

**Board of Directors
Math & Science Academy
Tuesday, January 19th, 2021
Building C (lobby) and Remotely**

https://youtu.be/rxFRb0c_8U0

8430 Woodbury Crossing, Woodbury, MN 55125

1. Call to Order by Chair

Mission:

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

Vision:

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

2. Roll Call of Members

Present:

Voting:

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

Non-voting:

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

Absent:

3. Approval of Agenda

Conflict of Interest Statement

4. Open Forum

5. Approval of Minutes

- a. BOD Workshop and Regular Meeting, December 21st, 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)
 School Expansion Possibilities (Mr. Ellingson)
 Policy (Ms. Kurkoski)
 Finance (Mr. Schniepp):

Approval of Financials**10. Consent Agenda**

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

11. Old or Unfinished Business

- a. **Discuss Policy 522 Student Sex Nondiscrimination (Title IX)**
- b. **Approve Policy 429 Suspected Misconduct and Dishonesty by Employees and Others**

12. Items for Discussion and Decision

- a. **Review of By-Laws**
- b. **Discuss Community Survey**
- c. **Approve Grade Level Capacities for Lottery**
- d. **Discuss Director's Evaluation Process**
- e. **Review Monthly COVID Evaluation**
 - i. **MDH Rating**
 - ii. **ISD 833 Scenario**
 - iii. **Survey Results**
 - iv. **Administrative Recommendations**
- f. **Staff Stipends**

13. Future BOD Meeting and Workshop Agenda Items

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

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

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

15. Motion to Adjourn

Submitted:

Approved:

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Board of Directors Workshop Minutes Math & Science Academy Monday, December 21, 2020 Building A (Room 8A) and Remotely 8430 Woodbury Crossing, Woodbury, MN 55125

Call to Order by Annie Cardenas at 5:00 pm

Members Present:

Voting:

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

Non-voting:

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

Absent:

Voting:

Non-Voting:

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

Discussion:

1. SAM Representative Liz Wynne

- a. Ms. Wynne introduced her experience as a Charter school leader and S.A.M. oversight. Generally Ms. Wynne will attend 2 meetings per year, but also reads the committee minutes, BOD minutes, and the financial statements. Also foremost in her review and observation is academics. There will still be a site visit, but that there will be changes made due to the changes that were made last spring and this year thus far due to Covid-19. Ms. Wynne also like to meet with directors and assistant directors to discuss key issues, ideas, and have a space for them to share ideas. Ms. Wynne also emphasized that school autonomy is also important, while ensuring that the school is in compliance with state and federal laws, their mission, and their contract with S.A.M.
- b. How many schools have you been working with and how? A key idea is to look at what is going well, but still how can we make it better.
- c. One observation is that our free and reduced numbers are increasing, but we do not provide lunch for those students. Something to keep in mind and plan ahead.
- d. With school expansion, generally when a school expands, academics erode a bit. Recommendation to create a task force to think ahead about ways to manage and possibly avoid it
- e. Ms. Wynne also applauded new courses (Hidden History) to add electives that will continue to change and adapt to our students' needs.

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- f. One of the things that Ms. Wynne uses a document functioning as a 'tracker' to see how MSA is functioning as the year progresses in a number of areas (financials, if there were closed meetings, academics, policy changes, etc.) that contribute to school success and high functionality.
 - g. Q: are there ideas that you have about addressing the free and reduced lunch issue that we can work ahead and address? Ms. Wynne will say if she has info or can review ideas from her CHarter network of contacts.
 - h. Q: A parent BOD member was in a meeting in which the idea that the 'growth model' is broken, that we may need to expand or die. Even expansion, the recommendation was to update the site, rather than move. What can we do to build a more sustainable model for our future? Ms. Wynne notes that this is a complex issue, that the idea of fundraising may not be a model to meet our needs. That keeping salaries competitive, and keeping our expenditures lean has helped. This is also a factor in the health of our general fund. With expansion, we will need to look carefully at how it will affect our school (and potential satellite schools). Ms. Wynne will also reach out to her contacts to see whether they have anything that can help us with this.
 - i. Another thing that is important, is to figure out what motivates people. Salary is not the only factor there - the motivations for individuals will vary and we should keep it in mind when we are weighing our financials.
 - j. Relationship building and lines of communication are also important to maintain within the authorizer/school relationships. Ms. Wynne's focus is less on crises and things out of our control, but on how we respond to issues and put our efforts into 'cleaning it up' and move forward.
 - k. Q: at what point do we reach out to S.A.M. versus internal addressing of issues? Ms. Wynne is a proponent of our chain of communication. This is reinforced with Ms. Wynne's interactions if there are individuals who reach out to her with initial complaints.
 - l. Q: are you all of SAM or are you a representative of S.A.M.? Ms. Wynne is the director of S.A.M., but also reports to a BOD.
- 2. Policy 522 (Title IX)**
- a. There are two possible versions of the policy. The single page version is from our legal council, but still requires the procedure.
 - b. Procedures are more flexible to change as needed.
 - c. The longer version includes the grievance procedure. These also more narrowly define sexual harassment.
 - d. BOD will review for second reading at the January meeting.
- 3. Policy 103 (Complaints)**
- 4. Policy 429 (Suspected Misconduct)**
- 5. Policy 516 (Medication) - consent agenda item**

Workshop was adjourned at 6:00 pm

Submitted and Approved:
Michelle Kurkoski, Secretary

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Board of Directors Meeting Minutes Math & Science Academy Monday, December 21, 2020 Building A (Room 8A) and Remotely 8430 Woodbury Crossing, Woodbury, MN 55125

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

Vision and Mission read by Paula Akakpo.

2. Roll Call of Members

Present:

Voting:

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

Non-voting:

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

Absent:

Voting:

Non-voting:

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

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

Conflicts of Interest: None

Motion to approve the agenda.

Moved by: Dan Ellingson Second: Adam Bartz

Discussion:

None

Vote: 9-yes 0-no 0-abstain

The motion carries.

Read by Ms. Cardenas:

Letter from Christopher Tatarka? is interested to know the plan for in person or distance learning.

5. Approval of Minutes.

a. Motion to approve the November 16, 2020 Workshop and Meeting Minutes.

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Moved by: Adam Bartz Second: Jeana Albers

Discussion:

Correction:

pg 6 - VI - BOF should be BOD

Pg 8 - Item 7 last sentence should be, "School District 833 started distance learning today".

Pg 14 - 1st Sentence correction to "MSA".

Vote: 9-yes 0-no 0-abstain

The motion carries.

6. Chair's Report

Ms. Cardenas provided a recap of the Workshop. See Workshop minutes. Ms. Cardenas would like to invite others to join the Board at the Board Strategic Plan Retreat on January 11, 2021.

7. Director's Report

Mr. Gawarecki provided an update on open enrollment. On the first day it was opened, there were 124 applicants. The lottery will be on February 9.

State guideline for distance learning is a rating of 30 or more. The current Washington County rate is 40.1. There is a downward trend but it is still above state recommendation.

On the MDH commissioner's call today, they are anticipating another wave of Covid in January and February.

There were students that have transferred out. Two of them are from the same family who moved. Another transferred to go to a school that was not in distance learning. The three vacancies in middle school have been filled.

A survey will be sent out in January.

Attendance rate is over 90% rate which is historically the same as previous years. If a student is absent for more than 2 days, then MSA will check up.

Student Achievement/Activity:

262 applications have been submitted for AP courses next year.

December 15th was the first day of going live with online enrollment applications for the 2021-2022 school year. We received 124 applications on that day:

Gr 6: 76 Gr 7: 11 Gr 8: 15

Gr 9: 17 Gr 10: 2 Gr 11: 3

- Utilization of licensure coursework application

Coursework in the School Finance has been completed along with the Human Relations course. Both courses emphasized looking at the school's mission and vision to ensure compatibility with the document being worked on. School budget process will begin soon, so this course was timely in that it reinforced several components that MSA does well in the planning process.

- Evidence of the inclusivity goal application

Recruiting Diverse Staff task force will have parents, students, and staff members on the team. Participated in and assisted leading a discussion group during two World's Best Workforce meetings.

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- Evidence that building management decisions correlate with the school's mission, vision and values by including the Administration's meeting notes
During the latest staff meeting, we took a vote on if we should modify or adjust our teacher planning time. Result of the discussion and vote was to keep it as it is.

- Evidence that when decisions, procedures, or school practices are changed, the rationale for the change needs to be communicated to the original group or committee before being brought to the staff as a whole.
Discussed why I thought several agenda items on the academics committee agenda should be moved. This was not brought to the staff as a whole.

- Update the Board about PD application to finance
Completed the School Finance course at Hamline. The bonding process has been completed and MSA will begin saving over a hundred thousand dollars annually in the future.
Monthly update from Expansion committee (this could be from a different board member)
Please see notes from the committee.

- Ensures that all members of IEP and 504 teams are informed of meetings, changes to IEP/504 plans, and have opportunities for input
An audit of teacher involvement into meetings is underway and should be completed over winter break. Key items to be identified are teachers who are not participating in providing feedback and the reason why this is occurring.

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

Governor's announcement will be made concerning elementary attendance. No new money will be coming to schools for the rest of the school year. Any money the state gets for COVID-19 from the federal government will replace money that the state was going to give. "You will be getting the same package, only who is paying for it will change." This should help the overall scenario though as the state deficit will be decreased.

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

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

- Establishing and maintaining relationships and networking with neighboring school districts to foster collaboration and build community relationships, as appropriate
 - Attended and collaborated with 8 other charter schools during the MACS Government Affairs Committee during its meeting on December 10th meeting.
 - Contributed to the Tuesday Charter School Admin Support Call hosted by MACS

- Evidence that PD regarding team building and/or conflict management has or will be attended
Attended a Charter Leader Support Network meeting on December 17th, hosted by MDE on Building Community and Cultivating Compassion.

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

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

Employee climate survey was sent out last week by the BOD Chair.

Monthly COVID Evaluation

MDH Rating:

Based on December 17th data from MDH, we currently qualify for distance learning with a COVID-19 Positivity Rate of 117.88 in Washington county, which is down from 133.555 from the last report period. Utilizing a model in which we take into account Dakota, Ramsey, Hennepin, and Washington counties, the rate would correlate to 100.8 as of December 17th.

ISD 833 Scenario: All grades are in Distance Learning.

Friday Attendance Results:

Prior to WIN Fridays our Friday attendance rate was the lowest of all five days. From the inception of WIN Fridays until now, Fridays have our lowest absence rate of the five days.

Average Total Absences for Days of the Week:

Monday - 45.3 students

Tuesday - 44.7 students

Wednesday - 41.1 students

Thursday - 47.1 students

Friday - 39.7students

Administrative Recommendations:

The Governor's new guidelines for elementary schools does not impact MSA.

We will continue to follow the Safe Learning Plan that has been in effect since the start of the school year.

On campus activities may begin in January if we meet the previously approved Board levels. Currently they do not.

8. Student Representative Communication and Update

Ms. Akakpo provided an update. It is Heritage Month. A survey was sent out and there will be more planning in January for Black History and Women History Month. They will work on focus groups, curriculum, and mental health. They will be contacting teachers in January.

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

Board Committees:

Academics (Ms. Kurkoski): Report submitted with no discussion.

Annual Fund (Mr. Bartz): Report submitted. Mr. Bartz confirmed that there would only be one fundraiser which was committed to Dragon to the Max. There are other opportunities to contribute such as payroll deduction.

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

Personnel (Ms. Cardenas): Report submitted with no discussion.

School Expansion Possibilities (Mr. Ellingson): Report submitted. Mr. Ellingson will combine more information and then share. The financial advisor had discussed the comparison of expanding on the existing site versus a new site. The committee brought it up but didn't focus on that. The initial focus is on vision and mission.

Finance (Mr. Schniepp): Report submitted.

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Motion to approve the November 2020 Financial Statement.

Moved by: Annie Cardenas

Second: Cody Schniepp

Discussion:

Mr. Schniepp provided an update. The bond refinancing is complete. The budget was based on in person learning and will be updated. So it will be changing. They have the data and will need to forecast the rest of the year. There is a strong cash balance and cash flow is good.

Vote: 9-yes 0-no 0-abstain

The motion carries.

Policy (Ms. Kurkoski): No report submitted.

10. Consent Agenda

a. Annual review of Policy 516 Student Medication Policy

Motion to approve consent agenda.

Moved by: Michelle Kurkoski

Second: Robert Krueger

Discussion:

None

Vote: 9-yes 0-no 0-abstain

The motion carries.

11. Old or Unfinished Business

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

Discussion:

This was covered in the workshop. Board discussed which version to use. It would affect procedures and there are advantages or disadvantages to include the procedure in the policy. This is the first reading.

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

Discussion:

Board discussed the changes. This is the first reading and will go on the consent agenda for final approval.

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

Discussion:

Board discussed the changes. This would be referenced in the handbook. This is the first reading.

12. Items for Discussion and Decision

a. Discussion of Enrollment Procedures

Discussion:

Mr. Gawarecki provided the background. There are no changes to the procedure. MSA is now collecting applications on the website. Lottery will be done on February 9 at 9 am. A couple of board members are required to be present.

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The Board will need to assign the capacity for each grade next month.

b. Discussion Board Self Evaluation

Discussion:

Board shared what is going well and what they are looking forward to improving.

Mr. Gawarecki - Everyone is not afraid to voice their opinion and the diversity. Looking forward to strategic planning.

Mr. Ellingson - He misses the general interactions with others.

Mr. Schniepp - It was rewarding to talk about the positive things with students and enjoy learning about school finance.

Mrs. Kurskoski - She appreciates everyone reading their materials and coming prepared. She looks forward to continuing to maximize strengths and minimize weaknesses.

Ms. Albers - This is a strong board. She would like to emphasize providing information for new board members.

Ms. Bartle - She enjoyed the training and wishes we could be in person.

Mr. Bartz - He appreciates the discussions that bring up conflicting perspectives and then walk away with a united front. He looks forward to getting rid of Covid agenda items.

Mr. Krueger - He appreciates learning as a board and becoming efficient. He would like to push to be more innovative as a school.

Miss Akakpo - She enjoys learning about the finances and looks forward to more student involvement and making students more aware of the Board.

Mrs. Burggraaf - It is nice to see Mr. Bartz and Mr. Schniepp on the board. She looks forward to hearing more about the expansion.

Mrs. Cardenas - She emphasized that she loves the school and the continuation of growth.

c. Solicit Community Members for BOD Election

Discussion:

Mrs Cardenas wanted to point out that there are two positions on the Board that will be open next year. The positions are Community Member and Parent Member.

d. Approve Membership to MACS

Motion to approve membership to MACS.

Moved by: Annie Cardenas Second: Jennifer Bartle

Discussion:

Ms. Cardenas noted that it is inexpensive and that it has been helpful. Mr. Bartz asked whether we needed to choose our payment option. Ms. Cardenas asked what we have done in the past. Mr. Gawarecki stated that we have typically done the annual payment. Board selected an annual payment plan.

Vote: 9-yes 0-no 0-abstain

The motion carries.

e. Review Strategic Plan Progress

Discussion:

The meeting will be on January 11 and will be 90 minutes.

f. Change the Personnel Committee purpose statement

**Motion to approve to change the Personnel Committee purpose statement from -
Purpose: The purpose of this committee is to create an evaluation process for the**

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Director. And to provide input/feedback so that the Director can create and/or modify evaluation procedures for all other staff members, including the administrative team, teachers and EAs. TO NEW STATEMENT - Purpose: The purpose of this committee is to create an evaluation process for the Director. And to provide input/feedback so that the Director can create and/or modify evaluation procedures for all other staff members, including the administrative team, teachers and EAs. The Committee will also include a review and oversight of the Diverse Hiring Task force associated with our Authorizer S.A.M. Goals.

Moved by: Michelle Kurkowski Second: Robert Krueger

Discussion:

This is part of the SAMS goal (Goal 6). It was in academics. Board discussed the need to change it to a task force that reports back to the Personnel Committee. Mr. Gawarecki noted the task force is an administrative oversight which doesn't fall under committee meeting requirements.

Vote:

Michelle Kurkoski, Jeanna Albers, Adam Bartz, Robert Krueger - yes
Jennifer Bartle, Maggie Burggraaff, Annie Cardenas, Cody Schniepp - no
Dan Ellingson - abstain

The motion does not carry.

G. Discuss Monthly COVID Evaluation

i. MDH Rating

ii. ISD 833 Scenario

iii. Survey Results

iv. Administrative Recommendations no changes

Discussion:

Mr. Gawarecki provided an update. There were a few changes to the safety plan. If it is in person, staff must have a mask and face shield. The school would offer saliva testing for employees. It would be free to school until funding goes out. Schools would require on site coordinator. Mr. Gawarecki will get clarification on the number of coordinators for the building.

The guidance from the state high school league will allow schools to practice on January 4. There was not a firm number for outdoor activities, but the AD has determined that the rate of 75 would be acceptable. In our conference, there are not as many schools in general, and there are fewer schools that want to participate. Depending on levels, we may be able to have practices and see what other schools in our conference would be willing to have games. There may be opportunities for more intramural style games, this will also help us to maintain a smaller total bubble for Covid-19 and contact tracing purposes. If the levels stay at the current level, then there can't be practice on campus. If basketball started, it would only be practice. Games could be as early as the 18th, but unsure if it's been approved. As of now, no activities are going on.

ISD 833 would make announcements if they were to bring back students. It would be K-2 first and then wait two weeks before they could bring in the next group of students. High School would be distance learning but it could change.

MSA has been looking at what issues there would be if students returned. The internet broadband plan would have to increase. Students could be brought back in April but if not, then possibly May.

The air purifier was also discussed. Mr. Gawarecki will look into the best air filter without risking system failure. This will be reviewed at the next meeting again.

DRAFT - NOT YET APPROVED**13. Future BOD Meeting and Workshop Agenda Items****a. BOD Goals**

- i. Comprehensive Review of Strategic Plan
- ii. Expansion End of Year Goal
- iii. Committee Purpose Statement
- iv. Finance Training
- v. Contract Language (Contract Time vs At Will)

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

- a. BOD Strategic Plan Retreat January 11, 2021 at 6:00 pm
- b. BOD Workshop, January 19, 2021 at 5:00 pm
- c. Regularly Scheduled BOD Meeting January 19, 2021, 6:15 pm
- d. BOD Closed Meeting (Director Evaluation) January 25, 2021 at 5:00 pm

15. Motion to adjourn at 8:34 pm.

Moved by: Annie Cardenas Second: Dan Ellingson

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

Submitted:

Ia Xiong, Board Recorder

Approved:

Michelle Kurkoski, Secretary

January Director's Report

Student Achievement/Activity:

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

Over 350 applications have been submitted for enrollment next year.

- Utilization of licensure coursework application

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

- Evidence of the inclusivity goal application

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

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

Discussed the need to update our contact information for our monitoring service. MSA experienced some damage to Building B's entrance when a sprinkler head froze over a recent cold spell in December. I am working with our insurance company for the coverage of the event. About 50 ceiling tiles, and 50 carpet squares were damaged as well as some of the gym floor absorbing some of the moisture.

- Evidence that when decisions, procedures, or school practices are changed, the rationale for the change needs to be communicated to the original group or committee before being brought to the staff as a whole.

Discussed why the observation schedule was delayed some and how we would be conducting them due to our distance learning scenario to the staff. Prior to this discussion, a meeting was held with the assistant directors to ensure the procedures and process were capable of being carried out within the timeline being presented.

- Update the Board about PD application to finance

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

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

Please see notes from the committee.

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

Reviewed all teachers and their participation with IEP and 504 meetings. Presented the Golden Dragon award to the teacher who had the top participation rate, most meetings attended, and most feedback sent to the Special Education Department.

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

Schools that receive Title I funds (MSA does not) will be receiving approximately four times the amount of ESSER funds that they received last fall. Because MSA is not a Title I school, we are not scheduled to receive any funds unless MDE decides to allocate some funds to us as they did last fall.

To balance the state's budget, there is a growing movement to place a 20% holdback on schools within the legislature. This would affect our cash on hand and may require us to utilize our line of credit so that we meet bond covenants.

Numerous schools are experiencing enrollment declines with some schools losing as many as 75 students from their budgeted enrollments.

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

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

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

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

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

- Evidence that PD regarding team building and/or conflict management has or will be attended
 -
- Evidence that PD regarding diversity and sensitivity or cultural competency has or will be attended
Attended a National Teachers of Color Showcase: Reimagining Recruitment.
- Employee climate survey was sent out by the BOD Chair and I am awaiting the data so I can analyze the information and present it to the Board. Presentation will be included in the next board meeting information.

High School Assistant Director

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

- MSHSL Chaos
 - Start winter sport
 - Coach's meetings
 - COVID Plans
 - Registration
 - Schedules for games
 - Schedules for practices
 - PPE
 - Weekly meetings with MSHSL
 - Weekly meetings with EMAC
 - Support other ADs
 - Discuss COVID impact on schools
 - COVID safety
 - Future schedules
 - AD burnout
- Material Drop off and Pick up 2 days per week (there is a constant flow of parents and students coming to school to drop stuff off and pick stuff up as we end one semester and start another)
- IEP meetings
- 504 meetings
- Parent meetings - about 3 per week on average
- Student meetings - about 2 per week on average
- Multiple student mental health conversations
 - How mental health plays a role in student learning

- Letters of Recommendation
- Triple A Award Nominations
- Tutor.com -
 - Group 2 has begun
 - Meeting with taskforce
 - Meeting with Tutor.com
- Support Teachers - about 4 per day on average
 - Mental health
 - Classroom support
 - Student support
- Work on Professional Development day Feb 8th
- YMCA board of directors meetings
- Committees/task forces
 - Finance Committee
 - COVID-19
 - Academics Committee
 - Communications
 - Tutor.com taskforce

Middle School Assistant Director

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

- Participated in the COVID-19 Liaison group meetings
- Attend January Academic Committee meeting
 - Provided feedback regarding WBWF and student achievement on Fastbridge
- Attend January Finance Committee Meeting
- Attend December Personnel Committee meeting
- Facilitated four (4) WBWF meetings
 - Finalized goals that are similar to SAM goals
- Continued work with the office team on Prospective family open house in January
- Distributed January newsletter
- Supported teachers as requested or needed
- Continued to support and follow the progress of students in the second tier of MSA's Student Support Process
- Supported a family with hotspot connection concerns
- Attended all IEP/504 meetings as needed
- Participated in Tutor.Com Taskforce
- Met directly with students and parents on Zoom/phone calls to support with distance learning

- Strategic planning
 - Met with Don Helmstetter; MSA's consultant who will be helping the BOD with strategic planning
 - Prepared for the strategic plan meeting
 - Supported Don H. and the BOD with strategic plan meeting on Jan 11th, 2021
- Continued to work with MS Counselor to complete winter Fastbridge testing
- Work with policy committee to work on Title IX policy, procedure, and documents
 - Completed Title IX documents and flow chart

High School Counselor

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

Middle School Counselor

This month I have:

- I have had 12 student meetings.
- I am starting to add more kiddos to my check in list as we have been wrapping up the end of the semester. A lot have been from parent requests for me to meet with their students.

- I have also been active in my committees I am a part of while also gathering data from PSAT to share to appropriate groups.
- My most recent task has been to dig into MCA testing and looking at all options.
- I have been spending time on attending open office hours that MDE hosts to hear what questions people have and to have my questions answered.

Academics Committee Agenda
 January 11, 2021
 8:00 A.M.-9:00 A.M.

Zoom link:

<https://zoom.us/j/97615541662?pwd=alpLczN3V3JUQkF0SUVzTUVwNXdwZz09>

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

1. WBWF Updates (Tom) 3 minutes
 - a. Fastbridge Data update
 - b. PSAT data update (?)

Two documents were sent out: the notes for last week's meeting and the goals. The goals mirror our SAM goals and look at achievement gaps, but do not set a specific rate for the school or for subgroups. The MDE test changes periodically, and when this happens, the numbers dip. We are always striving for the highest proficiency we can achieve.

1. 3.5% increase in scores by end of 2023 school year
2. ACT 85% of our students ready for college courses (Algebra, Biology, and English)
3. 95% of MSA students graduate

The public meeting will be held in February.

One question was raised at WBWF:

- How do we use ACT data to inform our practices. There is a desire to formulate a process so this is taken care of.

FASTBRIDGE

- Are our students achieving at a lower level? Is there a big dip from last year to this year?

There doesn't appear to be a big dip in these levels. It is important to remember these are different students, but the numbers are on par with where the scores have been in the past.

We typically see a dip from fall to winter, but we did not see a large dip this year.

The data is on par with last year.

Demographic data by race is included, and this does mirror our MCA data.

- Is there a way to see the same group/cohort data from year to year? Yes. Tom will share this.

It is important to remember that percentile data is what is used. So this can be

confusing when looking at the numbers because it is not a direct comparison with percentage data.

PSAT

Current 11th graders

2020:

79% met both standards.

92% met evidence based reading and writing benchmark

79% met math benchmark

2019:

70% met both standards

91% met evidence reading and writing benchmark

70% met math benchmark

Current 10th graders

2020:

84% met both benchmarks

91% met evidence based reading and writing benchmark

93% met math benchmark

2019:

58% met both benchmarks

78% evidence based reading and writing benchmark

60% met math benchmark.

2. Supplemental Online Learning Update (Emily) 1 minutes - are there updates this month?

This is still in flux and in reality can wait and be decided on a case by case basis right now.

- Can PSEO course equivalencies be planned to look at, too? Courses at colleges change, and it would be nice to have departments take time to look through this.
3. Tutoring program update - are there updates this month?

(Check-in next month)

4. Enrollment update (Joell) 3 minutes

Three new students enrolled last week: (2 8th graders, 1 6th grader)

One 9th grader is leaving, moving out of state.

We have over 350 applications for next year. Lottery is on February 9.

5. Scheduling update (Joell) 5 minutes

2nd semester begins next Tuesday.

Next year's draft schedule will be ready by the end of next week.

Students will begin scheduling at the end of January for next year.

Computer Science AP class changed a bit. There are two of them, each will be offered every other year. The AP CompSci that involves coding will require a prerequisite. Over 30 students applied, there are only 18 spots. A lottery will be held.

6. Curriculum Review Cycle discussion
 - a. Social Studies new standards and curriculum review cycle (new standards final draft est. May 2021, final stages in 2021-2022 school year).
 - b. Do we push off the whole curriculum review cycle by one year? Not sure whether any department is really going to be able to maintain it with DL and changing curriculum.
 - Can we shift this schedule by a year?
 - Can we discuss this with departments first?
 - Does delaying this affect WBWF and SAM goals?

As long as it doesn't affect curriculum delivery, it shouldn't be a problem.

- Is it possible to use major fundraising to spend on curriculum?

Tom will bring this to FTC.

A draft of the review cycle will be added to the Google Classroom.

**this will be added to department meetings this month as a discussion, then back to AC next month

7. Review and discussion of ___ surveys

This will be available next month.

8. Academic Agreements
 - a. Docs emailed to department chairs for review at department meetings (1-6-2021)
 - b. Docs emailed to AC to help discussion

This is given to families on open house night and is essentially for the new families,

but it will also be included in the back to school information as well.

Proposed changes have been included. Joell changed the link, and altered the wording of points for MS.

Additional suggestions will be sent to Joell who will make the changes.

There is an issue/conflict with parents who agree to read the announcements daily but opt out of receiving the announcements. This will be added to the Communications Committee agenda. It was brought up that this might be a legality issue, in that we cannot force people to receive emails.

9. Question about elective credit

- a. If a HS student takes an elective for grad. credit and fails, they would need to repeat an elective that meets graduation requirement, but not necessarily the one they failed? - is there a process written somewhere?

The grading handbook has information on credits, but it may not be formally addressed about what class this needs to be.

10. Question about registration

- a. In the last year, there's been a trend of placing HS SpEd students in classes other than the required classes needed for graduation (ie-science, sociology, other?) This has never been discussed with departments or the Academics Committee-is this procedure written down somewhere? Should this be discussed?

There have been SpEd students who take alternative courses for graduation. This discussion has not been had with all the departments.

There is a concert that some students are taking an Engineering course in place of a science credit, but this is a math department course.

IEP's are a legal document, so they take precedence over MSA graduation requirements.

- Can these replacement courses be modified courses of the regular curriculum instead?
- Is it possible to invite the dept. Head or next year's teacher for the transition?

It would be appropriate to hold an additional meeting to discuss course progression, but not invite them to an IEP.

11. Modified Transcript and Alternate Course of Study

- a. Was updated last spring as part of a task force
- b. Procedure is in the updated grading handbook (not student handbook though)
 - i. Task force notes emailed to AC to help discussion
 - ii. Grading handbook pages 10-12 - pages emailed to help discussion
- c. There have been some concerns about the number of SPED and 504 students

- vs gen ed that have modified transcripts/classes.
- d. Difficult to gauge because this varies each year and semester (medical modified varies significantly)
 - e. Revisit the percentage of modification- is it 25% of MSA curriculum but still meets all benchmarks, is it percentage of state benchmarks, etc.
 - f. There have been some questions about SPED students having alternate courses of study other than the typical MSA progression.

This needs to be looked at again. We tried it, and now we've run into issues.

- How does this discussion begin?
- How are these decisions made?
- What is 25% of? Standards? Curriculum? Attendance?
- What constitutes modified?
- Are we talking about modified curriculum, not just less homework? There is a lot of confusion about what this means.

WE need to be aware that modified transcripts can be perceived as discrimination because 72% of our modified courses are SpEd and 504 students. There was a belief and understanding that this would not be discriminatory. We have been advised by our legal counsel not to have modified transcripts.

Modified needs to be reported to MDE at the end of the year. If this can be streamlined, it would be helpful.

The suggestion is that we rekindle the task force and have this revisited. This will be sent to all staff to gauge for interest in joining this taskforce. As of 1-12-2021, the following staff members have volunteered to be part of the Task Force

Modified Task Force:

- 1) Send out invite today for interest in being a member
 - a) Joell
 - b) Emily
 - c) Hannah
 - d) Jen
 - e) Thomas
 - f) Angie
 - g) Shannon
 - h) Kirstin
 - i) John
 - j) Annie
 - k) Markell
 - l) Heather
 - m) Lisa

Elective Approval Process

- i. Discussion beginning, may need to continue in March

This will be moved to the February agenda.

Next Meeting: Will be February 1, 2021*

*moved earlier because of no school on 2-8 and 2-9

FEBRUARY:

- Math department testing and advancement procedures update
 - Add to grading and/or coursebook?

MARCH:

- Continue Developing Procedures for course approval and deadlines

Academics Committee Yearly Calendar

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

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

Communications Committee
 Agenda
 Weds., Dec. 9th, 2020 4:30pm - 5:30pm

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

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

Purpose of Committee

1. to create and maintain procedures and guidelines relating to MSA's branding, marketing and external communications.
 2. to ensure the effectiveness of communication between different school related groups.
 3. to ensure the effectiveness of communication between school community members.
 4. to review MSA website components for accuracy and standardization.
- I. Create procedures for website change (cont. from Dec. meeting)

~~A. Flow Chart~~

B. Responsible Party for Tabs

Shannon F pointed out that there will be a MS Office Manager and a HS Office Manager instead of Building A/B.

Teacher information: Justin says he generally provides training for new staff re: templates for updating the website. Teachers have a page that should be updated, but it seems that new teachers are not receiving training as to what and how to edit the page. Justin says there is a template there and there should be photos, but new photos are not present. Perhaps this could be part of the training during the back-to-school workshop so teachers can support new staff. John is noting it for the agenda in August. Justin will also add it to this year's upcoming PD. Heather also made notes on form.

Prospective Families: Heather made notes as changes needed.

Discussion was had re: alumni updates. The High School Office Manager will update with information made available. Heather asked who will reach out to alumni going forward. Carrie says the admin for the various social media forums will need to forward information to her because she does not currently have access. Justin will give Carrie access to the Alumni Facebook page. We discussed the lessening popularity of Facebook with the younger generation and the fact that it may be that more parents are connected rather than the former students themselves. Carrie asked if there is an alumni Instagram account and suggests that we consider this. Shannon F also recommends we begin by reaching out via alumni email addresses.

Semester 1 Learning is still the Director - needs to be updated for Semester 2

Current Families is still the HS Office Manager

There are a few exceptions:

- 6th Grade Info Night--MS Office Manager
- Some portions are being changed to Director (e.g., Ask Glaeder)

As the discussion continued, it was decided that Justin would update this list on the spot, and he made changes accordingly. (See the list on the document.) Shannon observed that the vast majority of the list is not the HS Office Manager. The High School Manager will work with Justin on a spreadsheet noting who is in charge of the content for the current families section. For current families, questions or comments on the information should still be sent to info@mnmsa.org The HS Office Manager (with potential Admin input) will still be the coordinator between the families and the person in charge of a particular section on the list.

Girish suggested we follow the RACI method as a “way to address this confusion. [because] it [could] resolve many of these questions.”

R - Responsible

A - Approver

C - Contributor

I - Informed

This is something we can consider because it will allow the jobs to continue even when/if the personnel changes.

For now, the HS Office Manager will be responsible for posting information but not for the content. This person will create a document as to who is responsible for supplying the information.

We continued through the list. The responsible party tabs will be crossed off of our list of to-dos, and Justin will bring an updated list next meeting.

- II. Teacher/Staff Training needs: Has a teacher/staff google classroom been implemented to assist with effective communication among staff? **Yes! It is the admin google classroom.**
- III. Any platform updates or procedural updates for the new year that need to be communicated for staff? **e.g., safety, etc. Shannon F says there is a committee working on this.**
- IV. Communication Concerns
 - A. Will updates be added to the website for community numbers and MSA cases if that is what Athletics/Activities gatherings are based on? **Shannon F says that safety is being considered and health questionnaires will be conducted so that updates will be communicated.**
Registration processes are being conducted and communications re: cases will be primarily communicated through the coaches to the specific participants. No information is set to go out to community from the Activities Director at this time. Shannon F had a meeting with the Winter coaches and have asked them to provide updated information for the website and activities calendar. It was asked if all advisors could be reminded to check and update the calendar.
Payments for Winter sports and activities will be invoiced to families starting the week of January 18th
 - B. Will we continue to have semi-monthly surveys? **These will continue.** What is the purpose of these surveys?
 - C. When will students/families get an email with new semester class zoom links? **The info is being worked on and will be sent out prior to Tuesday.**

Note: Shannon will beginning classes soon and will need to leave at 5:30 PM to make it to her classes at 6:00 PM

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

School Expansion Possibilities Committee
January 7, 2021
4:30 p.m.

<https://zoom.us/j/99692023362?pwd=c1d2V3pDcWRXZEpOQUVvZlJDMHJ2Zz09>

Meeting ID: 996 9202 3362
Passcode: 688699

In Attendance (underlined): 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, Annie Cardenas, Noah Dombrovski, Wendell Sletten, Maiton Vang

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

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

Agenda:

1. Develop questions that we want answered by developers

Brief background information

Answer questions:

1	Is there any available land?
2	Benefits of building new vs. retrofitting existing site.
3	Any available existing building sites nearby?
4	Is it feasible to maintain the current site w / wish list?
5	Selling of existing site? Other schools?
6	What is the drop in enrollment if we move sites?
7	What services are included? Are subcontractors involved?
8	Prior references / experience. Can we tour / get references?
9	Any examples of change orders versus original estimates.
10	Where are materials, equipment sourced?
11	Any connection with furniture vendors?
12	Any resources to help teachers prepare for a move?

13	Do you have a list of owners reps that have worked well?
14	Any tips for continuing maintenance after completion?
15	Please provide good estimate of sqft/student, \$/sqft, etc.
16	Warranty periods?
17	What is the fee structure? How are you paid?
18	Do you help the school secure expansion grants?
19	Solutions / suggestions for restrooms in schools?

Other?

2. Review wish lists.

Reviewed the summary of the teacher and student feedback on the shared spreadsheet.

3. Other

4. Future meeting dates: January 7, February 25, March 25, April 29, May 27. All meetings start at 4:30 pm utilizing the same Zoom link as this meeting's link.

Backward planning for a specific move in date.

Schedule for the year:

~~Visits to other schools~~

~~Develop "wish list"~~

~~Obtain feedback from staff, parents, students, and community~~

Confirm design brief for expansion

Determine if we want to go with all three scenarios

Review financial model / options

Choose development partner - Dec/Jan

6th - 8 sections = 160 - 200 students

7th - 8 sections = 160 - 200 students

8th - 8 sections = 160 - 200 students

9th - 6 sections = 120 - 150 students

10th - 6 sections = 120 - 150 students

11th - 6 sections = 120 - 150 students

12th - 6 sections = 120 - 150 students

Total = 48 sections 960 - 1200 students

Topic: Finance meeting
Time: Jan 11 05:00 PM Central Time (US and Canada)

Join Zoom Meeting
<https://zoom.us/j/92779490109?pwd=dlpPUVg5M1RFZm53WmF1Y2lsWXY4QT09>

Meeting ID: 927 7949 0109
Passcode: 3n3x36

Attendees: [Cody S.](#), [John G.](#), [Shannon F.](#), [Shannon F.](#), [Ken L.](#), [Tom J.](#), [Sandi O.](#), [Lisa A](#)

- Introductions

- Financials -December

Strong cash balance at \$2,240,309

Waiting on the Xcel Energy Rebate in the amount of \$7,138 – perhaps John has an update on this?

50% of the year has been completed, and revenues are on track at 49.3% of total.

State Aids are currently projected at 49.9%

Federal Aids are currently projected at 54.1% of total revenues – based on timing of expenditures.

Local Revenues are currently projected at 31.0% of total revenues.

Expenditures are currently tracking below targeted amounts at 42.8% due to timing of payroll and other contracts.

Most expenditure lines are on track with working budget amounts. One line item that is currently over budget is 820 – Dues and Membership Fees. Additional dues this year for MACS – Associate Membership Dues.

- Fund Raising

A bit over \$30,000 right now. A donation of \$10,000 was received and should be reflected in next month's financial report. The donation was intended for technology updates.

- Budgets Updates

Dustin and John have a meeting scheduled on January 21, 2021 to discuss the FY21 Revised Budget. At which time, we can also discuss the Stipends that are on this evening's agenda.

Dustin and John will meet again to discuss the FY22 budget in February, all welcome to attend!

- Cares Act update.

CRF funds have been fully spent, GEER and ESSER funds are now being utilized to fund COVID-19 expenditures. MSA was awarded \$6,169 in GEER funds for technology, and \$25,128 in ESSER funds.

- Stipend Discussion

We will need to review our bottom line to determine the amount of stipend we could offer. Keeping in mind that this year's PTO payout will be much higher than in previous years.

If we are going to offer one this year, we need to have a discussion at the Board level this month.

All staff members receiving benefits, will receive \$2,000, prorated by their FTE status, if current MSA seniors have a graduation rate of 93%.

Next meeting will be Feb 8th at 5:00 pm. A new Zoom link will be sent. Please email Cody if you want to attend.

2020-21

FD T ORG PRG CRS FIN	OBJ	FYTD Activity	Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
01 R	005	000	000	000	096	096	2,500.00	1	Benevity Deposit December *01 R 005 000 000 000 096 *Cash Receipts		12/24/20	82		-500.00 -500.00 -500.00 -500.00
01 R	005	000	265	000	096	096	30,475.80	1	The Blackbaud Giving Fund - \$50 employer match		12/11/20	69		-50.00
								2	The Blackbaud Giving Fund - \$100 Ellingson		12/11/20	70		-100.00
								3	Annual Fund - GTTM		12/11/20	72		-1,450.00
								4	Annual Fund - GTTM		12/11/20	73		-700.00
								6	CAF America - 3M - Employer Match - Jordan		12/11/20	75		-40.75
								7	CAF America - 3M - Employee - Jordan		12/11/20	76		-40.75
								13	PayPal Donation GTTM		12/11/20	71		-14,907.19
								1	Mightycause Annual Fund - GTTM		12/22/20	79		-5,734.34
								2	Anonymous - Annual Fund		12/22/20	80		-50.00
								3	3M Foundation - Annual Fund December *01 R 005 000 265 000 096 *Cash Receipts		12/22/20	81		-1,000.00 -24,075.03 -24,075.03 -24,075.03
01 R	005	298	407	000	096	096	746.54	9	Showtix4u - Donations December *01 R 005 298 407 000 096 *Cash Receipts		12/11/20	77		-746.54 -746.54 -746.54 -746.54
01 R	010	298	419	000	096	096	500.00	5	3M Foundation - Nordic December *01 R 010 298 419 000 096 *Cash Receipts		12/22/20	81		-500.00 -500.00 -500.00 -500.00

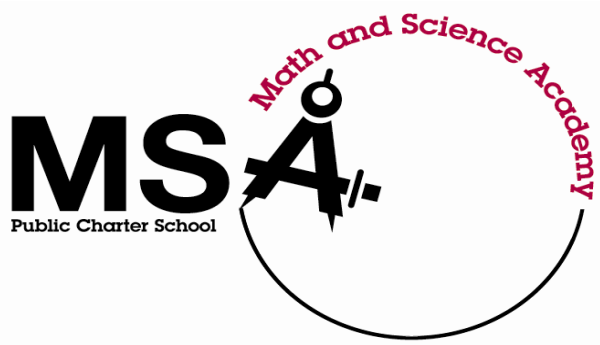
FD T ORG PRG CRS FIN	OBJ	FYTD Activity	Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line#	Description	Inv# /Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
01 R	010	298	443	000	096	096	500.00	4	3M Foundation - FTC December		12/22/20	81		-500.00
									*01 R 010 298 443 000 096					-500.00
									*Cash Receipts					-500.00
Grand Revenue Totals														34,722.34

Total for Cash Receipts -26,319.57
 Grand Total -26,319.57

Number of Accounts: 5

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

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



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

Financial Statements

December 31, 2020

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

Balance Sheet

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

The school's cash and investment balance at December 31st was \$2,240,309.

The Accounts Receivable balance represents a rebate from Xcel Energy for upgrading the School's automation system for better efficiency. The rebate is expected to be received by January of 2021. The current balance is \$7,138.

Prior Year state aids receivable represents the balance of the State Aids for FY20 that are expected to be received by the School during Fiscal Year 2021. The current balance is \$38,877.

Current year state aids receivable represents the estimated amount that the State owes the school for the current fiscal year based on the 10% holdback. The current balance is \$316,777.

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

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

Salaries and wages payable represent the amount due to teachers for summer checks as part of the FY21 contracts. This calculation is based on an estimate of salaries/wages earned during the year. These salaries and wages will be earned in FY21, but not paid out until July and August of FY22. The current balance is \$135,964.

Accounts Payable represent amounts due for invoices received but not paid as of the end of the period. The current balance is \$5,591.

Payroll deductions and contributions represents a prepayment of employee benefits. The current balance is \$23,253.

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

The Working Budget has been updated to reflect a surplus of \$4,232, which would result in an ending fund balance of \$2,151,308 or 35% of total expenditures.

The current preliminary surplus is \$396,538. This figure reflects data through December 31st.

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

"Hot Topics"

- Cash flow is strong with approximately \$2 million in cash. During the bond refinancing project, cash accounts were consolidated. The savings account balance and the balance of the Certificate of Deposit balance were transferred into the Main Checking account at Old National Bank. The intent in consolidating these accounts was to save on monthly fees charged by the bank (account analysis charge).
- As of December 31st, the balance in the Repair & Replacement Fund is approximately \$161K.
- We will continue monitoring potential state funding adjustments for potential revenue or cash flow impacts in future years. The legislature will be working on solving the projected budget deficit in the upcoming biennium created by the COVID 19 economic slowdown. On December 1, the Minnesota Management and Budget office released new budget projections for the State of Minnesota. Currently, the State is expected to have a \$641 million surplus. This is in contrast to a deficit budget that was previously projected.
- We will need to monitor what options the legislature discusses for any impact to our cash flow. Changes in holdback amounts or shifts in revenue recognition could impact our cash position. Given the \$641 million dollar surplus that the state is projecting, we are not anticipating changes to the FY21 holdback percentages, however we will be monitoring legislation for future year changes.
- Bond covenant metrics:
 - FY20 – Days cash on Hand: Requirement = 60 Days, Actual = 156
 - FY20 – Debt Service Coverage Ratio: Requirement = 100%, Actual = 135%
 - FY21 Days Cash on Hand: Requirement = 60 Days, Projected = 152
 - FY21 Debt Service Coverage Ratio: Requirement = 100%, Projected = 136%

Supplemental Information for December 2020.

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

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

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

	Audited June 30, 2020	Balance December 31, 2020
Assets		
Current assets		
Cash and investments	\$ 1,656,426	\$ 2,240,309
Certificates of deposit	152,987	-
Accounts receivable	12,638	7,138
Due From Building Company	40,420	-
Prior year state aids receivable	652,800	38,877
Current year state aids receivable	-	316,777
Federal aids receivable	4,460	-
Prepaid expenditures	193,461	105,321
Total assets	2,713,193	\$ 2,708,423
Liabilities and Fund Balance		
Current liabilities		
Salaries and wages payable	\$ 312,576	\$ 135,964
Accounts payable	150,356	5,591
Payroll deductions and contributions	103,184	23,253
Total current liabilities	566,116	164,808
Fund balance		
Fund balance 7-1-2020	2,137,380	2,137,380
Assigned fund balance - student activities 7-1-2020	9,697	9,697
Net income to date	-	396,538
Total fund balance	2,147,077	2,543,615
Total liabilities and fund balance	\$ 2,713,193	\$ 2,708,423

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
December 31, 2020

		Audited FY20 Actual 485.85 ADM	Original FY21 Budget 495 ADM	Working FY21 Budget 495 ADM	50% December YTD 494.72 ADM	Percent of Working Budget
General Fund - 01						
Revenues						
State revenues						
211	General education aid	\$ 3,806,856	\$ 3,938,549	\$ 3,947,277	\$ 1,991,454	50.5%
348-300	Charter school lease aid	805,351	833,076	833,076	282,247	33.9%
317	Long-term facilities maintenance revenue	74,637	76,077	76,077	-	0.0%
740-360	Special education aid	706,857	723,877	712,264	193,869	27.2%
201	Endowment aid	21,795	20,526	20,663	10,332	50.0%
370	Other MN aid (safe schools supplemental aid)	22,846	-	-	-	-
397	Pension revenue	-	15,000	15,000	-	0.0%
	Prior year over (under) accrual	6,916	-	-	-	-
	Current year state aids receivable	-	-	-	316,777	-
	Total state revenues	5,445,258	5,607,105	5,604,357	2,794,679	49.9%
Federal revenues						
419	Federal special education aid	70,527	66,200	67,045	-	0.0%
414	Title II funds	21,427	27,400	9,647	-	0.0%
151,153,154	CARES and CRF Funding	-	-	158,401	127,104	80.2%
	Total federal revenues	91,955	93,600	235,093	127,104	54.1%
Local revenues						
000-050	Fees from patrons: scholastic, AP exam, staff shirts, class fees	22,554	28,000	28,000	10,625	37.9%
920-050	Fees from patrons: study hall	1,810	2,400	2,400	100	4.2%
300-050	Fees from students: field trips	21,282	35,000	-	-	-
372-071	Third party billing	1,944	1,000	1,000	900	90.0%
092	Interest earnings	16,568	20,000	20,000	882	4.4%
265-096	Annual fund/capital campaign/dragon dinner	88,678	85,000	40,000	30,476	76.2%
000-096	Donations and misc. grants	2,759	-	2,500	2,500	100.0%
099/620	Misc. revenues	1,884	-	100	98	98.0%
621	Year book revenues, planners	3,587	3,100	3,100	760	24.5%
C 400's	Student activities revenue	85,579	129,200	129,200	23,735	18.4%
	Total local revenues	246,645	303,700	226,300	70,077	31.0%
Total revenues		\$ 5,783,857	\$ 6,004,405	\$ 6,065,750	\$ 2,991,859	49.3%
		5,783,857	6,004,405	6,065,750	2,991,859	

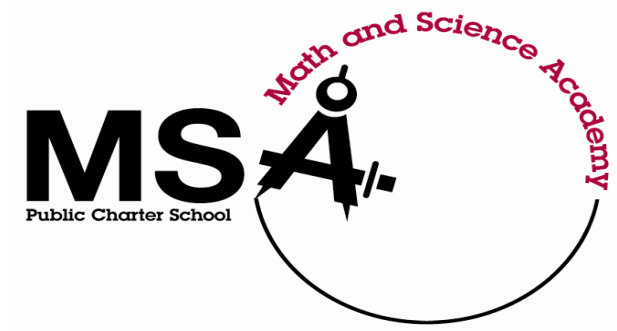
Math and Science Academy
Charter School No. 4043
Statement of Revenues and Expenditures
December 31, 2020

		Audited FY20 Actual 485.85 ADM	Original FY21 Budget 495 ADM	Working FY21 Budget 495 ADM	50% December YTD 494.72 ADM	Percent of Working Budget
Expenditures						
100	Salaries and wages	\$ 2,042,506	\$ 2,228,933	\$ 2,221,114	\$ 982,176	44.2%
200	Employee benefits	815,937	778,074	783,757	311,266	39.7%
Crs 180	Extracurricular activities	192,269	74,678	74,678	-	0.0%
305	Contracted services	203,545	232,160	232,160	119,546	51.5%
315	Repairs and maintenance for computers	36,550	39,700	39,700	26,584	67.0%
320	Communications services	18,564	19,115	19,115	8,676	45.4%
329	Postage	4,989	4,200	4,200	1,570	37.4%
330	Utilities	91,472	108,100	108,100	29,587	27.4%
340	Property and liability insurance	29,705	34,200	34,200	19,387	56.7%
350	Repairs and maintenance	101,701	148,800	148,800	60,370	40.6%
360	Transportation for field trips	7,440	11,100	-	-	-
366/368	Staff training/travel and conferences	22,485	15,000	15,000	10,585	70.6%
369	Field trips admissions	13,209	23,200	-	-	-
370	Building lease	895,045	925,640	925,640	447,920	48.4%
370	Other rentals and operating leases	356	800	800	91	11.4%
380	Computer and tech related hardware rental	32,696	15,501	15,501	13,664	88.1%
401/455/465	General supplies	38,643	31,900	31,900	9,163	28.7%
401	Maintenance supplies	21,658	25,000	25,000	5,789	23.2%
405	Non-instructional computer software and license	20,059	20,525	20,525	18,637	90.8%
406	Instructional software licensing	14,786	14,700	22,450	20,800	92.6%
430/456/466	Instructional supplies	90,768	50,000	42,250	6,168	14.6%
460	Textbooks and workbooks	17,247	26,000	15,000	9,031	60.2%
461	Standardized tests	20,093	22,500	15,000	(228)	-1.5%
490	Food	320	2,000	2,000	-	0.0%
505/506	Capitalized technology software	9,427	12,300	10,000	7,579	75.8%
530	Other equipment/furniture	21,088	12,000	10,000	338	3.4%
555/556	Technology hardware (cap)	6,955	30,000	7,100	-	0.0%
820	Dues and memberships, fees	38,196	40,035	40,035	45,039	112.5%

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

		Audited FY20 Actual 485.85 ADM	Original FY21 Budget 495 ADM	Working FY21 Budget 495 ADM	50% December YTD 494.72 ADM	Percent of Working Budget
898	Scholarships	-	500	500	-	0.0%
	Annual fund (265)	7,652	42,500	42,500	-	0.0%
	State special education	753,161	774,200	774,200	276,536	35.7%
Fin 372	Third party billing	759	1,000	1,000	756	75.6%
	Federal special education	70,527	66,200	67,045	11,588	17.3%
	Title II funds	21,427	27,400	9,647	3,106	32.2%
151,153,154	CARES and CRF Funding	-	-	158,401	137,104	86.6%
891	Pension expense	-	15,000	15,000	-	0.0%
	Student activity expense	96,637	129,200	129,200	12,495	9.7%
Total expenditures		\$ 5,757,872	\$ 6,002,161	\$ 6,061,518	\$ 2,595,321	42.8%
		5,757,872	6,002,161	6,061,518	2,595,321	
General fund net income		\$ 25,985	\$ 2,244	\$ 4,232	\$ 396,538	
Fund balances						
Beginning fund balance, all funds		\$ 2,121,091	\$ 2,147,076	\$ 2,147,076		
Projected fund balance, all funds		\$ 2,147,076	\$ 2,149,320	\$ 2,151,308		
		37%	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

December 31, 2020

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

Course Code	Account Name	July 1, 2020	Revenue	Expense	YTD
401	Student Council Funds	\$ 276	\$ -	\$ -	\$ 276
402	NHS Funds	407	-	(385)	22
403	Parent Team Funds	-	-	-	-
404	FIRST Lego League (FLL)	809	550	(867)	492
405	Prom	1,788	-	-	1,788
406	Ex-Curr Academic Triathlon	145	-	-	145
407	Ex-Curr Theatre Funds	308	1,050	2,799	4,157
408	Spanish Club Funds	-	-	-	-
409	Girls Basketball	-	-	-	-
410	Ex-Curr Art Club Funds	-	-	-	-
411	Ex-Curr Ski Club	-	-	-	-
413	FIRST Robotics Competition (FRC)	-	4,175	(2,055)	2,120
414	Asian Club	-	-	-	-
416	Newspaper	32	-	-	32
417	Film Club	-	-	-	-
419	Nordic Ski Team	122	500	-	622
420	Cross Country	-	5,435	(2,666)	2,769
421	Track & Field	-	-	-	-
422	Music Fund	198	580	(500)	278
423	Boys Basketball	408	-	-	408
424	Baseball	-	-	-	-
427	Math League	-	-	-	-
429	Computer Club	-	-	-	-
430	Debate	-	-	-	-
431	Girls Volleyball	946	1,750	(1,070)	1,627
432	Athletic Account	313	-	(850)	(537)

**Math and Science Academy
ExtraCurricular/Student Activities
December 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)	-	5,360	(3,336)	2,024
445	Gay Straight Alliance (GSA)	58	-	(75)	(17)
446	Social Justice Club	-	-	-	-
447	Class of 2020	1,760	-	(630)	1,130
449	Soccer	-	1,480	(1,480)	-
450	Football	-	1,475	-	1,475
451	Cheers Volunteer	33	-	-	33
452	SWENext Club	24	-	-	24
453	Class of 2021	550	-	-	550
460	Africa Club	-	-	-	-
Total student activity balances		\$ 8,857	\$ 22,355	\$ (11,115)	\$ 20,097
		\$ 8,857	\$ 22,355	\$ (11,115)	\$ 20,097

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
12/01/2020	201901278	AMAZON	Nov 2020 Credit Card	794.28
12/01/2020	201901278	ANDY MARK, INC.	Nov 2020 Credit Card	299.94
12/01/2020	201901278	CARDMEMBER SERVICE	Nov 2020 Credit Card	4,011.94
12/01/2020	201901278	QUIZLET.COM	Nov 2020 Credit Card	35.99
12/01/2020	201901278	SURVEYMONKEY	Nov 2020 Credit Card	929.00
12/03/2020	202000444	COMPUTER FORENSIC SERVICES LLC	"8/10-9/1/20 Decryption, Imaging, Communications, Analysis and Data Hosting"	4,365.60
12/03/2020	202000445	COMPUTER FORENSIC SERVICES LLC	Data Housing Services 11/1/20	1,794.00
12/07/2020	202000512	OLD NATIONAL BANK	BC Service Charge	16.00
12/10/2020	80586	CLIFTONLARSONALLEN LLP	Final billing of the audit of the Building Company financial statements for the fiscal year ended June 30, 2020	5,381.25
12/14/2020	202000463	ACCESS	Storage Fee: Oct 2020 (Formerly Insight)	40.00
12/14/2020	202000464	ACCESS	Monthly Storage Fee	40.00
12/14/2020	202000447	BERGANKDV OUTSOURCED SERVICES LLC	Financial Management and Accounting Services: Nov 2020	7,330.00
12/14/2020	202000472	BLICK ART MATERIALS	HS Art Supplies	256.90
12/14/2020	202000456	BLOCK SCHOOL NURSE CONSULTING LLC	Nurse Consult: Nov 2020; 5.75 hrs GenEd and 3.25hrs SPED	720.00
12/14/2020	202000446	BLUE LINE MEDICAL SERVICES LLC	Trainer Service for Math and Science Academy Girls Volleyball: Oct - Nov 2020	279.50
12/14/2020	202000453	BRAULT, ALEXANDER	Reimbursement: Cross Country Supplies	1,044.68
12/14/2020	202000469	CASEY-WOLF, THERESA	School Psychologist: Nov 2020 26 hrs	2,340.00
12/14/2020	202000448	CENTURY LINK	Monthly Service: Nov 19-Dec 18; Account 651-731-5162 971	128.52
12/14/2020	202000451	CENTURY LINK	MONTHLY SERVICE- Nov 22-Dec 21; Account 651-731-9416 212	254.49
12/14/2020	202000468	CLIFTONLARSONALLEN LLP	"Final billing on the audit of the School's financial statements for the fiscal year ended Jun 30, 2020"	1,608.93
12/14/2020	202000450	COMCAST	Internet: 11/27/20-12/26/20 - Account 8772 10 577 0827141	349.95
12/14/2020	202000461	CULLIGAN	Drinking Water Equipment Service: Nov 2020 Acct#157-00808535-7	53.85
12/14/2020	202000462	CULLIGAN	Drinking Water Equipment Service: Dec 2020 Acct#157-00808535-7	30.64
12/14/2020	202000474	DEPARTMENT OF HUMAN SERVICES	SFY 2020 IEP Admin Fee	5.00
12/14/2020	202000455	ESPARZA, PAUL	Reimbursement: Maintenance Supplies	39.96
12/14/2020	202000478	ESPARZA, PAUL	Maintenance Services: Nov 2020	871.00
12/14/2020	202000471	FAMILY ACHIEVEMENT CENTER, INC	"Nov 2020 Speech, OT Services and Physical Therapy and Mileage"	9,661.45
12/14/2020	202000513	GIS BENEFITS	Insurances: Dec 2020	6,774.11
12/14/2020	202000459	HANSEN'S LAWN CARE	Fall Clean Up 11/3/20	530.00
12/14/2020	202000460	HANSEN'S LAWN CARE	Weekly Mowing and Landscaping: Nov 2020	3,160.00
12/14/2020	202000454	HOWE, CHERYL	Reimbursement: Science Supplies and Prof Development	98.95
12/14/2020	202000477	INDIGO EDUCATION	Director Services - Qtr 2	4,772.50
12/14/2020	202000480	JR COMPUTER ASSOCIATES	Monthly Contract	3,050.00
12/14/2020	202000457	KRAUS-ANDERSON INSURANCE	Practical HR: Jan 2021	250.00
12/14/2020	202000476	METRO VOLLEYBALL OFFICIALS ASSOCIATION	Girls Volleyball Varsity Official 10/19 and 10/26/2020	316.00
12/14/2020	202000467	MSBA	BoardBook Subscription Tier 1	1,400.00
12/14/2020	202000470	PITNEY BOWES GLOBAL FIN. SERV.	Lease: 12/30/20-3/29/21	257.00
12/14/2020	202000481	POESCH, SALLY	Physical/Health Disabilities Teacher Services: 7.25 hrs @ \$95/hr Sep-Nov 2020	688.75
12/14/2020	202000479	QUALITY LOCKSMITH SERVICE INC	Bldg A Main Entry Labor and Hardware	436.40

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CHECK	CHECK	INVOICE	
DATE	NUMBER VENDOR	DESCRIPTION	AMOUNT
12/14/2020	202000466 SFM	MN Special Comp Fund Assessment and Work Comp	4,479.00
12/14/2020	202000465 SKYWARD ACCOUNTING DEPT.	Student Management Suite Training \$200 and Project Mgmt \$330	530.00
12/14/2020	202000452 TWIN CITIES ACADEMY HIGH SCHOOL	Boys and Girls Soccer Fees x 7 - Previous invoice short 1 player	185.00
12/14/2020	202000475 VANGUARD CLEANING SYSTEMS OF MINNESOTA	Monthly Cleaning Service: Dec 2020	3,530.00
12/14/2020	202000449 VERIZON WIRELESS	Phone Service: OCT 21-NOV 20 and Hotspots (CRF)	1,754.85
12/14/2020	202000473 WELLS FARGO VENDOR FINANCIAL SERVICES	RICOH copiers	859.42
12/15/2020	202000434 FURTHER	Payroll accrual	825.42
12/15/2020	202000434 FURTHER	Payroll accrual	461.90
12/15/2020	202000482 HOFKES, ALCIA	Re-issuing Bowling Refund from 5/21/20- check originally issued to Christopher Hayes and not cashed.	20.00
12/15/2020	202000435 INTERNAL REVENUE SERVICE	Payroll accrual	685.00
12/15/2020	202000435 INTERNAL REVENUE SERVICE	Payroll accrual	6,874.68
12/15/2020	202000435 INTERNAL REVENUE SERVICE	Payroll accrual	6,392.79
12/15/2020	202000435 INTERNAL REVENUE SERVICE	Payroll accrual	1,495.07
12/15/2020	202000435 INTERNAL REVENUE SERVICE	Payroll accrual	6,392.79
12/15/2020	202000435 INTERNAL REVENUE SERVICE	Payroll accrual	1,495.07
12/15/2020	202000436 MID ATLANTIC TRUST COMPANY	Payroll accrual	944.00
12/15/2020	202000436 MID ATLANTIC TRUST COMPANY	Payroll accrual	134.00
12/15/2020	202000436 MID ATLANTIC TRUST COMPANY	Payroll accrual	2,872.00
12/15/2020	202000437 MINNESOTA DEPT OF REVENUE	Payroll accrual	3,445.25
12/15/2020	202000438 PERA	Payroll accrual	1,366.29
12/15/2020	202000438 PERA	Payroll accrual	1,576.49
12/15/2020	202000439 TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	6,395.80
12/15/2020	202000439 TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	6,933.04
12/15/2020	202000442 BILL.COM	Fees	108.58
12/18/2020	202000496 A.J. ALBERTS PLUMBING INC.	Work Order 86053: Replace sloan sensor head on flushometer in 1st floor womens bathroom in short stall near front office	647.00
12/18/2020	202000484 BERGANKDV OUTSOURCED SERVICES LLC	Financial Management and Accounting Services: Dec 2020	7,330.00
12/18/2020	202000495 BLICK ART MATERIALS	Art Supplies	119.05
12/18/2020	202000486 COMCAST	Internet & Phone: 12/18/20-1/17/21 Acct# 8772 10 577 0477541	512.04
12/18/2020	202000485 COMPUGROUP MEDICAL INC	Air Purifiers and replacement filters (ESSER)	5,994.65
12/18/2020	202000494 DALCO	Linen Fresh MicroBurst 9000 Air Care	244.22
12/18/2020	202000500 DICK'S/LAKEVILLE SANITATION INC	Trash & Recycling: Nov 2020	378.56
12/18/2020	202000501 DICK'S/LAKEVILLE SANITATION INC	Trash & Recycling: Dec 2020	378.56
12/18/2020	202000489 ELSEN, VIRGINIA	Refund of Cancelled COBRA	2,307.00
12/18/2020	202000491 ESPARZA, PAUL	Reimbursement: Maintenance Supplies	23.09
12/18/2020	202000497 INDIGO EDUCATION	Due Process - Martha Airhart 1 hr @ \$80	80.00
12/18/2020	202000498 INDIGO EDUCATION	DAPE Services: Nov 2020	225.00
12/18/2020	202000502 INNOVATIVE OFFICE SOLUTIONS LLC	Office Supplies	16.01
12/18/2020	202000483 MARTIN LAW FIRM PLLC	Legal Services: Nov 2020	1,007.00
12/18/2020	202000499 POPP COMMUNICATIONS	Telephone Services: 11/6/20-12/5/20 Account Number: 10003837	58.73
12/18/2020	202000490 ROATH, CATHERINE	Reimbursement: Flocabulary Subscription	120.00
12/18/2020	202000503 SCHOLASTIC INC.	Spanish Curriculum	181.50
12/18/2020	202000492 TRANE U.S. INC.	Service Agreement 2939187E Annual Scheduled Maintenance	2,548.00
12/18/2020	202000493 TRANE U.S. INC.	Repair: Combustion Air Fan	4,537.24

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CHECK			INVOICE		
DATE	NUMBER	VENDOR	DESCRIPTION		AMOUNT
12/18/2020	202000488	ZELLER, TIM	Reimbursement: FTC Supplies		146.36
12/18/2020	202000487	ZOOM VIDEO	Zoom Education Annual (1)		62.14
12/21/2020	202000440	US BANK	Rent		45,596.88
12/22/2020	202000441	BLUE CROSS BLUE SHEILD OF MN	Health Insurance: Jan 2021		28,605.21
12/23/2020	80587	BERGANKDV OUTSOURCED SERVICES LLC	Accounting Services related to the Building Company for Dec 2020		3,738.00
12/23/2020	80587	BERGANKDV OUTSOURCED SERVICES LLC	Bond refunding project 2020		10,000.00
12/23/2020	202000510	CASEY-WOLF, THERESA	School Psychologist: Dec 2020 15 hrs @ \$90/hr		1,350.00
12/23/2020	202000505	FILTRATION SYSTEMS, INC	Filters (ESSER)		1,201.84
12/23/2020	202000511	INDIGO EDUCATION	Training - Mental Health & Suicide		600.00
12/23/2020	202000509	LOFFLER COMPANIES INC	Konica Minolta C458 Copier Standard Payment		422.33
12/23/2020	202000504	MN STATE HIGH SCHOOL LEAGUE	2020-2021 Membership Fee Installment 1 and 2		6,044.00
12/23/2020	202000506	ROATH, CATHERINE	Reimbursement: The Week Subscription		129.00
12/23/2020	202000508	ROBERT ENGSTROM COMPANIES	Recurring Bill Lease Payment for Bldg D at 8500 Woodbury Crossing		8,381.11
12/23/2020	202000507	WOODBURY CROSSING OFFICES, PLLP	Recurring Bill Rent		5,463.64
12/30/2020	202000443	OLD NATIONAL BANK	Service Charge		60.00
				Totals for checks	262,681.18

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
01	GENERAL FUND	85,930.91	20.00	157,595.02	243,545.93
50	BUILDING COMPANY - NON REPORTI	0.00	0.00	19,135.25	19,135.25
***	Fund Summary Totals ***	85,930.91	20.00	176,730.27	262,681.18

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

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Batch	Post Date	Acct Nbr	Description	Amount
20-50071	12/07/2020	01 R 005 000 000 000 050	Jr Scholastic - \$10 check was sent to Ra	10.00
			Totals for 20-50071	10.00
20-50072	12/07/2020	01 R 010 258 000 000 050	Music - \$40 check was sent to Sudeeptika	40.00
			Totals for 20-50072	40.00
20-50073	12/08/2020	01 R 005 000 000 000 050	AP Test Fees - \$20 check was sent to Hab	20.00
			Totals for 20-50073	20.00
20-50074	12/17/2020	01 R 005 000 105 000 050	Bowling Refund - 2 checks sent ot Christ	20.00
			Totals for 20-50074	20.00
20-50075	12/31/2020	01 R 005 000 265 000 096	The Blackbaud Giving Fund - \$50 employer	50.00
20-50075	12/31/2020	01 R 005 000 265 000 096	The Blackbaud Giving Fund - \$100 Ellings	100.00
20-50075	12/31/2020	01 R 005 000 265 000 096	Annual Fund - GTTM	1450.00
20-50075	12/31/2020	01 R 005 000 265 000 096	Annual Fund - GTTM	700.00
20-50075	12/31/2020	01 L 215 13	Boon-Chapman - COBRA reimbursement - V.	1153.50
20-50075	12/31/2020	01 R 005 000 265 000 096	CAF America - 3M - Employer Match - Jord	40.75
20-50075	12/31/2020	01 R 005 000 265 000 096	CAF America - 3M - Employee - Jordan	40.75
20-50075	12/31/2020	01 R 005 298 428 000 060	Showtix4u - Ticket Sales	633.88
20-50075	12/31/2020	01 R 005 298 407 000 096	Showtix4u - Donations	746.54
20-50075	12/31/2020	01 R 005 000 000 000 621	Planner	5.00
20-50075	12/31/2020	01 R 010 298 443 000 050	FTC First Tech	10.00
20-50075	12/31/2020	01 R 005 000 000 000 050	AP Test	240.00
20-50075	12/31/2020	01 R 005 000 265 000 096	PayPal Donation GTTM	14907.19
20-50075	12/31/2020	01 R 005 000 000 000 621	Planner	30.00
20-50075	12/31/2020	01 R 010 258 000 000 050	Band	300.00
20-50075	12/31/2020	01 R 010 298 422 000 050	Music Tri-M	100.00
20-50075	12/31/2020	01 R 010 298 407 000 050	Theater	50.00
20-50075	12/31/2020	01 R 005 000 000 000 050	Jr Scholastic	30.00
20-50075	12/31/2020	01 R 010 260 000 000 050	HS Engineering	90.00
20-50075	12/31/2020	01 R 010 212 000 000 050	HS Art	30.00
20-50075	12/31/2020	01 R 005 000 000 000 050	AP Test	3720.00
20-50075	12/31/2020	01 R 005 000 920 000 050	Study Hall - previous years	100.00
20-50075	12/31/2020	01 E 005 110 000 000 305	PayPall and Check Fees	600.11-
20-50075	12/31/2020	01 E 005 110 000 000 305	PayPall and Check Fees	1.50-
			Totals for 20-50075	23926.00
20-50076	12/31/2020	01 R 005 000 000 000 211	FY21 General Education Aid	185362.85
20-50076	12/31/2020	01 A 121 00	FY20 General Education Aid	265.75
			Totals for 20-50076	185628.60
20-50077	12/31/2020	01 R 005 000 000 000 211	FY21 General Education Aid	207156.48
			Totals for 20-50077	207156.48
20-50078	12/31/2020	01 R 005 000 000 154 400	FIN 154 CARES	15332.91
			Totals for 20-50078	15332.91
20-50079	12/31/2020	01 R 005 000 000 000 096	Benevity Deposit	500.00
			Totals for 20-50079	500.00
20-50080	12/31/2020	01 R 005 000 265 000 096	Mightycause Annual Fund - GTTM	5734.34
20-50080	12/31/2020	01 R 005 000 265 000 096	Anonymous - Annual Fund	50.00

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Batch	Post Date	Acct Nbr	Description	Amount
20-50080	12/31/2020	01 R 005 000 265 000 096	3M Foundation - Annual Fund	1000.00
20-50080	12/31/2020	01 R 010 298 443 000 096	3M Foundation - FTC	500.00
20-50080	12/31/2020	01 R 010 298 419 000 096	3M Foundation - Nordic	500.00
			Totals for 20-50080	7784.34
20-50082	12/31/2020	50 R 005 000 000 000 092	Building Co Interest	0.60
			Totals for 20-50082	0.60
20-50083	12/31/2020	50 A 101 50	BC Waterfall Deposit	2687.50
			Totals for 20-50083	2687.50
20-50084	12/31/2020	01 R 005 000 000 000 092	Charles Schwab - Interest Earned	2.05
			Totals for 20-50084	2.05
			Total for Cash Receipts	443108.48

Batch	Post Date	Acct Nbr	Description	Amount
Totals for				0.00
Total for Journal Entries				0.00



November 2020 Statement

Open Date: 10/15/2020 Closing Date: 11/13/2020

Account:



Visa® Business Card

MATH&SCIENCE ACADEMY
JOHN D GAWARECKI (CPN 000046616)

Cardmember Service
BUS 30 ELN 8

1-866-552-8855
8

New Balance	\$6,071.15
Minimum Payment Due	\$61.00
Payment Due Date	12/09/2020

Activity Summary

Previous Balance	+	\$3,540.34
Payments	-	\$3,540.34 ^{CR}
Other Credits	-	\$10.68 ^{CR}
Purchases	+	\$6,080.00
Balance Transfers		\$0.00
Advances		\$0.00
Other Debits		\$0.00
Fees Charged	+	\$1.83
Interest Charged		\$0.00
New Balance	=	\$6,071.15
Past Due		\$0.00
Minimum Payment Due		\$61.00
Credit Line		\$30,000.00
Available Credit		\$23,928.85
Days in Billing Period		30

Payment Options:



Mail payment coupon with a check



Pay online at myaccountaccess.com



Pay by phone 1-866-552-8855

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



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

- to pay by phone
- to change your address

000009732 01 SP 000638633375283 P Y

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



Account Number	
Payment Due Date	12/09/2020
New Balance	\$6,071.15
Minimum Payment Due	\$61.00

Amount Enclosed \$ _____

Cardmember Service

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



November 2020 Statement 10/15/2020 - 11/13/2020

Page 2 of 4

MATH&SCIENCE ACADEMY
JOHN D GAWARECKI (CPN 000046616)

Cardmember Service ☎ 1-866-552-8855



Important Messages

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

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

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

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

Transactions

Payments and Other Credits

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
10/27	10/26	5492	ZOOM.US 8887999666 CA MERCHANDISE/SERVICE RETURN	\$10.68CR	_____
11/06	11/06	ET	PAYMENT THANK YOU	\$3,540.34CR	_____
TOTAL THIS PERIOD				\$3,551.02CR	

Purchases and Other Debits

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
10/15	10/14	3347	PAYPAL *ISCEFCODERZ 402-935-7733 CA	\$540.00	_____
10/16	10/15	3492	PITSCO INC SCO.COM KS	\$148.50	_____
10/26	10/24	9730	AMAZON.COM*2T6US3DZ0 A AMZN.COM/BILL WA	\$320.98	_____
10/26	10/25	4018	AMZN Mktpl US*2T4YV69E1 Amzn.com/bill WA	\$35.87	_____
10/26	10/23	0018	ANDY MARK INC 7658684779 IN	\$299.94	_____
10/27	10/26	8207	FIRST FOR INSPIRATION 603-6663906 NH	\$2,000.00	_____
10/27	10/26	9874	QUIZLET.COM HTTPSQUIZLET. CA	\$35.99	_____
10/27	10/26	7208	AMZN Mktpl US*2T7AI5920 Amzn.com/bill WA	\$19.90	_____
10/27	10/27	5537	AMZN Mktpl US*2T9P602I2 Amzn.com/bill WA	\$197.58	_____
10/28	10/27	9160	AMZN Mktpl US*2T9BF8RF0 Amzn.com/bill WA	\$59.88	_____
10/29	10/28	3113	CLASSMARKER.COM PLAN NEWCASTLE AU	\$19.95	_____
10/29	10/29	7618	AMAZON.COM*2T11D4R72 A AMZN.COM/BILL WA	\$80.20	_____
11/04	11/03	0977	KAHOOT! AS OSLO NO	\$72.36	_____
11/05	11/05	8058	AMZN Mktpl US*285QB5BL1 Amzn.com/bill WA	\$79.87	_____
11/09	11/07	0867	SMK*SURVEYMONKEY.COM 971-2445555 CA	\$29.00	_____
11/09	11/08	0190	SMK*SURVEYMONKEY.COM 971-2445555 CA	\$900.00	_____
11/12	11/10	3459	OFFICE DEPOT #1090 800-463-3768 MN	\$1,239.98	_____
TOTAL THIS PERIOD				\$6,080.00	

November 2020 Statement 10/15/2020 - 11/13/2020
 MATH&SCIENCE ACADEMY
 JOHN D GAWARECKI (CPN 000046616)

Page 3 of 4
Cardmember Service ☎ 1-866-552-8855

Transactions

Fees

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
10/29	10/28	3113	FRGN TRANS FEE-CLASSMARKER.COM PLAN NE	\$0.39	_____
11/04	11/03	0977	FRGN TRANS FEE-KAHOOT! AS OS	\$1.44	_____
TOTAL FEES THIS PERIOD				\$1.83	

2020 Totals Year-to-Date	
Total Fees Charged in 2020	\$27.81
Total Interest Charged in 2020	\$0.00

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

Signature/Approval: _____ Accounting Code: _____

Interest Charge Calculation

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

**APR for current and future transactions.

Balance Type	Balance By Type	Balance Subject to Interest Rate	Variable	Interest Charge	Annual Percentage Rate	Expires with Statement
**BALANCE TRANSFER	\$0.00	\$0.00	YES	\$0.00	17.24%	
**PURCHASES	\$6,071.15	\$0.00	YES	\$0.00	17.24%	
**ADVANCES	\$0.00	\$0.00	YES	\$0.00	20.99%	

November 2020 Statement 10/15/2020 - 11/13/2020

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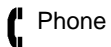
MATH&SCIENCE ACADEMY
JOHN D GAWARECKI (CPN 000046616)

Cardmember Service ☎

1-866-552-8855



Contact Us



Phone

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



Questions

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



Mail payment coupon
with a check

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



Online

myaccountaccess.com

End of Statement

MATH&SCIENCE ACADEMY



Link your credit card
to PayPal today!!!

Experience faster checkouts, added security and convenience.
It's all there for you when you link your card to PayPal.

Link your card in the Mobile App or online today.

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

Math and Science Academy

Adopted: September 6, 2001
 Revised: January 6, 2003
 Revised: December 7, 2006
 Revised: August 17, 2015
 Revised: January ____, 2021

103 COMPLAINTS – STUDENTS, EMPLOYEES, PARENTS, OTHER PERSONS

I. PURPOSE

The Math and Science Academy (MSA) takes seriously all concerns or complaints by students, employees, parents or other persons. **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 (flows chart included on p. 103-2).**

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).

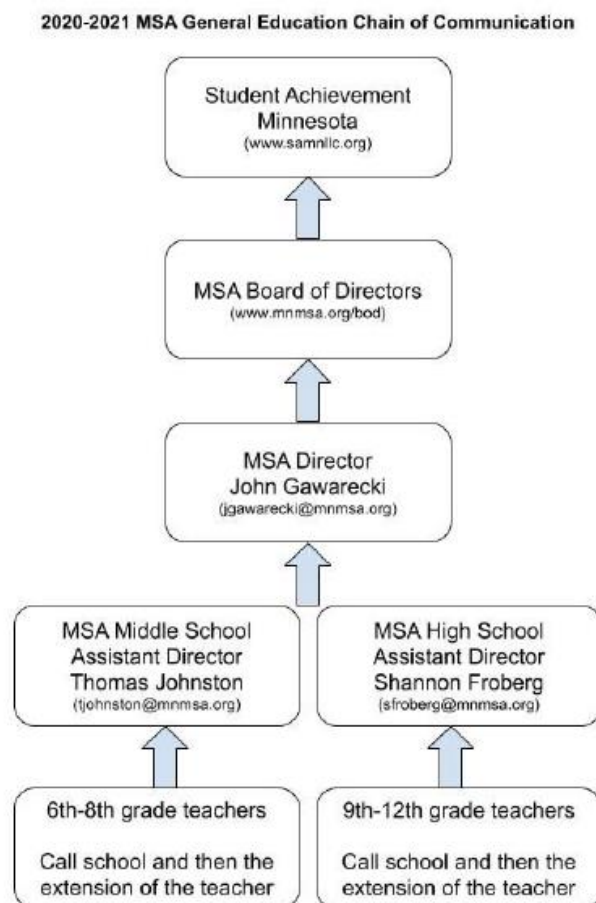
If a specific complaint procedure is not provided, the purpose of this policy is to provide a procedure that may be used.

II. GENERAL STATEMENT OF POLICY

- A. Students, parents, employees or other persons, may report concerns or complaints to MSA. While written reports are encouraged, a complaint may be made **verbally**. Any MSA employee receiving a complaint **must advise their immediate supervisor or the MSA Director (Director) of the receipt of the complaint. The Director will acknowledge receipt of a complaint within three (3) business days.** The Director **will** make an initial determination as to the seriousness of the complaint and whether the matter should be referred to the MSA Board of Directors (BOD). A person may file a complaint at any level of MSA; i.e., employee, Assistant Director, Director, or BOD. However, persons are encouraged to file a complaint with the Director when appropriate. **In situations where the Director is the subject of the complaint, the BOD or Board Chair is the recipient of the complaint.**

103-1

- B. Allegations which, if all facts alleged are true, would constitute a violation of law or policy will be investigated pursuant to this policy.** Depending upon the nature and seriousness of the complaint, the Director **will** determine the nature and scope of the investigation or follow up procedures. If the complaint involves serious allegations **as determined by the Director, or if the Director is the subject of the complaint**, the matter shall promptly be referred to the BOD who **will** determine whether an internal or external investigation should be conducted. In either case, the Director **(unless the Director is the subject of the complaint, in which case the BOD)** will determine the nature and scope of the investigation and designate the person responsible for **conducting** the investigation or follow up relating to the complaint. The designated investigator **will** ascertain details concerning the complaint and respond promptly to the Director concerning the status or outcome of the matter.
- C. The Director will** respond in writing to the complaining party concerning the outcome of the investigation or follow up, including any appropriate action or corrective measure that was taken. The BOD **will** be copied on the correspondence and consulted in advance of the written response when appropriate. The response to the complaining party **will** be consistent with the rights of others pursuant to the applicable provisions of Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act) or other law. **The BOD or Board Chair will take the action described in this Section II (C) in the event the Director is the subject of the complaint.**



103-2

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

Cross References: MSA Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
MSA Policy 413 (Harassment and Violence)
MSA Policy 514 (Bullying Prohibition)

103-3

Math and Science Academy

Adopted:

Revised:

522 TITLE IX NONDISCRIMINATION POLICY

I. PURPOSE

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

II. POLICY STATEMENT

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

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

Cross References: [SCHOOL]'s Grievance Process for Sexual Harassment Claims

Math and Science Academy

Adopted: January ____, 2021

Revised:

522 TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

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
 8430 Woodbury Crossing, Woodbury, MN, 55125 (mail)
 8490 Woodbury Crossing, Woodbury, MN, 55125 (in-person)
 (651) 578-7507 EXT. 3506

Alternate Title IX coordinator
 Emily Graveen
 8430 Woodbury Crossing, Woodbury, MN, 55125 (mail)
 8460 Woodbury Crossing, Woodbury, MN, 55125 (in-person)
 (651) 578-7507 EXT. 3508

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

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.

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.

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

- 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

- 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)

MATH AND SCIENCE ACADEMY

Adopted: May 29, 2003

Revised: February 8, 2016

Revised: January ___, 2021

429. SUSPECTED MISCONDUCT AND DISHONESTY BY EMPLOYEES AND OTHERS

I. PURPOSE

The purpose of this policy is to deter-and investigate suspected misconduct and dishonesty by employees and others, and to provide specific instructions regarding appropriate action in case of suspected violations.

II. Definition of Misconduct and Dishonesty

For purposes of this policy, **the term** “misconduct and dishonesty” includes but is not limited to:

- acts which violate the Math and Science Academy’s (MSA’s) Code of Conduct.
- theft or other misappropriation of assets, including assets of the school, **the school’s** customers, suppliers or others with whom **the school has** a business relationship.
- misstatements and other irregularities in school records, including the intentional misstatement of the results of operations.
- forgery or other alteration of documents **related to school business**
- fraud and other unlawful acts.

MSA specifically prohibits these and any other **inappropriate, unauthorized, and/or** illegal activities in the actions of its employees, managers, board members, volunteers and others responsible for carrying out the school’s activities.

III. Responsibilities

Reporting

It is the responsibility of every employee, supervisor, manager and board member to immediately report suspected misconduct or dishonesty to the MSA Director (Director). **In the event the Director is suspected of misconduct or dishonesty, such report must be made to the MSA School Board of Directors (BOD) or the Board Chair. Reprisal or retaliations** Reprisal **or retaliations** against any employee or other reporting individual **made a good faith, report of a violation is prohibited, will be investigated and appropriate action taken.**

Due to the important yet sensitive nature of **alleged** violations, effective follow up is critical **in order to maintain the integrity of any investigation. Persons who are not authorized by the Director or the BOD to engage in the investigation of alleged misconduct or dishonesty are prohibited from doing so and must not, under any circumstances perform any investigative actions or other follow up steps on their own. All relevant matters, including suspected but unproven matters, must be referred immediately to the Director or to the BOD or Board Chair in the event the Director is the subject of the allegations.**

To facilitate **the** reporting of suspected violations, especially in those situations where the reporting individual wishes to remain anonymous, MSA has established an anonymous reporting system.

Additional Responsibilities of the Director

The Director has additional **duties related to** deterrence and detection. **These additional duties include, but are not limited to:**

1. **Putting into place protocols so that managers and supervisors in the school maintain vigilant in the detection of potential misconduct and dishonesty in the managers' and supervisors' area(s) of responsibility.**
2. **Putting into place protocols intended to monitor, review curtail, and prevent acts of violating this policy.**
3. **Putting into place protocols intended to address violations of this policy in the event prevention efforts fail.**
4. **The Director is given authority to carry out these additional responsibilities by delegation to subordinates. However, accountability for the effectiveness of these additional duties cannot be delegated and will remain with the Director.**

Responsibility and Authority for Follow Up and Investigation

Allegations which, if all facts alleged are true, would constitute a violation of law or policy will be investigated pursuant to this policy. The Director has the primary responsibility for all investigations involving MSA **unless the Director is the subject of the allegations, in which case, the BOD or Board Chair will have primary responsibility.** The Director **(or BOD or Board Chair, as applicable)** may request the assistance of external parties in any investigation, including access to the external auditor's periodic examinations and evaluations of internal controls.

Investigations designated by the Director (or BOD or Board Chair, as applicable) will be given:

1. free and unrestricted access to all MSA records and premises, whether owned or rented, and
2. the authority to examine, copy and/or remove all or any portion of the contents of files, desks, cabinets, and other storage facilities (whether in electronic or other form) without the prior knowledge or consent of any individual who might use or

have custody of any such items or facilities when it is within the scope of the investigation or related follow up procedures.

All investigations of alleged misconduct or dishonesty will be conducted in accordance with applicable laws and school procedures.

Procedures Upon Receipt of Allegations of Misconduct and Dishonesty

Upon receiving allegations of misconduct and dishonesty the Director (or BOD or Board Chair, as applicable) must take steps to a) avoid acting on inaccurate or unsupported allegations; b) avoid prematurely alerting individuals suspected of misconduct and dishonesty that investigation is underway; and c) avoid making statements related to the allegations or investigation that can adversely affect the school, an employee, or other parties

Accordingly, the general procedures for follow up and investigation upon receipt of allegations of misconduct and dishonesty are as follows:

1. Employees and others with knowledge of the incident(s) of misconduct and dishonesty must provide the investigator with all known.
2. The Director (or the BOD or Board Chair, as applicable) has the responsibility for follow up and, if appropriate, for the investigation of all alleged incidents.
3. The Director will also the Board Chair of all reported allegations so that it may be determined whether the matter should be brought to the attention of the full BOD.
4. If the allegations concern the Director, the Board Chair will notify the BOD of the allegations in a manner consistent with the law;
5. The Director (or the Board Chair or BOD, as applicable) may obtain the advice of legal counsel at any time throughout the course of an investigation or other follow up activity on any matter related to the allegations, investigation steps, proposed disciplinary action or any anticipated litigation.
6. Neither the existence or subject matter of the allegations nor the results of investigations or other follow up activity will be disclosed or discussed with anyone other than those persons who have a legitimate need to know in order to perform their duties and responsibilities effectively or as required by law.
7. All inquiries from an attorney or any other contacts from outside of the school, including those from law enforcement agencies or from the employee under investigation, must be referred to the Director (or the Board Chair or BOD, as applicable).

Investigation of allegations or other follow up activity will be carried out without regard to the suspected individual's, position or level, or relationship with MSA.

Questions or Clarifications Related to This Policy

All questions or other clarifications of this policy and its related responsibilities should be

addressed to the Director (or the Board Chair or BOD, as applicable) who shall be responsible for the administration, revision, interpretation, and application of this policy.

2-2021 BOD Director's Evaluation Survey (Community)

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

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

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

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

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

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

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

This survey is completely anonymous.

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

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

Comments:

2. The MSA Director communicates clearly.

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

Comments:

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

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

Comments:

4. The MSA Director responds to my concerns.

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

Comments:

5. The MSA Director treats all students fairly.

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:

13. The MSA Director fosters volunteer opportunities for parents.

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

2021-2022 Student Capacities

Grade	Current Enrollment	Recommended Capacity	Additional Draws
6	88	88	0
7	88	88	0
8	92	92	0
9	84	85	9
10	72	75	0
11	58	65	0
12	58	58	0
Total	540	551	9

We close enrollment for the high school after the first 10 days of school have been completed.
The middle school fills a vacancy if one develops throughout the school year.

" I move that the 2021-2022 school year capacities be set as recommended and presented by the Director

with a total enrollment of 551 students."

Director's Evaluation Process

Submitted by the Personnel Committee on January 19, 2021

Approved by the MSA Board of Directors on _____

Updated:

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DIRECTOR'S JOB DESCRIPTION

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

Subpart 1. Core leadership competencies for Minnesota administrative licenses.

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

A. Leadership by:

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

B. Organizational management by:

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

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

C. Diversity leadership by:

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

D. Policy and law by:

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

E. Political influence and governance by:

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

F. Communication by:

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

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

G. Community relations by:

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

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

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

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

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

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

J. Human resource management by:

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

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

K. Values and ethics of leadership by:

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

L. Judgment and problem analysis by:

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

M. Safety and security by:

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

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

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

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

A. **Policy and law by:**

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

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

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

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

C. **Communication** by:

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

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

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

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

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

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

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

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

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

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

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

REQUIREMENTS

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

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

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

EVALUATION

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

QUALIFICATIONS

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

KNOWLEDGE/SKILLS

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

PHYSICAL DEMANDS

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

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

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

Preface:

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

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

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

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

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

DIRECTOR PROFESSIONAL DEVELOPMENT PLAN TEMPLATE
YEAR _____

Preface:

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

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

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

Organizational Goal	Personal Development Goal	Results and Dates
GENERAL GOALS		

Organizational Goal	Personal Development Goal	Results and Dates
INSTRUCTION AND ASSESSMENT		

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

Organizational Goal	Personal Development Goal	Results
FINANCIAL MANAGEMENT		

Organizational Goal	Personal Development Goal	Results
LEGAL AND COMPLIANCE MANAGEMENT		

Organizational Goal	Personal Development Goal	Results
EFFECTIVE COMMUNICATION		

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

DIRECTOR EVALUATION SCHEDULE

The Board should take the following actions in each month:

July

- Approve any changes to the evaluation schedule

October

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

November

- Finalize questions for the mid-year staff survey

December

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

January

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

February

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

March

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

April

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

May

- Finalize the director's Professional Development Plan

Closed Meetings

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

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

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

COMMUNITY SURVEY QUESTIONS (Sample Questions)

Directions for the Board

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

Directions for the Survey-Taker

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

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

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

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

Possible Questions

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

1=Needs Improvement

2= Proficient

3= Superior

Does Not Apply

Comment Box:

2. The MSA Director communicates clearly.

1=Needs Improvement.

2= Proficient

3= Superior

Does Not Apply

Comment Box:

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

1=Needs Improvement

2= Proficient

3= Superior

Does Not Apply

Comment Box:

4. The MSA Director responds to my concerns.

1=Needs Improvement

2= Proficient

3= Superior

Does Not Apply

Comment Box:

5. The MSA Director treats all students fairly.

1=Needs Improvement

2= Proficient

3= Superior
 Does Not Apply
 Comment Box:

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

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

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

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

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

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

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

3= Superior
Does Not Apply
Comment Box:

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

1=Needs Improvement

2= Proficient

3= Superior

Does Not Apply

Comment Box:

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

STAFF SURVEY QUESTIONS

Sample Questions

Directions for the Board

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

Directions for the Survey-Taker

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

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

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

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

Possible Questions

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

1= Needs Improvement

2= Proficient

3= Superior

Does Not Apply

Comment Box:

2. The MSA Director communicates clearly.

1= Needs Improvement

2= Proficient

3= Superior

Does Not Apply

Comment Box:

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

1= Needs Improvement

2= Proficient

3= Superior

Does Not Apply

Comment Box:

4. The MSA Director responds to my concerns.

1= Needs Improvement

2= Proficient

3= Superior

Does Not Apply

Comment Box:

5. The MSA Director treats all employees fairly.

1= Needs Improvement

2= Proficient

3= Superior
Does Not Apply
Comment Box:

6. The MSA Director solicits feedback from employees.

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

7. The MSA Director acts on feedback from employees.

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

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

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

9. The MSA Director fosters opportunities for professional development.

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

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

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

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

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

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

1= Needs Improvement

2= Proficient

3= Superior

Does Not Apply

Comment Box:

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

1= Needs Improvement

2= Proficient

3= Superior

Does Not Apply

Comment Box:

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

1= Needs Improvement

2= Proficient

3= Superior

Does Not Apply

Comment Box:

15. The MSA Director encourages collaboration among staff.

1= Needs Improvement

2= Proficient

3= Superior

Does Not Apply

Comment Box:

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

1= Needs Improvement

2= Proficient

3= Superior

Does Not Apply

Comment Box:

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

1= Needs Improvement

2= Proficient

3= Superior

Does Not Apply

Comment Box:

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

1= Needs Improvement

2= Proficient

3= Superior

Does Not Apply

Comment Box:

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

1= Needs Improvement

2= Proficient

3= Superior

Does Not Apply

Comment Box:

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

MID-YEAR DIRECTOR EVALUATION

Template

Date of Evaluation: _____

Strengths:

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

Other Comments:

Chair's Signature

Date

Director's Signature

Date

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

INDIVIDUAL BOARD EVALUATION DOCUMENT

Example

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

Directions:

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

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

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

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

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

General Goals

Sample:

Meet all elements of the Director’s job description.

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

Score: _____

Comments:

Sample:

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

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

Score: _____

Comments:

Instruction and Assessment

Sample:

Climate Survey

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

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

Comments:

Sample:

Authorizer Academic Goals

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

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

Comments:

Human Resources and Personnel Management

Sample:

Task Forces led by seasoned teachers

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

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

Human Resources Management - Delegation of Duties

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

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

Comments:

Financial Management

Sample:

Create a Facilities Management Plan

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

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

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

Score: _____

Comments:

Sample:

Create an Expansion Plan

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

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

Comments:

Legal Compliance and Management

Sample:

Human Resource Management - Evaluation

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

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

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

Score: _____

Comments:

Effective Communication

Sample:

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

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

Sample:

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

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

Score: _____

Comments:

Board, Authorizer and Community Relationships

Sample:

Communication and Community Relationships

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

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

Comments:

Sample:

Community Relationship Building

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

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

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

Score: _____

Comments:

Summary Evaluation

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

- 1.
- 2.
- 3.

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

- 1.
- 2.
- 3.

Do you have any recommendations regarding salary?

No recommendation:

No increase:

Cost of Living Increase:

Additional Percentage:

Other Suggestions:

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

INDIVIDUAL BOARD EVALUATION TEMPLATE

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

Directions:

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

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

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

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

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

General Goals

Goal:

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

Comments:

Goal:

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

Score: _____

Comments:

Goal:

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

Score: _____

Comments:

Instruction and Assessment

Goal:

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

Score: _____

Comments:

Goal:

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

Score: _____

Comments:

Human Resources and Personnel Management

Goal:

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

Score: _____

Comments:

Goal:

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

Score: _____

Comments:

Financial Management

Goal:

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

Score: _____

Comments:

Goal:

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

Score: _____

Comments:

Legal Compliance and Management

Goal:

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

Comments:

Goal:

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

Score: _____

Comments:

Effective Communication

Goal:

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

Comments:

Goal:

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

Score: _____

Comments:

Board, Authorizer and Community Relationships

Goal:

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

Comments:

Goal:

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

Score: _____

Comments:

Summary Evaluation

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

- 1.
- 2.
- 3.

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

- 1.
- 2.
- 3.

Do you have any recommendations regarding salary?

No recommendation:

No increase:

Cost of Living Increase:

Additional Percentage:

Other Suggestions:

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

CUMULATIVE BOARD EVALUATION TEMPLATE

Compiled by the Chair

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

Example:

General Goals

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

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

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

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

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

Comments:

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

General Goals

Goal:

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

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

Comments:

Goal:

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

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

Comments:

Goal:

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

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

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

Comments:

Instruction and Assessment

Goal:

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

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

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

Comments:

Goal:

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

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

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

Comments:

Human Resources and Personnel Management

Goal:

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

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

Comments:

Goal:

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

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

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

Comments:

Financial Management

Goal:

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

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

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

Comments:

Goal:

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

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

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

Comments:

Legal Compliance and Management

Goal:

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

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

Comments:

Goal:

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

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

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

Comments:

Effective Communication

Goal:

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

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

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

Comments:

Goal:

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

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

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

Comments:

Board, Authorizer and Community Relationships

Goal:

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

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

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

Comments:

Goal:

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

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

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

Comments:

Summary Evaluation

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

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

- 1.

- 2.

- 3.

Do you have any recommendations regarding salary?

No recommendation:

No increase:

Cost of Living Increase:

Additional Percentage:

Other Suggestions:

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

END OF THE YEAR DIRECTOR EVALUATION

Date of Evaluation: _____

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

Strengths:

Board Directed Goals for Next Year:

Other Comments:
Renewal of Contract Offered:
Salary Offered:

Chair's Signature

Date

Director's Signature

Date

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

Monthly COVID Evaluation

MDH Rating:

Based on the January 14th data from MDH, we currently qualify for distance learning with a COVID-19 Positivity Rate of 37.94 in Washington county, which is down from 44.49 from the last report period. Utilizing a model in which we take into account Dakota, Ramsey, Hennepin, and Washington counties, the rate would correlate to 50.7 as of January 13th.

ISD 833 Scenario: All grades are currently in Distance Learning. With graded K-2 going to in person on January 19th, and grades 3-5 going to in person on February 1st.

Survey Results:

There were no formal surveys of parents, students and staff related to COVID-19 during the past month. A new survey will be coming out within the next weeks and those results will be provided at the next board meeting.

The staff has been surveyed to identify what type of instruction (synchronous, asynchronous, other) they would be providing if we transition to in person instruction.

Administrative Recommendations:

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

On campus activities may begin Monday, January 18th. Based on newly released MDH information, MSA may resume WIN Friday and other on campus activities provided safety protocols are followed. We will begin WIN Fridays on January 29th.

We are investigating the possibility of hiring monitors for teaching staff that would not be present in the event we go to in person instruction.

Stipend

We will need to review our bottom line to determine the amount of stipend we could offer. Keeping in mind that this year's PTO payout will be much higher than in previous years.

If we are going to offer one this year, we need to have a discussion at the Board level this month.

We cannot fully commit to the dollar amount until the budget is reviewed with [Dustin J. Reeves](#) on Jan 21st, but we want to get the goal decided. Last year our goal was a graduation rate of 90%, so we were thinking of increasing it to 93%.

"All staff members receiving benefits, will receive \$2,000, prorated by their FTE status, if current MSA seniors have a graduation rate of 93%."