

**Board of Directors
 Math & Science Academy
 Monday, September 21st, 2020
 Building A (Room 8A) and Remotely
<https://youtu.be/n554XtFoLsM>**

8430 Woodbury Crossing, Woodbury, MN 55125

1. Call to Order by Chair

Mission:

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

Vision:

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

2. Roll Call of Members

Present:

Voting:

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

Non-voting:

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

Absent:

3. Approval of Agenda

Conflict of Interest Statement

4. Open Forum

5. Approval of Minutes

- a. **BOD Workshop and Regular Meeting, August 17th, 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

11. Old or Unfinished Business

- a. **Policy 802 Disposition of Obsolete Equipment and Material With Additional Procedures Required**
- b. **Policy 808 Covid-19 Face Covering**
- c. **Review of Job Description Access for Stakeholders**
- d. **Approve Reworked Student/Parent Handbook**

12. Items for Discussion and Decision

- a. **Approval of Australia Trip to be changed to June 2022**
- b. **Discuss Personnel Committee Membership Needs**
- c. **Approval of Craig Kepler as Legal Counsel for Bonds**
- d. **Approve Annual Report**
- e. **Discuss Policy 522 Student Sex Nondiscrimination (Title IX)**
- f. **Discuss Monthly COVID Evaluation**
 - i. **MDH Rating**
 - ii. **ISD 833 Scenario**
 - iii. **Survey Results**
 - iv. **Administrative Support Ideas**
- g. **Approve Amendment to the August 6th Motion to Include Supports**

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. **MACS Contract Language Discussion - November**
 - v. **Finance Training**

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

- a. **BOD Workshop, October 19th 2020 at 5:00 pm**

b. Regularly Scheduled BOD Meeting October 19th 2020, 6:15 pm

15. Motion to Adjourn

Submitted:

Approved:

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**Board of Directors
Workshop Minutes
Math & Science Academy
Monday, August 17, 2020
Building A (Room 8A) and Remotely
8430 Woodbury Crossing, Woodbury, MN 55125**

Call to Order by Annie Cardenas at 5:01 pm

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
Judy Seeberger, Teacher Member
Maggie Burggraaff, Teacher Member

Non-voting:

John Gawarecki, Director (ex officio)
Jenny Abbs, BKDA, Contracted Financial Manager (ex officio)

Absent:

Voting:

Cody Schniepp, Treasurer & Community Member
Maggie Burggraaff joined at 5:13

Non-Voting:

Paula Akakpo, Student Member (not yet seated)

Discussion:

1. Policy 203.5

There have been requests to have some or all of the BOD packet available digitally to stakeholders. First, a review of the policy, which states that there must be at least 1 printed copy of the materials. Mr. Bartz expressed that there is information that is meant for the BOD members, so that some would need to be removed. The packet is available for public viewing, so have these been vetted? Ms. Kurkoski shared that the packet may need to be redefined as a packet that is publicly available, but that there would be an appendix for BOD members that is the more data sensitive information. Mr. Ellingson agreed that having the BOD packet available with limitation would be a good idea. Ms. Cardenas wants to know whose responsibility it is to look at adjusting the packet and whether we need to amend the policy. Mr. Gawarecki does not think that this should be part of the administrative team because they may not know what the context for the information is, that it should be a BOD member or members. He also stated that he can change his reporting to have two different copies, but there is a chance that there would be mix-ups. Ms. Cardenas suggests that each member is responsible for their own materials and to determine whether there are data-sensitive issues. Ms. Kurkoski suggests that there is not a lot that would be

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private data, so that we are able to cut that info and have an appendix. Mr. Krueger shared that other districts are sharing their packets. Ms. Kurkoski stated that there would not need to be a policy change because we are already fulfilling the minimum of the policy requirement. Mr. Krueger states that there could be a space on the BOD section of the MSA site to post these. Mr. Gawarecki states that there may be a circumstance in which items are added between when she sends them out initially and when she posts them. This also means that we have to hold strictly to the Thursday due date.

Mr. Krueger agrees that committee chairs will be responsible for removing sensitive information. The Monday of the meeting that document will be posted for that day, then taken down. Mr. Krueger and Mr. Gawarecki will keep an eye on this to be sure that things are done as discussed.

2. Monthly Review of School Opening plans

Based on the motion we passed last meeting, we added that the BOD will review the plan monthly. Ms. Cardenas - What items should be reviewed monthly?

- Bartz - Washington County Covid data and cases (MDH and MDE) - Mr. Gawarecki will share the updates with the BOD (he receives these every Thursday)
- Bartz - Whether we are able to offer hybrid for spring? Or possibly earlier? We need to make a decision with enough time to plan (November to start serious discussion, vote in December)
- Cardenas - Administration will lead the evaluation of hybrid possibilities. Will need to go back to the guidance from MDE and MDH, will need continuing evaluation and updating to the BOD
- Cardenas - what are the scheduling variations that would make some version of hybrid possible?
- Gawarecki - updates on materials arrived and installed to comply with the requirements.
- Ellingson - need to update from students, teachers, and parents - regularly surveys - to see that our plans are working and if there are areas that need improvement.
- Kurkoski - sent out the three surveys on the first Monday? Gawarecki suggests first Thursday.
- Cardenas - who will be contributing to the survey questions?
 - BOD members (Mr. Ellingson, Ms. Bartle)
 - Communications Committee
 - Mr. Gawarecki has the names from the CC meeting
- Krueger - we also need a way to get good data from those who are currently doing hybrid.
- Kurkoski - what about teaming up with other schools? Data sharing and troubleshooting.
- Cardenas - community and connection opportunities
- Gawarecki - some schools are in Distance Learning, but add the caveat "with support" so that there are options to have flexibility when hybrid is an option. This also gives a chance to offer opportunities to those who are struggling to meet with teachers or support staff (while still complying with the safety protocols)

Workshop was adjourned at 6:06 pm

Submitted and Approved:
Michelle Kurkoski, Secretary

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Board of Directors Meeting Minutes Math & Science Academy Monday, August 17, 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 Robert Krueger.

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
Maggie Burggraaff, Teacher Member
Judy Seeberger, Teacher Member

Non-voting:

John Gawarecki, Director (ex officio)

Absent:

Voting:

Cody Schniepp, Treasurer & Community Member

Non-voting:

Paula Akakpo, Student Member
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: Maggie Burggraaff

Vote: 8-yes 0-no 0-abstain

The motion carries.

4. Open Forum

Ms. Cardenas read a letter from Tammy Barnaby (parent) to BOD on distance learning.

Ms. Cardenas read a letter from Mary Yapp (parent) to BOD about delaying the school start date.

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5. Approval of Minutes.

a. Motion to approve the July 27, 2020 Workshop and Meeting Minutes.

Moved by: Dan Ellingson Second: Rob Krueger

Discussion:

None

Vote: 7-yes 0-no Judy Seeberger - abstain

The motion carries.

b. Motion to approve the August 6, 2020 Special Meeting Minutes.

Moved by: Adam Bartz Second: Jennifer Bartle

Discussion:

None

Vote: 7-yes 0-no Judy Seeberger - abstain

The motion carries.

6. Chair's Report

Ms. Cardenas provided an overview of the workshop. Packets were discussed and will be made available online. Discussed

7. Director's Report

Mr. Gawarecki provided additional information on staffing positions. Julianne Farrel was hired as the fifth special ed teacher. Caitlin Harper has resigned. The position was posted. An offer was made but it was declined. Interviews are set for tomorrow and the announcement is expected to be late tomorrow or Wednesday. All full time positions are filled and some part time positions are still open. Teachers will have protective shields around their desk. A shield is installed approximately one per day up. The auto hand sanitizer has been posted at entrances.

Cross country started practice and there were a large number of students.

Mr. Krueger asked about the Student and Parent handbooks in the packet, that there were concerns expressed, and that there are different versions. Mr. Gawarecki stated that when the registration went live, the 2019-2020 w handbook was in that link. It was updated, but there were parents who saw that version and completed the registration process. You have to sign off before you can attend school, if not your student is not allowed to be registered with the school. Ms. Cardenas asked who is responsible for vetting this and how we can prevent this in the future. Mr. Gawarecki suggested a special BOD meeting just for this during the second week in August. Moving it earlier would have the possibility of additional changes that happen in August. The other possibility would be to move the BOD meeting earlier in August. Ms. Kurkoski agreed that these need to be looked at - activities handbook, student/parent handbook, grading handbook, coach/adviser handbook

August Director's Report

The Fall Plan was sent to MSA stakeholders on August 10th despite a power outage in Woodbury which affected all 4 MSA buildings for a good portion of the morning.

Student and Parent Handbook is included in this month's BOD packet for approval. Most changes were due to the COVID situation we are under.

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Background checks for potential candidates include a Google search to identify potential issues. Additional questions concerning behavioral issues were implemented last year and have been continued to be used this year. MSA currently uses the MNBCA (Minnesota Bureau of Criminal Apprehension) for background checks.

Lunch with the Director for parents has been occurring on Fridays from 12 -1 pm via Zoom and will continue throughout the 1st semester.

Given the fact that we will be in distance learning for the first semester, I will be holding open office hours with staff for the following days and time so that all teachers and staff have an opportunity to meet virtually if a private meeting is not requested. These meeting times will allow all teachers to meet during their prep block or an open time.

Monday: 10:15 - 11:15 am

Tuesday 1:45 - 2:45 pm

Wednesday: 1:45 - 2:45 pm

Thursday: 10:15 - 11:15 am

Friday 8:00 - 9:00 am

The majority of the Woodbury Crossing Rehabilitation Project near MSA has been completed. There is now a sidewalk on the south side of Woodbury Crossing which connects MSA to the Pioneer trail. There is still some landscaping that needs to be finalized in front of the MSA sign and trees near the exit of the Building A parking lot.

Dhruv Patel completed his Eagle project which was a landscaping project in the front of Building B.

The installation of teacher desk protectors has begun with one desk completed as of August 17th.

High School and Activities Assistant Director Update

The month of August has been a busy month as we prepare for the 20/21 school year.

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

- Participated Operational and Logistics Planning Group
- Participated in the Teaching and Learning Planning Group
- Participated in Social Emotional Learning Group
- Participated in the Back to School Planning Group
- Working with others on Back to School Material Pick Up
 - Computer pick up
 - Classroom materials
 - School photo
- Working on Student Support Process with others
- Preparing for Fall MSHSL activities
 - MSA will host Cross Country
 - MSA will Coop with Twin Cities Academy for Soccer
- Participated in weekly MSHSL Meetings

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- Participated in weekly EMAC meetings
- Working with High School Office Manager on updating MSA website
- Meet with Activities Advisors to discuss upcoming year
- Small group communication committee meeting
- Met with multiple staff members to discuss upcoming years and teaching ideas
- Participated in 2 day indigo Special Ed Back to School Workshop
- Participated in Title IX training
- Working with Tom on Professional Development
- Working with Tom on Mentoring Program
- Working with others on yearly bullying presentation

Middle School Assistant Director Update

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

- Lead the Equity and Family Needs group for fall planning
- Participated in the Social/Emotional needs planning group
- Participated in the Operational and Logistics planning group
- Attend August Academic Committee meeting
- Attend August Finance Committee Meeting
- Lead August AFC meeting
- Attended August Communication committee meeting
- Attended School Operations and Logistics meeting
- Worked with MSA maintenance contractor to facilitate repairs in building A
- Participated in PBIS planning meeting
- Lead 6th grade Back-to-school planning meeting
- Distributed summer newsletter
- Supported teachers as requested or needed
- Communicated with families regarding fall schooling
- Completed initial edits to student/parent handbook
- Attended two webinars for fall learning planning
- Attended Title IX training
- Participated in material pick up planning meeting

High School Counselor Update

- Continue to check in with students who may need academic and emotional support.
- Continue to offer meetings with all junior students to discuss senior year, graduation requirements and post-secondary planning.
- Continue to work with students who are registering and planning for PSEO for the upcoming school year.
- Continue to participate in the monthly academics committee meetings and additional task forces as needed.
- Continue to work with senior students as they prepare for post-secondary by collecting post-secondary plans and transcript requests.
- Planning the Advisory lessons for the 20-21 school year.
- Participating and leading task force groups related to distance learning.
- Coordinating with Joell to ensure all students have completed schedules for the upcoming school year.
- Coordinating TA's for the upcoming 20-21 school year.
- Updating the 20-21 course guide to reflect changes due to distance learning.

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- Continue to monitor and update students' course progression to reflect graduation requirements.

Middle School Counselor Update

This month I have been attending meetings for both the equity and family needs groups as well as the SEL group. In both groups I have provided my feedback to how we are going to serve not only our students but also our MSA community as a whole. I am also working on developing lessons and a schedule for the advisory lessons we will be doing in the fall semester. I don't have much specifics as of yet as we recently found out our plan. I am doing my research on what lessons would be most beneficial and when.

8. Student Representative Communication and Update

None

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

Board Committees:

Academics (Ms. Kurkoski): Report submitted. Committee is working on an event to help 6th grade get to know each other and for new 9th graders. Event will be a safe environment to do it. Also, looking at an open house which will stagger pick up dates. SAM adjusted goals. Also looking at recruiting diverse staff. Postings will be updated. Committee is also looking at enrichment classes in middle school,

Annual Fund (Mr. Bartz): Report submitted. Committee met on August 12. The goal will be \$85,000 for the year. The focus will be on teacher grants and COVID improvements. There will be only one event: Give to the Max. There will not be a Dragon Dinner. An announcement will be made for volunteers needed especially in advertisement, graphic, and market skills. They are also looking at leveraging Amazon Smiles.

Communications (Ms. Burggraaff): Report submitted. Committee is looking at: creating best practice for classroom training, communicating with parents on supplies needed, best way to communicate with stakeholders with distance learning for sports and activities. Parents talked about survey fatigue. Group was formed to create surveys. Schedules are 99% complete. Discussed website update: FAQ, contacts at school, current status of activities on website, training videos to address distance learning tech, and expectations on class during distance learning.

Personnel (Ms. Cardenas): Report submitted. The Director job description is finished. Evaluations are done for Director, midyear, and end year.

Finance (Mr. Schneipp): Report submitted. Mr. Gawarecki provided an update. There will be a deficit over \$100,000. Contributions to this was the PTO paid to staff (\$55,000) and the ADM is lower than originally budgeted (less than 4 students) .

Motion to approve the July 2020 Financial Statement.

Moved by: Judy Seeberger Second: Robert Krueger

Discussion:

None

Vote: 8-yes 0-no 0-abstain

The motion carries.

School Expansion Possibilities (Mr. Ellingson): Report submitted. The next meeting will be on Aug 27. Email will be sent out.

Policy (Ms. Kurkoski): Report submitted. Committee met to discuss the technology policy.

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10. Consent Agenda

a. Policy of 531 Pledge of Allegiance Policy

Motion to approve consent agenda.

Moved by: Adam Bartz Second: Rob Krueger

Discussion:
None

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

11. Old or Unfinished Business

a. Approve new SAM Contract Goals

Motion to approve new SAM Contract Goals.

Moved by: Annie Cardenas Second: Judy Seeberger

Discussion:
Ms. Burggraaff made the changes and informed the Board.

Motion to rescind new SAM Contract Goals.

Moved by: Annie Cardenas

Motion to approve new SAM Contract Goals with the changes.

Moved by: Annie Cardenas Second: Judy Seeberger

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

b. Approve Board Goals

Motion to approve Board Goals.

Moved by: Dan Ellingson Second: Maggie Burggraaff

Discussion:
None

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

12. Items for Discussion and Decision

a. Approval of Pledge of Allegiance Waiver

Motion to approve the Pledge of Allegiance Waiver.

Moved by: Judy Seeberger Second: Michelle Kurkoski

Discussion:
Ms. Bartle suggested that waiver be done only during distance learning. Ms. Kurkoski noted that the waiver would eliminate students who did not want to participate and would not be targeted.

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Vote:

Michelle Kurkoski, Judy, Adam Bartz, Rob Krueger, Maggie Burggraaff - yes
Annie Cardenas, Dan Ellingson, Jennifer Bartle - no
0-abstain

The motion carries.

b. Approve Student/Parent Handbook

Motion to approve Student/Parent Handbook.

Moved by: Judy Seeberger Second: Adam Bartz

Discussion:

Board discussed whether the changes were made in the version that the board received. Mr. Gawarecki noted that there were grammatical errors but the substantial information is in there. Added COVID section to the handbook. A major review and changes were suggested last year, those changes were not made. There were concerns expressed that there isn't enough information about the Covid planning and procedures, or that there should at least be an active links.

Motion to withdraw the approval of the Student/Parent Handbook.

Moved by; Judy Seeberger Second: Adam Bartz

Approve Student/Parent handbook contingent upon the suggested edits and discrepancies being fixed, and with a fully completed and edited version in the BOD packet for the September 2020 Meeting.

Moved by: Michelle Kurskoski Second: Dan Ellingson

Vote: 8-yes 0-no 0-abstain

The motion carries.

c. Discussion of BOD Website Information

Discussion:

Ms. Cardenas wanted to know who takes care of the BOD website. Mr. Gawarecki noted that the Office Manager will take things down when requested. Justin is the backup.

d. Discussion of Policy 802 with additional procedures required

Discussion:

Ms. Kurkoski provided an overview.

e. Discussion Policy 808 Covid-19 Face Covering

Discussion:

Ms. Kurkoski provided an overview. A new policy to be adopted. Board discussed the policy and changes made to it.

f. Approval of Computer Forensic Services (CFS) contract per 7-27-20 resolution subcommittee recommendation.

Motion to approve Computer Forensic Services (CFS) contract per 7-27-20 resolution subcommittee recommendation.

Moved by: Annie Cardenas Second: Dan Ellingson

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Discussion:
None

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

g. Discussion of Job Description Access for Stakeholders

Discussion:

Mr. Krueger included the job description discussion as a result of a BOD training. Ms. Cardenas agrees that it would be helpful to have the job descriptions for all to see so that they can find the correct person for their question, and also to become more familiar with what everyone does. Ms. Kurkoski agrees that this is public information that should be accessible to all. Mr. Gawarecki has been challenged to find a job description for himself in the past, but hesitates to put it up for public viewing. If there are changes, this could lead to confusion and additional complications. Ms. Kurkoski asked whether it would be better to have the descriptions behind the MSA password like some other forms with a caveat that these are subject to changes based on the needs of MSA. Ms. Cardenas also agrees that there needs to be more information about who does what so that everyone can follow the organization chart. This item will be continued next meeting.

13. Future BOD Meeting and Workshop Agenda Items

- a. Job Description Discussion
- b. Review Activities Handbooks for Students and Coach/advisers
- c. BOD Goals
 - i. Comprehensive Review of Strategic Plan
 - ii. Expansion End of Year Goal
 - iii. Committee Purpose Statement
 - iv. Review MACS Contract Language
 - v. Finance Training

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

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

15. Motion to adjourn at 8:29 pm.

Moved by: Adam Bartz Second: Jennifer Bartle

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

Submitted:

Ia Xiong, Board Recorder

Approved:

Michelle Kurkoski, Secretary

September Director's Report

- Utilization of licensure coursework application

At this time, the fall semester courses that I've signed up for have not started. This summer, I refined some leadership techniques that included giving more responsibility to the assistant directors and restructuring the organizational chart for the school. We now have a more defined Middle School and High School organizational structure.

- Evidence of the inclusivity goal application

At the beginning of the school year, staff signed up for 3 governance activities which allows numerous leadership opportunities for many staff members.

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

While meeting with Assistant Directors, the question of how our decisions support the mission (accelerated curricula) and vision (academic excellence and like long learners) is discussed. During staff meetings, working with grace, kindness and positive intent are reiterated.

- 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.

At our most recent staff meeting, procedures for meetings and reporting of the meeting results were discussed and will be finalized at our next meeting. The COVID-19 Liaison team began to meet to review our current learning plan.

- Update the Board about PD application to finance

I am currently enrolled in a School Finance class which begins on October 1.

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

Please see the committee minutes. I have arranged for a tour of St. Croix Prep for September 22nd.

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

Rearranged the job duties for additional support for 504 students and SPED students. MSA now has a Student Support Coordinator and a Special Education Coordinator. As more meetings occur, reports of participation will become available.

- Major updates and key information gained as a result of attending the regional director meetings, as appropriate
No regional director meetings have occurred yet.
- Director will update the BOD of any potential concerns or issues raised at the MSA PTO meetings.

At the September meeting, the PTO will be focussing on getting parents connected and supporting teachers. The PTO will be looking for a parent directory, which the MSA administration will be compiling for utilization by them and other groups looking to connect with each other.

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

Arranged for a tour with St. Croix Prep and visited with Eagle Ridge's Executive Director about their expansion and bond refinancing.

Monthly COVID Evaluation

MDH Rating:

We currently qualify for hybrid learning with a COVID-19 Positivity Rate of 22.46 (as of September 10) slightly down from 22.70

ISD 833 Scenario:

The South Washington County Schools (SoWashCo) Incident Command Team met for the first time on Friday, Sept. 11 to review the latest data for keeping schools open to students. The team determined that all schools will continue in the hybrid learning model for at least the next two weeks.

Survey Results

Summary results from three surveys conducted from September 11-14 are at the end of this document. Individual responses have been withheld. If you would like to see the over 700 comments, please contact me and I can provide them to you. Due to the way the survey collector tabulated information into graphs, the graphs that were provided were mostly confusing and did not represent needed information in a usable format.

A common theme from the surveys was that the majority of survey takers (77% of students, 88% of parents, and 86% of staff) felt that they were satisfied with how distance learning has taken place so far.

The major challenge of distance learning that was identified in the survey was a concern about Zoom fatigue. This was the number one concern on all three surveys and was prevalent in all three groups in their comments.

An area of concern by parents and students that occurred fairly regularly was the amount of time being spent on the computer. During a discussion with staff members, it was pointed out that the middle school students were spending more time on the computer than usual because of the need to teach students new platforms and technology needs and uses.

Another takeaway from the surveys was that there were not many learning pods occurring at MSA. During a discussion with the MSA PTO at its recent meeting ideas were shared and discussed about how the PTO could assist with getting families connected with each other.

As expected, a concern over mental health due to COVID-19 and pre-existing conditions was also a common concern.

The October survey will be conducted starting on October 1 so that the COVID-19 Liaison has time to review comments in a more indepth manner. During the upcoming survey, areas of focus will include drilling down on screen time and time spent in a synchronous mode, homework time, and paper copies.

Administrative Support Ideas

Recommend that the BOD approve the administration's ability to allow students into buildings for academic support and in person activity meetings. Criteria for student meetings would be to comply with all social distancing and mask wearing criteria while maintaining accurate rosters of members coming into buildings.

Transparent barriers are continuing to be placed in classrooms based on teacher preference for them in the classroom.

Each building has at least one touch free hand sanitizer dispenser at the entrance of the building.

Options for supporting teachers during Advisory time are being explored so that the SEL needs are met for both staff and students.

High School Assistant Director

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

- MSHSL Chaos
- Participated in Social Emotional Learning Group

- Completed Back To School night
- Scheduling picture retake day
- Meetings with students
- Meetings with parents
- Front Desk Coverage 2 weeks
- Fall MSHSL activities
 - MSA will host Cross Country
 - 33 Participants
 - MSA will Coop with Twin Cities Academy for Soccer
 - 10 participants
 - MSA will host Fall Trap
 - Will start soon
- 20 clubs/Activities will start this fall - most are virtual
- Participated in bimonthly MSHSL Meetings
- Participated in weekly EMAC meetings
- Working with High School Office Manager on updating MSA website
- Created COVID protocol starting document for activities
- Updated activities handbook and coach/advisor handbook for COVID
- Small group communication committee meeting
- Participated in Communication Committee meetings
- Participated in Finance Committee Meeting
- Working with SPED to support students
- Met with multiple staff members to discuss teaching ideas
- Working with coaches and ADs on schedules
- Working with coaches on COVID protocols

Middle School Assistant Director

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

- Participated in the Social/Emotional needs planning group
- Participated in the COVID-19 Liaison group meetings
- Attend September Academic Committee meeting
- Attend September Finance Committee Meeting
- Lead September AFC meeting
- Worked with MSA maintenance contractor to facilitate repairs in building A
- Participated in PBIS group meeting
- Completed Parent/Guardian academy for families new to MSA
- Distributed August and September newsletters
- Supported teachers as requested or needed

- Communicated with families regarding fall schooling
- Facilitated distribution of hotspots for families
- Participated in material pickup and meet/greet for 6th grade students
- Attended all IEP meetings as needed
- Participated in interviews for open positions
- Lead and supported staff week sessions
- Facilitated Student Support Process review and implementation
- Completed substitute teacher training for three substitute teachers

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 and implement the ACT test for seniors.
- 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 worked closely with my planning groups to make sure we are doing alright in the areas of equity/family needs, and social emotional needs and learning. I have been working hard to organize advisory lessons for middle school advisory teachers. I have the lessons put in through the month October. I am also working on sorting out details for the PSAT test that will be given in a month to juniors on campus.

September Student Summary Survey (111 participants)

Q1 What grade will you be in this fall at MSA?

Answer Choices	Responses	
6th	3.60%	4
7th	22.52%	25
8th	11.71%	13
9th	11.71%	13
10th	27.93%	31
11th	13.51%	15
12th	9.01%	10

Q2 What is your race/ethnicity?

Asian or Asian American	26.13%	29
American Indian/Alaska Native	0.90%	1
Black or African American	13.51%	15
Hispanic or Latino	0.90%	1
Native Hawaiian or other Pacific Islander	0.00%	0
White	46.85%	52
Two or more races	4.50%	5
I prefer not to answer.	7.21%	8

Q3 What has been challenging for you during the beginning of school? (Click all that apply.)

"Zoom fatigue"	66.34%	67
Mental health challenges due to COVID-19.	13.86%	14
Understanding course content.	24.75%	25
Too much school work.	41.58%	42
Not enough school work.	2.97%	3
Not enough communication from teachers.	15.84%	16
Not enough communications from school (excluding teacher communications).	7.92%	8
Pre-existing mental health condition.	8.91%	9
Language barrier	0.99%	1
Access to technology.	0.99%	1
Technology reliability.	24.75%	25
Finding a work area for classwork.	5.94%	6
Other	12.87%	13

Q4 If you checked an item in Q3, please explain the challenge(s) here. (95 responses)

Q5 What comments do you have regarding your classes? (98 responses)

Q6 What improvement(s) would you make to MSA's distance learning? (96 responses)

Q7 Has the amount of non-AP class time spent on the computer been:

too little	2.73%	3
about right	41.82%	46
too much	39.09%	43

does not apply to me	16.36%	18
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Q8 Has the amount of AP class time spent on the computer been:

too little	0.91%	1
about right	20.91%	23
too much	20.00%	22
does not apply to me	58.18%	64

Q9 If you were at MSA last spring, do you see an improvement in your experience with the synchronous learning that has occurred so far?

Yes	66.67%	74
No	27.93%	31
I was not at MSA last year.	5.41%	6

Q10 What activities are you participating in this fall? (106 responses)

Q11 What additional activities would you like to see offered? (92 responses)

Q12 What are you most concerned about for the next month? (99 responses)

Q13 Are you participating in a learning pod with other MSA students?

Yes	15.89%	17
No	84.11%	90

Q14 If you could pick one thing you are most proud of since the start of school, what would it be? (97 responses)

Q15 What is your favorite thing you enjoy about distance learning? (103 responses)

Q16 Overall, are you satisfied with the distance learning that has taken place so far?

Yes	77.06%	84
No	22.94%	25

September Parent/Guardian Summary Survey (141 participants)

Q1 What grade is/are your student(s) in at MSA?

6th	25.53%	36
7th	26.95%	38
8th	21.28%	30
9th	19.15%	27
10th	20.57%	29
11th	14.18%	20
12th	9.22%	13

Q2 What is your race/ethnicity?

Asian or Asian American	17.73%	25
American Indian/Alaska Native	0.00%	0
Black or African American	8.51%	12
Hispanic or Latino	0.00%	0
Native Hawaiian or other Pacific Islander	0.00%	0
White	56.74%	80
Two or more races	3.55%	5
I prefer not to answer.	13.48%	19

Q3 What has been challenging for your student(s) during the beginning of school? (Click all that apply.)

	Student A	Student B	Student C	Total
"Zoom fatigue"	55	55	2	112
Mental health challenges due to COVID-19.	25	25	0	50
Understanding course content.	21	21	1	43
Too much school work.	27	27	1	55
Not enough school work.	10	10	0	20
Not enough communication from teachers.	15	15	0	30
Not enough communications from school (excluding teacher communications).	7	7	0	14
Pre-existing mental health condition.	15	15	0	30
Language barrier	1	1	0	2
Access to technology.	4	4	0	8
Technology reliability.	25	25	1	51
Finding a work area for classwork.	9	9	1	19
Other	23	23	0	46

Q4 If you checked an item in Q3, please explain the challenge(s) here. (96 responses)

Q5 What comments do you have regarding your student's classes? (96 responses)

Q6 What improvement(s) would you make to MSA's distance learning? (97 responses)

Q7 Has the amount of non-AP class time spent on the computer been:

	Student A	Student B	Student C	Total
too little	1	3	1	5
about right	66	28	3	97
too much	26	10	0	36
does not apply to me	34	10	1	45

Q8 Has the amount of AP class time spent on the computer been:

	Student A	Student B	Student C	Total
too little	0	2	0	2
about right	23	12	2	37
too much	6	3	0	9
does not apply to me	85	28	3	116

Q9 If you had a student at MSA last spring, do you see an improvement in your student's experience with the synchronous learning that has occurred so far?

	Student A	Student B	Student C	Total
Yes	86	33	6	125
No	20	7	1	28
I was not at MSA last year.	29	10	0	39

Q10 What activities are your student(s) participating in this fall? (124 responses)**Q11 What additional activities would you like to see offered? (85 responses)**

Q12 What are you most concerned about for the next month? (107 responses)

Q13 Are you participating in a learning pod with other MSA families?

Yes	0.00%	0
No	100.00%	138

Q14 If you could pick one thing you are most proud of since the start of school, what would it be? (123 responses)

Q15 What is your favorite thing you enjoy about distance learning? (115 responses)

Q16 Overall, are you satisfied with the distance learning that has taken place so far?

Yes	87.59%	120
No	12.41%	17

September Staff Summary Survey (37 participants)

Q1 What has been challenging for you during the beginning of school? (Click all that apply.)

"Zoom fatigue"	80.00%	28
Mental health challenges due to COVID-19.	28.57%	10
Providing course content information to students.	28.57%	10
Determining how much school work to assign.	31.43%	11
Not enough communication with other teachers.	22.86%	8
Not enough communications from school staff (excluding other teacher communications).	8.57%	3
Pre-existing mental health condition.	5.71%	2
Learning new technology.	40.00%	14
Access to technology.	8.57%	3
Technology reliability.	28.57%	10
Finding a work area.	20.00%	7
Taking mental health breaks (I find it difficult to disengage during non-school hours.)	54.29%	19
Other	14.29%	5

Q2 If you checked an item in Q1, please explain the challenge(s) here. (37 responses)

Q3 What comments do you have regarding your classes? (30 responses)

Q4 What are you most concerned about for the next month? (33 responses)

Q5 What improvement(s) would you make to MSA's distance learning? (32 responses)

Q6 My administrators could best support me by...(30 responses)

Q7 How much time during a typical block period do you spend in a synchronous setting for the following?

	I do not have this type of class.	up to 15 minutes	16-30 minutes	31-45 minutes	46-60 minutes	61-75 minutes	Over 75 minutes
middle school class	9	1	4	6	9	2	2
non-AP high school class	7	0	5	9	6	3	1
AP Class	19	0	1	1	4	0	1
Advisory	3	4	14	10	0	2	0

Q8 Would you attend an after school event at school with students if social distancing and masking requirements are adhered to?

Yes	32.43%	12
Maybe	48.65%	18
No	18.92%	7

Q9 Would you attend an after school event with other staff members if social distancing and masking requirements are adhered to?

Yes	43.24%	16
Maybe	40.54%	15
No	16.22%	6

Q10 If you could pick one thing you are most proud of since the start of school, what would it be? (36 responses)

Q11 What is your favorite thing you enjoy about distance learning? (35 responses)

Q12 Overall, are you satisfied with the distance learning that has taken place so far?

Yes	86.49%	32
No	13.51%	5

	<u>Scenario #1</u>	<u>Scenario #2</u>
	<u>Match Final Maturity</u>	<u>30-Year Financing</u>
Final Maturity	12/1/2043	12/1/2050
Par Amount	7,750,000	7,720,000
True Interest Cost ("TIC")	3.36%	3.74%
Maximum Annual Debt Service ("MADS")	568,900	494,800
Total Debt Service	13,011,700	14,955,800
Estimated Approximate Annual Savings	70,000	135,000
Net Present Value Savings	1,064,997	737,041
Net Present Value Savings as % of Refunde	12.35%	8.55%

Academics Agenda
 September 14, 2020
 8:00 am-9:00am

Zoom link:

<https://zoom.us/j/92503592880?pwd=WjdVSVBCUXIkZEV5ZmxrVmdpeDZyUT09>

Members (those in red were not present): 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

1. Meeting dates - should we continue first Monday or move to second Monday?
 - a. Thinking of the regular surveys sent out and whether that would assist or help any of our responsibilities?

Meeting the second week of the month gives the committee more information (ie: surveys reports from other committees) to support the BOD. Being consistent is key.

2. WBWF Updates (Tom) 3 minutes

None at the moment. MDE does not have any current updates; though, interest from a student has been shown.

- ~~3. Recruiting Diverse Staff Update (John) 2 minutes-not needed this month~~
4. Supplemental Online Learning Update (Emily) 3 minutes

This is still on pause. For now it will be handled case by case. Two current students are participating, and all is going well and is set up.

5. Enrollment update (Joell) 3 minutes

Middle School (MS): Waitlist is still open. We are currently at capacity for every grade.

High School (HS): 9th, 11th, and 12th are below capacity. Per current BOD policies, these students will not be replaced.

PSEO: 69 students are participating.

6. Scheduling update (Joell) 5 minutes

Tomorrow is the last day students can withdraw from a course without it going on their transcript. The grading handbook will be sent out to all families today with this reminder.

7. Covid-19 Group liaison update (Noelle) 5 minutes

The priorities for this group were discussed. A focus is to increase engagement with students and families during Distance Learning (DL). Another focus is to increase awareness of the mental health of staff, students, and families.

A survey was put together for students and families to complete; this will close tonight. The survey focuses on the perception of how DL is going so far. These surveys are due by midnight tonight. The plan is for one survey a month. The staff survey is being worked on and will go out soon.

The next meeting for this group is tomorrow.

8. Fall 2020 Update (John) 10 minutes

a. Overview and general updates (John)

COVID rates in Washington County dipped slightly last week; however, there is no real change for what we are allowed to do.

MDH released a new decision tree. This has not been put out for use yet at MSA, as MDH took over an hour and a half to explain how to walk through their new plan. This tree determines when individuals are allowed to come back to work if they have been exposed or have had contact with those with COVID. It gets complicated rather quickly. Without background information, the tree doesn't make much sense. To eliminate questions and confusion, John has decided not to release it yet. The goal is to include a link to the MDH presentation when releasing the decision tree. Hopefully MDH will be able to simplify the presentation so it can be much easier to understand for families. The simple tree that was released earlier makes more sense to John at the moment. Fundamentally, if you have been exposed to someone who tests positive, you need to quarantine for 14 days after the last day of contact. This is the gist of the new tree and is also in the old tree.

There is a flu clinic planned for the staff.

The finance committee will discuss improving the broadband connection on campus at tonight's Finance Committee meeting. Because of the funding we want to use (CARES act funds), we will need MDE approval as well. There is no indication what MDE's timeline is for turnaround once requests are submitted. However, this money needs to be spent in place and

paid for by December 30. If approved by MDE, we can move forward. Within approval time, we will be able to have it installed likely within 30 days. It is likely that the new broadband will be in place by November 1st.

b. Parent survey about return to school (Joell)

506 families completed this survey. Only 25-30 families at MSA did not complete this survey yet. These families are being contacted to discover their opinions on this matter.

164 families (32.3%) said their children are likely to continue DL for the entire year regardless if we return to in-person/hybrid learning.

364 families (67.7%) said they are likely to continue whatever option the school presents when/if that opportunity arises.

c. Next steps in planning (Joell)

October 12th is the date Joell wants to have hybrid schedule plans solidified by then. The gradebooks will still stay split even for the students taking DL for the entire school year.

d. Departments - additional information, questions, ideas

Many teachers have been reporting that grading is falling behind because much of what teachers are preparing for is planning curriculum and how class will be run in the upcoming days. It was asked that Joell add a caveat to the email she is sending out today about grading being delayed due to DL. Teachers are overwhelmed with the number of students, planning curriculum, Social Emotional Learning (SEL), and grading. It is key to remember this is not going to change with hybrid teaching.

Practically speaking, teachers need help with work; however, there are not ways other people can help with these issues. It is so nice to know we have so many people who are willing to help, but it is unlikely to be easier to set it up. There is so much involved with data privacy and access to grades that this really all falls on the teacher's shoulders.

SEL is important, but the teachers have not had PD that focuses on this.

The original PD Plan for 10/14 included equity and implicit bias. That is still part of the plan, but we may pivot to add PD supports for this year. SEL is critical for the year. There is a subcommittee looking at equity and SEL to see how these two topics intertwine. Teachers would benefit from SEL PD to add confidence and information to what they can do to support students.

It is apparent that some kids are already burned out with screen time. Teachers may need to

give more breaks. MS needs more active breaks. Teachers want to cover the content, but kids are already feeling the struggle. This will likely become a larger issue.

A concern has been raised that students are not taking advantage of the time provided to work on assignments. As more assignments are coming due, we will discover this. Also, once grades are updated, students may feel more of a need to complete assignments.

Are teachers providing assignments students can work on away from a screen? Jen does this for her art students. She has them work on art away from the screen. Michelle is asking students prior to the start of each unit about wanting paper copies of materials. As a school, should there be suggestions and reminders about how to reduce screen time. Screen fatigue sneaks up on you.

Students who sign up for band/orchestra/choir often take these to be a part of a group. It is unfortunate that this is how it will work this year.

David John suggested that teachers, at the beginning of each class, encourage students to do some type of physical activity.

There is miscommunication about determining the dos/don'ts for small groups on campus. Advisers, teachers, and coaches want to be able to do these things for the kids. There is confusion over what the parameters are so this can happen. This should be discussed tomorrow at the COVID Liaison meeting. The BOD needs to approve DL with supports. John has put this on the BOD agenda for next week's meeting. This opens up the ability to have students on campus. Having students meeting with teachers is different than meeting for sports or activities. It can be a simple proposal to give the administrators the go-ahead to make a plan. The current plan is for DL, so this needs to be stated specifically to allow this to happen for academic purposes. This could allow other opportunities for meetings outside of the building.

The survey results will be looked at tomorrow, and shared with the staff on Wednesday during the staff meeting. A deeper dive can be done next month at this committee meeting

e. Discussion

- i. Family support - what are we doing, ideas for improvement or new ways to engage, student support

COVID Liaison group is discussing this topic. The PTO is discussing this as well. SEL is working on this. Most of this is in stages and not being dropped all at one time. The Communications Committee is talking about connecting with the PTO to see what parents need, in the hopes they are connecting with parents and families.

- ii. Food pantry - keep or cancel? Whose responsibility?

NHS plans on taking this over. Student council can donate what supplies they have left over that can be donated to this as well.

iii. Activities starting - any updates?

More information is being gathered in the survey. Shannon is working on getting as many activities going as possible. She is having advisors come up with a plan to meet in person; the idea being that these surround the original plan for the school. However, each activity has different needs, so the thought was that this should be determined on a case by case situation.

There is confusion over this because the coaches, advisers, and leaders are waiting for leadership from administrators, not the other way around. There should be one plan for all, but each group should have the opportunity to tweak their own plans. It was thought that the overall reaching guidelines are already set. The groups should be able to create plans based on these already.

There should be specifics on what rooms can hold what number of kids, how it will be reported that rooms need to be cleaned, if students need to complete a form (similar to the one teachers complete) when they come on campus, what the protocols are for meeting outside vs. meeting indoors, what are appropriate numbers for meeting.

Next Meeting: Will be October 12th at 8:00 A.M.

Items to include on next month's agenda: Review the surveys, Department updates/issues with DL

Communications Committee

Agenda

Weds., Sept 9th, 2020 4:30pm - 6:30pm

Meeting ID: <https://zoom.us/j/97650926843?>

Passcode: M3grcFJUK0szeHNYTG1oc1RvN3luQT09

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

- I. Welcome to our new members
 - A. Introduction of our new members - Michael and Amelia
Creighton is a junior at MSA and interested in how things run. Amelia is an MSA parent and interested in improving communication.
 - B. Scheduling for future meetings--Trying to keep the meeting at one hour--2nd Wednesday of the month from 4:30-5:30
 - C. Purpose of the group--John read our statement from the website and said we should look at the purpose of this group again and adjust it accordingly so that we can set goals and meet those goals. Heather says we do not want to set goals until we know what we still need to accomplish that was not completed last year due to COVID, but agrees we need to get goals set ASAP and then meet them.
Cheri will resend the Board goals document she prepared two years ago when the committee began.
Heather clarified that the chair will bring our goals to the Board for approval. Heather and Cheri will work together on this.

- II. 2020-21 MSA School Planning
 - A. Update on MSA School Plan and Sports/Activity Plan
 1. Synchronous Learning
Our first day of school information (google classroom sign ups and zoom links) did go out later than we had hoped, but many schools were also late with information, so we are still happy with what we provided before the first day. Justin clarified that sending links sooner would have included misinformation that would have had to be corrected/ changed since changes to the roster were still being made at the last minute.
Cheri suggests again that teachers need a Google Classroom.
Jessie and Teresa (teachers) and Girish and Tammy (parents) shared from different perspectives how the signup for Google Classroom worked.
Heather suggests that we take the feedback received thus far and use it to improve communication moving forward so information coming from more than one place doesn't seem so overwhelming
 2. Distance Learning Communication (incl. fees due, lots of emails)
All of the students and the parents should be getting the daily announcements. Heather read an email from Carrie Hamm stating Carrie was able to update a lot of activities with information after the Advisors meeting. Most advisors are teachers and their focus has been on getting ready for Distance Learning and will hopefully be able to access their ability to meet with their clubs as the year gets into a groove. The MSHSL Covid Plan is listed at the top of the activities

page. Any clubs that were suspended while in distance learning was the choice of the advisor. Zoom links for virtual extracurriculars will be coming from the advisors. Dates are added to rSchool as they are received from advisors. Advisors are sent periodic reminders for dates.

Cheri says that many students do not read the announcements. Heather reminded us that most teachers read the announcements to students during 1st period in years past. Justin wonders if this should be implemented again. Cheri has begun to do this for the seventh graders. Should all teachers be reading the announcements somewhere during the day? Shannon also stated that students will see early dismissals in the announcements. Justin will update student accounts so that all students will receive the announcements.

3. Extracurricular Updates

Formatting changes are needed on the website and a list will be given to Justin. Shannon and Carrie are working on this, but they are also trying to show grace to the teachers who are advisors. Information will ultimately be coming from the advisors.

Tammy wonders why activities which are suspended have had all of the information removed (eg, Battle of the Books). Shannon says we can have a conversation with the advisors, and this information can be added back to the website if the advisor chooses to do so.

4. Video Conference Best Practice Needs

Teachers have established their own rules for teachers and staff.

John says a document was shared by the counselors --the FIRE matrix--during workshop week. Justin will be sending an updated refinement of practices

5. Progress towards hybrid learning second semester **Tabled for another meeting**

B. Parent Needs Survey Update--There is a meeting tomorrow--September 10th.

C. Website Updates

1. Fall Opening Microsite - organization--Justin will provide this ASAP.
2. Activities/Athletics--
3. BOD packet and survey results location and availability--Safe plan: Carrie will attach it to the agenda and it will be removed after the meeting. Other plan: Carrie will add this to a BOD widget, which Justin will create this.

D. Distance Learning Technology

1. Who is responsible for creating and conducting training, what is the timing and where will it be posted? Much of this has already taken place since we are up and running. Justin will continue to offer training and tips as we move forward.
2. Updates?

III. Global external communications guideline plan (Justin)--skipping this agenda point for now

IV. Review committee's final report (last school year) (Cheri)

https://docs.google.com/document/d/1lc9PxWJlfDSXyASeoUMHG_LKT5DCVHm3L4WtvUJIPe4/edit?usp=sharing

Cheri shared the report. We had many accomplishments. The main one was definition of user groups, surveying their needs, and working with these groups.

Website improvements have been made.

The weekly update was started and will continue this year. Justin added in the most current Zoom link to the teacher updates.

Such things as the multicultural calendar, blog, global communication guideline plan still need to be worked on

Activities website needs to continually be updated and reviewed
 Staff biographies on the website need to be updated. New employees need to be trained.

Heather says we need to look at this report and determine which goals were not met due to COVID and determine what our new goals should be. Members should think about the goals they see for this group and bring them to the next meeting.

- V. Parent and Student Involvement - distance learning has provided challenges to how students and parents meet - brainstorm ideas how we can facilitate getting people connected--Heather suggests that we work toward this, especially this year while we are not mixing. How do we communicate with each other and build community while we are in DL? Heather suggests that this needs to be a quick goal. Perhaps PTO could help with accomplishing this goal since they also need to be supported. Creighton suggests we look at *Slack*. PTO does not have to follow the same laws as MSA, so perhaps they could explore an app we could use.

Girish wonders if part of the communication problem is the number of calendars MSA has.

VI. Old Business

- A. Activities description pages and rSchool calendar updates (Carrie and Shannon)
- B. Weekend Update - teacher alert system (Justin)
- C. Calendar - Important Religious Holiday updates - Update (John) John says he has not seen this and that Michelle says the Christian dates have not been added. Heather has those dates and will share the document with John.
- D. Calendar and Website Task Force- Update (Justin)
- E. Website Content Management Task Force - Update w/ Technology Committee

Next meeting: ???

- October 7th, 4:30-5:30 PM since the 14th is a no-school day at MSA.

Meeting adjourned at 5:43 PM

AFC Minutes
9/16/20 @ 4:30 pm

<https://zoom.us/j/98259149169?pwd=ZmpheU16ZjRQZmVRdVISSINRTWswQT09>

- I. Members present
 - A. Tom Johnston, Adam Bartz, Annie Cardenas, Justin Gehring

- II. Give to the Max (GTTM) ramp up
 - A. United Way campaign
 - B. We're going to create the GTTM work group, which will report to the AFC Committee
 - C. Will need to update corporate matching list
 - D. Reach out to previous large donors

- III. Message to community for GTTM Support
 - A. ie People with expertise in advertising, fundraising, etc.
 1. Tom will do this.

- IV. Future meeting dates and times
 - A. Dates TBD, 4pm start time

- V. Adjourn
 - A. 5:07 pm

Finance Committee Meeting**September 14th, 2020****4:30 pm****Join Zoom Meeting****<https://zoom.us/j/95521180136?pwd=MjdGbGpyVVd2OUliR01Jb2xZQkdsUT09>****Meeting ID: 977 6555 9667****Passcode: 4sAHsb**

Attendees:

1. Introductions

2. Financials - July

a. Reviewed financials and made note that our deficit for next year will be considerably less than reported last month.

b. Activities should be zeroed out for the beginning of FY 2021.

3. Fund Raising

Box tops and amazon smile update

Cody will check with Smile to see if we can change the point person.

4. Budgets Updates

No updates at this time.

5. Financial ratios to reports.

Added a bond covenant metrics to the "Hot Topics" section.

6. Cares Act update. (\$127,066)

- Internet Upgrade. (~\$45,000)

Comcast Comparison costs were discussed for 4 options: 2 with 1G bandwidth and 2 with 2G bandwidth.

Committee approved option 2, which was a 1G option with a monthly cost of \$1025 per month and an annual cost of \$12,300 and 5 year cost of \$80,961. The up front cost of this option is \$19,461. This option carries a 36 month term. MDE must approve the cost of the project prior to construction.

- Computer upgrade.(~\$45,000)

Justin is surveying the staff to see if they prefer a 13" or 15" monitor and will order for 40 teachers and admin staff.

- Tutor support. (~\$35,000)

Compared different vendor options.

Huntington was \$30/student support is in person.

Tutor.com was \$20.00/session with support being online. (~ 2 sessions per student) Willing to front load costs so we can pay for 1,750 hours.

Pricing is good for a calendar year.

Criteria for students getting tutoring help will be based on student performance during academic eligibility checks.

7. Bond Issuance

MSA Building Company's Bond are available for refinancing. If we proceed, there is a potential savings of \$1,064,966.63 over the course of the remaining bond length. There is a potential savings of close to \$31,000 for this school year, with a savings of over \$65,000 for the following year.

There is a concern as to how this will affect future bonds for an expansion so approval of legal counsel will be asked for at the next Board meeting.

FD T ORG PRG CRS FIN	OBJ	FYTD ACTIVITY	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
01 R 005 000 265 000 096 096	20-50014	147.33	1	Amazon Smile Deposit		08/13/20			-147.33
08/31/20 CR				August					-147.33
				*01 R 005 000 265 000 096					-147.33
				*Cash Receipts					-147.33

Grand Revenue Totals 147.33

Total for Cash Receipts -147.33

Grand Total -147.33

Number of Accounts: 1

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

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

CITY OF WOODBURY, MINNESOTA
CHARTER SCHOOL LEASE REVENUE REFUNDING BONDS (MSA BUILDING COMPANY)
\$7,750,000* SERIES 2020A&B

PRELIMINARY TERM SHEET
(subject to change)

- Issuer:** The Issuer will be the City of Woodbury, Minnesota.
- The Borrower:** The Borrower will be MSA Building Company (the “Company”), a Minnesota non-profit corporation and tax-exempt 501(c)(3) organization. The Company has been formed for the sole and exclusive purpose of leasing charter school facilities to Math & Science Academy (“MSA” or “the Charter School”).
- Project:** To current refund the outstanding Series 2012 Bonds for the purpose of debt service savings.
- Bond Proceeds:** Proceeds of the Series 2020 Bonds will be used to 1) refund the outstanding Series 2012 Bonds, 2) fund a debt service reserve fund, and 3) pay bond issuance costs.
- Escrow Fund:** The Escrow Fund is expected to total approximately \$8,832,503.71.
- Bond Maturity:** The Series 2020A Bonds will mature in term format and will have an expected final maturity of December 1, 2043. The Taxable Series 2020B Bonds are being issued to fund costs of issuance over 2% of the par amount of the Series 2020A Bonds and will amortize first and mature at the earliest date possible given the sinking fund schedule below. Amortization of the Series 2020A Bonds will begin after the Series 2020B bonds have been repaid.
- Payment Dates:** Interest due with respect to the Series 2020 Bonds is expected to be paid semi-annually on June 1 and December 1 of each year commencing June 1, 2021. Principal with respect to the Series 2020 Bonds is payable annually commencing December 2021*. Interest will be calculated on the basis of a 360-day year, with twelve months of thirty days, and the following amounts will comprise the principal/sinking fund schedule:

Estimated Maturity Schedule			
December 1 Year	Principal/Sinking Fund Amount	December 1 Year	Principal/Sinking Fund Amount
2021	\$210,000	2033	\$330,000
2022	210,000	2034	345,000
2023	220,000	2035	365,000
2024	225,000	2036	380,000
2025	240,000	2037	405,000
2026	245,000	2038	420,000
2027	255,000	2039	445,000
2028	270,000	2040	465,000
2029	275,000	2041	485,000
2030	290,000	2042	515,000
2031	300,000	2043	540,000
2032	315,000		

Optional Redemption:	Optional redemption dates for the Series 2020A Bonds TBD. <i>(The standard optional redemption provision is ten years @ 100%.)</i>
Tax-Exempt/Bank Qualification Status:	The Series 2020A Bonds will be tax-exempt obligations of the Issuer pursuant to either Section 103 or Section 145 of the Internal Revenue Code, as amended. The Series 2020B Bonds will be subject to federal taxation but exempt from Minnesota state income taxation. The Series 2020 A&B Bonds will not be designated as bank qualified and will not be subject to the alternative minimum tax for individuals.
Bond Rating:	MSA's currently outstanding debt is rated BBB- (stable outlook) by S&P Global Ratings. It is anticipated that the Series 2020 Bonds will be rated BBB- by S&P Global Ratings.
Expected Delivery & Dated Date:	November 17, 2020
Debt Service:	The principal and interest debt service payment on the Series 2020 Bonds is expected to be approximately \$565,000 annually through 2043.
Security:	<p>Security for the Series 2020 Bonds shall include the following:</p> <ul style="list-style-type: none"> ➤ Pledge and assignment to the Trustee of all State funding due to the School from the State; ➤ A debt service reserve fund in the amount of one year's maximum annual debt service on the Bonds will be held by the Trustee for the benefit of bondholders; ➤ Capital Improvement Fund to be funded per terms of the Indenture; ➤ First Mortgage and security interest on the land, building and personal property financed; ➤ Assignment of all leases between the Company and all other organizations; ➤ Intercreditor agreement limiting line of credit lender to first priority lien on General Education Funding only in the amount needed to repay the LoC; and ➤ Other security provisions as determined essential to the offering
Financial Covenants:	<p>Financial covenants for the Series 2020 Bonds shall include the following:</p> <ul style="list-style-type: none"> ➤ Minimum liquidity covenant <ul style="list-style-type: none"> - 30 Days Cash on Hand ("DCOH"); hire management consultant if <30 ➤ Debt Service Coverage Ratio ("DSCR") <ul style="list-style-type: none"> - ≥1.10x Maximum Annual Debt Service ("MADS") if DCOH is <60 - 1.00x MADS if DCOH ≥60; hire management consultant if less - DSCR <1.00x is an Event of Default ➤ Additional Bonds Test <ul style="list-style-type: none"> - 1.00x historical MADS (existing debt) - 1.25x projected MADS (existing and new debt) first measured in the 2nd year after any new facility financed with the additional bonds is put in service
Bond Trustee:	U.S. Bank
Registrar/Paying Agent:	The Series 2020 Bonds will be issued as fully registered bonds and when issued, will be registered in the name of Cede & Co. as nominee of the Depository Trust Co., New York, New York. The Bond Trustee is expected to serve as initial registrar and paying agent.
Bond Counsel:	Kennedy & Graven, Chartered
Borrower's Counsel:	Best & Flanagan
Underwriter's Counsel:	Ballard Spahr LLP

Sources and Uses:

An estimate of the sources and uses of funds for the Project is as follows:

Sources:

Par Amount of Series 2020 Bonds	\$7,750,000.00
Premium	1,351,955.10
2012 Reserve Fund	<u>641,142.50</u>
TOTAL SOURCES	<u>\$9,743,097.60</u>

Uses:

Refunding Escrow Deposit	\$8,832,503.71
Deposit to Reserve Fund	568,900.00
Costs of Issuance (incl. Underwriter's Discount)	<u>341,693.89</u>
TOTAL USES	<u>\$9,743,097.60</u>

Underwriter's Discount:

Baird's proposed underwriting fee/spread is 1.25% of the gross proceeds of the Series 2020 Bonds.

Conditions Precedent to Funding & Closing:

The Project shall be fully funded at issuance of the Series 2020 Bonds, subject to the following conditions:

- Verification of enrollment, certification of Charter in good standing;
- Verification of waiting list;
- 5-year forecasted budget;
- Title Insurance in an amount and form acceptable to the Underwriter;
- All appropriate documentation shall have been completed to the mutual satisfaction of all parties and all requisite legal opinions shall have been given;
- Signed Bond Purchase Agreement between Borrower and Underwriter; and
- Other conditions as determined during the course of the Offering

Type of Offering:

The Series 2020 Bonds will be offered as a limited public offering with Robert W. Baird & Co. Incorporated serving as Underwriter. The Series 2020 Bonds will be offered in minimum denominations to be determined by the issuance policies of the City of Woodbury, Minnesota

**City of Woodbury, Minnesota
(MSA Building Company)
Charter School Lease Revenue Refunding Bonds, Series 2020**



**Preliminary Financing Timetable
as of September 11, 2020**

September 2020							October 2020							November 2020						
S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa
		1	2	3	4	5					1	2	3	1	2	3	4	5	6	7
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
27	28	29	30				25	26	27	28	29	30	31	29	30					

<u>Date</u>	<u>Activity/Task</u>	<u>Parties Responsible</u>
September 14	Finance committee consideration of transaction	MSA
September 21	MSA Board meeting to approve financing team and begin working on the transaction	MSA, ABC
September 22	Financing kickoff call	Working Group
September 25	First draft of bond documents distributed	KG
September 29	First draft of POS & Appendix A distributed	BS
October 1	Weekly check-in call	Working Group
October 2	Comments due on Bond Documents, POS & Appendix A	All
October 5	Circulate draft MSA financing resolutions	BORC
October 6	Distribute updated Bond Documents, POS & Appendix A	BS, KG
October 7	Credit package sent to S&P analysts Presentation to Baird internal credit committee	RWB RWB
October 8	Weekly check-in call	Working Group
October 14	City Council Parameters Resolution Considered	KG, CITY
October 15	Rating Presentation conference call	MSA, RWB, S&P
October 16	Final due diligence conference call	MSA, BORC, BS, RWB
October 19	MSA Board meeting to approve financing resolutions POS finalized and posted Baird begins marketing process	MSA, ABC, BORC BS, RWB RWB
October 20	Record investor presentation	MSA, FM, RWB
October 23	Receive bond rating from S&P	RWB
October 28	Investor Q&A conference call	MSA, FM, RWB
November 4	Pre-pricing call	MSA, RWB
November 5	Bond pricing Bond Purchase Agreement signed	RWB MSA, ABC, CITY, RWB
November 16	Pre-closing	Working Group
November 17	Bond closing	Working Group

**City of Woodbury, Minnesota
(MSA Building Company)
Charter School Lease Revenue Refunding Bonds, Series 2020**



Preliminary Financing Timetable
as of September 11, 2020

September 2020							October 2020							November 2020						
S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa
		1	2	3	4	5					1	2	3	1	2	3	4	5	6	7
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
27	28	29	30				25	26	27	28	29	30	31	29	30					

Working Group Key:

ABC	MSA Building Company	(Borrower)
MSA	Math & Science Academy	(School)
CITY	City of Woodbury, Minnesota	(Issuer)
BORC	Best & Flanagan	(Borrower/School's Counsel)
KG	Kennedy & Graven, Chartered	(Bond Counsel)
BS	Ballard Spahr LLP	(Underwriter's Counsel)
FM	BerganKDV	(Finance Manager)
RWB	Baird	(Underwriter)
T	U.S. Bank	(Trustee)

**City of Woodbury, Minnesota
(MSA Building Company)
Charter School Lease Revenue Refunding Bonds, Series 2020**

**Distribution List
as of September 11, 2020**

	<u>Phone Number</u>	<u>Mobile Number</u>	<u>E-Mail Address</u>
<u>BORROWER</u>			
MSA Building Company			
□	□	□	□
<u>CHARTER SCHOOL</u>			
Math & Science Academy 8430 Woodbury Crossing Woodbury, MN 55125			
John Gawarecki, Executive Director	(651) 578-7507	(651) 308-2017	jgawarecki@mnmsa.org
<u>FINANCE MANAGER</u>			
BergankDVB 22488 Chippendale Avenue Farmington, MN 55024			
Jenny Abbs	(952) 563-6835	□	jenny.abbs@bergankdv.com
<u>BORROWER/CHARTER SCHOOL'S COUNSEL</u>			
Best & Flanagan 60 South Sixth Street, Suite 2700 Minneapolis, MN 55402			
Craig Kepler	(612) 349-5640		ckepler@bestlaw.com
<u>ISSUER</u>			
City of Woodbury 8301 Valley Creek Road Woodbury, MN 55125			
□	□	□	□
<u>BOND COUNSEL</u>			
Kennedy & Graven, Chartered 470 U.S. Bank Plaza 200 South 6th Street Minneapolis, MN 55402			
Sofia Lykke, Esq.	(612) 337-9283	□	slykke@kennedy-graven.com

Phone Number Mobile Number E-Mail Address

UNDERWRITER

Baird
7755 3rd Street North, Suite 400
Saint Paul, MN 55128

Bruce Sorensen, Managing Director (952) 838-8080 (612) 802-1714 bsorensen@rwbaird.com

210 University Boulevard, Suite 460
Denver, CO 80206

Will McIntyre, Assistant Vice President (303) 270-6352 (724) 699-1020 wrmcintyre@rwbaird.com

UNDERWRITER'S COUNSEL

Ballard Spahr LLP
2000 IDS Center
80 South 8th Street
Minneapolis, MN 55402

Ben Johnson, Esq.	(612) 371-6223	☐	johnsonbw@ballardspahr.com
Tyler Cobb, Associate	(602) 798-5420	☐	cobbt@ballardspahr.com
Barbara Skaar, Paralegal	(612) 371-2427	☐	skaarb@ballardspahr.com
Leslie Lundeen, Paralegal	(612) 371-2442	☐	lundeenl@ballardspahr.com

TRUSTEE

U.S. Bank
Mail Code EP-MN-WS3C
60 Livingston Avenue
Saint Paul, MN 55107

Molly Kay Beane, Relationship Manager (651) 466-6306 ☐ molly.beane@usbank.com

TITLE COMPANY

Guaranty Commercial Title, Inc.
465 Nicollet Mall
Suite 230
Minneapolis, MN 55401

Wendy Ethen, Esq., President (612) 746-0412 ☐ wethen@guarantytitle.net

AUDITOR

☐
☐ ☐ ☐ ☐

ALL EMAIL ADDRESSES

jgawarecki@mnmsa.org; jenny.abbs@bergankdv.com; ckepler@bestlaw.com; slykke@kennedy-graven.com;
bsorensen@rwbaird.com; wrmcintyre@rwbaird.com; johnsonbw@ballardspahr.com; cobbt@ballardspahr.com;
skaarb@ballardspahr.com; lundeenl@ballardspahr.com; molly.beane@usbank.com; wethen@guarantytitle.net;

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(Math and Science Academy)
Assumes BBB- Rated
Estimated Rates As of 8-25-2020
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IMPORTANT DISCLOSURES

CITY OF WOODBURY, MINNESOTA
Hypothetical Series 2020 Charter School Lease Revenue Bonds
(Math and Science Academy)
Assumes BBB- Rated
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** Preliminary: For Discussion Purposes **

Robert W. Baird & Co. Incorporated ("Baird") is not recommending any action to you. Baird is not acting as an advisor to you and does not owe you a fiduciary duty pursuant to Section 15B of the Securities Exchange Act of 1934. Baird is acting for its own interests. You should discuss the information contained herein with any and all internal or external advisors and experts you deem appropriate before acting on the information. Baird seeks to serve as an underwriter (or placement agent) on a future transaction and not as a financial advisor or municipal advisor. The primary role of an underwriter (or placement agent) is to purchase, or arrange for the placement of, securities in an arm's length commercial transaction with the issuer, and it has financial and other interests that differ from those of the issuer. The information provided is for discussion purposes only, in seeking to serve as underwriter (or placement agent). See "Important Disclosures" contained herein.

POTENTIAL SOURCES AND USES OF FUNDS

CITY OF WOODBURY, MINNESOTA
Hypothetical Series 2020 Charter School Lease Revenue Bonds
(Math and Science Academy)
Assumes BBB- Rated
Estimated Rates As of 8-25-2020

** Preliminary: For Discussion Purposes **

Assumed Dated Date 12/01/2020
Assumed Delivery Date 12/01/2020

Potential Sources:	Series 2020A (Tax Exempt)	Series 2020B (Taxable)	Total
Bond Proceeds:			
Par Amount	7,570,000.00	180,000.00	7,750,000.00
Premium	1,351,955.10		1,351,955.10
	<u>8,921,955.10</u>	<u>180,000.00</u>	<u>9,101,955.10</u>
Other Sources of Funds:			
Debt Service Reserve Fund	641,142.50		641,142.50
	<u>9,563,097.60</u>	<u>180,000.00</u>	<u>9,743,097.60</u>
Potential Uses:			
Refunding Escrow Deposits:			
Cash Deposit	0.71		0.71
SLGS Purchases	8,832,503.00		8,832,503.00
	<u>8,832,503.71</u>		<u>8,832,503.71</u>
Other Fund Deposits:			
Debt Service Reserve Fund	555,686.84	13,213.16	568,900.00
Assumed Delivery Date Expenses:			
Cost of Issuance	39,609.77	160,390.23	200,000.00
Underwriter's Discount	133,829.33	2,700.00	136,529.33
	<u>173,439.10</u>	<u>163,090.23</u>	<u>336,529.33</u>
Other Uses of Funds:			
Contingency	1,467.95	3,696.61	5,164.56
	<u>9,563,097.60</u>	<u>180,000.00</u>	<u>9,743,097.60</u>

Notes:

Cost of issuance and underwriter's discount reflect hypothetical estimates based on Baird's experience with similar transactions.

Preliminary and subject to change.

BOND DEBT SERVICE BREAKDOWN

CITY OF WOODBURY, MINNESOTA
Hypothetical Series 2020 Charter School Lease Revenue Bonds
(Math and Science Academy)
Assumes BBB- Rated
Estimated Rates As of 8-25-2020

** Preliminary: For Discussion Purposes **

Period Ending	Series 2020A (Tax Exempt)	Series 2020B (Taxable)	Total
06/30/2021	177,950	3,600	181,550
06/30/2022	385,300	183,600	568,900
06/30/2023	560,500		560,500
06/30/2024	561,900		561,900
06/30/2025	558,000		558,000
06/30/2026	563,700		563,700
06/30/2027	559,000		559,000
06/30/2028	559,000		559,000
06/30/2029	563,500		563,500
06/30/2030	557,600		557,600
06/30/2031	561,300		561,300
06/30/2032	558,000		558,000
06/30/2033	557,625		557,625
06/30/2034	556,500		556,500
06/30/2035	554,625		554,625
06/30/2036	556,875		556,875
06/30/2037	553,250		553,250
06/30/2038	558,625		558,625
06/30/2039	553,000		553,000
06/30/2040	556,375		556,375
06/30/2041	553,625		553,625
06/30/2042	549,875		549,875
06/30/2043	554,875		554,875
06/30/2044	553,500		553,500
	12,824,500	187,200	13,011,700

BOND DEBT SERVICE

CITY OF WOODBURY, MINNESOTA
Hypothetical Series 2020 Charter School Lease Revenue Bonds
(Math and Science Academy)
Assumes BBB- Rated
Estimated Rates As of 8-25-2020

** Preliminary: For Discussion Purposes **

Period Ending	Assumed Dated Date		12/01/2020		Annual Debt Service
	Principal	Coupon	Interest	Debt Service	
06/01/2021			181,550	181,550	181,550
12/01/2021	210,000	4.000%	181,550	391,550	
06/01/2022			177,350	177,350	568,900
12/01/2022	210,000	4.000%	177,350	387,350	
06/01/2023			173,150	173,150	560,500
12/01/2023	220,000	4.000%	173,150	393,150	
06/01/2024			168,750	168,750	561,900
12/01/2024	225,000	4.000%	168,750	393,750	
06/01/2025			164,250	164,250	558,000
12/01/2025	240,000	4.000%	164,250	404,250	
06/01/2026			159,450	159,450	563,700
12/01/2026	245,000	4.000%	159,450	404,450	
06/01/2027			154,550	154,550	559,000
12/01/2027	255,000	4.000%	154,550	409,550	
06/01/2028			149,450	149,450	559,000
12/01/2028	270,000	4.000%	149,450	419,450	
06/01/2029			144,050	144,050	563,500
12/01/2029	275,000	4.000%	144,050	419,050	
06/01/2030			138,550	138,550	557,600
12/01/2030	290,000	4.000%	138,550	428,550	
06/01/2031			132,750	132,750	561,300
12/01/2031	300,000	5.000%	132,750	432,750	
06/01/2032			125,250	125,250	558,000
12/01/2032	315,000	5.000%	125,250	440,250	
06/01/2033			117,375	117,375	557,625
12/01/2033	330,000	5.000%	117,375	447,375	
06/01/2034			109,125	109,125	556,500
12/01/2034	345,000	5.000%	109,125	454,125	
06/01/2035			100,500	100,500	554,625
12/01/2035	365,000	5.000%	100,500	465,500	
06/01/2036			91,375	91,375	556,875
12/01/2036	380,000	5.000%	91,375	471,375	
06/01/2037			81,875	81,875	553,250
12/01/2037	405,000	5.000%	81,875	486,875	
06/01/2038			71,750	71,750	558,625
12/01/2038	420,000	5.000%	71,750	491,750	
06/01/2039			61,250	61,250	553,000
12/01/2039	445,000	5.000%	61,250	506,250	
06/01/2040			50,125	50,125	556,375
12/01/2040	465,000	5.000%	50,125	515,125	
06/01/2041			38,500	38,500	553,625
12/01/2041	485,000	5.000%	38,500	523,500	
06/01/2042			26,375	26,375	549,875
12/01/2042	515,000	5.000%	26,375	541,375	
06/01/2043			13,500	13,500	554,875
12/01/2043	540,000	5.000%	13,500	553,500	
	7,750,000		5,261,700	13,011,700	13,011,700

BOND PRICING

CITY OF WOODBURY, MINNESOTA
Hypothetical Series 2020 Charter School Lease Revenue Bonds
(Math and Science Academy)
Assumes BBB- Rated
Estimated Rates As of 8-25-2020

** Preliminary: For Discussion Purposes **

Bond Component	Maturity Date	Amount	Rate	Yield	Price	Yield to Maturity	Call Date	Call Price	Premium (-Discount)
Taxable Term Bond:	12/01/2021	180,000	4.000%	4.000%	100.000				
2030 Term Bond:	12/01/2021	30,000	4.000%	2.280%	115.302				4,590.60
	12/01/2022	210,000	4.000%	2.280%	115.302				32,134.20
	12/01/2023	220,000	4.000%	2.280%	115.302				33,664.40
	12/01/2024	225,000	4.000%	2.280%	115.302				34,429.50
	12/01/2025	240,000	4.000%	2.280%	115.302				36,724.80
	12/01/2026	245,000	4.000%	2.280%	115.302				37,489.90
	12/01/2027	255,000	4.000%	2.280%	115.302				39,020.10
	12/01/2028	270,000	4.000%	2.280%	115.302				41,315.40
	12/01/2029	275,000	4.000%	2.280%	115.302				42,080.50
	12/01/2030	290,000	4.000%	2.280%	115.302				44,375.80
		<u>2,260,000</u>							<u>345,825.20</u>
2037 Term Bond:	12/01/2031	300,000	5.000%	2.700%	120.038 C	3.434%	12/01/2030	100.000	60,114.00
	12/01/2032	315,000	5.000%	2.700%	120.038 C	3.434%	12/01/2030	100.000	63,119.70
	12/01/2033	330,000	5.000%	2.700%	120.038 C	3.434%	12/01/2030	100.000	66,125.40
	12/01/2034	345,000	5.000%	2.700%	120.038 C	3.434%	12/01/2030	100.000	69,131.10
	12/01/2035	365,000	5.000%	2.700%	120.038 C	3.434%	12/01/2030	100.000	73,138.70
	12/01/2036	380,000	5.000%	2.700%	120.038 C	3.434%	12/01/2030	100.000	76,144.40
	12/01/2037	405,000	5.000%	2.700%	120.038 C	3.434%	12/01/2030	100.000	81,153.90
		<u>2,440,000</u>							<u>488,927.20</u>
2043 Term Bond:	12/01/2038	420,000	5.000%	2.910%	118.021 C	3.816%	12/01/2030	100.000	75,688.20
	12/01/2039	445,000	5.000%	2.910%	118.021 C	3.816%	12/01/2030	100.000	80,193.45
	12/01/2040	465,000	5.000%	2.910%	118.021 C	3.816%	12/01/2030	100.000	83,797.65
	12/01/2041	485,000	5.000%	2.910%	118.021 C	3.816%	12/01/2030	100.000	87,401.85
	12/01/2042	515,000	5.000%	2.910%	118.021 C	3.816%	12/01/2030	100.000	92,808.15
	12/01/2043	540,000	5.000%	2.910%	118.021 C	3.816%	12/01/2030	100.000	97,313.40
		<u>2,870,000</u>							<u>517,202.70</u>
		<u>7,750,000</u>							<u>1,351,955.10</u>

Assumed Dated Date	12/01/2020	
Assumed Delivery Date	12/01/2020	
First Coupon	06/01/2021	
Par Amount	7,750,000.00	
Premium	1,351,955.10	
Production	9,101,955.10	117.444582%
Underwriter's Discount	(136,529.33)	(1.761669%)
Purchase Price	8,965,425.77	115.682913%
Accrued Interest		
Net Proceeds	8,965,425.77	

BOND SUMMARY STATISTICS

CITY OF WOODBURY, MINNESOTA
Hypothetical Series 2020 Charter School Lease Revenue Bonds
(Math and Science Academy)

Assumes BBB- Rated

Estimated Rates As of 8-25-2020

** Preliminary: For Discussion Purposes **

Assumed Dated Date	12/01/2020
Assumed Delivery Date	12/01/2020
First Coupon	06/01/2021
Last Maturity	12/01/2043
Arbitrage Yield	2.510835%
Potential True Interest Cost (TIC)	3.368103%
Potential Net Interest Cost (NIC)	3.744123%
Potential All-In TIC	3.589447%
Average Coupon	4.868789%
Average Life (years)	13.945
Weighted Average Maturity (years)	14.308
Duration of Issue (years)	10.417
Par Amount	7,750,000.00
Bond Proceeds	9,101,955.10
Total Interest	5,261,700.00
Net Interest	4,046,274.23
Bond Years from Assumed Dated Date	108,070,000.00
Bond Years from Assumed Delivery Date	108,070,000.00
Total Debt Service	13,011,700.00
Maximum Annual Debt Service	568,900.00
Average Annual Debt Service	565,726.09

Bond Component	Par Value	Price	Average Coupon	Average Life	Average Maturity Date	PV of 1 bp change
Taxable Term Bond	180,000.00	100.000	4.000%	1.000	12/01/2021	18.00
2030 Term Bond	2,260,000.00	115.302	4.000%	6.195	02/10/2027	2,169.60
2037 Term Bond	2,440,000.00	120.038	5.000%	14.197	02/11/2035	2,366.80
2043 Term Bond	2,870,000.00	118.021	5.000%	20.645	07/24/2041	2,755.20
	7,750,000.00			13.945		7,309.60

	TIC	All-In TIC	Arbitrage Yield
Par Value	7,750,000.00	7,750,000.00	7,570,000.00
+ Accrued Interest			
+ Premium (Discount)	1,351,955.10	1,351,955.10	1,351,955.10
- Underwriter's Discount	(136,529.33)	(136,529.33)	
- Cost of Issuance Expense		(200,000.00)	
- Other Amounts			
Target Value	8,965,425.77	8,765,425.77	8,921,955.10
Target Date	12/01/2020	12/01/2020	12/01/2020
Yield	3.368103%	3.589447%	2.510835%

SUMMARY OF REFUNDING RESULTS

CITY OF WOODBURY, MINNESOTA
Hypothetical Series 2020 Charter School Lease Revenue Bonds
(Math and Science Academy)

Assumes BBB- Rated

Estimated Rates As of 8-25-2020

** Preliminary: For Discussion Purposes **

Assumed Dated Date	12/01/2020
Assumed Delivery Date	12/01/2020
Arbitrage yield	2.510835%
Escrow yield	0.069050%
Value of Negative Arbitrage	17,839.56
Bond Par Amount	7,750,000.00
Potential True Interest Cost	3.368103%
Potential Net Interest Cost	3.744123%
Potential All-In TIC	3.589447%
Average Coupon	4.868789%
Average Life	13.945
Par amount of refunded bonds	8,625,000.00
Average coupon of refunded bonds	4.993803%
Average life of refunded bonds	14.084
PV of prior debt to 12/01/2020 @ 3.589447%	9,897,500.34
Potential Net PV Savings	1,064,996.63
Percentage savings of refunded bonds	12.347787%
Percentage savings of refunding bonds	13.741892%

Notes:

These illustrations represent a mathematical calculation of potential interest cost savings/(loss), assuming hypothetical rates. Interest rates and costs of issuance are only estimates for illustrative purposes and are based on Baird's experience with comparable transactions. Actual interest rates and costs of issuance will vary. If actual rates are higher than those assumed, the interest cost savings would be lower. These illustrations provide information and are not intended to be a recommendation, proposal or otherwise considered advice.

SAVINGS

CITY OF WOODBURY, MINNESOTA
Hypothetical Series 2020 Charter School Lease Revenue Bonds
(Math and Science Academy)
Assumes BBB- Rated
Estimated Rates As of 8-25-2020
** Preliminary: For Discussion Purposes **

Date	Prior Debt Service	Refunding Debt Service	Savings	Present Value to 12/01/2020 @ 3.5894472%
06/30/2021	213,071.25	181,550.00	31,521.25	30,965.50
06/30/2022	637,111.25	568,900.00	68,211.25	65,288.02
06/30/2023	633,790.00	560,500.00	73,290.00	67,737.57
06/30/2024	633,750.00	561,900.00	71,850.00	64,097.26
06/30/2025	632,000.00	558,000.00	74,000.00	63,744.76
06/30/2026	634,625.00	563,700.00	70,925.00	58,966.17
06/30/2027	631,625.00	559,000.00	72,625.00	58,303.06
06/30/2028	633,000.00	559,000.00	74,000.00	57,363.33
06/30/2029	633,625.00	563,500.00	70,125.00	52,469.44
06/30/2030	628,625.00	557,600.00	71,025.00	51,316.20
06/30/2031	632,875.00	561,300.00	71,575.00	49,936.73
06/30/2032	631,250.00	558,000.00	73,250.00	49,335.88
06/30/2033	628,875.00	557,625.00	71,250.00	46,318.02
06/30/2034	630,625.00	556,500.00	74,125.00	46,522.08
06/30/2035	626,500.00	554,625.00	71,875.00	43,540.82
06/30/2036	626,500.00	556,875.00	69,625.00	40,711.12
06/30/2037	625,500.00	553,250.00	72,250.00	40,786.37
06/30/2038	628,375.00	558,625.00	69,750.00	38,007.43
06/30/2039	625,125.00	553,000.00	72,125.00	37,943.67
06/30/2040	625,750.00	556,375.00	69,375.00	35,230.99
06/30/2041	625,125.00	553,625.00	71,500.00	35,055.77
06/30/2042	623,250.00	549,875.00	73,375.00	34,732.38
06/30/2043	625,000.00	554,875.00	70,125.00	32,045.72
06/30/2044	625,250.00	553,500.00	71,750.00	31,656.26
	14,691,222.50	13,011,700.00	1,679,522.50	1,132,074.57

Savings Summary

PV of savings from cash flow	1,132,074.57
Less: Prior funds on hand	(641,142.50)
Plus: Refunding funds on hand	574,064.56
Potential Net PV Savings	1,064,996.63

Notes:

These illustrations represent a mathematical calculation of potential interest cost savings/(loss), assuming hypothetical rates. Interest rates and costs of issuance are only estimates for illustrative purposes and are based on Baird's experience with comparable transactions. Actual interest rates and costs of issuance will vary. If actual rates are higher than those assumed, the interest cost savings would be lower. These illustrations provide information and are not intended to be a recommendation, proposal or otherwise considered advice.

SUMMARY OF BONDS REFUNDED

CITY OF WOODBURY, MINNESOTA
Hypothetical Series 2020 Charter School Lease Revenue Bonds
(Math and Science Academy)
Assumes BBB- Rated
Estimated Rates As of 8-25-2020

** Preliminary: For Discussion Purposes **

Bond	Maturity Date	Interest Rate	Par Amount	Call Date	Call Price
Charter School Lease Revenue Bonds, Series 2012A, 2012A, SERIAL:					
	12/01/2021	3.750%	215,000.00	12/31/2020	102.000
	12/01/2022	3.900%	220,000.00	12/31/2020	102.000
			435,000.00		
Charter School Lease Revenue Bonds, Series 2012A, 2012A, TERM2027:					
	12/01/2023	5.000%	230,000.00	12/31/2020	102.000
	12/01/2024	5.000%	240,000.00	12/31/2020	102.000
	12/01/2025	5.000%	255,000.00	12/31/2020	102.000
	12/01/2026	5.000%	265,000.00	12/31/2020	102.000
	12/01/2027	5.000%	280,000.00	12/31/2020	102.000
			1,270,000.00		
Charter School Lease Revenue Bonds, Series 2012A, 2012A, TERM2032:					
	12/01/2028	5.000%	295,000.00	12/31/2020	102.000
	12/01/2029	5.000%	305,000.00	12/31/2020	102.000
	12/01/2030	5.000%	325,000.00	12/31/2020	102.000
	12/01/2031	5.000%	340,000.00	12/31/2020	102.000
	12/01/2032	5.000%	355,000.00	12/31/2020	102.000
			1,620,000.00		
Charter School Lease Revenue Bonds, Series 2012A, 2012A, TERM2043:					
	12/01/2033	5.000%	375,000.00	12/31/2020	102.000
	12/01/2034	5.000%	390,000.00	12/31/2020	102.000
	12/01/2035	5.000%	410,000.00	12/31/2020	102.000
	12/01/2036	5.000%	430,000.00	12/31/2020	102.000
	12/01/2037	5.000%	455,000.00	12/31/2020	102.000
	12/01/2038	5.000%	475,000.00	12/31/2020	102.000
	12/01/2039	5.000%	500,000.00	12/31/2020	102.000
	12/01/2040	5.000%	525,000.00	12/31/2020	102.000
	12/01/2041	5.000%	550,000.00	12/31/2020	102.000
	12/01/2042	5.000%	580,000.00	12/31/2020	102.000
	12/01/2043	5.000%	610,000.00	12/31/2020	102.000
			5,300,000.00		
			8,625,000.00		

PRIOR BOND DEBT SERVICE

CITY OF WOODBURY, MINNESOTA
Hypothetical Series 2020 Charter School Lease Revenue Bonds
(Math and Science Academy)
Assumes BBB- Rated
Estimated Rates As of 8-25-2020

** Preliminary: For Discussion Purposes **

Assumed Dated Date 12/01/2020
Assumed Delivery Date 12/01/2020

Period Ending	Principal	Coupon	Interest	Debt Service	Annual Debt Service
06/01/2021			213,071.25	213,071.25	213,071.25
12/01/2021	215,000	3.750%	213,071.25	428,071.25	
06/01/2022			209,040.00	209,040.00	637,111.25
12/01/2022	220,000	3.900%	209,040.00	429,040.00	
06/01/2023			204,750.00	204,750.00	633,790.00
12/01/2023	230,000	5.000%	204,750.00	434,750.00	
06/01/2024			199,000.00	199,000.00	633,750.00
12/01/2024	240,000	5.000%	199,000.00	439,000.00	
06/01/2025			193,000.00	193,000.00	632,000.00
12/01/2025	255,000	5.000%	193,000.00	448,000.00	
06/01/2026			186,625.00	186,625.00	634,625.00
12/01/2026	265,000	5.000%	186,625.00	451,625.00	
06/01/2027			180,000.00	180,000.00	631,625.00
12/01/2027	280,000	5.000%	180,000.00	460,000.00	
06/01/2028			173,000.00	173,000.00	633,000.00
12/01/2028	295,000	5.000%	173,000.00	468,000.00	
06/01/2029			165,625.00	165,625.00	633,625.00
12/01/2029	305,000	5.000%	165,625.00	470,625.00	
06/01/2030			158,000.00	158,000.00	628,625.00
12/01/2030	325,000	5.000%	158,000.00	483,000.00	
06/01/2031			149,875.00	149,875.00	632,875.00
12/01/2031	340,000	5.000%	149,875.00	489,875.00	
06/01/2032			141,375.00	141,375.00	631,250.00
12/01/2032	355,000	5.000%	141,375.00	496,375.00	
06/01/2033			132,500.00	132,500.00	628,875.00
12/01/2033	375,000	5.000%	132,500.00	507,500.00	
06/01/2034			123,125.00	123,125.00	630,625.00
12/01/2034	390,000	5.000%	123,125.00	513,125.00	
06/01/2035			113,375.00	113,375.00	626,500.00
12/01/2035	410,000	5.000%	113,375.00	523,375.00	
06/01/2036			103,125.00	103,125.00	626,500.00
12/01/2036	430,000	5.000%	103,125.00	533,125.00	
06/01/2037			92,375.00	92,375.00	625,500.00
12/01/2037	455,000	5.000%	92,375.00	547,375.00	
06/01/2038			81,000.00	81,000.00	628,375.00
12/01/2038	475,000	5.000%	81,000.00	556,000.00	
06/01/2039			69,125.00	69,125.00	625,125.00
12/01/2039	500,000	5.000%	69,125.00	569,125.00	
06/01/2040			56,625.00	56,625.00	625,750.00
12/01/2040	525,000	5.000%	56,625.00	581,625.00	
06/01/2041			43,500.00	43,500.00	625,125.00
12/01/2041	550,000	5.000%	43,500.00	593,500.00	
06/01/2042			29,750.00	29,750.00	623,250.00
12/01/2042	580,000	5.000%	29,750.00	609,750.00	
06/01/2043			15,250.00	15,250.00	625,000.00
12/01/2043	610,000	5.000%	15,250.00	625,250.00	625,250.00
	8,625,000		6,066,222.50	14,691,222.50	14,691,222.50

ESCROW REQUIREMENTS

CITY OF WOODBURY, MINNESOTA
Hypothetical Series 2020 Charter School Lease Revenue Bonds
(Math and Science Academy)
Assumes BBB- Rated
Estimated Rates As of 8-25-2020
** Preliminary: For Discussion Purposes **

Assumed Dated Date 12/01/2020
Assumed Delivery Date 12/01/2020

Period Ending	Interest	Principal Redeemed	Redemption Premium	Total
12/31/2020	35,511.88	8,625,000.00	172,500.00	8,833,011.88
	35,511.88	8,625,000.00	172,500.00	8,833,011.88

IMPORTANT DISCLOSURES

CITY OF WOODBURY, MINNESOTA
Hypothetical Series 2020 Charter School Lease Revenue Bonds
(Math and Science Academy)
Assumes BBB- Rated
Estimated Rates As of 8-25-2020
**** Preliminary: For Discussion Purposes ****

Robert W. Baird & Co. Incorporated ('Baird') is not recommending that you take or not take any action. Baird is not acting as financial advisor or municipal advisor to you and does not owe a fiduciary duty pursuant to Section 15B of the Securities Exchange Act of 1934 to you with respect to the information contained herein and/or accompanying materials (collectively, the 'Materials'). Baird is acting for its own interests. You should discuss the Materials with any and all internal or external advisors and experts that you deem appropriate before acting on the Materials.

Baird seeks to serve as underwriter in connection with a possible issuance of municipal securities you may be considering and not as financial advisor or municipal advisor. Baird is providing the Materials for discussion purposes only, in anticipation of being engaged to serve as underwriter (or placement agent). Any municipal securities that are issued on your behalf or for your benefit would be issued by a municipal conduit issuer. Thus, if engaged as underwriter Baird would serve as underwriter to the municipal conduit issuer.

The role of an underwriter includes the following: Municipal Securities Rulemaking Board Rule G-17 requires an underwriter to deal fairly at all times with both municipal issuers and investors. An underwriter's primary role is to purchase the proposed securities to be issued with a view to distribution in an arm's length commercial transaction with the issuer. An underwriter has financial and other interests that differ from those of the issuer. An underwriter may provide advice to the issuer concerning the structure, timing, terms, and other similar matters for an issuance of municipal securities. Any such advice, however, would be provided in the context of serving as an underwriter and not as municipal advisor, financial advisor or fiduciary. Unlike a municipal advisor, an underwriter does not have a fiduciary duty to the issuer under the federal securities laws and is therefore not required by federal law to act in the best interests of the issuer without regard to its own financial or other interests. An underwriter has a duty to purchase securities from the issuer at a fair and reasonable price but must balance that duty with its duty to sell those securities to investors at prices that are fair and reasonable. An underwriter will review the official statement (if any) applicable to the proposed issuance in accordance with, and as part of, its responsibilities to investors under the federal securities laws, as applied to the facts and circumstances of the proposed issuance.

The Materials do not include any proposals, recommendations or suggestions that you take or refrain from taking any action with regard to an issuance of municipal securities and are not intended to be and should not be construed as "advice" within the meaning of Section 15B of the Securities Exchange Act of 1934 or Rule 15Ba1-1 thereunder. The Materials are intended to provide information of a factual, objective or educational nature, as well as general information about Baird (including its Public Finance unit) and its experience, qualifications and capabilities.

Any information or estimates contained in the Materials are based on publicly available data, including information about recent transactions believed to be comparable, and Baird's experience, and are subject to change without notice. Baird has not independently verified the accuracy of such data. Interested parties are advised to contact Baird for more information.

If you have any questions or concerns about the above disclosures, please contact Baird Public Finance.

IRS Circular 230 Disclosure: To ensure compliance with requirements imposed by the IRS, we inform you that the Materials do not constitute tax advice and shall not be used for the purpose of (i) avoiding tax penalties or (ii) promoting, marketing or recommending to another party any transaction or matter addressed herein.

September 11, 2020

Mr. John Gawarecki
Executive Director
Math and Science Academy
8430 Woodbury Crossing
Woodbury MN 55125

RE: Engagement to Provide Underwriting Services to Math and Science Academy ("MSA", "You" or the "School") for the ± \$7,500,000 Possible Refunding of Existing Debt (the "Financing" or the "Securities")

Dear Mr. Gawarecki:

On behalf of Robert W. Baird & Co. Incorporated ("we" or "Baird"), we wish to thank you for the opportunity to serve as sole managing underwriter for bonds issued by the City of Woodbury, Minnesota (the "Issuer"), for its proposed offering and issuance of the above-referenced Financing. This letter will confirm the terms of our engagement; however, it is anticipated that this letter will be replaced and superseded by a bond purchase agreement or placement agreement to be entered into by the parties (the "Purchase Agreement") if and when the Securities are priced following successful completion of the offering process. The Purchase Agreement will set forth the terms and conditions on which Baird will purchase or place the Securities and will contain provisions that are consistent with those stated in this letter.

1. Services to be Provided by Baird. Baird is hereby engaged to serve as managing underwriter of the proposed offering and issuance of the Securities, and in such capacity Baird agrees to provide the following services:

- Consult with the School, the Issuer and the Finance Team regarding the proposed Financing;
- Develop a marketing plan for the Financing, including identification of potential purchasers of the Securities;
- Contact potential purchasers of the Securities and provide them with copies of the offering materials and related information, as appropriate;
- Respond to inquiries from potential purchasers and, if requested, coordinate their due diligence and meeting requests;
- Review and/or assist in the preparation of the preliminary official statement and final official statement and other offering documents;
- If the Securities are to be rated, assist in the preparation of information and materials to be provided to securities rating agency or agencies and in the development of strategies for meetings with the rating agency or agencies to obtain a rating for the Securities;
- Review and evaluate the proposed terms of the offering and the Securities;

- Inform you and the Issuer of the marketing and offering process;
- Negotiate the pricing, including the interest rate, and other terms of the Securities;
- Plan and arrange for the closing and settlement of the issuance and the delivery of the Securities; and
- Such other usual and customary underwriting services as may be requested by you and/or the Issuer.

2. Disclosures Concerning Baird's Role as Underwriter as Required by MSRB Rules: At the School's request, Baird may provide incidental financial advisory services, including advice as to the structure, timing, terms and other matters concerning the issuance of the Securities. Please note that Baird would be providing such advisory services in its capacity as underwriter and not as a municipal advisor or financial advisor to you and/or the Issuer. As underwriter, Baird's primary role is to purchase, or arrange for the placement of, the Securities in an arm's length commercial transaction between you and/or the Issuer and Baird. Baird has financial and other interests that differ from those of you and/or the Issuer. Municipal Securities Rulemaking Board Rule G-17 requires an underwriter to deal fairly at all times with both municipal issuers and investors. However, unlike a municipal advisor or financial advisor, Baird as an underwriter or placement agent does not have a fiduciary duty to you and/or the Issuer under the federal securities laws and is, therefore, not required by federal law to act in the best interests of you and/or the Issuer without regard to its own financial or other interests. As part of its services, Baird will review the official statement and/or any other disclosure document (if any) applicable to the proposed offering in accordance with, and as part of, its responsibilities to investors under the federal securities laws, as applied to the facts and circumstances of the proposed offering.

As underwriter, Baird will not be required to purchase the Securities except pursuant to the terms of the Purchase Agreement, which will not be signed until successful completion of the pre-sale offering period and satisfaction of various conditions. This letter does not obligate Baird to purchase any of the Securities. If all of the conditions to its obligation to purchase any securities have been satisfied, Baird as underwriter has a duty to purchase securities from you and/or the Issuer at a fair and reasonable price but must balance that duty with its duty to sell those securities to investors at prices that are fair and reasonable.

Baird is registered with the Municipal Securities Rulemaking Board ("MSRB") and the SEC. The MSRB website is www.msrb.org. Two investor brochures, Information for Municipal Securities Investors and Information for Municipal Advisory Clients, describe the protections that may be provided by the MSRB's rules. The brochures are available on the MSRB website. The MSRB website also contains information about how to file a complaint with an appropriate regulatory authority.

3. Fees and Expenses; Conflicts of Interest. Baird's proposed fee will not exceed 1.25% of gross proceeds of the Financing. Baird's underwriting fee/spread will represent the difference between the price that Baird pays for the Securities and the public offering price stated on the cover of the final official statement. The underwriting fee/spread will be contingent upon the closing of the proposed offering and the amount of the fee/spread will be based on the principal or par amount of the Securities. While this form of compensation is customary in the municipal securities market, it presents a conflict of interest because the underwriter may have an incentive to recommend to you and/or the Issuer a transaction that is unnecessary or to recommend that the size of the transaction be larger than is necessary. Other firms that provide services in connection with the proposed offering may also have fees that are contingent on the closing of the offering.

The School shall be responsible for paying or reimbursing Baird for all other costs of issuance, including without limitation, CUSIP, DTC, IPREO (electronic book-running/sales order system); a day loan charge (currently at the rate of 1% per annum of the par amount); official statement printing and mailing/distribution charges; bond counsel, disclosure counsel and underwriter's counsel fees; municipal advisory and other consultant fees; ratings agency fees and expenses and travel expenses directly related thereto; auditor and other expert fees; trustee, registrar and paying agent fees; and all other expenses incident to the performance of you and/or the Issuer's obligations under the proposed offering. However, Baird will be responsible for paying any fees to the MSRB in connection with the issuance of the Securities.

Baird is a full service securities firm and as such Baird and its affiliates may from time to time provide advisory, brokerage, consulting and other services and products to municipalities, other institutions, and individuals including you and/or the Issuer, certain Issuer officials or employees, and potential purchasers of the Securities for which Baird may receive customary compensation; however, such services are not related to the proposed offering. Baird may also be engaged from time to time by you and/or the Issuer to manage investments for you and/or the Issuer (including the proceeds from the proposed offering) through a separate contract that sets forth the fees to be paid to Baird. Baird may compensate its associates for any referrals they have made that resulted in you and/or the Issuer's selection of Baird to serve as underwriter on the proposed offering of the Securities. Baird manages various mutual funds, and from time to time those funds may own bonds and other securities issued by you and/or the Issuer (including the Securities). Additionally, clients of Baird may from time to time purchase, hold and sell bonds and other securities issued by you and/or the Issuer (including the Securities).

In the ordinary course of fixed income trading business, Baird may purchase, sell, or hold a broad array of investments and may actively trade securities and other financial instruments, including the Securities and other municipal bonds, for its own account and for the accounts of customers, with respect to which Baird may receive a mark-up or mark-down, commission or other remuneration. Such investment and trading activities may involve or relate to the offering or other assets, securities and/or instruments of you and/or the Issuer and/or persons and entities with relationships with you and/or the Issuer. Spouses and other family members of Baird associates may be employed by you and/or the Issuer.

Baird has not identified any additional potential or actual material conflicts that require disclosure. If potential or actual conflicts arise in the future, we will provide you with supplemental disclosures about them.

4. Term and Termination. The term of this engagement shall extend from the date of this letter to the closing of the offering of the Securities. Notwithstanding the forgoing, either party may terminate Baird's engagement at any time without liability of penalty upon at least 30 days' prior written notice to the other party. If Baird's engagement is terminated by the School, the School agrees to reimburse Baird for its out-of-pocket expenses incurred until the date of termination.

5. Indemnification: Limitation of Liability. The School agrees that neither Baird nor its employees, officers, agents or affiliates shall have any liability to the School for the services provided hereunder except to the extent it is judicially determined that Baird engaged in gross negligence or willful misconduct. In addition, to the extent permitted by applicable law, the School shall indemnify, defend and hold Baird and its employees, officers, agents and affiliates harmless from and against any losses claims, damages and liabilities that arise from or otherwise relate to this Agreement, actions taken or omitted in connection herewith, or the transactions and other matters contemplated hereby, except to the extent such losses, claims, damages or liabilities are judicially determined to be the result of Baird's gross negligence or willful misconduct.

6. Miscellaneous. This letter shall be governed and construed in accordance with the laws of the State of Minnesota. This Agreement may not be amended or modified except by means of a written instrument executed by both parties hereto. This Agreement may not be assigned by either party without the prior written consent of the other party. The School acknowledges that Baird may, at its option and expense and after announcement of the offering, place announcements and advertisements or otherwise publicize a description of the offering and Baird's role in it on Baird's website and/or other marketing material and in such financial and other newspapers and journals as it may choose, stating that Baird has acted as underwriter for the offering. The School also agrees that Baird may use the School's name and logo or official seal for these purposes.

7. Disclosures of Material Financial Characteristics and Material Financial Risks. Accompanying this letter is a disclosure document describing the material financial characteristics and material financial risks of the Securities as required by MSRB Rule G-17.

If there is any aspect of this Agreement that requires further clarification, please do not hesitate to contact us. In addition, please consult your own financial and/or municipal, legal, accounting, tax and other advisors as you deem appropriate. We understand that you have the authority to bind the School by contract with us, and that you are not a party to any conflict of interest relating to the proposed offering. If our understanding is not correct, please let us know.

Please evidence your receipt and agreement to the foregoing by signing and returning this letter.

Again, we thank you for the opportunity to assist you with your proposed financing and the confidence you have placed in us.

Very truly yours,

ROBERT W. BAIRD & CO. INCORPORATED



By: Bruce Sorensen
Title: Managing Director

Accepted this ____ day of _____, 2020

MATH AND SCIENCE ACADEMY

By: _____

Title: _____

**Disclosures of Material Financial Characteristics
and Financial Risks of Proposed Offering of
Charter School Revenue Bonds**

Robert W. Baird & Co. Incorporated ("Baird") has been engaged as underwriter for the proposed offering by you (or the "Issuer") of fixed rate bonds, notes or other debt securities (the "Bonds"), to be sold on a negotiated basis. The Bonds will be charter school revenue bonds that you will issue for the benefit of a charter school (or multiple charter schools operated or sponsored by a single charter school company). The following is a general description of the financial characteristics and security structures of the Bonds, as well as a general description of certain financial risks that you should consider before deciding whether to issue the Bonds.

This document is being provided to an official of the Issuer who has the authority to bind the Issuer by contract with Baird, who does not have a conflict of interest with respect to the offering.

The proceeds from the sale of the Bonds will be loaned to the charter school or an affiliate thereof that owns or operates the charter school facility and leases it to the charter school (in either case, the "charter school borrower"). The loan may be used to acquire, expand, refinance, renovate and/or make improvements to school facilities. Principal and interest payments on the Bonds will be made from amounts you receive from the charter school borrower. The charter school borrower will pay those amounts to you from operating revenues that the charter school generates, which will consist primarily of state aid or assistance. Although you will be a party to the bond purchase agreement and certain other legal documents to be entered into in connection with the issuance of the Bonds, the material financial risks described below will be borne by the charter school or charter school borrower, as set forth in those legal documents. The Bonds will be payable solely from amounts the Issuer receives from the charter school borrower. The Bonds will not constitute a debt or liability of the state or any political subdivision thereof (other than the Issuer). The Issuer will not be obligated to pay the principal of the Bonds or interest on the Bonds, except from funds provided under the indenture. Neither the full faith and credit nor the taxing power of the State of Minnesota or any political subdivision thereof (including the Issuer) is pledged to the payment of the principal of or interest on the Bonds.

Financial Characteristics

Maturity and Interest. The Bonds will be interest-bearing debt securities to be issued by the Issuer. Maturity dates for the Bonds will be fixed at the time of issuance and may include serial maturities (specified principal amounts are payable on the same date in each year until final maturity) or one or more term maturities (specified principal amounts are payable on each term maturity date) or a combination of serial and term maturities. Maturity dates, including the final maturity date, are subject to negotiation and will be reflected in the official statement. At each maturity, the scheduled principal or par amount of the Bonds will have to be repaid.

The Bonds will pay fixed rates of interest typically semi-annually on scheduled payment dates, although some of the Bonds may accrue interest to be paid at maturity. Such bonds are often referred to as capital appreciation or zero-coupon bonds. The interest rates to be paid on the Bonds may differ for each series or maturity date. The specific interest rates will be determined based on market conditions and investor demand and reflected in the official statement for the Bonds. The Bonds with longer maturity dates will generally have interest rates that are greater than securities with shorter maturity dates.

Redemption. The Bonds may be subject to optional redemption, which allows the Issuer, at its option (at the request of the charter school borrower), to redeem some or all of the Bonds on a date prior to scheduled maturity, such as in connection with the issuance of refunding bonds to take advantage of lower interest rates. The Bonds may be subject to optional redemption only after the passage of a specified period of time from the date of issuance, and upon payment of the redemption price set forth in the official statement for the Bonds, which typically is equal to the par amount of the Bonds being redeemed (plus accrued interest) but may include a redemption premium. The Issuer will be required to send out a notice of optional redemption to the holders of the Bonds, usually a certain period of time prior to the redemption date. The Bonds may also be subject to mandatory redemption, which requires the Issuer to redeem specified principal amounts of the Bonds annually in advance of their maturity dates. If so, the mandatory redemption price will likely be 100% of the principal amount of the Bonds to be redeemed. The Bonds may be further subject to extraordinary or mandatory redemption upon the occurrence of certain events, authorizing or requiring you to redeem the Bonds at their par amount (plus accrued interest).

Credit Enhancements. The Bonds may feature credit enhancements, such as an insurance policy provided by a municipal bond insurance company that guarantees the payment of principal of an interest on the bonds when due in the event of default. Other credit enhancements could include a letter of credit provided by a financial institution, or financial support from a state agency.

Tax Status. If the Bonds are intended to be tax-exempt, counsel will provide an opinion that interest on the Bonds will be excluded from gross income for federal income tax purposes. Certain Bonds may also be exempt from state personal income tax.

Some Bonds (or a portion of those being issued) may be taxable, meaning that interest on the Bonds will be included in gross income for federal income tax purposes.

Security

Payment of principal of and interest on a municipal security, including the Bonds, may be backed by various types of pledges and forms of security, some of which are described below.

The Bonds are charter school revenue bonds. The principal of and interest on the Bonds will be payable from certain revenues derived by the Issuer under the loan agreement with the charter school borrower. If the charter school borrower is not the same entity as the charter school, the charter school borrower's obligation to make payments under the loan agreement may be a special obligation expressly limited to the rental income it receives from the charter school. The source of revenues necessary to make payments on the loan agreement ultimately will consist of the pledged revenues received by the charter school. It is intended that payments made to the Issuer under the loan agreement will be sufficient to meet debt service obligations on the Bonds.

As security for the Securities, the Issuer will assign to the trustee all right, title and interest of the Issuer in and to the payments receivable from the charter school borrower under the loan agreement. The holders of the Securities and the trustee may also have a mortgage lien on the facilities and may be entitled to the benefit of a covenant by the charter school borrower not to further encumber the facilities except for certain permitted liens.

The Bonds are not a pledge of your full faith and credit and you are obligated to pay principal and interest

on the Securities only from the revenue source(s) specifically pledged to the Bonds. The Bonds do not permit the bondholders to compel you to impose a tax levy or use any funds other than payments under the loan agreement for payment of debt service. If the specified source(s) of revenue become inadequate, a default in payment of principal or interest may occur. The Issuer is not required to make payments of principal or interest if the charter school or charter school borrower defaults.

Financial and Other Covenants

The Issuer (and/or the charter school borrower) may be required to agree to certain financial and other covenants (such as debt service coverage ratios) that are designed to protect bond holders. Covenants are a form of additional security. The failure to continue to meet covenants may trigger an event of default or other adverse consequences to you and/or the charter school borrower giving bond holders certain rights and remedies.

The description above regarding "Security" is only a brief summary of certain possible security provisions for the Bonds and is not intended as legal advice. You should consult with your bond counsel for further information regarding the security for the Bonds.

Financial Risk Considerations

Certain risks may arise in connection with your issuance of the Bonds, including some or all of the following (generally, the charter school borrower, rather than you, will bear these risks):

Default Risk

A default may occur if the funds pledged to secure the Bonds are not sufficient to pay debt service on the bonds when due. The consequences of a default may be serious and, depending on applicable state law and the terms of the authorizing documents, the holders of the bonds may be able to exercise a range of available remedies. Budgetary adjustments and other revenue-generated measures may be necessary to enable the charter school borrower to provide sufficient funds to pay debt service on the Bonds. A default may negatively impact the charter school's credit ratings and may effectively limit its ability to publicly offer bonds or other securities at market interest rate levels. Further, if the charter school is unable to provide sufficient funds to remedy the default, subject to applicable state law and the terms of the authorizing documents, the charter school may find it necessary to consider available alternatives under state law, including a sale of the facilities or bankruptcy. A default also may occur if the charter school is unable to comply with covenants or other provisions agreed to in connection with the issuance of the Bonds.

This description is only a brief summary of issues relating to defaults and is not intended as legal advice. You should consult with your bond counsel for further information regarding defaults and remedies.

Redemption Risk

The ability to redeem the Bonds prior to maturity may be limited, depending on the terms of any optional redemption provisions. In the event that interest rates decline, the charter school may be unable to take advantage of the lower interest rates to reduce debt service. In addition, if the Bonds are subject to extraordinary or mandatory redemption, the charter school may be required to redeem the bonds at times that are disadvantageous.

Refinancing Risk

If the financing plan contemplates refinancing some or all of the Bonds at maturity (for example, if there

are term maturities or if a shorter final maturity is chosen than might otherwise be permitted under the applicable federal tax rules), market conditions or changes in law may limit or prevent the charter school from refinancing those bonds when required. Further, limitations in the federal tax rules on advance refunding of bonds (an advance refunding of bonds occurs when tax-exempt bonds are refunded more than 90 days prior to the date on which those bonds may be retired) may restrict the charter school's ability to refund the Bonds to take advantage of lower interest rates.

Reinvestment Risk

Proceeds from the issuance of the Bonds may need to be invested prior to the time that the charter school is able to spend those proceeds for the authorized purpose. Depending on market conditions, the charter school may not be able to invest those proceeds at or near the rate of interest that the charter school is paying on the bonds, which is referred to as "negative arbitrage".

Tax Compliance Risk (applicable if the Fixed Rate Bonds are tax-exempt bonds)

The issuance of tax-exempt bonds is subject to a number of requirements under the United States Internal Revenue Code, as enforced by the Internal Revenue Service (IRS), and, if applicable, state tax laws. You and the charter school must take certain steps and make certain representations prior to the issuance of tax-exempt bonds. You and the charter school also must covenant to take certain additional actions after issuance of the tax-exempt bonds. A breach of the representations or a failure to comply with certain tax-related covenants may cause the interest on the Bonds to become taxable retroactively to the date of their issuance, which may result in an increase in the interest rate that the charter school pays on the Bonds or the mandatory redemption of the Bonds. The IRS also may audit you, the charter school, the Bonds or your (or the charter school's) other bonds, in some cases on a random basis and in other cases targeted to specific types of bond issues or tax concerns. If the Bonds are declared taxable, or if you or the charter school are subject to audit, the market price of the Bonds and/or your or the charter school's) other bonds may be adversely affected. Further, your or the charter school's ability to issue other tax-exempt bonds also may be limited.

This description of tax compliance risks is not intended as legal advice and you should consult with your bond counsel regarding tax implications of issuing Fixed Rate Bonds.

Continuing Disclosure Risk.

In connection with the issuance of the Bonds, you and/or the charter school may be subject to continuing disclosures which require dissemination of annual financial and operating information and notices of material events. Compliance with these continuing disclosure requirements is important and facilitates an orderly secondary market. Failure to comply with continuing disclosure requirements may affect the liquidity and marketability of the Bonds, as well as your and/or the charter school's other outstanding securities. Because instances of material non-compliance with previous continuing disclosure requirements must be disclosed in an official statement, failure to comply with continuing disclosure requirements may also make it more difficult or expensive for you or the charter school to market and sell future bonds.

Speed	Comcast Compared Install (Up Front Cost)	Term	Monthly Cost	Annual Cost	5 Year cost
1G	16062	24 Months	1225	14700	89562
1G	19461	36 Months	1025	12300	80961
2G	13000	36 Months	1800	21600	121000
2G	500	60 Months	1800	21600	108500

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

**Financial
Statements**

**August 31,
2020**

Prepared by: Jenny
Abbs Chief
Financial Officer

Math and Science
Academy Charter
School No. 4043
Executive Summary

Balance
Sheet

The beginning balances shown on the Balance Sheet are based on the preliminary (unaudited) actual ending information as of June 30, 2020 while the ending balances reflect the August 31, 2020 balances.

The school's cash and investment balance at August 31st was \$1,515,394 as well as \$149,995 held in a CD.

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.

Prepaid expenditures represent subscriptions and licenses paid in advance for the FY21 school year.

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

Payroll deductions and contributions represents a prepayment of employee benefits.

The beginning fund balance as of July 1, 2020 was \$2,086,051 or 36% 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 \$2,088,295 or 35% of total expenditures.

The current year-to-date net income is \$411,587. This figure reflects data through August 31.

Math and Science
Academy Charter School
No. 4043 Executive
Summary

"Hot
Topics"

- Cash flow is strong with approximately \$1.5M in cash. This includes \$150K in certificates of deposit. With the decrease in interest rates, our savings account is currently paying a higher interest rate. We will continue to monitor interest rates and make adjustments as necessary.
- As of July 31st, the balance in the Repair & Replacement Fund is approximately \$193K. We anticipate drawing approximately \$40,000 in funds during September 2020 to cover the cost of repairs and maintenance expenditures that were incurred during FY20.
- 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:
 - FY20 Days cash on Hand: Requirement = 60 Days, Actual = 152
 - FY20 Debt Service Coverage Ratio: Requirement = 100%, Actual = 104%
 - FY21 Days Cash on Hand: Requirement = 60 Days, Projected = 152
 - FY21 Debt Service Coverage Ratio: Requirement = 100%, Projected = 109%

Supplemental Information for July - August
2020

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

Please feel free to contact Jenny Abbs at jenny.abbs@bergankdv.com, or 952-563-6835 should you have questions related to the financial statements.

BerganKDV Page 2 of 6 09/09/20

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

Unaudited Balance June 30, 2020 August 31, 2020 **Assets** Current assets
Cash and investments \$ 1,654,343 \$ 1,515,394 Certificates of deposit 149,995 149,995
Accounts receivable 21,388 15,888 Due From Building Company 40,420 40,420 Prior
year state aids receivable - 336,398 Current year state aids receivable 602,781 273,654
Federal aids receivable 4,460 3,033 Prepaid expenditures 174,074 106,465

Total assets \$ 2,647,462 \$ 2,441,247 **Liabilities and Fund Balance**

Current liabilities

Salaries and wages payable \$ 312,576 \$ - Accounts payable 146,683 - Payroll
deductions and contributions 102,152 (56,392) Total current liabilities 561,410 (56,392)

Fund balance

Fund balance 7-1-2020 2,078,409 2,078,409 Assigned fund balance - student activities
7-1-2020 7,643 7,643 Net income to date - 411,587 Total fund balance 2,086,051
2,497,638

Total liabilities and fund balance \$ 2,647,462 \$ 2,441,247 *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.*

BerganKDV Page 3 of 6 09/09/20

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

17% Unaudited FY20 Actual 485.85 ADM

BerganKDV Page 4 of 6 09/09/20

Original FY21 Budget 495 ADM August YTD

Percent of Original Budget **General Fund - 01**

Revenues

State revenues 211 General education aid \$ 3,793,456 \$ 3,938,549 \$ 658,364 16.7%

348-300 Charter school lease aid 804,368 833,076 - 0.0% 317 Long-term facilities maintenance revenue 74,635 76,077 - 0.0% 740-360 Special education aid 667,141

723,877 - 0.0% 201 Endowment aid 21,795 20,526 - 0.0% 370 Other mn aid (safe schools supplemental aid) 24,730 - - - 397 Pension revenue - 15,000 - 0.0%

Prior year over (under) accrual 10,997 - - - Current year state aids receivable - - 273,654 -

Total state revenues 5,397,122 5,607,105 932,018 16.6%

Federal revenues 419 Federal special education aid 70,527 66,200 - 0.0% 414 Title II funds 21,427 27,400 3,033 11.1%

Total federal revenues 91,955 93,600 3,033 3.2%

Local revenues 000-050 Fees from patrons: scholastic, AP exam, staff shirts, class fees 22,554 28,000 - 0.0% 920-050 Fees from patrons: study hall 1,810 2,400 - 0.0%

300-050 Fees from students: field trips 21,282 35,000 - 0.0% 372-071 Third party billing 1,944 1,000 - 0.0% 092 Interest earnings 13,576 20,000 435 2.2% 265-096 Annual fund/capital campaign/dragon dinner 97,428 85,000 147 0.2%

000-096 Donations and misc. Grants, tech fundraiser 2,759 - - - 099/620 Miscellaneous revenues/sale of equipment - - - -

621 Year book revenues, planners 3,587 3,100 - 0.0% 625 Insurance recovery - - - - C

400's Student activities revenue 85,580 129,200 - 0.0% Total local revenues 250,519 303,700 582 0.2%

Total revenues \$ 5,739,596 \$ 6,004,405 \$ 935,633 15.6%

5,739,596 6,004,405 935,633

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

17% Unaudited FY20

Original FY21 Actual

Budget 485.85 ADM

495 ADM August YTD Expenditures 100 Salaries and wages \$ 2,042,506 \$ 2,228,933 \$

146,302 6.6% 200 Employee benefits 813,296 778,074 59,375 7.6% Crs 180

Extracurricular activities 192,269 74,678 - 0.0%

305 Contracted services 203,545 232,160 39,452 17.0% 315 Repairs and maintenance for computers 36,550 39,700 6,100 15.4% 320 Communications services 18,564 19,115

2,432 12.7% 329 Postage 4,989 4,200 44 1.0% 330 Utilities 91,472 108,100 6,391

5.9% 340 Property and liability insurance 49,092 34,200 - 0.0% 350 Repairs and maintenance 101,701 148,800 14,530 9.8% 360 Transportation for field trips 7,440

11,100 - 0.0% 366/368 Staff training/travel and conferences 22,485 15,000 4,236 28.2%

369 Field trips admissions 13,209 23,200 - 0.0% 370 Building lease 895,045 925,640

159,347 17.2% 370 Other rentals and operating leases 356 800 - 0.0% 380 Computer

and tech related hardware rental 32,696 15,501 5,526 35.7% 401/455/465 General

supplies 38,643 31,900 2,158 6.8% 401 Maintenance supplies 21,658 25,000 1,960

7.8% 405 Non-instructional computer software and license 20,059 20,525 17,042 83.0%

406 Instructional software licensing 14,786 14,700 15,584 106.0% 430/456/466

Instructional supplies 90,768 50,000 2,557 5.1% 460 Textbooks and workbooks 17,247

26,000 237 0.9% 461 Standardized tests 20,093 22,500 - 0.0% 490 Food 338 2,000 -

0.0% 505/506 Capitalized technology software 9,427 12,300 3,529 28.7%

530 Other equipment/furniture 21,088 12,000 - 0.0% 555/556 Technology hardware

(cap) 6,955 30,000 - 0.0%

820 Dues and memberships, fees 38,196 40,035 9,045 22.6%

BerganKDV Page 5 of 6 09/09/20

Percent of Original Budget

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

17% Unaudited FY20

Original FY21 Actual

Budget 485.85 ADM

495 ADM August YTD 898 Scholarships - 500 - 0.0% Annual fund (265) 7,652 42,500 -

0.0% State special education 753,161 774,200 14,393 1.9% Fin 372 Third party billing

759 1,000 - 0.0%

Federal special education 70,527 66,200 7,190 10.9% Title funds 21,427 27,400 943

3.4% GEER/ESSER/CRF Funds - - 4,748 - 891 Pension expense - 15,000 - 0.0%

Student activity expense 96,637 129,200 925 0.7%

Total expenditures \$ 5,774,636 \$ 6,002,161 \$ 524,046 8.7%

5,774,636 6,002,161 524,046

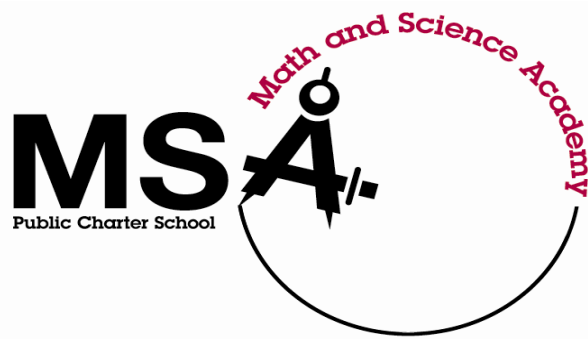
General fund net income \$ (35,040) \$ 2,244 \$ 411,587 **Fund balances**

**Beginning fund balance, all funds \$ 2,121,091 \$ 2,086,051 Projected fund balance,
all funds \$ 2,086,051 \$ 2,088,295 36% 35%**

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.

BerganKDV Page 6 of 6 09/09/20

Percent of Original Budget



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

Financial Statements

August 31, 2020

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

Balance Sheet

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Prepaid expenditures represent subscriptions and licenses paid in advance for the FY21 school year.

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

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 - FY20 Debt Service Coverage Ratio: Requirement = 110%, Actual = 104%
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Please feel free to contact Jenny Abbs at jenny.abbs@bergankdv.com, or 952-563-6835 should you have questions related to the financial statements.

**Math and Science Academy
Woodbury, MN
Balance Sheet
August 31, 2020**

	Unaudited June 30, 2020	Balance August 31, 2020
Assets		
Current assets		
Cash and investments	\$ 1,654,343	\$ 1,515,394
Certificates of deposit	149,995	149,995
Accounts receivable	21,388	15,888
Due From Building Company	40,420	40,420
Prior year state aids receivable	-	336,398
Current year state aids receivable	602,781	273,654
Federal aids receivable	4,460	3,033
Prepaid expenditures	174,074	106,465
	<u>2,647,462</u>	<u>2,441,247</u>
Total assets	\$ 2,647,462	\$ 2,441,247
Liabilities and Fund Balance		
Current liabilities		
Salaries and wages payable	\$ 312,576	\$ -
Accounts payable	146,683	-
Payroll deductions and contributions	102,152	(56,392)
Total current liabilities	<u>561,410</u>	<u>(56,392)</u>
Fund balance		
Fund balance 7-1-2020	2,078,409	2,078,409
Assigned fund balance - student activities 7-1-2020	7,643	7,643
Net income to date	-	411,587
Total fund balance	<u>2,086,051</u>	<u>2,497,638</u>
	<u>2,647,462</u>	<u>2,441,247</u>
Total liabilities and fund balance	\$ 2,647,462	\$ 2,441,247

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
August 31, 2020**

	Unaudited FY20 Actual 485.85 ADM	Original FY21 Budget 495 ADM	August YTD	Percent of Original Budget
			17%	
General Fund - 01				
Revenues				
State revenues				
211 General education aid	\$ 3,793,456	\$ 3,938,549	\$ 658,364	16.7%
348-300 Charter school lease aid	804,368	833,076	-	0.0%
317 Long-term facilities maintenance revenue	74,635	76,077	-	0.0%
740-360 Special education aid	667,141	723,877	-	0.0%
201 Endowment aid	21,795	20,526	-	0.0%
370 Other mn aid (safe schools supplemental aid)	24,730	-	-	-
397 Pension revenue	-	15,000	-	0.0%
Prior year over (under) accrual	10,997	-	-	-
Current year state aids receivable	-	-	273,654	-
Total state revenues	5,397,122	5,607,105	932,018	16.6%
Federal revenues				
419 Federal special education aid	70,527	66,200	-	0.0%
414 Title II funds	21,427	27,400	3,033	11.1%
Total federal revenues	91,955	93,600	3,033	3.2%
Local revenues				
000-050 Fees from patrons: scholastic, AP exam, staff shirts, class fees	22,554	28,000	-	0.0%
920-050 Fees from patrons: study hall	1,810	2,400	-	0.0%
300-050 Fees from students: field trips	21,282	35,000	-	0.0%
372-071 Third party billing	1,944	1,000	-	0.0%
092 Interest earnings	13,576	20,000	435	2.2%
265-096 Annual fund/capital campaign/dragon dinner	97,428	85,000	147	0.2%
000-096 Donations and misc. Grants, tech fundraiser	2,759	-	-	-
099/620 Miscellaneous revenues/sale of equipment	-	-	-	-
621 Year book revenues, planners	3,587	3,100	-	0.0%
625 Insurance recovery	-	-	-	-
C 400's Student activities revenue	85,580	129,200	-	0.0%
Total local revenues	250,519	303,700	582	0.2%
Total revenues	\$ 5,739,596	\$ 6,004,405	\$ 935,633	15.6%
	5,739,596	6,004,405	935,633	

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

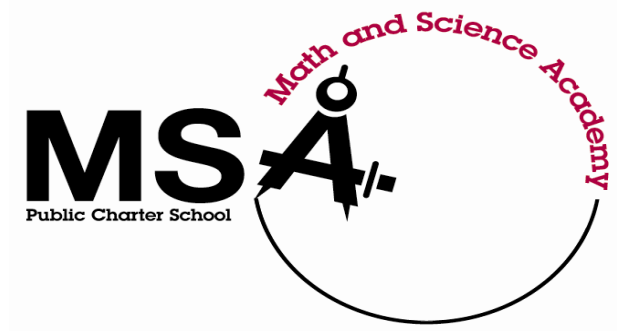
	Unaudited FY20 Actual 485.85 ADM	Original FY21 Budget 495 ADM	August YTD	Percent of Original Budget
Expenditures				
100 Salaries and wages	\$ 2,042,506	\$ 2,228,933	\$ 146,302	6.6%
200 Employee benefits	813,296	778,074	59,375	7.6%
Crs 180 Extracurricular activities	192,269	74,678	-	0.0%
305 Contracted services	203,545	232,160	39,452	17.0%
315 Repairs and maintenance for computers	36,550	39,700	6,100	15.4%
320 Communications services	18,564	19,115	2,432	12.7%
329 Postage	4,989	4,200	44	1.0%
330 Utilities	91,472	108,100	6,391	5.9%
340 Property and liability insurance	49,092	34,200	-	0.0%
350 Repairs and maintenance	101,701	148,800	14,530	9.8%
360 Transportation for field trips	7,440	11,100	-	0.0%
366/368 Staff training/travel and conferences	22,485	15,000	4,236	28.2%
369 Field trips admissions	13,209	23,200	-	0.0%
370 Building lease	895,045	925,640	159,347	17.2%
370 Other rentals and operating leases	356	800	-	0.0%
380 Computer and tech related hardware rental	32,696	15,501	5,526	35.7%
401/455/465 General supplies	38,643	31,900	2,158	6.8%
401 Maintenance supplies	21,658	25,000	1,960	7.8%
405 Non-instructional computer software and license	20,059	20,525	17,042	83.0%
406 Instructional software licensing	14,786	14,700	15,584	106.0%
430/456/466 Instructional supplies	90,768	50,000	2,557	5.1%
460 Textbooks and workbooks	17,247	26,000	237	0.9%
461 Standardized tests	20,093	22,500	-	0.0%
490 Food	338	2,000	-	0.0%
505/506 Capitalized technology software	9,427	12,300	3,529	28.7%
530 Other equipment/furniture	21,088	12,000	-	0.0%
555/556 Technology hardware (cap)	6,955	30,000	-	0.0%
820 Dues and memberships, fees	38,196	40,035	9,045	22.6%

17%

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

	Unaudited FY20 Actual 485.85 ADM	Original FY21 Budget 495 ADM	August YTD	Percent of Original Budget
898			17%	
Scholarships	-	500	-	0.0%
Annual fund (265)	7,652	42,500	-	0.0%
State special education	753,161	774,200	14,393	1.9%
Third party billing	759	1,000	-	0.0%
Fin 372 Federal special education	70,527	66,200	7,190	10.9%
Title funds	21,427	27,400	943	3.4%
GEER/ESSER/CRF Funds	-	-	4,748	-
Pension expense	-	15,000	-	0.0%
891 Student activity expense	96,637	129,200	925	0.7%
Total expenditures	\$ 5,774,636	\$ 6,002,161	\$ 524,046	8.7%
	5,774,636	6,002,161	524,046	
General fund net income	\$ (35,040)	\$ 2,244	\$ 411,587	
Fund balances				
Beginning fund balance, all funds	\$ 2,121,091	\$ 2,086,051		
Projected fund balance, all funds	\$ 2,086,051	\$ 2,088,295		
	36%	35%		

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



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

Supplemental Information

August 31, 2020

**Math and Science Academy
ExtraCurricular/Student Activities
August 31, 2020**

Course Code	Account Name	July 1, 2020	Revenue	Expense	YTD
401	Student Council Funds	\$ 276	-	\$ -	\$ 276
402	NHS Funds	407	-	-	407
403	Parent Team Funds	-	-	-	-
404	FIRST Lego League (FLL)	809	-	-	809
405	Prom	1,788	-	-	1,788
406	Ex-Curr Academic Triathlon	145	-	-	145
407	Ex-Curr Theatre Funds	308	-	-	308
408	Spanish Club Funds	(7)	-	-	(7)
409	Girls Basketball	-	-	-	-
410	Ex-Curr Art Club Funds	-	-	-	-
411	Ex-Curr Ski Club	-	-	-	-
413	FIRST Robotics Competition (FRC)	(59)	-	-	(59)
414	Asian Club	-	-	-	-
416	Newspaper	32	-	-	32
417	Film Club	-	-	-	-
419	Nordic Ski Team	122	-	-	122
420	Cross Country	(939)	-	-	(939)
421	Track & Field	840	-	-	840
422	Music Fund	198	-	-	198
423	Boys Basketball	408	-	-	408
424	Baseball	(515)	-	-	(515)
427	Math League	(50)	-	-	(50)
429	Computer Club	-	-	-	-
430	Debate	-	-	-	-
431	Girls Volleyball	946	-	-	946
432	Athletic Account	313	-	(850)	(537)

**Math and Science Academy
ExtraCurricular/Student Activities
August 31, 2020**

Course Code	Account Name	July 1, 2020	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)	(171)	-	-	(171)
445	Gay Straight Alliance (GSA)	58	-	(75)	(17)
446	Social Justice Club	-	-	-	-
447	Class of 2020	1,760	-	-	1,760
449	Soccer	-	-	-	-
450	Football	(168)	-	-	(168)
451	Cheers Volunteer	33	-	-	33
452	SWENext Club	24	-	-	24
453	Class of 2021	550	-	-	550
460	Africa Club	(146)	-	-	(146)
	Total student activity balances	<u>\$ 7,643</u>	<u>\$ -</u>	<u>\$ (925)</u>	<u>\$ 6,718</u>
		\$ 7,643	\$ -	\$ (925)	\$ 6,718

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.

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CHECK			INVOICE	
DATE	CHECK NUMBER	VENDOR	DESCRIPTION	AMOUNT
07/01/2020	99900128	AMAZON	May/June 2020 Credit Card	2,020.90
07/01/2020	99900128	ANDY MARK, INC.	May/June 2020 Credit Card	575.86
07/01/2020	99900128	CARDMEMBER SERVICE	May/June 2020 Credit Card	9,967.33
07/01/2020	99900128	GRAINGER	May/June 2020 Credit Card	211.75
07/01/2020	99900128	HOME DEPOT	May/June 2020 Credit Card	79.97
07/01/2020	99900128	LEGO EDUCATION	May/June 2020 Credit Card	747.40
07/01/2020	99900128	NASSP/NHS	May/June 2020 Credit Card	295.00
07/01/2020	99900128	SENDGRID	May/June 2020 Credit Card	29.95
07/01/2020	99900128	SURVEYMONKEY	May/June 2020 Credit Card	29.00
07/01/2020	99900128	TEACHER'S DISCOVERY	May/June 2020 Credit Card	307.19
07/01/2020	99900128	VEX ROBOTICS INC	May/June 2020 Credit Card	300.55
07/01/2020	99900128	VISTAPRINT.COM	May/June 2020 Credit Card	275.31
07/02/2020	99900130	ALBERS, JEANA	Reimbursement: GSA Shirt	19.97
07/02/2020	99900131	BERGANKDV OUTSOURCED SERVICES LLC	Financial Management and Accounting Services: June 2020	7,115.00
07/02/2020	99900132	BLICK ART MATERIALS	MS Art Supplies	462.66
07/02/2020	99900132	BLICK ART MATERIALS	MS Art Supplies	67.44
07/02/2020	99900133	BRAULT, ALEXANDER	Reimbursement: Finn Sisu 6/12/20 and Ed Trophies	628.10
07/02/2020	99900134	BSN SPORTS, LLC	PBIS Tshirts	1,000.00
07/02/2020	99900135	CENTURY LINK	Monthly Service: JUN 19-JUL 18; Account 651-731-5162 971	126.06
07/02/2020	99900135	CENTURY LINK	MONTHLY SERVICE- JUN 22-JUL 21; Account 651-731-9416 212	240.73
07/02/2020	99900136	CITY OF WOODBURY	Water Usage: 8430 Woodbury Xing 4/30/20-5/29/20	75.46
07/02/2020	99900136	CITY OF WOODBURY	Water: 8460 Woodbury Xing 4/30/20-5/29/20	41.15
07/02/2020	99900136	CITY OF WOODBURY	Water: 8500 Woodbury Xing 4/30/20- 5/29/20	1.50
07/02/2020	99900136	CITY OF WOODBURY	Water Usage: 8490 Woodbury Xing 4/30/20- 5/29/20	31.77
07/02/2020	99900137	ESPARZA, PAUL	Reimbursement: Maintenance Supplies	39.98
07/02/2020	99900119	FURTHER	Payroll accrual	1,025.53
07/02/2020	99900119	FURTHER	Payroll accrual	273.52
07/02/2020	99900138	GOPHER SPORT	PE Supplies	233.10
07/02/2020	99900139	INNOVATIVE OFFICE SOLUTIONS LLC	Safety Vests	79.24
07/02/2020	99900120	INTERNAL REVENUE SERVICE	Payroll accrual	715.00
07/02/2020	99900120	INTERNAL REVENUE SERVICE	Payroll accrual	15,166.41
07/02/2020	99900120	INTERNAL REVENUE SERVICE	Payroll accrual	12,623.36
07/02/2020	99900120	INTERNAL REVENUE SERVICE	Payroll accrual	2,952.25
07/02/2020	99900120	INTERNAL REVENUE SERVICE	Payroll accrual	12,623.36
07/02/2020	99900120	INTERNAL REVENUE SERVICE	Payroll accrual	2,952.25
07/02/2020	99900140	LOFFLER COMPANIES INC	Konica Minolta C458 Copier Standard Payment	422.33
07/02/2020	99900121	MINNESOTA DEPT OF REVENUE	Payroll accrual	7,190.23
07/02/2020	99900122	PERA	Payroll accrual	3,259.46
07/02/2020	99900122	PERA	Payroll accrual	3,760.90
07/02/2020	99900141	PIERCE, TODD	Reimbursement: Theater Supplies	741.89
07/02/2020	99900142	PURCHASE POWER	Postage	503.50
07/02/2020	99900123	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	0.00
07/02/2020	99900123	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	11,430.70
07/02/2020	99900123	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	12,070.77
07/02/2020	99900143	THODUPUNOORI, OJASWINI	Reimbursement: National Honors Society Supplies	208.70
07/02/2020	99900143	THODUPUNOORI, OJASWINI	Reimbursement: Student Council Supplies	15.68
07/02/2020	99900124	THRIVENT FINANCIAL	Payroll accrual	4,697.00
07/02/2020	99900144	VERIZON WIRELESS	Phone Service: May 21-Jun 20	265.85
07/02/2020	99900145	XCEL ENERGY	Electric/Gas Usage: 5/9/20-6/9/20 Acct	4,812.71

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CHECK DATE	CHECK NUMBER	CHECK VENDOR	INVOICE DESCRIPTION	AMOUNT
			#51-5755815-9	
07/02/2020	202000001	SKYWARD ACCOUNTING DEPT.	FY21 Annual License Fees	2,716.00
07/02/2020	202000002	SKYWARD ACCOUNTING DEPT.	FY21 FINANCIAL MANAGEMENT CORE (SAAS) - SOFTWARE LICENSE	9,567.35
07/06/2020	202000011	B.E. PUBLISHING	EduTyping Online Keyboarding Software Annual Licenses - 3 years	1,630.08
07/06/2020	202000010	CENGAGE LEARNING	AP Chem Supplies	236.50
07/06/2020	202000005	COMCAST	Internet: 6/27/20-7/28/20 - Account 8772 10577 0827141	349.95
07/06/2020	202000004	EASTERN MN ATHLETIC CONFERENCE	FY21 EMAC ANNUAL MEMBERSHIP FEE	850.00
07/06/2020	202000007	EXPLORE LEARNING	EL Science Department License - 500 students for 12 months	2,375.00
07/06/2020	202000031	GIS BENEFITS	Insurances: July 2020	6,580.71
07/06/2020	202000012	MAKEMUSIC INC	SmartMusic Premium Yearly	3,040.00
07/06/2020	202000008	SFM	MN Special Comp Fund Assessment and Work Comp	8,669.00
07/06/2020	202000003	SKYWARD ACCOUNTING DEPT.	FY21 Skylert Full Unlimited Renewal 12 mo license 531 Students	929.25
07/06/2020	202000009	WELLS FARGO VENDOR FINANCIAL SERVICES	Copier Contract 450-00000301-000: 6/14/20-7/13/20	859.42
07/06/2020	202000013	XELLO	Xello for HS - Per Site	2,800.00
07/06/2020	202000048	US BANK	Rent: July 2020	58,906.25
07/15/2020	202000032	FURTHER	Payroll accrual	1,000.53
07/15/2020	202000032	FURTHER	Payroll accrual	231.86
07/15/2020	202000033	INTERNAL REVENUE SERVICE	Payroll accrual	670.00
07/15/2020	202000033	INTERNAL REVENUE SERVICE	Payroll accrual	15,450.21
07/15/2020	202000033	INTERNAL REVENUE SERVICE	Payroll accrual	11,794.22
07/15/2020	202000033	INTERNAL REVENUE SERVICE	Payroll accrual	2,758.34
07/15/2020	202000033	INTERNAL REVENUE SERVICE	Payroll accrual	11,794.22
07/15/2020	202000033	INTERNAL REVENUE SERVICE	Payroll accrual	2,758.34
07/15/2020	202000034	MINNESOTA DEPT OF REVENUE	Payroll accrual	7,273.94
07/15/2020	202000035	PERA	Payroll accrual	572.79
07/15/2020	202000035	PERA	Payroll accrual	660.92
07/15/2020	202000036	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	0.00
07/15/2020	202000036	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	5,985.03
07/15/2020	202000036	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	6,487.73
07/15/2020	202000037	THRIVENT FINANCIAL	Payroll accrual	4,137.00
07/15/2020	202000037	THRIVENT FINANCIAL	Payroll accrual	30,825.67
07/15/2020	202000047	BILL.COM	Fees	141.95
07/15/2020	202000049	OLD NATIONAL BANK	Insufficient Funds Overdraft	38.00
07/21/2020	202000046	BLUE CROSS BLUE SHEILD OF MN	Health Insurance: Aug 2020	43,244.78
07/22/2020	99900146	CITY OF COTTAGE GROVE	Security for Graduation	630.00
07/22/2020	99900147	CLIFTONLARSONALLEN LLP	Progress billing on the audit of the School's financial statements for the fiscal year ended	787.50
07/22/2020	99900148	ESPARZA, PAUL	Maintenance & Repairs: June 2020	2,626.00
07/22/2020	99900149	FAMILY ACHIEVEMENT CENTER, INC	June 2020 Speech Services and Distance Learning Speech and OT	4,724.50
07/22/2020	99900150	FLINN SCIENTIFIC INC.	Science Supplies	940.50
07/22/2020	99900151	HANSEN'S LAWN CARE	Weekly Mowing: June 2020	917.00
07/22/2020	99900152	HENNEPIN HEALTHCARE INC	SPED Nursing Services: April 2020	175.00
07/22/2020	99900153	INSIGHT STORAGE SOLUTIONS INC	Storage Fee: June 2020	40.00
07/22/2020	99900154	KURKOSKI, MICHELLE	Reimbursement: Social Studies books	45.08
07/22/2020	99900155	POPP COMMUNICATIONS	Telephone Services: 6/6/20-7/5/20 Account Number: 10003837	58.04
07/22/2020	99900156	VANGUARD CLEANING SYSTEMS OF MINNESOTA	Monthly Cleaning Service: June 2020	1,075.00

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CHECK	CHECK	INVOICE	AMOUNT
DATE	NUMBER VENDOR	DESCRIPTION	
07/22/2020	202000016 BERGANKDV OUTSOURCED SERVICES LLC	Financial Management and Accounting Services: July 2020	7,330.00
07/22/2020	202000026 CARDENAS, ANNE	Reimbursement: Professional development (Title II)	545.00
07/22/2020	202000017 COMCAST	Internet: 7/18/20-8/17/20 - Account 8772 10 577 0477541	511.69
07/22/2020	202000014 CULLIGAN	Drinking Water Equipment Service: July 2020 Acct#157-00808535-7	27.95
07/22/2020	202000030 DICK'S/LAKEVILLE SANITATION INC	Trash & Recycling: July 2020	513.56
07/22/2020	202000022 ESPARZA, PAUL	Reimbursement: Maintenance Supplies	24.31
07/22/2020	202000025 ESPARZA, PAUL	FY21 Reimbursement: Maintenance Supplies	149.50
07/22/2020	202000015 ILLUMINATE EDUCATION INC	FastBridge Subscription - Renewal FastBridge Assessment System Annual Subscription	1,876.00
07/22/2020	202000020 INNOVATIVE OFFICE SOLUTIONS LLC	Office Supplies	214.25
07/22/2020	202000019 JR COMPUTER ASSOCIATES	Monthly Contract	3,050.00
07/22/2020	202000021 KRAUS-ANDERSON INSURANCE	Practical HR: August 2020	250.00
07/22/2020	202000018 ROBERT ENGSTROM COMPANIES	Recurring Bill Lease Payment for Bldg D at 8500 Woodbury Crossing	8,381.11
07/22/2020	202000028 SPED FORMS, INC.	"SpEd, MA and 504 Forms and Forms Child Count and MA Claim Submission"	2,189.79
07/22/2020	202000029 VANGUARD CLEANING SYSTEMS OF MINNESOTA	FY21 Summer Floor Maintenance Work	16,325.00
07/22/2020	202000024 WARD, TERESA	Reimbursement: GSA books	75.00
07/22/2020	202000023 WARD, TERESA	Reimbursement: English books	146.52
07/22/2020	202000027 WOODBURY CROSSING OFFICES, PLLP	Recurring Bill Rent	5,463.64
07/23/2020	202000050 OLD NATIONAL BANK	Insufficient Funds Overdraft	38.00
07/30/2020	202000053 BUREAU OF EDUCATION RESEARCH	DISTANCE LEARNING: ENGLISH/ LANGUAGE ARTS (6-12) 08/03/20 4994765 SEMINAR: MARGARET C BURGGRAAFF (Title II)	279.00
07/30/2020	202000055 CENTURY LINK	Monthly Service: JUL 19-AUG 18; Account 651-731-5162 971	127.72
07/30/2020	202000056 CENTURY LINK	MONTHLY SERVICE- JUL 22-AUG 21; Account 651-731-9416 212	244.05
07/30/2020	202000069 CITY OF WOODBURY	FY20 Water Usage: 8430 Woodbury Xing 5/29/20-6/29/20	76.95
07/30/2020	202000070 CITY OF WOODBURY	Water: 8460 Woodbury Xing 5/29/20-6/29/20	42.66
07/30/2020	202000071 CITY OF WOODBURY	Water: 8500 Woodbury Xing 5/29/20-6/29/20	37.04
07/30/2020	202000072 CITY OF WOODBURY	Water Usage: 8490 Woodbury Xing 5/29/20-6/29/20	31.77
07/30/2020	202000064 CITY VIEW ELECTRIC INC	Troubleshoot Duct Smoke in Alarm and Replace Duct Smoke Head	737.00
07/30/2020	202000058 COMPUTER INTEGRATION TECHNOLOGIES	1 Yr Microsoft Standard Edition License & SA and 1 Yr Desktop Lang Education License & SA	3,529.00
07/30/2020	202000062 DALCO	Hand Sanitizer (ESSER)	331.65
07/30/2020	202000057 ESPARZA, PAUL	FY21 Reimbursement: Maintenance Supplies	56.91
07/30/2020	202000059 GREAT RIVER OFFICE PRODUCTS INC	"Thermometers, Covers and Wipes (ESSER)"	254.48
07/30/2020	202000061 LOFFLER COMPANIES INC	Konica Minolta C458 Copier Standard Payment	422.33
07/30/2020	202000066 METRO SALES INC	Staples Refill	112.00
07/30/2020	202000060 MSBA	FY21 Charter Associate Fees and Policy Services Renewal	2,465.00
07/30/2020	202000054 PURCHASE POWER	Late Fee and Finance Charge	50.01
07/30/2020	202000067 SCHOOL DATEBOOKS	Student and Teacher Planners	33.00
07/30/2020	202000051 SKYWARD ACCOUNTING DEPT.	FY21 Training - Student Management Suite	200.00
07/30/2020	202000052 STATS MEDIC LLC	Stats Medic Teaching Stats Online Workshop Sandi Overson 8/10/20-8/11/20 (Title II)	119.00
07/30/2020	202000068 VERIZON WIRELESS	Phone Service: Jun 21-JUL20	268.85
07/30/2020	202000063 WELLS FARGO VENDOR FINANCIAL SERVICES	Copier Contract 450-00000301-000: 7/14/20-	859.42

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CHECK DATE	CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	AMOUNT
07/30/2020	202000065	XCEL ENERGY	8/13/20 Electric/Gas Usage: 6/9/20-7/11/20 Acct #51-5755815-9	4,542.08
07/31/2020	202000040	FURTHER	Payroll accrual	1,000.53
07/31/2020	202000040	FURTHER	Payroll accrual	231.86
07/31/2020	202000041	INTERNAL REVENUE SERVICE	Payroll accrual	670.00
07/31/2020	202000041	INTERNAL REVENUE SERVICE	Payroll accrual	5,600.84
07/31/2020	202000041	INTERNAL REVENUE SERVICE	Payroll accrual	5,148.84
07/31/2020	202000041	INTERNAL REVENUE SERVICE	Payroll accrual	1,204.16
07/31/2020	202000041	INTERNAL REVENUE SERVICE	Payroll accrual	5,148.84
07/31/2020	202000041	INTERNAL REVENUE SERVICE	Payroll accrual	1,204.16
07/31/2020	202000042	MINNESOTA DEPT OF REVENUE	Payroll accrual	2,773.23
07/31/2020	202000039	OLD NATIONAL BANK	Service Fee	60.00
07/31/2020	202000043	PERA	Payroll accrual	517.26
07/31/2020	202000043	PERA	Payroll accrual	596.84
07/31/2020	202000044	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	0.00
07/31/2020	202000044	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	5,834.55
07/31/2020	202000044	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	6,324.61
07/31/2020	202000045	THRIVENT FINANCIAL	Payroll accrual	4,142.00
07/31/2020	202000045	THRIVENT FINANCIAL	Payroll accrual	0.00
08/03/2020	99900159	AMAZON	FY20 charges on Credit Card July 2020	4,025.92
08/03/2020	99900159	CARDMEMBER SERVICE	FY20 charges on Credit Card July 2020	5,308.09
08/03/2020	99900159	CARDMEMBER SERVICE	FY21 July 2020 Credit Card	720.00
08/03/2020	99900159	CUSTOMINK	FY20 charges on Credit Card July 2020	1,468.20
08/03/2020	99900159	LEGO EDUCATION	FY20 charges on Credit Card July 2020	782.75
08/03/2020	99900159	PEARSON EDUCATION INC	FY20 charges on Credit Card July 2020	189.74
08/03/2020	99900159	SURVEYMONKEY	FY21 July 2020 Credit Card	29.00
08/03/2020	99900159	TEACHER'S DISCOVERY	FY20 charges on Credit Card July 2020	84.99
08/03/2020	202000085	MN UI FUND	Unemployment	4,903.00
08/05/2020	202000089	US BANK	Rent: Aug 2020	58,906.25
07/01/2020	99900125	CARDMEMBER SERVICE		0.00
07/01/2020	99900126	CARDMEMBER SERVICE		0.00
07/01/2020	99900127	CARDMEMBER SERVICE		0.00
08/03/2020	99900157	CARDMEMBER SERVICE		0.00
08/03/2020	99900158	CARDMEMBER SERVICE		0.00
08/12/2020	99900160	DEVGUN, AMRIT	FY20 Reimbursement: Spanish Club Items	76.92
08/12/2020	99900161	MIDWEST VENDING INC	FY20 Milk	13.50
08/12/2020	202000105	CITY VIEW ELECTRIC INC	ANNUAL ALARM MONITORING: SECURITY ALARM 8460 WOODBURY CROSSING	288.00
08/12/2020	202000106	CITY VIEW ELECTRIC INC	ANNUAL ALARM MONITORING: SECURITY ALARM 8490 WOODBURY CROSSING	420.00
08/12/2020	202000103	CLIFTONLARSONALLEN LLP	"Progress billing on the audit of the School's financial statements for the fiscal year ended June 30, 2020"	787.50
08/12/2020	202000093	COMCAST	Internet: 7/27/20-8/26/20 - Account 8772 10 577 0827141	349.95
08/12/2020	202000101	CULLIGAN	Drinking Water Equipment Service: August 2020 Acct#157-00808535-7	27.95
08/12/2020	202000096	DOMBROVSKI, NOAH	Reimbursement: PBIS Summer Summit	75.00
08/12/2020	202000112	ESPARZA, PAUL	Maintenance & Repairs: July 2020	5,181.00
08/12/2020	202000100	HANSEN'S LAWN CARE	Weekly Mowing: July 2020	990.00
08/12/2020	202000094	INNOVATIVE OFFICE SOLUTIONS LLC	Office Supplies (ESSER)	381.49
08/12/2020	202000102	INSIGHT STORAGE SOLUTIONS INC	Storage Fee: July 2020	40.00
08/12/2020	202000114	JR COMPUTER ASSOCIATES	Monthly Contract	3,050.00
08/12/2020	202000099	KRAUS-ANDERSON INSURANCE	Practical HR: Sept 2020	250.00
08/12/2020	202000095	LACASSE, KENNETH JR	Reimbursement: Postage to MTI Spring Play	32.98

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CHECK DATE	CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	AMOUNT
			Books	
08/12/2020	202000109	METRO SALES INC	Contract Base Rate and Contract Usage Charge	52.61
08/12/2020	202000110	METRO SALES INC	Contract Base Rate and Contract Usage Charge	3,009.84
08/12/2020	202000097	MN BCA	Background Check: Deborah Webster	8.00
08/12/2020	202000098	MN BCA	Background Check: James Logan	8.00
08/12/2020	202000113	QUALITY LOCKSMITH SERVICE INC	Stainless Steel Door Foot Pull with mounting hardware 12 @ \$19	228.00
08/12/2020	202000111	SCHOLASTIC INC.	FY21 Jr Scholastic	1,667.05
08/12/2020	202000104	TRANE U.S. INC.	Labor and Materials to Repair Air Handling Unit	6,068.00
08/12/2020	202000107	VANGUARD CLEANING SYSTEMS OF MINNESOTA	Monthly Cleaning Service: July 2020	1,584.10
08/12/2020	202000108	VANGUARD CLEANING SYSTEMS OF MINNESOTA	Monthly Cleaning Service: Aug 2020	2,950.00
08/13/2020	202000092	OLD NATIONAL BANK	Insufficient Funds Overdraft	76.00
08/14/2020	202000073	FURTHER	Payroll accrual	693.75
08/14/2020	202000073	FURTHER	Payroll accrual	231.86
08/14/2020	202000074	INTERNAL REVENUE SERVICE	Payroll accrual	670.00
08/14/2020	202000074	INTERNAL REVENUE SERVICE	Payroll accrual	6,238.16
08/14/2020	202000074	INTERNAL REVENUE SERVICE	Payroll accrual	5,477.93
08/14/2020	202000074	INTERNAL REVENUE SERVICE	Payroll accrual	1,281.12
08/14/2020	202000074	INTERNAL REVENUE SERVICE	Payroll accrual	5,477.93
08/14/2020	202000074	INTERNAL REVENUE SERVICE	Payroll accrual	1,281.12
08/14/2020	202000075	MINNESOTA DEPT OF REVENUE	Payroll accrual	3,055.24
08/14/2020	202000076	PERA	Payroll accrual	729.63
08/14/2020	202000076	PERA	Payroll accrual	841.88
08/14/2020	202000077	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	0.00
08/14/2020	202000077	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	5,947.74
08/14/2020	202000077	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	6,447.36
08/14/2020	202000078	THRIVENT FINANCIAL	Payroll accrual	4,142.00
08/14/2020	202000078	THRIVENT FINANCIAL	Payroll accrual	0.00
08/17/2020	202000086	BILL.COM	Fees	146.90
08/18/2020	202000117	CARDENAS, ANNE	Vision Reimbursement: Glasses	193.42
08/18/2020	202000116	COMCAST	Internet & Phone: 8/18/20-9/17/20 Acct# 8772 10 577 0477541	521.77
08/18/2020	202000129	DICK'S/LAKEVILLE SANITATION INC	Trash & Recycling: August 2020	952.86
08/18/2020	202000121	ESPARZA, PAUL	Reimbursement: Maintenance Supplies	646.38
08/18/2020	202000122	FROBERG, SHANNON	Vision Reimbursement: Eyeglasses	200.00
08/18/2020	202000127	INDIGO EDUCATION	Training - Back to School 2020 8/10/20 (5 @ \$175)	875.00
08/18/2020	202000123	JOSTENS	Diploma for Graduation	14.91
08/18/2020	202000120	KRUEGER, ROB	Reimbursement: MACS Courses 100-300	72.00
08/18/2020	202000125	MARTIN LAW FIRM PLLC	Legal Services: July 2020	1,696.00
08/18/2020	202000115	MN STATE HIGH SCHOOL LEAGUE	2020-2021 Activity/Membership Dues	2,977.00
08/18/2020	202000119	PATEL, DHRUV	Reimbursement: Landscape Project Supplies	687.47
08/18/2020	202000128	POPP COMMUNICATIONS	Telephone Services: 7/6/20-8/5/20 Account Number: 10003837	58.05
08/18/2020	202000118	ROSEMANN, HEATHER	Reimbursement: ASU Online Course	110.00
08/18/2020	202000126	THE SHERWIN WILLIAMS CO	Paint	82.36
08/18/2020	202000124	TRANE U.S. INC.	Repair AC 7/11/20	845.50
08/21/2020	202000088	BLUE CROSS BLUE SHEILD OF MN	Health Insurance: Sept 2020	37,350.51
08/24/2020	202000087	FURTHER	Fees	150.00
08/27/2020	202000145	BERGANKDV OUTSOURCED SERVICES LLC	Financial Management and Accounting Services: Aug 2020	7,330.00
08/27/2020	202000142	BLICK ART MATERIALS	MS Art Supplies	212.89
08/27/2020	202000143	BLICK ART MATERIALS	HS Art Supplies	233.45
08/27/2020	202000144	BLICK ART MATERIALS	Art Supplies	242.85
08/27/2020	202000146	BSN SPORTS, LLC	PENNANT ADJUSTABLE OVER EAR FACE GUARDS	341.25

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CHECK DATE	CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	AMOUNT
08/27/2020	202000147	BSN SPORTS, LLC	(ESSER) STREAK ADJUSTABLE OVER EAR FACE GUARDS	341.25
08/27/2020	202000148	BSN SPORTS, LLC	(ESSER) REPLICA ADJUST BEHIND FACE GUARD (ESSER)	367.50
08/27/2020	202000149	BSN SPORTS, LLC	DIGI ADJUST BEHIND HEAD FACE GUARD (ESSER)	367.50
08/27/2020	202000150	BSN SPORTS, LLC	Bold Neck Buff	367.50
08/27/2020	202000151	BSN SPORTS, LLC	Classic Adjustable Over Ear Face Guard	630.00
08/27/2020	202000152	BSN SPORTS, LLC	Fusion Adjust Behind Head Face Guard	682.50
08/27/2020	202000153	BSN SPORTS, LLC	Banded Neck Cuff	682.50
08/27/2020	202000154	BSN SPORTS, LLC	Staff Wear	1,684.00
08/27/2020	202000130	CITY OF WOODBURY	Water Usage: 8430 Woodbury Xing 6/29/20-7/29/20	76.95
08/27/2020	202000131	CITY OF WOODBURY	Water: 8460 Woodbury Xing 6/29/20-7/29/20	44.15
08/27/2020	202000132	CITY OF WOODBURY	Water: 8500 Woodbury Xing 6/29/20-7/29/20	41.54
08/27/2020	202000133	CITY OF WOODBURY	Water Usage: 8490 Woodbury Xing 6/29/20-7/29/20	31.77
08/27/2020	202000137	ESPARZA, PAUL	Reimbursement: Maintenance Supplies	85.48
08/27/2020	202000138	GAWARECKI, JOHN	Reimbursement: Hamline Courses 8101 and 8125	2,256.39
08/27/2020	202000135	HAMM, CARRIE	Reimbursement: Stamps for Student Registration Letters	11.00
08/27/2020	202000134	HEYDT-NELSON, JENNIFER	Reimbursement: Art Supplies	54.36
08/27/2020	202000141	LOFFLER COMPANIES INC	Konica Minolta C458 Copier Standard Payment	422.33
08/27/2020	202000136	MN BCA	"Background Checks: Amanda Froberg, Heath Anderson, Ryan Soule and Aric Brodie"	32.00
08/27/2020	202000140	ROBERT ENGSTROM COMPANIES	Recurring Bill Lease Payment for Bldg D at 8500 Woodbury Crossing	8,381.11
08/27/2020	202000139	WOODBURY CROSSING OFFICES, PLLP	Recurring Bill Rent	5,463.64
08/27/2020	202000155	ZOOM VIDEO	Zoom Education Annual 55 @ \$99	4,950.00
08/31/2020	202000079	FURTHER	Payroll accrual	693.75
08/31/2020	202000079	FURTHER	Payroll accrual	210.12
08/31/2020	202000080	INTERNAL REVENUE SERVICE	Payroll accrual	590.00
08/31/2020	202000080	INTERNAL REVENUE SERVICE	Payroll accrual	6,165.52
08/31/2020	202000080	INTERNAL REVENUE SERVICE	Payroll accrual	5,488.87
08/31/2020	202000080	INTERNAL REVENUE SERVICE	Payroll accrual	1,283.65
08/31/2020	202000080	INTERNAL REVENUE SERVICE	Payroll accrual	5,488.87
08/31/2020	202000080	INTERNAL REVENUE SERVICE	Payroll accrual	1,283.65
08/31/2020	202000081	MINNESOTA DEPT OF REVENUE	Payroll accrual	0.00
08/31/2020	202000081	MINNESOTA DEPT OF REVENUE	Payroll accrual	3,047.72
08/31/2020	202000090	OLD NATIONAL BANK	Service Fees	60.00
08/31/2020	202000082	PERA	Payroll accrual	625.96
08/31/2020	202000082	PERA	Payroll accrual	722.26
08/31/2020	202000083	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	0.00
08/31/2020	202000083	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	6,070.68
08/31/2020	202000083	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	6,580.64
08/31/2020	202000084	THRIVENT FINANCIAL	Payroll accrual	4,442.00
08/31/2020	202000084	THRIVENT FINANCIAL	Payroll accrual	0.00
			Totals for checks	754,673.67

Batch	Post Date	Acct Nbr	Description	Amount
20-50001	07/01/2020	01 A 115 00	FY20 PayPal	958.87
			Totals for 20-50001	958.87
20-50002	07/31/2020	50 R 005 000 000 000 092	Building Co Interest	0.56
			Totals for 20-50002	0.56
20-50003	07/31/2020	50 A 101 50	BC Waterfall Deposit -June 2020	2687.50
			Totals for 20-50003	2687.50
20-50004	07/31/2020	01 R 005 000 000 000 092	Savings Interest Deposit	260.10
			Totals for 20-50004	260.10
20-50006	07/31/2020	01 R 005 000 000 000 092	Interest Deposit	24.92
			Totals for 20-50006	24.92
20-50007	07/31/2020	01 R 005 000 000 000 211	FY21 General Education Aid	164965.56
			Totals for 20-50007	164965.56
20-50008	07/31/2020	01 R 005 000 000 000 211	FY21 General Education Aid	164598.01
			Totals for 20-50008	164598.01
20-50009	07/31/2020	01 A 115 00	FY20 CAF America - 3M Matching Donation	40.75
20-50009	07/31/2020	01 A 115 00	FY20 CAF America - 3M Employee Donation	40.75
20-50009	07/31/2020	01 A 115 00	FY20 Student Achievement	4000.00
			Totals for 20-50009	4081.50
20-50010	07/31/2020	01 A 115 00	FY20 Various Student Fees	230.00
20-50010	07/31/2020	01 A 115 00	FY20 Kowalkski's Markets - Groceries for	178.00
20-50010	07/31/2020	01 A 115 00	FY20 MightyCause (annual fund)	25.00
20-50010	07/31/2020	01 A 115 00	YourCause- Wells Fargo Employer Match (a	26.67
			Totals for 20-50010	459.67
20-50011	08/31/2020	01 R 005 000 000 000 211	FY21 General Education Aid	164979.60
			Totals for 20-50011	164979.60
20-50012	08/31/2020	01 A 121 00	FY20 Charter School Lease Aid	12815.70
20-50012	08/31/2020	01 R 005 000 000 000 211	FY21 General Education Aid	163820.40
20-50012	08/31/2020	01 A 121 00	FY20 State Special Education	170394.14
20-50012	08/31/2020	01 A 121 00	FY20 General Education Aid	81667.36
20-50012	08/31/2020	01 A 121 00	FY20 Long-Term Facilities Maintenance	1506.11
			Totals for 20-50012	430203.71
20-50013	08/31/2020	01 A 122 00	FY20 FIN 414	1427.39
			Totals for 20-50013	1427.39
20-50014	08/31/2020	01 R 005 000 265 000 096	Amazon Smile Deposit	147.33
			Totals for 20-50014	147.33
20-50015	08/31/2020	01 R 005 000 011 433 400	FIN419	3032.91
			Totals for 20-50015	3032.91
20-50016	08/31/2020	01 R 005 000 000 000 092	Interest Deposit	18.26
			Totals for 20-50016	18.26

Batch	Post Date	Acct Nbr	Description	Amount
20-50017	08/31/2020	01 R 005 000 000 000 092	Savings Interest Deposit	127.46
			Totals for 20-50017	127.46
20-50018	08/31/2020	50 R 005 000 000 000 092	Building Co Interest	0.58
			Totals for 20-50018	0.58
20-50019	08/31/2020	50 A 101 50	BC Waterfall Deposit	2687.50
			Totals for 20-50019	2687.50
			Total for Cash Receipts	940661.43

Batch	Post Date	Acct Nbr	Description	Amount
20-00001	07/31/2020	01 A	Transfer from Savings to Checking	100000.00
20-00001	07/31/2020	01 A	Transfer from Savings to Checking	-100000.00
			Totals for 20-00001	0.00
20-00003	08/13/2020	01 A	Transfer from Savings to Checking	75000.00
20-00003	08/13/2020	01 A	Transfer from Savings to Checking	-75000.00
			Totals for 20-00003	0.00
			Total for Journal Entries	0.00

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The ⁹⁹
Princeton
Review®

Your Partner in Educational Support

Math and Science Academy

Tutor.com 24/7 Online Tutoring

August 26, 2020

Keisha Hellon
Director – West Region
K-12 Partnership Programs
Keisha.Hellon@review.com
909.278.4441

EXECUTIVE SUMMARY

Over the last 35+ years, The Princeton Review has taught, tutored, guided, coached, and championed millions of students on to the next stage of their educational career. Last year, The Princeton Review served over 3.5 million students through our website, courses, tutoring, and school-based programs. From transitioning middle school students to successful careers in high school, to coaching pre-med students on their medical school interviews, The Princeton Review's primary goal is to support equality and access for all students on their educational journey. As your school begins to implement its strategic plans, The Princeton Review can become a lasting local community partner, taking participating students from proficient and prepared for college to thriving and successful during their college careers.

The Princeton Review is very excited to explore a partnership with **Math and Science Academy** and provide **Tutor.com** for its students. While The Princeton Review is best known for proven test preparation techniques, we also offer a suite of student-centered and data-driven services to build strong academic foundations, improve GPAs, raise college acceptance rates, and increase scholarship dollars.

In summary, The Princeton Review offers you the opportunity to provide a comprehensive solution to foster and support a college-going culture for your students from a trusted partner with a proven track record of success. The sum of these varied offerings is a fully-supported, smoothly-implemented, full-service package that engages both students and families.

We sincerely look forward to the opportunity to work with you and your students.

Respectfully Submitted,

Keisha Hellon

Director, West Region

K-12 Educational Partnerships

The Princeton Review

TUTOR.COM: A SERVICE OF THE PRINCETON REVIEW

The One-to-One Learning Approach

Tutor.com supports a better student, teacher and school experience. Our mission is to connect students to individualized learning through one-to-one engagements with subject matter experts. Tutor.com also provides schools with the data necessary to help teachers and students excel. This combination of personalized learning with diagnostic evaluations offers a powerful solution for your students.

Through an intensive, virtual classroom, students have access to over 3,000 subject-matter experts, available 24/7. Tutors provide homework help, AP support and skill building in more than 60 subjects including math, reading, science and social studies for grades 4 through 12. Tutor.com is available where students need it, whether at school, at home, or on a mobile device. Partnering with The Princeton Review ensures that your students have access to targeted learning and that teachers receive the data necessary to make informed decisions about instruction and student progress.



Equity and Access for All

With equity and access a key issue facing many schools and students today, Tutor.com was developed so that, regardless of type of device or computer available, students can access help and support anywhere, anytime.

Targeted Learning and Feedback to Help Students, Teachers and Schools

We help students by:

- assessing skill knowledge and mastery and providing targeted learning engagements with a subject-matter expert;
- offering guidance and coaching to help students understand concepts through critical thinking and positive reinforcement; and,
- using multi-modal instructional methods targeting the different learning styles of students, including on-demand tutoring, scheduled tutoring, and asynchronous review of writing assignments.

We support teachers by:

- extending instructional moments help save teachers valuable classroom learning time;
- reinforcing core learning principles for students to help teachers stay on track with core curriculum and whole-class learning;
- providing insights into student knowledge and progression through diagnostic data; and,
- identifying student learning needs and offering intervention information before students fall behind.

We serve schools by:

- identifying key elements that need reinforcement at the school level, including core curriculum, professional development, and/or instructional strategies;
- offering intervention for students in a timely manner to affect positive change; and,
- increasing persistence of students with higher GPAs and confidence to continue in college-ready/college-going advancement.

Comprehensive Tutoring and Data for Math and Science Academy

The Princeton Review, in conjunction with Tutor.com, can provide your students with a targeted approach delivered either by annual subscriptions or by a shared bank of tutoring hours for students available via computer, tablet, or personal mobile device, and ongoing data and analytics reporting.

TUTOR.COM: A SERVICE OF THE PRINCETON REVIEW

Targeted Learning Available 24/7

With access to Tutor.com during and after school, students add quality instruction and the hours of learning needed for academic success. Students never need to schedule an appointment; they simply log on to tutor.com to get immediate access to a professional tutor. This *just-in-time* scheduling also reinforces and meets the various learning styles and time availability of each student.

Subject-Matter Experts

The 3,000-plus subject-matter experts providing targeted tutoring through tutor.com undergo an extensive process of screening, including certification and background checks. Our rigorous approach to onboarding, mentoring, and retention ensures high-quality, pedagogically sound help for all students and learning styles. We also employ a one-of-a-kind mentoring program to ensure quality learning engagements for every tutoring session.

Essay and Writing Support

Tutor.com provides both asynchronous and synchronous tutoring services for writing support through our live rich text editor and our drop-off essay review. Demonstrating critical thinking skills through essay writing is an imperative and important requirement for students.

- Our **asynchronous** writing service allows students to submit an essay or other piece of writing, along with a quick summary of their goals and instructions for the assignment, and receive detailed feedback from a writing tutor the next day.
- Our **synchronous** writing service allows students to share a report or essay in real time in the online classroom. The document can be reviewed live with the tutor and student collaborating on improving the piece.

Support Resources for Students & Staff

All Tutor.com programs come with premiere support coverage at no additional charge.

- Toll-free telephone support from our Tutor.com certified technical support team seven days a week
- Email support by one a Tutor.com certified technical support or client care staff member 24/7, 361 days a year
- Real-time classroom support from tutors if issues arise within the classroom, 24/7, 361 days a year
- Detailed answers to FAQ available on each of your Tutor.com program pages, including solutions to common technical problems

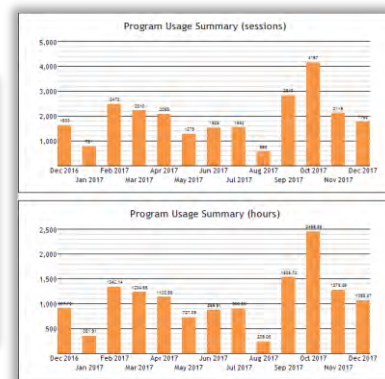
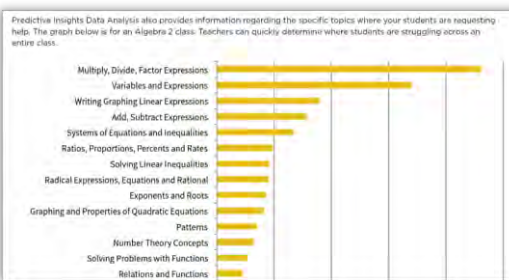
Actionable Data

Comprehensive monthly reports, available in both Excel and PDF format, include charts, graphs and trend analyses at both the aggregate and individual level. Our Predictive Insights™ Data Analysis Service provides a more detailed, granular look at the challenges students are facing. With Real-time Early Alerts and On-demand Reports, Math and Science Academy will be empowered to intervene with assistance at the right time to improve student success and persistence rates.

Predictive Insights Data Analysis Service
Spot struggling students sooner. Support them smarter

Putting your data to work
With Predictive Insights Data Analysis Service, you're able to identify which students need more help. Detailed individualized data helps schools accelerate the intervention timeline for those students, so they can get the support they need.

Username	Date	Time	Session Length	Subject	Prerequisite Knowledge	Content Mastery	Frequent Subject Request	Unusually Long Session
Student A	4/13/2018	6:07 PM	25:12	Trigonometry				
Student B	4/17/2018	1:28 AM	35:72	Algebra 1		✓		
Student B	4/17/2018	9:04 PM	40:22	Language Arts				
Student A	4/19/2018	2:19 AM	29:52	AP Chemistry				✓
Student C	4/16/2018	11:33 PM	54:52	US History				



Subject Areas and Availability

This chart shows the subjects in which Tutor.com offers online one-to-one learning. Tutor.com offers live, on-demand coverage by using carefully crafted staffing schedules and recruiting tutors from across time zones. All subjects listed are **available 24 hours a day, seven days a week**, 361 days per year (unless otherwise noted).

Expert tutors are available in more than 100 subjects, including:

Math	English/writing	Science	Social Studies	
<ul style="list-style-type: none"> • Basic Math • Pre-Algebra • Algebra I • Algebra II • Geometry • Trigonometry • Pre-calculus • Calculus • Statistics 	<ul style="list-style-type: none"> • WriteTutor™ Writing Center • Literature • Vocabulary • Grammar • WriteTutor™ 12-hour Essay Review (asynchronous) 	<ul style="list-style-type: none"> • Basic Science • Earth Science • Biology • Chemistry • Physics 	<ul style="list-style-type: none"> • U.S. History • World History • Civics and Government • European History • Geography 	
AP®	Spanish	French	German	International Baccalaureate®
<ul style="list-style-type: none"> • AP English Composition • AP English Literature • AP Calculus AB • AP Calculus BC • AP Statistics • AP Biology • AP Physics B & C • AP Comparative Government and Politics • AP European History • AP Human Geography • AP Macroeconomics • AP Microeconomics • AP U.S. History • AP World History 	<ul style="list-style-type: none"> • Grammar • Writing • Reading Comprehension 	<ul style="list-style-type: none"> • Grammar • Writing • Reading Comprehension 	<ul style="list-style-type: none"> • Grammar • Writing • Reading Comprehension 	<ul style="list-style-type: none"> • History • Language A: Language and Literature • Language A: Literature HL • Language A: Literature SL • Mathematics HL: Calculus • Mathematics HL: Discrete Math • Mathematics HL: Pre-Calculus • Mathematics HL: Statistics • Mathematics SL: Calculus • Mathematics SL: Pre-calculus • Mathematics SL: Statistics • Psychology • Chemistry • Computer Science: C++ • Computer Science: Java • Physics

Subjects below are available with tutors in Spanish from 2pm to 2am EST (1pm-1am CST):

Matemáticas*	Estudios Sociales*	Ciencias*
<ul style="list-style-type: none"> • Algebra • Algebra II • Cálculo • Estadística • Geometría • Matemáticas Básicas • Trigonometría 	<ul style="list-style-type: none"> • Gobierno y vivismo • Historia do los EE.UU. • Historia de Europa • Historia del Mundo 	<ul style="list-style-type: none"> • Biología • Ciencia Básica • Ciencias de la Tierra • Física • Química

ESTIMATED PRICING SUMMARY

Tutor.com Online Academic Tutoring Standard Rates	
Pricing Model	Features
Block of Sessions	Students have individual access and share a pool of sessions for 12 months, or until sessions are used; add or remove participants at any time; add sessions at any time
Administrative Fees	Predictive Insights Annual Reporting Fee: 10% One-Time Implementation Fee: \$1,000 - \$2,500
Number of Sessions	Standard Per Session Pricing
0 – 2,500	\$20.00
2,501 – 5,000	\$18.00
5,001 or more	\$16.00

Math and Science Academy		
Pricing Model	Features	Price
Sessions	Students have individual access and share a pool of sessions for 12 months, or until sessions are used; add or remove participants anytime Session length will vary per student. All sessions to be used during the contract term. Minimum purchase of 200 sessions required.	\$20/session
Student Population	Applicable Fees	Total Price
6-12 Grade Students Approx. 550 Students	Recommended Sessions: 1,000 Cost per Session: \$20.00 Per Session Total: \$20,000 Predictive Insights Annual Fee: \$2,000 \$0 Implementation One-Time Fee: \$1,000 Program Dates: Oct. 1, 2020 – Sept. 30, 2021	\$21,000

Notes: A COVID-19 discount has been applied. Total estimated costs above do not include state sales tax, which may be applied to any final invoices (if applicable) unless a state sales tax exemption certificate is provided.

School Expansion Possibilities Committee

August 27, 2020

4:30 p.m.

Zoom link: <https://zoom.us/j/91852802651?pwd=K3JMYkNTOUxRWIIdEhDRBWjdxcWtzZz09>

In Attendance: Jennifer Yiangou, Holly Rome, Krishna Vishnubhatla, Alex Santos, Dan Ellingson, John Gawarecki, Robin Solid, Ken LaCasse, Noah Langseth, Satya Veluri, Lilian Vu, Aron Hellner, Annette Smith

1. Reviewed previous meeting notes

A. We have determined we have to expand.

B. Previous year's notes are [here](#)

2. How to solicit additional committee members from staff, parents, or community.

3. How do we want to expand?

Do we want to add a virtual component to the school's offering?

Build for flexibility of all three scenarios.

Proper ventilation system, hallway / room sizes, etc.

Do we want to stay 6-12? Yes

Do we maintain / change?

- Vision To be an innovative, sustainable model of academic excellence that creates well-rounded, lifelong learners and global citizens.
- Mission We provide accelerated curricula in all subjects, with an emphasis on math and science.

Leave room for additional expansion.

6 sections or more of each grade for middle school would be ideal for scheduling purposes. This would allow for the high school to be internal students only.

4. Schedule for the year.

Develop "wish list"

Determine if we want to go with all three scenarios

Review financial model / options

Visits to other schools

Choose development partner

Obtain feedback from staff, parents, students, and community

Confirm design brief for expansion

5. Next Meeting - September 24, 2020, 4:30 pm

Math and Science Academy

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

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

802 DISPOSITION OF OBSOLETE EQUIPMENT AND MATERIAL

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

IV. MANNER OF DISPOSITION

A. Authorization

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

B. Contracts Over \$100,000

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

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

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

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

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

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

D. Contracts \$25,000 or Less

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

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

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

F. Notice of Quotation

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

G. Sales to Employees

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

H. Exceptions for Surplus School Computers

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

- a. another school district;
- b. the state department of corrections;
- c. the board of trustees of Minnesota State Colleges and Universities;~~or~~
- d. the family of a student residing in the district whose total family income meets the federal definition of poverty; or:
- e. a charitable organization under section 501(c)(3) of the Internal Revenue Code that is registered with the attorney general's office for educational use.

2. If surplus school computers are not disposed of as described in Paragraph 1., upon adoption of a written resolution of the school board, when updating or replacing school computers, including tablet devices, used primarily by students, the school district may sell used computers or tablets to qualifying students at the price specified in the written resolution. MSA will follow the procedure listed below in the event of an equipment sale.

a. Evaluation of Potential Surplus and Sale:

Technology coordinator and the Director will determine whether any of the obsolete equipment is in working order and eligible to be sold. This determination will be made as the need arises throughout the school year, and will follow the procedure listed below.

b. Procedure for Communication and Sale of Obsolete Equipment:

- 1) When the Technology coordinator and Director determine that a sale of obsolete equipment is warranted, they will notify the MSA Board of Directors of a recommended resolution.
- 2) There will be a written resolution of the MSA Board of Directors authorizing the sale price of the obsolete equipment.
- 3) An announcement of the sale of obsolete equipment will be made via MSA's communication systems such as, Skyward messenger, daily announcements, and school website
- 4) Within that communication will be a form or link to fill out for individuals to be included as part of those intending to purchase the equipment

5) Eligibility for sales will be completed in the following order:

- a. The student is currently enrolled and intending to enroll in the school following the year of receipt of the obsolete equipment
- b. Should there be more individuals interested in purchasing the equipment than equipment available, the sale will be prioritized in the following manner:
 - i. First priority will be to families qualifying for free and reduced lunch
 - ii. Second priority will be to any remaining eligible applicants chosen via lottery.

Legal References: Minn. Stat. § 13.591 (Business Data)
Minn. Stat. § 15.054 (Public Employees Not to Purchase Merchandise From Governmental Agencies; Exceptions; Penalty)
Minn. Stat. § 123B.29 (Sale of School Building at Auction)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)
Minn. Stat. § 645.11 (Published Notice)

Math and Science Academy

Adopted: ____, 2020

Revised:

808 COVID-19 FACE COVERING POLICY

[Note: The Governor’s Emergency Executive Order 20-81 generally requires Minnesotans to wear a face covering in certain settings and circumstances, including in various school settings. Emergency Executive Order 20-82 states that all Minnesota public schools must adhere to parameters determined by Minnesota Department of Health (“MDH”) in implementing or shifting between in-person learning, hybrid learning and distance learning. MDH’s Safe Learning Plan for 2020-21 and the 2020-2021 Planning Guide for Schools requires school district and charter schools to develop and implement a face covering policy that is clearly posted and communicated to students, staff, families, and potential visitors to the school building. The provisions of this policy substantially reflect the requirements of the 2020-2021 Planning Guide for Schools, Executive Order 20-81, and Executive Order 20-82.]

I. PURPOSE

The purpose of this policy is to establish requirements for employees, students, and other persons (including visitors, guests, contractors, etc.) present on Math and Science Academy (MSA) school property to wear face coverings in classrooms, child care settings and other indoor areas, as well as outdoor areas where a physical distance of 6 feet cannot be maintained between persons, in order to minimize exposure to COVID-19.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to comply with Executive Order 20-81, Executive Order 20-82, and applicable face covering requirements from the Minnesota Department of Health and the Minnesota Department of Education.
- B. In accordance with Executive Order 20-81, Executive Order 20-82, state law, and public health guidance, the policy of MSA is that all students, staff, and other people present in schools, district offices, all buildings leased or owned by MSA, or riding on school transportation vehicles, are required to wear a face covering. As provided below, this policy provides for some exemptions and allows for temporary removal in limited circumstances.
- C. Face coverings protect others in case the wearer does not know he or she is infected with COVID-19. Face coverings are only one part of the state’s Public Health Guidelines and MSA intends to use face coverings in combination with other infection control measures, including social distancing, personal hygiene, screening, and cleaning practices.

- D. Unless an exception described in Part IV below applies, all students, staff, and other people present indoors in school buildings and district offices or riding on school transportation vehicles are required to wear a face covering.
- E. A violation of this policy occurs when any student, staff, or other person present in a school building, in the school district office, or on a school transportation vehicle fails to wear a face covering, unless an enumerated exception applies.

III. DEFINITION OF FACE COVERING

- A. A face covering must be worn to cover the nose and mouth completely in accordance with CDC guidelines, should not be overly tight or restrictive, and should feel comfortable to wear. The following are included in the definition of face covering:
 - 1. Paper or disposable mask;
 - 2. Cloth face mask;
 - 3. Scarf;
 - 4. Neck gaiter;
 - 5. Bandana;
 - 6. Religious face covering; and
 - 7. Medical-grade masks and respirators
- B. A “face shield” is a clear plastic barrier that covers the face and allows visibility of facial expressions and lip movements for speech perception. A face shield should extend below the chin anteriorly, to the ears laterally, and there should be no exposed gap between the forehead and the shield’s headpiece.
- C. Masks that incorporate a valve designed to facilitate easy exhaling, mesh masks, or masks with openings, holes, visible gaps in the design or material, or vents are not sufficient face coverings because they allow exhaled droplets to be released into the air.

IV. EXEMPTIONS FROM FACE COVERING REQUIREMENTS

- A. Students or Staff with Health Conditions/Disabilities/Behavioral Needs

Individuals with health conditions, disabilities, or mental health, developmental, or behavioral needs may be exempt from wearing a face covering or a face shield if they have a need for an exemption from this policy. Face coverings should not be placed on anyone under age 2, anyone who has trouble breathing or is unconscious, anyone who is incapacitated or otherwise unable to remove the face covering without assistance.

B. Exemption requirements and procedures

- i. Students. If a parent claims that a student has a health condition, disability, or mental health, developmental, or behavioral need that exempts the student from this policy, that student's building office manager or administrator will ask the parent for documentation to support the student's need for an exemption, unless the need is obvious or MSA already possesses information that demonstrates the need. MSA will consider the parent or eligible student's request in light of the documentation presented and if an exemption is warranted, will follow applicable laws to determine what accommodations are appropriate. A student's individualized education program (IEP) team or Section 504 team may consider whether any amendments to the IEP or Section 504 plan are necessary related to the face covering requirement.
- ii. Staff. Staff who claim that they cannot wear a face covering because of a medical condition, mental health condition, or disability need to provide a note from a medical provider to his/her supervisor demonstrating a need to be exempt from the face covering requirement. MSA will consider the employee's request in light of the documentation presented and if an exemption is warranted, will follow applicable laws to determine what accommodations are appropriate.
- iii. Individuals Attending School Board Meetings. All individuals attending school board meetings are required to wear a face covering. This includes when school board members, members of the public, or other participants are speaking and presenting. Individuals who opt not to wear a face covering for any reason should ask at least one day in advance about options for participation in an alternative format. In some circumstances, permission to wear a face shield may be granted.
- iv. Visitors. If a visitor enters a school building without a face covering on, staff will communicate the face covering requirement, offer a face covering, and request that the visitor put it on. If the visitor refuses and claims that he/she is entitled to an exemption from the face covering requirement, staff will speak with an administrator to determine whether there is a need for the visitor to be granted permission to be in the building or whether the visitor will be asked to leave. MSA may, in its discretion, ask any visitor not wearing a face covering to leave the premises.

V. ALTERNATIVES TO FACE COVERINGS

A face shield may be worn as an alternative to a face covering under the following circumstances:

- Upon administrator approval, a student in grade 6 through grade 8, when wearing a face covering is problematic.

- By teachers, when wearing a face covering may impede the educational process of students.
- Upon administrator/supervisor approval, for staff, students, or visitors who cannot tolerate a face covering due to a developmental, medical, or behavioral health condition.
- For staff providing direct support student services, when a face covering impedes the service being provided.
- For staff who wear religious garb that a face covering would interfere with.
- Upon supervisor approval, for staff when wearing a face covering would create a job hazard for the individual or others, as determined by local, state or federal regulators or workplace safety and health standards and guidelines.

A. TEMPORARY REMOVAL OF FACE COVERINGS

Temporary removal of face coverings is permissible in the following situations as long as 6 feet of distance is maintained.

- i. With teacher permission, during indoor physical activity while the level of exertion makes wearing a face covering difficult. Social distancing of six feet must be maintained to the extent possible.
- ii. With teacher/adviser/coach permission, during classes or activities held outdoors when social distancing of six feet can be maintained.
- iii. While eating or drinking.
- iv. With teacher/adviser/coach permission, during indoor practices or performances involving acting, public speaking, or playing musical instruments where a face covering cannot be used while playing the instrument. Staff members must have building administrator permission to allow such activities without a face covering in the classroom.
- v. Upon a school administrator's request, when checking identification of individuals.
- vi. While staff are working alone in an office, classroom, vehicle, or other job location.
- vii. With a supervisor's permission, while staff are working in communal spaces that have barriers such as Plexiglas or cubicle walls between employees that are above face level.
- viii. When staff and/or students are communicating with a person who is deaf or hard of hearing or has a disability, medical condition, or mental health condition that makes communication with a face covering difficult.
- ix. While receiving a service, including nursing, medical, or personal care services, that cannot be performed or would be difficult to perform when the individual receiving the service is wearing a face covering.
- x. While showering or swimming or other activities where the mask will get wet.

V. IMPLEMENTATION

- A. This policy will be conspicuously posted in each school building and administrative office and communicated to students, staff, families, and potential visitors to the school building. These communication efforts will include a sign visible to all persons upon entering a school building instructing them to wear face coverings.
- B. MSA will provide face coverings and/or face shields to employees and students. Employees and students may choose to wear their own face covering as long as it covers the nose and mouth. To the extent practicable, MSA will maintain an extra supply of face coverings for people who forget to bring their face covering.
- C. MSA will teach and reinforce the use of face coverings and/or face shields for students and staff throughout the school day. This support will include proper use of face coverings on transportation vehicles, inside school buildings, and generally when on school grounds. Staff will provide guidance and support to students who cannot wear face coverings due to legitimate health reasons and will facilitate understanding in the school community
- D. Individuals who cannot tolerate a face covering due to a medical condition or disability related condition may be permitted to utilize alternative options such as a face shield or other reasonable accommodation. The Director or building administrator shall have discretion to determine whether an employee, parent, or community member qualifies for a reasonable accommodation and the accommodation to be provided. For a student with a medical condition or disability, the student's education team (i.e. IEP team, Section 504 team, health plan team) will determine whether the student qualifies for a reasonable accommodation and the accommodation to be provided. As a condition to granting a reasonable accommodation, MSA may require an individual to provide a physician's note and/or other relevant information or with respect to the condition or circumstance. Requests for reasonable accommodations from the face covering requirement shall be assessed on a case-by-case basis in accordance with applicable federal and state law.
- E. All face coverings shall meet the requirements of applicable dress code policies and/or codes of conduct. To the extent the face covering requirements of this policy conflict with MSA Policy 504 – Student Dress and Appearance, this Policy shall control.
- F. Students and staff may choose to wear their own face coverings as long as they meet the below requirements.
- Allowable types of face coverings include: (1) paper or disposable masks, (2) cloth face masks, (3) scarfs, (4) bandannas, and (5) religious face coverings.
 - Face coverings must cover the nose and mouth completely, and should not be too tight.

- In the interest of maintaining an orderly and safe learning environment and maintaining the focus on instruction, personal face coverings cannot include any graphics, imaging, or text that are a violation of Policy 504.

VI. ENFORCEMENT; CONSEQUENCES FOR NON-COMPLIANCE

- A. Student violations MSA will follow the general process set forth below when a non-exempt student shows up at school without a face covering or face shield:
- MSA will supply the student with a disposable mask to wear while in school.
 - If a student refuses to wear the mask supplied, staff will remind the student of the face covering policy and contact the student's parents. The student will not be allowed to attend in-person school if they are not exempt from the face covering requirement. MSA may impose disciplinary action.
- B. Staff violations If a staff member violates this policy by not wearing a face covering and is not exempt from this policy, their building administrator will instruct the staff member that he or she must wear a mask and explain this policy's limited circumstances when face coverings may be removed. If the staff member continues to violate this policy and the staff member is not exempt from wearing a face covering and/or face shield, disciplinary action may be taken.
- C. Violations by others using school buildings If a visitor, vendor, or contractor is not wearing a face covering, MSA staff will communicate the face covering requirement, offer a face covering, and request that the individual put it on. If the individual claims an exemption, administration will then consider whether or not to grant the individual entry. If a visitor is denied access, administration will consider how to address the visitor's needs in an alternative format. If an individual refuses to wear a mask without claiming an exemption, the individual will be asked to leave, and if the individual refuses to do so, the administration may contact law enforcement.
- D. Referral to law enforcement MSA may, in its discretion, report a violator of this policy to law enforcement. With the exception of children younger than 14 years old and students 14 years old and older who are on the premises of the school for educational purposes, any individual who willfully violates Executive Order 20-81 or 20-82 is guilty of a petty misdemeanor and upon conviction must be punished by a fine not to exceed \$100.

Legal References: Emergency Executive Order 20-81
 Emergency Executive Order 20-82
 Minn. Stat. § 12.45 (Governor's Orders and Rules, Effect)
 Minn. Stat. § 12.45 (Violations; Penalties)

Cross References: MSBA/MASA Model Policy 807 (Health and Safety Policy)
MSBA/MASA Model Policy 504 (Student Dress and Appearance)

District Office

John Gawarecki - Director

- Appeals (for all functional areas)
- Building Company
- Budget and Resource Allocation
- Crisis Management
- Expansion and Sustainability
- Human Resources
- Human Rights Officer
- School Oversight

Ken LaCasse - Business Manager

- Accounts Receivable
- Accounts Payable
- Student Fees and Activity Paperwork
- Substitute Teacher Coordinator
- Payroll
- Building Keys
- Background Checks

Joell Pundsack - MARSS/Student Data

- Schedules
- Enrollment
- Skyward Database
- MARSS
- Building C Supplies
- Minnesota Common Course Catalog
- Academic Agreements
- Daily Transportation

High School Office

Shannon Froberg - High School and Activities Assistant Director

- High School Students, Teachers and Courses
- Sports, Clubs and Activities
- MSHSL
- Coaches and Advisors
- Academic Eligibility
- Graduation Coordinator
- 9th Grade Orientation
- Building B Facilities
- After School Facilities Usage
- Before School Childcare

Emily Graveen - High School Counselor

- College And Career Planning
- Academic Counseling 9-12
- Academic Improvement Planning 9-12
- ACT and AP Test Coordinator
- Transcripts 9-12
- PSEO Coordinator
- Social and Emotional Support 9-12

Carrie Hamm - High School Office Manager

- Receptionist Building B/High School
- High School Medication Administration
- School Website
- Announcements
- Back To School Night
- BOD packets
- Graduation
- Senior Lock In Office Support
- Healthy Snack Days/Pizza Day
- Building B Supplies
- rSchool Calendar
- Activities and Field Trip Transportation

Middle School Office

Tom Johnston - Middle School Assistant Director

Middle School Student, teachers, and Courses
Building A Facilities
Professional Development
World's Best WorkForce
Back To School Night
Open House for Prospective Students
Alternate Funding Committee
CEU/Teacher license renewal
Tours
6th Grade Informational Night
Monthly newsletter
Fastbridge administration

Kirstin Knutson - Middle School Counselor

Academic Counseling 6-8
Academic improvement planning 6-8
MCA Test Coordinator
PSAT Test Coordinator
Fastbridge results
Transcripts 6-8
Social and Emotional Support 6-8

Amanda Stout - Middle School Office Manager

Receptionist Building A/Middle School
Middle school medication administration
Attendance
Graduation Reception
MDE Disciplinary Report
Building A Supplies



Math and Science Academy
Student-Parent Handbook
2020-2021

Approved: August17,2020

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MSA (Math and Science Academy) VISION

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

MISSION

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

CORE VALUES

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

BOARD OF DIRECTORS (BOD)

MSA is governed by an elected Board of Directors that provides oversight to fiscal responsibilities, student achievement, and strategic planning. There are nine members on the Board consisting of four teachers, three parents, and two community members who are each elected by the parents and all staff. In addition, one student, the contracted financial manager, and the school director serve as non-voting members. A list of current school board members and other BOD information is available on the MSA website on the Board of Directors web page under the “About Us” tab.

Board meetings in 2020-2021 are normally scheduled at 6:15 p.m. on the third Monday of the month in Building A. A workshop is held prior to the meeting, starting at 5:00 p.m. Times and dates are subject to change. Please check the Community Calendar on the MSA website under the “Current Families” tab to confirm a meeting time.

CHARTER SCHOOL INFORMATION

A charter school is a public school in which educators design and create an innovative program in order to improve pupil learning and student achievement. Additional purposes include: (a) increase learning opportunities for all pupils; (b) encourage the use of different and innovative teaching methods; (c) measure learning outcomes and create different and innovative forms of measuring outcomes; (d) establish new forms of accountability for schools; or (e) create new professional opportunities for educators, including the opportunity to be responsible for the learning program at the school site.

The autonomy of a charter school allows MSA to make effective decisions quickly, and therefore, be responsive to the immediate demands of a liberal arts program that focuses on math, science and technology. MSA's mission is accomplished free of the bureaucratic tangles of a large centralized school district.

Legislation governing the establishment and operation of charter schools in Minnesota is established under Minnesota Statute 124E. General funding comes from the State of Minnesota and the Federal government, based on pupil units.

MSA CONTACT INFORMATION

Address: 8430 Woodbury Crossing
Woodbury, Minnesota 55125

Phone: 651-578-7507

- Building A Office - Ext. 3500
- Building B Office - Ext. 3501
- Building C Office - Ext. 3505

Website: www.mnmsa.org

Attendance Line: 651-578-8061

Fax Machine: 651-578-7532

To reach a staff member, call the main school phone number and enter the staff member's extension number which can be found on the MSA website on the "Our Staff" web page under the "About Us" tab. Some staff have direct phone numbers which are listed.

MSA CAMPUS INFORMATION

The MSA campus consists of four buildings. **Building A** (8430 Woodbury Crossing) contains classrooms and lockers for students in grades 6-8, the middle school (grades 6-8) assistant director, and the middle school counselor (grades 6-8). **Building B** (8460 Woodbury Crossing) contains classrooms, the gymnasium, lockers for students in grades 9-11, the high school assistant director (grades 9-12), high school counselor (grades 9-12), and the school business manager. **Building C** (8490 Woodbury Crossing) contains classrooms, lockers for students in grades 11-12, the school director and Student Data Coordinator. **Building D** (8500 Woodbury Crossing) contains classrooms used mainly by high school students.

Building	Building Hours:	Building Front Office Hours:
A	9:00 a.m. – 4:30 p.m.	9:00 a.m. – 4:30 p.m.
B	9:00 a.m. – 4:30 p.m.	9:00 a.m. – 4:30 p.m.
C	7:00 a.m. – 4:00 p.m.	9:00 a.m. – 4:00 p.m.
D	9:00 a.m. – 4:30 p.m.	none

Weekends and Holidays: The school and office area are closed.

Summer Hours: Summer hours will be posted on the school's website at the beginning of the summer.

School Day Hours and Schedules (when in person learning is occurring)

- **MSA opens at 7:00 a.m for high school students.** High School students who come to school before 9:00 am must report directly to their activity or Building C study hall. Study Hall before school is available for grades 9-12 for a fee. The study hall fee for each student is \$150 per semester or \$10 a day for drop-ins with a \$300 maximum per semester. Students will sign-in when attending study hall.
- **MSA opens at 9:00 a.m for middle school students.** Middle school students may only enter the school prior to 9:00 am if they are attending Y-Care (see below), have a before school activity to attend, have pre-arranged a meeting with a staff member, or arrive at school via school bus transportation. There is no before school Study Hall for grades 6 - 8.
- **Before-school Y-Care is available for students in grades 6 - 8 if coordinated with the YMCA.** YMCA fees will be managed by the YMCA. Y-Care is located in Building A and is coordinated directly with the YMCA.
- **School starts at 9:20 a.m.** Students need to be in their 1st period class at this time. Students are encouraged to arrive at 9:10 a.m. so that they have time to get organized before they need to be in class.
- **MSA's school day ends at 3:50 p.m.** Bus riders will be excused at 3:50 p.m. Car riders or walkers will be excused at 4:00 p.m. When picking up your student, **please arrive after 4:00 p.m.** to help alleviate undue traffic congestion with the buses. Due to the bus staging locations, the buses will occupy all spots within the parking lot loop.
- **Students are expected to be out of the buildings and off the school campus by 4:30 p.m.,** unless meeting with a coach, teacher, or participating in a sponsored program supervised by an adult. Students waiting for transportation after 4:30 p.m. need to go the Woodbury library or YMCA and wait there to be picked up.
- If hybrid learning is occurring, please see the 2020-2021 Fall Planning Guide on the MSA website.

Weekly Class Schedule

Monday/ Wednesday	Periods 1, 3, 5, 7	Tuesday/ Thursday	Periods 2, 4, 6, 8	Friday	Periods 1-7
1st Period	9:20 - 10:45	2nd Period	9:20 - 10:45	1st Period	9:20 - 10:07
Break	10:45 - 10:50	Break	10:45 - 10:50	Break	10:07 - 10:12
3rd Period	10:50 - 12:15	4th Period	10:50 - 12:15	2nd Period	10:12 - 10:59
Lunch	12:15 - 12:50	Lunch	12:15 - 12:50	Break	10:59 - 11:04
5th Period	12:50 - 2:15	6th Period	12:50 - 2:15	3rd Period	11:04 - 11:51
Break	2:15 - 2:20	Break	2:15 - 2:20	Lunch	11:51 - 12:27
7th Period	2:20 - 3:50	8th Period	2:20 - 3:50	4th Period	12:27 - 1:14
				Break	1:14 - 1:19
				5th Period	1:19 - 2:06
				Break	2:06 - 2:11

						6th Period	2:11 - 2:58
						Break	2:58 - 3:03
						7th Period	3:03 - 3:50

DROP OFF AND PICK UP PROCEDURES

Before and After School (when in person learning is occurring)

MSA has parking lot attendants in the morning to ensure students' safety. Please follow the directions from the attendants if dropping off or picking up your student. Abiding by the procedures below will enhance student safety.

Do not arrive until after 4:00 p.m. to pick up your child. MSA has up to 12 buses arriving to pick up students and there is no room for parent parking until the buses leave the parking lot area. Upon arrival, please proceed forward as far as possible in your lane so more cars can fit in behind you. Please be courteous to other parent drivers and do not park your car in a parking lot stall to wait for your child to come to you there, or for drop-off. (It's too dangerous).

After you pick up your child, move out of the drop off/ pick up lane and proceed to the exit lane. The left lane is for exit purposes only. Please proceed forward slowly and carefully. At no time should students enter or exit vehicles in the exit lane.

Do not leave your car unattended in the pick-up lane. Vehicles should not be parked in the roundabout for drop off or pick up of students.

At no time, are vehicles to drive around the north portion of Building B to pick up students. This parking lot is for the use of patrons of businesses located in the 8480 Woodbury Crossing building.

Drop Off and Pick Up Procedures for Buildings A, B, C and D

- **Building A:** Stay in the exit lane (the lane furthest from Building B) until you turn the corner after Building B. Once you have made the turn, move to the drop off lane (lane nearest Building A) and proceed as far forward as possible or until you come to the yellow line located at the end of Building A. When your vehicle has stopped, please have your child exit the vehicle and then proceed to drive your vehicle through the exit lane (lane that is nearest to the parking lot and furthest from Building A) until you exit school grounds.
- **Building B:** Stay in the lane nearest Building B and proceed as far forward as possible, or until you arrive at the solid white line located at the west edge of Building B. When your vehicle has stopped, please have your child exit the vehicle and then proceed to drive your vehicle through the exit lane (lane that is nearest to the parking lot) which goes in front of Building A until you exit school grounds.
- **Building C and D:** Turn into the Building C parking lot and proceed to the right side of the lot until your vehicle is located in front of Building C. When your vehicle has stopped, have your child exit the vehicle. If you are picking up your student, please park in an open parking spot between buildings C and D. Once your student is in the vehicle, exit the parking lot by driving to the right side of the parking lot and carefully enter the Woodbury Crossing circle by turning right and then exit the circle.

During School Hours (when in person learning is occurring)

Once school has begun, students arriving late **must** be signed in by their guardian/parent.

When dropping off or picking up students during school hours for buildings A or B, parents are to park in the visitor spots in the parking lot and proceed to the building's main entrance and buzz the security system to request access into the building. Once access has been granted to enter the building, proceed to the administrative office to sign in/out the student. Due to safety concerns, at no time during school hours are cars to be parked in the traffic lanes.

When dropping off or picking up 11th or 12th grade students during school hours for buildings C, parents should park in a space closest to the building's main entrance and enter their student's access code (which will be distributed to students during the first week of school) to gain access into the building. Once entered into the building, proceed to the administrative office to sign in/out the student. **Due to safety concerns, at no time during school hours are cars to be parked in areas other than an identified parking spot.**

- If hybrid learning is occurring, please see the 2020-2021 Fall Planning Guide on the MSA website.

MSA COMMUNICATION

General Information

Open lines of communication between students and teachers, and families and teachers are critical to a good education. At MSA, we strongly encourage the involvement of families in their student's education. MSA has many ways to relay and receive information. Please use any of the following methods of communication to get an answer to your question. **It is expected that students and parents check the MSA school website and their email account on a daily basis.**

1. **Call Us** If you have any questions regarding non-classroom issues, please call anyone listed under 'Administration' on the "Our Staff" web page on the MSA website. We're happy to help you!
 - **When you have questions concerning your child's progress in an individual class or their classroom activities**, please contact their teacher first. If your questions/concerns are not satisfactorily addressed by the teacher, then contact the building administrative office. If the questions/concerns persist, then contact the director.
 - **If you need to send a message to your child**, please contact the office staff directly so the message can get to your child as soon as possible -- do not leave a voicemail or send an email to the MSA office. **Please do not text or call your student on their cell phone during the day.** As part of MSA's procedures, student cell phones should be turned off during the school day and kept in their locker. Disregarding this policy disrupts student learning, and your child will be asked to turn in their phone to the administration.
2. **MSA Website** www.mnmsa.org Check the MSA website frequently for new information, and important events happening at our school. Our website is designed and maintained by students, staff, and parent volunteers.
3. **rSchoolToday Calendar** For information on MSA athletic events and activities, go to the rSchoolToday Athletic/Activities link on the front page of the MSA website
4. **Teacher Web Pages** After logging into the MSA website, parents can access teacher web pages to view class specifics.

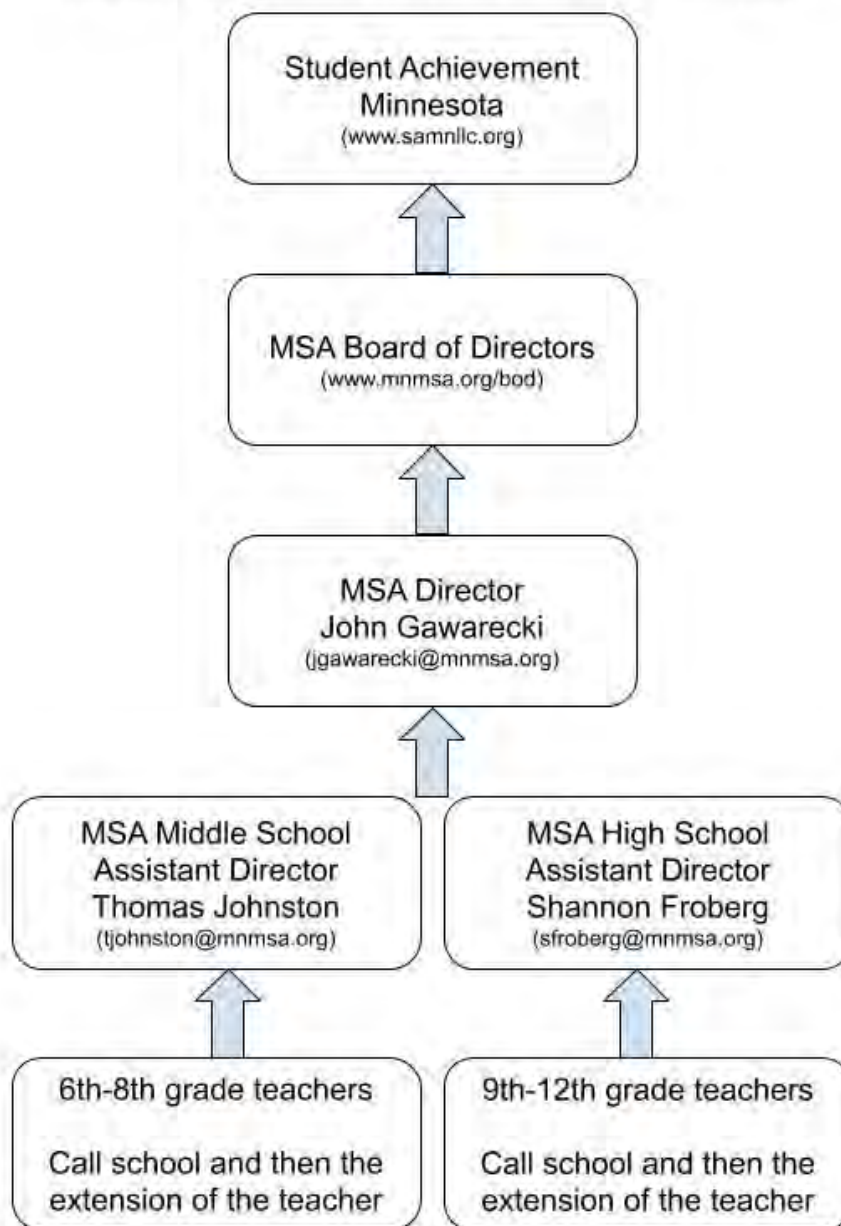
5. **Daily Announcements** Daily Announcements on the MSA website are an excellent way for students and families to keep up with all that's going on at MSA. If you would like to receive Daily Announcements by email, please log onto the MSA website using your family access username and password, click on the Daily Announcement icon, then enter your email address.
6. **Back To School Night** This is offered each August before school starts for MSA students and their families.
7. **Conferences** This is an opportunity to discuss expectations and progress of your student at school. Conferences are held in October. MSA will hold virtual conferences in the fall.
8. **Appointments** Parents are encouraged to meet with teachers and staff members at any time during the year to discuss any issue related to their student's education at MSA. Meetings with staff members should be held at mutually agreed upon time and method. Staff phone numbers are available on the MSA website on the "Our Staff" web page under the "About Us" tab.
9. **Board Meetings** These meetings are open to the public. All students and family members are welcome. The meetings are generally scheduled for the third Monday of the month. Please check the MSA website for the link to virtual board meetings.
10. **Board Committee Meetings** These meetings are open to the public. For dates and times of the BOD committee meetings, please check the Community Calendar under the "Current Families" tab on the MSA website.
11. **Twitter** Follow us on Twitter, @MSA_Dragons for general information; @MSAActivities for information regarding extracurricular activities at MSA; and @MSA_Counseling for information from High School Counselor and Middle School Counselor.
12. **Skylert** This messaging service from Skyward will be used when there are immediate announcements of an emergency nature that need to be distributed to families.

Communication Protocol

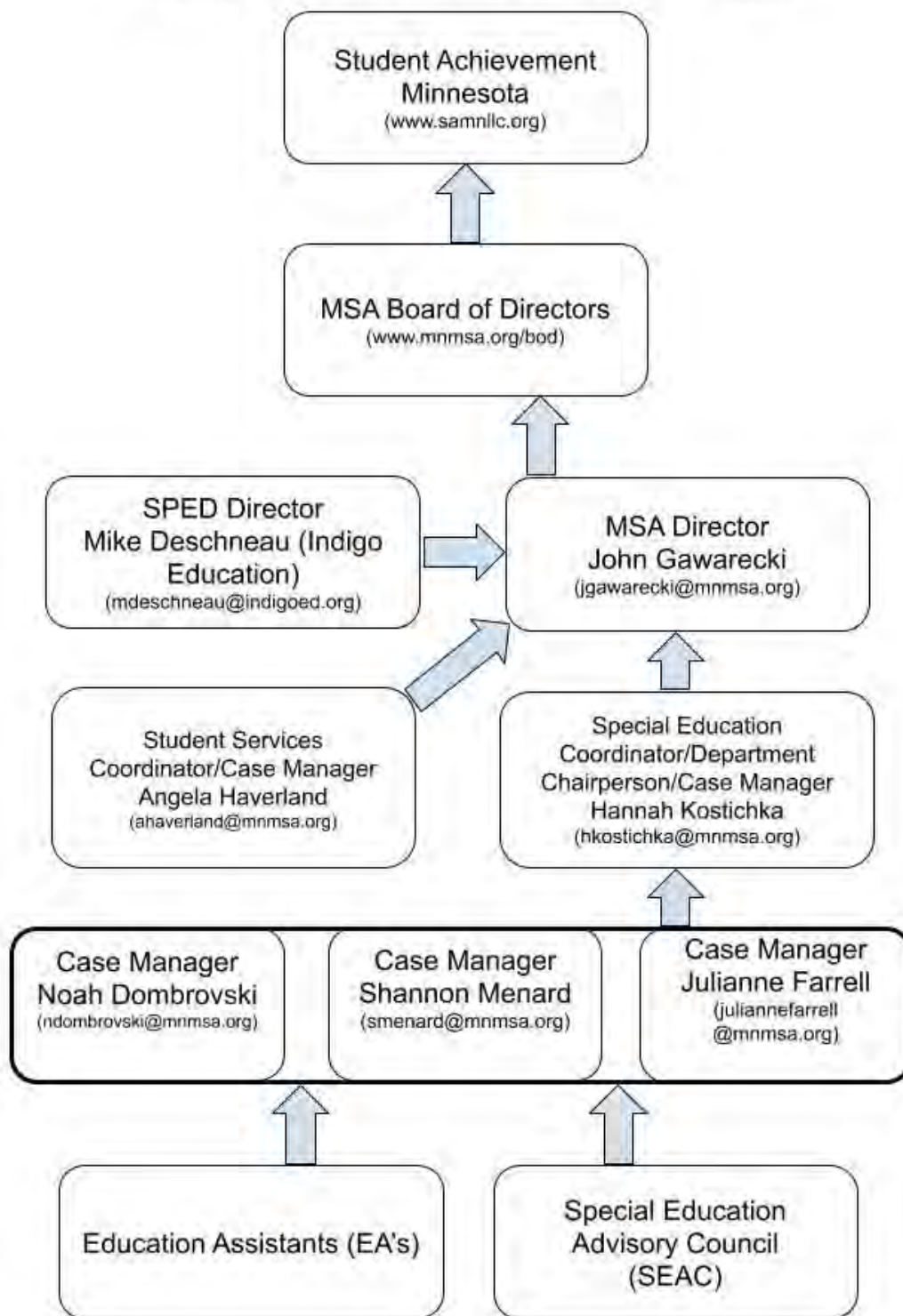
MSA uses the following communication progression to make certain all questions, concerns and issues are addressed in a professional and timely manner. If your question, issue or concern is not resolved at the lowest level, please proceed to the next level. Please do not jump levels, as this causes inefficiencies to occur. A flow chart representing the proper flow of communication at MSA for General Education and Special Education questions, issues and concerns follows.

Proceeding to the next step on the progression should not occur until the contact person involved in the current step has had adequate time to address the issue at hand. This time period is typically two school days between steps..

1. Student contacts teacher/staff.
2. Parent contacts teacher/staff.
3. Student contacts building administrator
4. Parent contacts building administrator.
5. Parent contacts School Director.
6. Parent contacts Board of Directors (BOD).

2020-2021 MSA General Education Chain of Communication

2020-2021 MSA Special Education Chain of Communication



2020-2021 MSA School Calendar, which is also found on the MSA website.

Math & Science Academy

2020-2021 School Year

SUN	MON	TUE	WED	THU	FRI	SAT
August 2020						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
September 2020						
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
						20 21
October 2020						
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						19 40
November 2020						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
						17 57
December 2020						
1	2	3	4	5		
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
						14 71
January 2021						
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
						19 90
February 2021						
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
						17 107
March 2021						
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						17 124
April 2021						
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
						20 144
May 2021						
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
						20 164
June 2021						
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
						4 168
July 2021						
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

KEY:
F/L First/Last Day of School
H Holiday (No School)
X No School Day
SE Semester End
OH Open House (6:00-7:30 pm)
B Back To School Night (1-7 pm)

6th Grade Informational Meeting
T Teacher Work Day (No School)
W Prof. Dev. Day (No School)
P Spring Break (No School)
SB Winter Break (No School)
WB Parent/Teacher Conferences (5-8pm on 2nd, 9am-1pm on 3rd)
C Orientation For New Teachers
NT **June 4th is graduation.**

Number of days in 2020/2021 Calendar:
 # of Days in 1st Semester = 81
 # of Days in 2nd Semester = 87
 Total # of School Days = 168
 Number of teacher days = 176

Approved: April 20, 2020

TOPICS - A to Z

ACTIVITIES (*See Activities Handbook*)

ADMISSION AND ENROLLMENT

As a public charter school, MSA provides free public education and is open to any Minnesota student. Students may first apply for enrollment in the winter of their fifth grade year.

Parents/guardians must apply between December 1 and February 15 to be part of the lottery. MSA usually has a waiting list for most grades. A lottery is typically held for all registered student applicants to determine who is accepted for the upcoming academic year; preference is given to siblings of an enrolled student.

For more information, updates and registration deadlines, please see “The Admission Process” under “Prospective Families” on the MSA website. Because MSA usually has more students registered for admission than there is capacity, timely registration does not guarantee admission to MSA.

The Minnesota Statute 124E.11 Charter Schools, Subdivision (b) reads: A charter school, including its preschool or prekindergarten program established under section [124E.06, subdivision 3](#), paragraph (b), shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils must be accepted by lot. The charter school must develop and publish, including on its website, a lottery policy and process that it must use when accepting pupils by lot.

Late Enrollment

Enrollment applications received after the start of the school year for grades 6-8 will be placed on the waiting list. Enrollment of students for grades 9-12 is closed at the end of the first week of the school year.

ATHLETICS (*See Activities Handbook*)

ATTENDANCE

MSA is committed to the philosophy that every student should attend every class every day. Regular attendance and promptness to class are essential for success in school. Learning that is lost due to absence cannot be adequately replaced. For detailed information on attendance, absences, tardiness, and consequences, please see a summary of Policy 503-Student Attendance under “District Policies,” or the complete policy under “Board of Directors” on the MSA website.

When a student is not able to attend school, parents/guardians must inform the school by calling the attendance line (651-578-8061) before 10 a.m. A phone call must be made every day that the student is absent unless previous arrangements have been made with the school. Should a student be absent for three (3) consecutive school days for a health-related absence, a doctor’s note will be requested in order for the student’s absence to be excused.

When a student needs to leave school during the day, parents must come into the office to sign out their student (for students in grades 6-8 only), and provide a note from the medical provider upon return. For students in grades 9-12, parents must either call the main office number, email, or bring a note stating that they have permission to leave, and the specifics about the appointment.

Absences

Excused

To be considered an excused absence, the student’s parent or legal guardian may be asked to verify, in writing, the reason for the student’s absence from school. A note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse.

Unexcused

The following are examples of absences which will not be excused unless reviewed by the Director and determined as an excused absence:

- truancy
- any absence in which the student failed to comply with any reporting requirements of MSA’s attendance procedures
- work at home
- work at a business, except under a school-sponsored work release program
- vacations with family, unless a plan is put in place to make up the school work and the plan is approved by the MSA Director at least five school days in advance of the start of the family vacation
- personal trips to schools or colleges that exceed the parameters under “Excused Absences)
- absences resulting from accumulated unexcused tardies; three (3) tardies equal one unexcused absence
- any other absence not included under the attendance procedures set out in this policy.

Due to School-Sponsored Activities or Programs

- School-initiated absences, during or outside the school day, will be accepted and participation permitted.
- A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.
- If a student is suspended from any class, he or she may not participate in any activity or program that day.
- If a student is absent from school due to medical reasons, he or she must present a physician’s statement clearing the student for participation that day. The note must be presented to the coach or advisor and the MSA Activities Director before the student participates in the activity or program.

Family Trips

Family trips scheduled when school is in session is discouraged. If the family trip is absolutely necessary, a parent/guardian must complete and submit “503 Unexcused Absence Request” form, which is available in Building A and B offices, and under the ‘Printable Forms’ web page under “Current Families” on the MSA website. The

completed form, with all the required signatures, needs to be returned to the director **at least five (5) days** prior to the absence. Students must make up all work assigned during the absence.

Tardiness

Students are expected to be in their assigned class and/or area at designated times. Failure to do so constitutes tardiness.

Students who are tardy at the start of the school day must be signed into the office by a parent/guardian. The student will receive an admission slip to their first period class.

Excused

Valid excuses for tardiness are:

- illness
- serious illness in the student's immediate family
- a death or funeral in the student's immediate family or of a close friend or relative
- medical, dental, orthodontic, or mental health treatment
- court appearances occasioned by family or personal action
- physical emergency conditions such as fire, flood, storm, etc.
- any tardiness for which the student has been excused in writing by an MSA administrator or teacher

Unexcused

- Unexcused tardiness is failing to be in an assigned class and/or area at the designated time a class period commences without a valid excuse.
- Consequences of tardiness may include detention after one unexcused tardy. In addition, three (3) unexcused tardies are equivalent to one (1) unexcused absence.

BACKPACKS AND BAGS

Students are encouraged to bring only necessary items to school and class, and are not allowed to bring backpacks and bags to classes. Having backpacks and bags in classrooms creates a safety hazard for students and there is not enough room for them in the classrooms. Rolling backpacks are not allowed at MSA as the lockers are not large enough to hold them.

BEHAVIOR AND DISCIPLINE

Nurturing the maturity of each student is of primary importance at MSA, and is closely linked with the balance that must be maintained between authority and self-discipline as a student progresses from dependence on authority to the more mature behavior of self-control. All students are entitled to learn and develop in a setting which promotes respect for self, others, and property.

Proper positive discipline can only result from an environment which provides options, and stresses student self-direction, decision-making, and responsibility. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement. MSA recognizes that there are instances when it is necessary to administer disciplinary measures. The position of MSA is that a fair and equitable school-wide student discipline policy contributes to the quality of the student's educational experience.

For more information on student discipline, in-school and out-of-school suspension, expulsion, or exclusion policies, please see the summary of Policy 506-Student Discipline under "District

Policies". For the complete policy, please see the "Board of Directors" web page under the "About Us" tab on the MSA website.

Academic Integrity

Having integrity means doing the right thing, even when no one is looking. As part of MSA's community, students are expected to maintain the highest ethical academic standards. Students can maintain academic integrity by avoiding: cheating; passing off someone else's work as their own; copying the work of others; and using technology for wrongful purposes. Occurrences of unethical academic behavior are handled on a case-by-case basis.

Bullying

MSA does not tolerate bullying by any of its students, staff or parents/guardians.

● **Reporting Procedures**

In the event that a student has been bullied, a report should be completed following Policy 514-Bullying Prohibition Policy. In order for an incident to be classified as bullying three things must occur:

1. The existence of the unwanted behavior must be communicated to the person conducting the behavior. (example - "Please don't stand next to me.")
2. The unwanted behavior continues after step 1.
3. There is a power imbalance between the parties involved.

If all three of these criteria are met, a report should be made to an MSA staff member.

Chemical Use and Abuse

The use of chemical substances is not tolerated. Students who use chemical substances on campus, on school transportation, or at school sponsored events will be disciplined appropriately up to, and including, expulsion.

Harassment and Violence

Everyone at MSA has the right to be treated respectfully at all times in a community free from any kind of harassment or violence. Policy 413-Harassment and Violence was created for the purpose of maintaining a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.

For the complete policy, please see the "Board of Directors" web page on the MSA website.

Tennessee Warning

When a student (or parent, on behalf of a student) is asked to provide private or confidential data concerning themselves, they may be given the Tennessee Warning. The warning informs the student about: the purpose and intended use of the requested data; their legal rights regarding supplying the requested data; consequences for sharing, or not sharing data; and the identity of people or entities authorized by state or federal law to receive the data.

COUNSELING SERVICES (*See Student Support Services*)

COURSE DROP DEADLINE (See Course Guide)

COVID-19 (See 2020-2021 Fall Planning Guide and COVID-19 procedures on MSA website. The MSA COVID-19 Liaison team will review and update MSA's plan when needed.)

DRESS CODE

In May 2019, MSA's Board of Directors approved an updated dress code policy, Policy 504-Student Dress and Appearance. This new policy appears in its complete form under "District Policies," and on the MSA website under the "Board of Directors" web page.

E-LEARNING DAYS (see School Closing Procedures)

ELECTRONIC DEVICES - POLICIES AND PROCEDURES

1:1 Computer Program

The focus of the 1:1 computer program is to provide technology tools and resources to help all students prepare for 21st century learning expectations. Middle school students will be issued Chromebooks, and high school students will be issued laptops. It is the student's responsibility to provide proper care for their MSA-provided device, to keep their MSA-provided computer safe from damage and theft, and to be sure it is charged and ready for use in the classroom. Students will be responsible for loss of, or any damage to, their device.

- **Chromebooks** – Middle school students will all be issued an MSA Chromebook. Students will be required to use their MSA issued chromebooks, and will not be allowed to use personal laptops or chromebooks due to monitoring and software management needs.
- **Laptops** – High school students have the option of being issued an MSA laptop or using their own. Using their own laptop is a privilege that MSA may revoke if a student misuses their laptop in any way, including but not limited to breaking other school policies.

Students and parents must review the "Student Laptop Guidebook" (available on the MSA website under "Current Families") as well as the school's "524 Internet Acceptable Use Policy" prior to their student receiving their usernames and passwords and accessing the MSA network. All school-owned devices must be returned to the school upon termination of enrollment or at the end of the school year.

If you have any questions about MSA-issued technology, or need assistance getting technology repaired, please contact Justin Gehring, technology coordinator, at webmaster@mnmsa.org.

Cellphones

Student cell phones and all Smart technology devices (i.e., watches, iPods, etc.) are to be turned off during the school day and should be kept in their school locker. Unless permitted by the classroom teacher, students who have cell phones out during the school day during class will be asked to turn in their cell phones to MSA staff, who will give it to the

Administration. Parents who need to contact their student during the school day should call the main school line, (651) 578-7507, and the information will be delivered to the student.

Internet Use at School

MSA provides students and employees with access to the MSA computer system, which 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.

Policy 524-Internet Acceptable Use and Safety Policy sets forth policies and guidelines for access to the MSA computer system and acceptable and safe use of the internet, including electronic communications. For a summary of the policy, please see "District Policies" or the complete policy on the MSA website on the "Board of Directors" web page.

In alignment with the policy, beyond school, **parents must take responsibility for monitoring student use of MSA-provided educational technology, including MSA email and cloud accounts, as well as the internet.** This includes internet use at home, or any other remote locations outside of school.

Misuse

The use of the MSA computer system and access to 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, or exclusion; or civil or criminal liability under applicable laws.

EMERGENCIES

Should an emergency event occur at MSA during the school day, parents will be notified via the Skyalert notification system as to where to proceed to pick up their child. Depending on the type and scope of the emergency, students would be picked up at the YMCA, located north of the school property.

FRAGRANCE-FREE CAMPUS

Students are not allowed to use perfumes, body sprays, colognes or scented lotions/hand sanitizers in the building due to allergies that some students and staff have to fragrances found in these products. Please see a summary of Policy 902.1-Fragrance Free Statement under "District Policies" or the complete policy on the "Board of Directors" web page.

GENDER INCLUSION

MSA's commitment to provide a safe, respectful, and non-discriminatory environment extends to all students, including students of all genders. To provide support for all gender identities, MSA has gender-neutral bathrooms in buildings A, B, and D. To access the bathrooms in Buildings A and B, students should contact the administrator of the building; access to the bathrooms in Building D are available when unoccupied.

MSA allows students to change their name and gender to their preferred name and gender on school documents as allowed by state law provided that a “Preferred Name/Gender Change Request Form” is completed. To receive a form, students should contact Joell Pundsack, enrollment coordinator.

GRADING SYSTEM (*see Grading Handbook*)

GRADUATION REQUIREMENTS (*see Course Guide*)

HEALTH SERVICES

For the health of all of our students, if your child experiences a fever, vomits, or has diarrhea, they are to remain away from school for a minimum of 24 hours.

Students who become ill or injured during the school day must report to the office in the building in which they are in. If the student is in Building D, they should report to the Building B office. MSA’s school nurse is on campus one day a week. In the absence of the school nurse, students will be treated for minor illnesses or injuries by first-aid trained office personnel. If it is necessary for the student to go home, the persons designated as the emergency contact will be contacted.

Notes for exclusion from Physical Education class should be given to the Building B Office Manager, who will inform the teacher of the exclusion.

Emergency Contact Update

It is important to update any emergency contact information at MSA if it has changed since completing the initial emergency information.

Health Concerns

If your child has a potentially life threatening health concern (i.e., allergies, asthma or seizures), an emergency action plan needs to be completed and signed by both a parent and physician.

Emergency action forms are available online.

Immunizations

State law requires immunizations for measles, mumps, rubella, diphtheria, pertussis, tetanus, adult tetanus booster, hepatitis, varicella and polio. All students entering 7th grade must show documentation of two MMR (measles, mumps, rubella), the hepatitis B series (a series of 3 shots) and two varicella vaccines or the date of chickenpox disease (month/day/year). You must present a certificate of completion, or medical/conscientious exemption of these immunizations to MSA for verification. A “Pupil Immunization Record” form is available on the MSA website on the “Printable Forms” web page under the “Current Families” tab.

Medications

If it is possible, medications should be given at home before and after school. If it is necessary to take medication during the school day, the student must bring medication, and a note from their parent/guardian to the office. Medications for middle school students are kept in Building A; medications for high school students are kept in Building B. Students in grades 9-12 are allowed to carry over the counter medications with them while on school grounds provided they have turned in a completed “Authorization for Administration of Medication at

School” form to the school from their parents. The form is available from the Building B Office Manager, or on the MSA website on the “Printable Forms” web page under the “Current Families” tab.

Physical Examinations

General physical examinations are strongly suggested for students entering 7th and 10th grades. It is important, though, that a medical professional be consulted whenever a concern is suspected. Students who participate in Minnesota State High School League sports sponsored by MSA need to have a passing physical every three years. The MSHSL physical form is available under the MSA website under “Current Families.” Go to the “Printable Forms” webpage and “MSHSL Forms.”

HOMEWORK EXPECTATIONS

Homework is an important part of the school program. Middle school students can expect to spend 1.5 hours each night to complete homework; high school students can expect to spend about 30 minutes of homework for each class in which they are enrolled. Students should plan for regular study time each night.

LOCKERS

Hallway lockers for students in grades 6-8 are located in Building A, lockers for students in grades 9-11 are located in Building B, and lockers for 11th-12th grade students are in Building C. Physical Education teachers will assign lockers in the PE locker room. MSA students are encouraged to take proper care of their lockers.

Students are provided locks, and should not share their locker combination, or their locker, with other students. For security and safety purposes, students should keep their items locked in their locker; no food or beverages are allowed to be kept in the locker unless sealed. Lockers are considered school property and may be inspected by school authorities for any reason, at any time, without notice.

Locker Decoration

During occasions where students would like to decorate a locker, the students doing the decorating will contact the building administrator where the locker is located to receive approval to decorate at least one day prior to the decorating. Decorations may be left on the locker for up to three weeks.

LOST AND FOUND

If students lose anything, they should check the Lost and Found bin in each building. All unclaimed articles will be donated to a charitable organization before winter break and spring break, and at the end of the school year.

LUNCH

MSA does not provide a hot lunch program for the students. Families are asked to be certain their students are packing a nutritious lunch each day. **Due to several students with severe nut allergies, MSA requests that items with nuts be minimized.** MSA will provide a nut-free table for use during lunch.

We also recommend your student have a good breakfast before the start of each school day. Students are not allowed to order food for delivery during the school day.

Five minutes before lunch ends, the expectation of each student is that they clean up their lunch table with the towels and soap spray bottles provided at the tables. All students, except for those that are granted Open Campus Lunch privileges, are required to eat lunch on campus. Lunch may be eaten outside on school grounds only with administrative permission and adult supervision.

Lunchroom Conduct

No food or beverages, other than water, are allowed to be consumed outside of the cafeteria. Lunch items may be stored in the student's locker provided that it is sealed.

Students shall follow FIRE expectations specific to the lunchroom (*see PBIS*). These include:

Focus

- Be on time for lunch
- Eat in a timely manner

Integrity

- Have positive conversations
- Report unfriendly behavior

Respect

- Clean up your space
- Help your friends clean up
- Sweep underneath your table
- Follow instructions from lunchroom staff
- Use table manners

Excellence

- Be social
- Include others

Open Campus Lunch Procedures

Open campus lunch is a privilege for 11th and 12th grade students only. Students need to complete an open lunch form, available from the high school counselor, and have it signed by the counselor and director before they are allowed to leave for open campus lunch.

MCAs (Minnesota Comprehensive Assessments)

According to the Minnesota Department of Education (MDE) website, Minnesota Comprehensive Assessments (MCA) are annual statewide assessments that are used to evaluate student achievement. Although it is just one measure of achievement, your student's participation is important to understand how effectively MSA academic standards are aligned to the state standards.

- Students not participating in the statewide assessments will not receive an individual score and for the purpose of school and district accountability calculations, including opportunities for support and recognition, will not be considered "proficient."
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, non-credit course at a Minnesota State college or university in the corresponding subject area, potentially saving the student time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide

information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. The form, located in the attached "MCA Parent/Guardian Guide" at the back of this handbook includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

PARENT INVOLVEMENT

Parents/guardians are important members of the MSA community, and are essential in helping students experience success in school. Parents/guardians are encouraged to participate in Back-to-School night, Parent-Teacher conferences, BOD (Board of Director) meetings, PTO (Parent Teacher Organization) meetings and events, fundraising events (Give to the Max, Dragon Dinner), student concerts, and various extracurricular activities.

Volunteers are always welcome and needed. We are grateful for the support parents/guardians give to MSA. For more information, contact the Middle School Assistant Director (for students in grades 6-8) or the High School Assistant Director (for students in grades 9-12).

PBIS (Positive Behavioral Interventions and Supports)

PBIS is a framework for maximizing the use of selected evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students. At MSA, we treat each other with respect, take responsibility for our learning, and maintain a safe and positive school environment.

FIRE Expectations

To encourage and support positive student behavior, MSA has established four school-wide expectations using the acronym **FIRE: Focus, Integrity, Respect, and Excellence**. Students are recognized for their achievements in these areas by receiving a FIRE slip to put into a drawing for weekly rewards.

POLICIES (*see last section, District Policies*)

POSTERS

Students wishing to display decorations or announcements for events will contact the director or assistant director in the building where the material is to be displayed, and receive approval prior to putting anything up. Only posters for MSA sponsored events will be permitted. All decorations must be taken down within 24 hours of the conclusion of the event.

If an announcement is to be posted, the following procedures will be followed:

- 1) Obtain approval from the building administrator (they will initial the announcement).
- 2) Staple the announcements on the pin strips whenever possible.
- 3) Utilize **only blue painter's tape** when posting announcements on painted surfaces. This tape should NOT be visible.
- 4) Do not post any announcements on the entrance areas of the buildings.
- 5) Post no more than 5 announcements in a building.

- 6) Remove announcements within 24 hours of the conclusion of the event.

PSEO (Post Secondary Enrollment Options) PSEO is a program that allows MSA students, grades 10-12, to pursue high school and college credit through enrollment in college-level courses. The courses are offered by eligible post-secondary institutions. Each participating institution sets its own requirements for enrollment in, and successful completion of, a PSEO course. In order to receive credit to meet MSA's course requirement, students must take the approved equivalent PSEO course. Please contact the high school Counseling Office if you have any questions about MSA graduation requirements and PSEO equivalent courses.

PTO (Parent Teacher Organization)

The PTO is an organization in which parents meet and work together to support MSA. The purpose of the MSA PTO is to:

- facilitate effective and positive communication among parents, teachers and school staff;
- raise funds for programs, activities and supplies that enhance the student experience at MSA;
- recruit volunteers for PTO-sponsored activities and MSA sponsored activities;
- maintain a relationship with the Math and Science Academy Board of Directors (BOD); working with the BOD on issues of common interest.

All parents/guardians of students who currently attend MSA and all current faculty and staff are considered PTO members. Notice of meetings and upcoming events are sent out with the Daily Announcements. Attending PTO meetings & volunteering for various events are great ways to meet other parents, staff and students.

The MSA PTO is a separately registered non-profit entity. The PTO funds a number of areas not covered by the MSA general fund. Some examples include: refreshments at the Back To School Open House and the Open House for prospective students in January, garden supplies, staff appreciation meals, Battle of the Books, picture frames for the Art Department, the staff lounge coffee makers and much more.

The MSA PTO does not run school-wide fundraisers (e.g., selling gift wrap/candy etc.) but instead receives its only funding through direct donations from MSA parents and families. The suggested amount is \$35 per child or \$50 per family with more than one child. You may donate by check made out to MSA PTO and drop it off at any office or donate online via PayPal. Please feel free to email current officers directly or email general questions and requests at: generalinfo@msapto.org

For more information about the PTO, including its current officers and contact information, please go to the "Support MSA" tab on the MSA website.

RECYCLING

School recycling can inspire students to care about the planet, examine the resources that we use to make our world sustainable, and to look at the consequences of using resources, and generating pollution and waste. MSA encourages students to recycle paper, and aluminum cans, and plastic and glass bottles as

part of its recycling program. Blue recycling containers are located in MSA classrooms, offices, and lunchrooms.

SAFETY AND SECURITY DRILLS

According to Minnesota State law, schools must conduct safety drills, including fire, lockdown, and tornado. Fire and lockdown drills are conducted several times during the year. Tornado drills are conducted at least once per year. MSA will send out email notifications after a drill has been conducted.

On-Campus Drug Searches

In an effort to ensure the MSA campus is drug-free, there will be periodic, unannounced drug searches conducted by local law enforcement utilizing drug dogs. A minimum of two searches will be conducted with additional searches conducted as determined by the administration. MSA will cooperate fully with law enforcement should a discovery be made.

SCHEDULE CHANGES

Once students have been scheduled into classes, changes are very difficult to make. In general, changes will be made only when a computer error has been made, or the student has failed a course and needs to retake it. A student who has a schedule with a computer error should contact the Student Data Coordinator. Students who fail a course will automatically have their schedule updated by August 1 for the following school year.

SCHOOL CLOSING PROCEDURES

Our transportation is provided by South Washington County Schools, so if the South Washington County School District cancels school for the day, MSA will cancel classes as well. If South Washington County Schools are listed as a late start, MSA will not be open.

MSA will list our school closings, due to weather and emergencies, with the four major news networks: ABC (KSTP), CBS (WCCO), FOX (Fox9), and NBC (KARE11). We will also update the banner on the MSA website, leave a message on the main school phone line, and notify parents/guardians using the Skylert system.

For the first five (5) weather-related closings, MSA will conduct e-learning days (*see below*). Any additional weather-related closings will result in the school year being extended in June.

If school is closed during the course of the school day, students who normally ride the bus to school will be bused home. Students who normally walk home, will walk. Students who are transported to school by parents will need to be picked up by parent-arranged transportation.

E-Learning Days

On e-learning days, students should receive an email from their teachers with a description of the e-learning assignment for the day and an e-learning posting on the teacher's website by 10:00 am. Teachers will post their office hours along with how to contact them with any questions concerning the assignment. It is expected that students will complete the assignment prior to the next day's class, or as described in the e-lesson.

SCHOOL DANCES AND EVENTS (*see Activities Handbook*)

SKYWARD ACCESS

Parents/guardians are encouraged to monitor their student's grades, attendance, and schedule through the Skyward online parent access portal. At the beginning of the school year, parents and students are assigned passwords to enable secure access to student information and teacher websites. For more information about Skyward access please contact the Building B office manager.

SNOW DAY (*see School Closing Procedures*)

STUDENT ID

Students who have their picture taken at MSA with Lifetouch will receive a photo identification card at no cost. Student IDs are used for entry at school dances, and other student events.

STUDENT PLANNER

Students in grades 6-8 are required to purchase and use an MSA planner to keep track of their class work and assignments; planners are optional for students in grades 9-12. The planners cost \$5.00 and are a good source for families to track the work being assigned in the various classes. If you have any questions regarding an assignment, ask your student, check the planner, check the teacher website, and if you still have questions, contact the teacher.

STUDENT PUBLICATION (Slice of Pi)

Slice of Pi is MSA's school newspaper, written and illustrated by MSA students. For recent and past copies, please go to the "rSchoolToday" link on the front page of the MSA website.

STUDENT RECORDS

State law provides that all data collected, created, received, or maintained by a MSA are public unless classified by state or federal law as not public or private or confidential. State law classifies all data maintained by MSA which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder.

Parents and eligible students may inspect, review, and seek amendment of education records by notifying the director.

Parents and eligible students also have the right to consent to disclosures of personally identifiable information contained in their student's records and to file a complaint with the U. S. Department of Education regarding an alleged failure by MSA to comply with the requirements of FERPA.

Records Request

MSA will forward education records upon request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer. Such records may include suspension and expulsion records pursuant to the federal law and, if applicable, a student's history of violent behavior. Please refer to MSA Policy 515-Protection and Privacy of Pupil Records for specific rights of parents and students, disclosure of records, and call the MSA office at (651) 578-7507 to request specific information.

A records request from another school contains the parent's signature and is a formal document indicating that your child

will not be returning to MSA. MSA staff will not contact families to indicate that a records request has been received in the office but may contact parents to conduct a short exit survey. The student will be withdrawn from MSA upon receiving the records request. Should the student want to return to MSA after withdrawal, the student will need to reapply and may be placed on the appropriate waiting list. MSA has long wait lists for each grade.

STUDENT SUPPORT SERVICES

MSA offers a range of services to help students discover their individual academic skills, to become self-sufficient, independent, life-long learners, and to support growth in their personal and social skills. Some of the major support services offered include 504 Education Plans, Academic Interventions, Counseling Services, ELL/ESL, and Special Education.

504 Education Plan

MSA complies with all federal civil rights laws. In doing so, MSA will create and implement a 504 Education Plan for students meeting the criteria for having one. Families should contact the Student Support Coordinator.

Academic Interventions

Students who need additional assistance with their academic endeavors may be individually identified by the teaching staff or administration and offered additional learning opportunities. These may be via our Extended Day Program, or individual help with teachers. Parents wanting more information about these academic interventions should contact the student's teacher, the Middle School Assistant Director (for students in grades 6-8) or the High School Assistant Director (for students in grades 9-12).

MSA teaching staff and administration will meet monthly to review student progress and may identify students who are in need of additional help. Parents are expected to participate in and be a positive contributor to the student's team if their child is identified as needing additional assistance.

School Counseling

MSA offers counseling services as a support and resource for students and families in the areas of academics, college, PSEO, career counseling, and personal/social counseling. The counselor for middle school students is located in Building A; the high school counselor is located in Building B. Students are welcome to make an appointment anytime, and counselors are available to meet with parents/guardians regarding questions and concerns. For more information, please see the "Student Support Services" web page under the "Current Families" tab on the MSA website.

ELL/ESL (English Language Learner/ English as a Second Language)

MSA offers support for those students who meet the criteria to be eligible for English Learner (EL) services. If you believe your student could qualify for these services please contact MSA's EL Coordinator.

Extra Help

- **Teachers** - Students are encouraged to contact teachers when they do not understand an assignment or encounter challenging academic concepts. All teachers have posted

office hours on their websites and students are highly encouraged to take advantage of them.

Special Education

MSA supports the learning needs of all students, especially those who have identified needs and qualify for additional support. Special education services are offered for students with learning disabilities, physical handicaps, and emotional or behavioral problems as allowed by Minnesota State Statutes. Please contact the Special Education department for more information if you believe your student may qualify for these services.

SUMMER CREDIT RECOVERY

MSA students who fall behind in their graduation requirements may need to attend summer credit recovery classes. MSA allows students who fall behind in meeting their graduation requirements to **transfer in a maximum of two courses to fulfill their graduation requirements**. These classes may be offered by the student's home school district, or by another educational institution. MSA will accept credit for a recovery class if the student has a meeting with an MSA Counselor prior to attending any credit recovery course, receives approval for attendance in such a class, and successfully passes the course. Please contact the High School Counselor with any questions.

TEXTBOOKS

Textbooks are MSA property and loaned to students for their use. Students should inspect their books upon receipt and report any damage to their instructor immediately. It is the student's responsibility to keep the textbook in good condition; some classes require that students cover their textbooks, whether homemade or purchased. Students are expected to return their books at a time determined by their teacher. While normal wear on books will occur, fines will be assessed for damages over and above normal wear. Lost or stolen textbooks will result in a replacement cost to the student.

Title IX

MSA complies with all laws and regulations regarding Title IX, which states that "[n]o person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." 20 U.S.C. § 1681(a). Any questions or concerns regarding Title IX, or to file a formal complaint, please contact MSA's Title IX Coordinator. Please see MSA's website for further information.

TRANSCRIPTS

Students needing a copy of their transcript, or have questions regarding their transcript, can contact the high school counselor.

TRANSFER STUDENTS

MSA will not accept high school transfer students after the completion of the first week of school. New 9th grade students will be enrolled in Freshman Seminar class.

The Middle School Counselor will check with middle school transfer students periodically to support in a smooth transition to MSA.

TRANSPORTATION

MSA is located within the boundaries of the South Washington County (District 833) school district. As required by law, District 833 works with MSA to provide transportation to students who live within the boundaries of 833.

Students living outside District 833 boundaries must find alternate forms of transportation which may include contacting the District 833 Transportation Department to arrange a mutually agreed upon pickup stop. The rules of District 833 apply for any student riding on their buses. If you have questions about routes, stops, times, etc., please contact the District 833 Transportation department at **(651) 425-5303**.

Students may not ride on another student's bus without a bus pass signed by a parent. You can obtain a bus pass from the MSA office, or online at the South Washington County Schools website at:

www.sowashco.k12.mn.us/Departments/Transportation.

Bus Conduct

Riding the bus is a privilege; All MSA and District 833 school rules of conduct apply to bus transportation and bus stops. Students violating these rules are subject to corrective action that could include the revocation of bus riding privileges.

Student Driving and Parking

Student parking during the school day is available on an assigned parking spot basis. Students must be registered to obtain an assigned parking spot each semester. Students parking in spots not assigned to them will be asked to move their vehicle. There is no fee for parking at the current time. Students should contact the High School Counselor to complete parking requirements and obtain a spot. If all parking spots are taken, students should follow all city and state parking regulations when utilizing on street parking. No parking is allowed on Woodbury Crossing during normal school hours.

Extracurricular Transportation *(see Activities Handbook)*

VISITORS

MSA encourages families to visit the school. Formal events scheduled throughout the year are one way to get acquainted. Informal visits can be made to observe a class, help out at lunch, help with activities, or just observe the school in action. When you do visit, please call ahead to let us know. We ask that you sign in and out at the office and wear a visitor's badge. *(See Parent Involvement.)*

WITHDRAWAL PROCEDURES

If you are withdrawing your student from MSA, please contact the Enrollment Coordinator, for procedures.

Please be aware that a records request from another school contains the parent's signature and is a formal document indicating that your student will not be returning to MSA.

MSA staff will not contact families to indicate that a records request has been received in the office but may contact parents to conduct a short exit survey. The student will be withdrawn from MSA upon receiving the records request. Should the student want to return to MSA after withdrawal, the student will need to reapply and may then be placed on the appropriate waiting list. MSA has long wait lists for each grade.



Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing

This information will help parents/guardians make informed decisions that benefit their children, schools, and communities.

Why statewide testing?

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academics standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our students with the education that will ensure a strong workforce and knowledgeable citizens.

Why does participation matter?

A statewide assessment is just one measure of your student's achievement, but your student's participation is important to understand how effectively the education at your student's school is aligned to the academic standards.

- In Minnesota's implementation of the federal Every Student Succeeds Act, a student not participating in the statewide assessments will not receive an individual score and for the purpose of school and district accountability calculations, including opportunities for support and recognition, will not be considered "proficient."
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area, potentially saving the student time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.
- English learners not taking ACCESS or Alternate ACCESS for ELLs will not receive a score to meet English learner program exiting criteria.

Academic Standards and Assessments

What are academic standards?

The [Minnesota K–12 Academic Standards](#) are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

What is the relationship between academic statewide assessments and the academic standards?

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

<p>Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS)</p> <ul style="list-style-type: none"> • Based on the Minnesota Academic Standards; given annually in grades 3–8 and high school in reading and mathematics; given annually in grades 5, 8, and high school for science. • Majority of students take the MCA. • MTAS is an option for students with the most significant cognitive disabilities. 	<p>ACCESS and Alternate ACCESS for English Learners</p> <ul style="list-style-type: none"> • Based on the WIDA English Language Development Standards. • Given annually to English learners in grades K–12 in reading, writing, listening, and speaking. • Majority of English learners take ACCESS for ELLs. • Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.
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Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The Reading and Mathematics MCA are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The Science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

Are there limits on local testing?

As stated in Minnesota Statutes, section 120B.301, for students in grades 1–6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7–12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year. These limits do not include statewide testing.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is **less than 1 percent of instructional time** in a school year. The assessments are not timed and students can continue working as long as they need.

Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

Where do I get more information?

Students and families can find out more on our [Statewide Testing page](http://education.mn.gov) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing).

DISTRICT POLICIES - Summaries



The following are only summaries of select policies. The full description of these, and all, policies adopted by the MSA Board of Directors are available on the MSA website on the Board of Directors web page under the "About Us" tab (<https://www.mnmsa.org/bod/policies/>). The numbers preceding additional information. School districts must post this three-page form on the district website and include it in district student handbooks.

Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.

*To best support school district planning, please submit this form to the student's school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required **each year** parents/guardians wish to opt the student out of statewide assessments.*

Date _____ (This form is **only** applicable for the 20__ to 20__ school year.)

Student's Legal First Name _____ Student's Legal Middle Initial _____

Student's Legal Last Name _____ Student's Date of Birth _____

Student's District/School _____ Grade _____

Please initial to indicate you have received and reviewed information about statewide testing.

_____ I received information on statewide assessments and choose to opt my student out. MDE provides the *Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing* on the [MDE website](http://education.mn.gov) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing).

Reason for refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

- MCA/MTAS Reading MCA/MTAS Science
 MCA/MTAS Mathematics ACCESS/Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of local assessments.

I understand that by signing this form, my school and I may lose valuable information about how well my student is progressing academically. As a result, my student will not receive an individual score. Refusing to participate in statewide assessments may impact the school, district, and state's efforts to equitably distribute resources and support student learning; for the purpose of school and district accountability calculations, my student will not be considered "proficient."

If my student is in high school, I understand that by signing this form my student will not have an MCA score that could potentially save time and money by not having to take remedial, non-credit courses at a Minnesota State college or university.

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

To be completed by school or district staff only. Student ID or MARSS Number _____

102-EQUAL EDUCATIONAL OPPORTUNITY

Purpose

The purpose of this policy is to ensure that equal educational opportunities are provided for all students of the Math and Science Academy (MSA).

General Statement of Policy

It is MSA's policy to provide equal educational opportunity for all students. MSA does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, gender identity, marital status, parental status, status with regard to public assistance, disability, sexual orientation age, or gender identity. MSA also makes reasonable accommodations for disabled students.

Enrollment is on a grade-by-grade basis. If a particular grade has more registrations than capacity, an annual lottery is used to establish the acceptance and waiting lists. Applications received after the lottery will be added to the end of the grade level waiting list. If an opening occurs, students on the waiting list will be admitted based on their number on the waiting list.

Students currently enrolled in the school are automatically re-enrolled. Siblings of currently enrolled students are given automatic preference for enrollment and on the waiting lists.

414-MANDATED CHILD ABUSE AND NEGLECT REPORTING

Minnesota State Statute requires all school employees to report suspected cases of child abuse/neglect to the appropriate authorities. Please see the full policy on MSA's website for more details.

418-DRUG-FREE SCHOOL

The purpose of this policy is to maintain a safe and healthful environment for students by prohibiting the use or possession of alcohol, toxic substances, medical cannabis, and other controlled substances without a physician prescription, in any MSA location and all off-campus MSA-sponsored events. Paraphernalia associated with controlled substances is also prohibited.

419-TOBACCO-FREE ENVIRONMENT

The purpose of this policy is to maintain a learning environment that is tobacco-free. It shall be a violation of this policy for any student to use or possess tobacco or tobacco-related devices.

This prohibition includes all MSA property and all off-school property at any school sponsored or school-approved activity, event, or function, where students are under the jurisdiction of MSA. Policy 419 was recently updated to include the prohibition of "electronic cigarettes". Please see the full policy on MSA's website for more details.

501-SCHOOL WEAPONS POLICY

No student or nonstudent, including adults and visitors, shall possess, use or distribute a weapon when in a school location except as provided in this policy. Consequences for students possessing, using, or distributing weapons shall include:

immediate out-of-school suspension, confiscation of the weapon, immediate notification of police, parent or guardian notification, and recommendation to the director of dismissal for a period of time not to exceed one year. There are limited exceptions to this policy which include:

- A. A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal's office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon's location.
- B. It shall not be a violation of this policy if a non-student (or student where specified) falls within one of the following categories:
 1. active licensed peace officers;
 2. military personnel, or students or non-students participating in military training, who are on duty performing official duties;
 3. persons authorized to carry a pistol under Minn. Stat. § 624.714 while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from the trunk or rear area of the vehicle;
 4. persons who keep or store in a motor vehicle pistols in accordance with Minn. Stat. §§ 624.714 or 624.715 or other firearms in accordance with § 97B.045;
 - a. Section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so. Section 624.715 defines an exception to the pistol permit requirements for "antique firearms which are carried or possessed as curiosities or for their historical significance or value."
 - b. Section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case without any portion of the firearm exposed; (2) unloaded and in the closed trunk; or (3) a handgun carried in compliance with §§ 624.714 and 624.715.
 5. firearm safety or marksmanship courses or activities for students or non-students conducted on school property;
 6. possession of dangerous weapons, BB guns, or replica firearms by a ceremonial color guard;
 7. a gun or knife show held on school property;
 8. possession of dangerous weapons, BB guns, or replica firearms with written permission of the principal or other person having general control and supervision of the school or the director of a child care center; or
 9. persons who are on unimproved property owned or leased by a child care center, school or MSA unless the person knows that a student is currently present on the land for a school-related activity.

502-SEARCH OF STUDENT LOCKERS, DESKS, PERSONAL POSSESSIONS AND STUDENT'S PERSON

Purpose

The purpose of this policy is to provide for a safe and healthful educational environment by enforcing the Math and Science Academy's (MSA) policies against contraband.

I. General Statement of Policy

A. Lockers and Personal Possessions Within a Locker.

Pursuant to Minnesota statutes, school lockers are the property of MSA. At no time does MSA relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

B. Desks. School desks are the property of MSA. At no time does MSA relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant.

C. Personal Possessions and Student's Person. The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

D. A violation of this policy occurs when students use lockers and desks for unauthorized purposes or to store contraband. A violation occurs when students carry contraband on their person or in their personal possessions.

503-STUDENT ATTENDANCE

PURPOSE

MSA believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.

RESPONSIBILITIES

Student

It is the student's responsibility to attend all assigned classes and study halls every day that school is in session, follow the correct procedures when absent, and request any missed assignments due to an absence.

Parent/Guardian

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

ABSENCES

Excused

To be considered an excused absence, the student's parent or guardian may be asked to verify, in writing, the reason for the student's absence from school. A note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse. The following reasons constitute excused absences:

- Illness/injury/surgery
- Serious illness in immediate family, or of a close friend or relative
- Death or funeral in immediate family, or of a close friend or relative
- Medical, dental, or orthodontic, or counseling appointment
- **Family trips** with a director-approved plan (In order to excuse the absence, families need to complete and return a '503 Unexcused Absence Request Form' with all the required signatures, at least five (5) days prior to the absences.)
- School-sponsored field trip or other school-sponsored outing (*see below*)
- Family emergencies
- Court appearance
- Religious instruction (not to exceed three [3] hours in any week)
- Active duty in the United States military
- College visits (for students in grades 10-12 only), not to exceed five (5) days per year
- Ongoing treatment for a mental health diagnosis

Due to School-Sponsored Activities or Programs

- School-initiated absences, during or outside the school day, will be accepted and participation permitted.
- A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.
- If a student is suspended from any class, he or she may not participate in any activity or program that day.
- If a student is absent from school due to medical reasons, he or she must present a physician's statement clearing the student for participation that day. The note must be presented to the coach or advisor, and the MSA Activities Director before the student participates in the activity or program.

Consequences of Excused Absences

1. Students are required to make up all assignments missed or complete alternative assignments as assigned by the teacher, this includes students missing classes due to school-sponsored activities.
2. Every day the student is absent equals the number of days the student has to make up and

turn in missing work (grace period). Any work not turned in within this period will result in “no credit.” Middle school students receive “half credit” for the missed assignment if the assignment is turned in after the grace period but before the end of the current unit; if the assignment is turned in after the unit is completed, the student will receive “no credit”. The director or the teacher may extend the time allowed for work completion in the case of an extended illness or other extenuating circumstances.

Unexcused

The following are examples of absences which will not be excused unless reviewed by the director and determined as an excused absence. An accumulated amount of unexcused absences will result in additional consequences.

- Truancy (An absence by a student which was not approved by the parent and/or MSA.)
- Noncompliance with any reporting requirements of MSA’s attendance procedures
- Work at home or a business
- **Family trips** without a director-approved plan. (*See Excused Absences*)
- Absences cumulated through unexcused tardies. Three (3) tardies equal one unexcused absence.
- Any other absence not included under the attendance procedures set out in this policy.

TARDINESS

Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.

Excused - Tardiness is excused for the following reasons:

- Illness/injury/surgery
- Serious illness in immediate family, or of a close friend or relative
- Death or funeral in immediate family, or of a close friend or relative
- Medical, dental, or orthodontic, or counseling appointment
- Court appearances
- Family emergencies
- Any tardiness for which the student has been excused in writing by an MSA administrator or teacher.

Unexcused

An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse. Consequences of tardiness may include detention after one unexcused tardy. In addition, three (3) unexcused tardies are equivalent to one unexcused absence.

504-STUDENT DRESS AND APPEARANCE (Revised: May 20, 2019)

I. PURPOSE

MSA believes that the responsibility for the dress and grooming of a student rests primarily with the student and their parents or guardians and that appropriate dress and grooming contribute to a productive learning environment. We expect students to give

proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate.

School-directed changes to a student’s attire or grooming should be the least restrictive and disruptive to the student’s school day. Any dress code enforcement actions should minimize the potential loss of educational time. Administration and enforcement of the dress code will be gender neutral and consistent. Enforcement should not reinforce or increase marginalization or oppression of any group based on race, sex, gender, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, body type/size, body maturity, or personal style.

Our values include:

- maintaining a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection) or PE (athletic attire/shoes).
- recognizing all students should be able to dress comfortably for school without fear of unnecessary discipline or body shaming.
- recognizing all students should be able to wear religious attire without fear of discipline or discrimination.
- recognizing all students should be able to wear clothing that expresses their self-identified gender.
- understanding all students and staff are responsible for managing their own personal “distractions” without regulating individual students’ clothing/self-expression.
- maintaining teachers’ ability to focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- recognizing students should not face unnecessary barriers to school attendance or lose educational time.
- maintaining that students should not wear clothing with offensive images or language, including profanity, hate speech, and pornography.
- maintaining that students should not wear clothing with images or language depicting or advocating violence or the use of alcohol or drugs.
- ensuring all students are treated equitably regardless of race, sex, gender, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, body type/size, body maturity, or personal style.

II. GENERAL STATEMENT OF POLICY

A. The primary responsibility for a student’s attire resides with the student and their parents or guardians. MSA is responsible for seeing that student attire does not interfere with the health or safety of any student, and that the student attire does not contribute to a hostile or intimidating atmosphere for any student.

B. Certain body parts must be covered for all students. Genitals, buttocks, and nipples must be covered with opaque material. The policy is divided into three areas:

1. Students Must Wear*:

- a. A shirt (with fabric on the front, back, and on the sides under the arms) AND
- b. Pants or the equivalent (jeans/sweatpants/shorts/skirts/ dresses/leggings) AND

c. Shoes

**Courses that include attire as part of the curriculum (for example public speaking, job readiness, PE, performances, science, engineering, or field trips) may require assignment-specific dress, but they should not focus on the covering of bodies in a particular way or demand attire from a specific culture.*

2. Students May Wear:

- a. Religious headwear
- b. Fitted pants, including leggings, yoga pants, and skinny jeans
- c. Pajamas
- d. Ripped jeans, as long as underwear is not intentionally exposed
- e. Athletic attire
- f. Tank tops, including spaghetti straps
- g. Shirts that bare shoulders.
- h. Garments with hoods as long the hood is not covering the head.
- i. Headwear that does not include a brim or bill, and does not cover the ears or eyes
- j. Prescriptive sunglasses, with permission from administration

3. Students Cannot Wear:

- a. Violent language or violent images
- b. *Hate speech, profanity, pornography
- c. Images or language depicting drugs or alcohol or any illegal item
- d. Images or language that create a hostile or intimidating learning environment
- e. Visible underwear - if straps or waistbands are visible, but they are worn under clothing, this does not violate the policy
- f. Bathing suits (unless PE requires swimming)
- g. Non-prescriptive sunglasses

**Hate speech is a communication that carries no meaning other than the expression of hatred for some group, especially in circumstances in which the communication is likely to provoke violence. It is an incitement to hatred primarily against a group of persons defined in terms of race, ethnicity, national origin, gender, religion, sexual orientation, and the like. Hate speech can be any form of expression regarded as offensive to racial, ethnic and religious groups and other discrete minorities or to women.*

III. ENFORCEMENT

A. Our dress code is based on the health and safety of the students, not the morality of their choice in clothing. Dress code violators will be sent to the office as soon as possible (in a way that does not shame the student nor cause loss of learning time). Once in the office, students will have three options for following the dress code:

1. Students will be asked to put on their alternative clothing, if already available at school;
2. Students may be provided with temporary school clothing for the remainder of the school day;
3. If necessary, students' parents/guardians may be called to bring alternative clothing.

B. No student should be disproportionately affected by dress code enforcement because of race, sex, gender, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, body type/size, body maturity, or personal style.

C. No student should be shamed or required to display their body in front of others (students, parents/guardians, or staff) in school. Any discussion of the dress code for a specific student should be done discreetly and privately. "Shaming" includes but is not limited to:

1. Kneeling or bending over to check attire fit;
2. Measuring items of clothing or the body;
3. Asking for students to account for their attire in front of others;
4. Calling out students in spaces, hallways, or classrooms about perceived dress code violations in front of others;
5. Accusing students of "distracting" other students with their clothing.

D. These guidelines shall apply to regular and non-regular school days and any other school-related activities.

505-DISTRIBUTION OF NON-SCHOOL-SPONSORED MATERIALS

To protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of MSA, the school recognizes that students have the right to express themselves on school property. The time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions and procedures of the policy.

506-STUDENT DISCIPLINE**PURPOSE**

The purpose of this policy is to ensure that students are aware of and comply with MSA's expectations for student conduct. Such compliance will enhance MSA's ability to maintain discipline and ensure that there is no interference with the educational process. MSA will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

GENERAL STATEMENT OF POLICY

MSA recognizes that individual responsibility and mutual respect are essential components of the educational process. MSA further recognizes that the nurturance of the maturing process for each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect for self, others and property. Proper positive discipline can only result from an environment that provides options and stresses student self-direction, decision-making and responsibility. Schools can function effectively only with internal

discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the educational process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. It is the position of the MSA that a fair and equitable student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 127.26 through 127.39.

In view of the foregoing and in accordance with Minn. Stat. § 127.41, MSA, with the participation of school administrators, teachers, employees, students, parents and community members and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of MSA.

RESPONSIBILITIES

Parent/Guardian

Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.

Student

All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy. All students have the responsibility:

- for their behavior and for knowing and obeying all school rules, regulations, policies, and procedures.
- to attend school daily, except when excused, and to be on time to all classes and other school functions.
- to pursue and attempt to complete the courses of study prescribed by the state and local school authorities.
- to make necessary arrangements for making up work when absent from school.
- to assist the school staff in maintaining a safe school for all students.
- to be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them.
- to assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect.
- to be aware of and comply with federal, state, and local laws.
- to volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate.
- to respect and maintain the school's property and the property of others.
- to dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy.
- to avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language.
- to conduct themselves in an appropriate physical or verbal manner.
- to recognize and respect the rights of others.

CODE OF CONDUCT

Unacceptable Behavior

The following are examples of unacceptable behavior subject to disciplinary action by MSA. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for MSA purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. MSA 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 unacceptable behavior subject to disciplinary action at these locations and events, MSA does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of MSA or the safety or welfare of the student, other students, or employees.

- Violations against property
- The use of profanity or obscene language, or the possession of obscene materials
- Gambling
- Violation of any BOD-approved policy
- Attendance problems
- Opposition to authority using physical force or violence
- Using, possessing, or distributing tobacco, tobacco related devices, electronic cigarettes, or tobacco paraphernalia
- Using, possessing, distributing, intending to distribute, soliciting, or being under the influence of alcohol or other intoxicating substances or look-alike substances
- Using, possessing, distributing, intending to distribute, soliciting, or being under the influence of narcotics, drugs, or other controlled substances, or look-alike substances, except as prescribed by a physician, including one student sharing prescription medication with another student
- Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia

- Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects
- Possession of ammunition
- Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive
- Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation
- Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school
- Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats
- Possession of nuisance devices or objects which cause distractions and may facilitate cheating including electronic devices
- Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property
- Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker
- Possession or distribution of slanderous, libelous, or pornographic materials
- Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership
- Criminal activity
- Falsification of any records, documents, notes, or signatures
- Tampering with, changing, or altering records or documents of MSA by any method including, but not limited to, computer access or other electronic means
- Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end
- Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other MSA personnel
- Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other MSA personnel, or other persons
- Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment
- Violations against persons
- Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property
- Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist
- Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation
- Violation of school rules, regulations, policies, or procedures
- Other acts, as determined by MSA, which are disruptive of the educational process or dangerous or detrimental to the student or other students, MSA personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of MSA or the safety or welfare of students or employees.

DISCIPLINARY ACTION OPTIONS

The general policy of MSA is to use progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of MSA. At a minimum, violation of MSA rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. MSA shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by MSA.

Disciplinary action may include, but is not limited to, one or more of the following:

- Verbal warning and student conference with teacher, Director, counselor, Building Administrator, or other MSA personnel
- Confiscation by MSA personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in violation of, any MSA policy, rule, regulation, procedure, or state or federal law. If confiscated by MSA, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- Parent contact
- Parent conference
- Removal from class
- In-school suspension
- Suspension from extracurricular activities
- Detention or restriction of privileges
- Loss of school privileges
- In-school monitoring or revised class schedule
- Referral to in-school support services, community resources or outside agency services, police, other law enforcement agencies, or other appropriate authorities

- Financial restitution
- A request for a petition to be filed in district court for juvenile delinquency adjudication
- Out-of-school suspension under the Pupil Fair Dismissal Act
- Preparation of an admission or readmission plan
- Expulsion or Exclusion under the Pupil Fair Dismissal
- Other disciplinary action as deemed appropriate by MSA.

REMOVAL OF STUDENTS FROM CLASS

Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, director, building administrator or other school employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

1. Willful conduct that disrupts the rights of others to an education;
2. Willful conduct that endangers surrounding persons or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

Procedures for Notification

The Building Administrator will determine if parent/guardian notification is needed. If notification is deemed appropriate, it can be either in written form or by telephone. Additional discussion will occur concerning length of suspension from class, work to be made up, and further consequences. If necessary, the Building Administrator will make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.

510.1 EXTRACURRICULAR ELIGIBILITY

Purpose

The Math and Science Academy (MSA) recognizes that extracurricular and athletic activities enrich the educational experience and social development of students. Participation in extracurricular activities is a privilege. Care must be taken to ensure that these activities do not take precedence over subject

matter areas, but remain supplemental to the basic courses. It is desirable that students participate in such activities to the extent that they further their educational and social development. It is important that such participation not jeopardize student academic achievement. The purpose of this policy is to assist MSA in maintaining its educational goals.

This policy relates to all extracurricular activities, including competitive activities, lettering activities, and student clubs.

General Statement of Policy

- A. This policy applies to students in grades 6 through 12. This policy will be in effect throughout the school year.
- B. Student grades will be checked: Oct 1st, Mid-semester (for Semester 1), Dec 1st, End of semester 1, March 1, Mid-semester (for Semester 2), and May 1. Starting with the first grade check, students who have D or F grades will be ineligible to participate in any extracurricular activities and will receive notice of their ineligibility.
- C. Students who have lost eligibility will not be able to participate in any extracurricular activities; including practices, planning, and events unless they create an academic improvement plan with the MSA Activities Director (Activities Director). Students will remain on the Academic Improvement Plan until the next grade check that is run by the Activities Director, and will be removed from the Academic Improvement Plan only if the student is showing academic improvement to a grade of C- or better in each of the probationary classes.

The academic improvement plan will allow the students to participate in extracurricular activities by completing the Academic Improvement Plan and by showing progress (academic improvement) for four or five consecutive weeks (based on the weeks that grades are checked listed in Section II) and by obtaining signatures from teachers involved in the applicable classes requiring improvement.

The plan should be completed every week, by appointment, with the teachers involved in the applicable classes requiring improvement. This is mandatory in order to participate in an extracurricular activity or activities the following week.

Special education students will work with their case manager and the Activities Director to create an academic improvement plan. Special education students will have their academic improvement plans signed by their case manager.

- D. Once a student is on Academic Ineligibility, they will remain on it until the next grade report is run. If a student enrolled in a semester-long class is on Academic Ineligibility for that class at the end of semester one, they will not be on Academic Ineligibility at the beginning of semester two (for that course) because they would be unable to complete the above plan requirements.

Definitions

- A. Extracurricular activities are defined as having the following characteristics:
1. The activity is sponsored, supervised, or financed by MSA.
 2. Students participating in the activity represent MSA.
 3. The activity is not part of the regular school curriculum and does not take place during the regular school day.
 4. The activity is not graded or offered for credit.
- B. Extracurricular activities include competitive activities, lettering activities and student clubs.

Appeals

Appeals will be addressed according to MSA policy 103.

514-BULLYING PROHIBITION POLICY

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.

516-STUDENT MEDICATION

MSA acknowledges that some students may require prescribed drugs or medication during the school day. MSA's licensed school nurse, trained health clerk, MSA Director, or teacher will administer prescribed medications, except any form of medical cannabis, in accordance with law and MSA procedures.

Requirements

- The administration of prescription or nonprescription medication or drugs at school requires a completed signed request from the student's parent. An oral request must be followed up in writing within two school days.
- An "Administering Prescription/Nonprescription Medications" form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs. Prescription medication as used in this policy does not include any form of medical cannabis as defined in Minnesota Statutes, section 152.22, subdivision 6.
- Prescription medication must come to school in the original container labeled for the student (labeled by a pharmacist in accordance with law if prescription medication), and

must be administered in a manner consistent with the instructions on the label.

- Prescription and nonprescription medications are not to be carried by the student, but will be left with appropriate MSA personnel. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler (See Part J.5. below), and nonprescription pain relief medications administered as noted in a written agreement between MSA and the parent (See Part J.7. below), or as specified in an IEP (individualized education program), Section 504 plan, or IHP (individual health plan).
- Drugs or medicines that are prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:
 - MSA has received a written authorization from the pupil's parent permitting the student to self-administer the medication;
 - the inhaler is properly labeled for that student; and
 - the parent has not requested school personnel to administer the medication to the student. The parent must submit written authorization for the student to self-administer the medication each school year. If MSA does not have a school nurse or school nursing services, the student's parent or guardian must submit written verification from the prescribing professional which documents that an assessment of the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting has been completed.

If MSA employs a school nurse or provides school nursing services under another arrangement, the school nurse or other appropriate party must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers.

- ***A high school student (students in grades 9 to 12)*** may possess and use nonprescription pain relief in a manner consistent with the labeling, if MSA has received written authorization from the student's parent or guardian permitting the student to self-administer the medication. The parent or guardian must submit written authorization for the student to self-administer the medication each school year. MSA may revoke a student's privilege to possess and use nonprescription pain relievers if MSA determines that the student is abusing the privilege. **This provision does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients.** Except as stated in this paragraph, only prescription medications are governed by this policy.

524-INTERNET ACCEPTABLE USE AND SAFETY POLICY

MSA is providing students and employees with access to the MSA computer system, which includes Internet access. The MSA computer system has a limited educational purpose, which includes use of the system for classroom activities and

educational research. 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.

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.

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.

902.1-FRAGRANCE FREE STATEMENT

Fragranced products can cause some people with chronic illnesses to suffer additional symptoms and medical expenses. Symptoms include asthma, allergies, sinus problems, rhinitis, and migraine headaches. Given that chemically sensitive individuals may react to different fragranced products with widely varying degrees of severity, it is very difficult to ensure a consistently comfortable and accommodating learning and work environment. However, it is the intent of the Math and Science Academy (MSA) to minimize the difficulties experienced in the school building by employees, students, parents, and community members subject to chemical and fragrance sensitivities.

The MSA building shall remain free of scented products. These products include but are not limited to: perfume, cologne, aftershave, body spray, scented lotion, fragranced hair spray, room deodorizers, and air fresheners.



2019-2020 Annual Report



Vision

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

Mission

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

Math and Science Academy

A Minnesota Public Charter School

**8430 Woodbury Crossing
Woodbury, Minnesota 55125
651-578-7507
www.mnmsa.org**

2019-2020 ANNUAL REPORT

**Submitted to:
Student Achievement Minnesota (SAM)
MSA's Authorizer
Liz Wynne**

**Submission date:
September 28th, 2020**



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The Math and Science Academy (MSA) opened in the fall of the 1999-2000 school year and serves students grades six through twelve. MSA places tremendous value on a school design based on curriculum, standards driven, and collaboratively run. The curriculum places emphasis in the areas of math and science with a balance of humanities. The MSA standard requires that students achieve beyond current state mandates and testing criteria. MSA students are required to complete a math program through calculus and a science program that includes biology, chemistry, physics, as well as one additional science course. Additionally, all students at MSA must take Social Studies and English every year, as well as Spanish through the 11th grade. MSA requires at least one year of high school fine arts, a half year of physical education, and health in the 9th grade. MSA also boasts a music program which includes choir, a string orchestra, and jazz band. In addition, MSA students can enhance their learning experience by participating in a variety of after school activities (see Appendix A).

It is the MSA's policy to provide an equal educational opportunity for all students. The Math and Science Academy does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. Thus far, after seventeen graduating classes, only ten seniors have failed to graduate on time. Moreover, while the state of Minnesota has led the nation in ACT scores in past five years with an average composite of 22.2, the average composite MSA ACT score over the past five years has been 27.9.

In the spring of 2015, the MSA Board of Directors began a review of the mission, vision, and core values of the school. The goal of this activity was to end up with a renewed mission, vision, core values while updating its strategic planning. The Strategic Plan was updated in 2016-2017 and revisited every year since. As such, the mission, vision and core values of MSA now read as follows:

Vision

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

Mission

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

Our Core Values

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

MSA is governed by a Board of Directors (BOD) that is comprised of a membership in accord with Minnesota statute and consists of four (4) licensed teachers who are employed by MSA at .5 FTE or above, three (3) parents (or legal guardians) of enrolled students, two (2) community members, and a non-voting student enrolled at MSA in grades 9-12. The Director and Chief Financial Officer sit on the board as ex-officio, non-voting members. MSA BOD elections are normally held each year on the first Tuesday in April (The actual date is set by the BOD on the recommendation of the BOD Election Committee.). Board of Directors are elected for 3 year terms, with three terms expiring each year.

MSA Board Meetings are typically held on the third Monday of each month. The BOD routinely conducts workshops before the regular meetings to address the larger issues, thereby giving the community a chance to participate with respect to all issues brought before the board.

The 2019-2020 BOD members are listed below in order of officers and term expiration date.

Name	Board Position	Group	Date Seated	Term Expiration	State Required Board Training Completed
Lisa Anderson	Chair	Teacher Member	Jun 2017	Jun 2020	Yes - 9
Jeff Eng	Vice-Chair	Parent Member	Jun 2018	Jun 2021	Yes – 5,6,7
Noah Langseth	Treasurer	Teacher Member	Jun 2018	Jun 2021	Yes – 8
Judy Seeberger	Secretary	Teacher Member	Jun 2018	Jun 2021	Yes – 10,11
Michelle Kurkoski		Teacher Member	Jun 2019	Jun 2022	Yes – 15,17, 18
Ramesh Aki		Parent Member	Jan 2019	June 2020	Yes – 11
Cody Schniepp		Community Member	Jun 2019	Jun 2022	Yes – 12
Dan Ellingson		Parent Member	Jun 2019	Jun 2022	Yes – 13,14,18
Alexandria Ledo		Community Member	Jun 2018	Resigned Jun 21, 2017 Jun 2020	Yes – 9
Adam Bartz		Community Member	Sep 2019	Jun 2020	Yes - 16
Emily Wong		Student Representative	Jun 2019	Jun 2020	N/A
John Gawarecki	Director Ex-Officio	School District	N/A	N/A	Yes – 2,3,4,8
Judith Darling	CFO Ex-Officio	School District	N/A	Retired Mar 2020	Yes – 1
Steve Wruck	CFO Ex-Officio	School District	N/A	Mar 2020	N/A

1 Completed Charter School Finance Training August 17, 2014.

2 Completed Charter School Board Training: Board Governance, Employment Law. Finance Matters - August 4, 2015.

3 Completed Charter School Board Training Employment in Charter Schools - December 2, 2015.

4 Completed Charter School Board Training Governance, and Employment Law - April 14, 2016.

5 Completed Charter School Board Training: Governance – November 29, 2016.

6 Completed Charter School Board Training: School Finance – February 27, 2017.

8 Completed Charter Training: Board Governance, Financial Matters, Employment Matters – August 8, 2017.

9 Completed Charter Training: Board Governance, Financial Matters, Employment Matters – October 14, 2017.

10 Completed Charter School Board Training: Governance – September, 12, 2018.

11 Completed Charter Training: Board Governance, Financial Matters, Employment Matters – January 16, 2019.

12 Completed Charter Training: Board Governance, Financial Matters, Employment Matters – August 6, 2019.

13 Completed Charter School Board Training: Employment – October 22, 2019.

14 Completed Charter School Board Training: School Finance – October 31, 2019.

15 Completed Charter Training: Employment in Charter Schools – November 20, 2019.

16 Completed Charter Training: Board Governance, Financial Matters, Employment Matters – January 15, 2020.

17 Completed Charter School Board Training: School Finance – January 22, 2020.

18 Completed Charter School Board Training: Governance – February 11, 2020.

MSA School Management & Administrative Team

John Gawarecki	Director	
Tom Johnston	Assistant Director, Middle School	
Shannon Froberg	Assistant Director, Activities	
Judith Darling	Financial Manager	Beltz, Kes, Darling & Associates
Joell Pundsack	MARSS/Student Data Coordinator	
Ken LaCasse	Business Manager	
Carrie Hamm	Office Manager	
Amanda Stout	Office Manager	
Emily Graveen	High School Academic Counselor	
Kirstin Knutson	Middle School Counselor	
Justin Gehring	Technology Coordinator	

School Director Biography

John Gawarecki was hired as Director of MSA to begin in July 2015. He also serves as an ex-officio member of the MSA Board of Directors. He has a BS, in Natural Sciences and MA in Educational Leadership and is a licensed Minnesota teacher in Physical Sciences and Coaching (File Folder #361839). He is completing an additional MA in Educational Administration and pursuing his Superintendent's license. John has over twenty years of experience in the education field with fifteen years of experience in public charter schools. (See Director Development Plan, Appendix B.)

Teaching Staff Information

At the beginning of the 2019-2020 school year, 100% of the MSA teaching staff were recognized as highly qualified and fully licensed. To prepare for the 2019-20 school year with one teacher retiring, and five teachers not returning, and one administrative staff member not returning, the school hired eight new staff members. Of the eight new staff members, seven were teachers. Teachers were hired in the following areas: math, Spanish, music, and physical education and health. The nonteaching staff member hired was for an open office manager position.

During the course of the fall, a physical education/health teacher resigned and was replaced by a licensed Educational Assistance. In addition to this teaching change, a math teacher resigned in December and was replaced by an in-house licensed math teacher which created an opening in the Special Education Department. The special education position was filled January. A list of the courses and electives that are offered to students can be found in Appendix C.

MSA Teachers

Full Name	MN License No.	Licensure Area	Teaching Assignments
Jean Rose Albers	474829	5-8 Science 9-12 Life Sciences	Anatomy 9-12 th grade Biology
Lisa Marie Anderson	369704	7-12 Social Studies	7-9 th grade Social Studies
Markell Carroll Anderson	486511	K-12 Spanish	6-12 th grade Spanish
Jacob Thomas Bukkila	500998	5-8 Science 9-12 Physics	8 th grade Physical Science 11-12 th grade Physics
Margaret Catherine Vincent Burggraaff	376388	7-12 Grade English/Language Arts K-12 Reading	9-12 th grade English
Anne Marie Cardenas	430525	5-8 Science 9-12 Chemistry	9-12 th grade Chemistry
Virginia Elsen	319966	7-12 Spanish	7-9 th grade Spanish
Michael Frederick Fillbrandt	455271	K-12 Dance and Theatre 5-12 Communication Arts/Literature	6 th grade English
Mark Harold Greseth	488183	5-8 Science	6-8 th grade Science
Karen Jean Hail	255394	K-12 Music	6-12 Choir
Norma P Haynes-Guerra	306086	K-12 Spanish K-12 Physically Handicapped	7-9 th grade Spanish
Caitlin Ann Kender Harper	480782	5-12 Mathematics	6-9 th grade Mathematics
Aron Charles Hellner	509550	5-8 Science 5-8 Social Studies	6-9 th grade Physical Education 7 th and 9 th grade Health
Jennifer J. Heydt-Nelson	413292	K-12 Visual Arts	8-12 th grade Art
Jessica Elisabeth Heydt-Nelson	453570	5-12 Social Studies-All	8-12 th grade Social Studies
Cheryl Ann Howe	415900	K-6 Elementary Education 5-8 Science	6-8 th grade Science
Angela Hope Haverland	489352	K-12 Academic and Behavioral Strategist	6-8 th grade Special Education
Hannah Jo Kostichka	488152	K-12 Academic and Behavioral Strategist	6-8 th grade Special Education
Michelle Marie Kurkoski	416675	5-12 Social Studies-All	9-10 th grade Social Studies
Noah Kendall Langseth	460701	5-12 Mathematics	6-9 Mathematics

Full Name	MN License No.	Licensure Area	Teaching Assignments
Kassie Lynn Larson	451897	K-12 Spanish	6-8 th grade Spanish
Isaac Leonhardi	505802	5-12 Mathematics	7-12 th grade Math
Shannon Menard	190201	Learning Disabilities	8-12 th grade Special Education
Lucy Kate Nordstrom	507352	5-12 Social Studies – All	7-10 th grade Social Studies
Kerry Ann O’Keefe	482091	K-12 Visual Art	6-8 th grade Art
Sandra Lou Overson	318581	7-12 Mathematics	10-12 th grade Math
Michelle Nicole Richards	403184	7-12 English/Language Arts	7 th grade English
Tara Elizabeth Richert	475492	K-12 Physical Education 5-12 Health Education	6-7 th grade Physical Education 6-7 th grade Health
Catherine Rae Roath	448473	5-12 Social Studies-All	6-12 th grade Social Studies
Heather Marie Rosemann	449491	5-12 Communication Arts/Literature	10-12 th grade English
Judith Ann Mlinar Seeberger	484500	5-12 Communication Arts/Literature	6-9 th grade English
Wendell Sletten	461546	K-12 Instrument (Band/Orch) and Classroom Music	6-12 th grade Band
Mariah Leigh Smith	506810	K-12 Learning Disabilities K-12 Academic and Behavioral Strategist 5-8 Mathematics K-6 Reading K-12 Developmental Disabilities	6-9 th grade Special Education
Andrew John Tretter	378215	K-12 Physical Education 5-12 Health (Out of Field Permission)	6-9 th grade Physical Education 7 th and 9 th grade Health
Cheryle Teresa Ward	446450	5-12 Communication Arts/Literature K-12 English as a Second Language K-12 Reading	7-8 th grade English
Sheryl Jean White	483388	5-12 Mathematics	7-11 th grade Math

Non-Licensed Support Staff

Name	Area of Assignment
Charles Akyigyina	Special Education Assistant
Kaya Allen	Special Education Assistant
Erin Bault	Special Education Assistant
Denice Fair	Study Hall Monitor
Debra Fleischhacker	Special Education Assistant
Milli Gupta	Special Education Assistant
Tom Harper	Special Education Assistant
April McClernan	Special Education Assistant

Kris Nelson	Special Education Assistant
Michael Palony	Special Education Assistant
Deborah Webster	Special Education Assistant
Marissa Ward	Special Education Assistant

School Enrollment Procedures

General Statement of Enrollment

It is the Math and Science Academy's policy to provide equal educational opportunity for all students. The Math and Science Academy does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age.

Admission Requirements

The policy of the Math and Science Academy is to enroll a student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils will be accepted by lot. The Math and Science Academy gives preference for enrollment to a sibling of an enrolled pupil and to a foster child of that pupil's parents and may give preference for enrolling children of the school's teachers before accepting other pupils by lot. The Math and Science Academy does not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability.

Admission Policies & Procedures

Math and Science Academy establishes the following Admissions and Lottery Policy.

Policy Statement: Admission to Math & Science Academy is open to all students, without regard to ability, race, religion, or any other factors. Enrollment will be influenced by the capacity of the program, class, grade level, or building.

- (1) Each school year, the Board of Directors:
 - a. Initiates around January 1st the open enrollment period applicable to the following school year's admissions.
 - b. Posts on the Math and Science Academy website around January 1st:
 - (i) Math and Science Academy's enrollment application applicable to the following school year, and
 - (ii) the Admissions and Lottery Policy.
- (2) Establishes and publishes at the February board meeting, the available enrollment by grade applicable to the following school year.
Prior to the beginning of the open enrollment period, the school provides notice of the open

enrollment period to parents and teachers so that siblings of currently admitted students and children of teachers may submit an application. 162

- (3) Prior to the beginning of the open enrollment period, the school asks families to complete an “Intent to Return” form.
- (4) Each enrollment application received is date-stamped and also either time-stamped or sequentially stamped by number designating the order in which applications were received for each such date.
- (5) All applications received during the open enrollment period are automatically accepted for enrollment (i.e. admitted) unless more applications are received than the available enrollment established by the Board for the applicable grade(s). In this situation, all submitted applications for such grade(s) are placed in the lottery; however, siblings of currently admitted students and children of teachers employed in school have preference.
- (6) Siblings, who submit an application or currently admitted students are automatically admitted unless the number of sibling applications exceed the available enrollment established by the Board for the applicable grade(s). If the number of sibling applications exceeds available enrollment in any grade, a sibling lottery is held for each such grade. Siblings are admitted to the school in order in which they are drawn in that lottery. If all available enrollment in a grade is filled by siblings, the sibling lottery continues and establishes the sibling waiting list, which has preference over both the teacher-children waiting list and the general waiting list.
- (7) Children of teachers employed at the school who submit an application before the expiration of the open enrollment period, are automatically admitted provided that all siblings (of already admitted students) who submitted an application are admitted, and provided there is available enrollment as determined by the Board for the applicable grade(s). If the number of children of teachers exceeds the available enrollment established by the Board for any grade (and after all siblings of admitted students who submitted an application are admitted), a teacher-children lottery is held. Children of teachers are admitted to the school in order in which they are drawn in the lottery. If all available enrollment in a grade is filled by children of teachers, the teacher-children lottery continues to establish the teacher-children waiting list for each such grade.
- (8) If the number of applications received during the open enrollment period exceeds available enrollment established by the Board for any grade (and after siblings of admitted students) who submitted applications are already admitted or establish a sibling waiting list, and after all children of teachers employed at the school who submitted an application are already admitted or establish a teacher-children waiting list), the school conducts a general lottery. All applications for each such grade(s) (excluding applications from siblings of already admitted students and excluding applications from children of teachers employed at the school) received before the expiration of the enrollment period are included in the general lottery. Students are admitted to the school in order in which they are drawn in the lottery, as long as there is available enrollment as determined by the Board for the applicable grade(s). If all available enrollment in any grade is filled, the lottery continues and establishes the general waiting list for each such grade in the order drawn, until all applications are drawn. If a student is admitted through the general lottery and that student has one or more siblings in other grades also subject to a lottery, those siblings are automatically admitted as long as available enrollment as determined by the Board remains in the applicable grade(s).
- (9) Applicants are automatically admitted as long as there is available enrollment as established by the Board in the applicable grade and siblings continue to have preference, in the order received. If, or once, there is no available enrollment in any grade, applications are added to the applicable waiting list for each such grade, in the order received.

General Admission Procedures

Order of Admission: Siblings of Already Admitted Students, then Children of Teachers Employed at the School, then General Admissions.

Waiting list does not carry over from year to year: Each waiting list is valid only for the school year for which it is drawn and does not carry over to subsequent years.

Multiple births (twins, triplets, etc.): Each student seeking admission completes an application (i.e. not one application for the family). In a lottery situation, each student receives an individual number/lot in the lottery.

Lottery Grade Order: Applicable lotteries occur from lowest grade to highest grade.

Race/Ethnicity Reporting: If parent, guardian, or student self-identification methods are not possible, or the family declines to answer the questions, the Director or designee will utilize the best information they possess to determine the students race/ethnicity for reporting purposes, as required by Minn. Statute 120 B.35.

Foreign Exchange Student Admission Procedures

Admissions Statement: Admission to Math & Science Academy is open to all foreign exchange students, without regard to race, or religion. Exchange student admission will be influenced by the capacity of the program, class, grade level, and building capacities.

Eligibility Determination: When MSA has a vacancy in grades 10 through 12 after following all of its general admission procedures, it may fill any remaining vacancies with an exchange student who meets the following requirements.

- (1) The foreign exchange pupil must meet the program requirements for the J-visa student cultural exchange program and;
- (2) The foreign exchange pupil must be a participant in a cultural exchange program registered with the Office of the Secretary of State under Minnesota State Statute 5A.02.

15 Consecutive School Day Absences Procedures:

When a student has 15 consecutive school day absences during the regular school year, regardless if they are excused or unexcused, without receiving instruction in the home or hospital shall be dropped from the roll and classified as withdrawn pursuant with Minn. Stat. § 126C.05, Subd. 8. When this situation arises, MSA will follow the following procedures:

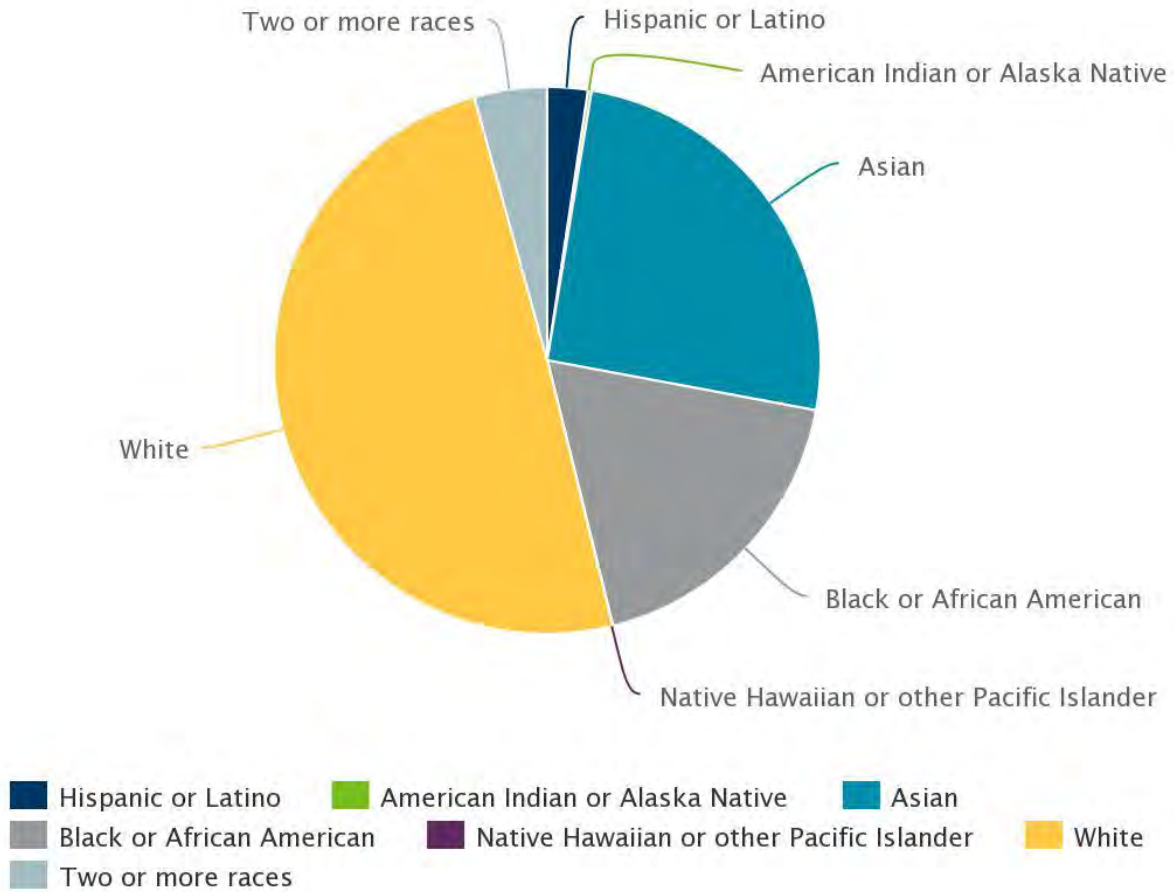
- (1) Prior to the 15th consecutive absence, the school will notify the parent/guardian of the student to determine if the student intends on returning to MSA.

(2) Once the 15th consecutive school day absence has occurred during the regular school year⁶⁴ regardless if they are excused or unexcused the school will determine if the student has formally withdrawn or has been expelled in accordance with the Pupil Fair Dismissal Act.2654

Student Demographics

All student demographic information is taken from the [Minnesota Report Card](#).

Student Demographics by Race/Ethnicity



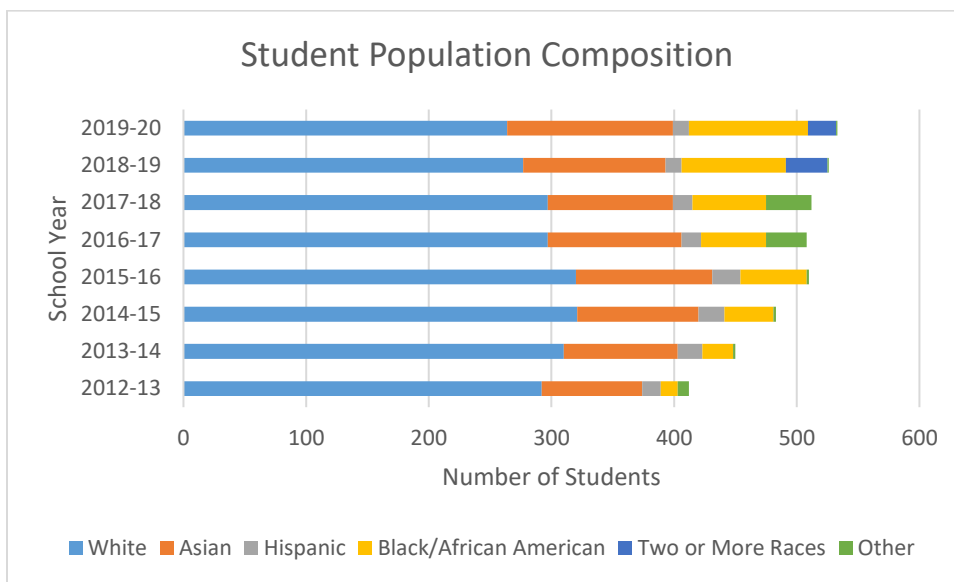
Enrollment by Race/Ethnicity

Student Population:	533	
American Indian:	1	0.2%
Asian:	135	25.3
Hispanic:	13	2.4%
Black/African American:	97	18.2%
White:	264	49.5%
Two or More Races	23	4.3%

Enrollment by Special Population

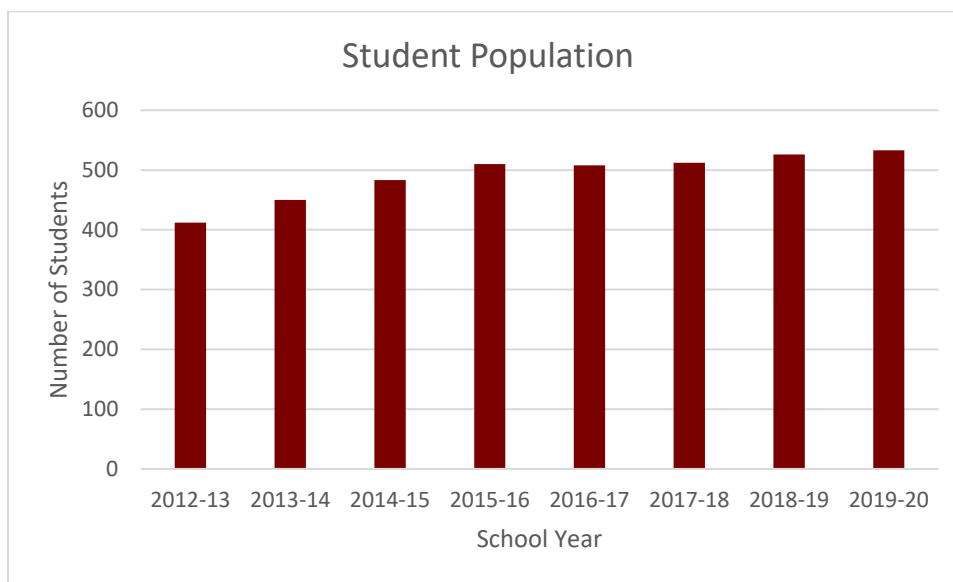
Special Education:	43	8.1%
Free/Reduced Lunch:	26	4.9%
English Learner	3	0.6%

MSA has seen a large rise in its diversity over the past several years. While the number of white students has averaged 298 for the past eight years, the number of its Asian population has increased by 53 students since the 2012-13 school year and its Black/African American population has increased by 83 students over the same time period. In the past eight school years, MSA has gone from a white student population of 71% to its current level of 49.5%.



Open Enrollment

MSA is a public charter school that accepts all students for open enrollment in the 6th through 12th grade levels. MSA typically has waiting lists for each of its grades. The enrollment capacity for each grade is set by the MSA Board of Directors each year. Over the past eight years, MSA has seen its student population grow, with it peaking at 533 students for the 2019-20 school year.



Student Enrollment-Related Information

MSA continued to see strong interest from families wanting to send their children to the school. The total enrollment of 533 was influenced by the increase of the high school grades.

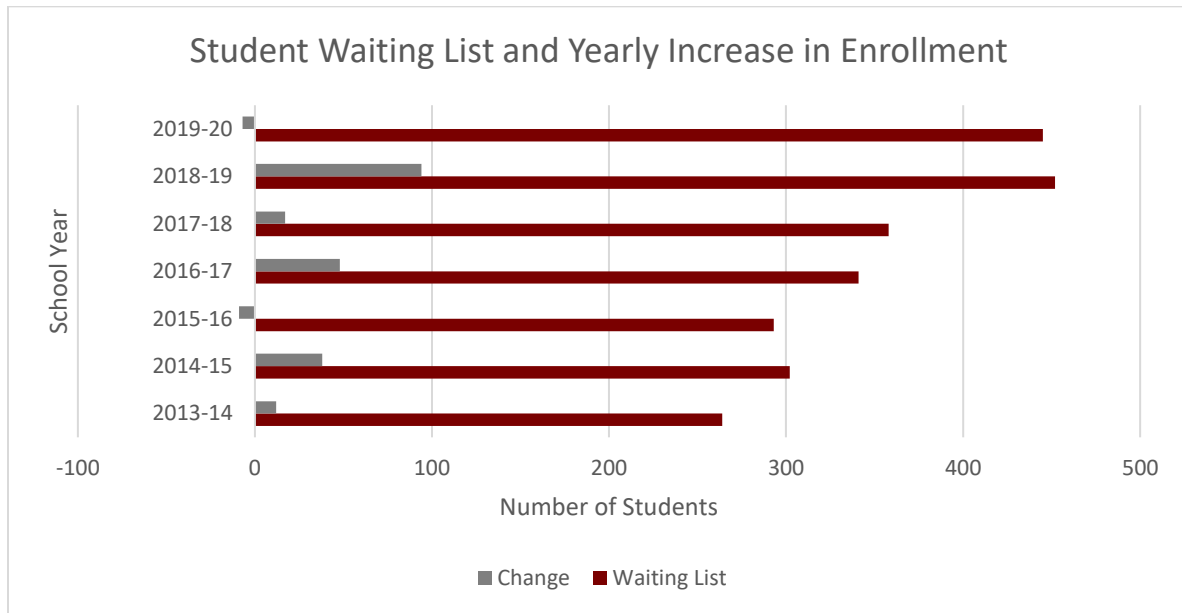
Student Enrollment by Grade Level

As of October 1, 2019

Grade	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total
Totals	88	88	88	80	68	61	60	533

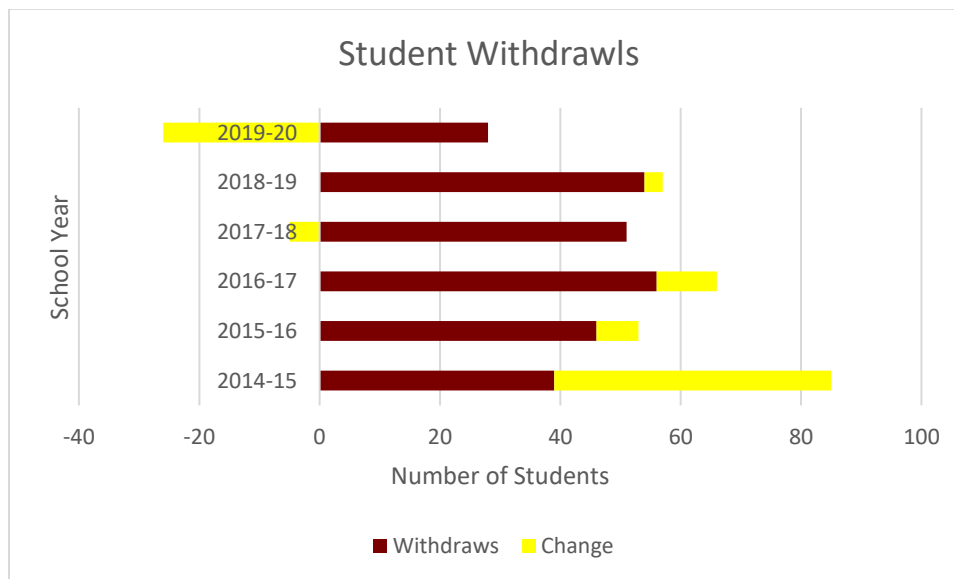
Waiting List of Students by Grade

The waiting list in the previous year was 452, and after increasing the MSA student population for the current year by seven students, the waiting list dropped by seven students. The majority of the waiting list students were from the sixth grade, where a total of 227 students were waiting admission. The following chart shows MSA's waiting list and amount of change.



Withdrawn Students

At the beginning of the school year, MSA added a freshman seminar class to assist new students to the high school with the hope of reducing the amount of students who withdraw at the end of the year. It appears that this made a significant impact on student retention, as the historical continuation in the number of students that withdrew from the school during 9th grade was reduced in half. This led to a large reduction in the number of student withdrawals.



See Appendix D for comparison enrollment statistics between school years. Data on the Students Withdrawn chart represents student withdrawals as of June 30th of each year.

During the 2019-2020 school year, the MSA did not test any of its students according to its originally scheduled MCA test dates to the COVID-19 so MCA and ACT result data along with growth measures are unavailable for this school year. MDE continued to track a school's graduation rate of which MSA continued to have an exceptional rate. MSA graduated 100% of its general education student population. There were three special education students who did not graduate in 4 years, but are on track to graduate within a 7-year period.

MSA did receive results from the PSAT and Advanced Placement exams that its students took. That information follows.

PSAT Results

Each year, about 3.5 million students across the nation take the PSAT test. Its goal is to assess student's readiness for college and those students who score exceptionally well may be considered for the National Merit Scholarship. MSA had five students qualify for National Merit Scholarships with one student winning a national scholarship. MSA's results for the PSAT follow.

Juniors in the area of **ERW** (Evidenced based Reading and Writing):

- The average score was 602 on a scale of 160 to 760.
- 92% of MSA students met the ERW Benchmark.

Juniors in the area of **Math**:

- The average score was 586 on a scale of 160 to 760.
- 81% of MSA students met the Math Benchmark.

Selection Index for Juniors:

- The average score was 1188 on a scale of 320 to 1520.
- With 81% of MSA students meeting both Benchmarks.

10th Grade students in the area of **ERW** (Evidenced based Reading and Writing):

- The average score was 565 on a scale of 160 to 760.
- With 91% of MSA students meeting the ERW Benchmark.

10th Grade students in the area of **Math**:

- The average score was 534 on a scale of 160 to 760.
- With 70% of MSA students meeting the Math Benchmark.

Selection Index for 10th Graders:

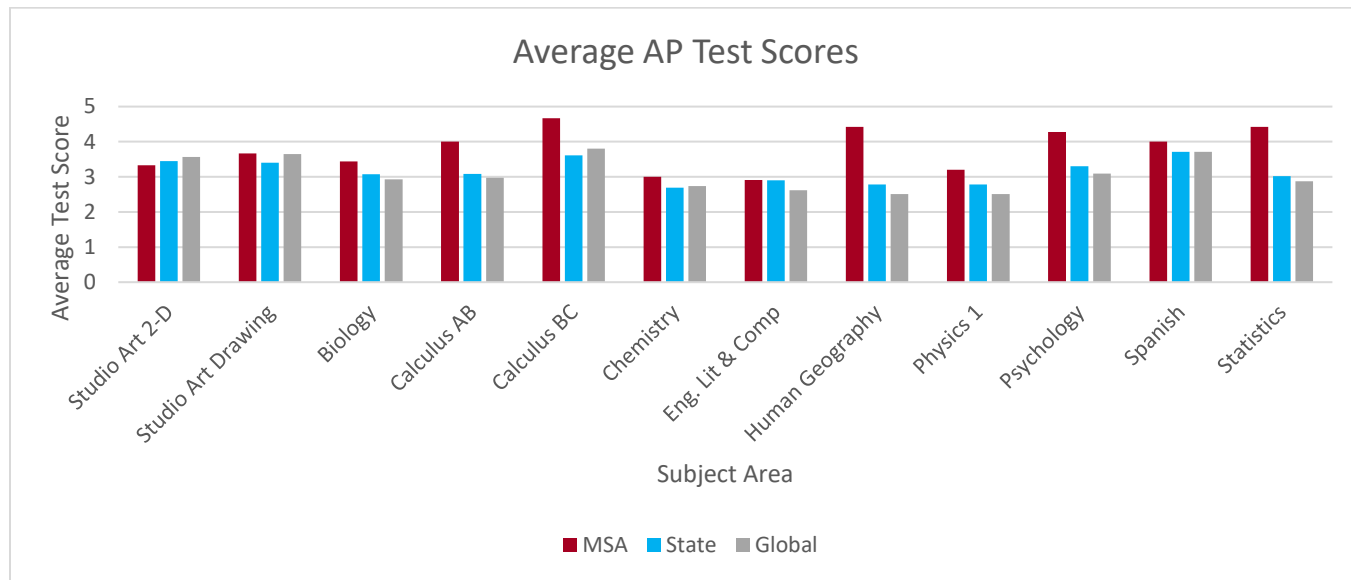
- The average score was 1099 on a scale of 320 to 1520.
- With 70% of MSA students meeting both Benchmarks.

Advanced Placement (AP) Test Results

Each year MSA students in grades 9 through 12 are given the opportunity to take an AP exam in the subject area they are enrolled in if it is an AP approved course. For AP courses, most colleges will give credit to students when they achieve a score of 3 or higher. MSA students were successful at obtaining

this level on 84.3% of their tests! Because some colleges will require a score of a 4 for credit, MSA¹⁶⁹ strives to have students achieve at least a 4 on their tests. To that end, MSA can claim that 58.4% of MSA students taking AP exams obtained that level. In comparison to MSA rates, the state average for a score of 3 or higher was 66.4% and nationally 58.5 of students scored a 3 or higher. The rates for at least a four on the AP exams for the state was 38.1% while nationally it was 33.4%. The state and national averages are from the previous year due to the fact that the 2020 information will not be released until late October. Historically these averages do not move more than 0.1%.

MSA students averaged an AP score that outperformed the average state and global average in 10 of the 11 subject areas with Human Geography and Calculus AB showing the greatest difference. MSA students taking Psychology, Statistics, and Calculus BC did exceedingly well when compared to the state and global average.



While MSA students experienced great success taking the AP exams, MSA also had the largest number of AP exams taken this year by its students. Overall, MSA had 185 tests taken this year, as compared to 151 tests taken last year.

Comprehensive Educational Program Before During and After School

Not only does MSA stress such core curriculum areas as math, science, English, social studies, and Spanish, but the school also boasts music art programs. In addition, MSA students can enhance their educational experience by participating in a variety of after school activities including being a member of a number Minnesota State High School League (MSHSL) team, as well as club level activities such as boys volleyball, academic teams, theater, National Honor Society, Student Council, Academic Triathlon, Lego League Robotics, Spanish Club, Art Club, international field trip offerings, and other various school-sponsored social events and dances.

MSA's Robotics teams FRC, FTC, and FLL also did exceptionally well as many of the teams qualified for state championship tourneys and the FTC team qualified for the World Championship in their first year of competition.

Along with all the events sponsored by MSA, MSA also partners with the YMCA to offer a before school program for grades 6-8. For grades 9-12, MSA offers a before school study hall. Both of these programs operate from 7:00am to 9:00 am on days school is in session.

To assist students who might need additional assistance, MSA offers several opportunities for students to utilize. The Link Crew is a high school activity that mentors middle school students to aide in transitioning into MSA. The National Honor Society offers a tutoring service for students who are identified by their teachers as needing assistance in individual subject areas. MSA also began to offer an extended day program from 4:00pm to 5:00 pm for students who need additional assistance in subject areas and it is taught by licensed school teachers. This program was implemented during the second semester with 64 students taking advantage of the program by year's end.

Operational Performance

MSA has a demonstrated record of providing a rigorous and successful education program for all students. Due to the relatively small size of MSA's identifiable groups, it has been less relevant to disaggregate our student data within the typical demographic categories of ethnicity, or educational programs. One of the advantages of our small class sizes is that MSA staff are able to sufficiently use individual student data to track each student's progress. It is our practice to specifically identify and address the needs of individual students not making adequate progress. MSA World's Best Workforce Report can be found in Appendix E.

In addition to each teacher conducting individual tracking, teachers attend monthly meetings where teachers of the same grade level students share their observations of students who are of concern in their classroom so that common trends can be identified and addressed. Students identified during these meetings as having multiple concerns are then entered into an additional support program initiated by one of the concerned teachers.

Student Growth & Student Group Performance

With the new MDE model for tracking growth, MSA growth results show a growth rate that is balanced between the High and Medium rate for all students. Combined, these growth results are at a rate that is over three times higher than the low growth rate for students.

MSA Parent Team Involvement

MSA is a community created and operated school that benefits from a well-organized and engaged Parent Team Organization (PTO). The PTO is a separate organization from the school and provides a means for parents to meet together and work to support MSA. The PTO also provides a forum for parent discussion and can be a mechanism for working with MSA. All parents and guardians of MSA

students are automatically members of the PTO and are invited to attend regularly scheduled meetings! Some activities that have received financial support from the PTO in the past include various school clubs and teams, school play, prom, teacher conference dinners, Mol Day, Pi Day, transportation for field trips, school landscaping, all-school assemblies, and Lego robotics.

MSA also solicits input from its families by issuing an annual family satisfaction survey (See Appendix F).

For this year's survey, many questions were simplified and became more direct with a comment question following it. The participation of the survey included over 170 participants.

From the survey, it is apparent that there is a strong sense that MSA offers curriculum that is above average, as all subject areas rated above average, with the science curriculum leading the ratings with 82% of parents identifying the program as above average or exceptional, while the English and math curriculum was slightly behind with 74% and 67% of parents identifying these programs as above average or exceptional.

In the area of school functioning, parents continued to rate the academic rigor of the courses as the highest area followed by student safety. The area that received the lowest rating of the areas identified was teacher communication with parents. When asked how often they contacted school personnel, over 79% of the responding parents stated they contacted school personnel at least on a weekly basis. Of the parents returning a survey, almost 88% said they were satisfied with the school.

Innovative Practices and Implementation

One of the most significant contributing factors in student academic performance is the effectiveness of classroom instruction. With quality instruction in mind, MSA considers professional development and advancing educational best practices critical. To ensure that each MSA teacher has the opportunity for individual professional growth, faculty are encouraged to seek professional development and leadership opportunities (internal and external to MSA) in their academic fields and are monetarily rewarded for their accomplishments.

MSA teachers are required to align their curriculum with both state standards, and national standards where appropriate. MSA curriculum and instruction are modified as needed by individual teachers and with the guidance and oversight of the MSA Board of Directors. MSA conducted a school-wide review of its curriculum over the past year to ensure the proper scope and sequencing is in place for its students.

At MSA, teachers drive staff development decisions in cooperation with the director and the MSA board. This year's staff development focused on special needs students and implementation of accommodations and modification for these students into the classroom. An increase in our course variety and adding new electives and additional AP classes was implemented (see Appendix C).

Future Plans and Program Challenges

Please note that Appendix G contains the Director Goals and Authorizer Goals.

Our biggest challenges are:

1. Financial – maintaining a sustainable school for years to follow. Future years will bring higher salaries and benefits than what the state and federal funds supply. How do we meet this need?
2. Providing diverse course offerings with limited classroom space available. MSA utilizes over 85% of its classroom space throughout the day. Finding space for meetings during the school day can be a challenge.
3. Maintaining our academic excellence and success while meeting the needs of a growing population of higher needs students with lower academic capabilities.
4. Retaining our students from middle school to high school. MSA tends to lose a majority of students during this transition due to a lack of activities and its size.
5. Providing alternatives for our students before the beginning of the school day while maintaining the safety and security of everyone at MSA.
6. Finding parking space for our students who live outside of the busing area and for our PSEO students who need to return to campus for classes.
7. Providing study space on campus for the numerous PSEO students that we have.

Finances

FY20 Audit: This year's audit is scheduled to be conducted during October 2020, and will be presented at the November 2020 Board of Directors meeting.

Fund Balance: The School had a positive position financially going into the 2019-2020 school year. Based on the approved budget, the fund balance in the General Fund was projected to grow slightly.

See Appendix H for a copy of the long range budget.

Strategic Plan

MSA's BOD spent numerous hours looking at the Vision, Mission, Core Values, and Strategic Plan. While the Mission statement did not change, there was a move in the Vision of the school to focus on the math and science academic focus of the school. During discussions, it was also determined that the Core Values needed to be updated to more accurately reflect the values of the school. Finally, the BOD decided to make the Strategic Plan more reflective of its new Vision and Core Values. A copy of the current Strategic Plan can be found in Appendix I.

Authorizer Information

Since opening in the fall of 1999, MSA has had an authorizer. MSA had no significant issues during its contract review and received a 5-year contract. Our authorizer is Student Achievement of Minnesota (SAM). SAM's director is Liz Wynne, 763-557-6676, liz.wynne2@gmail.com, P.O. Box 581639, Minneapolis, MN 55458-1639.

Non-Profit Status

Attorney General - [Lori Swanson](#)
Minnesota Attorney General's Office
1400 Bremer Tower - 445 Minnesota Street - St. Paul, MN 55101

Organization Name	MATH AND SCIENCE ACADEMY
Organization Type	TRUST
Contact Person	JOHN GAWARECKI
Address	8430 WOODBURY CROSSING
City	WOODBURY
State	MN
Zip Code	55125
IRS Code 501(c)	03
Purpose or Description	To promote effective education for students at the Math and Science Academy charter school.
Phone Number	(651) 578-7507
Status	ACTIVE

Appendix A**LETTERING OPPORTUNITIES**

Students may earn the following letters: Boys Cross Country, Girls Cross Country, Girls Volleyball, Boy Soccer, Girls Soccer, Football, Trap Team, Boys Basketball, Girls Basketball, Girls Nordic Ski, Boys Nordic Ski, Boys Track, Girls Track, Girls Badminton, Boys Volleyball, Robotics, Drama, Debate, Speech, National Honor Society, Student Council, Newspaper, Yearbook, Earth Club, Performing Arts, and Earth Club.

MSHSL SPORTS**FALL**

Boys Cross Country
Girls Cross Country
Girls Volleyball
Trap Team
Football
Boys Soccer
Girls Soccer

WINTER

Boys Basketball
Girls Nordic Ski
Girls Basketball
Boys Nordic Ski

SPRING

Girls Track
Boys Track
Girls Badminton
Trap Team

MIDDLE SCHOOL CLUBS

Math League, Academic Triathlon, Lego League, GSA, Choir, Jazz Band, Show Choir, Orchestra, Computer Club, Social Justice Club, Africa Club, Cinematography Club, Spanish Club, Chess Club, Art Club, Battle of Books, Earth Club, and Knitting Club.

HIGH SCHOOL CLUBS

GSA, Physics Club, Biology Club, FTC, Business Club, Order of Phoenix, Jazz Band, Show Choir, Orchestra, Computer Club, Social Justice, Africa Club, Cinematography Club, Spanish Club, Chess Club, Art Club, SWEnext Club, Earth Club and Knitting Club.

Director Development Plan

1. Meet all elements of the Director's job description.
2. Make one year of progress towards obtaining the Administrative License, with the long term goal of completing the license in two years.
3. Provide leadership specific to meeting the authorizer's stated goals for the school year.
4. Receive an average of "adequate" on the final Board of Director's annual evaluation.

Appendix C

MSA 2019-20 Courses, Electives, and Enrichment Courses

ENGLISH

English 6 (6th grade)
 English 7 (7th grade)
 English 8 (8th grade)
 Literature & Composition (9th grade)
 British World Literature (10th grade)
 American Literature (11/12th grade)
 Research Writing (10-12th grade)
 Composition (10-12th grade)
 Study Skills (6th grade)
 Study Skills (7-9th grade)
 Speech (7-8th grade) EC
 Young Adult Literature (7-8th grade) EC AP
 Literature & Comp (11/12th grade) EL

MATH

Pre-algebra (6th grade)
 Algebra I (7th grade)
 Algebra II (8th grade)
 Algebra III (9th grade) Pre-
 calculus (10th grade)
 Calculus (11/12th grade)
 AP Calculus AB (10-12th grade) EL AP
 Calculus BC (11/12th grade) EL AP
 Statistics (10-12th grade) EL
 Math Skills (6th grade) teacher recommended
 Geometry (9-12th grade) EL

ART

Art & Creativity (6th grade) EC
 Art 8 (8th grade)
 Art & Technology (7-8th grade) EC
 Drawing (9-12th grade) EL Painting
 (9-12th grade) EL
 Digital Visual Communications I (9-12th) EL
 Digital Visual Communications II (9-12th) EL
 Sculpture & Craft (9-12th grade) EL Ceramics (9-
 12th grade) EL
 AP Studio Art (10-12th grade) EL

PERFORMING ARTS

Concert Band (6th grade) EC Wind
 Band (7-8th grade) EL Wind
 Ensemble (9-12th grade) EL
 Choir for credit (9-12th grade) zero hour EL
 Symphony for credit (9-12th grade) zero hour EL
 Wind Ensemble online for credit (9-12th) EL

EL: Elective class for high school students. High school students choose electives.

HEALTH/PE

PE 6 (6th grade)
 PE 7 (7th grade)
 PE 8 (8th grade)
 PE 9 (9th grade)
 Health 7 (7th grade)
 Health 9 (9th grade)

SOCIAL STUDIES

MN History (6th grade) US
 Studies (7th grade) Global
 Studies (8th grade)
 Ancient World History and Geography (9th grade) Modern
 World History and Human Geography (10th) American
 History (11/12th grade)
 Political Science (12th grade) Introduction
 to Economics (12th grade) Freshmen
 Seminar (new 9th grade) EL MSA
 Yearbook (8-12th grade) EC/EL AP
 Psychology (11th/12th grade) EL
 AP Human Geography (11th/12th grade) EL

SCIENCE

Life Science (6th grade) Earth
 Science (7th grade) Physical
 Science (8th grade) Biology
 (9th grade) Chemistry (10th
 grade) Physics (11th/12th
 grade) Engineering (8th grade)
 EC
 Anatomy & Physiology (10-12th grade) EL
 Bio-engineering (9-12th grade) EL Engineering
 I (9-12th grade) EL Engineering II (9-12th
 grade) EL
 Taste of Science (9-12th grade) EL
 AP Biology (9-12th grade) EL
 AP Chemistry (11-12th grade) EL
 AP Physics (11-12th grade) EL
 STEAM Project (12th grade FT MSA) EL

SPANISH

Spanish 1A (6th grade)
 Spanish 1B (7th grade)
 Spanish I (new 8-12th grade students)
 Spanish II (8th grade)
 Spanish III (9th grade)
 Spanish IV (10th grade)
 Spanish V (11th grade)
 AP Spanish Language (11/12th grade) EL
EC: Enrichment course for middle school students. Middle school students are assigned electives with the exception of Band.

Enrollment Numbers 2013-14 to 2019-20

Student Enrollment (Start of School Year)

	2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
Grade Level	Student Count	Change	Student Count	Change	Student Count	Change	Student Count	Change	Student Count	Change	Student Count	Change
6th Grade	79	-1.1%	85	7.6%	88	3.5%	88	0.0%	88	0.0%	88	0.0%
7th Grade	90	-1.1%	84	-6.7%	88	4.8%	88	0.0%	88	0.0%	88	0.0%
8th Grade	87	-1.1%	88	1.1%	88	0.0%	88	0.0%	88	0.0%	88	0.0%
9th Grade	74	30.9%	74	0.0%	73	-1.4%	73	0.0%	76	4.1%	80	5.3%
10th Grade	61	41.7%	67	9.8%	62	-7.5%	66	6.5%	70	6.1%	68	-2.9%
11th Grade	50	-28.9%	56	12.0%	62	10.7%	54	-12.9%	62	14.8%	61	-1.6%
12th Grade	30	-14.3%	50	66.7%	53	6.0%	55	3.8%	54	-1.8%	60	11.1%
TOTAL	471	2.8%	504	7.0%	514	2.0%	512	-0.4%	526	2.7%	533	1.3%

Waiting List (After Lottery)

	2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
Grade Level	Student Count	Change	Student Count	Change	Student Count	Change	Student Count	Change	Student Count	Change	Student Count	Change
6th Grade	152	27.7%	124	-18.4%	146	17.7%	174	19.2%	226	29.9%	227	0.4%
7th Grade	74	4.2%	67	-9.5%	87	29.9%	75	-13.8%	92	22.7%	85	-7.6%
8th Grade	25	-21.9%	44	76.0%	44	0.0%	42	-4.5%	58	38.1%	53	-8.6%
9th Grade	44	76.0%	43	-2.3%	41	-4.7%	58	41.5%	40	-31.0%	56	40.0%
10th Grade	3	-72.7%	7	133.3%	11	57.1%	4	-63.6%	23	475.0%	16	-30.4%
11th Grade	2	-66.7%	8	300.0%	9	12.5%	5	-44.4%	11	120.0%	6	-45.5%
12th Grade	2	N/A	0	N/A	3	N/A	0	N/A	2	N/A	2	N/A
TOTAL	302	N/A	293	-3.0%	341	16.4%	358	5.0%	452	26.3%	445	-1.5%

Students Withdrawn (As of June 30th)

Grade Level	2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	Student Count	Change	Student Count	Change	Student Count	Change	Student Count	Change	Student Count	Change	Student Count	Change
6th Grade	2	N/A	1	-1	2	1	0	-2	3	3	4	1
7th Grade	3	N/A	4	1	2	-2	4	2	6	2	3	-3
8th Grade	23	N/A	23	0	7	-16	4	-3	3	-1	1	-1
9th Grade	7	N/A	11	4	28	17	29	1	29	0	15	0
10th Grade	2	N/A	7	5	14	7	5	-9	7	2	2	-1
11th Grade	2	N/A	0	-2	3	3	4	1	4	0	2	-1
12th Grade	0	N/A	0	0	0	0	5	5	2	-3	2	N/A
TOTAL	39	N/A	46	7	56	10	51	-5	54	3	29	0

World's Best Workforce Report

The slides that can be found on the following pages are slides that were used to present MSA's World's Best Workforce plan and report to the school's community on February 11, 2020. The team that composed the working group consisted of parents, teachers, students and administrative staff.



World's Best Workforce

Summary of 2018-2019
and areas of growth for
2019-2020 and beyond

February 11, 2020



Plan for this evening

- Explain "World's Best Workforce"
- Share context of our current goals and progress
- Look to the future for our World's Best Workforce planning



Learning Targets

- Do you have an understanding of World's Best Workforce?
- Can you talk about our current areas of focus and some growth we've made?
- Do you know what our new goals are for this school year?
- Do you know how those who are interested can continue to be involved?



World's Best Workforce (WBWF)

- Is described in Minnesota Statute 120B.11 School District Process for Reviewing Curriculum, Instruction and Student Achievement; Striving for the World's Best Workforce
- <https://www.revisor.mn.gov/statutes/?id=120b.11>
- Is a "comprehensive, long-term strategic plan to support and improve teaching and learning"
- Part of the Annual Report for the State
 - Must publish a summary report and share electronically
 - Must hold an annual public meeting
 - Tonight is that annual meeting



Goal of World's Best Workforce

- **Must satisfy State legislation to address the following 5 goals:**
 - All children are ready for school.
 - All third-graders can read at grade level.
 - All racial and economic achievement gaps between students are closed.
 - All students are ready for career and college.
 - All students graduate from high school.



WBWF at MSA

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.



How are we doing?

- Test Scores
- Review goals
- Update plans that have been implemented.

2018 – 2019 Goals and Results

Goals

- Black/African American students at MSA (all grades) will have a proficiency rate of 81.5% (meets or exceeds) or better on the 2019 MCA math test.
- Black/African American students at MSA (all grades) will have a proficiency rate of 87.8% (meets or exceeds) or better on the 2019 MCA reading test.
- MSA's seniors will have an average composite ACT score of 28 or higher for the 2018-2019 school year.

Results

- Goal not met. Black/African American students at MSA (all grades) had a proficiency rate of 66.0% on the 2019 MCA math test.
- Goal not met. Black/African American students at MSA (all grades) had a proficiency rate of 69.3% on the 2019 MCA reading test.
- Goal not met. MSA's seniors had an average composite score of 27.1. The score of 27.1 lead the state of MN for high schools with more than 10 students taking the test.

2018 – 2019 Goals and Results

Goals

- All seniors who begin the year at MSA will graduate in the spring of 2019.

Results

- Goal not met. MSA had 51 out of 54 seniors graduate that began the year at MSA.



Gap Reduction - MCA Math and Reading Data 2017-2019

	All Students, All Grades	Black/African American Students, All Grades	White Students, All Grades	Asian Students, All Grades
Math 2019	78%	66% (-14%)	80%	80%
Math 2018	81%	73% (-10%)	83%	87%
Math 2017	79%	59% (-22%)	81%	84%
Reading 2019	84%	69% (-18%)	87%	88%
Reading 2018	87%	74% (-16%)	90%	90%
Reading 2017	87%	70% (-21%)	91%	88%

2019 – 2020 Goals

- 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)
- 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
- All seniors who begin the year at MSA will graduate in the spring of 2019



Systems, Strategies, and Support

- Culturally Responsive Pedagogy (CRP) Training
- Identify individual students who are struggling by using MCA and Fastbridge data
 - Provide additional support to individual students including, but not limited to,
 - Check and connect
 - Individualized learning
 - Child find meetings
 - Tier 2 interventions
 - Advisory groups
- Use Fastbridge to screen and track growth of individual students
- Teachers/departments will update curriculum maps to ensure standards and benchmarks are being met

Systems, Strategies, and Support (cont.)

- Math department implemented CPM math at the beginning of semester 2
- All subjects are providing reading support and intervention this year
- Create professional development task force
 - Increase cultural responsiveness professional development
 - Implement implicit bias training
- All Juniors, and Seniors are individually counseled on academic progress by academic counselor
- Continue to provide PSAT and practice ACT test

Systems, Strategies, and Support (cont.)

- ACT preparation support
- 9th grade seminar class
- Diverse employee task force
- Collaborated with St. Cloud Junior High on the SSP



Academic Committee

- If you're interested or know someone who is:
- Please touch base tonight, or
- Send an email sharing interest

tjohnston@mmsa.org

landerson@mmsa.org



Learning Targets

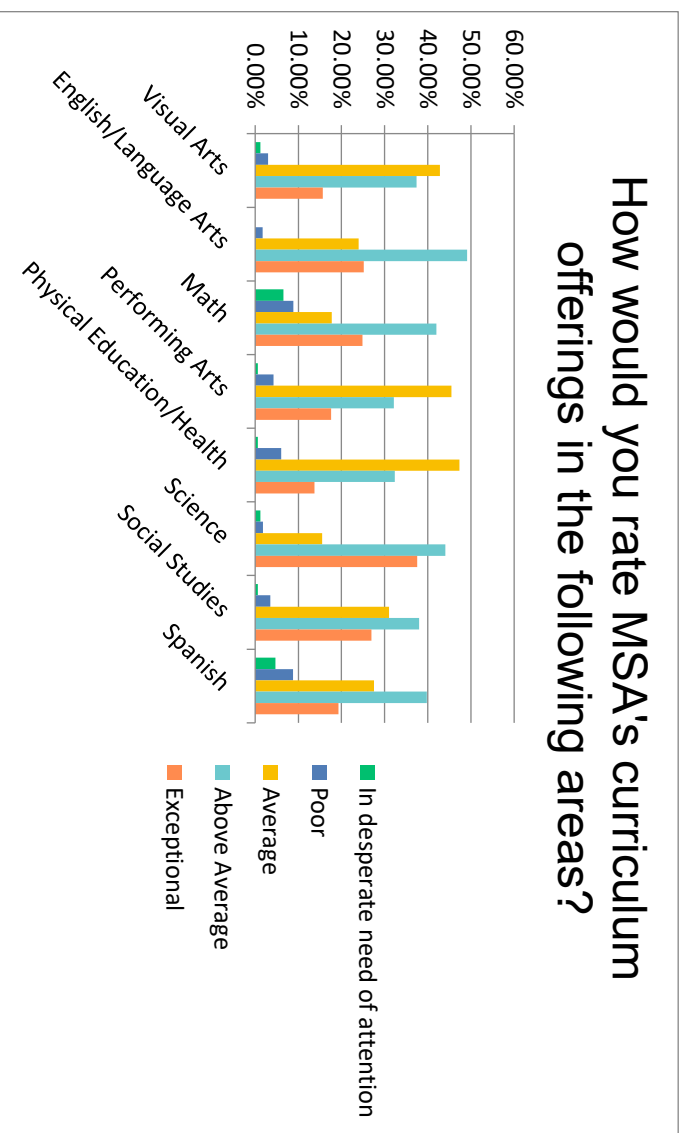
- Do you have an understanding of World's Best Workforce?
- Can you talk about our current areas of focus and some growth we've made?
- Do you know what our new goals are for this school year?
- Do you know how those who are interested can continue to be involved?

Parent Survey

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

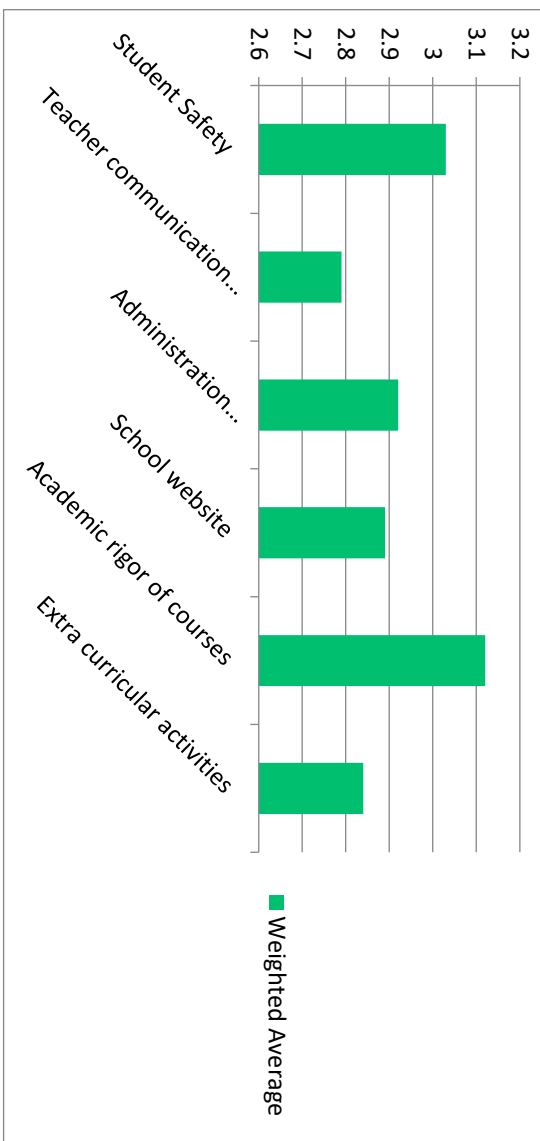
The following represents summary data that was collected after the school year was completed. Questions not appearing were open ended questions and were not summary in nature.

Q1 How would you rate MSA's curriculum offerings in the following areas?



Q3 Please rate your satisfaction for the following school areas.

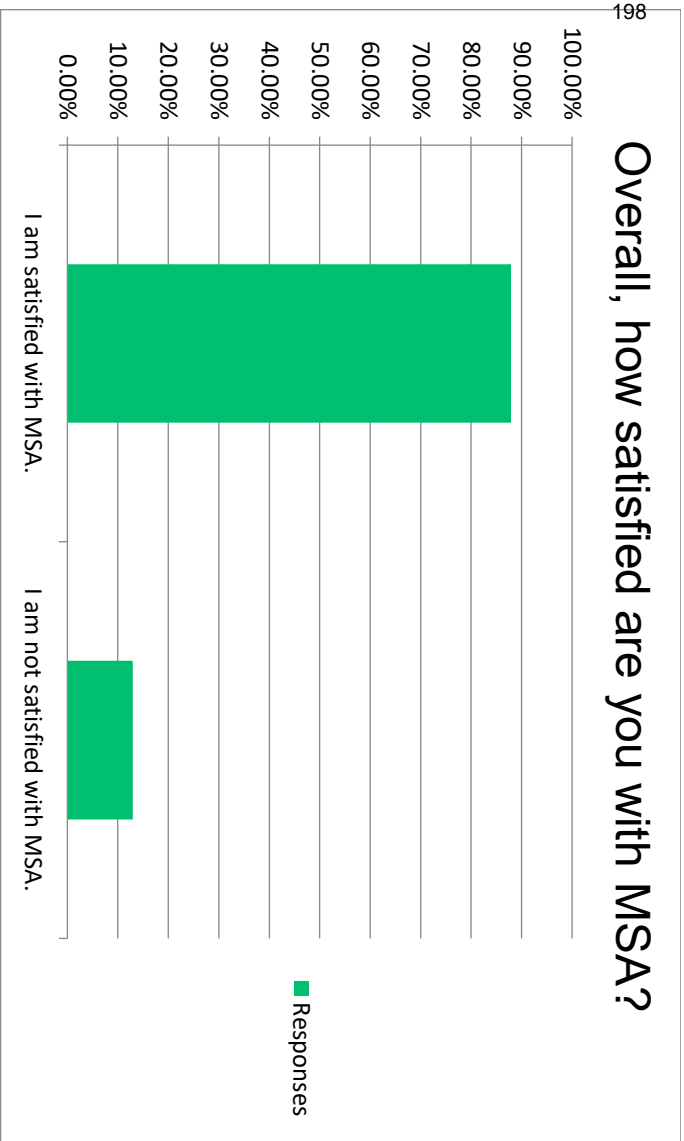
Please rate your satisfaction for the following school areas.



Q7 On average, how often do you communicate with school personnel (teachers or support staff)?

0 times per month	1-5 times per month (weekly)	6-15 times per month (biweekly)	15 - 30 times per month (daily)	more than 30 times a month (more than once a day)
21.49%	26	55.37%	67	10.74%
			13	7.44%
			9	4.96%
				6

Q9 Overall, how satisfied are you with MSA?

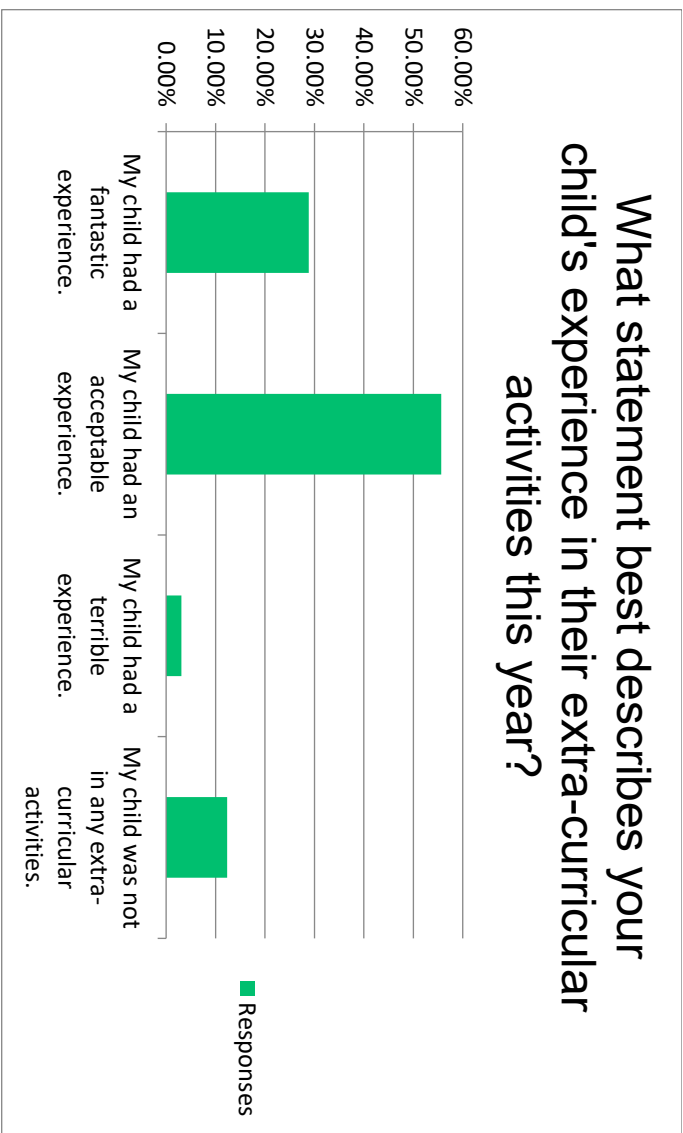


Answer Choices	Responses
I am satisfied with MSA.	87.93% 102
I am not satisfied with MSA.	12.93% 15

Q11 How many extra-curricular activities did your student participate in this year?

Answer Choices	Responses
0	12.24% 12
1-3	68.37% 67
4 or more	19.39% 19

Q12 What statement best describes your child's experience in their extra-curricular activities this year?



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

ANSWERED: 96 SIDPOD: 75



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

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

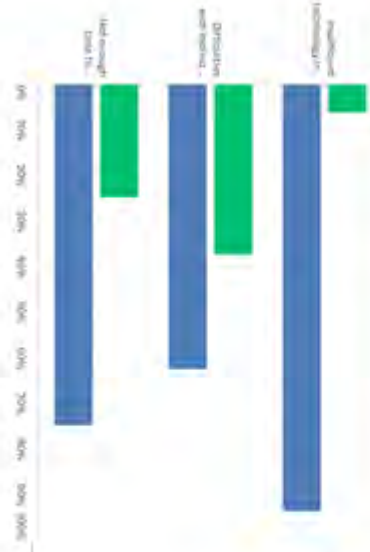
Answered: 36 Selected: 75



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

Answered: 36 Selected: 75



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

Answered: 36 Skipped: 75

	YES	NO	TOTAL	WEIGHTED AVERAGE
Inadequate technology/resources	6.25% 6	93.75% 86	90	1.00
Difficulties with individual class expectations	37.50% 36	62.50% 60	96	1.00
Not enough time to complete assignments	25.00% 24	75.00% 72	96	1.00

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

Answered: 93 Skipped: 78



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

ANSWERID: 53 SIDIDOC: 78

ANSWER CHOICES	RESPONSES	%
Yes	80.25%	81
No	19.75%	20
TOTAL		101

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

ANSWERID: 52 SIDIDOC: 79



Authorizer and Director Goals

Authorizer Goals

ACADEMIC

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

Sub Goal#1: Reading

1.1 Absolute Proficiency

MN ESSA: Academic Achievement

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

1.2 Comparative Proficiency

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

1.3 Growth

MN ESSA: Academic Progress

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

1.4 Achievement Gap Reduction

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

By the conclusion of 2023, school-wide and student group reading proficiency on the MCA will be no greater than 3% for each student group publicly reported by MDE in 2020.

Sub Goal#2: Math

50

2.1 Absolute Proficiency

MN ESSA: Academic Achievement

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

2.2 Comparative Proficiency

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

2.3 Growth

MN ESSA: Academic Progress

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

2.4 Achievement Gap Reduction

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

By the conclusion of 2023, school-wide and student group math proficiency on the MCA will be no greater than 3% for each student group publicly reported by MOE in 2020.

Sub Goal#3: Science

3.1 Absolute Proficiency

MN ESSA: Academic Achievement

- Each school year 2020-2023, 8th grade students will score 20% percentage points above the state average in proficiency on the science MCA.
- Each school year 2020-2023, high school students will score 30% percentage points above the state average in proficiency on the science MCA.

3.2 Comparative Proficiency

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

Goal 2: Nationally Normed Assessments (25% Weight)

2.1 FastBridge - Reading
209
MN ESSA: Academic Progress

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

2.2 FastBridge - Math
MN ESSA: Academic Progress

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

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

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

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

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

Goal 3: Graduation Rate (20% Weight)

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

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

NON-ACADEMIC GOALS

Goal 4: Student Attendance

ESSA: Consistent Attendance

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

Goal 5: Professional Development

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

Goal 6: Staff Diversity

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

Goal 7: Stakeholder Satisfaction

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

Goal 8: Volunteer Activity

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

Director General Goals

208

1. Meet all elements of the Director's job description.
2. Make one year of progress towards obtaining the Administrative License, with the long term goal of completing the license in two years.
3. Provide leadership specific to meeting the authorizer's stated goals for the school year.
4. Receive an average of "adequate" on the final Board of Director's annual evaluation.

Long Range Budget Model

**Math and Science Academy
Long-Range Budget Projection Model
April 7, 2019**

	Working Budget				
	Actual 2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Enrollment Projections					
Number of Students Grade 6	88	88	88	88	88
Number of Students Grade 7	88	88	88	88	88
Number of Students Grade 8	88	88	88	88	88
Number of Students Grade 9	74	74	75	75	75
Number of Students Grade 10	66	70	70	70	70
Number of Students Grade 11	55	62	64	65	65
<i>Less Adjustment for Grade 11 PSECO</i>	(9)	(7)	(11)	(11)	(7)
Adjusted ADM for Grade 11	46	55	53	54	59
Number of Students Grade 12	55	54	57	60	60
<i>Less Adjustment for Grade 12 PSECO</i>	(38)	(33)	(32)	(36)	(36)
Adjusted ADM for Grade 12	22	21	25	24	24
Total Enrollment/headcount	514	524	530	534	534
Total ADM	471	484	487	486	492
Total Number of Current Year Pupil Units (WADM)	547.94	562.73	566.40	566.02	572.20

State Revenue Assumptions and Calculations					
General Education Revenue					
State Averages Per Pupil Unit	6,187.90	6,311.86	6,437.90	6,566.85	6,697.99
Inflation Rate Assumption-Basic only	2.0%	2.0%	2.0%	2.0%	2.0%
Basic Excluding Transportation	\$5,699.92	\$6,017.92	\$6,138.28	\$6,261.04	\$6,386.26
Gifted and Talented	13.00	13.00	13.00	13.00	13.00
Sparsity	29.52	29.80	29.80	29.80	29.80
Operating Capital	226.41	226.59	226.59	226.59	226.59
Equity	120.95	117.35	117.35	117.35	117.35
Referendum	175.25	170.45	170.45	170.45	170.45
Transition Allowance	0.00	0.67	0.67	0.67	0.67
Extended Time	16.18	15.62	16.18	16.18	16.18
Per Pupil Unit State Revenue	6,481.23	6,591.40	6,712.32	6,835.08	6,960.30
Less Pension Adjustment	0.00	0.00	0.00	0.00	0.00
Total Per Pupil Unit State Revenue	\$6,481.23	\$6,591.40	\$6,712.32	\$6,835.08	\$6,960.30
Total General Education State Revenue	3,551,113	3,709,178	3,801,884	3,868,764	3,982,686

**Math and Science Academy
Long-Range Budget Projection Model
April 7, 2019**

	Actual 2017-2018	Working Budget 2018-2019	2019-2020	2020-2021	2021-2022
Compensatory Revenue	3%	3%	4%	4%	4%
A: Number of Students prior yr. (current year for 1st year)	508	512	524	530	534
B: Number of Free Lunch Students prior yr. (or current year for 1st yr.)	17	17	22	22	22
C: Number of Reduced Lunch Students prior yr. (current yr. for 1st yr.)	8	4	5	5	5
D: Adjusted Counts = 100% Free, 50% Reduced - (A)	21.00	19.13	24.50	24.79	24.98
E: Concentration Portion	0.04	0.04	0.05	0.05	0.05
F: Concentration Factor (lessor of 1 or Conc. Portion / 8)	0.05	0.05	0.06	0.06	0.06
G: PU = 6 * D * F	0.65	0.54	0.86	0.87	0.88
H: Initial Revenue	3,483	2,935	4,812	4,981	5,134
Miscellaneous Adjustment (Rounding)	(6)	(35)			
Calculated Compensatory State Revenue ((A) x (H))	3,476	2,900	4,812	4,981	5,134

	Pro-rated .99	132	132	132	132
Building Lease Aid: Lessor of line a or b below:					
ADM Including PSEO	514	524	530	534	534
WADM Including PSEO	599	643	618	623	623
Lease Aid Expense	869,853	883,592	902,864	909,872	909,872
a) Lease Aid Rev at \$1,314 per pupil unit	787,131	844,324	812,578	818,885	818,885
b) Lease Aid Rev at 90% of Lease Expense	782,868	795,233	812,578	818,885	818,885
Lesser of \$1,314/p.u. or 90% of lease payment	782,868	795,233	812,578	818,885	818,885
Estimated Proration of Lease Aid Revenue	99.2%	100.0%	100.0%	100.0%	100.0%
Total Prorated Building Lease Aid Revenue	780,519	795,233	812,578	818,885	818,885
Lease Aid Revenue per pupil unit (after proration)	1303	1238	1314	1314	1314

	93%	93%	92%	93%	94%
Long-Term Facilities Maintenance Revenue					
Revenue per Adjusted Pupil Unit	85	132	132	132	132
Total Long-Term Facilities Maintenance Revenue	46,109	74,280	74,765	74,714	75,530

	Estimate	Estimate	Estimate	Estimate	Estimate
Special Education Revenue					
State Special Education Aid and Tuition Billing	449,266	527,835	543,076	570,927	600,190

	Estimate	Estimate	Estimate	Estimate	Estimate
EL Revenue					
Prior Year EL Eligible ADM	3	1	9	1	1
Current Year EL Eligible ADM	1	9	1	1	1
ADM Served	471	484	487	486	492
Adjusted EL ADM	1	9	8	1	1
EL Marginal Cost Pupils	20	20	20	20	20
EL Revenue	14,080	14,080	14,080	14,080	14,080
Concentration Portion	0.0021	0.0186	0.0021	0.0021	0.0020
EL Concentration Revenue	5	364	4	4	4
Total EL Aid	14,085	14,444	14,084	14,084	14,084

**Math and Science Academy
Long-Range Budget Projection Model
April 7, 2019**

Actual	Working Budget		2019-2020	2020-2021	2021-2022
2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	

Revenue Summary and Projections

Revenue Source	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
State Aids					
General Education Revenue	3,551,313	3,709,178	3,801,884	3,868,764	3,982,686
Pension Adjustment Revenue	0	3,777			
LEP Aid	14,085	14,444	14,084	14,084	14,084
Compensatory Revenue	3,476	2,900	4,812	4,981	5,134
Subtotal	3,568,874	3,730,299	3,820,780	3,887,830	4,001,905
Building Lease Aid	780,519	795,233	812,578	818,885	818,885
Long-Term Facilities Maintenance Revenue	46,109	74,280	74,765	74,714	75,530
Prior Year Over/Under accruals/Rounding Adjustment	22,960	(36)	0	0	0
Special Education Aid	449,266	527,835	543,076	570,927	600,190
Endowment Aid	18,115	19,637	18,653	18,771	18,758
Other Miscellaneous State Aid (Inc. Gov Wide Pension)	21,071	12,000	15,000	15,000	15,000
Total State Aids	4,906,915	5,159,249	5,284,853	5,386,127	5,530,268
Federal Revenue					
Federal Special Ed	68,154	64,153	65,400	66,700	68,000
Title II Funds	2,581	7,841	8,000	8,200	8,400
Total Federal Revenue	70,735	71,994	73,400	74,900	76,400
Other Revenue					
Fees from Patrons: Milk, Graduation Gear, AP Exam (005-050)	22,581	23,000	23,600	24,100	24,800
Fees From Patrons: Study Hall (920-050)	4,670	6,200	6,400	6,500	6,700
Fees from Students/ Field Trip (105-050)	59,435	62,200	63,900	65,100	67,100
Interest Revenue	888	14,250	14,250	14,250	14,250
Annual Fund (255)/Capital Campaign/Dragon Dinner	89,950	119,365	85,000	75,000	75,000
Donations and Miscellaneous Grants, Tech FR	5,596	775	0	0	0
Miscellaneous Income/Sale of Equipment	641	1,000	0	0	0
Year Book Revenues	3,536	3,600	3,700	3,800	3,900
Insurance Recovery (625)	0	3,305	0	0	0
Student Activity Revenue	117,983	120,000	123,200	125,600	129,500
Total Other Revenue	305,280	353,695	320,050	314,350	321,250
Total Revenue	5,282,930	5,584,938	5,678,303	5,775,377	5,927,918
Formula Check	5,282,930	5,584,938	5,678,303	5,775,377	5,927,918
Per Audit	5,282,930				

**Math and Science Academy
Long-Range Budget Projection Model
April 7, 2019**

Actual Working Budget
2017-2018 2018-2019 2019-2020 2020-2021 2021-2022

Expenditure Calculations

Inflation Assumptions					
Salaries			2.0%	2.0%	2.0%
Other costs			2.0%	2.0%	2.0%

Budget Calculations					
100 Salaries	1,920,697	2,043,210	2,121,058	2,163,500	2,251,800
200 Benefits	618,286	663,045	709,058	734,064	775,283
100 Extracurricular Stipends	53,040	62,044	74,064	75,500	77,000
305 Contracted Services	234,682	224,670	254,195	259,100	267,100
315 Repairs and Maintenance for Computers	33,533	36,000	39,400	40,582	41,799
320 Communications Services	20,490	21,970	22,620	23,100	23,800
329 Postage	4,155	4,150	4,300	4,400	4,500
330 Utilities	101,659	116,200	118,465	120,800	123,200
340 Insurance	27,687	34,200	36,400	37,100	37,800
350 Repairs and Maintenance	112,016	117,500	120,600	122,900	126,700
360 Field Trip Transportation	10,801	10,800	11,100	11,300	11,600
366/368 Travel and conferences (some moved to Stipends)	33,045	40,500	29,600	30,200	31,100
369 Field Trip Admissions	49,747	51,400	52,800	53,800	55,500

Lease Payments per Amended Lease (Nov 2012)	686,562	707,002	707,625	708,344	707,606
8490 Woodbury Crossing (Bldg C)	70,369	61,800	63,654	65,564	67,531
8490 Woodbury Crossing Real Estate Taxes (Bldg C)	14,742	18,674	19,421	20,198	21,006
8500 Woodbury Crossing (Bldg D)		55,300	97,644	100,573	103,591
Amount to Repair and Replacement Fund/Max Lease Aid	98,180	40,816	14,520	15,194	10,139
370 Total Lease Expense	869,853	883,592	902,864	909,872	909,872

370 Other Rentals and Operating Leases	648	1,040	1,100	1,100	1,100
380 Computer and Tech Related Hardware Rental	24,157	24,496	35,300	36,000	37,100
389 Staff Tuition Reimbursement	1,000	0	0	0	0
401/455/465 General Supplies	38,753	40,000	31,000	31,600	32,600
401 Maintenance Supplies	24,709	28,000	28,700	29,300	30,200
405 Non-Instructional Computer Software & Licensing	18,279	18,936	19,400	19,800	20,400
406 Instructional Software Licensing	10,873	17,000	17,400	17,700	18,200
430/456/466 Instructional Supplies	48,944	35,900	36,800	37,500	38,700
460 Textbooks and Workbooks	39,250	44,800	34,800	35,500	36,600
461 Standardized Tests	22,185	23,000	23,600	24,100	24,800
490 Food	36	1,000	1,000	1,000	1,000
505/506 Capitalized Technology Software	0	5,500	5,600	5,700	5,900
520 Bldg Improvements	14,685	0	0	0	0

**Math and Science Academy
Long-Range Budget Projection Model
April 7, 2019**

	Actual 2017-2018	Working Budget 2018-2019	2019-2020	2020-2021	2021-2022
530 Furniture and Other Equipment	22,806	50,400	15,000	15,300	15,800
555/556 Technology Hardware (Capitalized)	21,809	63,532	50,200	51,200	52,800
740 Interest Expense	0	0	0	0	0
820 Dues and memberships	37,559	37,566	38,200	38,900	40,100
898 Scholarships	0	0	500	500	500
Annual Fund (255)/Capital Campaign	75,158	119,365	40,000	75,000	75,000
State Special Ed Expenditures / ESY	483,082	567,565	590,300	613,900	638,500
Federal Special Ed Expenditures (Inc. ARRA)	68,154	64,153	65,400	66,700	68,000
Title II Funds	2,581	7,841	8,000	8,200	8,400
Student Activity Expenses	149,484	100,000	123,200	125,600	129,500
Pension Expense (Offset by Revenues)	11,957	12,000	15,000	15,000	15,000
Total Expenditures	5,205,800	5,571,375	5,677,025	5,835,819	6,027,255
	Formula Check 5,205,800	5,571,375	5,677,025	5,835,818	6,027,254
	Per Audit 5,205,800				

Annual Surplus	77,130	13,562	1,278	(60,442)	(99,336)
	Per Audit 77,130				

Beginning Fund Balance	2,021,092	2,098,222	2,111,784	2,113,062	2,052,620
	Per Audit 2,021,092				

Ending Fund Balance	2,098,222	2,111,784	2,113,062	2,052,620	1,953,284
	Per Audit 2,098,222				

Fund Balance Percentage of Annual Expenditures	40.3%	37.9%	37.2%	35.2%	32.4%
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Strategic Plan

Math and Science Academy

2017-20 Strategic Plan

Approved 3/21/17

Approved 4/15/19

Vision

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

Mission

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

Core Values

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

Math and Science Academy 3-Year Strategic Priorities

PURPOSE

To fulfill the school's mission, vision, and values in order to better serve its students, staff, and families.

STRATEGIC PRIORITIES

<p>INCREASE MISSION-DRIVEN ACADEMIC PROGRAMMING</p> <p><i>Enhance MSA's distinction for academic excellence through rigor and technology, and focus on academic mission.</i></p>	<p>ACHIEVE TEACHER AND STAFF EXCELLENCE</p> <p><i>Build on MSA's reputation for educational quality by recruiting, training and retaining quality teachers and staff.</i></p>	<p>MAINTAIN AND ENHANCE A ROBUST MSA COMMUNITY</p> <p><i>Cultivate cohesiveness through communication and collaboration with parents, between teachers and staff, and through purposeful mixed-grade interactions.</i></p> <p><i>Broaden MSA's community base by increasing alumni connections, and establishing a Woodbury presence.</i></p>	<p>SUPPORT MEASURES TO MAKE MSA FINANCIALLY SUSTAINABLE</p> <p><i>Create and monitor a plan for MSA's financial sustainability through measured expansion (building, teacher, and student growth), and fundraising.</i></p>	<p>ENSURE OPERATIONAL EXCELLENCE</p> <p><i>Focus on meeting stakeholder expectations by strengthening the operational effectiveness of MSA.</i></p>
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CORE INITIATIVES

<ul style="list-style-type: none"> Maintain and enhance academic rigor Improve and increase STEM programming Explore and promote innovative opportunities in academic programming 	<ul style="list-style-type: none"> Recruitment Professional development Retention 	<ul style="list-style-type: none"> Cultivate small school ethos Cultivate diversity awareness Expand MSA community base 	<ul style="list-style-type: none"> Measured expansion Fundraising 	<ul style="list-style-type: none"> Administrative Communications Marketing
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PERFORMANCE INDICATORS

<p>1. Maximize enrollment in AP in core areas of the curriculum, possibly by alternating some courses every other year. Currently offering 10 AP courses; will review offerings to see what can be offered every other year.</p> <p>2. Review the math and science course offerings, compare to other schools who have an accelerated math and science curriculum, and note, and correct deficiencies, if any (revisit later)</p>	<p>1. Provide new and existing teachers and staff updated job descriptions and job performance review process</p> <p>2. Provide professional development opportunities on how technology and Skyward can be used in the classroom and how to use it.</p> <p>3. Review teacher induction (mentoring) program, note and correct any deficiencies, if any</p> <p>4. Make it a priority to engage teacher voice during decision making processes (<i>conduct meetings with director and teacher BOD members to share feedback/ideas</i>)</p> <p>5. Update, clarify, and communicate a clear evaluation system/ observation process for teachers and staff.</p> <p>6. Minimize teacher room changes during the class day.</p>	<p>1. Continue bridging opportunities between buildings and grades through a community building task force.</p> <p>2. Implement a student buddy system/mentoring program for all new students. (<i>LINK is in place, but need another opportunity for new older students; possibly match up with student they shadowed (would need to be sure all have someone they are connected to-counselor driven)</i>)</p> <p>3. Provide opportunities for middle school students to connect with high school students (<i>'fair' idea-highlight HS projects, MS students invited to see, advisory match student grades and have dual advisory and share HS experience - counselor driven; celebration time 8th and HS student group</i>)</p> <p>4. Look for service opportunities for students to have an impact on school operations. (<i>recycling, groundskeeping, TA, LINKS, mentor for new older students: school service learning?</i>)</p>	<p>1. Choose and implement a smart growth option and review annually to ensure that each yearly budget does not result in a deficit. <i>Options are reviewed annually to ensure the budget does not result in a deficit.</i></p> <p>2. Increase student capacity size by relocating or replication at another location by 2024. Expansion committee is currently looking at this.</p> <p>3. Target average student-to-teacher ratio of no more than 22:1.</p> <p>4. Ensure that building space is best utilized to provide adequate space for students to learn. <i>There is adequate space for learning, and flexible study and group space in all buildings.</i></p> <p>5. Develop a strategic 3-5 year MSA fundraising plan. Has not been addressed.</p> <p>6. Continue GTTM as the main fundraising vehicle to facilitate the AFC annual goal. <i>GTTM is our</i></p>	<p>1. Continue to develop a cohesive and collaborative administration team.</p> <p>2. Continue to ensure clear roles and responsibilities for administrative staff.</p> <p>3. Continue to develop a communications plan which would include target audiences (teachers, support staff, parents, students, alumni, Woodbury community, other), messages for each audience, and a deliberate outreach plan.</p> <p>4. *Develop and communicate a "brand" for the school including marketing materials. <i>The Communications Task Force in tandem with the School Expansion Committee will explore areas such as school branding and an outreach plan.</i></p> <p>5. Enhance and update database of what scholarships MSA students received, what colleges MSA students attended and where MSA students volunteered.</p>
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	<p>5. Continue class specific celebrations 6th and 9th grade (picnics, etc.)</p> <p>6. Celebrate student diversity and increase cultural competence. <i>(Spanish/Asian/African clubs are planning a cultural event in 2019)</i></p> <p>7. *Develop an active MSA alumni network. <i>The network is being cultivated, a Facebook group has been created, and there is a database-Justin G. is the point person); create a LinkedIn opportunity</i></p> <p>8. Increase City of Woodbury community and business outreach and connections by joining Chamber of Commerce and other civic organizations. <i>MSA has joined the Woodbury Chamber of Commerce.</i></p>	<p><i>main fundraising event. We met this year's goal of \$50,000. the AFC continues to work on other fundraising event, such as the Dragon Dinner.</i></p> <p>7. Develop marketing piece for MSA that explains charter school funding and needs for the school community. Has not been addressed.</p>	<p>*We continue to create an alumni database for marketing and outreach interests.</p>
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		<p>9. Increase MSA student volunteer opportunities in the Woodbury and surrounding communities (senior housing, library, YMCA, etc.) A student-run Cheers for volunteers club offers opportunities for students: Feed the Starving Children; making knitted goods for those in need, etc.</p>		
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EDITOR:

John Gawarecki
Director: Math and Science Academy
jgawarecki@mnmsa.org
651-308-2017

Math and Science Academy

Adopted: October ___, 2020

Revised:

522 TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

[Note: On May 6, 2020, the U.S. Department of Education, Office for Civil Rights (OCR), released the long-awaited final rule amending Title IX regulations at 34 C.F.R. Part 106. These regulations, which go into effect on August 14, 2020, are the first Title IX regulations applicable to sexual harassment and are applicable to complaints by both school MSA students and employees. The extensive regulations will require MSAs to revise their policies and procedures with respect to sexual harassment and ensure that administration and staff are trained on the new requirements.]

The final rule requires schools to provide notice of its nondiscrimination policy and grievance procedures, including how to file or report sexual harassment and how the school will respond to the following groups: applicants for admission and employment; students; parents or legal guardians; and unions or professional organizations holding agreements with the school MSA. 34 C.F.R. § 106.8(b). The provisions of this policy generally conform to the requirements of the new regulations.]

I. GENERAL STATEMENT OF POLICY

- A. Math and Science Academy (MSA) does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. MSA is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.
- B. MSA prohibits sexual harassment that occurs within its education programs and activities. When MSA has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.
- C. This policy applies to sexual harassment that occurs within MSA's education programs and activities and that is committed by an MSA employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school MSA's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in MSA's education programs or activities.

- D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. MSA's Title IX Coordinator(s) is:

John Gawarecki
(add other address info here)

Alternate Title IX coordinator

Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

- E. The effective date of this policy is August 14, 2020 and applies to alleged violations of this policy occurring on or after August 14, 2020.

II. DEFINITIONS

- A. "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to MSA's Title IX Coordinator or to any employee of the MSA. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of MSA with actual knowledge is the respondent.
- B. "Complainant" means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.
- C. "Day" or "days" means, unless expressly stated otherwise, business days (i.e. day(s) that MSA office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).
- A. "Deliberately indifferent" means clearly unreasonable in light of the known circumstances. MSA is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.
- B. "Education program or activity" means locations, events, or circumstances for which MSA exercises substantial control over both the respondent and the context in which the sexual harassment occurs and includes MSA education programs or activities that occur on or off of MSA property.
- C. "Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that MSA investigate the allegation of sexual harassment.

1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant's physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.
 2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of MSA with which the formal complaint is filed.
- D. "Informal resolution" means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.
- E. "Relevant questions" and "relevant evidence" are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
- F. "Remedies" means actions designed to restore or preserve the complainant's equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.
- G. "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.
- H. "Sexual harassment" means any of three types of misconduct on the basis of sex that occurs in an MSA education program or activity and is committed against a person in the United States:
1. *Quid pro quo* harassment by an MSA employee (conditioning the provision of an aid, benefit, or service of MSA on an individual's participation in unwelcome sexual conduct);
 2. Unwelcome conduct that a reasonable person would find so severe,

pervasive, and objectively offensive that it denies a person equal educational access; or

3. Any instance of sexual assault (as defined in the Clery Act, 20 U.S.C. §1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 U.S.C. §12291).
- I. “Supportive measures” means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minn. Stat. § 121A.41, as amended, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of MSA buildings or property, and other similar measures.
 - J. “Title IX Personnel” means any person who addresses, works on, or assists with MSA’s response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:
 1. “Title IX Coordinator” means an employee of MSA that coordinates MSA’s efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administering the grievance process.
 2. “Investigator” means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be an MSA employee, MSA official, or a third party designated by MSA.
 3. “Decision-maker” means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker.
 4. “Appellate Decision-maker” means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same

person as the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker may be an MSA employee, or a third party designated by MSA.

5. The MSA Director may delegate functions assigned to a specific school MSA employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the Director at any time. MSA may also, in its discretion, appoint suitably qualified persons who are not MSA employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

[NOTE: It is recommended that schools designate a primary Title IX Coordinator and at least one alternate Title IX Coordinator so that the alternate can undertake Title IX Coordinator responsibilities in the event the primary Title IX Coordinator is a party to a complaint, or is otherwise not qualified under this policy to serve in that role in a particular case.]

III. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS

A. Equitable Treatment

1. MSA shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.
2. MSA will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.
3. MSA will provide appropriate remedies to the complainant any time a respondent is found responsible.

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.
2. Throughout the grievance process, Title IX Personnel will objectively

evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.

- C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

D. Confidentiality

MSA will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, or FERPA's regulations, and State law under Minn. Stat. § 13.32 34 C.F.R. Part 99, or as required by law, or to carry out the purposes of 34 C.F.R. Part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., MSA's obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

E. Right to an Advisor; Right to a Support Person

Complainants and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

F. Notice

MSA will send written notice of any investigative interviews or meetings to any

party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.

G. Consolidation

MSA may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

H. Evidence

1. During the grievance process, MSA will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
2. MSA shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless MSA obtains the party's voluntary, written consent.

I. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon MSA and not upon the parties.
2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when MSA employees are respondents.

J. Timelines

[NOTE: The Title IX regulations require reasonably prompt timeframes for conclusion of the grievance process, but do not specify any particular timeframes. The time periods below are suggested. Schools may establish their own school-specific timeline, although it is recommended that legal counsel be consulted before adjusting time periods.]

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
2. An appeal of a determination of responsibility or of a decision dismissing

a formal complaint must be received by MSA within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.

3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by MSA.
4. MSA will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by MSA.
5. Although MSA strives to adhere to the timelines described above, in each case, MSA may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening MSA holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that MSA may provide a complainant and disciplinary sanctions that MSA might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of MSA buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.
2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with MSBA Model Policy 506 – Student Discipline. The discipline of a student-respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

IV. REPORTING PROHIBITED CONDUCT

- A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.
- B. Any employee of MSA who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.
- C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator's contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.
- D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, MSA may report the alleged conduct to law enforcement authorities. MSA encourages complainants to report criminal behavior to the police immediately.

V. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR

- A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint .
- B. MSA will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. MSA must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair MSA's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.
- C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by MSA unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant's wishes is not clearly unreasonable in light of the known circumstances.

- D. Upon receipt of a formal complaint, MSA must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:
1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
 2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
 3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
 4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;
 5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
 6. A copy of this policy.

VI. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

A. Emergency Removal of a Student

1. MSA may remove a student-respondent from an education program or activity of MSA on an emergency basis before a determination regarding responsibility is made if:
 - a. MSA undertakes an individualized safety and risk analysis;
 - b. MSA determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and
 - c. MSA determines the student-respondent poses such a threat, it will so notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school MSA policies, including MSBA Model

Policy 506 – Student Discipline. MSA must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

[NOTE: The interrelationship between the Title IX regulations authorizing the emergency removal of student and the Minnesota Pupil Fair Dismissal Act (MPFDA) is unclear at this time. Schools should consult with legal counsel regarding the emergency removal of a student. At a minimum, it is recommended that schools provide alternative educational services, as defined in the MPFDA, to any student so removed under the Title IX regulations.]

B. Employee Administrative Leave

MSA may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. MSA must take into consideration applicable requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

VII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT

- A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by MSA at MSA’s discretion, but only after a formal complaint has been received by MSA.
- B. MSA may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.
- C. The informal resolution process may not be used to resolve allegations that an MSA employee sexually harassed a student.
- D. MSA will not facilitate an informal resolution process without both parties’ agreement, and will obtain their voluntary, written consent. MSA will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties’ right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

- E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

VIII. DISMISSAL OF A FORMAL COMPLAINT

- A. Under federal law, MSA must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:
 - 1. Would not meet the definition of sexual harassment, even if proven;
 - 2. Did not occur in MSA's education program or activity; or
 - 3. Did not occur against a person in the United States.
- B. MSA may, in its discretion, dismiss a formal complaint or allegations therein if:
 - 1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;
 - 2. The respondent is no longer enrolled or employed by MSA; or
 - 3. Specific circumstances prevent MSA from gathering sufficient evidence to reach a determination.
- C. MSA shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.
- D. Dismissal of a formal complaint or a portion thereof does not preclude MSA from addressing the underlying conduct in any manner that MSA deems appropriate.

[NOTE: For example, schools are reminded of the obligation under Minn. Stat. § 122A.20, subd. 2, to make a mandatory report to PELSB concerning any teacher who resigns during the course of an investigation of misconduct.]

IX. INVESTIGATION OF A FORMAL COMPLAINT

- A. If a formal complaint is received by MSA, MSA will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.
- B. If during the course of the investigation MSA decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, MSA must provide notice of the additional allegations to the known parties.

- C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.
- D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.
- E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which MSA does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.
- F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. MSA will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

X. DETERMINATION REGARDING RESPONSIBILITY

[NOTE: The Title IX regulations do not require schools to conduct live hearings as part of the decision-making phase of the grievance process. Accordingly, this Policy does not include procedures for a live hearing. If a school desires to create such procedures, legal counsel should be consulted.]

- A. After MSA has sent the investigative report to both parties and before MSA has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.
- B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.
- C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.

- D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:
1. Identification of the allegations potentially constituting sexual harassment;
 2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 3. Findings of fact supporting the determination;
 4. Conclusions regarding the application of MSA's code of conduct to the facts;
 5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions MSA imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by MSA to the complainant; and
 6. MSA's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.
- E. In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.
- F. The written determination of responsibility must be provided to the parties simultaneously.
- G. The Title IX Coordinator is responsible for the effective implementation of any remedies.
- H. The determination regarding responsibility becomes final either on the date that MSA provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

XI. APPEALS

- A. MSA shall offer the parties an opportunity to appeal a determination regarding responsibility or MSA's dismissal of a formal complaint or any allegations therein, on the following bases:
 - 1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);
 - 2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 - 3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- B. If notice of an appeal is timely received by MSA, MSA will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
- C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.
- D. The written decision describing the result of the appeal must be provided simultaneously to the parties.
- E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

XII. RETALIATION PROHIBITED

- A. Neither MSA nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its

implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

- B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.
- C. Charging an individual with violation MSA policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

XIII. TRAINING

- A. MSA shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:
 - 1. The Title IX definition of sexual harassment;
 - 2. The scope of MSA's education program or activity;
 - 3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;
 - 4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
 - 5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and
 - 6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.
- B. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.
- C. Materials used to train Title IX Personnel must be posted on MSA's website. If MSA does not have a website, it must make the training materials available for public inspection upon request.

XIV. DISSEMINATION OF POLICY

- A. This policy shall be made available to all students, parents/guardians of students, and MSA employees.
- B. MSA shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail address on its website and in each handbook that it makes available to parents, employees, students, or applicants.
- C. MSA must provide applicants for admission and employment, students, parents or legal guardians of secondary school students, employees, with the following:
 - 1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;
 - 2. Notice that MSA does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;
 - 3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and
 - 4. Notice of MSA's grievance procedures and grievance process contained in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how MSA will respond.

XV. RECORDKEEPING

[NOTE: Schools should consider amending their respective retention schedules to reflect the recordkeeping requirements discussed below].

- A. MSA must create, and maintain for a period of seven calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, MSA must document:
 - 1. The basis for MSA's conclusion that its response to the report or formal complaint was not deliberately indifferent;
 - 2. The measures MSA has taken that are designed to restore or preserve equal access to MSA's education program or activity; and

3. If MSA does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.
 4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.
- B. MSA must also maintain for a period of seven calendar years, records of:
1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;
 2. Any appeal and the result therefrom;
 3. Any informal resolution and the result therefrom; and
 4. All materials used to train Title IX Personnel.

Legal References: Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. § 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)
20 U.S.C § 1400, *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. § 12101, *et seq.* (Americans with Disabilities Act of 1990, as amended)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)
20 U.S.C. § 1092 *et seq.* (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act (“Clery Act”))

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

Business Item 12g.

Approve Amendment to the August 6th motion to Include Supports.

Because Minnesota Governor Tim Walz issued Emergency Executive Order 20-82 on July 30, 2020, and the Safe Learning Plan for 2020-2021, the MSA Director will implement the Distance Learning model for the first semester of the 2020-21 school year, with monthly evaluations at MSA Board meetings. Within this Distance Learning model, and while MSA qualifies for a less restrictive scenario under MDE guidelines, the MSA Director will use his discretion to approve on campus student support services.