANY, INC APPLIED CAULKING TO SKYLIGHT THAT WAS 784.00 LEAKING ON 8/31/2020 10/08/2020 202000285 BLICK ART MATERIALS MS Art Supplies 124.56 10/08/2020 202000286 BLICK ART MATERIALS MS Art Supplies 62.46 10/08/2020 202000287 BLICK ART MATERIALS MS Art Supplies 33.50 10/08/2020 202000288 BLICK ART MATERIALS MS Art Supplies 145.63 10/08/2020 202000271 BLOCK SCHOOL NURSE CONSULTING LLC Nurse Consult: 10/6/20 3 hrs GenEd 1 hr SPED 320.00 10/08/2020 202000267 BLOCK SCHOOL NURSE CONSULTING LLC Nurse Consult: 9/15-9/29/20 3.5 hrs GenEd 4 600.00 hrs SPED 10/08/2020 202000279 CASEY-WOLF, THERESA School Psychologist: 8/20-9/29/20 26.5 hrs 2,385.00 10/08/2020 202000278 CLIFTONLARSONALLEN LLP "Progress billing on the audit of the 787.50 School's financial statements for the fiscal year ended Jun 30, 2020" 10/08/2020 202000276 CULLIGAN Drinking Water Equipment Service: Oct 2020 27.40 Acct#157-00808535-7 10/08/2020 202000272 DECONINCK, LINDA Reimbursement: First Lego League Robotics 327.00 Registration FIRST GAME CHANGERS 10/08/2020 202000282 ECKROTH MUSIC Service and Parts Trombone 9/15/20 91.00 10/08/2020 202000283 ECKROTH MUSIC Trombone mouthpiece and case 194.01 10/08/2020 202000284 ECKROTH MUSIC PPE for Band (CRF) 879.20 10/08/2020 202000290 EDPUZZLE INC ProSchool 1 yr unlimited (CRF) 1,200.00 10/08/2020 202000291 ESPARZA, PAUL Maintenance Service: Sept 2020 2,639.00 10/08/2020 202000274 GIS BENEFITS Insurances: Aug 2020 6,102.24 10/08/2020 202000277 INSIGHT STORAGE SOLUTIONS INC Storage Fee: Sept 2020 40.00 10/08/2020 202000292 JR COMPUTER ASSOCIATES Monthly Contract 3,050.00 10/08/2020 202000273 KRAUS-ANDERSON INSURANCE Practical HR: Nov 2020 250.00 10/08/2020 202000269 MARTIN LAW FIRM PLLC Legal Services: Sept 2020 1,086.50 10/08/2020 202000270 SLETTEN, WENDELL Reimbursement: Teachers Pay Teachers Music 71.57 10/08/2020 202000268 STUDENT ACHIEVEMENT MINNESOTA, LLC Authorizer Fee 26,268.00 10/08/2020 202000281 TRANE U.S. INC. Filter 124.20 10/08/2020 202000289 VANGUARD CLEANING SYSTEMS OF MINNESOTA Monthly Cleaning Service: Oct 2020 3.530.00 Payroll accrual 10/15/2020 202000340 FURTHER 810.42 10/15/2020 202000340 FURTHER Payroll accrual 461.90 10/15/2020 202000341 INTERNAL REVENUE SERVICE 760.00 Payroll accrual 10/15/2020 202000341 INTERNAL REVENUE SERVICE Payroll accrual 6,885.02

Payroll accrual

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Math and Science Academy 8:06 AM 11/04/20 05.20.10.00.00-010087 Check Register for Financials (Dates: 10/01/20 - 10/31/20) PAGE:

		•		68
CHECK	CHECK		INVOICE	00
DATE	NUMBER	VENDOR	DESCRIPTION	AMOUNT
10/15/2020	202000341	INTERNAL REVENUE SERVICE	Payroll accrual	1,471.52
10/15/2020	202000341	INTERNAL REVENUE SERVICE	Payroll accrual	6,292.03
10/15/2020	202000341	INTERNAL REVENUE SERVICE	Payroll accrual	1,471.52
10/15/2020	202000342	MID ATLANTIC TRUST COMPANY	Payroll accrual	853.00
10/15/2020	202000342	MID ATLANTIC TRUST COMPANY	Payroll accrual	134.00
10/15/2020	202000342	MID ATLANTIC TRUST COMPANY	Payroll accrual	2,872.00
10/15/2020	202000343	MINNESOTA DEPT OF REVENUE	Payroll accrual	25.00
10/15/2020	202000343	MINNESOTA DEPT OF REVENUE	Payroll accrual	3,441.40
10/15/2020	202000344	PERA	Payroll accrual	1,454.74
10/15/2020	202000344	PERA	Payroll accrual	1,678.57
10/15/2020	202000345	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	6,164.31
10/15/2020	202000345	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	6,682.12
10/15/2020	202000265	BILL.COM	Fees	220.37
10/16/2020	202000299	ANDERSON, MARKELL	Reimbursement: Quizlet Teacher Subscription	34.99
10/16/2020	202000303	BECKER FIRE AND SAFETY SERVICES, LLC	Annual Service and Inspection	1,705.45
10/16/2020	202000304	BECKER FIRE AND SAFETY SERVICES, LLC	Annual Backflow Inspection 2 systems	279.00
10/16/2020	202000293	BROADWAY TEACHING GROUP	Registration for the online Back to School	225.00
			Series for M. Filbrandt	
10/16/2020	202000296	BUREAU OF EDUCATION RESEARCH	Increasing Students' Success in Today's	279.00
			Inclusive Classroom - A. McClernan	
10/16/2020	202000295	COMPUTER FORENSIC SERVICES LLC	Data Hosting	1,794.00
10/16/2020	202000300	ESPARZA, PAUL	Reimbursement: Maintenance Supplies and	151.34
		*	Rental	
10/16/2020	202000302	FAMILY ACHIEVEMENT CENTER, INC	"Sept 2020 Speech, OT Services and Physical	14,208.21
			Therapy and Mileage"	
10/16/2020	202000298	REGION 4A	Region 4A Large Group Contest 2/25/20	200.00
		ROUSE, KRISTIN	Music Fee Refund	50.00
		WASHINGTON COUNTY PARKS DIVISION	Nordic Center 9/22/20	200.00
		BLUE CROSS BLUE SHEILD OF MN	Health Insurance: Nov 2020	43,906.30
10/22/2020		S&P GLOBAL RATINGS	Analytical Services in Connection with City	5,000.00
			of Woodbury Higher Education Annual	,
			Surveillance 10/1/20-9/30/21	
10/22/2020	202000319	BERGANKDV OUTSOURCED SERVICES LLC	Financial Management and Accounting	7,330.00
			Services: Oct 2020	
10/22/2020	202000314	BRAULT, ALEXANDER	Reimbursement: Cross Country Supplies	696.79
		BRAULT, ALEXANDER	Reimbursement: Cross Country Trophies	298.64
		CITY OF WOODBURY	Water Usage: 8430 Woodbury Xing	78.46
			8/31/20-9/29/20	
10/22/2020	202000308	CITY OF WOODBURY	Water: 8460 Woodbury Xing 8/31/20-9/29/20	42.66
		CITY OF WOODBURY	Water: 8500 Woodbury Xing 8/31/20-9/29/20	60.93
		CITY OF WOODBURY	Water Usage: 8490 Woodbury Xing	31.77
			8/31/20-9/29/20	
10/22/2020	202000306	COMCAST	Internet & Phone: 10/18/20-11/17/20	512.04
, ,			Acct# 8772 10 577 0477541	
10/22/2020	202000323	DICK'S/LAKEVILLE SANITATION INC	Trash & Recycling: Oct 2020	378.56
		DICK'S/LAKEVILLE SANITATION INC	Trash & Recycling: Sept 2020	378.56
		INNOVATIVE OFFICE SOLUTIONS LLC	Office Supplies	136.68
		LOFFLER COMPANIES INC	Konica Minolta C458 Copier Standard Payment	422.33
		METRO VOLLEYBALL OFFICIALS ASSOCIATION	Liberty Classical Academy - Girls Volleyball	158.00
10/22/2020	202000312	TIBLIO VOLEBIBIES CITTOTIES RECOGNITION	Varsity Official 10/14/2020	130.00
10/22/2020	202000316	MN RCA	Background Checks: M. Chari and S.	16.00
,,,	000010		Kulasekhar	10.00
10/22/2020	202000305	POPP COMMUNICATIONS	Telephone Services: 9/6/20-10/5/20 Account	58.35
,,,	000000		Number: 10003837	30.33
10/22/2020	202000321	ROBERT ENGSTROM COMPANIES	Recurring Bill Lease Payment for Bldg D at	8,381.11
., ==, 2020			8500 Woodbury Crossing	-,

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CHECK	CHECK		INVOICE	09
DATE	NUMBER	VENDOR	DESCRIPTION	AMOUNT
10/22/2020	202000311	TRANE U.S. INC.	Repair: Hot Water Valve and replace	3,574.00
			defective shutoff valve system	
10/22/2020	202000318	TWIN CITIES ACADEMY HIGH SCHOOL	Boys and Girls Soccer Fees x 7	1,295.00
10/22/2020	202000317	WARD, MARISSA	Vision Reimbursement: Contacts	200.00
10/22/2020	202000313	WARD, TERESA	Vision Reimbursement: Glasses	200.00
10/22/2020	202000320	WOODBURY CROSSING OFFICES, PLLP	Recurring Bill Rent	5,463.64
10/30/2020	202000331	CENTURY LINK	Monthly Service: OCT 19-NOV 18; Account	128.90
			651-731-5162 971	
10/30/2020	202000332	CENTURY LINK	MONTHLY SERVICE- OCT22-NOV21; Account	255.37
			651-731-9416 212	
10/30/2020	202000337	ECKROTH MUSIC	Player's Face Masks (CRF)	1,360.00
10/30/2020	202000339	INDIGO EDUCATION	Training - Paraprofessional Training	200.00
10/30/2020	202000333	LANGSETH, NOAH	Reimbursement: FTC Event Registration	125.00
10/30/2020	202000335	LANGSETH, NOAH	Reimbursement: FRC SmugMug Subscription	55.00
10/30/2020	202000336	MN BCA	Background Checks: Kevin Cunningham	8.00
10/30/2020	202000330	PURCHASE POWER	Postage	503.50
10/30/2020	202000329	RAINMAKERS IRRIGATION	Winter Blow Out	250.00
10/30/2020	202000338	WELLS FARGO VENDOR FINANCIAL SERVICES	RICOH copiers	859.42
10/30/2020	202000334	ZELLER, TIM	Reimbursement: FTC registrations and	1,162.22
			Supplies	
10/30/2020	202000328	MN UI FUND	Unemployment	2,314.00
10/30/2020	202000326	OLD NATIONAL BANK	Service Charge	60.00

Totals for checks 363,765.39

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8:07 AM PAGE: Batch Post Date Acct Nbr Description Amount 20-50035 08/20/2020 01 A 122 00 3032.91 FY20 FTN419 3032.91 Totals for 20-50035 20-50036 08/20/2020 01 R 005 000 011 433 400 FIN419 3032.91-Totals for 20-50036 3032.91-20-50037 07/31/2020 50 R 005 000 000 000 092 Trust Interest Earnings - July 2020 5.13 Totals for 20-50037 5.13 20-50038 07/31/2020 50 R 005 000 000 000 093 Rent Received from the School - July 202 58906.25 Totals for 20-50038 58906.25 20-50039 08/31/2020 50 R 005 000 000 000 092 Trust Interest Earnings - August 2020 5.61 Totals for 20-50039 5.61 20-50040 08/31/2020 50 R 005 000 000 000 093 Rent Received from the School - August 2 58906.25 Totals for 20-50040 58906.25 20-50041 09/30/2020 50 R 005 000 000 000 092 Trust Interest Earnings - September 2020 5.91 Totals for 20-50041 5.91 20-50042 09/30/2020 50 R 005 000 000 000 093 Rent Received from the School - Septembe 58906.25 Totals for 20-50042 58906.25 20-50043 10/31/2020 01 E 005 110 000 000 305 Background Check Reimbursement 16.00 20-50043 10/31/2020 01 R 005 000 265 000 096 CAF America - Annual Fund -= Employer Ma 40.75 CAF America - Annual Fund -= Employee Ma 40.75 20-50043 10/31/2020 01 L 215 13 Boon-Chapman - COBRA Health Reimbursemen 1153.50 20-50043 10/31/2020 01 R 005 000 265 000 096 The Blackbaud Giving Fund - Annual Fund 150.00 20-50043 10/31/2020 01 E 010 298 407 000 370 Music Theatre Intl - Refund Loyalty Fee 1717.12 Cross Country Participation Fees 875.00 20-50043 10/31/2020 01 R 010 298 450 000 050 Football Participation Fees 1180.00 20-50043 10/31/2020 01 R 010 298 431 000 050 Girls Volleyball Participation Fees 1400.00 Totals for 20-50043 6573.12 20-50044 09/04/2020 01 R 005 000 000 000 096 CAF America - 3M employer Match - Jordan 40.75-20-50044 09/04/2020 01 R 005 000 000 000 096 CAF America - 3M - Employee-Jordan (Annu 40.75-20-50044 09/04/2020 01 R 010 298 413 000 096 FIRST - FRC First Robotoics -- Regrant 4000.00-20-50044 09/04/2020 01 R 005 000 265 000 096 MightyCause (Annual Fund) - \$20 Boudjouk 25.00-20-50044 09/04/2020 01 R 005 000 265 000 096 YourCause (Annual Fund) - \$100 Ellingson 150.00-20-50044 09/04/2020 01 R 005 000 265 000 096 US Bank (Annual Fund) 635.18-20-50044 09/04/2020 01 R 010 298 420 000 050 Cross Country Participation Fees 4035.00-Totals for 20-50044 8926.68-

CAF America - 3M employer Match - Jordan

CAF America - 3M - Employee-Jordan (Annu

FIRST - FRC First Robotoics -- Regrant

MightyCause (Annual Fund) - \$20 Boudjouk

Cross Country Participation Fees

Totals for 20-50045

US Bank (Annual Fund)

YourCause (Annual Fund) - \$100 Ellingson

40.75

40.75

25.00

150.00

635.18

4035.00

8926.68

4000.00

20-50045 09/04/2020 01 R 005 000 265 000 096

20-50045 09/04/2020 01 R 005 000 265 000 096

20-50045 09/04/2020 01 R 010 298 413 000 096

20-50045 09/04/2020 01 R 005 000 265 000 096

20-50045 09/04/2020 01 R 005 000 265 000 096

20-50045 09/04/2020 01 R 005 000 265 000 096

20-50045 09/04/2020 01 R 010 298 420 000 050

70

11/04/20

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 $05.20.10.00.00-010037 \qquad \text{Cash Receipts for Financials (Dates: } 07/01/2020 - 06/30/2021)$ 71 Batch Post Date Acct Nbr Description Amount

Batch	Post Date	Acct	. Nor					Description	Amount
20-50046	10/31/2020	01 F	R 005	000	265	000	096	Mightycause 10/16/20	25.00
20-50046	10/31/2020	01 F	R 010	298	450	000	050	Football Participation Fees	295.00
20-50046	10/31/2020	01 F	R 010	298	449	000	050	Soccer Participation Fees	185.00
20-50046	10/31/2020	01 F	R 010	298	431	000	050	Girls Volleyball Participation Fees	350.00
20-50046	10/31/2020	01 F	R 010	298	420	000	050	Cross Country Participation Fees	175.00
20-50046	10/31/2020	01 F	R 010	298	443	000	050	FTC Participation Fees	150.00
20-50046	10/31/2020	01 F	R 010	298	443	000	050	FTC Participation Fees	150.00
20-50046	10/31/2020	01 F	R 010	298	404	000	050	FLL Participation Fees	375.00
20-50046	10/31/2020	01 F	R 005	000	000	000	621	Planners	10.00
20-50046	10/31/2020	01 F	R 010	258	000	000	050	Band	250.00
20-50046	10/31/2020	01 F	R 010	298	422	000	050	Music	40.00
20-50046	10/31/2020	01 F	R 010	298	407	000	050	Theater	100.00
20-50046	10/31/2020	01 F	R 005	000	000	000	050	Jr Scholastic	20.00
								Totals for 20-50046	2125.00
20-50047	10/31/2020	01 F	₹ 005	000	000	348	300	Charter School Lease Aid	195678.31
								Totals for 20-50047	195678.31
20-50048	10/31/2020	01 F	R 005	000	000	000	211	FY21 General Education Aid	195249.87
20-50048	10/31/2020	01 7	A	121	00			FY20 General Education Aid	114380.94
20-50048	10/31/2020	01 7	A	121	00			FY20 State Special Education	19.04
20-50048	10/31/2020	01 7	A	121	00			FY20 Charter School Lease Aid	7929.35
								Totals for 20-50048	317579.20
20-50049	10/31/2020	01 E	R 005	000	000	000	092	Savings Interest Deposit	98.66
								Totals for 20-50049	98.66
20-50050	10/31/2020	50 <i>I</i>	A	101	50			BC Waterfall Deposit	2687.50
								Totals for 20-50050	2687.50
20-50051	10/31/2020	01 F	R 005	000	000	000	092	Interest Deposit	68.85
								Totals for 20-50051	68.85
20-50052	10/31/2020	01 F	R 005	000	000	154	400	FY21 CARES Relief Funds	94061.38
								Totals for 20-50052	94061.38
20-50053	10/31/2020	01 E	E 005	110	000	000	305	Reimburse Background Check	8.00
20-50053	10/31/2020	01 E	010	212	000	000	430	Reimburse Staff Use of HS Art Supplies	120.00
20-50053	10/31/2020	01 I		215	13			Boon Chapman - COBRA Reimbursement - V.	1153.50
20-50053	10/31/2020	01 F	R 005	000	265	000	096	United Way - Annual Fund - Anonymous	406.25
20-50053	10/31/2020	01 E	010	211	000	000	401	Employee Reimbursement for Staff Apparel	10.00
20-50053	10/31/2020	01 E	010	211	000	000	461	CollegeBoard - Reimbursement AP Exam Exp	250.00
20-50053	10/31/2020	01 F	R 010	298	422	000	050	TRI-M Fees	20.00
20-50053	10/31/2020	01 F	R 010	298	443	000	050	FTC First Tech Participation Fees	2950.00
20-50053	10/31/2020	01 F	R 005	000	000	000	621	Planners	60.00
20-50053	10/31/2020	01 F	R 010	258	000	000	050	Band	200.00
20-50053	10/31/2020	01 F	R 005	000	000	000	050	Jr Scholastic	30.00
20-50053	10/31/2020	01 F	R 010	298	404	000	050	FLL First Lego	50.00
								Totals for 20-50053	5257.75
20-50054	10/31/2020	01 E	R 005	000	000	000	092	Charles Schwab - Interest Earned	2.05
								Totals for 20-50054	2 05

Totals for 20-50054

2.05

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Batch	Post Date	Acct Nbr	Description	72 Amount
20-50055	10/31/2020	50 R 005 000 000 000 092	Building Co Interest Totals for 20-50055	0.62
			Total for Cash Receipts	800867.84

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8:08 AM 11/04/20 05.20.10.00.00-010037 JE Listing for Financials (Dates: 07/01/2020 - 06/30/2021) PAGE:

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Batch	Post Date	Acct Nbr	Description	Amount
20-00008	10/31/2020	01 E 005 110 000 151 401	COVID Non-Instuctional Supplies (Thermometers, sanitizer, ect)	-1417.12
20-00008	10/31/2020	01 E 010 211 000 151 401	COVID Non-Instuctional Supplies (Face coverings, Gowns, Sanitizer)	-1671.88
20-00008	10/31/2020	01 E 005 720 000 151 401	COVID Non-Instuctional Supplies (Face Guards 50 @ 6.50)	-341.25
20-00008	10/31/2020	01 E 010 211 000 154 401	COVID Non-Instuctional Supplies (Face Guards 50 @ 6.50)	3430.25
20-00008	10/31/2020	01 E 010 630 000 153 406	Nearpod District Edition License	-5500.00
20-00008	10/31/2020	01 E 010 630 000 154 406	Nearpod District Edition License	5500.00
20-00008	10/31/2020	01 E 010 630 000 000 406	Kami School Plan License for School Year	-2925.00
20-00008	10/31/2020	01 E 010 630 000 154 406	Kami School Plan License for School Year	2925.00
			Totals for 20-00008	0.00
20-00009	10/08/2020	01 E 010 211 453 000 305	St Croix Cleaners on Aug 2020 Cardmember Svcs - should be coded to sch	-345.00
20-00009	10/08/2020	01 E 010 211 000 000 305	St Croix Cleaners on Aug 2020 Cardmember Svcs - should be coded to sch	345.00
			Totals for 20-00009	0.00
20-00010	09/30/2020	01 E 010 400 000 372 405	Reclass MA Forms to FIN 372	756.45
20-00010	09/30/2020	01 E 010 420 000 419 405	Reclass MA Forms to FIN 372	-756.45
20-00010	09/30/2020	01 E 010 420 000 419 405	Reclass 504 Forms to Gen Ed	-519.95
20-00010	09/30/2020	01 E 010 400 000 000 405	Reclass 504 Forms to Gen Ed	519.95
			Totals for 20-00010	0.00
20-00011	07/01/2020	01 E 005 940 000 000 340	Commercial Pkg and Commercial Umbrella 3/9/20-3/9/21	19386.52
20-00011	07/01/2020	01 A 131 00	Commercial Pkg and Commercial Umbrella 3/9/20-3/9/21	-19386.52
			Totals for 20-00011	0.00
20-00012	10/30/2020	01 E 010 630 000 154 405	Reclass ProSchool 1 yr Unlimited (CRF) fr OBJ 405 to OBJ 406	-1200.00
20-00012	10/30/2020	01 E 010 630 000 154 406	Reclass ProSchool 1 yr Unlimited (CRF) fr OBJ 405 to OBJ 406	1200.00
			Totals for 20-00012	0.00
			Total for Journal Entries	0.00



September 2020 Statement

Open Date: 08/14/2020 Closing Date: 09/11/2020

Page 1 of 4 Account: {Omitted}

1-866-552-8855



Visa® Business Card

MATH&SCIENCE ACADEMY JOHN D GAWARECKI

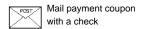
ance	
m Pavment Dι	
	/09/2020
nt Due Date	

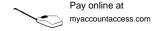
Activity Summary		
Previous Balance	+	\$5,562.82
Payments	-	\$5,562.82CR
Other Credits	-	\$117.02CR
Purchases	+	\$7,302.70
Balance Transfers		\$0.00
Advances		\$0.00
Other Debits		\$0.00
Fees Charged		\$0.00
Interest Charged		\$0.00
New Balance	=	\$7,185.68
Past Due		\$0.00
Minimum Payment Due		\$72.00
Credit Line		\$30,000.00
Available Credit		\$22,814.32
Days in Billing Period		29

Cardmember Service

BUS 30 ELN

Payment Options:





Pay by phone 1-866-552-8855

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

CPN 000046616



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

to pay by phone to change your address

000010214 01 SP 000638574731463 P Y

Account Number	
Payment Due Date	10/09/2020
New Balance	\$7,185.68
Minimum Payment Due	\$72.00

Amount Enclosed \$

Cardmember Service

 If you think there is an error on your statement, please call us at the telephone number on the front of this statement, or write to us at: Cardmember Service, P.O. Box 6335, Fargo, ND 58125-6335.

- In your letter or call, give us the following information:

 Account information: Your name and account number.
- Dollar amount: The dollar amount of the suspected error.
- Description of Problem: If you think there is an error on your bill, describe what you believe is wrong and why you believe it is a mistake. You must contact us within 60 days after the error appeared on your statement. While we investigate whether or not there has been an error, the following are true:
- ▶ We cannot try to collect the amount in question, or report you as delinquent on that amount.
- The charge in question may remain on your statement, and we may continue to charge you interest on that amount. But, if we determine that we made a mistake, you will not have to pay the amount in question or any interest or other fees related to that amount.
- While you do not have to pay the amount in question, you are responsible for the remainder of your balance.

We can apply any unpaid amount against your credit limit.

Your Rights If You Are Dissatisfied With Your Credit Card Purchases

If you are dissatisfied with the goods or services that you have purchased with your credit card, and you have tried in good faith to correct the problem with the merchant, you may have the right not to pay the remaining amount due on the purchase. To use this right, all of the following must be true:

- 1. The purchase must have been made in your home state or within 100 miles of your current mailing address, and the purchase price must have been more than \$50. (Note: Neither of these are necessary if your purchase was based on an advertisement we mailed to you, or if we own the company that sold you the goods or services.)
- 2. You must have used your credit card for the purchase. Purchases made with cash advances from an ATM or with a check that accesses your credit card account do not qualify.

 3. You must not yet have fully paid for the purchase.

If all of the criteria above are met and you are still dissatisfied with the purchase, contact us in writing at: Cardmember Service, P.O. Box 6335, Fargo, ND 58125-6335. While we investigate, the same rules apply to the disputed amount as discussed above. After we finish our investigation, we will tell you our decision. At that point, if we think you owe an amount and you do not pay we may report you as delinquent. **Important Information Regarding Your Account**

1. INTEREST CHARGE: Method of Computing Balance Subject to Interest Rate: We calculate the periodic rate or interest portion of the INTEREST CHARGE by multiplying the applicable Daily Periodic Rate ("DPR") by the Average Daily Balance ("ADB") (including new transactions) of the Purchase. Advance and Balance Transfer categories subject to interest, and then adding together the resulting interest from each category. We determine the **ADB** separately for the Purchases, Advances and Balance Transfer categories. To get the **ADB** in each category, we add together the daily balances in those categories for the billing cycle and divide the result by the number of days in the billing cycle. We determine the daily balances each day by taking the beginning balance of those Account categories (including any billed but unpaid interest, fees, credit insurance and other charges), adding any new interest, fees, and charges, and subtracting any payments or credits applied against your Account balances that day. We add a Purchase, Advance or Balance Transfer to the appropriate balances for those categories on the later of the transaction date or the first day of the statement period. Billed but unpaid interest on Purchases, Advances and Balance Transfers is added to the appropriate balances for those categories each month on the statement date. Billed but unpaid Advance Transaction Fees are added to the Advance balance of your Account on the date they are charged to your Account. Any billed but unpaid fees on Purchases, credit insurance charges, and other charges are added to the Purchase balance of the Account on the date they are charged to the Account. Billed but unpaid fees on Balance Transfers are added to the Balance Transfer balance of the Account on the date they are charged to the Account. In other words, billed and unpaid interest, fees, and charges will be included in the ADB of your Account that accrues interest and will reduce the amount of credit available to you. To the extent credit insurance charges, overlimit fees, Annual Fees, and/or Travel Membership Fees may be applied to your Account, such charges and/or fees are not included in the ADB calculation for Purchases until the first day of the billing cycle following the date the credit insurance charges, overlimit fees, Annual Fees and/or Travel Membership Fees (as applicable) are charged to the Account. Prior statement balances subject to an interest-free period that

have been paid on or before the payment due date in the current billing cycle are not included in the ADB calculation. 2. **Payment Information:** You must pay us in U.S. Dollars with checks or similar payment instruments drawn on a financial institution located in the United States. We will also accept payment in U.S. Dollars via the Internet or phone or previously established automatic payment transaction. We may, at our option, choose to accept a payment drawn on a foreign financial institution. However, you will be charged and agree to pay any collection fees required in connection with such a transaction. The date you mail a payment is different than the date we receive that payment. The payment date is the day we receive your check or money order at Cardmember Service, P.O. Box 790408, St. Louis, MO 63179-0408 or the day we receive your electronic or phone payment. All payments by check or money order accompanied by a payment coupon and received at this payment address will be credited to your Account on the day of receipt if received by 5:00 p.m. CT on any banking days. Mailed payments that do not include the payment coupon and/or are mailed to a different address will be processed within 5 banking days of receipt and credited to your Account on the day of receipt. In addition, if you mail your payment without a payment coupon or to an incorrect address, it may result in a delayed credit to your Account, additional **INTEREST CHARGES**, fees, and possible suspension of your Account. Internet and telephone payment options are available, and crediting times vary (but generally must be made before 5:00 p.m. CT to 8 p.m. CT depending on what day and how the payment is made). If you are making an internet or telephone payment, please contact Cardmember Service for times specific to your Account and your payment option. Banking days are all calendar days except Saturday, Sunday and federal holidays. Payments due on a Saturday, Sunday or federal holiday and received on those days will be credited on the day of receipt. There is no prepayment penalty if you pay your balance at any time prior to your payment due date.

3. Credit Reporting: We may report information on your Account to Credit Bureaus. Late payments, missed payments or other defaults on your Account may be reflected in your credit report.



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MATH&SCIENCE ACADEMY JOHN D GAWARECKI

Important Messages

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

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

Speed through checkout with the added security and convenience of PayPal. Go to the Mobile App or manage your account online. Link your card to PayPal today.

Account Security is very important to you and to us. When you use your Card to make a purchase, particularly over the phone or online, you may be asked to provide a card security code, sometimes called a CVV. This information is used to help confirm that it is you using the Card and that the Card is authentic.

Transactions

Payments and Other Credits

Post Date	Trans Date	Ref#	Transaction Description		Amount	Notation
08/19	08/18	2745	ZOOM.US 8887999666 C. MERCHANDISE/SERVICE RETURN	: -	\$117.02CR -	
09/08	09/08	ET	PAYMENT THANK YOU		\$5,562.82CR -	
				TOTAL THIS PERIOD	\$5,679.84cr	

Purchases and Other Debits

Post	Trans	Dof #	Transaction Description	Amarınt	Netation
Date	Date	Ref #	Transaction Description	Amount	Notation
08/17	08/16	5591	AMAZON.COM*MM8PA31W1 A AMZN.COM/BILL WA	\$1,433.80	
08/17	08/14	4233	AMAZON.COM*MF23U3930 A AMZN.COM/BILL WA	\$9.99	
08/17	08/14	4951	AMZN Mktp US*MF27D6W52 Amzn.com/bill WA	\$9.18	
08/17	08/14	1656	AMZN Mktp US*MM1DG4AN1 Amzn.com/bill WA	\$8.89	
08/17	08/14	5347	AMZN Mktp US*MM6D59AJ1 Amzn.com/bill WA	\$8.98	
08/17	08/14	8713	AMZN Mktp US*MM8GG3AZ1 Amzn.com/bill WA	\$7.63	
08/17	08/14	8508	AMZN Mktp US*MF0O96R22 Amzn.com/bill WA	\$10.49	
08/17	08/14	2275	AMZN Mktp US*MF58847K0 Amzn.com/bill WA	\$8.93	
08/17	08/14	1681	AMZN Mktp US*MM3Q91TE1 Amzn.com/bill WA	\$8.78	
08/17	08/14	8017	AMZN Mktp US*MM6QB1TL1 Amzn.com/bill WA	\$7.97	
08/17	08/14	0837	AMZN Mktp US*MF7XC7720 Amzn.com/bill WA	\$233.67	
08/17	08/14	3410	AMZN Mktp US*MF95W6RT2 Amzn.com/bill WA	\$8.93	
08/18	08/17	2731	AMZN Mktp US*MM5H34ZQ2 Amzn.com/bill WA	\$7.63	
08/18	08/17	1041	AMZN Mktp US*MM4924C70 Amzn.com/bill WA	\$6.91	
08/19	08/19	9236	AMZN Mktp US*MM5EL35F1 Amzn.com/bill WA	\$149.95	
08/20	08/19	7898	AMZN Mktp US*MM9JJ5EX2 Amzn.com/bill WA	\$116.44	
08/20	08/19	2698	AMZN Mktp US*MM8N89BL1 Amzn.com/bill WA	\$5.98	
08/20	08/19	6161	AMZN Mktp US*MM5G15H71 Amzn.com/bill WA	\$749.86	
08/20	08/20	6036	AMZN Mktp US*MM6FV0052 Amzn.com/bill WA	\$399.96	
08/21	08/20	6302	AMZN Mktp US*MM7I613H0 Amzn.com/bill WA	\$119.98	
08/21	08/20	3680	AMZN Mktp US*MM4M096J1 Amzn.com/bill WA	\$399.96	
08/21	08/20	8367	AMZN Mktp US*MM64T4162 Amzn.com/bill WA	\$206.34	
08/21	08/20	6475	AMZN Mktp US*MM9837QO1 Amzn.com/bill WA	\$699.93	
08/21	08/20	5060	AMZN Mktp US*MM49W2QN1 Amzn.com/bill WA	\$329.85	
			0 (1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		

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MATH&SCIENCE ACADEMY JOHN D GAWARECKI (CPN 000046616)

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Transactions

Purchases	and	Other	Debits

Post Date	Trans Date	Ref#	Transaction Description	Amount	Notation
- 4.15				7	
08/24	08/21	4365	HOMEDEPOT.COM 800-430-3376 GA	\$74.55	
08/24	08/22	4347	AMZN Mktp US*MM9XZ1AS0 Amzn.com/bill WA	\$629.70	
08/24	08/23	0356	AMZN Mktp US*MM0ER50R0 Amzn.com/bill WA	\$31.48	
08/24	08/23	9814	AMZN Mktp US*MM07U8HX2 Amzn.com/bill WA	\$16.99	
08/24	08/21	1123	AMZN Mktp US*MM0UW2T30 Amzn.com/bill WA	\$10.99	
08/24	08/21	6219	AMZN Mktp US*MM9912T00 Amzn.com/bill WA	\$87.99	
08/25	08/25	8357	AMZN Mktp US*MM2FI3XR0 Amzn.com/bill WA	\$503.00	
08/31	08/28	7027	EDULASTIC SUBSCRIPTION HTTPSEDULASTI CA	\$400.00	
08/31	08/28	3555	DELTAMATH.COM HTTPSDELTAMAT NY	\$25.00	
08/31	08/28	7749	DELTAMATH.COM HTTPSDELTAMAT NY	\$75.00	
09/01	08/31	5163	EDULASTIC SUBSCRIPTION HTTPSEDULASTI CA	\$100.00	
09/01	08/31	0023	DELTAMATH.COM HTTPSDELTAMAT NY	\$75.00	
09/01	08/31	3434	AMZN Mktp US*MU6YZ7G21 Amzn.com/bill WA	\$89.99	
09/02	09/01	0532	PAYPAL *MNCHARTERS 402-935-7733 CA	\$24.00	
09/02	09/01	3843	AMZN Mktp US*MU27U9332 Amzn.com/bill WA	\$179.98	
09/08	09/07	1101	SMK*SURVEYMONKEY.COM 971-2445555 CA	\$29.00	
22/00	22/01				
			TOTAL THIS PERIOD	\$7,302.70	

2020 Totals Year-to-l	Date
Total Fees Charged in 2020	\$6.03
Total Interest Charged in 2020	\$0.00

Company Approval (This area for u.	use by your company)	
Signature/Approval:	Accounting Code:	

Interest Charge Calculation

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

^{**}APR for current and future transactions.

Balance Type	Balance By Type	Balance Subject to Interest Rate	Variable	Interest Charge	Annual Percentage Rate	Expires with Statement
**BALANCE TRANSFER	\$0.00	\$0.00	YES	\$0.00	17.24%	
**PURCHASES	\$7,185.68	\$0.00	YES	\$0.00	17.24%	
**ADVANCES	\$0.00	\$0.00	YES	\$0.00	20.99%	



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Phone

Voice:

TDD:

Fax:

1-866-552-8855 1-888-352-6455 1-866-807-9053 **?**)

Questions

Cardmember Service P.O. Box 6353 Fargo, ND 58125-6353 POST

Mail payment coupon with a check

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

End of Statement

Online

myaccountaccess.com

MATH&SCIENCE ACADEMY



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Link your card in the Mobile App or online today.

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

School Expansion Possibilities Committee October 29, 2020 4:30 p.m.

Zoom link: https://zoom.us/j/91852802651?pwd=K3JMYkNTOUxRWIIDeDRBWjdxcWtzZz09

Meeting ID: 955 1363 4848 Passcode: 705358

In Attendance (underlined): <u>Jennifer Yiangou</u>, Holly Rome, <u>Krishna Vishnubhatla</u>, Alex Santos, <u>Dan Ellingson</u>, <u>John Gawarecki</u>, <u>Robin Solid</u>, <u>Ken LaCasse</u>, <u>Noah Langseth</u>, Satya Veluri, Lilian Vu, Aron Hellner, <u>Annette Smith</u>, Annie Cardenas, <u>Wendell Sletten</u>

Purpose: The purpose of the School Expansion Committee is to research possibilities for expansion. The committee will develop and implement a plan for expansion.

In previous committee meetings, it was determined that MSA will expand.

Agenda:

1. Review information about the committee on the website

Name of Chair & Board Meeting Day Meeting Time Focus or Committee Member (BM) Standing Representative (Click For More Details)

School Expansion Chair: Last Thursday 4:30-5:30PM Focus

each month

Dan Ellingson (Board

Vice Chair)

https://www.mnmsa.org/bod/school-expansion-possibilities/ School Expansion Possibilities Committee

Purpose: The purpose of the School Expansion Committee is to research possibilities for expansion. The committee will develop and implement a plan for expansion.

Leadership: Officer of the Board, with help from the Director

Works with/gets information from: BOD, Finance Committee, teachers, parents, community members and the Building Company.

People on the committee: The committee includes the Director, an elected Officer of the Board, any interested representatives from the BOD, teachers, parents and students.

Meetings - when/how often held: Once a month on a Thursday afternoon 4:30-5:30PM.

Chair's responsibilities: The Chair needs to plan, run and report the findings of the committee.

Committee members' responsibilities: Members need to attend meetings and volunteer for specific tasks as needed.

Members: Vary according to need and availability. All are welcome to contribute to this exciting expansion.

Updated meeting times and approved the data.

2. Review and refine a "wish list" for the new site.

For each item on the wish list answer:

- What do you like about your space?
- What do you dislike about your space?
- What would enhance your space better accommodate my curricular needs?
- 1. Include items from each academic department Academics Committee
- 2. Lunchroom
- 3. Gymnasium/auditorium Aron & Wendell
- 4. Drop off areas
- 5. Parking lots
- 6. Technology (global)
- 7. Each Academic department
- 8. Administrative offices John
- 9. Meets CDC/MDH requirements.
- 10. Facility needs multileveled or 1 level Jennifer
- 11. Security
- 12. Air quality
- 13. Gathering spaces collaborative spaces
- 14. Robotics/STEM lab
- 15. School store
- 16. Art gallery -
- 17. Location

Updated individual sheets of the Wish lists for selected areas spreadsheet.

Members can access the document to update the <u>spreadsheet</u>

3. Develop buckets for our wish list with Priorities:

Deferred to Dec 3 meeting - plan is to have staff feedback from Nov 18th Staff meeting and Nov 24th student advisory feedback. John to work with staff to obtain necessary information prior to the Dec 3rd meeting.

4. Survey students for their perspective.

Survey during Nov 24 Advisory Staff survey on Nov 18.

5. Determine how many students we will build for when mature.

```
6th - 8 sections = 160 - 200 students
7th - 8 sections = 160 - 200 students
8th - 8 sections = 160 - 200 students
9th - 6 sections = 120 - 150 students
10th - 6 sections = 120 - 150 students
11th - 6 sections = 120 - 150 students
12th - 6 sections = 120 - 150 students
Total = 48 sections 960 - 1200 students
```

So the plan is to roughly double the size of the student body

- 6. Other? How do we decide whether to buy opportunities as they arise?
- 7. Future meeting dates: December 3, January 7, February 25, March 25, April 29, May 27. All meetings start at 4:40 pm utilizing the same Zoom link as this meeting's link.

Backward planning for a specific move in date.

Schedule for the year:

Visits to other schools

Develop "wish list"

Determine if we want to go with all three scenarios

Review financial model / options

Choose development partner - Dec/Jan

Obtain feedback from staff, parents, students, and community

Confirm design brief for expansion

Math and Science Academy

Adopted: March 31, 2004 Revised: June 2, 2005 Revised: December 7, 2006 Revised: November 4, 2010 Revised: August 18, 2014 Revised: August 17, 2015

Revised: April 17, 2017

514 BULLYING PROHIBITION POLICY

[Note: School districts are required by statute to have a policy addressing bullying.]

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The Math and Science Academy (MSA) cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of MSA and the rights and welfare of its students and is within the control of MSA in its normal operations, MSA intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist MSA in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school property, at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of MSA or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school property and/or with or without the use of MSA resources.
- **B.** No teacher, administrator, volunteer, contractor, or other employee of MSA shall permit, condone, or tolerate bullying.

- **C.** Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- **D.** Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- **E.** False accusations or reports of bullying against another student are prohibited.
- **F.** A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with MSA policies and procedures, including the MSA's discipline policy (See MSA Policy 506). MSA may take into account the following factors:
 - 1. The developmental ages and maturity levels of the parties involved;
 - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 - 3. Past incidences or past or continuing patterns of behavior;
 - 4. The relationship between the parties involved; and
 - 5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. MSA shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout MSA, and foster student, parent, and community participation.

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

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school property and events.

G. MSA will act to investigate all complaints of bullying reported to MSA and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of MSA who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

- 1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
- 2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, "bullying," specifically includes cyberbullying as defined in this policy.

- **B.** "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- **D.** "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:
 - 1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
 - 2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 - 3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- **E.** "On school premises, on school property, at school functions or activities, or on school transportation" means all school buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting

- bullying at these locations and events, the school does not represent that it will provide supervision or assume liability at these locations and events.
- **F.** "Prohibited conduct" means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- **G.** "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- H. "Student" means a student enrolled in MSA.

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate MSA official designated by this policy. A person may report bullying anonymously. However, MSA may not rely solely on an anonymous report to determine discipline or other remedial responses.
- **B.** MSA encourages the reporting party or complainant to use the report form available from the MSA but oral reports shall be considered complaints as well.
- C. The MSA Director (Director) is the person responsible for receiving reports of bullying or other prohibited conduct at MSA. Any person may report bullying or other prohibited conduct directly to the Director. If the complaint involves the Director, the complaint shall be made or filed directly with the MSA Board of Directors (BOD) by the reporting party or complainant.
 - The Director shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The Director or a third party designated by MSA shall be responsible for the investigation. The Director shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.
- **D.** A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the Director immediately. MSA personnel who fail to inform the Director of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

- **E.** Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The Director, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- **F.** Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- **G.** MSA will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with MSA's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL ACTION

- **A.** Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the Director shall undertake, or authorize a third party to undertake, an investigation
- **B.** The Director or other appropriate MSA school officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- **C.** The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- **D.** Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, MSA will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. MSA action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (MSA Policy 506) and other applicable school policies; and applicable regulations.
- E. MSA is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of MSA. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.

F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, MSA shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

MSA will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of MSA who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

VII. TRAINING AND EDUCATION

- A. MSA shall discuss this policy with school personnel and volunteers and provide appropriate training to school personnel regarding this policy. MSA shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with MSA. MSA may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.
- **B.** MSA shall require ongoing professional development, consistent with Minn. Stat.§ 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
 - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;

- 4. The incidence and nature of cyberbullying; and
- 5. Internet safety and cyberbullying.
- **C.** MSA annually will provide education and information to students regarding bullying, including information regarding this school policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- **D.** The Director is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- **E.** The Director is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The Director must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The Director is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

- 1. Engage all students in creating a safe and supportive school environment;
- 2. Partner with parents and other community members to develop and implement prevention and intervention programs;
- 3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
- 4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
- 5. Teach students to advocate for themselves and others;
- 6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
- 7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- **F.** MSA may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness,

truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

G. MSA shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. MSA may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (MSA Policy 515) in the student handbook.

VIII. NOTICE

- **A.** MSA will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- **B.** This policy or a summary thereof must be conspicuously posted in the administrative offices of each school building of MSA.
- C. This policy must be given to each MSA employee and independent contractor who regularly interacts with students at the time of initial employment with MSA.
- **D.** Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (MSA Policy 506) distributed to parents at the beginning of each school year.
- **E.** This policy shall be available to all parents and other school community members in an electronic format in the language appearing on MSA's website.
- **F.** MSA shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

IX. POLICY REVIEW

To the extent practicable, the BOD shall, on a cycle consistent with other school policies, review and revise this policy. The policy shall be made consistent with Minnesota Statutes, section 121A.031 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definition of Public School)

Minn. Stat. § 120B.232 (Character Development Education)

Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)

Minn. Stat. § 121A.031 (School Student Bullying Policy)

Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)

Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act) Minn. Stat. §

121A.69 (Hazing Policy)

Minn. Stat. § Ch. 124E (Charter School)

Minn. Stat. Ch. 363A (Minnesota Human Rights Act)

20 U.S.C. § 1232g et seq. (Family Educational Rights and Privacy Act) 34

C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

Cross References: MSA Policy 413 (Harassment and Violence)

MSA Policy 414 (Mandated Reporting of Child Neglect or Physical or

Sexual Abuse)

MSA Policy 501 (School Weapons Policy) MSA Policy 506 (Student Discipline) MSA Policy 507 (Corporal Punishment)

MSA Policy 515 (Protection and Privacy of Pupil Records) MSA Policy 521 (Student Disability Nondiscrimination) MSA Policy 522 (Student Sex Nondiscrimination)

MSA Policy 524 (Internet Acceptable Use and Safety Policy)

MSA Policy 526 (Hazing Prohibition)

MSA Policy 529 (Staff Notification of Violent Behavior by Students)

MSA Policy 709 (Student Transportation Safety Policy)

MATH AND SCIENCE ACADEMY

Adopted: August 5, 1999 Revised: September 6, 2001 Revised: March 4, 2003 Revised: December 7, 2006 Revised: October 30, 2009 Revised: April 8, 2010

Revised: February 15, 2012 Revised: August 15, 2015 Revised: February 18, 2020

524 INTERNET ACCEPTABLE USE AND SAFETY POLICY

[Note: School districts are required by statute to have a policy addressing these issues.]

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the Math and Science Academy (MSA) computer system (system) and acceptable and safe use of the Internet, including electronic communications.

II. GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to the MSA computer system and the Internet, including electronic communications, MSA considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the MSA computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. MSA expects that faculty will blend thoughtful use of MSA the computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III. LIMITED EDUCATIONAL PURPOSE

MSA is providing students and employees with access to the MSA computer system. The MSA computer system includes, but is not limited to, school-issued laptops, cameras, and other technological devices and which also includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The MSA computer system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the MSA computer system to further educational and personal goals consistent with the mission of MSA and school policies. Uses

which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

IV. USE OF SYSTEM IS A PRIVILEGE

The use of the MSA computer system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the MSA computer system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate MSA policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

V. UNACCEPTABLE USES

- **A.** The following uses of the MSA computer system and Internet resources or accounts are considered unacceptable:
- 1. Users will not use the MSA computer system to access, review, upload, download, store, print, post, receive, transmit, or distribute:
 - a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
- 2. Users will not use the MSA computer system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.

- 3. Users will not use the MSA computer system to engage in any illegal act or violate any local, state, or federal statute or law.
- 4. Users will not use the MSA computer system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the MSA computer system software, hardware, or wiring or take any action to violate MSA's security system, and will not use the MSA computer system in such a way as to disrupt the use of the MSA computer system by other users.
- 5. Users will not use the MSA computer system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.
- 6. Users will not use the MSA computer system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

[Note: School districts should consider the impact of this paragraph on present practices and procedures, including, but not limited to, practices pertaining to employee communications, school or classroom websites, and student/employee use of social networking websites. Depending upon school district policies and practices, school districts may wish to add one or more of the following clarifying paragraphs.]

- a. This paragraph does not prohibit the posting of employee contact information on MSA webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).
- b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:
 - i. such information is classified by MSA as directory information and verification is made that MSA has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or
 - ii. such information is not classified by MSA as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the MSA Director.

- c. These prohibitions specifically prohibit a user from utilizing MSA to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "Facebook," "Twitter," "Instagram," "Snapchat," and "Reddit," and similar websites or applications.
- 7. Users must keep all account information and passwords on file with the designated MSA Director or designee. The MSA Director or his designee will be able to gain access to all MSA accounts. Users will not attempt to gain unauthorized access to the MSA computer system or any other system through the MSA computer system, attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user.
- 8. Messages and records on the MSA computer system may not be encrypted without the permission of appropriate school authorities.
- 9. Users will not use the MSA computer system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
- 10. Users will not use the MSA computer system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of MSA. Users will not use the MSA computer system to offer or provide goods or services or for product advertisement. Users will not use the MSA computer system to purchase goods or services for personal use without authorization from the MSA Director or designee.
- 11. Users will not use the MSA computer system to engage in bullying or cyberbullying in violation of MSA's Bullying Prohibition Policy (MSBA/MASA Model Policy 514). This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.
- **B.** A student or employee engaging in the foregoing unacceptable uses of the Internet when off MSA premises may be in violation of this policy as well as other MSA policies. Examples of such violations include, but are not limited to, situations where the MSA system is compromised or if a MSA employee or student is negatively impacted. If MSA receives a report of an unacceptable use originating from a non-school computer or resource, MSA may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to MSA computer system and the Internet

- and discipline under other appropriate MSA policies, including suspension, expulsion, exclusion, or termination of employment.
- C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to the MSA Director or appropriate MSA official. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a MSA employee, the MSA Director.

VI. FILTER

[Note: Pursuant to state law, school districts are required to restrict access to inappropriate materials on school computers with Internet access. School districts which seek technology revenue pursuant to Minn. Stat. § 125B.26 or certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. Those districts are required to comply with additional standards in restricting possible access to inappropriate materials. Therefore, school districts should select one of the following alternative sections depending upon whether MSA is seeking such funding and the type of funding sought.]

ALTERNATIVE NO. 1

For a school district which does not seek either state or federal funding in connection with its computer system, the following language should be adopted. It reflects a mandatory requirement under state law, Minn. Stat. § 125B.15.

All computers equipped with Internet access and available for student use at each school site will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

[Note: The purchase of filtering technology is not required by state law if the school site would incur more than incidental expense in making the purchase. In the absence of filtering technology, school sites still are required to use "other effective methods" to restrict student access to such materials.]

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

Use of the MSA computer system and use of the Internet shall be consistent with MSA policies and the mission of MSA.

VIII. LIMITED EXPECTATION OF PRIVACY

- **A.** By authorizing use of the MSA computer system, MSA does not relinquish control over materials on the system or contained in files on the MSA computer system. Users should expect only limited privacy in the contents of personal files on the MSA computer system.
- **B.** Routine maintenance and monitoring of the MSA computer system may lead to a discovery that a user has violated this policy, another MSA policy, or the law.
- **C.** An individual investigation or search will be conducted if the MSA Director or designee has a reasonable suspicion that the search will uncover a violation of law or MSA policy.
- **D.** Parents have the right at any time to investigate or review the contents of their student's files and email files. Parents have the right to request the termination of their student's individual account at any time. To request termination of their student's individual account, parents must contact the MSA Director to set up a meeting to discuss the request. As a 1:1 laptop school, terminating a student's account will have consequences that may result in a lesser or lack of equal access to MSA curriculum, activities, and the MSA computer system overall.
- **E.** MSA employees should be aware that MSA retains the right at any time to investigate or review the contents of their files and email files. In addition, MSA employees should be aware that data and other materials in files maintained on the MSA computer system may be subject to review, disclosure or discovery under Minn. Stat. Ch. 13 (the Minnesota Government Data Practices Act).
- **F.** MSA will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with MSA policies conducted through the MSA computer system.

IX. INTERNET USE AGREEMENT

- **A.** The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of MSA.
- **B.** This policy requires the permission of, and supervision by, the school's designated professional staff before a student may use a school account or resource to access the Internet.
- C. The Internet Use Agreement form for students must be read and signed by the user and the parent or guardian. The Internet Use Agreement form for MSA employees must be signed by the employee. The forms must be filed at the school office.

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the MSA computer system is at the user's own risk. The system is provided on an "as is, as available" basis. MSA will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on MSA diskettes, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or mis-deliveries or non-deliveries of information or materials, regardless of the cause. MSA is not responsible for the accuracy or quality of any advice or information obtained through or stored on the MSA computer system. MSA will not be responsible for financial obligations arising through unauthorized use of the MSA computer system or the Internet.

XI. USER NOTIFICATION

- **A.** All users shall be notified of MSA policies relating to Internet use.
- **B.** This notification shall include the following:
 - 1. Notification that Internet use is subject to compliance with MSA policies.
 - 2. Disclaimers limiting MSA's liability relative to:
 - a. Information stored on MSA diskettes, hard drives, or servers.
 - b. Information retrieved through MSA computers, networks, or online resources.
 - c. Personal property used to access MSA computers, networks, or online resources.
 - d. Unauthorized financial obligations resulting from use of MSA resources/accounts to access the Internet.
 - 3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
 - 4. Notification that, even though MSA may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
 - 5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
 - 6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Policy 406, Public and Private Personnel Data; and Policy 515, Protection and Privacy of Pupil Records.

- 7. Notification that, should the user violate MSA's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
- 8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

- **A.** Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the MSA computer system and of the Internet if the student is accessing the MSA computer system from home or a remote location.
- G. Parents will be notified that their students will be using MSA resources/accounts to access the Internet and that MSA will provide parents the option to request alternative activities not requiring Internet access. To request termination of their student's individual account, parents must contact the MSA Director to set up a meeting to discuss the request. As a 1:1 laptop school, terminating a student's account will have consequences that may result in a lesser or lack of equal access to MSA curriculum, activities, and the MSA computer system overall. This notification should include:
 - 1. A copy of the user notification form provided to the student user.
 - 2. A description of parent/guardian responsibilities.
 - 3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
 - 4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.
 - 5. A statement that MSA's acceptable use policy is available for parental review.

XIII. IMPLEMENTATION; POLICY REVIEW

- **A.** MSA administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the Board of Directors (BOD) for approval. Upon approval by the BOD, such guidelines, forms, and procedures shall be an addendum to this policy.
- **B.** The MSA administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.

- **C.** MSA Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.
- **D.** Because of the rapid changes in the development of the Internet, the BOD shall conduct an annual review of this policy.

Legal References: 15 U.S.C. § 6501 et seq. (Children's Online Privacy Protection Act) 17 U.S.C.

§ 101 et seq. (Copyrights)

20 U.S.C. § 6751 *et seq.* (Enhancing Education through Technology Act of 2001)

47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))

47 C.F.R. § 54.520 (FCC rules implementing CIPA)

Minn. Stat. § 121A.031 (School Student Bullying Policy)

Minn. Stat. § 125B.15 (Internet Access for Students)

Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)

United States v. Amer. Library Assoc., 539 U.S. 194, 123 S.Ct. 2297, 56 L.Ed.2d 221 (2003)

Doninger v. Niehoff, 527 F.3d 41 (2nd Cir. 2008)

R.S. v. Minnewaska Area Sch. Dist. No. 2149, No. 12-588, 2012 WL 3870868 (D. Minn. 2012)

Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), aff'd on other grounds 816 N.W.2d 509 (Minn. 2012)

S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)

Kowalski v. Berkeley County Sch., 652 F.3d 656 565 ((4th Cir. 2011)

Layshock v. Hermitage Sch. Dist., 650 F.3d 205 (3rd Cir. 2011)

Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)

M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References: MSA Policy 406 (Public and Private Personnel Data)

MSA Policy 505 (Distribution of Nonschool-Sponsored Materials on School

Premises by Students and Employees)

MSA Policy 506 (Student Discipline)

MSA Policy 514 (Bullying Prohibition Policy)

MSA Policy 515 (Protection and Privacy of Pupil Records)

MSA Policy 521 (Student Disability Nondiscrimination)

MSA Policy 522 (Student Sex Nondiscrimination)

MSA Policy 603 (Curriculum Development)

MSA Policy 806 (Crisis Management Policy)

MSA Policy 904 (Distribution of Materials on School District Property by

Nonschool Persons)

MATH AND SCIENCE ACADEMY CHARTER SCHOOL NO. 4043

EXECUTIVE AUDIT SUMMARY (EAS)

JUNE 30, 2020

MATH AND SCIENCE ACADEMY CHARTER SCHOOL NO. 4043 TABLE OF CONTENTS YEAR ENDED JUNE 30, 2020

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FORMAL REQUIRED COMMUNICATIONS	F

FOR MATH AND SCIENCE ACADEMY YEAR ENDED JUNE 30, 2020

AUDIT FINDINGS AND RESULTS

Audit Opinion – The financial statements are fairly stated. We issued what is known as a "clean" audit report.

Yellow Book Comments – No compliance issues were noted in our review of laws, regulations, contracts, grant agreements, or other matters that could have significant financial implications to the School.

Internal Controls – There were no material weaknesses noted in the current year related to internal controls.

Legal Compliance – No compliance issues were reported with respect to Minnesota Statutes related to charter schools and UFARS accounting.

Enrollment – For fiscal 2019-20, Math and Science Academy served a net average daily membership of 485.85 (or 565.43 pupil units). For fiscal year 2018-19, the School had served an average daily membership of 483.57 (or 562.69 pupil units).

Fund Balance – For fiscal 2019-20, the fund balance in the General Fund increased by \$25,984. The fund balance ended at \$2,147,076 as of June 30, 2020. The ending fund balance represents 37.2% of expenditures incurred for the year and is an important aspect in the School's financial well-being since a healthy fund balance represents things such as cashflow, as a cushion against unanticipated expenditures, enrollment declines, state aid metering changes, program expansion costs, funding deficiencies and aid prorations at the state level and similar problems.

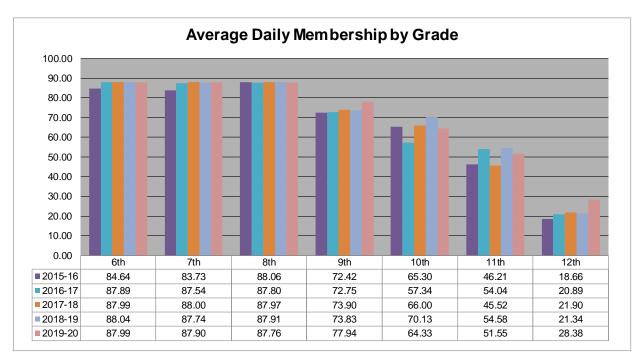
Budget to Actual – Total General Fund revenues on a net basis were \$13,413 (or 0.2%) lower than the budgeted amount while total expenditures were \$37,832 (or 0.7%) lower than had been budgeted. As part of any budget update initiated for fiscal 2020-21, the Board will want to take these variances into consideration in order to limit budget differences to every extent possible. We generally like to recommend that budget variances in a charter school environment (which is more volatile than in a traditional school environment but on a much smaller scale) be limited to 1% to 2% on either side of zero.

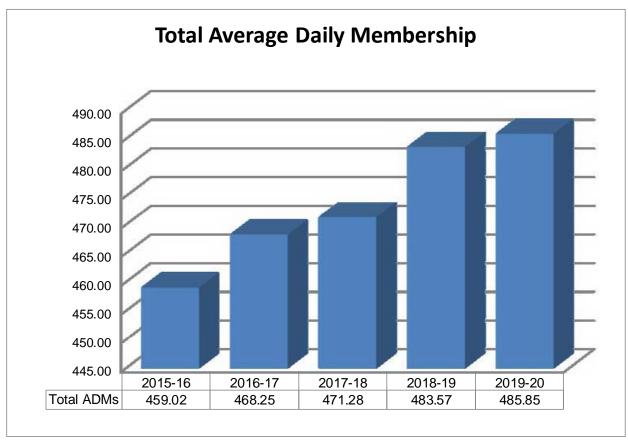
AUDIT FINDINGS AND RESULTS (CONTINUED)

MSA Building Company – The School's financial statements include the activity of the Building Company as a component unit. No separate financial statements are issued for the Building Company; however, a separate Form 990 is filed.

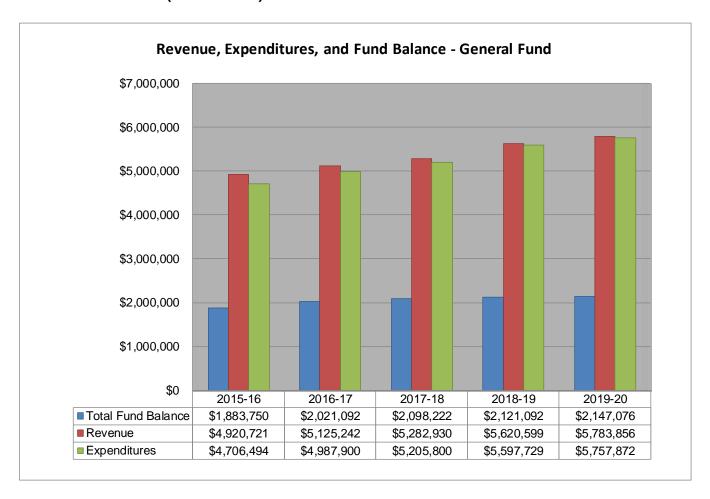
Building Company Debt Covenant Compliance – We want to take this opportunity to remind the Building Company Board that there are some general debt covenants that were agreed to as part of the Loan and Trust Agreements made between Math and Science Academy, the MSA Building Company, the City of Woodbury, and the U.S. Bank Trust National Association (as trustee). Some examples include the submission of audited financial statements within a certain timeframe, the submission of quarterly enrollment, current budget and financial information, and the submission of quarterly long-term budget model forecasting information. We are not aware of any non-compliance with such requirements through the date of our audit report, but it is important that the Board continue to monitor, review and accept responsibility for ensuring the ongoing compliance with all covenants that were agreed to as part of the financing arrangements related to the purchase of the building and subsequent improvements.

FINANCIAL TRENDS

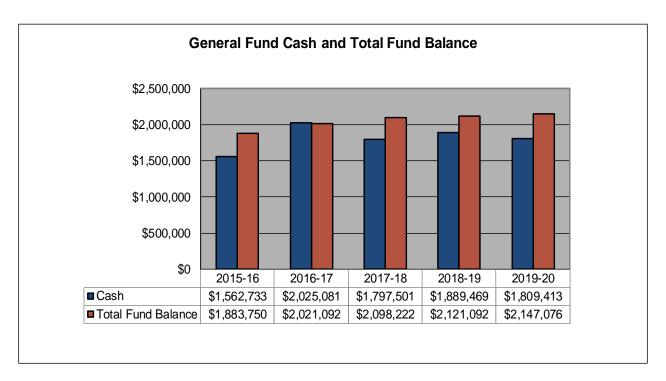


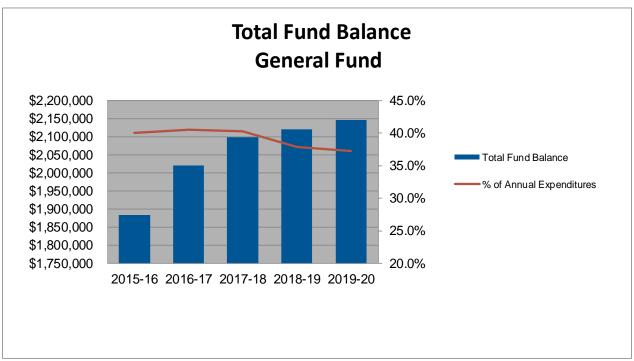


FINANCIAL TRENDS (CONTINUED)



FINANCIAL TRENDS (CONTINUED)







APPENDIX A

FORMAL REQUIRED COMMUNICATIONS

Board of Directors Charter School No. 4043 Math and Science Academy Woodbury, Minnesota

We have audited the financial statements of the governmental activities and each major fund of Math and Science Academy (the School) as of and for the year ended June 30, 2020, and have issued our report thereon dated October 29, 2020. We have previously communicated to you information about our responsibilities under auditing standards generally accepted in the United States of America and *Government Auditing Standards*, as well as certain information related to the planned scope and timing of our audit. Professional standards also require that we communicate to you the following information related to our audit.

Significant audit findings *Qualitative aspects of accounting practices*

Accounting policies

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the School are described in Note 1 to the financial statements.

No new accounting policies were adopted and the application of existing policies was not changed during fiscal year 2020.

We noted no transactions entered into by the School during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected.



Board of Directors Charter School No. 4043 Math and Science Academy

Qualitative aspects of accounting practices (continued) Accounting estimates (continued)

The most sensitive estimates affecting the financial statements were:

- Due from Minnesota Department of Education
- Due from Federal through the Minnesota Department of Education
- · Estimated useful lives of depreciable capital assets
- Estimated proportionate share of PERA's and TRA's net pension liability

Management's estimate of the due from Minnesota Department of Education is based on amounts anticipated to be received from the state for various aid entitlements for fiscal 2019-20. The most significant of these is the aid portion of general education revenue. General education revenue and certain other revenues are computed by applying an allowance per student to the number of students served by the School. Student attendance is accumulated in a statewide database – MARSS. Because of the complexity of student accounting and because of certain enrollment options, student information is input by other school districts and the MARSS data for fiscal year 2020 is not finalized until well into the next fiscal year. MDE calculates amounts owed to the School for special education excess cost tuition billing and adds the amount to the School's special education aid. Because the tuition amounts are based on estimated information, final entitlements are not expected to be known until well into the following fiscal year. Management expects any differences between estimated and actual data will be insignificant.

Management's estimate of due from Federal through the Minnesota Department of Education is based on amounts anticipated to be received through the state for various federal aid entitlements for fiscal 2019-20. Many federal entitlements require that supporting financial reporting information be provided both in the UFARS accounting system and also the SEDRA reporting system. To the extent that these two separate systems are not in agreement and reported in a timely manner, the estimated aid entitlement may be adversely affected. Management expects any differences between estimated and actual data will be insignificant.

Management's estimate of the useful lives for depreciable assets is based on guidance recommended by the Minnesota Department of Education and other sources. The useful life of a depreciable asset determines the amount of depreciation that will be recorded in any given reporting period as well as the amount of accumulated depreciation that is reported at the end of a reporting period.

Management's estimate of the School's proportionate share of PERA's and TRA's Net Pension Liability is based on guidance from GASB Statement No. 68 and each plan's respective allocation tables. Each plan's allocation tables allocate a portion of the plan's net pension liability based on the School's prior fiscal year contributions as a percentage of the total contributions received for the related year by the plan.

We reviewed and tested management's procedures and underlying supporting documentation in the areas discussed above and evaluated the key factors and assumptions used to develop the estimates noted above in determining that they are reasonable in relation to the financial statements taken as a whole. We concluded that the accounting estimates and management judgments appeared to consider all significant factors and resulted in appropriate accounting recognition.

Board of Directors Charter School No. 4043 Math and Science Academy

Qualitative aspects of accounting practices (continued)

Financial statement disclosures

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. There were no particularly sensitive financial statement disclosures.

Difficulties encountered in performing the audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Uncorrected misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has determined that the effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. The following summarizes uncorrected misstatements of the financial statements.

There was one uncorrected misstatement that relates to the statement of net position.

DR Deferral of Refunding Bond Costs \$46,688 CR Net Investment in Capital Assets \$46,688

Corrected misstatements

None of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole.

Disagreements with management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. No such disagreements arose during our audit.

Management representations

We have requested certain representations from management that are included in the management representation letter dated October 29, 2020.

Management consultations with other independent accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the School's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Board of Directors Charter School No. 4043 Math and Science Academy

Significant issues discussed with management prior to engagement

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to engagement as the School's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our engagement.

Audits of group financial statements

We noted no matters related to the group audit that we consider to be significant to the responsibilities of those charged with governance of the group.

Other information in documents containing audited financial statements

With respect to the required supplementary information (RSI) accompanying the financial statements, we made certain inquiries of management about the methods of preparing the RSI, including whether the RSI has been measured and presented in accordance with prescribed guidelines, whether the methods of measurement and preparation have been changed from the prior period and the reasons for any such changes, and whether there were any significant assumptions or interpretations underlying the measurement or presentation of the RSI. We compared the RSI for consistency with management's responses to the foregoing inquiries, the basic financial statements, and other knowledge obtained during the audit of the basic financial statements. Because these limited procedures do not provide sufficient evidence, we did not express an opinion or provide any assurance on the RSI.

With respect to the supplementary information accompanying the financial statements, on which we were engaged to report in relation to the financial statements as a whole, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period or the reasons for such changes, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves. We have issued our report thereon dated October 29, 2020.

Our auditors' opinion, the audited financial statements, and the notes to financial statements should only be used in their entirety. Inclusion of the audited financial statements in a document you prepare, such as an annual report, should be done only with our prior approval and review of the document.

This communication is intended solely for the information and use of the Board of Education and management of the School, and is not intended to be, and should not be, used by anyone other than these specified parties.

CliftonLarsonAllen LLP

Clifton Larson Allen LLP

Minneapolis, Minnesota October 29, 2020

MATH AND SCIENCE ACADEMY CHARTER SCHOOL NO. 4043

FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2020

MATH AND SCIENCE ACADEMY CHARTER SCHOOL NO. 4043 TABLE OF CONTENTS YEAR ENDED JUNE 30, 2020

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INTRODUCTORY SECTION

MATH AND SCIENCE ACADEMY CHARTER SCHOOL NO. 4043 SCHOOL BOARD AND ADMINISTRATION JUNE 30, 2020

SCHOOL BOARD

NAME	TERM ON BOARD EXPIRATION	BOARD POSITION
Annie Cardenas	June 30, 2023	Board Chair
Dan Ellingson	June 30, 2022	Vice Chair
Cody Schniepp	June 30, 2022	Treasurer
Michelle Kurkoski	June 30, 2022	Secretary
Maggie Burggraaff	June 30, 2023	Teacher Member
Judy Seeberger	June 30, 2021	Teacher Member
Adam Bartz	June 30, 2021	Member
Jennifer Bartle	June 30, 2023	Member
Robert Krueger	June 30, 2021	Member
John Gawarecki	-	Ex Officio

MSA BUILDING COMPANY

NAME	TERM ON BOARD EXPIRATION	BOARD POSITION
John Gawarecki	March 30, 2021	President
Joell Pundsack	March 30, 2021	Secretary
Judy Seeberger	March 30, 2021	Member
Cody Schniepp	March 30, 2021	Member
, ,,	,	

ADMINISTRATION

	ADMINIOTRATION
John Gawarecki	Administrator/Director
School Office:	Charter School No. 4043 Math and Science Academy 8430 Woodbury Crossing Woodbury, MN 55125 (651) 578-7507

FINANCIAL SECTION



INDEPENDENT AUDITORS' REPORT

Members of the Board of Directors Math and Science Academy Charter School No. 4043 Woodbury, Minnesota

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities and each major fund of Math and Science Academy as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise Math and Science Academy's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.



Members of the Board of Directors Math and Science Academy Charter School No. 4043

Opinions

In our opinion, the financial statements referred to above, present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of Math and Science Academy as of June 30, 2020, and the respective changes in financial position and the respective budgetary comparison for the General Fund for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Prior Year Information

We have previously audited Math and Science Academy's 2019 financial statements of the governmental activities and each major fund, and we expressed an unmodified opinion on those audited financial statements in our report dated August 27, 2019. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2019 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, TRA Schedule of the School's Proportionate Share of the Net Pension Liability, TRA Schedule of School Contributions, PERA Schedule of the School's Proportionate Share of the Net Pension Liability, and PERA Schedule of School Contributions as listed in the table of contents be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Math and Science Academy's basic financial statements. The Uniform Financial Accounting and Reporting Standards Compliance Table as listed in the table of contents as supplementary information is presented for purposes of additional analysis and is not a required part of the basic financial statements.

The Uniform Financial Accounting and Reporting Standards Compliance Table is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the basic financial statements as a whole.

Members of the Board of Directors Math and Science Academy Charter School No. 4043

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 29, 2020, on our consideration of Math and Science Academy's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Math and Science Academy's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Math and Science Academy's internal control over financial reporting and compliance.

CliftonLarsonAllen LLP

Clifton Larson Allen LLP

Minneapolis, Minnesota October 29, 2020

REQUIRED SUPPLEMENTARY INFORMATION

This section of Math and Science Academy – Charter School No. 4043's (the School) annual financial report presents our discussion and analysis of the School's financial performance during the fiscal year that ended on June 30, 2020. Please read it in conjunction with the School's financial statements, which immediately follow this section. Certain comparative information between the current year (2019-2020) and the prior year (2018-2019) is required to be presented in the Management's Discussion and Analysis.

FINANCIAL HIGHLIGHTS

Key financial highlights for the 2019-2020 fiscal years include the following:

- The fund balance of the General Fund increased \$25,984 from the prior year for an ending fund balance of \$2,147,076 at June 30, 2020.
- Total General Fund revenues were \$5,783,856 as compared to \$5,757,872 of expenditures.
- The fund balance of the Building Company decreased \$167,248 from the prior year for an ending fund balance of \$1,076,403 at June 30, 2020.
- The School's Net Position decreased by \$295,569. This decrease is directly attributable to the impact of pension entries consisting of changes in actuarial assumptions, changes in the School's proportionate share, and differences between projected and actual investment earnings which affected the School's net pension liability of the General Employees Retirement Plan of Public Employees Retirement Association and the Teachers Retirement Fund and related deferred inflows and deferred outflows of resources.

OVERVIEW OF THE FINANCIAL STATEMENTS

The financial section of the annual report consists of four parts – Independent Auditors' Report, required supplementary information which includes the management's discussion and analysis (this section), the basic financial statements, and supplementary information. The basic financial statements include two kinds of statements that present different views of the School:

- The first two statements are *School-wide financial statements* that provide both *short-term* and *long-term* information about the School's *overall* financial status.
- The remaining statements are *fund financial statements* that focus on *individual parts* of the School, reporting the School's operations in *more detail* than the School-wide statements.
- Governmental funds statements tell how basic services such as regular and special education were financed in the short term as well as what remains for future spending.

The financial statements also include *notes* that explain some of the information in the statements and provide more detailed data.

School-Wide Statements

The School-wide statements report information about the School as a whole using accounting methods similar to those used by private-sector companies. The statement of net position includes *all* of the School's assets, deferred outflows of resources, deferred inflows of resources, and liabilities. All of the current year's revenues and expenses are accounted for in the statement of activities regardless of when cash is received or paid.

The two School-wide statements report the School's *net position* and how they have changed. Net position – the difference between the School's assets, deferred outflows of resources, deferred inflows of resources, and liabilities – is one way to measure the School's financial health or *position*.

- Over time, increases or decreases in the School's net position are an indicator of whether its financial position is improving or deteriorating, respectively.
- To assess the overall health of the School you need to consider additional nonfinancial factors such as changes in the School's creditworthiness and the condition of school buildings and other facilities.

In the School-wide financial statements the School's activities are shown in one category:

■ Governmental Activities — Most of the School's basic services are included here, such as regular and special education and administration. State aids finance most of these activities.

Fund Financial Statements

The fund financial statements provide more detailed information about the School's *funds* – focusing on its most significant or "major" funds – not the School as a whole. Funds are accounting devices the School uses to keep track of specific sources of funding and spending on particular programs:

- Some funds are required by state law and by bond covenants.
- The School may establish other funds to control and manage money for a blended component unit such as the Math and Science Academy Building Company.

The School has the following fund type:

Governmental Funds – Most of the School's basic services are included in governmental funds, which generally focus on (1) how cash and other financial assets that can readily be converted to cash flow in and out and (2) the balances left at year-end that are available for spending. Consequently, the governmental funds statements provide a detailed short-term view that helps to determine whether there are more or fewer financial resources that can be spent in the near future to finance the School's programs. Because this information does not encompass the additional long-term focus of the School-wide statements, we provide additional information at the bottom of the governmental funds statements to explain the relationship (or differences) between them.

FINANCIAL ANALYSIS OF THE SCHOOL AS A WHOLE Net Position

The School's combined net position was a deficit of \$694,323 on June 30, 2020 (see Table A-1).

Table A-1 The School's Net Position

Governmental Activities Percentage as of June 30, 2020 2019 Change **Current and Other Assets** 3,789,595 3,892,615 (2.65)% Capital Assets (0.91)8,618,029 8,697,586 **Total Assets** 12,407,624 12,590,201 (1.45)**Deferred Outflows of Resources** 3,060,093 2,220,090 (27.45)**Current Liabilities** 808.884 754,574 7.20 Long-Term Liabilities 11,287,173 11,383,334 (0.84)**Total Liabilities** 12,096,057 12,137,908 (0.34)Deferred Inflows of Resources 3,225,980 3,911,140 (17.52)Net Position: Net Investment in Capital Assets (72,987)(194,374)(62.45)Restricted 695,592 855,224 (18.67)Unrestricted (1,316,928)(1,059,604)24.28 Total Net Position (694,323)(398,754)74.12

The School's net position decreased by \$295,569. This decrease is directly attributable to the impact of pension entries required for changes in actuarial assumptions, changes in the School's proportionate share, and differences between projected and actual investment earnings which affected the School's net pension liability of the General Employees Retirement Plan of Public Employees Retirement Association and the Teachers Retirement Fund and related deferred inflows and deferred outflows of resource.

Changes in Net Position

The School's total entity-wide revenues were \$5,797,287 for the year ended June 30, 2020 (see Table A-2). State formula aid accounted for 66% of total revenue for the year. The remaining 34% came from other general and program revenues.

Table A-2
Change in Net Position

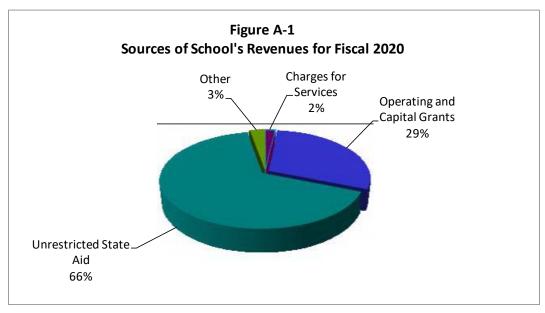
	Governmental A		
	Fiscal Year Er	Percentage	
	2020	2019	Change
Revenues			
Program Revenues			
Charges for Services	\$ 103,587	\$ 150,407	(31.13)%
Operating Grants and Contributions	1,700,249	1,384,784	22.78
General Revenues			
Unrestricted State Aid	3,831,490	3,751,588	2.13
Investment Earnings	28,991	47,449	(38.90)
Other	132,970	165,137	(19.48)
Total Revenues	5,797,287	5,499,365	5.42
Expenses			
Administration	195,813	125,233	56.36
District Support Services	490,810	462,351	6.16
Regular Instruction	3,002,201	1,948,301	54.09
Special Education Instruction	852,779	583,291	46.20
Instructional Support Services	420,810	299,906	40.31
Pupil Support Services	148,445	67,641	119.46
Sites and Buildings	522,916	509,767	2.58
Fiscal and Other Fixed Cost Programs	29,705	54,350	(45.34)
Interest and Fiscal Charges on			
Long-Term Liabilities	429,377	434,204	(1.11)
Total Expenses	6,092,856	4,485,044	35.85
Change in Net Position	(295,569)	1,014,321	
Beginning Net Position	(398,754)	(1,413,075)	
Ending Net Position	\$ (694,323)	\$ (398,754)	

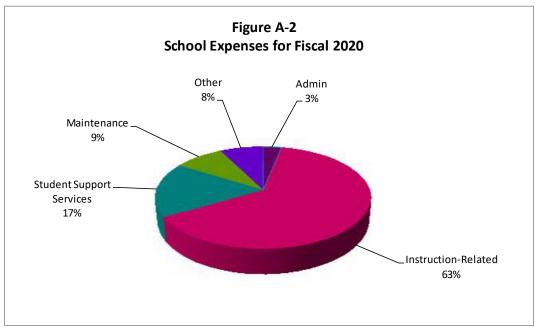
Total expenses exceeded revenues decreasing the net position by \$295,569. Revenues held fairly steady at \$5.8M. The total cost of all programs and services was \$6,092,856 which is an increase over the prior year of \$1,607,812 or 35.85%. The substantial increase in the net amount of pension expense for fiscal 2019-20 from the prior year makes meaningful comparisons between the two years difficult. Analysis between the current year and prior year's revenues and expenditures will be performed on the fund level financial statements, which are not impacted by the pension expense (see Tables A-5 and A-6).

Changes in Net Position (Continued)

The cost of all *governmental* activities this year was \$6,092,856.

- Some of the cost was paid by the users of the School's programs (\$103,587).
- The federal government, state government, and private grant funds subsidized certain programs with grants and contributions (\$1,700,249).
- Most of the School's costs were paid for by unrestricted state aid (\$3,831,490).





All governmental funds include not only funds received for the general operation of the School which are used for classroom instruction, but also include resources from the Building Company. Funding for the general operation of the School is controlled by the state.

Table A-3
Program Expenses and Net Cost of Services

		Total Cost	rvices	Percentage Net Cost of Se				vices	Percentage		
	2020			2019	Change		2020	2019		Change	
Administration	\$	195.813	\$	125.233	56.36 %	\$	206.951	\$	132.472	56.22 %	
District Support Services	*	490,810	*	460,713	6.53	*	490,530	*	461,477	6.30	
Regular Instruction		3,002,201		1,949,939	53.96		2,851,795		1,892,085	50.72	
Special Education Instruction		852,779		583,291	46.20		69,782		(42,989)	(262.33)	
Instructional Support Services		420,810		299,906	40.31		419,935		299,906	40.02	
Pupil Support Services		148,445		67,641	119.46		148,074		77,539	90.97	
Sites and Buildings		522,916		530,474	(1.42)		72,248		75,013	(3.69)	
Fiscal and Other Fixed Cost Programs		29,705		42,313	(29.80)		29,705		54,350	(45.34)	
Interest and Fiscal Charges on											
Long-Term Liabilities		429,377		428,477	0.21		-		-	N/A	
Total	\$	6,092,856	\$	4,487,987	35.76	\$	4,289,020	\$	2,949,853	45.40	

FINANCIAL ANALYSIS OF THE SCHOOL'S FUNDS

The financial performance of the School as a whole is reflected in its governmental funds. Revenues for the School's governmental funds were \$6,509,946 while total expenditures were \$6,651,210. This contributed to a *combined* fund balance of \$3,223,479 which is \$141,264 lower than last year's ending fund balance of \$3,364,743.

GENERAL FUND

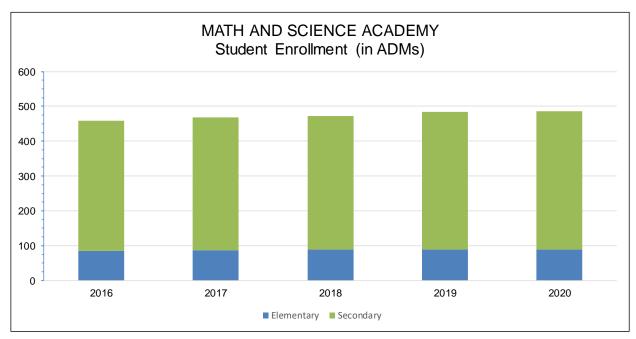
The General Fund includes the primary operations of the School in providing educational services to students from grade 6 through grade 12 including activities and capital outlay projects.

A large percentage of General Fund operational revenue is controlled by a complex set of state funding formulas resulting in the local school board having no meaningful authority to determine the level of resources.

ENROLLMENT

Enrollment is a critical factor in determining revenue with a very high percentage of General Fund revenue being determined by enrollment. The following chart shows that the number of students has increased modestly over the last five years.

Table A-4
Five-Year Enrollment Trend
Average Daily Membership (ADM)



Since opening in 1999, the School has experienced excellent stability in average daily membership. The average enrollment during 2019-2020 was 486 students, which was an increase of approximately 2 students over the prior year.

The following schedule presents a summary of General Fund Revenues.

Table A-5 General Fund Revenues

		Year I	Ende	ed	Change			
	June 30, 2020		June 30, 2019		Increase (Decrease)		Percent Change	
Local Sources:								
Earnings on Investments	\$	16,568	\$	27,129	\$	(10,561)	(38.93)%	
Other		230,077		312,232		(82, 155)	(26.31)	
State Sources		5,445,257		5,203,888		241,369	4.64	
Federal Sources		91,954		77,350		14,604	18.88	
Total General Fund Revenue	\$	5,783,856	\$	5,620,599	\$	163,257	2.90	

Basic general education revenue is determined by multiple complex state formulas, largely enrollment driven, and consists of a specified minimum amount with variables such as socioeconomic indicators driving additional funding. For Minnesota charter schools the majority of all funding is made up of general education aid, special education aid and charter school lease aid. Other revenue consists of federal and private grant funding that is often expenditure driven.

Total General Fund Revenue increased by \$163,257 from the previous year. State revenue increased \$241,369 primarily as a result of the 2% increase in the general education formula and the increase in special education revenue. Other revenue decreased by \$82,155 due to the school going to distance learning for the final 3 months and a lot of fundraising was not able to be done. Federal revenue consistent with the prior year.

The following schedule presents a summary of General Fund Expenditures.

Table A-6
General Fund Expenditures

	Year	Ended	Chang	ge
			Increase	Percent
	June 30, 2020	June 30, 2019	(Decrease)	Change
Salaries	\$ 2,761,508	\$ 2,514,841	\$ 246,667	9.81 %
Employee Benefits	935,677	829,797	105,880	12.76
Purchased Services	1,659,205	1,728,913	(69,708)	(4.03)
Supplies and Materials	301,753	286,233	15,520	5.42
Capital Expenditures	43,288	176,067	(132,779)	(75.41)
Other Expenditures	56,441	61,878	(5,437)	(8.79)
Total General Fund Expenditures	\$ 5,757,872	\$ 5,597,729	\$ 160,143	2.86

Total General Fund expenditures increased \$160,143 from the previous year. The vast majority of this increase can be seen in salaries and benefits. The increase of \$246,667 in salaries was due to increases in contracts, the increase in staffing, and an increase in performance-based stipends. The increase in employee benefits in the amount of \$105,880 was both the result of salaries increasing but also the result of the continuing increase in health insurance costs.

Capital Expenditures decreased over prior year by \$132,779. There were a substantial amount of Chromebooks purchased in the prior year with many of them being purchased with proceeds from the Annual Fund.

Unassigned fund balance is the single best measure of overall financial health. General Fund unassigned fund balance was \$1,943,918 at June 30, 2020. The total fund balance (which includes \$193,461 of prepaid items and \$18,700 related to student activities) of \$2,147,076 represents 37.3% of annual expenditures.

General Fund Budgetary Highlights

The budget is approved prior to the beginning of the fiscal year. The School then may revise the annual operating budget in the fall and then again mid-year. These budget amendments fall into two main categories:

- Implementing budgets for specially funded projects, which include both federal and state grants and reinstating unexpended funds being carried over from the prior fiscal year.
- Legislation passes subsequent to budget adoption, changes necessitated by employment agreements, and increases in appropriations for significant unbudgeted costs.

Actual revenues were lower than budgeted with a variance of \$13,413 or 0.2%.

Actual expenditures were lower than budgeted with a variance of \$37,832 or 0.7%. The majority of budget variances were in the areas of Special Education and Sites and Buildings. Special Education expenditures (which are driven by student needs are basically offset by Special Education revenue) were over budget by \$85,806. Sites and Buildings was under budget by \$90,842 as a result of work on the school that was not completed in the current year.

The differences between budget and actual revenues and expenditures resulted in a surplus for the year of \$25,984 which was \$24,419 higher than had been budgeted.

OTHER MAJOR FUNDS

Expenditures exceeded revenues in the Building Company Fund by \$167,248. This is primarily because the amount required for debt service payments, capital outlay expenditures, and fiscal agent and other expenditures that were required and incurred during the fiscal year exceeded the amount received for lease payments.

In fiscal year 2013, the MSA Building Company issued \$9,950,000 of bonds (Series 2012A and Series 2012B). The proceeds from the sale of the bonds were used for three purposes as follows: to finance the costs of acquiring, constructing and equipping of a second site; to improve the current facility; and to refund the 2002 Series bonds. The new building is a three-story, 30,400 square foot building and consists of a gymnasium and 10 classrooms.

From the standpoint of maintaining current operating expenditures within the range of annual revenue and maintaining a sound fund balance, the Building Company Fund continues to operate on a sound financial basis.

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

By the end of the 2019-2020 fiscal year, the School and related building company had invested \$11,485,401, in a broad range of capital assets, including the school building, computer and other equipment (see Table A-7). More detailed information about capital assets can be found in Note 3 to the financial statements. Total depreciation expense for the year was \$305,320.

Table A-7 Capital Assets

	 2020	 2019	Percentage Change
MSA Building Company			
Land	\$ 990,625	\$ 990,625	- %
Buildings and Improvements	9,555,523	9,363,416	2.1
Furniture and Equipment	92,311	86,989	6.1
Math and Science Academy			
Buildings and Leasehold Improvements	262,390	252,953	3.7
Furniture and Equipment	584,552	565,655	3.3
Less: Accumulated Depreciation	(2,867,372)	(2,562,052)	11.9
Total District Capital Assets	\$ 8,618,029	\$ 8,697,586	(0.9)

Long-Term Liabilities

At year-end, the School had a net amount of \$9,034,059 in bonds and related net bond premiums outstanding as well as a net pension liability of \$2,458,114.

Table A-8
The School's Long-Term Liabilities

	2020	2019	Percentage Change
General Obligation Bonds Net Bond Premium and Discount Net Pension Liability Total Long-Term Liabilities	\$ 8,830,000 204,059 2,458,114 \$ 11,492,173	\$ 9,030,000 212,773 2,330,561 \$ 11,573,334	(2.2)% (4.1) 5.5 (0.7)
Long-Term Liabilities: Due Within One Year Due in More Than One Year Total	\$ 205,000 11,287,173 \$ 11,492,173	\$ 190,000 11,383,334 \$ 11,573,334	

FACTORS BEARING ON THE SCHOOL'S FUTURE

The School is dependent on the state of Minnesota for its revenue authority. The 2019 Legislative session ended with schools receiving a 2% increase to the general education formula for both FY 2020 and FY 2021. The holdback will continue at its current level of 10%. The 2020 Legislative session did not change this.

The School will strive to maintain its long-standing commitment to academic excellence and educational opportunity for students within a framework of financial fiduciary responsibility.

Due to the COVID-19 pandemic, the Governor of Minnesota issued a stay at home order which occurred during the year. This caused the School to go to distance learning for part of the year.

CONTACTING THE SCHOOL'S FINANCIAL MANAGEMENT

This financial report is designed to provide our constituents, state oversight agencies, lenders, customers, legislative leaders, and creditors with a general overview of the School's finances and to demonstrate the School's accountability for the money it receives. If you have questions about this report or need additional financial information, contact the Business Office, Math and Science Academy No. 4043, 8430 Woodbury Crossing, Woodbury, Minnesota 55125.

BASIC FINANCIAL STATEMENTS

MATH AND SCIENCE ACADEMY CHARTER SCHOOL NO. 4043 STATEMENT OF NET POSITION JUNE 30, 2020

(WITH SUMMARIZED FINANCIAL INFORMATION AS OF JUNE 30, 2019)

	Governmental Activities					
		2020		2019		
ASSETS						
Cash and Investments	\$	1,873,282	\$	1,944,716		
Cash with Fiscal Agent		1,052,954		1,188,404		
Receivables:						
Other Governments		657,260		521,371		
Other		12,638		6,590		
Prepaid Items		193,461		231,534		
Capital Assets:						
Land and Construction in Progress		990,625		990,625		
Other Capital Assets, Net of Depreciation		7,627,404		7,706,961		
Total Assets		12,407,624		12,590,201		
DEFERRED OUTFLOWS OF RESOURCES						
Deferred Outflows - Pensions		2,220,090		3,060,093		
LIABILITIES						
Salaries Payable		415,760		416,705		
Accounts and Contracts Payable		150,356		111,167		
Accrued Interest Payable		37,768		36,702		
Long-Term Liabilities:						
Net Pension Liability		2,458,114		2,330,561		
Other Long-Term Liabilities Due Within One Year		205,000		190,000		
Other Long-Term Liabilities Due in More Than One Year		8,829,059		9,052,773		
Total Liabilities		12,096,057		12,137,908		
DEFERRED INFLOWS OF RESOURCES						
Deferred Inflows - Pensions		3,225,980		3,911,140		
NET POSITION						
Net Investment in Capital Assets		(72,987)		(194,374)		
Restricted for:						
Food Service		-		-		
Community Service		-		-		
Building Company		695,592		855,224		
Unrestricted		(1,316,928)		(1,059,604)		
Total Net Position	\$	(694,323)	\$	(398,754)		

MATH AND SCIENCE ACADEMY CHARTER SCHOOL NO. 4043 STATEMENT OF ACTIVITIES YEAR ENDED JUNE 30, 2020

(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2019)

	2020								2019		
		Program Revenues						Net Revenue (Expense) and Change in Net Position		et Revenue spense) and Change in et Position	
						Operating		Total		Total	
			Cł	narges for		rants and	Go	vernmental	Go	vernmental	
Functions		xpenses		Services	Со	ntributions		Activities		Activities	
GOVERNMENTAL ACTIVITIES											
Administration	\$	195,813	\$	-	\$	(11,138)	\$	(206,951)	\$	(132,472)	
District Support Services		490,810		-		280		(490,530)		(461,477)	
Regular Instruction		3,002,201		103,587		46,819		(2,851,795)		(1,892,085)	
Special Education Instruction		852,779		-		782,997		(69,782)		42,989	
Instructional Support Services		420,810		-		875		(419,935)		(299,906)	
Pupil Support Services		148,445		-		371		(148,074)		(77,539)	
Sites and Buildings		522,916		-		450,668		(72,248)		(75,013)	
Fiscal and Other Fixed Cost Programs Interest and Fiscal Charges on		29,705		-		-		(29,705)		(54,350)	
Long-Term Liabilities		429,377		-		429,377		-			
Total School District	\$	6,092,856	\$	103,587	\$	1,700,249		(4,289,020)		(2,949,853)	
	GE	NERAL REV	ENUE	S							
	S	tate Aid Not	Restri	cted to Spec	ific Pu	ırposes		3,831,490		3,751,588	
	Е	arnings on Ir	nvestn	nents				28,991		47,449	
	M	iscellaneous	6					132,970		165,137	
		Total G	eneral	Revenues				3,993,451		3,964,174	
	СН	ANGE IN NE	T PO	SITION				(295,569)		1,014,321	
	Net	Position - Be	eginniı	ng				(398,754)		(1,413,075)	
	NE	POSITION	- END	DING			\$	(694,323)	\$	(398,754)	

MATH AND SCIENCE ACADEMY CHARTER SCHOOL NO. 4043 BALANCE SHEET GOVERNMENTAL FUNDS JUNE 30, 2020

(WITH SUMMARIZED FINANCIAL INFORMATION AS OF JUNE 30, 2019)

	Major Funds				Total Governmental Funds			
	Building				nds			
		General		Company		2020		2019
ASSETS	_		_		_		_	
Cash and Investments	\$	1,809,413	\$	63,869	\$	1,873,282	\$	1,944,716
Cash with Fiscal Agent		-		1,052,954		1,052,954		1,188,404
Receivables:								
Due from Minnesota Department of Education		652,800		-		652,800		517,535
Due from Federal through Minnesota Department								
of Education		4,460		-		4,460		3,836
Due from Other Funds		40,420		-		40,420		-
Other Receivables		12,638		-		12,638		6,590
Prepaids		193,461				193,461		231,534
Total Assets	\$	2,713,192	\$	1,116,823	\$	3,830,015	\$	3,892,615
LIABILITIES AND FUND BALANCE								
Liabilities:								
Salaries Payable	\$	312,576	\$	-	\$	312,576	\$	315,892
Payroll Deductions and Employer		•	•		·	•		,
Contributions Payable		103,184		-		103,184		100,813
Accounts and Contracts Payable		150,356		-		150,356		111,167
Due to Other Funds		· -		40,420		40,420		, -
Total Liabilities		566,116		40,420		606,536		527,872
Fund Balance:								
Nonspendable:								
Prepaids		193,461		-		193,461		231,534
Restricted for:		,				,		,
Food Service		-		-		-		-
Community Service		-		-		-		-
Building Company		-		1,076,403		1,076,403		1,243,651
Student Activities		9,697		-		9,697		-
Assigned for:								
Student Groups		-		-		-		18,700
Unassigned		1,943,918				1,943,918		1,870,858
Total Fund Balance Total Liabilities, Deferred Inflows of		2,147,076		1,076,403		3,223,479	_	3,364,743
Resources, and Fund Balance	\$	2,713,192	\$	1,116,823	\$	3,830,015	\$	3,892,615

MATH AND SCIENCE ACADEMY CHARTER SCHOOL NO. 4043 RECONCILIATION OF THE BALANCE SHEET GOVERNMENTAL FUNDS TO THE STATEMENT OF NET POSITION JUNE 30, 2020

(WITH SUMMARIZED FINANCIAL INFORMATION AS OF JUNE 30, 2019)

	2020	2019		
Total Fund Balance for Governmental Funds	\$ 3,223,479	\$ 3,364,743		
Total net position reported for governmental activities in the statement of net position is different because:				
Capital assets used in governmental funds are not financial resources and, therefore, are not reported in the funds. Those assets consist of:				
Land Buildings and Improvements, Net of Accumulated Depreciation Equipment, Net of Accumulated Depreciation	990,625 7,317,273 310,131	990,625 7,357,793 349,168		
Interest on long-term debt is not accrued in governmental funds, but rather is recognized as an expenditure when due.	(37,768)	(36,702)		
The School's Net Pension Liability and related deferred inflows and outflows are recorded only on the statement of net position. Balances year-end are:				
Net Pension Liability Deferred Inflows of Resources - Pensions Deferred Outflows of Resources - Pensions	(2,458,114) (3,225,980) 2,220,090	(2,330,561) (3,911,140) 3,060,093		
Long-term liabilities that pertain to governmental funds, including bonds payable, are not due and payable in the current period and, therefore, are not reported as fund liabilities. All liabilities - both current and long term - are reported in the statement of net position. Balances at year-end are:				
Bonds Payable Unamortized Premiums	 (8,830,000) (204,059)	 (9,030,000) (212,773)		
Total Net Position of Governmental Activities	\$ (694,323)	\$ (398,754)		

MATH AND SCIENCE ACADEMY CHARTER SCHOOL NO. 4043

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE GOVERNMENTAL FUNDS YEAR ENDED JUNE 30, 2020

(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2019)

	Major	Funds	Total Governmental Funds			
	Building					
REVENUES	General	Company	2020	2019		
Local Sources:						
	\$ 16,568	\$ 12.423	\$ 28,991	\$ 47,449		
Earnings and Investments Other	+ -/	, -	¥,	1,063,145		
State Sources	230,077	713,667	943,744			
Federal Sources	5,445,257	-	5,445,257	5,203,888		
	91,954	700,000	91,954	77,350		
Total Revenues	5,783,856	726,090	6,509,946	6,391,832		
EXPENDITURES						
Current:						
Administration	179,712	-	179,712	176,837		
District Support Services	460,982	-	460,982	460,005		
Elementary and Secondary Regular Instruction	2,551,191	-	2,551,191	2,442,811		
Special Education Instruction	821,371	-	821,371	667,570		
Instructional Support Services	350,904	-	350,904	312,906		
Pupil Support Services	141,187	-	141,187	98,094		
Sites and Buildings	1,179,532	-	1,179,532	1,229,561		
Fiscal and Other Fixed Cost Programs	29,705	29,903	59,608	54,350		
Capital Outlay	43,288	226,410	269,698	300,379		
Debt Service:						
Principal	-	200,000	200,000	190,000		
Interest and Fiscal Charges	-	437,025	437,025	443,418		
Total Expenditures	5,757,872	893,338	6,651,210	6,375,931		
EXCESS (DEFICIENCY) OF REVENUES OVER						
EXPENDITURES	25,984	(167,248)	(141,264)	15,901		
EXI ENDITORES	20,304	(107,240)	(141,204)	10,301		
FUND BALANCES						
Beginning of Year	2,121,092	1,243,651	3,364,743	3,348,842		
End of Year	\$ 2,147,076	\$ 1,076,403	\$ 3,223,479	\$ 3,364,743		

MATH AND SCIENCE ACADEMY CHARTER SCHOOL NO. 4043

RECONCILIATION OF THE STATEMENT OF

REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE GOVERNMENTAL FUNDS TO STATEMENT OF ACTIVITIES YEAR ENDED JUNE 30, 2020

(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2019)

		2020	2019		
Net Change in Fund Balance - Total Governmental Funds	\$	(141,264)	\$ 15,901		
Amounts reported for governmental activities in the statement of activities are different because:					
Governmental funds report capital outlays as expenditures. However, in the statement of activities, assets are capitalized and the cost is allocated over their estimated useful lives and reported as depreciation expense. The amount by which depreciation exceeded capital outlays in the current period is:					
Capital Outlays Loss on Disposal of Capital Assets		225,763	277,645 (3,782)		
Depreciation Expense		(305,320)	(284,602)		
Pension expenditures in the governmental funds are measured by current year employer contributions. Pension expense on the statement of activities is measured by the change in the net pension liability and the related deferred inflows and outflows of resources.		(282,396)	809,945		
The governmental funds report bond proceeds as financing sources, while repayment of bond principal is reported as an expenditure. In the statement of net position, however, issuing debt increases long-term liabilities and does not affect the statement of activities and repayment of principal reduces the liability. Also, governmental funds report the effect of premiums when debt is first issued, whereas these amounts are amortized in the statement of activities. Interest is recognized as an expenditure in the governmental funds when it is due. The net effect of these differences in the treatment of general obligation bonds and related items is as follows:					
Repayment of Bond Principal Change in Accrued Interest - General Obligation Bonds Amortization of Bond Premium		200,000 (1,066) 8,714	 190,000 499 8,715		
Total	\$	(295,569)	\$ 1,014,321		

MATH AND SCIENCE ACADEMY CHARTER SCHOOL NO. 4043 STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE BUDGET AND ACTUAL GENERAL FUND YEAR ENDED JUNE 30, 2020

	Budgeted Amounts				Actual		Over (Under)	
	Original		Final		Amounts		Final Budget	
REVENUES		_						
Local Sources:								
Earnings and Investments	\$	14,250	\$	20,000	\$	16,568	\$	(3,432)
Other		305,800		277,000		230,077		(46,923)
State Sources		5,284,853		5,409,431		5,445,257		35,826
Federal Sources		73,400		90,838		91,954		1,116
Total Revenues		5,678,303		5,797,269		5,783,856		(13,413)
EXPENDITURES								
Current:								
Administration		193,604		176,469		179,712		3,243
District Support Services		483,005		475,893		460,982		(14,911)
Elementary and Secondary Regular Instruction		2,511,831		2,544,123		2,551,191		7,068
Special Education Instruction		651,770		735,565		821,371		85,806
Instructional Support Services		328,725		348,941		350,904		1,963
Pupil Support Services		137,995		151,989		141,187		(10,802)
Sites and Buildings		1,258,965		1,270,374		1,179,532		(90,842)
Fiscal and Other Fixed Cost Programs		36,400		33,500		29,705		(3,795)
Capital Outlay		74,730		58,850		43,288		(15,562)
Total Expenditures		5,677,025		5,795,704		5,757,872		(37,832)
EXCESS OF REVENUES OVER								
EXPENDITURES	\$	1,278	\$	1,565		25,984	\$	24,419
FUND BALANCE								
Beginning of Year						2,121,092		
End of Year					\$	2,147,076		

FINANCIAL STATEMENTS

MATH AND SCIENCE ACADEMY CHARTER SCHOOL NO. 4043 NOTES TO BASIC FINANCIAL STATEMENTS JUNE 30, 2020

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Basis of Presentation

The financial statements of Charter School No. 4043 have been prepared in conformity with accounting principles generally accepted in the United States of America (GAAP) as applied to governmental units. The Governmental Accounting Standards Board (GASB) is the accepted standard setting body for establishing governmental accounting and financial reporting principles.

B. Financial Reporting Entity

Charter School No. 4043, also known as Math and Science Academy (the School), is a nonprofit corporation that was formed on June 26, 1998, in accordance with Minnesota Statutes. The School is sponsored by Student Achievement Minnesota, LLC and is operating under a contract extending through June 30, 2024. The primary objectives of the School are to provide intense math and science experiences to middle and secondary students which is balanced with a strong humanities and art program. The focus of the program is to provide a hands-on, interdisciplinary, and in-depth approach that demonstrates to students that more math and science concepts can be retained and understood than traditionally accepted. The governing body consists of a board of directors composed of up to nine members elected by voters of the general membership of the School (consisting of all staff members and parents of students enrolled in the School) to serve two-year staggered terms.

The School's policy is to include in the financial statements all funds, departments, agencies, boards, commissions, and other component units for which the School is considered to be financially accountable.

Component units are legally separate entities for which the School is financially accountable, or for which the exclusion of the component unit would render the financial statements of the primary government misleading. The criteria used to determine if the primary government is financially accountable for a component unit include whether or not the primary government appoints the voting majority of the potential component unit's governing body, is able to impose its will on the potential component unit, is in a relationship of financial benefit or burden with the potential component unit, or is fiscally depended upon by the potential component unit.

MATH AND SCIENCE ACADEMY CHARTER SCHOOL NO. 4043 NOTES TO BASIC FINANCIAL STATEMENTS JUNE 30, 2020

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

B. Financial Reporting Entity (Continued)

Based on these criteria, there is one organization that is considered to be a component unit of the School. MSA Building Company (the Building Company) is a Minnesota nonprofit corporation holding Internal Revenue Service classification as a 501(c)(3) tax-exempt organization which owns the real estate and building that is leased by the School for its operations. The Building Company is governed by a separate board appointed by the Board of the School. Although it is legally separate from the School, the Building Company is reported as if it were part of the School (as a blended component unit) because its sole purpose is to acquire, construct, and own an educational site which is leased to the School. No separate financial statements of the Building Company are issued. The building is leased to Math and Science Academy under the terms of a long-term agreement. All long-term debt related to the purchase of the building and property and all capital assets related to the school site are the responsibility of and are under the ownership of MSA Building Company.

Aside from its sponsorship, Student Achievement Minnesota, LLC has no authority, control, power, or administrative responsibilities over Math and Science Academy. Therefore, the School is not considered a component unit of Student Achievement Minnesota, LLC.

Extracurricular student activities are determined primarily by student participants under the guidance of an adult and are generally conducted outside of school hours. In accordance with Minnesota Statutes, the School Board has elected to control extracurricular activities; therefore, the extracurricular student activity accounts are included in the School's basic financial statements as part of the General Fund.

C. Basic Financial Statement Presentation

The School-wide financial statements (i.e. the statement of net position and the statement of activities) display information about the reporting government as a whole. These statements include all the financial activities of the School.

The statement of activities demonstrates the degree to which the direct expenses of a given function or segment are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenues include charges to customers or applicants who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment and grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Other items not properly included among program revenues are reported instead as general revenues.

MATH AND SCIENCE ACADEMY CHARTER SCHOOL NO. 4043 NOTES TO BASIC FINANCIAL STATEMENTS JUNE 30, 2020

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

C. Basic Financial Statement Presentation (Continued)

The School applies restricted resources first when an expense is incurred for a purpose for which both restricted and unrestricted net position is available. Depreciation expense that can be specifically identified by function is included in the direct expenses of each function. Interest on long-term debt is considered an indirect expense and is reported separately on the statement of activities. Generally, the effect of material interfund activity has been removed from the School-wide financial statements.

D. Measurement Focus and Basis of Accounting

The accounting and financial reporting treatment applied is determined by its measurement focus and basis of accounting. The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting, as are fiduciary fund financial statements. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized when all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this basis of accounting transactions are recorded in the following manner:

1. Revenue Recognition

Revenue is recognized when it becomes measurable and available. "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period or soon enough thereafter to be used to pay liabilities of the current period. State revenue is recognized in the year to which it applies according to Minnesota Statutes and GAAP. Minnesota Statutes include state aid funding formulas for specific fiscal years. Federal revenue is recorded in the year in which the related expenditure is made. Other miscellaneous revenue (except investment earnings) is recorded as revenues when received because they are generally not measurable until then. Investment earnings are recorded when earned because they are measurable and available. A six-month availability period is generally used for other fund revenue.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

D. Measurement Focus and Basis of Accounting (Continued)

2. Recording of Expenditures

Expenditures are generally recorded when a liability is incurred. However, expenditures are recorded as prepaid for approved disbursements incurred in advance of the year in which the item is to be used. Principal and interest on long-term debt issues are recognized on their due dates.

Description of Funds

As required by state statute, the School operates as a nonprofit corporation under Minnesota Statutes §317A. However, state law also requires that the School comply with Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS) which mandates the use of a governmental fund accounting structure. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, fund balance, revenues, and expenditures. Descriptions of the funds included in this report are as follows:

Major Governmental Funds

General Fund

The General Fund is used to account for all financial resources except those required to be accounted for in another fund. It includes the general operations and pupil transportation activities of the School, as well as the capital related activities such as maintenance of facilities and equipment purchases.

Building Company Special Revenue Fund

Accounts for all activities of MSA Building Company. This includes accounting for the proceeds and uses of resources borrowed for the purpose of purchasing and building the school site, the receipt of lease payments from the School, as well as the debt service payments required under the terms of the related long-term mortgage loans.

Income Taxes

The School is classified as a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code and comparable sections of the Minnesota income tax statutes.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

E. Budgeting

Budgets presented in this report for comparison to actual amounts are presented in accordance with GAAP. Each June, the School Board adopts an annual budget for the following fiscal year for the General Fund. A budget is not adopted for the Special Revenue Fund. Reported budget amounts represent the amended budget as adopted by the School Board. Legal budgetary control is at the fund level.

Procedurally, in establishing the budgetary data reflected in these financial statements, the Administrative Director submits to the School Board prior to July 1, a proposed operating budget for the fiscal year commencing July 1. The operating budget includes proposed expenditures and the means to finance them. The budget is legally enacted by School Board action. Revisions to budgeted amounts must be approved by the School Board.

Total fund expenditures in excess of the budget require approval of the School Board. Spending control is established by the amount of expenditures budgeted for the fund, but management control is exercised at line item levels. Budgeted amounts include a mid-year budget amendment that changed revenue and expenditures budgets as follows:

		Original Budget	Am	endments	Amended dments Budget		
Revenues General Fund	\$	5,678,303	\$	118,966	\$	5,797,269	
Expenditures General Fund	\$	5,677,025	\$	118,679	\$	5,795,704	

At the end of each fiscal year, if the General Fund has a net unassigned deficit fund balance, calculated in accordance with the uniform financial accounting and reporting standards for Minnesota schools which excludes certain restricted balances specified in Minnesota Statutes, exceeding 2.5% of expenditures, a condition referred to as "statutory operating debt" exists. That debt requires retirement through the accumulation of subsequent operating surpluses in accordance with a "special operating plan" approved by the Commissioner of the Department of Education.

F. Cash and Investments

Investments are stated at their fair value as determined by quoted market prices, except for money market investments and participating interest-earning investment contracts that have a remaining maturity at time of purchase of one year or less which are recorded at amortized cost, provided that the fair value of those investments is not significantly affected by the impairment of the credit standing of the issuer or by other factors. Money market investments are short-term, highly liquid debt instruments including commercial paper, banker's acceptances, and U.S. Treasury and agency obligations.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

G. Accounts Receivable

Represents amounts receivable from individuals, firms, and corporations for goods and services furnished by the School. No substantial losses are anticipated from present receivable balances, therefore, no allowance for uncollectible accounts is deemed necessary.

H. Prepaid Items

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepayments. Prepaid items are reported using the consumption method and recorded as an expense or expenditure at the time of consumption.

I. Deferred Outflows/Inflows of Resources

In addition to assets, the statement of net position and balance sheet will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *deferred outflows of resources*, represents a consumption of net position that applies to a future period(s) and so will not be recognized as an outflow of resources (expense/expenditure) until then. The School has one item that qualifies for reporting in this category related to pensions.

In addition to liabilities, the statement of net position and balance sheet will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period(s) and so will not be recognized as an inflow of resources (revenue) until that time. The School has one item that qualifies for reporting in this category related to pensions.

J. Capital Assets

Capital assets are capitalized at historical cost, or estimated historical cost for assets where actual historical cost is not available. Donated assets are recorded as capital assets at acquisition value at the date of donation. The School maintains a threshold level of \$2,000 or more for capitalizing capital assets. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

J. Capital Assets (Continued)

Capital assets are recorded in the School-wide financial statement, but are not reported in the Fund financial statements. Capital assets are depreciated using the straight-line method over their estimated useful lives. Since surplus assets are sold for an immaterial amount when declared as no longer needed for public school purpose by the School, no salvage value is taken into consideration for depreciation purposes. Useful lives vary from 20 to 50 years for land improvements and buildings, and 5 to 20 years for equipment.

Capital assets not being depreciated include land and construction in process.

The School does not possess any material amounts of infrastructure capital assets. Items such as sidewalks and other land improvements are considered to be part of the cost of buildings or other improvable property.

K. Long-Term Obligations

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the applicable governmental activities.

In the fund financial statements, governmental fund types recognize bond premiums and discounts, as well as bond issuance costs, during the current period. The face amount of debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures.

L. Pensions

For purposes of measuring the net pension liability, deferred outflows/inflows of resources, and pension expense, information about the fiduciary net position of the Public Employees Retirement Association (PERA) and Teachers Retirement Association (TRA) and additions to/deductions from PERA's and TRA's fiduciary net position have been determined on the same basis as they are reported by PERA and TRA. For this purpose, plan contributions are recognized as of employer payroll paid dates and benefit payments and refunds are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

TRA has a special funding situation created by direct aid contributions made by the state of Minnesota, city of Minneapolis, and Minneapolis School District. This direct aid is a result of the merger of the Minneapolis Teachers Retirement Fund Association merger into TRA in 2006. A second direct aid source is from the state of Minnesota for the merger of the Duluth Teacher's Retirement Fund Association (DTRFA) in 2015. Additional information can be found in Note 7.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

M. Accrued Employee Benefits

Unpaid Sick and Personal Leave

Unpaid sick and personal leave has not been accrued in any funds as these benefits do not vest to employees.

N. Restricted Assets

Restricted assets are cash and cash equivalents whose use is limited by legal requirements such as a bond indenture. Restricted assets in these financial statements are labeled "Cash with Fiscal Agent".

O. Fund Balance

In the fund financial statements, governmental funds report nonspendable portions of fund balance related to prepaids, inventories, long-term receivables, and corpus on any permanent fund. Restricted funds are constrained from outside parties (statute, grantors, bond agreements, etc.). Committed fund balances are established and modified by a resolution approved by the School Board. Assigned funds are funds that are neither restricted nor committed. Unassigned fund balances are considered the remaining amounts.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the default spending priority per GASB Statement No. 54 is to use committed, assigned, and then unassigned fund balance.

P. Risk Management

The School is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; workers' compensation and natural disasters. The School purchases commercial insurance coverage for such risks.

There has been no significant reduction in insurance coverage from the previous year in any of the School's policies. Settled claims resulting from these risks have not exceeded insurance coverage in any of the past three fiscal years.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Q. Net Position

Net position represents the difference between assets, deferred outflows, liabilities, and deferred inflows in the School-wide financial statements. Net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balance of any long-term debt used to build or acquire the capital assets. Net position is reported as restricted in the School-wide financial statement when there are limitations imposed on their use through external restrictions imposed by creditors, grantors, laws, or regulations of other governments.

R. Comparative Data

The basic financial statements include certain prior-year summarized comparative information in total but not at the level of detail required for a presentation in conformity with GAAP. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2019, from which the summarized information was derived.

NOTE 2 DEPOSITS AND INVESTMENTS

A. Deposits

The School maintains a cash and investment pool that is available for use by all funds. Each fund type's portion of this pool is displayed on the statement of net position and balance sheet as "Cash and Investments." In accordance with applicable Minnesota Statutes, the School maintains deposits at depository banks authorized by the School's Board.

Custodial Credit Risk – Custodial credit risk is the risk that in the event of a bank failure, the School District's deposits may not be returned to it. The School District does not have a deposit policy for custodial credit risk and follows Minnesota Statutes for deposits.

Minnesota Statutes require that all deposits be protected by insurance, surety bond, or collateral. The market value of collateral pledged must equal 110% of the deposits not covered by insurance or corporate surety bonds.

Authorized collateral includes treasury bills, notes and bonds; issues of U.S. government agencies; general obligations rated "A" or better; revenue obligations rated "AA" or better; irrevocable standard letters of credit issued by the Federal Home Loan Bank; and certificates of deposit. Minnesota Statutes require that securities pledged as collateral be held in safekeeping in a restricted account at the Federal Reserve Bank or in an account at a trust department of a commercial bank or other financial institution that is not owned or controlled by the financial institution furnishing the collateral.

NOTE 2 DEPOSITS AND INVESTMENTS (CONTINUED)

A. Deposits (Continued)

The School's carrying and bank balances of deposits at June 30, 2020 were \$1,809,413 and \$1,814,364, respectively. The carrying and bank balances of the Building Company's deposits at June 30, 2020 were both \$63,869. All deposits were entirely covered by federal depository insurance or by surety bonds and collateral in accordance with Minnesota Statutes.

B. Investments

The School may also invest idle funds as authorized by Minnesota Statutes as follows:

- Direct obligations or obligations guaranteed by the United States or its agencies
- Shares of investment companies registered under the Federal Investment Company Act of 1940 and received the highest credit rating, is rated in one of the two highest rating categories by a statistical rating agency, and all of the investments have a final maturity of 13 months or less
- General obligations rated "A" or better; revenue obligations rated "AA" or better
- General obligations of the Minnesota Housing Finance Agency rate "A" or better
- Bankers acceptances of United States banks eligible for purchase by the Federal Reserve System
- Commercial paper issued by United States banks corporations or their Canadian subsidiaries, of highest quality category by a least two nationally recognized rating agencies, and maturing in 270 days or less
- Guaranteed investment contracts guaranteed by United States commercial banks or domestic branches of foreign banks or United States insurance companies if similar debt obligations of the issuer or the collateral pledged by the issuer is in the top two rating categories
- Repurchase or reverse purchase agreement and securities lending agreements financial institutions qualified as a "depository" by the government entity, with banks that are members of the Federal Reserve System with capitalization exceeding \$10,000,000, a primary reporting dealer in U.S. government securities to the Federal Reserve Bank of New York, or certain Minnesota securities broker-dealers

NOTE 2 DEPOSITS AND INVESTMENTS (CONTINUED)

B. Investments (Continued)

At June 30, 2020, the Building Company's investment balances were as follows:

Investments Held by Trustee

	Maturity Duration					
	in Years					
Туре		Total	Le	ess Than 1	Rating	
First American Treasury Obligations		_		_		
Money Market Fund - Class D	\$	1,052,954	\$	1,052,954	Aaa-mf	

These investments are held by an escrow agent in accordance with escrow agreements established with the sale of the Lease Revenue Bonds Mortgage Loan Series 2012. The interest rates on these investments range from 0% to 4.5%. The money market fund investment is invested in the First American Treasury Obligations Fund which is rated Aaa-mf by Moody's Investors Service.

Interest Rate Risk and Credit Risk

The School does not have a formal investment policy to address these risks.

Concentration of Credit Risk

The School places no limit on the amount that the School may invest in any one issuer.

The deposits and investments are presented in the financial statements as follows:

Cash and Investments - Statement of Net Position	\$ 1,873,282
Cash and Investments Held by Trustee - Statement of Net Position	1,052,954
Total Cash and Investments	\$ 2,926,236

C. Fair Value Measurements

The School uses fair value measurements to record fair value adjustments to certain assets and liabilities and to determine fair value disclosures.

The School follows an accounting standard that defines fair value, establishes a framework for measuring fair value, establishes a fair value hierarchy based on the quality of inputs used to measure fair value, and requires expanded disclosures about fair value measurements. In accordance with this standard, the School has categorized its investments, based on the priority of the inputs to the valuation technique, into a three-level fair value hierarchy. The fair value hierarchy gives the highest priority to quoted prices in active markets for identical assets or liabilities (Level 1) and the lowest priority to unobservable inputs (Level 3). If the inputs used to measure the financial instruments fall within different levels of the hierarchy, the categorization is based on the lowest level input that is significant to the fair value measurement of the instrument.

NOTE 2 DEPOSITS AND INVESTMENTS (CONTINUED)

C. Fair Value Measurements (Continued)

Financial assets and liabilities recorded on the statement of net position are categorized based on the inputs to the valuation techniques as follows:

Level 1 – Financial assets and liabilities are valued using inputs that are unadjusted quoted prices in active markets accessible at the measurement date of identical financial assets and liabilities.

Level 2 – Financial assets and liabilities are valued based on quoted prices for similar assets, or inputs that are observable, either directly or indirectly for substantially the full term through corroboration with observable market data.

Level 3 – Financial assets and liabilities are valued using pricing inputs which are unobservable for the asset, inputs that reflect the reporting entity's own assumptions about the assumptions market participants and would use in pricing the asset.

The School did not hold and investments measured at fair value as of June 30, 2020. The money market fund investments held by the Building Company's escrow agent are valued at amortized cost.

NOTE 3 CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2020 was as follows:

	Beginning			Ending
	Balance	Increases	Decreases	Balance
Governmental Activities				
Capital Assets, Not Being Depreciated:				
Building Company				
Land	\$ 990,625	\$ -	\$ -	\$ 990,625
Capital Assets, Being Depreciated:				
Building Company				
Buildings and Improvements	9,363,416	192,107	-	9,555,523
Furniture and Equipment	86,989	5,322	-	92,311
Charter School				
Building and Leasehold Improvements	252,953	9,437	-	262,390
Furniture and Equipment	565,655	18,897	-	584,552
Total Capital Assets, Being Depreciated	10,269,013	225,763		10,494,776
Accumulated Depreciation for:				
Building Company				
Buildings and Improvements	(2,212,625)	(226,437)	-	(2,439,062)
Furniture and Equipment	(76,567)	(1,647)	-	(78,214)
Charter School				
Building and Leasehold Improvements	(45,951)	(15,627)	-	(61,578)
Furniture and Equipment	(226,909)	(61,609)	-	(288,518)
Total Accumulated Depreciation	(2,562,052)	(305,320)		(2,867,372)
Total Capital Assets, Being Depreciated, Net	7,706,961	(79,557)	-	7,627,404
Governmental Activities Capital Assets, Net	\$ 8,697,586	\$ (79,557)	\$ -	\$ 8,618,029

NOTE 3 CAPITAL ASSETS (CONTINUED)

Depreciation expense was charged to functions of the School as follows:

Governmental Activities

District Support Services	\$ 823
Regular Instruction	243,511
Special Education Instruction	1,353
Instructional Support Services	38,539
Sites and Buildings	 21,094
Total Depreciation Expense, Governmental Activities	\$ 305,320

NOTE 4 SHORT-TERM BORROWING

The School amended an existing financing agreement on March 28, 2013, and increased the maximum working capital advances to \$300,000 and increased the amount of general education funding from the Minnesota Department of Education used to secure the loan from \$200,000 to \$300,000. On October 13, 2019, the School extended the agreement through October 13, 2020. The above terms and maximum working capital advances remained the same as the previous agreement, but the variable interest rate was amended to 1% above the Wall Street Journal Prime Rate with a minimum rate of 5.25%. No borrowing took place under the terms of this line of credit during fiscal year 2020.

NOTE 5 LONG-TERM LIABILITIES

Bonds Payable

				Principal C	Outstanding
	Net			Due	_
Issue	Interest	Original	Final	Within	
Date	Rate	Issue	Maturity	One Year	Total
12/1/2012	2.40% - 5.00%	\$ 9,765,000	12/1/2043	\$ 205,000	\$ 8,830,000
Premium on E Total	Bonds Payable			\$ 205,000	204,059 \$ 9,034,059

Lease Revenue Bonds Mortgage Loan Series 2012 Issues – MSA Building Company obtained a \$9,950,000 mortgage loan from lease revenue bond proceeds sold by the city of Woodbury to refinance the remaining balance of the Lease Revenue Bonds Series 2002A which had been issued to refinance two previous mortgage loans related to the construction and equipping of the educational site owned by the Building Company and leased to Math and Science Academy. The 2012 loan proceeds were used to refinance a combined remaining principal of \$3,970,000 on the 2002 mortgage loan. The city of Woodbury issued two separate bond issues as follows: \$9,765,000 of nontaxable lease revenue bonds (Series 2012A).

NOTE 5 LONG-TERM LIABILITIES (CONTINUED)

Bonds Payable (Continued)

The bond proceeds were placed in an escrow account controlled by U.S. Bank Trust under the terms of a trust agreement between the city of Woodbury and U.S. Bank Trust used by the Building Company to: (i) refund the outstanding Lease Revenue Bonds Series 2002A bond issues, (ii) finance the costs of acquiring, constructing, and equipping of an approximately 30,400 square-foot addition to the existing school building, (iii) finance various improvements to the Schoolhouse, (iv) pay interest on the Series 2012 Bonds through June 1, 2013, and (v) pay costs of issuing the Series 2012 Bonds.

The resulting loan is payable in semi-annual installments of principal and interest beginning December 1, 2013 through December 1, 2043. The note is based on annual interest rates that increase from 2.4% to 5.0% (the rates of the related lease revenue bonds) and is secured by a mortgage agreement covering the related land, school building, and building contents as well as the assignment of all lease revenue. The loan is also guaranteed by Math and Science Academy.

Following are maturities of long-term debt for each of the next five years ending June 30 and thereafter:

	Revenue Bonds Payable				
Year Ending June 30,		Principal		Interest	
2021	\$	205,000	\$	429,844	
2022		215,000		422,111	
2023		220,000		413,790	
2024		230,000		403,750	
2025		240,000		392,000	
2026-2030		1,400,000		1,761,500	
2031-2035		1,785,000		1,365,125	
2036-2040		2,270,000		861,250	
2041-2046		2,265,000		233,625	
Total	\$	8,830,000	\$ 6,282,995		

Changes in long-term debt are as follows:

							Pri	ncipal Due
	June 30,					June 30,		Within
	2019	Α	dditions	F	Retirements	2020	C	ne Year
Series 2012A Lease Revenue Bonds	\$ 9,030,000	\$	-	\$	200,000	\$ 8,830,000	\$	205,000
Premium on Bonds Payable	212,773		-		8,714	204,059		-
Total	\$ 9,242,773	\$	-	\$	208,714	\$ 9,034,059	\$	205,000

NOTE 6 DEFINED BENEFIT PENSION PLANS

Substantially all employees of the School are required by State Law to belong to a pension plan administered by TRA or PERA, all of which are administered on a statewide basis. Disclosures relating to these plans follow:

A. Plan Description

The School participates in the following cost-sharing multiple-employer defined benefit pension plans administered by the Public Employees Retirement Association of Minnesota (PERA) and Teachers Retirement Fund (TRA). PERA's and TRA's defined benefit pension plans are established and administered in accordance with Minnesota Statutes, Chapters 353 and 356. PERA's and TRA's defined benefit pension plans are tax-qualified plans under Section 401(a) of the Internal Revenue Code.

1. General Employees Retirement Plan (GERF)

All full-time and certain part-time employees of the School, other than teachers, are covered by the General Employees Plan. General Employees Plan members belong to the Coordinated Plan. Coordinated Plan members are covered by Social Security.

2. Teachers Retirement Fund (TRA)

The Teacher's Retirement Association (TRA) is an administrator of a multiple employer, cost-sharing, defined benefit retirement fund. TRA administers a Basic Plan (without Social Security coverage) and a Coordinated Plan (with Social Security coverage) in accordance with Minnesota Statutes, Chapters 354 and 356. TRA is a separate statutory entity and administered by a Board of Trustees. The Board consists of four active members, one retired member, and three statutory officials.

Educators employed in Minnesota's public elementary and secondary schools, charter schools, and certain other TRA-covered educational institutions maintained by the state are required to be TRA members (except those employed by St. Paul schools or University of Minnesota System).

NOTE 6 DEFINED BENEFIT PENSION PLANS (CONTINUED)

B. Benefits Provided

PERA and TRA provide retirement, disability, and death benefits. Benefit provisions are established by state statute and can only be modified by the state legislature. Vested, terminated employees who are entitled to benefits, but are not receiving them yet, are bound by the provisions in effect at the time they last terminated their public service.

1. GERF Benefits

General Employees Plan benefits are based on a member's highest average salary for any five successive years of allowable service, age, and years of credit at termination of service. Two methods are used to compute benefits for PERA's Coordinated Plan members. Members hired prior to July 1, 1989, receive the higher of Method 1 or Method 2 formulas. Only Method 2 is used for members hired after June 30, 1989. Under Method 1, the accrual rate for Coordinated members is 1.2% of average salary for each of the first 10 years of service and 1.7% of average salary for each additional year. Under Method 2, the accrual rate for Coordinated members is 1.7% of average salary for all years of service. For members hired prior to July 1, 1989, a full annuity is available when age plus years of service equal 90 and normal retirement age is 65. For members hired on or after July 1, 1989, normal retirement age is the age for unreduced Social Security benefits capped at 66.

Annuities, disability benefits, and survivor benefits are increased effective every January 1. Beginning January 1, 2019, the postretirement increase will be equal to 50% of the cost-of-living adjustment (COLA) announced by the SSA, with a minimum increase of at least 1% and a maximum of 1.5%. Recipients that have been receiving the annuity or benefit for at least a full year as of the June 30 before the effective date of the increase will receive the full increase. For recipients receiving the annuity or benefit for at least one month but less than a full year as of the June 30 before the effective date of the increase will receive a reduced prorated increase. For members retiring on January 1, 2024, or later, the increase will be delayed until normal retirement age (age 65 if hired prior to July 1, 1989, or age 66 for individuals hired on or after July 1, 1989). Members retiring under Rule of 90 are exempt from the delay to normal retirement.

NOTE 6 DEFINED BENEFIT PENSION PLANS (CONTINUED)

B. Benefits Provided (Continued)

2. TRA Benefits

TRA provides retirement benefits as well as disability benefits to members, and benefits to survivors upon death of eligible members. Benefits are established by Minnesota Statute and vest after three years of service credit. The defined retirement benefits are based on a member's highest average salary for any five consecutive years of allowable service, age, and a formula multiplier based on years of credit at termination of service.

Two methods are used to compute benefits for TRA's Coordinated and Basic Plan members. Members first employed before July 1, 1989, receive the greater of the Tier I or Tier II benefits as described.

Tier 1 Renefits

Tier 1	Step Rate Formula	Percentage
Basic	First Ten Years of Service	2.2% per Year
	All Years After	2.7% per Year
Coordinated	First Ten Years if Service Years Are Up to July 1, 2006	1.2% per Year
	First Ten Years if Service Years Are July 1, 2006 or After	1.4% per Year
	All Other Years of Service if Service Years Are Up to July 1, 2006	1.7% per Year
	All Other Years of Service if Service Years Are July 1, 2006 or After	1.9% per Year

With these provisions:

- (a) Normal retirement age is 65 with less than 30 years of allowable service and age 62 with 30 or more years of allowable service.
- (b) 3.0% per year early retirement reduction factor for all years under normal retirement age.
- (c) Unreduced benefits for early retirement under a Rule-of-90 (age plus allowable service equals 90 or more).

or

Tier II Benefits

For years of service prior to July 1, 2006, a level formula of 1.7% per year for coordinated members and 2.7% per year for basic members. For years of service July 1, 2006 and after, a level formula of 1.9% per year for Coordinated members and 2.7% for Basic members applies. Beginning July 1, 2015, the early retirement reduction factors are based on rates established under Minnesota Statute. Smaller reductions, more favorable to the member, will be applied to individuals who reach age 62 and have 30 years or more of service credit.

Members first employed after June 30, 1989, receive only the Tier II calculation with a normal retirement age that is their retirement age for full Social Security retirement benefits, but not to exceed age 66.

NOTE 6 DEFINED BENEFIT PENSION PLANS (CONTINUED)

B. Benefits Provided (Continued)

2. TRA Benefits (Continued)

Tier II Benefits (Continued)

Six different types of annuities are available to members upon retirement. The No Refund Life Plan is a lifetime annuity that ceases upon the death of the retiree - no survivor annuity is payable. A retiring member may also choose to provide survivor benefits to a designated beneficiary(ies) by selecting one of the five plans that have survivorship features. Vested members may also leave their contributions in the TRA Fund upon termination of service in order to qualify for a deferred annuity at retirement age. Any member terminating service is eligible for a refund of their employee contributions plus interest.

C. Contributions

1. **GERF Contributions**

Minnesota Statutes, Chapter 353 sets the rates for employer and employee contributions. Contribution rates can only be modified by the state Legislature. Coordinated Plan members were required to contribute 6.50% of their annual covered salary in fiscal year 2019 and the School was required to contribute 7.50% for Coordinated Plan members. The School's contributions to the General Employees Fund for the plan's fiscal year ended June 30, 2020 were \$41,329. The School's contributions were equal to the required contributions for each year as set by state statute.

2. TRA Contributions

Per Minnesota Statutes, Chapter 354 sets the contribution rates for employees and employers. Rates for each fiscal year were:

	202	20
	Employee	Employer
Basic	11.00 %	11.92 %
Coordinate	7.50	7.92

The School's contributions to TRA for the plan's fiscal year ended June 30, 2020 were \$156,849. The School's contributions were equal to the required contributions for each year as set by state statute.

NOTE 6 DEFINED BENEFIT PENSION PLANS (CONTINUED)

D. Pension Costs

1. General Employees Fund Pension Costs

At June 30, 2020, the School reported a liability of \$348,313 for its proportionate share of the General Employees Fund's net pension liability. The School's net pension liability reflected a reduction due to the state of Minnesota's contribution of \$16 million to the fund during the General Employees Fund's fiscal year 2018. The state of Minnesota is considered a nonemployer contributing entity and the state's contribution meets the definition of a special funding situation. The state of Minnesota's proportionate share of the net pension liability associated with the School totaled \$10,833. The net pension liability was measured as of June 30, 2019, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date.

The School's proportionate of the net pension liability was based on the School's contributions received by PERA during the measurement period for employer payroll paid dates from July 1, 2018 through June 30, 2019, relative to the total employer contributions received from all of PERA's participating employers.

As of the June 30, 2019 measurement date, the School's proportion was .0063%, which was an increase of .0009% from its proportion measured as of June 30, 2018.

For the year ended June 30, 2020, the School recognized pension expense of \$78,506 for its proportionate share of General Employees Plan's pension expense. It also recognized \$811 as pension expense for the support provided by direct aid.

At June 30, 2020, the School reported its proportionate share of GERF's deferred outflows of resources and deferred inflows of resources from the following sources:

Deferred Outflows of		Deferred Inflows of		
			sources	
		<u>-</u>		
\$	9,653	\$	-	
	-		27,378	
	-		35,306	
	76,177		22,541	
	41,329		-	
\$	127,159	\$	85,225	
	Ou Re	Outflows of Resources \$ 9,653	Outflows of Resources Reso	

A total of \$41,329 reported as deferred outflows of resources related to pensions resulting from School contributions to General Employees Plan subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ending June 30, 2021.

NOTE 6 DEFINED BENEFIT PENSION PLANS (CONTINUED)

D. Pension Costs (Continued)

1. General Employees Fund Pension Costs (Continued)

Other amounts reported as deferred outflows and inflows of resources related to General Employees Plan pensions will be recognized in pension expense as follows:

	F	ension
	E	xpense
Year Ending June 30,		mount
2021	\$	4,686
2022		(18,489)
2023		13,846
2024		562
2025		-
Thereafter		-

2. TRA Pension Costs

At June 30, 2020, the School reported a liability of \$2,109,801 for its proportionate share of TRA's net pension liability. The net pension liability was measured as of June 30, 2019, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The School's proportion of the net pension liability was based on the School's contributions to TRA in relation to total system contributions including direct aid from the state of Minnesota, city of Minneapolis, and Minneapolis School District. The School's proportionate share was .0331% at the end of the measurement period and .0322% for the beginning of the period.

The pension liability amount reflected a reduction due to direct aid provided to TRA. The amount recognized by the School as its proportionate share of the net pension liability, the direct aid, and total portion of the net pension liability that was associated with the School were as follows:

Description	Amount			
School's Proportionate Share of the TRA Net				
Pension Liability	\$	2,109,801		
State's Proportionate Share of the Net Pension				
Liability Associated with the School		186,559		

NOTE 6 DEFINED BENEFIT PENSION PLANS (CONTINUED)

D. Pension Costs (Continued)

2. TRA Pension Costs (Continued)

For the year ended June 30, 2020, the School recognized pension expense of \$582,205. It also recognized \$11,489 as pension expense for the support provided by direct aid.

At June 30, 2020, the School reported its proportionate share of the TRA's deferred outflows of resources and deferred inflows of resources, and its contributions subsequent to the measurement date, related to pensions from the following sources:

	_	Deferred utflows of	Deferred Inflows of
Description	_	esources	Resources
Differences Between Expected and Actual			
Economic Experience	\$	300	\$ 51,250
Changes in Actuarial Assumptions		1,775,486	2,798,931
Net Difference Between Projected and Actual			
Earnings on Plan Investments		-	174,832
Changes in Proportion and Differences			
Between District Contributions and			
Proportionate Share of Contributions		160,296	115,742
District Contributions Subsequent to the			
Measurement Date		156,849	-
Total	\$	2,092,931	\$ 3,140,755

A total of \$156,849 reported as deferred outflows of resources related to pensions resulting from School contributions to TRA subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ending June 30, 2021. Other amounts reported as deferred outflows and inflows of resources related to TRA will be recognized in pension expense as follows:

	Pension	
	Expense	
Year Ending June 30,	Amount	
2021	\$ 140,909	
2022	9,058	,
2023	(789,444	.)
2024	(576,071)
2025	10,875	,
Thereafter	-	

The School recognized total pension expenses of \$809,945 for all of the pension plans in which it participates. This includes \$11,489 and \$811 in TRA and GERF, respectively, related to direct aid recognized as pension expense.

NOTE 6 DEFINED BENEFIT PENSION PLANS (CONTINUED)

E. Actuarial Assumptions

The total pension liability in the June 30, 2019, actuarial valuation was determined using the entry age normal actuarial cost method and the following actuarial assumptions:

Assumptions	GERF	TRA
Inflation	2.50% per Year	2.50%
Active Member Payroll Growth	3.25% per Year	2.85 - 9.25%
Investment Rate of Return	7.50%	7.50%

PERA Salary increases were based on a service-related table. PERA mortality rates for active members, retirees, survivors, and disabilitants for all plans were based on RP 2014 tables for males or females, as appropriate, with slight adjustments to fit PERA's experience. PERA cost of living benefit increases after retirement for retirees are assumed to be 1.25% per year for the General Employees Plan and 1.0% for January 2019 through January 2023, then increasing by 0.1% each year up to 1.5% annually for TRA.

TRA pre-retirement mortality rates were based on the RP-2014 white collar employee table, male rates set back 6 years and female rates set back 5 years. Generational projection uses the MP-2015 scale. Postretirement mortality rates were based on the RP-2014 white collar annuitant table, male rates set back 3 years and female rates set back 3 years, with further adjustments of the rates.

Generational projection uses the MP-2015 scale. Post-disability mortality rates were based on the RP-2014 disabled retiree mortality table, without adjustment. TRA cost of living benefit increases 1.0% for January 2019 through January 2023, then increasing by 0.1% each year up to 1.5% annually.

Actuarial assumptions used in the June 30, 2019 valuation were based on the results of actuarial experience studies. The most recent four-year experience study in the General Employees Plan was completed in 2019. Economic assumptions were updated in 2018 based on a review of inflation and investment return assumptions.

NOTE 6 DEFINED BENEFIT PENSION PLANS (CONTINUED)

E. Actuarial Assumptions (Continued)

The following changes for PERA occurred in 2019:

Changes in Actuarial Assumptions:

The morality projection scale was changed from MP-2017 to MP-2018.

Changes in Plan Provisions:

 The employer supplemental contribution was changed prospectively, decreasing from \$31.0 million to \$21.0 million per year. The State's special funding contribution was changed prospectively, requiring \$16.0 million due per year through 2031.

The following changes for TRA occurred in 2019:

Changes in Actuarial Assumptions:

There have been no changes since the prior valuation.

Changes in Plan Provisions:

• There have been no changes since the prior valuation.

The State Board of Investment, which manages the investments of PERA and TRA, prepares an analysis of the reasonableness on a regular basis of the long-term expected rate of return using a building-block method in which best estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce an expected long-term rate of return by weighting the expected future rates of return by the target asset allocation percentages. The target allocation and best estimates of geometric real rates of return for each major asset class are summarized in the following table:

		Long-Term
	Target	Expected Real
Asset Class	Allocation	Rate of Return
Oomestic Equity	35.5 %	5.10 %
nternational Equity	17.5	5.30
Bonds	20.0	0.75
Ilternative Assets	25.0	5.90
Cash	2.0	-
Totals	100.0 %	
Domestic Equity International Equity Bonds Ilternative Assets Cash	Allocation 35.5 % 17.5 20.0 25.0 2.0	Rate of Return 5.10 ° 5.30 0.75 5.90

NOTE 6 DEFINED BENEFIT PENSION PLANS (CONTINUED)

F. Discount Rate

The discount rate used to measure the PERA General Employees Plan liability in 2018 was 7.50%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and employers will be made at rates set in Minnesota Statutes. Based on these assumptions, the fiduciary net positions of the General Employees Fund was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

The discount rate used to measure the TRA pension liability was 7.50%. This is an increase from the discount rate at the prior measurement date of 5.12%. The projection of cash flows used to determine the discount rate assumed that employee contribution will be made at the fiscal year 2018 contribution rate, contributions from school districts will be made at contractually required rates (actuarially determined), and contributions from the state will be made at current statutorily required rates. Based on those assumptions, the pension plan's fiduciary net position was not projected to be depleted and, as a result, the Municipal Bond Index Rate was not used in the determination of the Single Equivalent Interest Rate (SEIR).

G. Pension Liability Sensitivity

The following presents the School's proportionate share of the net pension liability for all plans it participates in, calculated using the discount rate disclosed in the preceding paragraph, as well as what the School's proportionate share of the net pension liability would be if it were calculated using a discount rate one percentage point lower or one percentage point higher than the current discount rate:

	4.0	. 5	Ξ.	Current		Increase in
Description	1% Decrease		Discount Rate		Dis	scount Rate
GERF Discount Rate		6.50%		7.50%		8.50%
School's Proportionate Share of the GERF						
Net Pension Liability	\$	572,608	\$	348,313	\$	163,113
TRA Discount Rate		6.50%		7.50%		8.50%
School's Proportionate Share of the TRA Net	•		•		•	
Pension Liability	\$	3,363,539	\$	2,109,801	\$	1,076,113

NOTE 6 DEFINED BENEFIT PENSION PLANS (CONTINUED)

H. Pension Plan Fiduciary Net Position

Detailed information about the General Employees Fund fiduciary net position is available in a separately issued PERA financial report that includes financial statements and required supplementary information. That report may be obtained on the Internet at www.mnpera.org.

Detailed information about TRA's fiduciary net position is available in a separately issued TRA financial report. That report can be obtained at www.MinnesotaTRA.org, by writing to TRA at 60 Empire Drive, Suite 400, St. Paul, Minnesota, 55103-4000; or by calling 651-296-2409 or 1-800-657-3669.

NOTE 7 COMMITMENTS AND CONTINGENCIES

A. Federal and State Programs

Amounts received or receivable from federal and state agencies are subject to agency audit and adjustment. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable fund. The amount, if any, of funds which may be disallowed by the agencies cannot be determined at this time although the School expects such amounts, if any, to be immaterial.

B. Pledged State Revenues

The School has pledged all funds, monies, grants, or other distributions received by the School from the state of Minnesota with respect to general student funding, state building lease aid payments, state distributions of Federal Title I funds, or any other funding sources, net of operating expenses of the School required under state or federal laws to provide required educational program expenditures, to repay the \$9,765,000 2012A lease revenue bonds issued by the Building Company in November of 2012. Proceeds from the bonds provided financing for the acquiring, construction, and equipping of the education facility located at 8430 Woodbury Crossing, Woodbury, Minnesota. The bonds are payable solely from lease revenues paid by the School to the Building Company revenues and are payable through 2043. Annual principal and interest payments on the bonds during the year ended June 30, 2020 required 81% of net lease revenues. The total principal and interest remaining to be paid on the bonds is \$15,112,995. Principal and interest paid for the current year and total lease revenues paid to the Building Company were \$637,025 and \$713,667, respectively.

NOTE 7 COMMITMENTS AND CONTINGENCIES (CONTINUED)

C. Lease Commitments and Terms – Math and Science Building Company

The School leases its two main educational sites at 8430 Woodbury Crossing and 8460 Woodbury Crossing, Woodbury, Minnesota from the MSA Building Company (a blended component unit). Under the terms of the revised lease agreement, the lease term is for the period beginning June 1, 2002 and ending December 31, 2043. The School has an option to extend the lease term for an unlimited number of consecutive 10-year lease periods either on the same lease terms or as agreed upon with the Building Company.

The net annual base rent for the term of the lease agreement is directly tied to the debt service requirements of the MSA Building Company, including amounts held in escrow as part of the respective loan agreements. In addition, the School is responsible for all interior and exterior repair and maintenance costs as well as all utility costs.

The total amount of rent incurred by the School to MSA Building Company under the terms of the main lease agreement and which qualified for lease aid was \$713,667 for fiscal 2020. The School qualified for state charter school lease aid based on a statutory cap of 90% of the lower of actual UFARS lease expenditures or the MDE approved net lease amount, or \$902,864. This entitlement is subject to proration by the Minnesota Department of Education to the extent the overall funding that has been provided is insufficient to meet all amounts owed to Minnesota charter schools. Future amounts to be requested for state lease aid from the Minnesota Department of Education may vary due to financing arrangements, which are subject to change.

NOTE 7 COMMITMENTS AND CONTINGENCIES (CONTINUED)

C. Lease Commitments and Terms – Math and Science Building Company (Continued)

A schedule of lease commitments is as follows:

	Scheduled				
	Lease Payments				
	8430 Woodbury				
		Crossing			
Year Ending June 30,	Bu	ilding A & B			
2021	\$	690,094			
2022		689,356			
2023		688,908			
2024		688,625			
2025		689,750			
2026 - 2030		3,446,500			
2031 - 2035		3,442,272			
2036 - 2040		3,438,875			
2041 and On		2,754,312			
Total	\$	16,528,692			

The School's ability to make payments under its lease agreements is dependent on its revenues which are in turn, largely dependent on sufficient enrollments being served at the School and on sufficient state aids per student being authorized and received from the state of Minnesota. The School believes that its enrollments and aid entitlements will be sufficient to meet the lease obligations as they become due.

D. Lease Commitments and Terms – Woodbury Crossing Offices, LLP

In August 2017 the School entered into a lease agreement with Woodbury Crossing Offices, LLP at its main educational site at 8490 Woodbury Crossing, Woodbury. The term of the lease is for four years and 10 months from August 2017.

The School is responsible for all obligations which are normally imposed on the owner of the real estate with respect to the Premises which may accrue during the term including, without limitation, responsibility for the payment of all real estate taxes, special assessments, insurance premiums and repair, replacement and maintenance costs and expenses in connection therewith (except as otherwise expressly set forth with the agreement), and that the Rent and all payments to be made to lessor are to be net to Lessor, without deductions or offsets of any kind or nature whatsoever.

NOTE 7 COMMITMENTS AND CONTINGENCIES (CONTINUED)

D. Lease Commitments and Terms – Woodbury Crossing Offices, LLP (Continued)

A schedule of lease commitments is as follows:

	Sc	heduled
	_Lease	Payments
	8490	Woodbury
	C	rossing
Year Ending June 30,	Вι	ıilding C
2021	\$	65,564
2022		67,530
Total	\$	133,094

The School's ability to make payments under its lease agreements is dependent on its revenues which are in turn, largely dependent on sufficient enrollments being served at the School and on sufficient state aids per student being authorized and received from the state of Minnesota. The School believes that its enrollments and aid entitlements will be sufficient to meet the lease obligations as they become due.

E. Lease Commitments and Terms – Robert Engstrom Companies

In December 2018, the School entered into a lease agreement with Robert Engstrom Companies at its main educational site at 8500 Woodbury Crossing, Woodbury. The term of the lease is for three years and six months beginning December 2018 and ending June 30, 2022.

The School is responsible for all obligations which are normally imposed on the owner of the real estate with respect to the Premises which may accrue during the term including, without limitation, responsibility for the payment of all real estate taxes, special assessments, insurance premiums and repair, replacement and maintenance costs and expenses in connection therewith (except as otherwise expressly set forth with the agreement), and that the Rent and all payments to be made to lessor are to be net to Lessor, without deductions or offsets of any kind or nature whatsoever.

A schedule of lease commitments is as follows:

		cheduled e Payments
		Woodbury
	C	rossing
Year Ending June 30,	Bı	uilding D
2021	\$	100,573
2022		103,591
Total	\$	204,164

NOTE 7 COMMITMENTS AND CONTINGENCIES (CONTINUED)

E. Lease Commitments and Terms – Robert Engstrom Companies (Continued)

The School's ability to make payments under its lease agreements is dependent on its revenues which are in turn, largely dependent on sufficient enrollments being served at the School and on sufficient state aids per student being authorized and received from the state of Minnesota. The School believes that its enrollments and aid entitlements will be sufficient to meet the lease obligations as they become due.

NOTE 8 DEFINED CONTRIBUTION PLAN

The School provides eligible employees future retirement benefits through the School's 403(b) Plan (the Plan). Employees of the School are eligible to participate in the Plan commencing on the date of their employment. Eligible employees may elect to have a percentage of their play contributed to the Plan. Some employees are eligible to receive a School match of employee contributions up to the qualifying amounts set forth by the respective collection bargaining agreements. Contributions are invested in tax-deferred annuities selected and owned by Plan participants. The School's contributions for the year ended June 30, 2020 was \$28,657. The related employee contribution was \$90,155 for the year ended June 30, 2020.

REQUIRED SUPPLEMENTARY INFORMATION

MATH AND SCIENCE ACADEMY CHARTER SCHOOL NO. 4043 TRA SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY LAST SIX MEASUREMENT PERIODS*

TRA Schedule of the School's Proportionate Share of the Net Pension Liability

of the Net Pension Liability	Measurement Date June 30,									
	2019	2018	2017	2016	2015	2014				
School's Proportion of the Net Pension Liability	0.0331%	0.0322%	0.0336%	0.0322%	0.0310%	0.0330%				
School's Proportionate Share of the Net										
Pension Liability	\$ 2,109,801	\$ 2,019,896	\$ 6,707,170	\$ 7,680,468	\$ 1,917,657	\$ 1,534,440				
State's Proportionate Share of the Net Pension										
Liability Associated with School	186,559	189,879	647,516	770,221	235,202	107,817				
Total	\$ 2,296,360	\$ 2,209,775	\$ 7,354,686	\$ 8,450,689	\$ 2,152,859	\$ 1,642,257				
School's Covered Payroll School's Proportionate Share of the Net Pension	\$ 1,950,895	\$ 1,786,013	\$ 1,787,200	\$ 1,712,307	\$ 1,582,227	\$ 1,513,629				
Liability as a Percentage of its Covered Payroll Plan Fiduciary Net Position as a Percentage of the	108.15%	113.10%	375.29%	448.55%	121.20%	101.37%				
Total Pension Liability	78.07%	78.07%	51.57%	44.88%	76.80%	81.50%				

^{*} This schedule presents information for the years available, and will eventually include 10 years of information.

MATH AND SCIENCE ACADEMY CHARTER SCHOOL NO. 4043 TRA SCHEDULE OF SCHOOL CONTRIBUTIONS LAST SIX FISCAL YEARS*

TRA Schedule of School Contributions

	Fiscal Year Ended June 30,											
		2020		2019		2018		2017		2016		2015
Statutorily Required Contribution Contributions in Relation to the Statutorily Required	\$	156,849	\$	150,414	\$	133,951	\$	134,040	\$	128,423	\$	118,667
Contribution		(156,849)		(150,414)		(133,951)		(134,040)		(128,423)		(118,667)
Contribution Deficiency	\$	-	\$	-	\$	-	\$	-	\$		\$	-
School's Covered Payroll	\$	1,980,417	\$	1,950,895	\$	1,786,013	\$	1,787,200	\$	1,712,307	\$	1,582,227
Contributions as a Percentage of Covered Payroll		7.71%		7.71%		7.50%		7.50%		7.50%		7.50%

^{*} This schedule presents information for the years available, and will eventually include 10 years of information.

MATH AND SCIENCE ACADEMY CHARTER SCHOOL NO. 4043 PERA SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY LAST SIX MEASUREMENT PERIODS*

PERA Schedule of the School's Proportionate

Share of the Net Pension Liability	Measurement Date June 30,											
	2019			2018		2017		2016		2015		2014
School's Proportion of the Net Pension Liability		0.0065%		0.0056%		0.0063%		0.0054%		0.0045%		0.0042%
School's Proportionate Share of the Net												
Pension Liability	\$	348,313	\$	310,665	\$	402,188	\$	438,453	\$	233,213	\$	197,295
State's Proportionate Share of the Net Pension												
Liability Associated with School		10,833		10,043		5,021		5,757		-		-
Total	\$	359,146	\$	320,708	\$	407,209	\$	444,210	\$	233,213	\$	197,295
School's Covered Payroll School's Proportionate Share of the Net Pension	\$	462,507	\$	367,480	\$	392,480	\$	346,507	\$	265,356	\$	214,828
Liability as a Percentage of its Covered Payroll Plan Fiduciary Net Position as a Percentage of the		75.31%		84.54%		102.47%		126.54%		87.89%		91.84%
Total Pension Liability		80.20%		79.50%		75.90%		68.90%		78.20%		78.70%

^{*} This schedule presents information for the years available, and will eventually include 10 years of information.

MATH AND SCIENCE ACADEMY CHARTER SCHOOL NO. 4043 PERA SCHEDULE OF SCHOOL CONTRIBUTIONS LAST SIX FISCAL YEARS*

PERA Schedule of School Contributions

		Fiscal Year Ended June 30,											
	2020		2019		2018		2017		2016		2015		
Statutorily Required Contribution Contributions in Relation to the Statutorily Required	\$	41,329	\$	34,688	\$	27,561	\$	29,436	\$	25,988	\$	19,570	
Contribution		(41,329)		(34,688)		(27,561)		(29,436)		(25,988)		(19,570)	
Contribution Deficiency	\$	-	\$	-	\$	-	\$	-	\$		\$	-	
School's Covered Payroll	\$	551,053	\$	462,507	\$	367,480	\$	392,480	\$	346,507	\$	265,356	
Contributions as a Percentage of Covered Payroll		7.50%		7.50%		7.50%		7.50%		7.38%		7.25%	

^{*} This schedule presents information for the years available, and will eventually include 10 years of information.

CHANGES IN SIGNIFICANT PENSION PLAN PROVISIONS, ACTUARIAL METHODS, AND ASSUMPTIONS

The following changes were reflected in the valuation performed on behalf of the Public Employees Retirement Association for the year ended June 30:

2019

Changes in Actuarial Assumptions

The mortality projection scale was changed from MP-2017 to MP-2018.

Changes in Plan Provisions

• The employer supplemental contribution was changed prospectively, decreased from \$31.0 million to \$21.0 million per year. The State's special funding contribution was changed prospectively, requiring \$16.0 million due per year through 2031.

2018

Changes in Actuarial Assumption

- The mortality projection scale was changed from MP-2015 to MP-2017.
- The assumed postretirement benefit increase was changed from 1.0% per year through 2044 and 2.50% per year thereafter to 1.25% per year.

Changes in Plan Provisions

- The augmentation adjustment in early retirement factors is eliminated over a five-year period starting July 1, 2019, resulting in actuarial equivalence after June 30, 2024.
- Interest credited on member contributions decreased from 4.00% to 3.00%, beginning July 1, 2018.
- Deferred augmentation was changed to 0.00%, effective January 1, 2019. Augmentation that has already accrued for deferred members will still apply.
- Contribution stabilizer provisions were repealed.
- Postretirement benefit increases were changed from 1.00% per year with a provision to increase to 2.50% upon attainment of 90.00% funding ratio to 50.00% of the Social Security Cost of Living Adjustment, not less than 1.00% and not more than 1.50% beginning January 1, 2019.
- For retirements on or after January 1, 2024, the first benefit increase is delayed until the retiree reaches normal retirement age; does not apply to Rule of 90 retirees, disability benefit recipients, or survivors.
- Actuarial equivalent factors were updated to reflect revised mortality and interest assumptions.

CHANGES IN SIGNIFICANT PENSION PLAN PROVISIONS, ACTUARIAL METHODS, AND ASSUMPTIONS (CONTINUED)

2017

Changes in Actuarial Assumption

- The Combined Service Annuity (CSA) loads were changed from 0.8% for active members and 60% for vested and nonvested deferred members. The revised CSA loads are now 0.0% for active member liability, 15.0% for vested deferred member liability and 3.0% for nonvested deferred member liability.
- The assumed postretirement benefit increase rate was changed from 1.0% per year for all years to 1.0% per year through 2044 and 2.5 % per year thereafter.

Changes in Plan Provisions

- The State's contribution for the Minneapolis Employees Retirement Fund equals \$16,000,000 in 2017 and 2018, and \$6,000,000 thereafter.
- The Employer Supplemental Contribution for the Minneapolis Employees Retirement Fund changed from \$21,000,000 to \$31,000,000 in calendar years 2019 to 2031. The state's contribution changed from \$16,000,000 to \$6,000,000 in calendar years 2019 to 2031.

2016

Changes in Actuarial Assumptions

- The assumed postretirement benefit increase rate was changed from 1.00% per year through 2035 and 2.50% per year thereafter to 1.00% per year for all future years.
- The assumed investment return was changed from 7.90% to 7.50%. The single discount rate was changed from 7.90% to 7.50%.
- Other assumptions were changed pursuant to the experience study dated June 30, 2015. The assumed future salary increases, payroll growth, and inflation were decreased by 0.25% to 3.25% for payroll growth and 2.50% for inflation.

Changes in Actuarial Plan Provisions

• There have been no changes since the prior valuation.

<u>2015</u>

Changes in Actuarial Assumptions

- The assumed postretirement benefit increase rate was changed from 1.00% per year through 2035 and 2.50% per year thereafter to 1.00% per year for all years.
- The assumed investment return was changed from 7.90% to 7.50%. The single discount rate changed from 7.90% to 7.50%.
- Other assumptions were changed pursuant to the experience study June 30, 2015. The assumed future salary increases, payroll growth, and inflation were decreased by 0.25% to 3.25% for payroll growth and 2.50% for inflation.

Changes in Plan Provisions

There have been no changes since the prior valuation.

CHANGES IN SIGNIFICANT PENSION PLAN PROVISIONS, ACTUARIAL METHODS, AND ASSUMPTIONS (CONTINUED)

The following changes were reflected in the valuation performed on behalf of the Teachers Retirement Association for the year ended June 30:

<u>2019</u>

Changes in Actuarial Assumptions

• There have been no changes since the prior valuation.

Changes in Plan Provisions

• There have been no changes since the prior valuation.

2018

Changes in Actuarial Assumptions

- The investment return assumption was changed from 8.5% to 7.5%.
- The price inflation assumption was lowered from 3.0% to 2.5%.
- The payroll growth assumption was lowered from 3.5% to 3.0%.
- The wage inflation assumption (above price inflation) was reduced from 0.75% to 0.35% for the next 10 years, and 0.75% thereafter.
- The total salary increase assumption was adjusted by the wage inflation change.
- The amortization date for the funding of the Unfunded Actuarial Accrual Liability (UAAL) was reset to June 30, 2048 (30 years).
- The mechanism in the law that provided the TRA Board with some authority is set contribution rates was eliminated.

Changes in Plan Provisions

- The COLA was reduced from 2.0% each January 1 to 1.0%, effective January 1, 2019. Beginning January 1, 2024, the COLA will increase 0.1% each year until reaching the ultimate rate of 1.5% in January 1, 2028.
- Beginning July 1, 2024, eligibility for the first COLA changes to normal retirement age (age 65 to 66, depending on date of birth). However, members who retire under Rule of 90 and members who are at least age 62 with 30 years of service credit are exempt.
- The COLA trigger provision, which would have increased the COLA to 2.5% if the funded ratio was at least 90% for two consecutive years, was eliminated.
- Augmentation in the early retirement reduction factors is phased out over a five-year period beginning July 1, 2019 and ending June 30, 2024 (this reduces early retirement benefits).
 Members who retire and are at least age 62 with 30 years of service are exempt.
- Augmentation on deferred benefits will be reduced to zero percent beginning July 1, 2019.
 Interest payable on refunds to members was reduced from 4.0% to 3.0%, effective July 1, 2018.
 Interest due on payments and purchases from members, employers is reduced from 8.5% to 7.5%, effective July 1, 2018.
- The employer contribution rate is increased each July 1 over the next 5 years, (7.92% in 2019, 8.13% in 2020, 8.34% in 2021, 8.55% in 2022, and 8.75% in 2023). In addition, the employee contribution rate will increase from 7.50% to 7.75% on July 1, 2023. The state provides funding for the higher employer contribution rate through an adjustment in the school aid formula.

CHANGES IN SIGNIFICANT PENSION PLAN PROVISIONS, ACTUARIAL METHODS, AND ASSUMPTIONS (CONTINUED)

<u> 2017</u>

Changes in Actuarial Assumptions

- The cost of living adjustment (COLA) was assumed to increase from 2.0% annually to 2.5% annually on July 1, 2045.
- Adjustment were made to the combined service annuity loads. The active load was reduced from 1.4% to 0.0%, the vested inactive load increased from 4.0% to 7.0% and the nonvested inactive load increased from 4.0% to 9.0%.
- The investment return assumption was changed from 8.0% to 7.5%.
- The COLA was not assumed to increase to 2.5%, but remain at 2.0% for all future years.
- The price inflation assumption was lowered from 2.75% to 2.5%.
- The payroll growth assumption was lowered from 3.5% to 3.0%.
- The general wage growth assumption was lowered from 3.5% to 2.85% for ten years followed by 3.25% thereafter.
- The salary increase assumption was adjusted to reflect the changes in the general wage growth assumption.

Changes in Plan Provisions

• There have been no changes since the prior valuation.

2016

Changes in Actuarial Assumptions

- The cost of living adjustment was not assumed to increase (it remained at 2.0% for all future years).
- The price inflation assumption was lowered from 3.0% to 2.75%.
- The general wage growth and payroll growth assumptions were lowered from 3.75% to 3.5%.
- Minor changes at some durations for the merit scale of the salary increase assumption.
- The pre-retirement mortality assumption was changed to the RP-2014 white collar employee table, male rates set back 6 years, and female rates set back 5 years. Generational projection uses the MP-2015 scale.
- The postretirement mortality assumption was changed to the RP-2014 while collar annuitant table, male rates set back 3 years and female rates set back 3 years, with further adjustments of the rates. Generational projection uses the MP-2015 scale.
- The post-disability mortality assumption was changed to the RP-2014 disabled retiree mortality table, without adjustments.
- Separate retirement assumptions for members hired before or after July 1, 1989 were created to better reflect each group's behavior in light of different requirements for retirement eligibility.
- Assumed termination rates were changed to be based solely on years of service in order to better fit the observed experience.
- A minor adjustment and simplification of the assumption regarding the election of optional forms of payment at retirement were made.

Changes in Plan Provisions

• There have been no changes since the prior valuation.

CHANGES IN SIGNIFICANT PENSION PLAN PROVISIONS, ACTUARIAL METHODS, AND ASSUMPTIONS (CONTINUED)

2015

Changes in Actuarial Assumptions

- The cost of living adjustment was assumed to increase from 2.0% annually to 2.5% annually on July 1, 2037.
- The investment return assumption was changed from 8.25% to 8.0%.

Changes in Plan Provisions

The Duluth Teachers Retirement Fund Association was merged into TRA on June 30, 2015.
 This also resulted in a state-provided contribution stream of \$14.377 million until the System becomes fully funded.

2014

Changes in Actuarial Assumptions

 The cost of living adjustment was assumed to increase from 2.0% annually to 2.5% annually once the legally specified criteria was met. This was estimated to occur July 1, 2031.

Changes in Plan Provisions

• The increase in the postretirement benefit adjustment (COLA) will be made once the System is 90% funded (on a market value basis) in two consecutive years, rather than just one year.

SUPPLEMENTARY INFORMATION

MATH AND SCIENCE ACADEMY CHARTER SCHOOL NO. 4043 UNIFORM FINANCIAL ACCOUNTING AND REPORTING STANDARDS COMPLIANCE TABLE JUNE 30, 2020

	AUDIT	UFARS	_DIFFERENCE_
01 GENERAL FUND			
Total Revenue	\$ 5,783,856	\$ 5,783,858	\$ (2)
Total Expenditures	5,757,872	5,757,872	
Nonspendable:	400.404	400,404	
460 Nonspendable Fund Balance Restricted:	193,461	193,461	
	0.607	0.607	
401 Student Activities	9,697	9,697	
402 Scholarships			
403 Staff Development	-		
407 Capital Project Levy 408 Cooperative Programs			
413 Projects Funded by COP			
414 Operating Debt			
416 Levy Reduction			
417 Taconite Building Maintenance			
424 Operating Capital			
426 \$25 Taconite			
427 Disabled Accessibility			
428 Learning and Development			
434 Area Learning Center			
435 Contracted Alternative Programs			
436 State-Approved Alternative Programs			
438 Gifted and Talented			
440 Teacher Development and Evaluations			
441 Basic Skills Programs			
445 Career and Technical Programs			
448 Achievement and Integration			
449 Safe Schools Crime Levy			
451 QZAB Payments			
452 OPEB Liability Not Held in Trust			
453 Unfunded Severance & Retirement Levy			
464 Restricted Fund Balance			
Committed:			
418 Committed for Separation	_	_	_
461 Committed Fund Balance			
Assigned:			
462 Assigned Fund Balance	_	_	_
Unassigned:			
422 Unassigned Fund Balance	1,943,918	1,943,919	(1)
02 FOOD SERVICE			
Total Revenue			
Total Expenditures			
Nonspendable:			
460 Nonspendable Fund Balance			
Restricted:			
452 OPEB Liability Not Held in Trust			
464 Restricted Fund Balance			
Unassigned:			
463 Unassigned Fund Balance			
04 COMMUNITY SERVICE			
Total Revenue	<u>-</u>	_	_
Total Expenditures			
Nonspendable:			
460 Nonspendable Fund Balance	_	_	_
Restricted:			
426 \$25 Taconite	_	_	_
431 Community Education			
432 E.C.F.E.			
440 Teacher Development and Evaluations			
444 School Readiness			
447 Adult Basic Education			
452 OPEB Liability Not Held in Trust			
464 Restricted Fund Balance			
Unassigned:			
463 Unassigned Fund Balance	_	-	_

OTHER REQUIRED REPORTS



INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Members of the Board of Directors Math and Science Academy Charter School No. 4043 Woodbury, Minnesota

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, financial statements of the governmental activities and each major fund of Math and Science Academy as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon dated October 29, 2020.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Math and Science Academy's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Math and Science Academy's internal control. Accordingly, we do not express an opinion on the effectiveness of Math and Science Academy's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.



Members of the Board of Directors Math and Science Academy Charter School No. 4043

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Math and Science Academy's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the result of that testing, and not to provide an opinion on the effectiveness of Math and Science Academy's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Math and Science Academy's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CliftonLarsonAllen LLP

Clifton Larson Allen LLP

Minneapolis, Minnesota October 29, 2020



INDEPENDENT AUDITORS' REPORT ON MINNESOTA LEGAL COMPLIANCE

Members of the Board of Directors Math and Science Academy Charter School No. 4043 Woodbury, Minnesota

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of Math and Science Academy as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated October 29, 2020.

The Minnesota Legal Compliance Audit Guide for Charter Schools promulgated by the State Auditor pursuant to Minn. Stat. § 6.65, identifies two main categories of compliance to be tested in audits of charter schools: uniform financial accounting and reporting standards and charter schools. Our study included the listed categories.

In connection with our audit, nothing came to our attention that caused us to believe that Math and Science Academy failed to comply with the provisions of the *Minnesota Legal Compliance Audit Guide for Charter Schools*, insofar as they relate to accounting matters. However, our audit was not directed primarily toward obtaining knowledge of such noncompliance. Accordingly, had we performed additional procedures, other matters may have come to our attention regarding Math and Science Academy's noncompliance with the above-referenced provisions, insofar as they relate to accounting matters.

The purpose of this report is solely to describe the scope of our testing of compliance relating to the provisions of the *Minnesota Legal Compliance Audit Guide for Charter Schools* and the results of that testing, and not to provide an opinion on compliance. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

lifton Larson Allen LLP

Minneapolis, Minnesota October 29, 2020





2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: Math and Sci	ence Academy					
Grades Served: 6-12						
WBWF Contact: Thomas Johnston	A and I Contact:					
Title: Assistant Director	Title:					
Phone: 651-578-7507	Phone:					
_{Email:} tjohnston@mnmsa.org	Email:					
Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year? Yes No						
List of districts with a Minnesota Department of	Education (MDE) approved Achievement and Integration plan					

This report has three parts:

during the 2019-20 school year.

- WBWF: Required for all districts/charters.
- Achievement and Integration: Required for districts that were implementing an MDE approved
 Achievement and Integration plan during the 2019-20 school year. No charter schools should complete
 this section.
- <u>Racially Isolated School</u>: Required for districts that were implementing an MDE approved
 Achievement and Integration plan for Racially Identifiable Schools during the 2019-20 school year. No
 charter schools should complete this section.

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

World's Best Workforce

Annual Report

MDE understands this past school year (2019-20) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

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

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

http://www.mnmsa.org/bod/annual_reports?dir=%2F&file=Annual+Report+19-20.pdf

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2019-20 school year.

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

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

The annual public meeting was held on February 11, 2020.

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. Report on your membership list.

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

Complete the list of your district advisory committee members for the 2019-20 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Tom Johnston	Administration	
Emily Graveen	School Counselor	
Kirstin Knutson	School Counselor	
Annette Smith	Parent	
Emily Miller	Parent	
Satya Veluri	Parent	
Krishna Vishnubhatla	Parent	
Shelley Walters	Parent	

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2019-20 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-20 school year.

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

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

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

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

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It

is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

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

Respond to the questions below.

- Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.
 - o How did the district examine equitable access data? What data did you look at? How frequently do you review the data?
 - Who was included in conversations to review equitable access data?
 Narrative is required, limit response to 200 words.
 - School administration is involved in conversations concerning equitable teacher access. Due
 to the small teacher pool and restrictions from scheduling, these discussions usually occur in
 the spring prior to the next school year.
 - Due to the small teacher pool that the school has and how students in each grade are
 assigned to the same teachers, MSA has one small equitable access gap. We looked at
 demographic data and teacher assignment data to determine that the small gap existed. In
 most areas, there is only one teacher teaching a specific course of study.
 - The school will continue to schedule students of color, American Indian students, and students from low income families with experienced, effective and in-field teachers when possible.
 - MSA currently has four out-of-field teachers out of 35 because no other qualified candidates could be found due to COVID-19 hiring challenges. This represents approximately 11% of the teaching staff.
 - MSA currently has five inexperienced teachers out of 35, or approximately 14% of licensed staff.
 - Low-income students who wish to participate in activities are allowed to participate in the
 activities of their choice regardless of their official economic indicator status or ability to pay.
 - What strategies has the district initiated to improve student equitable access to experienced, infield, and effective teachers?
 - What goal(s) do you have to reduce and eventually eliminate equitable access gaps?
 Narrative is required, limit response to 200 words.
 - There were three cases of inexperienced or out-of-field teachers having the same courses as
 experienced and in-field teachers. In two of the three situations, the experienced and infield teachers had a greater percentage of students of color and low income students than
 the inexperienced or out-of-field teacher. In the third case, the discrepancy was small and
 would have been offset had two students of color or two low income students switched
 sections.
 - MSA had a low (two student) difference in equitable access gap for the 2018-2019 school
 year and no equitable access gap the year prior. That being said, MSA will continue to
 monitor equitable access to experienced and in-field teachers and will ensure that the
 equitable access gap does not rise.

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

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district.
 - O Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

Narrative is required, limit response to 200 words.

- MSA currently does not have any teachers of color or American Indian descent.
- MSA would need to hire approximately six teachers of color and zero teachers of American Indian descent to represent the student body.
- What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

Narrative is required, limit response to 200 words.

- When job openings exist, MSA advertises for jobs in multiple locations, using multiple services. MSA is careful to advertise the job openings to attract as diverse of a candidate pool as possible
- MSA is committed to finding qualified candidates to create a diverse teaching staff that represents our student body
- In 2019, MSA created a "Recruiting Diverse Staff Taskforce", which is comprised of administration, teachers, staff, and MSA parents.

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

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

For this 2019-20 WBWF summary report submission, please check the boxes to confirm that your district
publicly reported this data.
District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.
District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

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

All Students Ready for School

Goal	Result	Goal Status
		Check one of the following:
		On Track (multi-year goal)
		Not On Track (multi-year goal)
		Goal Met (one-year goal)
		Goal Not Met (one-year goal)
		Met All (multiple goals)
		Met Some (multiple goals)
		Met None (multiple goals)
		District/charter does not
		enroll students in
		kindergarten
		Unable to report

Narrative is required; 200-word limit.

• MSA does not enroll students in kindergarten.

0	what data hav	ve you used	to identify	/ neeas in	i this goa	ii area? Ho	ow is this (data disaggr	egated by	student
	groups?									
	· . —			92		-				

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
		Check one of the following:
		On Track (multi-year goal)
		Not On Track (multi-year goal)
		Goal Met (one-year goal)
		Goal Not Met (one-year goal)
		Met All (multiple goals)
		Met Some (multiple goals)
		Met None (multiple goals)
		District/charter does not
		enroll students in grade 3
		Unable to Report
Narrative is required; 200-v	word limit. students in third grade.	
mort deed not einen	stadente in ama 6, ade.	
What data have you	used to identify peeds in this go	al area? How is this data disaggregated by student
• what data have you	a used to identify fleeds in this go	al area? How is this data disaggregated by student

What strategies are in place to support this goal area?

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
Black/African American students at MSA (all grades) will have a proficiency rate of 80% (meets or exceeds) or better by 2023 as measured by the MCA math test. MSA will make a minimum increase of 4% per year to meet this goal. (66% in 2019) Black/African American students at MSA (all grades) will have a proficiency rate of 87% (meets or exceeds) or better by 2023 as measured by the MCA reading test. MSA will make a minimum increase of 4% per year to meet this goal. (69% in 2019)	Unable to report due to COVID-19	Check one of the following: On Track (multi-year goal) Not On Track (multi-year goal) Goal Met (one-year goal) Goal Not Met (one-year goal) Met All (multiple goals) Met Some (multiple goals) Met None (multiple goals) Unable to Report

٨	larr	ative	is	rec	juirea	I;	200-word	limit.

Un	able to	report	due	to	COV	ID-19
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•	What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?					
	What strategies are in place to support this goal area?					

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
On the ACT test, Each of the 4 core subject tests will show that 85% MSA seniors are ready for college-level coursework as measured by the ACT test and reported on the College Readiness Letter received by MSA.	Unable to report due to COVID-19.	Check one of the following: On Track (multi-year goal) Not On Track (multi-year goal) Goal Met (one-year goal) Goal Not Met (one-year goal) Met All (multiple goals) Met Some (multiple goals) Met None (multiple goals) Unable to Report

Narrative	is reg	uired;	200-word	limit.

MSA is unable to report due to COVID-19.

 What data have you used to identify needs in this goal area? How is this data disaggregated 	d by student
groups?	

All Students Graduate

Goal	Result	Goal Status
All seniors who begin the year at MSA will graduate in the spring of 2020.	Goal not met. MSA graduated 57 of 60 seniors who started their started their senior year at MSA.	Check one of the following: On Track (multi-year goal) Not On Track (multi-year goal) Goal Met (one-year goal) Met All (multiple goals) Met Some (multiple goals) Met None (multiple goals) District/charter does not enroll students in grade 12 Unable to Report

Narrative is required; 200-word limit.

- Of the 60 students, two continued in another district for transition services and one did not complete enough credits to graduate.
- MSA's graduation rate in the last five years has been between 90 and 100%
- What data have you used to identify needs in this goal area? How is this data disaggregated by student
 groups? <u>Although we want every student to graduate on time, this is the first time in five years that a
 student has not graduated due to a lack of credits. All other students who did not graduate in the past
 continued their education through transition services.
 </u>
- What strategies are in place to support this goal area? <u>Given our small size</u>, MSA is able to support all high school students, but especially juniors and seniors, on their path to graduation. MSA's high school counselor meets with all juniors and seniors to make sure their course progression is on track. If necessary, MSA provides interventions and supports to help students graduate on time.

2020-21 Semester 2 Registration

Partially In-person

Total of 208 students registered for the partially in-person learning

Students with a C or below and/or receiving Special Ed or 504 services: 78 students (38%)

	Grade	# of grades C or below	Special Services Special Ed or 504
Student	6		Yes
Student	6	1	
Student	6	2	
Student	6	2	Yes
Student	6	2	
Student	6	3	
Student	6	3	
Student	6	4	
Student	6	4	
Student	6	5	
Student	6	6	
Student	6	7	
Student	7		Yes
Student	7		Yes
Student	7		Yes
Student	7	1	Yes
Student	7	1	
Student	7	1	

	Grade	# of grades C or below	Special Services Special Ed or 504
Student	7	1	
Student	7	2	
Student	7	2	Yes
Student	7	2	
Student	7	2	Yes
Student	7	3	
Student	7	5	
Student	7	6	
Student	7	6	
Student	8		Yes
Student	8		Yes
Student	8	1	
Student	8	1	
Student	8	1	
Student	8	2	
Student	8	2	
Student	8	3	
Student	8	3	Yes
Student	8	5	
Student	8	5	
Student	8	6	
Student	8	6	
Student	9	1	
Student	9	2	
Student	9	2	
Student	9	2	
Student	9	3	
Student	9	4	Yes

	Grade	# of grades C or below	Special Services Special Ed or 504
Student	9	6	Yes
Student	9	6	
Student	10	1	Yes
Student	10	1	Yes
Student	10	2	
Student	10	5	
Student	10	5	
Student	10	6	
Student	11		Yes
Student	11		Yes
Student	11		Yes
Student	11	1	Yes
Student	11	1	
Student	11	2	
Student	11	5	Yes
Student	12		Yes
Student	12	1	Yes
Student	12	5	Yes

Determining a Safe Learning Plan for Second Semester of the 2020-21 School Year

Background information:

Following the Minnesota Department of Education (MDE) Safe Learning Plan, updated November 5, 2020, MSA is to ensure that every student at MSA receives an equitable education and has equal access to learning and instruction during the COVID-19 pandemic. There are 5 Safe Learning Plan Goals:

- 1. Prioritize the safety of students and staff
- 2. Prioritize in-person learning, especially for younger learners
- 3. Consider infectiousness and transmission risk among different ages
- 4. Support planning, while permitting flexibility for districts
- 5. Take into account disease prevalence at a local level

How do schools determine their safe learning model?

- **Step 1** ⇒ Minnesota Department of Health (MDH) will use data from counties to determine a base learning model for public schools.
- **Step 2** \Rightarrow MDE will share county data and the consultative process for public schools.
- **Step 3** ⇒ Public schools will evaluate their ability to implement required and recommended health best practices.
- **Step 4** \Rightarrow Public schools will determine a learning model to begin the school year.
- **Step 5** ⇒ Public schools and MDH will monitor the community and school-level impact of COVID-19 on a regular basis. Adjustments will be made to the learning model if needed. This is now being called the "scalpel approach" by MDE.

MSA, along with all public schools in Minnesota are at step 5 of the safe learning planning process. We must now determine which safe learning plan is best for MSA students for the start of our second semester.

What learning scenario should MSA open the second semester in:

My recommendation for answering this question is to look at the same criteria that we did when we looked at what learning scenario was best for our students at the beginning of the year given MDH & MDE guidelines. In considering this, we also need to look at **their updates** to the 2020-2021 Planning Guide, Safe Learning Plan, and 2020-2021 Planning Guidance. The criteria we looked at were:

- 1. What is the county case rate?
- Can transportation of students be provided?
- 3. Can we meet the MDH safety requirements for the scenario?
- 4. Are sufficient IT supports present (proper bandwidth for electronic transmissions)?
- 5. Is adequate staffing available?
- 6. Are there any budget constraints?

1. What is the county case rate?

Current MDH 14-day COVID-19 Case Rates for Washington County is 86.30 up from 58.66 last week. (updated 11/12/2020)

Current one-week forecast for Washington County case rate per 10,000 is 106. (as of 11/12/2020)

This rate would indicate that we should be in a distance learning scenario. Additional COVID-19 information for the school stakeholders is unavailable due to our current distance learning scenario. Other information that will complicate our decision but is not currently available includes influenza (A & B) rates for the county, and seasonal common cold rates.

ISD 833 transitioned all 6-12 grade students to an all distance learning model on November 16th through winter break.

2. Can transportation of students be provided?

ISD 833 will provide busing for our students provided they have enough bus drivers available to do so. They need at least a two week advance notice of when we would like busing to start. We will also need time to process and communicate with families about busing routes. The entire process to arrange busing will take approximately one month to complete.

3. Can we meet the MDH safety requirements for the scenario?

Additional guidance has been provided by MDH and the regional support team recently. There is now a focus on tracking student movements so that individual student exposure is less than 15 minutes within 6 feet of any particular student for a 24 hour period of time. This is in reflection of the new guidance from the CDC and MDH on what the definition of a close contact is.

"Someone who was within 6 feet of an infected person for a cumulative total of 15 minutes or more over a 24-hour period* starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to test specimen collection) until the time the patient is isolated."

(https://www.cdc.gov/coronavirus/2019-ncov/php/contact-tracing/contact-tracing-plan/appendix.html#Key-Terms)

With this shift of focus away from requiring students to maintain a six foot social distance to minimizing the number of minutes students are within 6 feet of each other, we can look to utilize our hallways in a manner that may allow two directional traffic flow for short periods of time as long as we do not exceed the 15 minutes of exposure by an individual student to another student.

- To reduce this exposure we have 4 passing times where students may be released individually.
- Students are not allowed to congregate in the hallways.
- Intense tracking measures will be in place to document who enters a room and when along with any mask removals within the classroom.
- MSA will need to hire staff for contact tracing.
- MSA will need to expand the number of hours that we contract our nurse by an additional 16 hours per week. (Current rate is \$80/hour.) (\$1280/week)

4. Are sufficient IT supports present (proper bandwidth for transmissions)?

We are currently at the maximum capacity if all teachers were on campus with no student activity but:

- If GTTM goes well, get a fiber line in the building, Justin can move on the comcast quote right away, and we should have fiber in place by January at the latest given the last timeline Justin heard. Cost is ~ \$300/month with ~\$20,000 installation.
- If funding isn't available for fiber then:

 upgrade both lines to 35mbps up at a cost of approximately \$10/month

5. Is adequate staffing available?

There will be unfunded staffing needs on campus when an employee works remotely. If we can find the needed staff, we will need:

- 40% of staff (16/40) stated they refuse to work on campus even if MDH requirements were in place and we went to a hybrid scenario.(As of 11/12.)
- \$160 per day for a substitute
- \$98 per day for a monitor

6. Are there any budget constraints?

Contact tracer (\$400/week, 20 hrs/week)

Additional nurse (\$1280/week, 16 hrs/week)

Bandwidth upgrade (Between \$10/month and \$300/month)

Additional staffing for remote employees (\$2,560 - \$1568/day)

7. Success of current learning model.

Satisfaction rate with the current model has not been surveyed due to only having our second WIN Friday on November 12th.

Anecdotal reports have been very positive. (Previous dissatisfaction rates before WIN Friday by students and parents were 28% and 21% for distance learning.)

8. Activities

Smaller groups that meet outside in pods.

Inside groups would not meet until county rates are lower than 100 and no positive cases at MSA are reported.

9. Additional factors include

Parent Feedback

- o Partially in-person 203 students
 - Monday and Tuesday: 111
 - Wednesday and Thursday: 92
- <u>Distance Learning</u> 269 students
- Not included in the results:
 - PSEO students 26 full-time and no classes at MSA
 - No response 38 students
- Of the students who chose partially in-person, 118 registered for transportation, with approximately half taking the bus on Monday/Tuesday and the other half on Wednesday/Thursday.

Staff Feedback

Please see staff survey summary information

Staff and student absence/illness rates including absences for COVID-like symptoms, COVID-related symptoms or quarantines, and all other absences. Staffing availability to cover absences
Ability to cover absences with substitutes

10. How long will this scenario last?

Avoid the yoyo effect

Spring break vs. April 2nd.

Individual school boards may determine the length of time the scenario lasts, or defer to administration to make that decision.

11. My recommendation

Continue with Distance Learning with WIN Fridays through April 2nd with a review by the BOD at the March 16th meeting. Inside groups would not meet until county rates are lower than 100 for a two week period of time and no positive cases at MSA are reported.