



**Meeting:** Board of Directors Regularly Scheduled Meeting

**Date:** Wednesday, November 17th, 2021

**Time:** 5:30 P.M.

**Location:** WLA 3rd Floor Cafeteria

## **AGENDA**

### **1. Meeting Call to Order and Roll Call (Mandi Folks)**

1.1 Meeting Call to Order (Mandi Folks, Board Chair)

1.2 Roll Call (Mandi Folks, Board Chair)

### **2. WLA Mission and Vision (Natalie Sjoberg)**

- a. The mission of WLA is to utilize leadership-based programs and strategies grounded in solid research, combined with the demonstrated success of Core Knowledge Curriculum as a basis of a rigorous overall educational program that builds strong skills in math, reading, literature, writing, music, science, and technology
- b. The vision of WLA is to be a school where students and graduates become exceptional leaders and are prepared to take on the academic and leadership challenges they will face in high school and beyond.

### **3. Approval of Agenda/Meeting Minutes (Presenter: Mandi Folks, Board Chair)**

3.1 Approval of meeting agenda

Motion: \_\_\_\_\_ 2nd: \_\_\_\_\_ Vote: \_\_\_\_\_

3.2 Approval of October 27th, 2021 Meeting Minutes

Motion: \_\_\_\_\_ 2nd: \_\_\_\_\_ Vote: \_\_\_\_\_

### **4. Conflict of Interest Declaration (Presenter: Mandi Folks, Board Chair)**

### **5. Public Comment (Presenter: Mandi Folks, Board Chair)**

5.1 Delegation of Public Comment Items (if necessary)

### **6. Board and Administration Reports**

6.1 Service Learning Showcase, Grade 3

6.2 Board Report (Mandi Folks)

6.3 Executive Director Report (Kathleen Mortensen)

6.4 Financial Director Report (BKDV)

6.5 Finance Committee Report (Jolene Skordahl)

6.5.1 Accept November Finance Committee Minutes and October Financials

Motion: \_\_\_\_\_ 2nd: \_\_\_\_\_ Vote: \_\_\_\_\_

6.6 Governance Committee Report (Natalie Sjoberg)

6.6.1 Accept November Governance Committee Minutes and enter Policy 417, Policy 303, and Policy 709 into second reading

Motion: \_\_\_\_\_ 2nd: \_\_\_\_\_ Vote: \_\_\_\_\_

6.7 Facilities Committee Report (Jason Livingston)

6.7.1 Accept November Facilities Committee Minutes

Motion: \_\_\_\_\_ 2nd: \_\_\_\_\_ Vote: \_\_\_\_\_

**7. Board Training, Discussion, and Business (Presenter: Mandi Folks, Board Chair)**

7.1 Review student enrollment process

7.2 Discussion on updating WLA's Strategic Plan/Goals

7.3 Ratify Employment Agreement

Sam Cunningham                      Para Professional (replacement)

Motion: \_\_\_\_\_ 2nd: \_\_\_\_\_ Vote: \_\_\_\_\_

7.4 ICT Team Update

**8. Board Communication & Future Items (Presenter: Mandi Folks, Board Chair)**

8.1 Board Communication/Future Agenda Items- Reflection

**10. Housekeeping (Presenter: Mandi Folks, Board Chair)**

WLA Regular Board of Directors Meeting

Date: Wednesday, December 15th, 2021

Time: 5:30pm

Location: WLA, 8089 Globe Drive, Woodbury, MN 55125

**11. Adjournment (Presenter: Mandi Folks, Board Chair)**

Adjournment

Motion: \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ Vote: \_\_\_\_\_

**Woodbury Leadership Academy  
Board of Directors Regular Meeting Minutes  
October 27, 2021**



**Directors Present:** Mandi Folks, Jason Livingston, Ryan Patrick, Shelbi Pool, Natalie Sjoberg, Jolene Skordahl

**Directors Absent:** Shannon Kelly

**Administration/Advisors:** Dr Kathleen Mortensen (Executive Director), Brenda Kes (BKDV-attended by phone for the Financial Directors Report)

**Others in Attendance:** WLA staff

Meeting was live streamed for viewing and posted to the WLA website.

**1. Meeting Call to Order and Roll Call**

**1.1 Meeting Call to Order**

Ms Folks called the meeting to order at 5:33 PM.

**1.2 Roll Call**

Ms Baumann took roll.

**2. WLA Mission and Vision**

Ms Skordahl read the WLA Mission and Vision Statements.

**3. Approval of Agenda/Meeting Minutes**

**3.1 Approval of Meeting Agenda**

Ms Skordahl moved “to approve the October 27 meeting agenda.” Mr Patrick seconded. Motion passed unanimously.

**3.2 Approval of September 22, 2021 Meeting Minutes**

Ms Sjoberg moved “to approve the September 22, 2021 Board meeting minutes.” Ms Skordahl seconded. Motion passed unanimously.

**4. Conflict of Interest Declaration**

Ms Folks asked if there were any conflicts of interest for items on the agenda. None were noted.

**5. Public Comment**

**5.1 Delegation of Public Comment Items**

There was no public comment. Ms Folks explained that streaming the meetings allows for public viewing, but is not interactive. In-person attendance is required to provide public comment.

**6. Board and Administration Reports**

**6.1 Board Report**

Ms Folks reported that community building activities are returning at WLA: after school Flag Football, planning for the DC trip, a Ski Club is in the works, grade level service projects, Student Parliament elections and the upcoming PTO Trunk or Treat event.

Middle School teachers, Autumn Handahl and James Logan introduced the Grade 7/8 service learning project and presented student prepared video clips about the project. In the clips, students shared information about the Winter Clothing Drive, the number of items collected, donating items to the selected non-profit Joseph’s Coat, and lessons learned from the project.

Ms Folks reminded members that the Board had identified the need to update WLA's strategic plan. Mr Patrick shared information on a potential service to assist with strategic planning. There was discussion. It was decided that review of the current strategic plan and goals is necessary before moving forward.

## **6.2 Executive Director Report**

Ms Mortensen highlighted several items in the Director's Report included in the Board Packet:

- Precast building sections are scheduled to arrive over a month long period, starting November 8.
- The Facilities Committee has modified building plans to include a serving kitchen. An ad hoc committee will be formed to investigate the process and requirements of establishing a school lunch program. Mr Livingston and Mr Ryan volunteered to be on the committee.
- NWEA MAP fall test results were presented.
- An in-house substitute teacher has been hired: Sandy Session.
- Numerous trainings and drills were held in October, as listed in the Director's Report.
- A SEAC (Special Ed Advisory Committee) meeting was held with 8 families attending.
- September ODR (Office Discipline Referral) information was presented, noting low numbers of behavior problems in the building and on the busses.
- Parent/Teacher conference attendance information was shared, noting a high attendance rate.

## **6.3 Financial Director Report**

Ms Kes joined the meeting at 6:30 by phone and reviewed the Executive Summary and September financial statements. The budget has been revised from 683 to 635 ADM, with corresponding reductions in both revenue and expenses, resulting in a budgeted surplus of \$5,601. The cash balance is strong and exceeds the debt service coverage required by bond covenants.

The FY21 Audit Report will be presented at the November Board meeting.

## **6.4 Finance Committee Report**

Ms Skordahl reported the Finance Committee met and reviewed the September financial statements and working budget revisions. Covid PTO was discussed and the current PTO policy was reviewed. The potential implementation of a food service program, timeline and financial impact of doing so was also discussed.

### **6.4.1 Accept October Finance Committee Minutes and September Financials**

Ms Skordahl moved "to accept the October Finance Committee minutes and the September financials." Ms Sjoberg seconded. Motion passed unanimously.

## **6.5 Governance Committee Report**

Ms Sjoberg reported that the Committee did not meet in October. The next meeting is scheduled for November 10<sup>th</sup>.

### **6.5.1 Accept October Governance Committee Minutes**

There were none.

## **6.6 Facilities Committee Report**

Mr Livingston reported the October meeting was in-person, with "ground breaking" photos taken prior to the meeting. Items discussed included an update on tax exemption status, gym design plans, concession/serving kitchen design, and a delay in project timing due to Covid issues at the wall panel plant. Ideas for the use of the field were discussed, as well as the need to update WLA signage. Ms Skordahl shared that gym coloring has been updated and the owl mascot will be incorporated in the gym floor. Ms Mortensen shared that a multi-year plan is being developed to phase in the addition of a soccer field, running track and storage garage. Mr Livingston added that the need for overflow parking was also discussed.

### **6.6.1 Accept October Facilities Committee Minutes**

Mr Livingston moved “to accept the October Facilities Committee minutes.” Ms Sjoberg seconded. Motion passed unanimously.

### **6.7 Presentation of Fiscal 2020-21 Audit**

Item tabled until the November meeting.

## **7. Board Training, Discussion and Business**

### **7.1 Ratify Employment Agreements**

Ms Folks motioned “to ratify the employment agreement for the in-house substitute teacher.” Ms Sjoberg seconded. Motion passed unanimously.

### **7.2 ICT Team Update**

Ms Folks shared that the ICT team continues to meet weekly. Covid numbers within the school have declined and leveled off. Guidance from MDH is changing as vaccinations will become available to students. Ms Mortensen shared that WLA is in the process of applying to MDE for the ability to provide an online learning option in the future. If approved, the Board will need to decide if the school will move forward with online learning post-Covid.

### **7.3 Service Learning Showcase: Grades 7-8**

Presentation was done during the Director’s Report.

### **7.4 Approval of Annual Report and WBWF**

Ms Mortensen directed Board members to the Annual Report and Worlds Best Workforce, requesting Board members send any comments or edits to her by Friday, October 29<sup>th</sup>. The report is due to MDE by November 1<sup>st</sup>. Mr Livingston moved “to approve the 2020-2021 Annual Report, pending Board edits due to Ms Mortensen by Friday, October 29<sup>th</sup>.” Ms Skordahl seconded. Motion passed unanimously.

## **8. Board Communication & Future Items**

### **8.1 Board Communication/Future Agenda Items – Reflection**

Ms Folks shared that the current Strategic Plan will be reviewed at the next meeting, Board members suggested also discussing options on moving forward with the strategic planning process. Any feedback received about living streaming the meeting will be shared.

## **9. Housekeeping**

### **Next regularly scheduled WLA Board of Directors Meeting**

Ms Folks stated the next regular meeting of the WLA Board of Directors will be onsite at 8089 Globe Drive on Wednesday, November 17, 2021 at 5:30 PM. The meeting will also be live streamed.

## **10. Adjournment**

Ms Folks moved “to adjourn.” Ms Skordahl seconded. Motion passed unanimously. The meeting adjourned at 7:14 PM.

Minutes drafted by Nancy Baumann, Board Clerk (non-Board member); submitted by Natalie Sjoberg, Board Secretary.

**WOODBURY LEADERSHIP ACADEMY**  
**DIRECTOR REPORT, NOVEMBER 17, 2021**  
*Dr. Kathleen Mortensen*

**I. Organizational Leadership**

*Exercise strong leadership skills in promoting the mission and vision of the school*

*Work collaboratively with the School Board and staff to develop an ongoing strategic planning process to achieve the mission of Woodbury Leadership Academy. (WLA)*

Current Enrollment

- WLA enrollment update: As of 11/14/2021, we have 642 students enrolled. Our adjusted budget was set at 635 ADM.

Regularly Scheduled Meetings

- The Governance Committee met on November 10th
- The Finance Committee met on November 11th
- The Facilities Committee met on November 9<sup>th</sup>

Expansion, Remodeling, Grounds

- The pre cast walls should be arriving this week!
- All logistics have been worked out with the snow plowing company for the regular school site, and the construction areas.

Organization

- The December Child Count for Special Education is being prepared
- The financial audit is wrapping up and will be presented at the December board meeting.
- Open Enrollment begins in December, and our “Enrollment Showcase” will occur on December 9<sup>th</sup>.
- The VOA Leadership team is in the process of planning for the conference in June. This year it will be a national conference!

**II. Instructional Leadership**

*Monitor the development, implementation and evaluation of curricular programs and ensure that all initiatives are student focused and aligned with the school’s mission and vision. Provide leadership in the articulation among all instructional levels as well as special services within the school*

- Almost all of the round one teacher observations have been conducted! This is taxing as far as the number of observations that are required, but it is also a joy to see the quality of our staff members in action!
- On November 24<sup>th</sup> we will be conducting professional development for our para professionals and special education teachers. This is a non-student day set aside for grading. Training topics include “Disability Awareness”, “Implementing Resource Rooms”, “Supporting Teachers in Classrooms”, “Data Gathering”, and other topics.

Paula Krippner, Ben Broderick, Kylie Griffith, Emma Langer, and myself will be facilitating the sessions.

- Curriculum presentation on Core Knowledge and Schools of Distinction, by Kylie Griffith
- Presentation by Ben Broderick on progress with ongoing Middle School development

### **III. Financial Management**

*Exercise proactive leadership in organizing the school's resources to best meet the needs of all students.*

- The budget is on track with enrollment, and there are some recent added funds that Brenda and Jolene will discuss in their reports.

### **IV. Human Resource Management**

*Provide staff supervision and conduct/oversee annual performance appraisals, which includes three formal observations, one per trimester, for each instructional staff member, including special education and educational assistants.*

- We have filled a vacant para professional position, pending Board ratification.
  - Sam Cunningham                      Full Time, Para Professional

*Oversee conflict resolution and all other personnel matters*

There is an ongoing personnel matter that is being addressed.

### **V. Provision for a Safe and Effective Learning Environment**

*Monitor reporting systems involving health and safety of students*

- We had a speaker on Friday, November 12<sup>th</sup> speak to WLA staff members regarding Native American culture. It is part of our intent to broaden our understanding of issues around various issues, and to better embrace diverse cultures. The speaker works with ISD #833 as a Liaison, although her children attend school at WLA.
- The ICT continues to meet and report out to all stakeholder groups.
- COVID testing for staff members is ongoing onsite.
- COVID cleaning and sign-in protocols are in place and active building-wide.

### **VI. Communications Management**

*Oversee communication system between school and parents through various means, including the WLA Family Newsletter, at minimum once a month, and oversee development and implementation of student/parent activities*

- “Give to the Max” is happening this week! Please encourage your friends, family members, and associates to consider a gift to WLA. Donations this year will again go towards curriculum and instructional supplies expenses.



- Zuppas restaurant fund raiser was a success with the Manager being impressed with the turnout, and inviting WLA to hold additional fundraisers.
- Chess Club launched last week with 25 students and 2 teachers.
- Flag Football held their second game night last week also, with 35 students and 5-6 staff members.
- The PTO has organized a uniform and spirit wear swap night, and is also having their PTO meeting on Thursday, November 18<sup>th</sup> from 6-7:00 p.m.
- Grade 3 has been gathering toys to disperse during the holiday season.
- Second semester begins on Monday, November 29<sup>th</sup>.



**Meeting:** Finance Committee Meeting Agenda/Minutes

**Date:** Thursday, November 11, 2021

**Time:** 4.30pm

**Location:** Virtual Meeting

### **Meeting Minutes**

#### **Meeting Call to Order and Roll Call**

Meeting Call to Order @4:34

Roll Call - Mandi Folks, Judith Darling, Bruna Burns, Kathy Mortensen, Ryan Patrick, Brenda Kes

#### **WLA Mission & Vision – Mandi Folks**

**Mission:** The mission of WLA is to utilize leadership based programs and strategies grounded in solid research, combined with the demonstrated success of Core Knowledge curriculum as a basis of a rigorous overall educational program that builds strong skills in math, reading, literature, writing, music, science, and technology.

**Vision:** The vision of WLA is to be a school where students and graduates become exceptional leaders and are prepared to take on the academic and leadership challenges they will face as they transition into high school.

#### **Development, Discussion, and Recommendations**

1. Review financial statements for October 2021 - Brenda Kes, reviewed further revisions. Budget is on track and within normal limits.
2. Present summary of remaining Cares Act funds available. - Brenda Kes - discussion of new funds available and when/how they should be used.
3. Discuss changing meeting day and time. - Ryan Patrick - Mandi Folks to discuss further, switching times with another committee.
4. Review strategic planning needs. - Ryan Patrick - discussion ensued.

#### **Housekeeping**

Next Regularly Scheduled WLA Board of Directors Finance Committee Meeting

Date: Thursday, December 9, 2021

Time: 4:30 pm

Location: Virtual / Woodbury Leadership Academy-Conference Room  
8089 Globe Drive, Woodbury, MN 55125

**Adjournment @ 5:38**



**Meeting:** Governance Committee

**Date:** Wednesday, November 10, 2021

**Time:** 4:30 p.m.

**Location:** Zoom.us

## **AGENDA**

### **Minutes:**

The meeting was called to order by Jessica Erickson at 4:30 pm.

Members Present: Jess Erickson, Natalie Sjoberg (late arrival), Erin Neumann, Kylie Griffith and Kathy Mortensen

Members Absent: Shelbi Pool

### **Development, Discussion, and Recommendations**

- Policy 417: Chemical Use and Abuse
  - Reviewed policy and committee
  - Enter into second reading
- Policy 626: Secondary Grading and Reporting Pupil Achievement
  - Tabled until 2022 School Year
- Policy 303: Background Check
  - Discussion about the purpose and scope of this policy
  - Enter into second reading
- Policy 709: Student Transportation Safety Policy
  - Enter into second reading
  - Need to ensure that language aligns with MDE and requirements for Special Education students

### **Future Discussions**

- 601- School Curriculum and Instruction Goals
- 603- Curriculum Development
- 609- Religion
- Policy X: School District Testing Plan and Procedure

### **Housekeeping**

Next Regularly Scheduled WLA Board of Directors Governance Committee Meeting

Date: Wednesday, December 8, 2021

Time: 4:30 p.m.

Location: Woodbury Leadership Academy-Zoom.us  
8089 Globe Drive, Woodbury, MN 55125

### **Adjournment**

Meeting adjourned at 5:58PM



**Meeting:** Facilities Committee

**Date:** Tuesday, November 9, 2021

**Time:** 4:30 p.m.

**Location:** Virtual Meeting

**Minutes:**

The meeting was called to order by Mandi Folks at 4:41 p.m.

Role call. Members Present:, Kathy Mortensen, Diane Thiigs, Mandi Folks,

Members Absent: Jason Livingston, Andy Sharp, Jolene Skordahl

Others in attendance: Shawn Smith

The meeting ended at 5:34 p.m.

**Development, Discussion, and Recommendations**

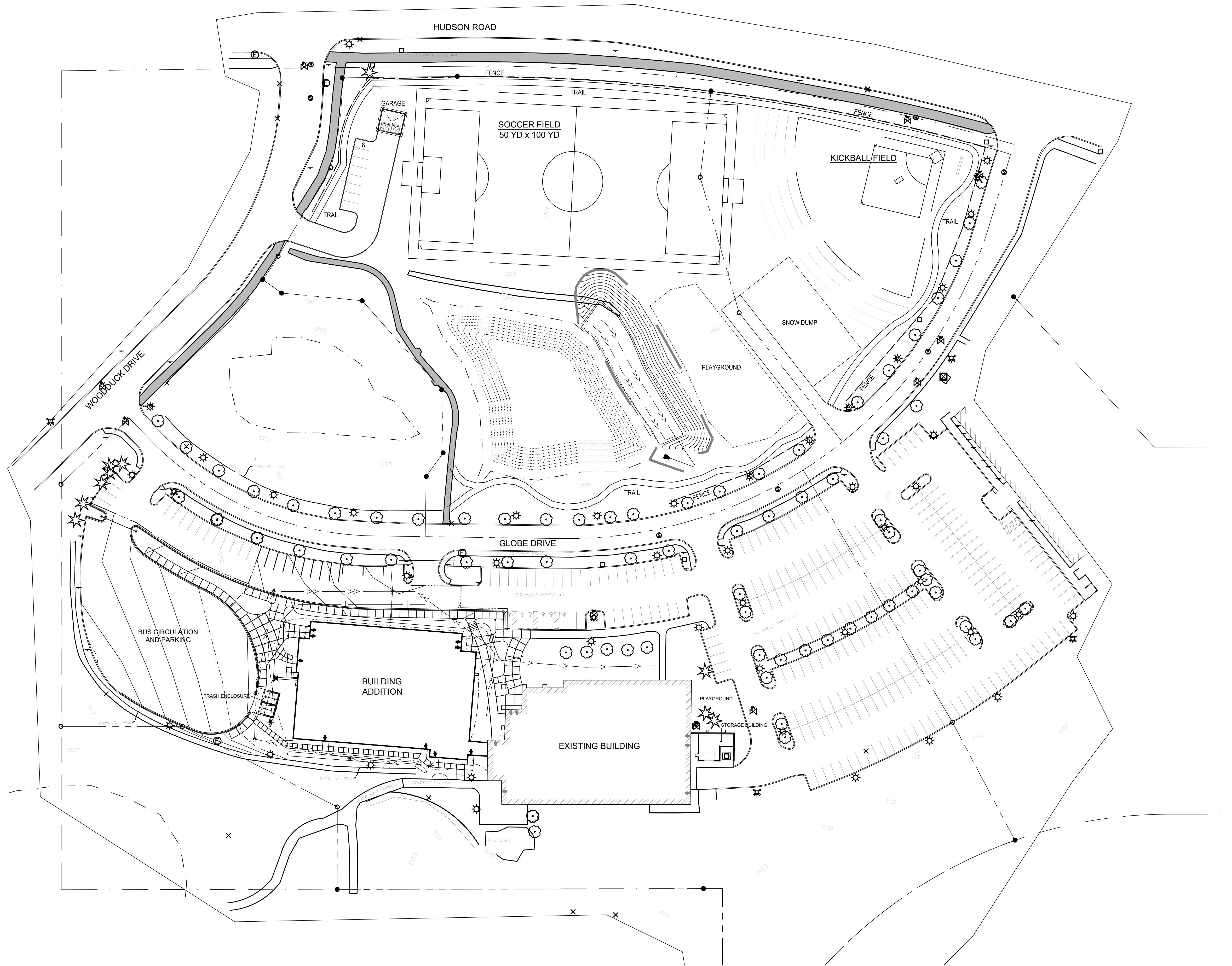
- Tax Exemption Update – The Deed was recorded 11/1/2021. Craig (lawyer) can now file the tax-exempt application with Washington County.
- The gym is still on budget.
- The Crane and crane pad to be set up very soon and the wall panels installation will begin next week and last until 11/15. We're anticipating construction completion date in early/mid May 2022.
- See the attached rendering of parcel 3 and 4 (the fields on the other side of Globe Dr.)
- Our Signage needs to be updated consistent with the lease. Kathy will work with Shawn.

**Housekeeping**

Next Regularly Scheduled WLA Board of Directors Facilities Committee Meeting

Date: Tuesday, December 14, 2021

Time: 4:30 p.m. via Zoom



1 CONCEPTUAL SITE PLAN  
 P101 SCALE: 1" = 50'-0"



Colliers Architecture, LLC.  
 1600 Utica Avenue South, Suite 300  
 St. Louis Park, MN

The drawings and / or specifications contained herein are the exclusive property of Colliers Architecture, LLC and shall not be utilized or copied by other parties without prior written consent.

Project:

**FITNESS, ACTIVITY CENTER & CLASSROOM ADDITION**

Woodbury  
 Leadership Academy  
 8089 Globe Drive  
 Woodbury, MN 55125

I hereby certify that this plan, specification, or report was prepared by me or under my direct supervision and that I am a duly licensed architect under the laws of the state of Minnesota.

David F. Selinsky  
 Date: Reg. No. 20483

Issue / Revision	Date
Issued for Review	11-04-2021
Revised & Issued for Review	11/04/2021

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Job: 2020.301.0  
 Drawn By: TGW Checked By: DFS

Sheet:  
**CONCEPTUAL SITE PLAN**

**P101**

# WOODBURY LEADERSHIP ACADEMY 3 YEAR STRATEGIC PLANNING GOALS (2019-2022)

1. *BECOME A DISTINGUISHED CORE KNOWLEDGE SCHOOL*
2. *FURTHER DEVELOP WLA'S LEADERSHIP CURRICULUM*
3. *CREATE AND MAINTAIN A STRONG FUND BALANCE*
4. *DEVELOP BOTH A SHORT AND LONG TERM FACILITIES PLAN*

1. **Become a Distinguished Core Knowledge School:** WLA will be awarded Distinguished Core Knowledge status.
  - Easily identified rigorous Core Knowledge curriculum will be implemented in classrooms to current and prospective parents, with identifiable quality assignments displayed, and students will strive for quality assignments and work
  - Parents will see a marked difference in WLA curriculum vs traditional public schools
  - A strong curriculum will be developed at all grade levels, including Middle School, and grade level teachers will work in verbatim-collaboration within/between grades, towards clarity and coherence of curriculum
  - Teachers will be trained for success; thus students will be set for success
  - There will be a diverse, rich, engaging, active, student-centered learning environment
  - There will be a joyful culture and environment, where students are excited to learn

#### Challenges and Successes Identified:

- Teacher training, summer "teacher institutes"
- Staff buy-in and turnover
- Attracting and maintaining quality staff
- Staff, curriculum and supply needs filled as of day 1 of school
- Middle School curriculum delivery of Core Knowledge
- Administration holding staff accountable for proper implementation
- Attracting invested families
- Increased test scores

#### Steps to Take:

- Site visits to Distinguished Core Knowledge schools

- Application process for Distinguished Core Knowledge status-stringent requirements
- Increased teacher training in Core Knowledge
- Increased Administration time focused on Core Knowledge implementation

#### 2021 Update

- WLA hosted several visits to esteemed Distinguished Core Knowledge schools in Colorado. The visits helped inspire positive change at WLA.
- The application process takes 3-5 years, and although WLA started the process, progress was slowed down by the pandemic and the inability of CK representatives to schedule site visits. However, teachers have been making significant headway creating and posting domains, building pacing guides, and aligning curriculum. We have increased the amount of time we spend in teacher training in this area, and are focused on implementation efforts. This venture is two-fold, it will keep the WLA learning community focused on implementing CK with fidelity, and it will also bring a CK School of Distinction to the midwest area.

## **2. Further Develop WLA's Leadership Curriculum:** Students are role models in school and in the community, and are prepared to move on to high school

- Built-in structure and systems to embed leadership components curriculum areas and opportunities
- Leadership is built into the school schedule
- Includes use of technology and presentation skills
- Service learning program, builds as progress thru grades
- K-2: Teach tools, components of service learning, vocabulary, learn to work in groups and as partners, in- school projects
- 3-5: Group projects, build comradery, more teacher support
- 6-8: Individual Capstone Project-research, execute, prepare portfolio, present to peers

#### ·Challenges and Successes incurred:

- Accountability and involvement, enforcing and tracking
- How to grade-similar to core virtue grading
- Create community and parent involvement

#### Steps to Take:

- Divide leadership program by grade levels
- Identify similar existing programs to use as a model
- Identify service opportunities and types (civic, business, entrepreneurial)
- Develop grade level committees involving teacher, parents, community
- Develop rubric to determine approved projects
- Incorporate core virtues into leadership program

#### 2021 Update

- We have divided leadership program by grade levels

- Identified existing programs and service learning types to use as a model
- Identified WLA staff members tasked with implementing the program
- Developed a calendar for approved projects and presentations
- Incorporated core virtues into the leadership program

**3. Create and Maintain a Strong Fund Balance :** Balanced budget with year-end surpluses, Fund Balance as a % of expenditures to be 20% by 2021

- Teachers curriculum and supply needs met and purchases are aligned with curriculum
- VOA and MDE Finance Awards received
- Solid, well-define financial processes in place
- Positive relationships & culture: happy stakeholders (staff, students, parents, bank)
- PTO relationship defined

Challenges and Successes incurred:

- Defining school make-up and size (# sections, class size, services provided)
- Constant monitoring of finances, adjusting budget if needed o Educating stakeholders about education financing
- Tough decisions on spending-collaborative group effort in budgeting

Steps Taken:

- Strong financial training:
- Board leadership and financial training
- Training staff on school finances and budgeting
- Annual financial summary shared with stakeholders
- Add or adjust programs and services and needs are identified or change
- Strong Finance Committee
- Learn from experiences of other charter schools

2021 Update

- WLA is projected to have a 28% Fund Balance percentage at the end of the 2021-22 fiscal year.
- We have a strong 7 person Finance Committee
- We share an annual financial summary with stakeholders at the annual meeting, and at each public Board meeting.

**4. Develop a Short and Long-term Facilities Plan:** Facility fits WLA's needs

- Facility plans for WLA's forever home determined and in place/progress
- Building is comfortably full of students, full of positive, respectful energy
- Building space meets WLA's needs: performance space to meet larger needs-gym, assemblies, music concerts, etc
- Facility is energy efficient, with positive air quality
- Outside natural world is integrated within the school (e.g. plants) and outside space is utilized by the staff and students
- Students are involved in facility plans

Challenges and Successes incurred:

- Financial resources



- Building consensus on wide range of ideas of space needs/wants
- Space challenges-how much room do we have to accomplish
- Building relationships with the city, businesses, PTO and families
- Assist with marketing, fundraising and enrollment growth
- Integration of technology into the space to meet security and learning needs perspective
- Ensure autonomy to make changes needed, whether own or lease

Steps Taken:

- Well thought out, defined space plan
- Shared forward-looking vision of what WLA will look like.
- Transparent process and on-going communicate to stakeholders

2021 Update

- WLA has a very active and engaged Facilities Committee.
- WLA is now the owner of our forever home at 8089 Globe Drive.
- WLA has successfully managed through a Bonding process to purchase our current building and to begin the construction of a gym.
- WLA has acquired the adjacent fields and has a plan to create more activity opportunities for the students.
- WLA consistently shares construction updates with the stakeholders.

**120B.11 SCHOOL DISTRICT PROCESS FOR REVIEWING CURRICULUM, INSTRUCTION, AND STUDENT ACHIEVEMENT; STRIVING FOR THE WORLD'S BEST WORKFORCE.**

Subdivision 1. **Definitions.** For the purposes of this section and section 120B.10, the following terms have the meanings given them.

(a) "Instruction" means methods of providing learning experiences that enable a student to meet state and district academic standards and graduation requirements including applied and experiential learning.

(b) "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge and skills and career and college readiness.

(c) "World's best workforce" means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

(d) "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

Subd. 1a. **Performance measures.** Measures to determine school district and school site progress in striving to create the world's best workforce must include at least:

(1) the size of the academic achievement gap, rigorous course taking under section 120B.35, subdivision 3, paragraph (c), clause (2), and enrichment experiences by student subgroup;

(2) student performance on the Minnesota Comprehensive Assessments;

(3) high school graduation rates; and

(4) career and college readiness under section 120B.30, subdivision 1.

Subd. 2. **Adopting plans and budgets.** A school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce and includes:

(1) clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups identified in section 120B.35, subdivision 3, paragraph (b), clause (2);

(2) a process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students to participate in gifted and talented programs and accelerate their instruction, and adopt early-admission procedures consistent with section 120B.15, and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;

(3) a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations under section 123B.147, subdivision 3, students' access to effective teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of enrolled

students under section 120B.35, subdivision 3, paragraph (b), clause (2), and teacher evaluations under section 122A.40, subdivision 8, or 122A.41, subdivision 5;

(4) strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;

(5) a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;

(6) education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and

(7) an annual budget for continuing to implement the district plan.

**Subd. 3. District advisory committee.** Each school board shall establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards, consistent with subdivision 2. A district advisory committee, to the extent possible, shall reflect the diversity of the district and its school sites, include teachers, parents, support staff, students, and other community residents, and provide translation to the extent appropriate and practicable. The district advisory committee shall pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults, consistent with section 124D.59, subdivisions 2 and 2a. The district may establish site teams as subcommittees of the district advisory committee under subdivision 4. The district advisory committee shall recommend to the school board rigorous academic standards, student achievement goals and measures consistent with subdivision 1a and sections 120B.022, subdivisions 1a and 1b, and 120B.35, district assessments, means to improve students' equitable access to effective and more diverse teachers, and program evaluations. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs. Whenever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members.

**Subd. 4. Site team.** A school must establish a site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site, consistent with subdivision 2. The site team must include an equal number of teachers and administrators and at least one parent. The site team advises the board and the advisory committee about developing the annual budget and creates an instruction and curriculum improvement plan to align curriculum, assessment of student progress, and growth in meeting state and district academic standards and instruction.

**Subd. 5. Report.** Consistent with requirements for school performance reports under section 120B.36, subdivision 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the district website. The school board shall hold an annual public meeting to review, and revise where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency, and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the commissioner in the form and manner the commissioner determines.

Subd. 6. [Repealed by amendment, 2013 c 116 art 2 s 6]

Subd. 7. **Periodic report.** Each school district shall periodically survey affected constituencies, in their native languages where appropriate and practicable, about their connection to and level of satisfaction with school. The district shall include the results of this evaluation in the summary report required under subdivision 5.

Subd. 8. [Repealed by amendment, 2013 c 116 art 2 s 6]

Subd. 9. **Annual evaluation.** (a) The commissioner must identify effective strategies, practices, and use of resources by districts and school sites in striving for the world's best workforce. The commissioner must assist districts and sites throughout the state in implementing these effective strategies, practices, and use of resources.

(b) The commissioner must identify those districts in any consecutive three-year period not making sufficient progress toward improving teaching and learning for all students, including English learners with varied needs, consistent with section 124D.59, subdivisions 2 and 2a, and striving for the world's best workforce. The commissioner, in collaboration with the identified district, may require the district to use up to two percent of its basic general education revenue per fiscal year during the proximate three school years to implement commissioner-specified strategies and practices, consistent with paragraph (a), to improve and accelerate its progress in realizing its goals under this section. In implementing this section, the commissioner must consider districts' budget constraints and legal obligations.

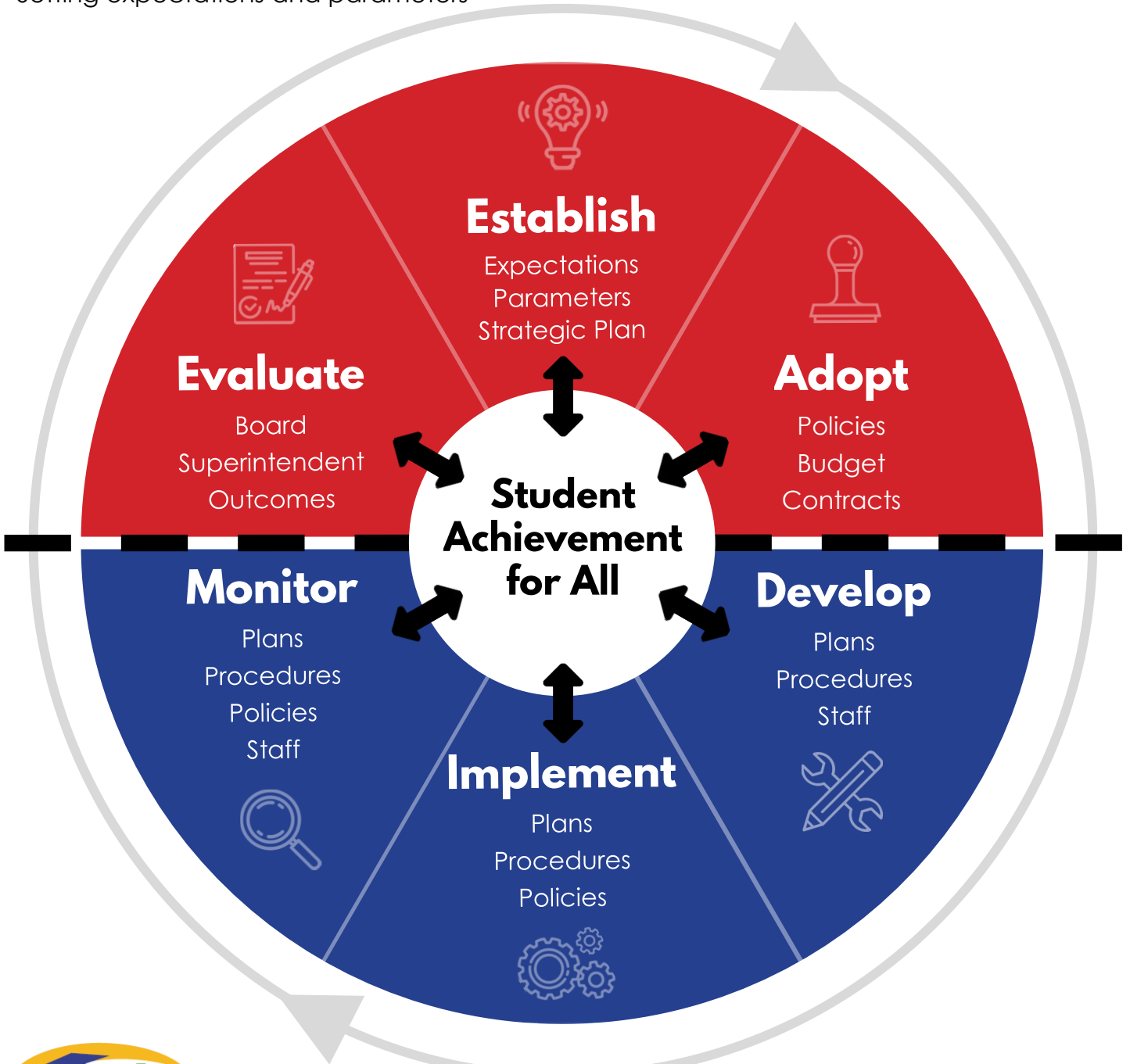
(c) The commissioner shall report by January 25 of each year to the committees of the legislature having jurisdiction over kindergarten through grade 12 education the list of school districts that have not submitted their report to the commissioner under subdivision 5 and the list of school districts not achieving their performance goals established in their plan under subdivision 2.

**History:** 1996 c 412 art 7 s 4; 1Sp1997 c 4 art 5 s 12; 1998 c 397 art 6 s 124; art 11 s 3; 2000 c 254 s 2; 2003 c 130 s 12; 1Sp2005 c 5 art 2 s 6-11; 2006 c 263 art 7 s 1; 2009 c 96 art 2 s 6; 2013 c 116 art 2 s 6; 2014 c 272 art 1 s 4; art 3 s 4,5; 1Sp2015 c 3 art 3 s 5; 2016 c 189 art 25 s 8-12

# Board Governance Model

## The School Board Governs

Setting expectations and parameters



## The Superintendent Manages

Providing leadership and supervision

## Board-Director Relationship

# The Foundations of a Good Board-Director Relationship

**1** **Written mission, beliefs, and vision statements.** The school board and the director work together to assess the condition of the charter school, often referred to as an environmental scan. They reflect on the purpose of the charter school, identify shared beliefs, and develop a shared vision for the charter school in written form commonly termed mission, beliefs, and vision statements. The mission, beliefs, and vision statements should be reviewed annually.

**2** **School board policy and administrative procedures handbook.** The school board policy manual contains clear written policy statements which clarify the school board's expectations with respect to specific operations of the charter school. The policy manual should include policies that specify the general roles and responsibilities of the school board and the director. The administrative procedures handbook should contain administrative procedures that clarify to the school board how the director intends to carry out the school board's policies. The school board needs to establish a system for reviewing existing policies and procedures and developing new policies and procedures, when appropriate.

**3** **Director's employment contract.** The director's employment contract is a written agreement between the school board and the director and consists of the terms and conditions of the director's employment. The director's employment contract must be approved by the school board at a public meeting.

**4** **Director's job description.** The director's job description is a written explanation of the specific expectations the school board has of the director, provided through his or her leadership in guiding the charter school. How specific the job description is may vary; however, the director's job description should be the basis for evaluating the performance of the director, along with any school board-approved performance goals and/or professional development goals. The job description should be referenced regularly and be updated after completing the current performance evaluation. A sample job description can be found on MSBA's website at [www.mnmsba.org](http://www.mnmsba.org).

## Board-Director Relationship

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### Director's performance evaluation system.

The director should be evaluated by the school board at least annually. The director's performance evaluation should allow for periodic or ongoing feedback opportunities throughout the year and a summative performance evaluation for the entire year. The performance evaluation should be tied directly to the director's job description, annual charter school goals, and professional development goals. Based on the evaluation feedback, the director should know clearly whether he or she is meeting the school board's collective expectations. If not, prescriptive statements should be included which tell the director what he or she must do to fulfill these expectations. For more information, download a copy of the MSBA/MASA "Superintendent Evaluation: A Resource for School Board Members and Superintendents" from MSBA's website at [www.mnmsba.org](http://www.mnmsba.org).

6

### Charter school strategic plan.

The school board and the director should work together to develop a strategic plan which involves gathering input from various stakeholders. The strategic plan sets the direction to guide the charter school for the next 3 to 5 years. In Minnesota, the strategic plan is required and must be reviewed annually.\* The strategic plan "comes to life" through an action plan that spells out timelines, resources, responsibilities, etc.

\*See Minn. Stat. § 120B.11, Subd. 5.

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### School board's self-evaluation.

The school board needs to establish a performance evaluation system which periodically evaluates how well it is performing its roles and responsibilities as a school board. This evaluation, at times, may be informal; however, a formal written procedure to measure the school board's effectiveness and prescribe ways in which it might become more effective should be done also. If the school board deals with difficult issues and rapid turnover of school board members, the school board's self-evaluation is particularly important.

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### Training and learning opportunities.

The school board should have a written policy which spells out the need and opportunity for school board training and learning opportunities. Due to the volume and speed of change, the need for school board members and directors to have opportunities for training and skills development is greater than ever. Training and learning opportunities vary and include in-school training among the director, other charter school professionals, and the school board, or training may be via their respective regional, state, or national organizations.

## Board-Director Relationship



1. **Set Clear Expectations.** When conveying expectations to the director, present your message in as few words as possible. Vagueness and rambling only leads to confusion and frustration, while delivering clear, achievable goals lead to trust and confidence.
2. **Keep everyone in the loop.** If you want effective communication to run throughout the entire board, make sure that the lines of communication are kept open at all times. When asking for extra or clarifying information from the director, be sure that all other board members are given the same information.



## Board-Director Relationship

- 3. Communication is a Two-way Process.** Effective communication requires developing a mutual understanding of the information being transmitted. When speaking to the director, check for his or her understanding and clarify when needed. When listening to the director, asks questions to ensure everyone is on the same page.
- 4. Choose the appropriate medium.** While face-to-face communication is generally the most effective way to communicate, it isn't always an option. Take time to decide if an email, telephone call, text, or video conversation is the best alternative option.
- 5. Be mindful of your body language.** A laid-back stance with a welcoming tone shows the director you are approachable and open to listen. Keeping eye contact will show you are listening and focused on the conversation.
- 6. Foster openness and transparency.** Promote open communication by always showing respect toward your director and never resorting to demeaning tones and language. In situations where you disagree with the director, it is important to see things from his or her point of view. Transparency is imperative, especially in the public sector. The board and director should demand transparent communication and hold one another accountable when this standard is not upheld.

Good  
communication  
does not just  
happen; it is  
planned and then  
executed.

# Board-Director Relationship

## Tenants of an Effective Board-Director Relationship

### Board

### Director

Recognize the board's function as being legislative and judicial, and respect the executive function of the director.



Recognize the director's function as being executive and respect the legislative and judicial functions of the board.

#### Role Recognition

Recognize that authority to act rests with the entire board or a legally constituted quorum of the board and that business may be transacted only in official meetings. Refrain from making commitments as an individual board member.



Interpret official actions of the board to school employees and community groups in a faithful, accurate, and objective manner and not make any commitments to individuals or organizations outside the context of adopted school policy.

#### Authority to Act

Submit items to be placed on the board meeting agenda in ample time so the director may assemble information bearing upon the subject and according to locally adopted policy.



Accept items to be placed on the board meeting agenda from members of the board and others, and gather pertinent information relative to the items on the agenda.

#### Board Agenda

Attend all board meetings. Require that meetings of the board be conducted on the basis of a planned agenda prepared by the director in accordance with board policies and be made available to board members prior to the board meetings.



Attend all board meetings. Prepare for all board meetings, in cooperation with appropriate board officers, an agenda and supporting materials to be distributed to board members in ample time prior to board meetings.

#### Board Meetings

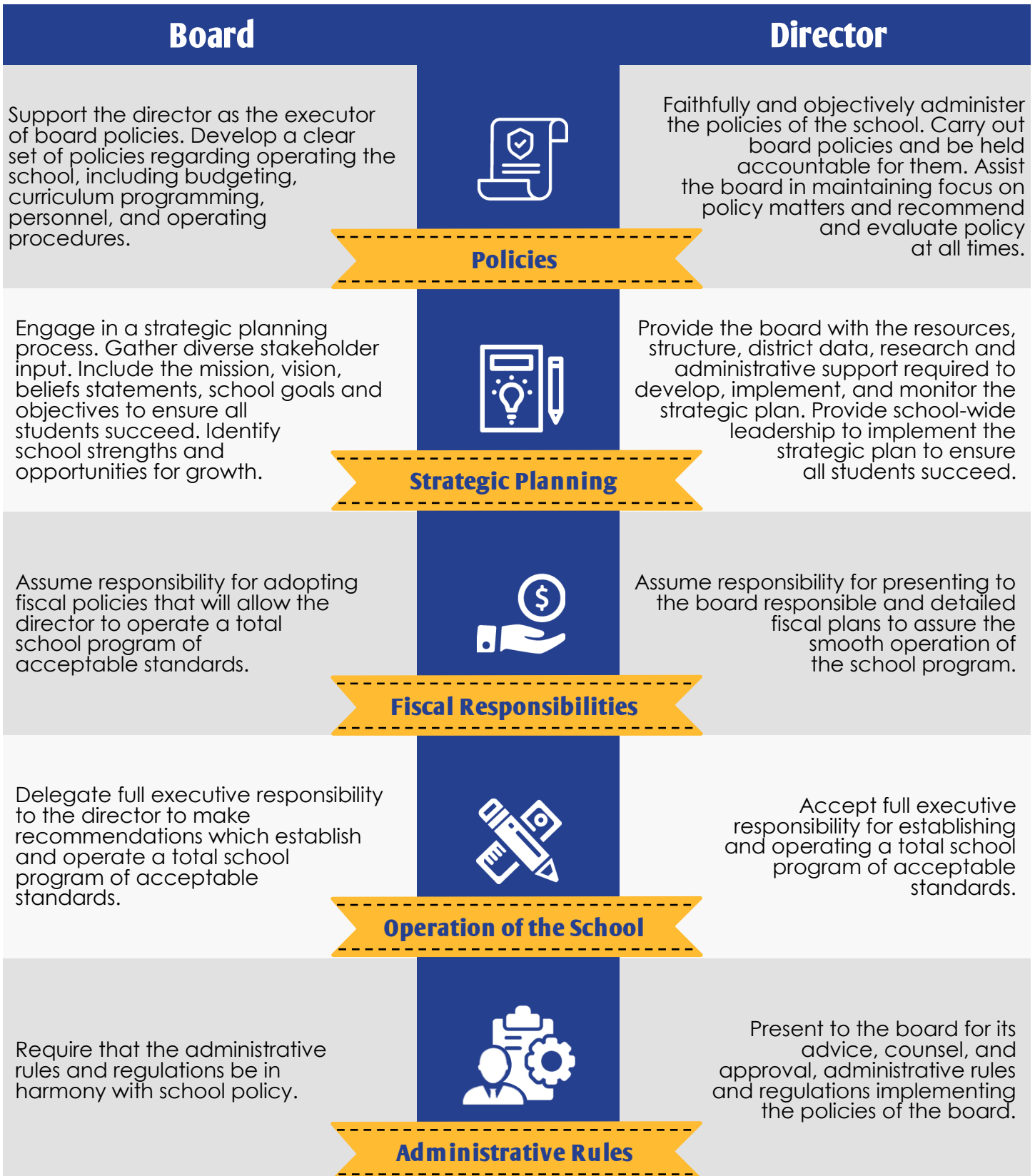
Encourage and support the director to consult with staff and community to seek opinions and recommendations for board consideration.



Formulate, when appropriate, with members of the school staff, board, and community recommendations to be made to the board.

#### Recommendations

# Board-Director Relationship



# Board-Director Relationship



## Board-Director Relationship

### What Does Your Superintendent Think About You?

*Two Massachusetts school chiefs discuss qualities of effective school boards and what makes the board/superintendent relationship work.*

Concerns about the demanding nature of the position of the superintendent coupled with a declining number of qualified applicants to fill anticipated vacancies continue to make the problem of district leadership stability a topic of concern.

National data on superintendent tenure reveal that turnovers account for most superintendent changes and that a majority of these turnovers are voluntary. When asked in a recent national study to identify their reasons for leaving their most previous position, superintendents' most frequent response was that they desired to assume a new challenge.

This finding is significant as it tells us that most superintendents are not being let go by their school boards, they are electing to leave their posts.

As superintendent-school board relationships are routinely reported as a cause for mobility in the position, I thought it appropriate to ask a couple of my colleagues exactly what they thought makes a good school board member. The insight their answers provide will help school board members in a number of ways; from improving working relationships with their superintendents to luring a new leader to their district.

#### **What characteristics or personal traits do you believe define the perfect school board member?**

*Superintendent #1:* Honest, humble, passionate for kids, engaged in the community, fair, and responsible. Someone who has no interest in micromanaging and works diligently every day to keep the "main thing" the "main thing."

*Superintendent #2:* Certainly it would be somebody who is committed to all children. You have to have a fierce advocacy for all children. You cannot be myopic in what brought you to the board. The perfect school board member has to have a very broad desire to serve and has to be a lifelong learner. Great board members don't come in thinking they have all the answers - in a learning organization such as a school district a big part of their leadership is about constantly learning and being an advocate for public

education.

#### **Finish this thought. "I would be a great school board member because I would \_\_\_\_\_?"**

*Superintendent #1:* "Be a champion for children and have the courage to do the right thing."

*Superintendent #2:* "Have a fierce devotion to serving all children."

#### **If you were charged with creating the evaluation instrument for your school board members, what criteria would you use?**

*Superintendent #1:* My evaluation instrument would certainly address whether or not they attend a sufficient number of school functions and activities. Also, are they doing their homework and due diligence in terms of holding my staff and myself accountable to the finance that goes into the governance on the issue of policies that they've developed? Do they attend conferences and other training opportunities to learn more about the challenges of overseeing a school district? My board and I start every meeting with celebrations of all the things going well in our district and then we go right into an instructional segment in which we just talk about challenges and failures quite candidly -- specifically regarding teaching and learning. I would hold board members accountable in an evaluation system that really took a look at what I consider to be the major components of the school district. Also, is the policy sound? Are they doing their homework? Are they willing to speak up and stand up and do the right things?

*Superintendent #2:* I think everybody in the school district, whether he or she a school board member, superintendent, principal, teacher, or support staff, ought to have an evaluation instrument that ties back to the district's strategic plan. The board is going to help provide input into that plan. It's going to play a role in the creation of the plan and ultimately it is responsible for the execution of the plan and so really

## Board-Director Relationship

everybody's performance ought to be judged in relation to how that strategic plan is moving. I think that's really important. Boards should certainly have an evaluation instrument that reflects their theory of action and how are they committing to their theory of action in terms of the decisions they're making and that they have actually established, as they should, their vision, mission, and core beliefs. The evaluation instrument ought to tie back to those as well.

### What types of things do your school board members do for you to show their appreciation?

*Superintendent #1:* They've recommended me for lots of different recognitions and honors, and they compensate me well. Perhaps the thing they do for me that I appreciate the most is that they allow me to function as a superintendent. They support some pretty tough positions I've taken and they make my job easier by following their policies - they follow and understand the chain of command. They know how to react to unhappy parents. That makes a superintendent's life tremendously better. My board also doesn't "overly govern." They don't develop policies that are so overwhelming that we spend all our time doing stuff that's not focused on kids.

*Superintendent #2:* My board has been very good about having my evaluations on a timely basis and providing me with regular feedback. I'm never surprised by anything that's been in my evaluation. I actually think that it's created a nice evaluation process where it matches our reporting out on our strategic plan updates, so about the same time as I'm reporting progress or lack thereof on our strategic plan, I'm getting feedback. Overall, members subscribe to the "public praise, private punishment" philosophy. There hasn't been any private punishment, most likely because we keep a clear line of communication.

I think the most important thing they've done for me is that if they're concerned about something or if they have a question about something they call me before they go out to the public or go out to a school or go put something in the media and then we're trying to clean it up. The fact that the first phone call is always to me is very much appreciated and really helps in the management of the school district. My board puts me in a position to succeed every day I

come to work, providing me with strategic direction and guidance on what the district will focus on and entrusting my leadership team and myself to the how. We have worked hard together from day one to build our relationship around similar core values and beliefs and, as a result, we have a strong, trusting relationship.

### What types of things are your school board members not doing that you would like them to do?

*Superintendent #1:* I would like to see school boards, generally speaking, be bolder about resisting the politics of education. And the politics of education has gotten more, what I consider it to be, dysfunctional and functional. School board members should not be afraid to stand up and say, "We're not going to do this. It's not in the best interest of our kids."

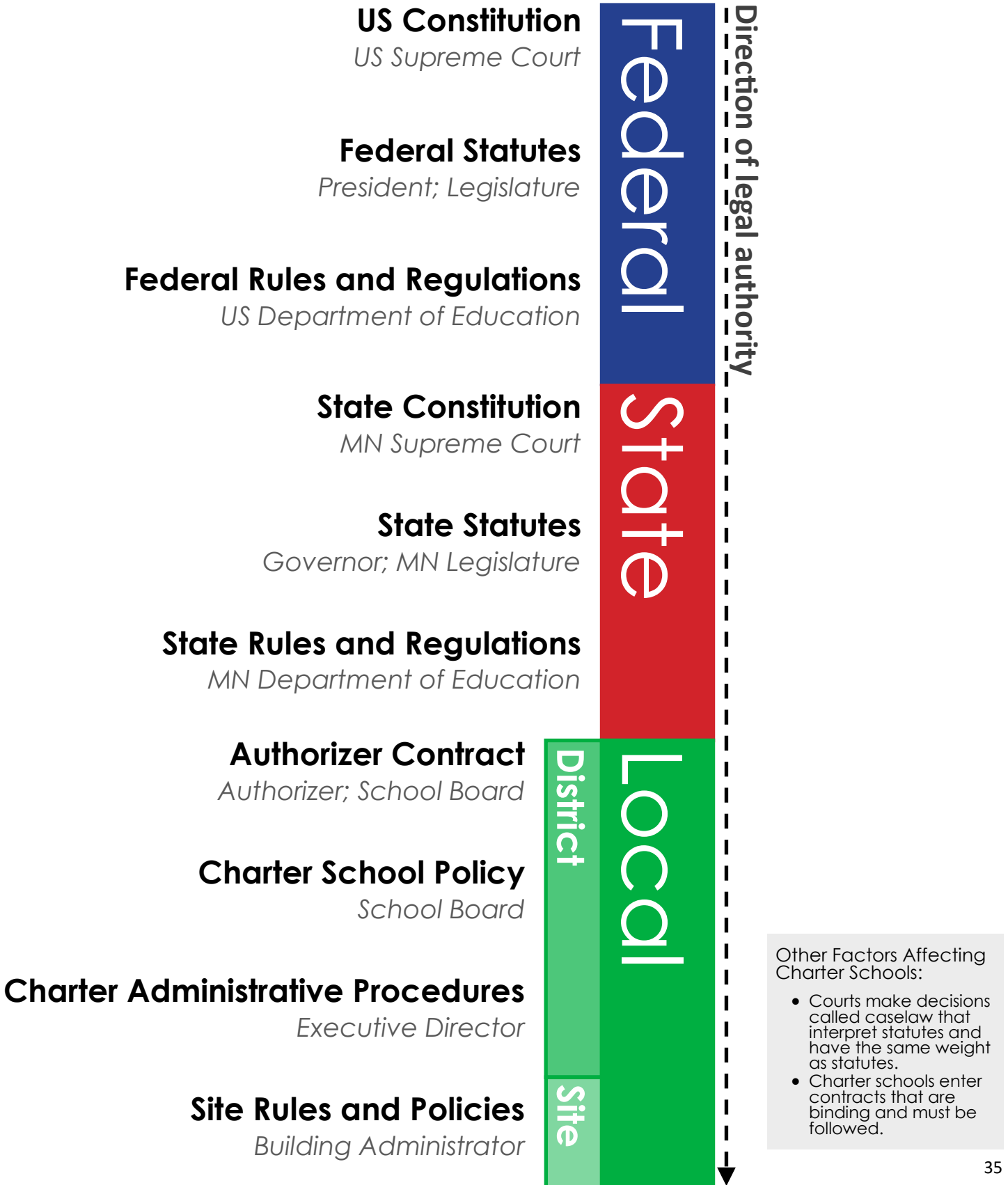
*Superintendent #2:* I try to say this when I'm dealing with aspiring superintendents all the time: You get immersed in a job, a little bit of opportunity, the size of the district, the prestige of the district, the salary and the people, and you end up not thinking a lot about the governance structure. The two districts that I'd have the privilege of leading I thought very long about who was in charge of that district and so I felt like I went into these relationships with those things that I just spoke about, that we had similar core values and beliefs and that the boards would show courage.

One of things that is really important for boards, it's not so much something they can 'do for me', but I think boards need to take a much more active role and an advocacy around public education. I just think that there's such a need right now in our country and in our state in particular. It's easy to get pulled into issues that impact the local school district but there's so much national and statewide context that it's really important for board members to be advocates. Because at the end of the day you know they are political leaders and so they have to be immersed in the political process.

*Source: Brian Sheehan, National School Board Journal (June, 2015). Brian A. Sheehan is a teacher leader at Salemwood School in Malden, Massachusetts.*

# Board Policy

## Laws Governing Charter Schools



## Charter School Policies

### Definitions

- Policy: a written decision or expectation meant to guide and determine present and future actions of the school
- Regulation: a rule dealing with details or procedures
- Procedure: a series of steps followed in a regular order
- Guideline: an indicator for a future course of action
- Bylaw: procedures for the operation of the board

### Why are policies needed?

- Policies are how the board directs the resources of the school to meet its goals
- Policies give direction and clear the way for the administration to act
- Policies provide consistency within the school

### Who can suggest policies?

- Policy suggestions may emerge from a number of avenues. The suggestion of a school board member, an administrator, a teacher, a parent, or a student may point out a policy issue.
- Policy, at its best, emerges when the school board plans ahead or anticipates problems that are likely to be a community concern.

### What are policies based on?

- Policies may be derived from all areas of laws, both state and federal, including constitutions, statutes, and caselaw.
- They may also be based on rules and regulations developed by various state and federal administrative offices, such as the Minnesota Department of Education (MDE).
- When there is no law to govern a specific subject, the board may create policy. For example: credit card usage, cell-phone usage, or homework.
- State and federal law take precedence over local policy.



## Board Policy

### Who approves policy?

- The school board approves the district's policies.

### Who implements policy?

- The board employs an executive director to put its policy into practice. Generally speaking, the school board sets policy, and the director develops the rules and regulations that will implement the policy.

### What power do policies have?

- Policies have the force and effect of law once adopted, but must be consistent with state and federal law.
- For issues not covered by law at the state or federal level, policies are the ultimate authority of the school.

### Who evaluates the effectiveness of policy?

- The school board should develop a policy that calls for regular and systematic review of all the board's policies. The director should provide the procedures that require a review and evaluation of all the board's policies at least once every three years.

### MSBA/MASA Policy Service

The MSBA/MASA Policy Service is a comprehensive manual of model policies encompassing all aspects of the school system. All policies have been carefully examined to insure legal compliance. The model policies are reviewed and updated every year.

Most schools do not have the time and personnel to develop a comprehensive policy manual. In addition, schools would require substantial legal assistance to develop policies on their own. MSBA believes that Policy Services enrollment is much more cost effective for schools than policies developed and revised by their own legal counsel.

Policy Services subscribers must be charter associates. The initial enrollment cost for MSBA/MASA Policy Services for the 2019/2020 school year is \$1,950. Policy Services enrollment may be renewed at an annual cost of \$700 for subsequent years.

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# Board Policy

## MSBA/MASA Model Policy 208

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 208

Revised: \_\_\_\_\_

Org. 1995

Rev. 2015

### 208 DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES

*[Note: The provisions of this policy are recommendations. The procedures for policy development, adoption, and implementation are not specifically provided by statute.]*

#### I. PURPOSE

The purpose of this policy is to emphasize the importance of the policy-making role of the school board and provide the means for it to continue to be an ongoing effort.

#### II. GENERAL STATEMENT OF POLICY

Formal guidelines are necessary to ensure the school community that the school system responds to its mission and operates in an effective, efficient, and consistent manner. A set of written policy statements shall be maintained and modified as needed. Policies should define the desire and intent of the school board and should be in a form which is sufficiently explicit to guide administrative action.

#### III. DEVELOPMENT OF POLICY

- A. The school board has jurisdiction to legislate policy for the school district with the force and effect of law. School board policy provides the general direction as to what the school board wishes to accomplish while delegating implementation of policy to the administration.
- B. The school board's written policies provide guidelines and goals to the school community. The policies shall be the basis for the formulation of guidelines and directives by the administration. The school board shall determine the effectiveness of the policies by evaluating periodic reports from the administration.
- C. Policies may be proposed by a school board member, employee, student, or resident of the school district. Proposed policies or ideas shall be submitted to the superintendent for review prior to possible placement on the school board agenda.

#### IV. ADOPTION OF POLICY

- A. The school board shall give notice of proposed policy changes or adoption of new policies by placing the item on the agenda of two school board meetings. The proposals shall be distributed and public comment will be allowed at both meetings prior to final school board action.
- B. The final action taken to adopt the proposed policy shall be approved by a simple majority vote of the school board at a subsequent meeting after the meetings at which public input was received. The policy will be effective on the later of the date of passage or the date stated in the motion.



## Board Policy

- C. The emergency policy shall expire within one year following the emergency action unless the policy adoption procedure stated above is followed and the policy is reaffirmed. The school board shall have discretion to determine what constitutes an emergency situation.
- D. If a policy is modified with minor changes that do not affect the substance of the policy or because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the school board.

### V. IMPLEMENTATION OF POLICY

- A. The superintendent shall be responsible for implementing school board policies, other than the policies that cover how the school board will operate. The superintendent shall develop administrative guidelines and directives to provide greater specificity and consistency in the process of implementation. These guidelines and directives, including employee and student handbooks, shall be subject to annual review and approval by the school board.

*[Note: These policies are found in the 200 Series of the MSBA/MASA Policy Reference Manual.]*

- B. Each school board member shall have access to this policy manual, and a copy shall be placed in the office of each school attendance center. Manuals shall be available in the central office and made available for reference purposes to other interested persons.
- C. The superintendent, employees designated by the superintendent, and individual school board members shall be responsible for keeping the policy manuals current.
- D. The school board shall review policies at least once every three years. The superintendent shall be responsible for developing a system of periodic review, addressing approximately one third of the policies annually. In addition, the school board shall review the following policies annually: 410 Family and Medical Leave Policy; 413 Harassment and Violence; 414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse; 415 Mandated Reporting of Maltreatment of Vulnerable Adults; 506 Student Discipline; 514 Bullying Prohibition Policy; 522 Student Sex Nondiscrimination; 524 Internet Acceptable Use and Safety Policy; 616 School District System Accountability; and 806 Crisis Management Policy.
- E. When no school board policy exists to provide guidance on a matter, the superintendent is authorized to act appropriately under the circumstances keeping in mind the educational philosophy and financial condition of the school district. Under such circumstances, the superintendent shall advise the school board of the need for a policy and present a recommended policy to the school board for approval.

**Legal References:** Minn. Stat. § 123B.02, Subd. 1 (School District Powers)  
Minn. Stat. § 123B.09, Subd. 1 (School Board Powers)

**Cross References:** MSBA/MASA Model Policy 305 (Policy Implementation)

# Board Policy

## MSBA/MASA Model Policy 209

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 209

Revised: \_\_\_\_\_

Org. 1995

Rev. 2009

### 209 CODE OF ETHICS

#### PURPOSE

The purpose of this policy is to assist the individual school board member in understanding his or her role as part of a school board and in recognizing the contribution that each member must make to develop an effective and responsible school board.

#### GENERAL STATEMENT OF POLICY

Each school board member shall follow the code of ethics stated in this policy.

#### A. AS A MEMBER OF THE SCHOOL BOARD, I WILL:

1. Attend school board meetings.
2. Come to the meetings prepared for discussion of the agenda items.
3. Listen to the opinions and views of others (including, but not limited to, other school board members, administration, staff, students, and community members).
4. Vote my conscience after informed discussion, unless I abstain because a conflict of interest exists.
5. Support the decision of the school board, even if my position concerning the issue was different.
6. Recognize the integrity of my predecessors and associates and appreciate their work.
7. Be primarily motivated by a desire to provide the best possible education for the students of my school district.
8. Inform myself about the proper duties and functions of a school board member.

#### B. IN PERFORMING THE PROPER FUNCTIONS OF A SCHOOL BOARD MEMBER, I WILL:

1. Focus on education policy as much as possible.
2. Remember my responsibility is to set policy – not to implement policy.
3. Consider myself a trustee of public education and do my best to protect, conserve, and advance its progress.
4. Recognize that my responsibility, exercised through the actions of the school board as a whole, is to see that the schools are properly run – not to run them myself.
5. Work through the superintendent – not over or around the superintendent.
6. Delegate the implementation of school board decisions to the superintendent.

#### C. TO MAINTAIN RELATIONS WITH OTHER MEMBERS OF THE SCHOOL BOARD, I WILL:

1. Respect the rights of others to have and express opinions.
2. Recognize that authority rests with the school board in legal session – not with the individual members of the school board except as authorized by law.
3. Make no disparaging remarks, in or out of school board meetings, about other members of the school board or their opinions.

## Board Policy

4. Keep an open mind about how I will vote on any proposition until the board has met and fully discussed the issue.
5. Make decisions by voting in school board meetings after all sides of debatable questions have been presented.
6. Insist that committees be appointed to serve only in an advisory capacity to the school board.

### D. IN MEETING MY RESPONSIBILITIES TO MY COMMUNITY, I WILL:

1. Attempt to appraise and plan for both the present and future educational needs of the school district and community.
2. Attempt to obtain adequate financial support for the school district's programs.
3. Insist that business transactions of the school district be ethical and open.
4. Strive to uphold my responsibilities and accountability to the taxpayers in my school district.

### E. IN WORKING WITH THE SUPERINTENDENT OF SCHOOLS AND STAFF, I WILL:

1. Hold the superintendent responsible for the administration of the school district.
2. Give the superintendent authority commensurate with his or her responsibilities.
3. Assure that the school district will be administered by the best professional personnel available.
4. Consider the recommendation of the superintendent in hiring all employees.
5. Participate in school board action after considering the recommendation of the superintendent and only after the superintendent has furnished adequate information supporting the recommendation.
6. Insist the superintendent keep the school board adequately informed at all times.
7. Offer the superintendent counsel and advice.
8. Recognize the status of the superintendent as the chief executive officer and a non-voting, ex officio member of the school board.
9. Refer all complaints to the proper administrative officer or insist that they be presented in writing to the whole school board for proper referral according to the chain of command.
10. Present any personal criticisms of employees to the superintendent.
11. Provide support for the superintendent and employees of the school district so they may perform their proper functions on a professional level.

### F. IN FULFILLING MY LEGAL OBLIGATIONS AS A SCHOOL BOARD MEMBER, I WILL:

1. Comply with all federal, state, and local laws relating to my work as a school board member.
2. Comply with all school district policies as adopted by the school board.
3. Abide by all rules and regulations as promulgated by the Minnesota Department of Education and other state and federal agencies with jurisdiction over school districts.
4. Recognize that school district business may be legally transacted only in an 209-4 open meeting of the school board.
5. Avoid conflicts of interest and refrain from using my school board position for personal gain.
6. Take no private action that will compromise the school board or administration.
7. Guard the confidentiality of information that is protected under applicable law.

# Board Policy

## MSBA/MASA Model Policy 426

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 426

Revised: \_\_\_\_\_

Org. 2014

### 426 NEPOTISM IN EMPLOYMENT – CHARTER SCHOOLS

[Note: Charter schools are required by the charter school law to have a policy addressing this issue.]

#### I. PURPOSE

The purpose of this policy is to establish consistent employment guidelines and to prevent situations where an individual may have or be perceived to have unfair influence over the career development, work assignments, work direction, performance reviews, or compensation of a family member who is also employed by the charter school.

#### II. GENERAL STATEMENT OF POLICY

The charter school may employ family members of current employees. However, to be hired, transferred, or promoted, close family members may not be assigned to the following:

- A. Positions where one can influence the employment conditions or career of the other. This includes decisions involving hiring, termination, compensation, performance evaluation, discipline, promotional opportunities, and work assignments; or
- B. Positions where one reports to, directs the work of, or otherwise has direct or indirect supervision of another close family member.

#### III. DEFINITIONS

##### A. Close Family Member

A close family member means the employee's parent, spouse, child (including adopted child), sibling, grandmother, grandfather, grandchildren, niece, nephew, aunt, uncle, first cousin, all step relatives including stepchild, stepmother, stepfather, stepsister and stepbrother, in-law relationships including father- and mother-in-law, daughter- and son-in-law, brother- and sister-in-law, ward of the employee or employee's spouse, domestic partner, or person cohabitating in the employee's household regardless of the degree of relationship.

##### B. Direct or Indirect Supervision

Direct or indirect supervision means the authority to make, participate in, or recommend employment- and/or compensation-related decisions involving a close family member, including, but not limited to, decisions concerning hiring, promotion, transfer, discipline, termination, salary, evaluation, grievance resolution, or other similar personnel actions.

#### IV. APPLICATION TO BOARD MEMBERS

Board members are not considered to have direct or indirect supervision except in situations when they are called upon to act specifically on matters of employment status or compensation for an applicant or employee. In such cases, board members shall abstain from the action when a close family member is involved.

# Board Policy

## V. EXCEPTIONS; SPECIAL CIRCUMSTANCES

In exceptional circumstances, a direct or indirect supervision relationship may exist between employees who are close family members. Such circumstances may be necessitated by factors such as the unique qualifications or responsibilities of the individuals involved, the lack of other available appropriate supervisory personnel, or whether the position for which the close family member is being considered is temporary in nature. Any exception must be reviewed and approved in writing by the charter school's chief administrator. Any direct or indirect supervision relationship approved by the chief administrator shall be reported to the board of directors. All employment decisions affecting the subordinate employee, including, but not limited to, selection, hiring, discipline, performance review, compensation, or leave, must be assigned to other supervisory personnel or, if no other supervisory personnel exist, to the charter school's board of directors. Exceptions involving the charter school's chief administrator and a close family member of the chief administrator shall be approved in writing by the charter school's board of directors.

## VI. ADDRESSING EXISTING CONFLICTS AND CHANGES IN RELATIONSHIP BETWEEN EMPLOYEES

Any charter school employee involved in a direct or indirect supervision relationship with a close family member that existed prior to the original approval date of this policy or that arises after the adoption of this policy shall promptly notify the charter school's chief administrator of such relationship. The chief administrator shall make suitable arrangements for the transfer of one of the employees, assignment of a different supervisor, or a determination that an exception is necessary under Section V. of this policy. Any direct or indirect supervision relationship approved by the chief administrator under Section V. shall be reported to the board of directors. The chief administrator shall promptly notify the charter school's board of directors of any direct or indirect supervision relationship which arises concerning a close family member of the chief administrator. All such direct or indirect supervision relationships involving the chief administrator shall be resolved by the board of directors in accordance with this policy.

## VII. COMPLIANCE WITH EQUAL OPPORTUNITY AND DISCRIMINATION LAWS

Nothing in this policy shall be construed as discouraging the employment of close family members for positions that do not involve direct or indirect supervision. Nothing in this policy shall be construed to otherwise limit the employment opportunities of any person employed by the charter school.

Legal References:      Minn. Stat. § 124E.07, Subd. 6 (Charter Schools)  
                                  Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
                                  42 U.S.C. § 2000e et seq. (Title VII of the Civil Rights Act)

Cross References:      MSBA/MASA Model Policy 210.1 (Conflict of Interest – Charter School Board Members)  
                                  MSBA/MASA Model Policy 401 (Equal Employment Opportunity)

## MSBA/MASA Model Policy 210.1

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 210.1

Revised: \_\_\_\_\_

Org. 2001

Rev. 2014

### 210.1 CONFLICT OF INTEREST—CHARTER SCHOOL BOARD MEMBERS

#### I. PURPOSE

The purpose of this policy is to observe state statutes regarding conflicts of interest for charter school board members and to engage in charter school business activities in a fashion designed to avoid any conflict of interest or the appearance of impropriety.

#### II. GENERAL STATEMENT OF POLICY

The policy of the charter school board is to conform with statutory conflict of interest laws and act in a manner that will avoid any conflict of interest or the appearance thereof.

#### III. CONFLICTING BUSINESS RELATIONSHIPS

- A. An individual is prohibited from serving as a member of the board of directors of a charter school if the individual, an immediate family member, or the individual's partner is a full or part owner or principal with a for-profit or nonprofit entity or independent contractor with whom the charter school contracts, directly or indirectly, for professional services, goods, or facilities. An individual is prohibited from serving as a board member if an immediate family member is an employee of the school. A violation of this prohibition renders a contract voidable at the option of the Commissioner of Education (Commissioner) or the charter school board of directors. A member of a charter school board of directors who violates this prohibition is individually liable to the charter school for any damage caused by the violation. An individual may serve as a member of the board of directors if no conflict of interest under this paragraph exists.
- B. No member of the board of directors, employee, officer, or agent of a charter school shall participate in selecting, awarding, or administering a contract if a conflict of interest exists. A conflict exists when: (1) the board member, employee, officer, or agent; (2) the immediate family of the board member, employee, officer, or agent; (3) the partner of the board member, employee, officer, or agent; or (4) an organization that employees, or is about to employ, any individual in clauses (1) to (3), has a financial or other interest in the entity with which the charter school is contracting. A violation of this provision renders the contract void.
- C. Any employee, agent, or board member of the authorizer of a charter school who participates in the initial review, approval, ongoing oversight, evaluation, or the charter renewal or nonrenewal process or decision is ineligible to serve on the board of directors of a school chartered by that authorizer.
- D. The charter school board member conflict of interest provisions do not apply to compensation paid to a teacher employed as a teacher by the charter school or a teacher who provides instructional services to the charter school through a cooperative formed under Minn. Stat. Ch. 308A when the teacher also serves on the charter school board of directors.

## Board Policy

- E. A charter school board member, employee, or officer is a local official with regard to the receipt of gifts. A board member, employee, or officer must not receive compensation from a group health insurance provider.

Legal References:     Minn. Stat. § 10A.071, Subd. 1 (Certain Gifts by Lobbyists and Principals Prohibited)  
                              Minn. Stat. § 124E.07 (Board of Directors)  
                              Minn. Stat. § 124E.14 (Charter Schools; Conflicts of Interest)  
                              Minn. Stat. § 471.895 (Certain Gifts by Interested Persons Prohibited)

### **Minnesota Statute 124E.14 CONFLICTS OF INTEREST.**

- (a) No member of the board of directors, employee, officer, or agent of a charter school shall participate in selecting, awarding, or administering a contract if a conflict of interest exists. A conflict exists when:
- (1) the board member, employee, officer, or agent;
  - (2) the immediate family of the board member, employee, officer, or agent;
  - (3) the partner of the board member, employee, officer, or agent; or
  - (4) an organization that employs, or is about to employ any individual in clauses (1) to (3),
- has a financial or other interest in the entity with which the charter school is contracting. A violation of this prohibition renders the contract void.
- (b) The conflict of interest provisions under this section do not apply to compensation paid to a teacher employed as a teacher by the charter school or a teacher who provides instructional services to the charter school through a cooperative formed under chapter 308A when the teacher also serves on the charter school board of directors.
- (c) A charter school board member, employee, or officer is a local official for purposes of section 471.895 with regard to receipt of gifts as defined under section 10A.071, subdivision 1, paragraph (b). A board member, employee, or officer must not receive compensation from a group health insurance provider.

## Charter School Laws

# Charter Board Law Summary

### What are the requirements for the configuration of a charter school board?

A charter school board must have at least five nonrelated members and include: (1) at least one licensed teacher employed by the charter school; (2) at least one parent or legal guardian of a student enrolled the charter school; and (3) at least one community member who is not an employee or parent with a student in the charter school.

### Who is prohibited from being on a charter school board?

An individual is prohibited from serving as a member of the charter school board if: (1) the individual, an immediate family member, or the individual's partner is a full or part owner in a business with whom the charter school contracts; or (2) an immediate family member is an employee of the school.

### Is the director considered a member of the board?

Yes. However, the director is considered an ex-officio, nonvoting member of the board. An ex-officio member is someone who gained membership by virtue of the position he or she holds instead of through an election process.

### What are the mandated duties of a charter board member?

The board is responsible for policy matters related to operating the school, including budgeting, curriculum programming, personnel, and operating procedures. This includes the adoption and approval of the charter's annual revenue and expenditure budget (Minn. Stat. 123B.77).

### What training is required of a charter board member?

All new board members must attend training in the areas on the board's role and responsibilities, employment policies and practices, and financial management. This training must be initiated within six months of taking office and completed within twelve months. Thereafter, board members must attend training on an annual basis.



## Charter School Laws

### Gift Law and Charter Board Members

In 2014, the Minnesota Legislature made the local government gift law applicable to school district officials for the first time. Specifically, the definition of local official in Minn. Stat. § 471.895, Subd. 1., includes “an elected or appointed member of a school board, a school superintendent, a school principal, or a district school officer of any independent school district.”

#### What is the gift law?

The gift law states that an “interested person” may not give a gift or request another to give a gift to a local official, and that a local official may not accept a gift from an interested person.

#### Who is an “interested person”?

An “interested person” is a “person or a representative of a person or association that has a direct financial interest in a decision that a local official is authorized to make.” The law does not require that a specific decision involving the interested person exist at the time of the gift. Accordingly, the law likely applies to anyone who might at some time financially benefit from a decision the school official may make. As a result, the law affects the actions of almost any vendor (attorneys, financial advisors, accountants, contractors, sales representatives, etc.) who is likely to have a contract or financial arrangement with a school district.

#### What is considered a gift?

A “gift” is defined to include “money, real or personal property, a service, a loan, a forbearance or forgiveness of indebtedness, or a promise of future employment, that is given and received without the giver receiving consideration of equal or greater value in return.” In short, a gift is almost anything of value that might be given to a local official.

#### Do exceptions to the law exist?

Yes, the law has a lengthy list of exceptions.

- Political contributions
- Services of insignificant monetary value
- A plaque or memento recognizing individual service
- A trinket costing \$5 or less
- Informational material
- Meals at a reception when speaking
- Gifts from family members
- Gifts given out at a conference for a national or multi-state organization of government officials

## Charter School Laws

### Open Meeting Law Summary

Minnesota's Open Meeting Law (OML) (M.S. Ch. 13D) requires all school board meetings to be open to the public with few exceptions. It also seeks to balance the public's interest in witnessing the deliberations of public officials with the government's need to manage its operations efficiently.

#### What is the purpose of the OML?

The Minnesota Supreme Court has expressed three purposes of the open meeting law:

1. To prohibit "secret meetings" where the public cannot witness improper influences or understand the board's decisions;
2. To ensure the public stays informed about board decisions; and
3. To provide members of the public with an opportunity to express their views to a public body.

#### What are the limits of an open meeting?

While one of the purposes of the OML is to allow the public to provide the school board with input, this interaction is not unlimited. The public does not need to be given an opportunity to interact with the board at every meeting. The board gets to decide the time, place, and manner of the public's input.

*School Board meetings are meetings in the public, not the public's meeting.*

#### When does the OML apply?

In general, all meetings of the public body (school board) must be open to the public. Few exceptions exist including: (1) a meeting of fewer than a quorum of the full board (unless it is an official board committee); and (2) social gatherings where no board business is discussed.

#### What is a meeting?

A meeting is generally any time a public body meets to receive, discuss, or decide on information relating to their official business and includes official board committee and subcommittee meetings that discuss or influence official business. The OML also requires that the public is given proper notice of meetings and that a quorum of the full board is present before a meeting can take place.

## Charter School Laws

### What is a quorum?

A quorum is a majority of the board's members, excluding ex-officio members. A majority is half of the members plus one or half of members rounded up.

### What is a serial meeting? How can it be avoided?

A serial meeting is a series of communications on the same subject between less than a quorum of the board that, when complete, includes a majority of the board. Example - Board Chair Leah speaks to Member Bob about a new playground. Then Member Bob talks to Treasurer Carl about the playground. If this were a five-person board, we now have a quorum of the board talking about board business out of the eyes of the public. This violates the OML. Members should be especially wary of serial meetings when communicating by phone, email, and social media. Tips to avoid serial meetings: (1) try not to discuss board business outside of official meetings; (2) attempt to keep communication one-way; (3) stick to one-on-one conversations with other board members; and (4) don't share opinions on items up for a vote on a social media site where other members can reply to it.

### What is the board required to provide the public?

In addition to providing proper notice and having a quorum, one copy of all printed materials relating to the agenda must be available to the public at the meeting. Documents "relating to the agenda" include all written information sent to the board before a meeting or distributed to the board during a meeting. If these documents contain private or confidential data, the data must be redacted.

### What are the penalties for violating the OML?

For an intentional violation of the OML, board members may be subject to personal liability in the form of a civil penalty, or fine, up to \$300. If a board member intentionally violates the OML three or more times, he/she forfeits the right to serve on the board. In addition, the court may order a member who intentionally violates the OML to pay a plaintiff reasonable costs, disbursements, and attorney fees up to \$13,000. It should be noted, however, that the court will not reverse any actions taken by the board during the meeting where the violation occurred.

## Charter School Laws

### Notice for Board Meetings

#### Regular Meetings

Regular meetings of the school board are held according to an established schedule. The schedule must be kept on file at the charter school office. No additional notice required unless the day, time, or place of the regular meeting is changed. Minn. Stat. § 13D.04, Subd. 1.

#### Special Meeting

The board may hold a special meeting to conduct business as needed. A special meeting can provide extra time for presentations, such as review of building-level outcomes, or to deal with an issue that arises but is not likely to be ongoing. A special meeting requires three days' (72 hours') notice (posted on the charter school's principal bulletin board and either published in the official newspaper or mailed/delivered to those persons requesting notice) of the date, time, place, and purpose of the meeting. Board discussion and action must fall within the posted purpose of the meeting. Minn. Stat. § 13D.04, Subd. 2.

#### Emergency Meeting

The board may hold an emergency meeting called to deal with a situation that requires immediate board consideration and probably action, such as response to a school fire, a school safety issue, etc. The board determines when an emergency meeting is needed. Good faith effort must be made to notify the news media that have requested notice in the same manner as notice is given to board members. If the situation allows for a 3-day notice, hold a special meeting. Minn. Stat. § 13D.04, Subd. 3.

#### Other commonly used titles of meetings

**Business:** At business meetings, boards take action on policies, contracts, bid awards, personnel appointments, etc. A business meeting may be a regular, a special, or an emergency meeting.

**Work or Study Session:** A work or study session is a meeting of the board with selected staff or presenters to study and discuss in depth matters which potentially will come before the board. This meeting may be a regular or a special meeting.

**Retreat/Workshop:** This is a leadership team meeting for school board members and the director, often led by a professional facilitator and dealing with evaluation and development issues. This is usually a special meeting.

**Committee:** School board committee meetings are covered by the OML. Other committee meetings that include school board members also may be covered by the OML. Minn. Stat. § 13D.01, Subd. 1.

# Charter School Laws

## Closed Meetings

Boards may meet in a closed session in certain, very specific situations provided for in state law. A closed meeting may be part of a regular, special, or emergency meeting. Most meetings must be electronically recorded.

### A school board **MAY** close . . .

1. **Sessions Closed by the Bureau of Mediation Services** (Minn. Stat. § 179A.14, Subd. 3). All negotiations, mediation sessions, and hearings between the school board and its employees or their respective representatives are public meetings except when otherwise provided by the Commissioner of the Bureau of Mediation Services (BMS) or when another exception applies. If BMS closes the meeting, no recording is allowed. Minn. Rules 5510.2810, Subp. 5.
2. **Employee Evaluations** (Minn. Stat. § 13D.05, Subd. 3(a)). A school board may close a meeting to evaluate the performance of an individual who is subject to its authority. The school board must identify (and notify) the individual to be evaluated before closing the meeting. The employee can request the meeting be open. If the evaluation is closed, at the next open meeting, the school board must give a detailed summary of its conclusions regarding the evaluation.
3. **Attorney-Client Privilege** (Minn. Stat. § 13D.05, Subd. 3(b)). The school board may close a meeting to consult with the school board's attorney on pending litigation or litigation that appears imminent (not just threatened). If the attorney is not present, the meeting cannot be closed. The school board must describe the subject to be discussed before closing a meeting. This closed meeting does not have to be recorded.
4. **Security Issues** (Minn. Stat. § 13D.05, Subd. 3(d)). The school board may close a meeting to discuss issues, other than financial, related to security. Meetings may be closed to receive security briefings and reports, to discuss issues related to security systems, to discuss emergency response procedures and to discuss security deficiencies in or recommendations regarding public services, infrastructure, and facilities, if disclosure of the information discussed would pose a danger to public safety or compromise security procedures or responses.

### A school board **MUST** close . . .

1. **Discussion of Not Public Data** (Minn. Stat. § 13D.05, Subd. 2(a)). The school board must close a meeting to discuss certain data that is not public. Any portion of a meeting must be closed if the following types of data are discussed: (a) data that would identify alleged victims or reporters of criminal sexual conduct, domestic abuse, or maltreatment of minors or vulnerable adults; (b) active criminal investigation data; (c) student educational data (personally identifiable and not directory information), (d) health data, medical data, welfare data, or mental health data; (e) an individual's medical records. These closed meetings must be electronically recorded at the expense of the school district. The recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

## Charter School Laws

2. **Discussion of Preliminary Consideration of Allegations or Charges** (Minn. Stat. § 13D.05, Subd. 2 (b)). The school board must close a meeting to discuss preliminary consideration of allegations or charges against a school district employee. The employee can request the meeting be open.
3. **Dismissal of a Licensed Teacher** (Minn. Stat. § 122A.40, Subd. 14). A hearing on the dismissal of a licensed teacher must be closed unless the teacher requests it to be open. If this hearing is closed, it must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.
4. **Student Expulsion Hearing** (Minn. Stat. § 121A.47, Subd. 5). A hearing on dismissal of a student pursuant to the Pupil Fair Dismissal Act must be closed unless the pupil, parent, or guardian requests an open hearing. If a student dismissal hearing is held before the school board and is closed, this closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting.

## Meetings by Electronic Means

### Meetings Conducted by Interactive TV

A member may participate in a board meeting by interactive television so long as:

1. all members of the board can see and hear one another;
2. there is at least one member present at the regular meeting location;
3. each location is accessible to the public; and
4. at least three days before the meeting, a posting is made stating the name and location of the members who will be away.

### Meetings by Telephone

A board may participate in a board meeting by telephone so long as:

1. the director determines that an in-person meeting is not practical because of a health pandemic or an emergency declared by the governor;
2. all members of the board can hear one another;
3. all members of the public present at the regular meeting location can hear all members of the board;
4. at least one member of the board or the director is present at the regular meeting location, if feasible; and
5. all votes are conducted by roll call.

### Use of Social Media

The use of social media does not violate the OML so long as the use is limited to exchanges with all members of the general public. Email is not considered social media.

## Charter School Laws

### Other Good to Know Laws

#### Quorum of Public School Boards; Minn. Stat. § 123B.09

A majority of the voting members of the board shall constitute a quorum. No contract shall be made or authorized, except at a regular meeting of the board or at a special meeting at which all members are present or of which all members have had notice. Special meetings may be called by the chair or clerk or any three members upon notice mailed to each member at least three days prior thereto.

#### Time Off for Public Office Meetings; Minn. Stat. § 211B.10

A person elected to a public office must be permitted time off from regular employment to attend meetings required by reason of the public office. The time off may be without pay, with pay, or made up with other hours, as agreed between the employee and employer. When an employee takes time off without pay, the employer shall make an effort to allow the employee to make up the time with other hours when the employee is available. No retaliatory action may be taken by the employer for absences to attend meetings necessitated by reason of the employee's public office.

#### Board Members' Right to Employment; Minn. Stat. § 123B.195

A school board member may be newly employed or may continue to be employed by a school district as an employee only if there is a reasonable expectation at the beginning of the fiscal year or at the time the contract is entered into or extended that the amount to be earned by that officer under that contract or employment relationship will not exceed \$8,000 in that fiscal year. Notwithstanding section 122A.40 or 122A.41 or other law, if the officer does not receive majority approval to be initially employed or to continue in employment at a meeting at which all board members are present, that employment is immediately terminated and that officer has no further rights to employment while serving as a school board member in the district.

#### Charter School - Traditional School Collaboration; Minn. Stat. § 124E.08

A charter school board may voluntarily enter into a two-year, renewable collaboration agreement with a school district in which the charter school is geographically located to enhance the achievement of the students in the district and the students in the charter school. A school district does not need to be either an approved authorizer or the authorizer of the charter school to enter into a collaboration agreement under this section. Nothing in this section or in the collaboration agreement may impact in any way the authority or autonomy of the charter school.

## Charter School Laws

### Admission Requirements and Enrollment; Minn. Stat. § 124E.11

A charter school program may limit admissions to: pupils within an age group or grade level; residents of a specific geographic area in which the school is located. A charter school, program shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. The charter school must develop and publish, including on its website, a lottery policy and process that it must use when accepting pupils when applications reach compacity.

### Employment of Teachers; Minn. Stat. § 124E.12

A charter school must employ or contract with necessary teacher, who hold valid licenses to perform the particular service for which they are employed in the school. The commissioner may reduce the charter school's state aid if the school employs a teacher who is not appropriately licensed.

### Employment of Administrators; Minn. Stat. § 124E.12

A person without a valid administrator's license may perform administrative, supervisory, or instructional leadership duties. 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.

### Annual Reports; Minn. Stat. § 124E.16

A charter school must publish an annual report approved by the board of directors. The annual report must at least include information on school enrollment, student attrition, governance and management, staffing, finances, academic performance, innovative practices and implementation, and future plans. A charter school may combine this report with the reporting required under section 120B.11 governing the world's best workforce. A charter school must post the annual report on the school's official website. A charter school also must distribute the annual report by publication, mail, or electronic means to its authorizer, school employees, and parents and legal guardians of students enrolled in the charter school. An authorizer must submit an annual public report in a manner specified by the commissioner by January 15 for the previous school year ending June 30 that shall at least include key indicators of school academic, operational, and financial performance.



## Charter School Laws

### Data Privacy

Charter schools must abide by federal and state data privacy requirements pertaining to staff and to students. Here is a summary of these requirements, adapted from MSBA/MASA Model Policies and informed by input from the MSBA's legal counsel.

- A. Charter school employees, as public employees, have legal rights to data privacy including the following:
1. right to privacy of personnel data as provided by Minn. Stat. § 13.43 (Personnel Data);
  2. right to consideration by the school board of certain data treated as not public as provided in Minn. Stat. § 13D.05 (Open Meeting Law), Subdivision 1d. This section of the law outlines circumstances in which closed meetings can be held. Use and discussion of private personnel data at school board meetings is inherently delicate and oftentimes subject to a level of uncertainty and difficulty. As a general rule, meetings may not be closed to discuss private data, including personnel data, except under very particular circumstances provided in the referenced statute. The law states that data that are not public data may be discussed at a meeting subject to this section without liability or penalty, if the disclosure relates to a matter within the scope of the public body's authority and is reasonably necessary to conduct the business or agenda item before the public body. There are also very specific procedural requirements that must be observed when a closed meeting is held.
- B. Charter school students have a legal right to privacy related to matters including, but not limited to, the following:
1. right to a private hearing, Minn. Stat. § 121A.47, Subd. 5 (Student dismissal hearing);
  2. right to privacy of educational data, Minn. Stat. § 13.32 (Educational Data); 20 U.S.C. § 1232 FERPA);
  3. right to privacy of complaints as provided by child abuse reporting and discrimination laws, Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors) and Minn. Stat. Ch. 363A (Minnesota Human Rights Act).
- C. Each school board must designate what student information is directory information. "Directory information" means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. Directory information may include, but is not limited to: the student's name; address; telephone listing; date and place of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; the most recent previous educational agency or institution attended; and name, address, and telephone number of the student's parents. Directory information does not include personally identifiable data which references religion, race, color, social position, or nationality. The school must annually notify parents as to what is designated directory information; this information can be released to the public unless a parent requests that it not be released.

A school board may choose not to designate some or all of the enumerated information as directory information. This is an important policy decision for the local school board which must balance student privacy rights against public disclosure.

# Charter School Laws

## Public Employee Data

The following information on current and former employees, including volunteers and independent contractors, is public (Minn. Stat. §13.43, Subd. 2(a)):

1. name;
2. employee identification number, which may not be the employee's social security number;
3. actual gross salary;
4. salary range;
5. terms and conditions of employment;
6. contract fees;
7. actual gross pension;
8. the value and nature of employer-paid fringe benefits;
9. the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary;
10. job title;
11. bargaining unit;
12. job description;
13. education and training background;
14. previous work experience;
15. date of first and last employment;
16. the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action;
17. the final disposition of any disciplinary action, as defined in Minn. Stat. § 13.43, Subd. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the school district; (if a public official [superintendent, principal, business manager, human resource director, athletic director, CFO, director, comparable positions in charter schools] resigns while a complaint or charge is pending, all relative data are public unless an active investigation would be jeopardized or confidential sources revealed)
18. the complete terms of any agreement settling any dispute arising out of the employment relationship, including superintendent buyout agreements, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money, and such agreement may not have the purpose or effect of limiting access to or disclosure of personnel data or limiting the discussion of information or opinions related to personnel data;
19. work location;
20. work telephone number;
21. badge number;
22. work-related continuing education;
23. honors and awards received; and
24. payroll time sheets or other comparable data that are used only to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.

## Charter School Laws

### Public Data on Applicants for Employment

The following information on applicants for employment is public (Minn. Stat. § 13.43, Subd. 3): veteran status; relevant test scores; rank on eligible list; job history; education and training; work availability; and name, once selected for an interview.

### Public Student Data

The following information on students is public if the school district where the student is enrolled has classified it as directory information (and there has not been a request to keep it private after notice to the parents/eligible student) (Minn. Stat. § 13.32; 20 U.S.C. § 1232g et seq.):

1. name;
2. address;
3. telephone listing;
4. electronic mail address;
5. photograph;
6. date and place of birth;
7. major field of study;
8. dates of attendance;
9. grade level;
10. enrollment status (i.e. full-time or part-time);
11. participation in officially recognized activities and sports;
12. weight and height of members of athletic teams;
13. degrees, honors and awards received;
14. the most recent educational agency or institution attended; and
15. the name, address and telephone number of the student's parent(s).

### Public Data on Appointed Officials

The following data on all applicants for appointment to a public body are public (Minn. Stat. § 13.601, Subd. 3):

Name, city of residence (except where the appointment has a residency requirement that requires the entire address to be public), education and training, employment history, volunteer work, awards and honors, prior government service or experience; any data provided (required or voluntary) in an application to a multimember agency pursuant to Minn. Stat. § 15.0597; and veteran status.

Once an individual has been appointed to a public body, the following additional items of data are public: residential address; either a telephone number or electronic mail address (or both at the appointee's request); first and last dates of service on the public body; the existence and status of any complaints or charges against an appointee; and, upon completion of an investigation of a complaint or charge against an appointee, the final investigative report is public, unless access to the data would jeopardize an active investigation. Any e-mail address or telephone number provided by a public body for use by an appointee is public.

### Public Data on Elected School Board Members

Unless school board members have decided to be considered employees for purposes of data practices, all government data about them is presumed public. Common examples are the information included on the affidavit of candidacy for school board and an e-mail address or telephone number provided by a school district for use by a school board member.

## Major Educational Organizations

### **Minnesota School Boards Association**

Kirk Schneidawind, Executive Director  
1900 W. Jefferson Avenue  
St. Peter, MN 56082  
Phone: 800-324-4459; 507-934-2450  
Fax: 507-931-1515  
[www.mnmsba.org](http://www.mnmsba.org)

### **Minnesota Department of Education**

Mary Cathryn Ricker,  
Commissioner 1500 Highway 36 W.  
Roseville, MN 55113  
Phone: 651-582-8200  
<http://education.mn.gov>

### **Minnesota Association of School Administrators**

Gary Amoroso, Executive Director  
1884 Como Avenue  
St. Paul, MN 55108  
Phone: 651-645-6272  
[www.mnasa.org](http://www.mnasa.org)

### **Minnesota Association of Secondary School Principals**

David Adney, Executive Director  
2 Pine Tree Drive, Ste. 380  
Arden Hills, MN 55112  
Phone: 612-361-1510  
[www.massp.org](http://www.massp.org)

### **Minnesota Professional Educator Licensing and Standards Board**

Alex Liuzzi, Executive Director  
1021 Bandana Blvd. E., Ste. 222  
St. Paul, MN 55108  
Phone: 651-539-4200  
<http://mn.gov/pelsb>

### **Education Minnesota**

Denise Specht, President  
41 Sherburne Avenue  
St. Paul, MN 55103  
Phone: 651-227-9541  
[www.educationminnesota.org](http://www.educationminnesota.org)

### **Minnesota Elementary School Principals' Association**

Jon Millerhagen, Executive Director  
1970 Oakcrest Avenue, Ste. 204  
Roseville, MN 55113  
Phone: 952-297-8670  
[www.mespa.net](http://www.mespa.net)

### **Minnesota Association of Charter Schools**

Eugene Piccolo, Executive Director  
161 St. Anthony Avenue, Ste. 1000  
St. Paul, MN 55103  
Phone: 651-789-3090  
[www.mncharterschools.org](http://www.mncharterschools.org)

## Glossary Of Educational Terms

**Accounts** - In school budgeting and finance, the category of revenue or expenditure within a fund for various functions or activities.

**Achievement Gap** - Persistent differences in achievement among different groups of students as indicated by scores on standardized tests.

**ADA - Average Daily Attendance** - Attendance Days (or hours) divided by Instructional Days (or hours).

**ADAAA - Americans with Disabilities Act Amendments Act of 2008** – Federal legislation protecting disabled employees from employer discrimination.

**Ad hoc** - Established for a particular purpose without reference to wider or permanent applications, such as "ad hoc" committees or "ad hoc" policy.

**ADM - Average Daily Membership** - The sum for all pupils of the number of days of the school year each pupil is enrolled divided by the number of days the schools are in session.

**ALC - Alternative Learning Center (state approved)** - Must operate year round (school year starts in June) and serve at-risk students from two or more districts (except for Minneapolis, St. Paul, and Duluth). Students must have a CLP (Continual Learning Plan) and can generate more than 1.0 ADM when membership exceeds statute minimums (refer to "LYPS"); can apply to provide an independent study component.

**ALP - Alternative Learning Program (state approved)** - These schools serve at-risk students year round or during a traditional school year. Students must have a CLP and can generate more than 1.0 ADM, up to 1.2, when instruction time exceeds statute minimums (refer to "LYPS"). They can apply to provide an independent study program. An ALP is not eligible to apply for Target Services programs.

**Alternative Assessment** - Measures a student's knowledge and mastery by having him/her exhibit through projects, essays, tasks, etc., rather than relying solely on the more traditional assessment which encourages students to memorize facts.

**Alternative Calendar** - Any calendar that varies from the traditional calendar. Year-round education is an alternative calendar.

**Alternative Compensation** - A method of pay for teachers which either supplements or replaces the traditional "steps and lanes."

**AMCPU - Adjusted Marginal Cost Pupil Unit** - The greater of the total of weighted average daily membership for the current school year multiplied times .77 plus the total of the weighted average daily membership for the prior school year multiplied times .23, or the actual current weighted average daily membership count.

**ANTC - Adjusted Net Tax Capacity** - The property value used for calculating most school taxes. ANTC is determined by equalizing differences in tax capacities by property type in different counties. This equalization process compares market values to actual sales and is intended to neutralize the effect of differing assessment practices. Also, the ANTC reflects the application of the classification rates to the market value of property.

**AP - Advanced Placement or IB - International Baccalaureate** - Opportunity offered to earn college credits for high school students.

**APU - Adjusted Pupil Units** - A weighted count of pupils used to determine revenue in many funding formulas. Kindergarten through sixth grade students are weighted 1.0 pupil units. Students in grades 7-12 are weighted 1.2 pupil units.

**At-Risk** - Students who meet the statute-defined criteria (M.S. 124D.68).

**Audit** - Formal examination and verification of financial accounts. May also refer to a program examination and verification of results.

**AYP - Adequate Yearly Progress** - A measure of academic progress that school districts are required to make under NCLB.

**Barrier-free** - Elimination of architectural barriers in educational facilities to allow disabled persons to easily enter, move about, and use those facilities.

**BCA - Bureau of Criminal Apprehension** - State agency which provides districts with criminal background checks.

**Bid** - An offer, usually written, to furnish materials or services for a specified sum of money in accordance with the terms of a contract proposal.

**Bill** - Form or draft of a proposed law presented to a legislature.

**BMS - Bureau of Mediation Services** - State agency which provides mediation and arbitration services.

**Bond** - Written promise, generally under seal, to pay a specified sum of money (face value) at a fixed time in the future (date of maturity) and carrying interest at a fixed rate, usually payable periodically; often used by school districts to raise construction money.

**Career Education** - Organization of the curriculum (K-12) so that a student will receive appropriate information and opportunity for training about or in the world of work; does not necessarily imply attendance at an occupational or skill center.

**Case Load** - Various meanings that generally refer to the number of students for whom the teacher is the IEP manager.

**Categorical Aid** - Educational support funds provided from a higher governmental level and specifically limited to (earmarked for) a given purpose; e.g., special education, transportation, or vocational education.

**Child Count** - The name applied to the federal reports that generate federal special education dollars; a count of all students who have IEPs or IFSPs on December 1 of any given year (also referred to as the "Unduplicated Child Count").

**Class Load (size)** - Total number of classes or pupils taught by a teacher.

**CLP** - Continual Learning Plan - All students enrolled in an ALC, ALP, or other LYPS need to have a CLP that addresses their educational goals for the year. It must be updated annually.

**Collective Bargaining** - The process used by an organized group of union employees and their employers to make offers and counter-offers for the purposes of reaching a mutually acceptable written Agreement.

**Committee** - Group chosen to provide the school board with a recommendation on an education-related program or issue.

**Community Expert** - A nonlicensed individual from the "community" who teaches in a public or charter school on a limited basis – the Minnesota Board of Teaching must approve the application of each nonlicensed community expert.

**Comparable Worth** - State law (M.S. 471.911) requiring every political subdivision to establish equitable compensation relations among its employee groups (a.k.a. "Minnesota Pay Equity Act").

**Competency-Based Education** - An organized system of teaching and learning to ensure mastery of prescribed skills and behaviors.

**Developmental Delay** - A "Primary Disability Classification" effective FY00, which can be reported for students through age six as of September 1.

**Dual Enrolled** - Senior high level students who are full-time at the high school and receive ALC instructional services outside the normal high school day and year, i.e., summer and after school. Both report the instructional time it provides to the student. A senior high school student may be enrolled in a post-secondary class or program.

**Due Process (Procedural)** - An orderly, established process for arriving at an impartial and just settlement of a conflict between parties which entails the elements of notice and fair hearing (most often used in relationship to discipline).

**Due Process (Substantive)** - Basic legality of legislative enactments such as rules and regulations for students and staff. Must follow basic guidelines of legality, sufficient specificity, reason and sensibleness, adequate dissemination, and appropriate penalties.

**E-Rate** - The universal service Schools and Libraries Program, commonly known as "E-rate," provides discounts of up to 90% to help eligible schools and libraries in the United States obtain affordable telecommunications and internet access. The program is intended to ensure that schools and libraries have access to affordable telecommunications and information services.

**ECFE - Early Childhood Family Education** - Programming provided through Minnesota public school districts for families with children between the ages of birth to kindergarten entrance. ECFE is based on the idea that the family provides a child's first and most significant learning environment and parents are a child's first and most important teachers.

**ECSE - Early Childhood Special Education** - A term used both as a grade classification of an individual student, i.e., a pre-kindergarten student (from birth to kindergarten) who has either an IEP/IFSP or who has received assessment for special education.

**Education District** - Formed by school districts to increase educational opportunities for pupils by increasing cooperation and coordination between school districts and post-secondary institutions; education boards must be comprised of board members who are currently serving on the local school boards of the participating districts.

**Elective** - Any of a number of non-required studies from which a student is allowed to select.

**EL** - English Learner commonly refers to students for which English is not their primary language.

**Employee Benefits** - Compensation in addition to regular salary provided to an employee which may include such benefits as health insurance, life insurance, leaves of absence, and retirement contributions.  
**ESL** - English as a Second Language - Bilingual education or limited English proficiency.

**Equity** - A commitment to ensure that every student receives what he or she needs to succeed. (*Excellence Through Equity*: Blankstein/Noguera 2015)

**ESL - English as a Second Language** - Bilingual education or limited English proficiency.

**ESSA - Every Student Succeeds Act** - The nation's latest pre-kindergarten through grade 12 education law, was signed into law in December 2015. ESSA is the newest version of the 50-year-old federal Elementary and Secondary Education Act and replaces the 2001 reauthorization known as No Child Left Behind. ESSA emphasizes equity and gives states and schools more latitude to innovate, while maintaining a focus on accountability and an emphasis on state and local systems of improvement (MDE, 2016).

**Extended Time Revenue** - This revenue may be used for extended day programs, extended week programs, summer school, and other programming authorized under the learning year program.

**FMLA - Family and Medical Leave Act** - Federal law which allows eligible employees of covered employers to take unpaid, job-protected leave for specified reasons.

**FTE - Full-Time Equivalent** - The amount of employed time required in a part-time position expressed in proportion to that required in a full-time position with "1.0" representing one full-time position. FTE may be expressed as a percentage or as a fraction and is derived by dividing the amount of employed time required in the part-time position by the amount of employed time required in a corresponding full-time position.

**FY - Fiscal Year** - A 12-month period between settlements of financial accounts. The school district fiscal year runs from July 1 through June 30. For example, fiscal year 2007 is equivalent to the 2006-2007 school year (July 1, 2006 - June 30, 2007).

**General Education Revenue** - General education revenue is the primary formula for providing general operating funds to school districts and charter schools and is composed of basic general education revenue; extended time revenue; declining pupil revenue; local optional revenue; gifted and talented revenue; basic skills revenue, including EL and compensatory revenue; sparsity revenue; operating capital; equity revenue; small schools revenue; and transition revenue.

**Graduation Requirements** - The Minnesota Legislature has established standards for curriculum and assessments the public school districts must provide and students must attain in order to graduate from a MN secondary school. These requirements may be updated annually. For a complete and current definition of the requirements, refer to M.S. 120B.

**Grievance** - A written complaint by an employee that a provision of the collective bargaining agreement under which he/she is working has been violated.

**Grievance Arbitration** - Final step in a grievance procedure which is binding on both the public employer and the grievant(s) and which is used to determine if a violation, misapplication, or misinterpretation of an existing Agreement or established past practice has occurred.



**Heterogeneous Grouping** - Grouping of students without regard for ability so that wide ranges of academic ability will be present.

**Homebound Instruction** - Individual teaching in a child's home by an itinerant teacher; for education of the disabled and for students unable to attend school due to illness or other reasons.

**Homeschool** - Minnesota provides for parents to educate their children at home. Parents and the resident school district must perform an extensive list of tasks in order to satisfy the requirements of a homeschool. Homeschools may be eligible for a limited amount of state aid.

**Homogeneous Grouping** - Grouping students based on one or more common characteristics – most often, academic ability – and a “tracking system” is usually developed.

**IEP - Individualized Education Program** - A program that defines the individualized objectives of a child identified as having a disability and who is receiving special education services.

**IFSP - Individual Family Service Plan** - An IEP for very young children involving other agencies in addition to education.

**In-service Education** - General term used to describe the efforts to promote the professional growth and development of employees while on the job.

**Interdisciplinary** - Instructional process which combines information from two or more subjects or creates a team situation that allows teachers with different academic disciplines to plan a teacher-learning program.

**Interest Arbitration** - Process, binding on both the public employer and the particular union, by which an arbitrator resolves unsettled points of contention in the collective bargaining process.

**Job Description** - A written statement of the various duties, equipment, working conditions, responsibilities, and other essential factors concerned with a job and usually based on the requirements and training the employee must possess in order to qualify for employment.

**LD - Learning Disabilities** - One or more deficiencies exhibited by a child in the essential learning processes of perception, conceptualization, language, memory, attention, impulse control, or motor function.

**LEA - Local Education Agency** - An educational agency at the local level which exists primarily to operate schools or to contract for education services. LEAs may/may not be coterminous with county, city, or town boundaries, and the term is used synonymously with the terms, “school district,” “school system,” and “local basic administrative unit.”

**Lesson Plan** - A teaching outline of the important points of a lesson arranged in the order in which they are to be presented; may include objectives, points to be made, questions to ask, references to materials, assignments, and evaluation methods or tools.

**Levy** - (Verb) to impose property taxes or special assessments on property. (Noun) the total of property taxes or special assessments on property imposed by a governmental unit.

**License** - Authority granted by the state to individuals to practice an occupation or profession after successfully meeting specific requirements.

**LLA - Last Location of Attendance** - A MARSS code indicating where a student was last enrolled and included in every student record.

**LYPS - Learning Year Program Site** - State-approved programs that agree to operate on a year-round basis; students must have a CLP and generate more than 1.0 ADM when they generate membership hours which are the greater of (a) the locally defined core school year, or (b) the minimum number of instructional hours required by statute.

**Mainstreaming** - Moving disabled children from their segregated status in special education classes and integrating them into the regular classroom.

**MARSS - Minnesota Automated Reporting Student System.**

**Master Teacher/Mentor** - One who possesses considerable skill in teaching; selected to serve as supervising teacher or leader of a team when team teaching occurs.

**MDE - Minnesota Department of Education.**

**Media Center** - The information hub for the school (previously referred to as "the library").

**Mediation** - A non-binding, informal attempt by a third party to help settle an employment dispute through advice or suggestions but without specific public recommendations.

**Mentor** - An adult who serves in an advising, helping, listening, or tutoring capacity to another individual.

**Minnesota Academic Standards** - Five core academic content standards areas: language arts, math, science, social studies, and arts.

**Multi-Age Grouping** - Grouping students into classes across grade levels; for example, having students from kindergarten and first grade in a class together, not as a traditional combination class, but focusing instead on teaching to their ability and skill level rather than their age.

**Multi-Cultural Sensitivity** - Sensitivity to different cultures and ways of thinking and acting.

**NCES - National Center for Education Statistics** - A federal agency to which the MDE supplies data to be used for comparing states.

**Non-Operating Funds** - Building construction fund, debt redemption fund, trust and agency fund.

**OCR - Office for Civil Rights** - A federal agency to which the state provides gender and race/ethnic student and staff data on behalf of districts using MARSS data, STARS data, and supplemental data.

**On-Line Learning** - An interactive course or program that delivers instruction to a student by computer, is combined with traditional delivery methods that include frequent student assessment and may include actual teacher contact time, and meets or exceeds state academic standards.

**Open Enrollment - Enrollment Options** - Various legislative-enacted programs that allow students to attend a district other than the district of residence or a post-secondary institution without paying tuition charges.

**Open Meeting Law** - State statute governing an elected board's ability to conduct meetings in public or in private. M.S. 13D

**Operating Funds** - General fund, food service fund, pupil transportation fund, community services fund.

**Outcome-Based Education** - Aligning the curriculum, instruction, and student assessment to objectives or goals for student knowledge, skill, or effect which have been clearly defined; students progress as they master these outcomes rather than by time or age factors.

**P-20** – Reference to all education of students from preschool, elementary, secondary and post-secondary.

**Paraprofessional** - A non-certified individual who assists teachers with non-teaching tasks (also called a “para,” a “teacher aide,” or a “classroom aide”).

**Part C** - A reference to a federal law previously referred to as “Part H” and refers to children ages birth through age two who have IFSPs.

**Part-Time** - A reference to any student enrolled for less than full-time (“full-time” is defined by the school’s calendar) and any student who is released from attending the entire day at the high school level and is not considered to be absent or, for purposes of dual enrollment, has more than 60 minutes in study hall (part-time students who are also enrolled in an ALC or ALP are reported only by the ALC/ALP).

**Performance-Based Education** - A type of alternative assessment by which students demonstrate what they know and are able to do using non-traditional tests.

**Policy** - Statement adopted by a school board or an administrative agency outlining principles to be followed with respect to specific matters; usually requires rules or regulations to be formulated for its implementation, and is broad enough to provide for administrative decisions regarding the manner in which it shall be implemented, although its implementation in some manner is mandatory.

**Pre-K** - Classroom-based preschool for children.

**Private Contract Alternative** - Non-public schools with which a public school district has contracted to provide instructional services to at-risk students.

**Procedure** – A series of steps followed in a regular order. Sometimes found in policy.

**Public Employment Labor Relations Act (PELRA)** - Minnesota Statute (Chapter 179A) governing public sector collective bargaining.

**Public Law 94-142** - A federal law that ensures access to public educational opportunities to disabled persons, ages 3-21.

**Pull-Out Program** - A state-approved ALC program in which elementary and middle/junior high students are “pulled out” of the regular classrooms and instructional services are provided by the ALC.

**Pupil-Teacher Ratio** - Average number of pupils per teacher in a system or school.

**PU - Pupil Units** - See APU (Adjusted Pupil Units)

**Q-Comp** - Additional revenue to be used for teacher compensation provided to districts which have an MDE-approved agreement between the school board and teachers’ union (also known as the “Alternative Teacher Professional Pay System” or “ATPPS”).

**Quorum** - Minimum number of board members required to hold a meeting.

**Regulations** - Detailed directions developed by the administration to put policy into practice by telling how, by whom, where, and when things are to be done.

**RMIC - Regional Management Information Center** - A center that assists districts in processing student, staff, and finance data for local and state reporting purposes (formerly referred to as "ESV Regions").

**Rubber-Stamp Board** - A board that does not appear to study or make its own decisions and instead agrees to whatever administration recommends.

**Sabbatical Leave** - A leave of absence with full or partial compensation to be used for self-improvement.

**School Vouchers** - Educational monies distributed directly to parents for their use in selecting schools, either public or private.

**School Within a School** - A state-approved ALC program through which at-risk elementary and middle/junior high students receive ALC services during at least 25% of their school day.

**Service Cooperative** - A regional organization governed by currently seated members of the political subdivisions belonging to it and established to more efficiently provide services for its members on a cooperative basis.

**Shared Time** - Non-public students receiving eligible public school instructional services and generating shared-time foundation aid based on the portion of the school day during which they are enrolled in the public school.

**Site-Based Management** - The practice of allowing individual schools the freedom to make decisions in certain areas with the idea that those decisions are best made nearest the point at which they must be implemented.

**Software** - All non-hardware elements of a computer-based system, including written computer programs, flow charts, and other items related to information systems.

**Standardized Test** - Evaluation instrument given under similar, controlled circumstances to many individuals.

**STARS - Staff Automated Reporting System** - The means by which public school districts report staff employment and assignment data to the MDE.

**State Standards** - Core academic standards in language arts, math, science, social studies, and the arts.

**Statutory Operating Debt** - A school district's net negative unreserved general fund balance as of June 30 of each year.

**Strategic Planning** - A process used by the school district to concentrate all efforts, activities, resources, and energies toward achieving a common purpose (mission, objectives, strategies, and action plans are parts of a strategic plan); plans are developed by consensus of school and community participants and have as a basis their commonly held beliefs and values.

**Targeted Services (ALC)** - A state-approved program for at-risk elementary and middle/junior high students during the summer or outside of the normal student day, but which is only available if the ALC has a school-within-a-school program for such students and if those students have CLPs and receive ALC services year round.

**Targeted Services (Title I)** - Federal program to provide additional instructional services to targeted students. No additional general education revenue is provided.

**Tax Capacity** - Amount of tax base of taxing jurisdiction obtained by multiplying the market values of all property in the taxing jurisdiction by the tax capacity percentages.

**Tax Capacity Percentages** - Statutory classification percentages that are applied to market values.

**Tax Capacity Rate** - The rate arrived at by dividing the district's tax levy amount by the district's total tax capacity. Tax capacity rate replaced the term, "mill rate."

**Team Teaching** - Two or more teachers cooperatively planning, teaching, and evaluating the progress of their students.

**Tenure** - Guaranteed job security granted to teachers and principals after a specified number of years of satisfactory service (see M.S. 122A.40 or – for "cities of the first class" – M.S. 122A.41).

**Tiered Licensure** - New system of licensing teachers in Minnesota using four tiers.

**Tort** - Any negligent or willful act of school officers or employees by which pupils or other innocent persons are wrongfully injured or damaged.

**UFARS - Uniform Financial Accounting and Reporting Standards** - Rules and instructions adopted by the MDE under legislative mandate to govern the methods by which school districts record financial transactions and inform the MDE about their finances.

**ULA - Unrequested Leave of Absence** - A leave of absence for principals and teachers due to the reduction or elimination of their positions.

**Unduplicated Child Count** - Refer to "Child Count."

**Unfunded Mandates** - Federal legislative and regulatory provisions that require school district compliance but do not provide funding to cover the costs of carrying them out.

**WADM - Weighted Average Daily Membership** (refer to "Pupil Units").

**Workers' Compensation Insurance Payments** - Insurance payments made to an employee by his/her employer due to an employment-related injury or illness.

**Year Round** - Can refer to a variety of programs: schools extending the school year over a 10- to 12-month period with the number of instructional days being no greater than the number in a traditional school year; the requirement that state-approved "learning year programs" must provide instruction year round during each of the 12 months; students on IEPs who require extended year- or year-round services.

**Youth-Services Program** - Offered as part of a district's community education program with a youth-development program, a youth-service program for pupils promotes active citizenship and addresses community needs through youth service; under MDE rules, youth-service opportunities must be made available to all students in public schools, but student participation is optional.

# Minnesota School Boards Association

## Education Acronyms

Have you ever been reading an education article in a magazine or online and run across a bunch of initials that make no sense? Acronyms are words made up of the first initials of several words and are often used as shortcuts. Below is a list of education-related acronyms that may be useful.

- ACA** – Affordable Care Act (PPACA)
- ACT** – American College Test
- AD** – Activities Director
- ADA** – Average Daily Attendance
- ADA or ADAAA** – Americans with Disabilities Act Amendments Act of 2008
- ADD** – Attention Deficit Disorder
- ADHD** – Attention Deficit Hyperactive Disorder
- ADM** – Average Daily Membership
- ALC** – Alternative Learning Center
- ALP** – Alternative Learning Program
- AMCPU** – Adjusted Marginal Cost Pupil Unit
- ANTC** – Adjusted Net Tax Capacity
- AP** – Advanced Placement
- APU** – Adjusted Pupil Units
- ATPPS** – Alternative Teacher Professional Pay System (Q Comp)
- AYP** – Adequate Yearly Progress
- BCA** – Bureau of Criminal Apprehension
- BMS** – Bureau of Mediation Services
- CLP** – Continual Learning Plan
- CTE** – Career and Technical Education
- DHS** – Department of Human Services
- D/HH** – Deaf/Hard of Hearing
- EBD** – Emotional Behavior Disorder
- ECFE** – Early Childhood Family Education
- ECSE** – Early Childhood Special Education
- EL** – English Learner
- EM or EdMN** – Education Minnesota
- EDRS** – Electronic Data Reporting System
- EEOC** – Equal Employment Opportunity Commission
- EIS** – Early Intervention Services
- E-RATE** – Education Rate (federal discount on telecommunications and internet access)
- ERISA** – Employee Retirement Income Security Act
- ESL** – English as a Second Language
- ESEA** – Elementary and Secondary Education Act
- ESSA** – Every Student Succeeds Act
- FLSA** – Fair Labor Standards Act
- FMLA** – Family and Medical Leave Act

**FTE** – Full-Time Equivalent  
**FY** – Fiscal Year  
**GED** – General Education Diploma  
**GPA** – Grade Point Average  
**HI** – Hearing Impaired  
**HSGI** – High School Graduation Initiative  
**IB** – International Baccalaureate  
**IDEA** – Individuals with Disabilities Education Act  
**IEP** – Individualized Education Program  
**IFSP** – Individual Family Service Plan  
**IPAD** – Information Policy Administration Division (of the MN Department of Administration)  
**ISD** – Independent School District  
**IT** – Information Technology  
**ITBS** – Iowa Tests of Basic Skills  
**ITV** – Interactive Television  
**K12** – Kindergarten through 12th Grade  
**LD** – Learning Disability  
**LEA** – Local Education Agency  
**LEP** – Limited English Proficiency  
**LLA** – Last Location of Attendance  
**LRE** – Least Restrictive Environment  
**LTD** – Long-Term Disability  
**LYP** – Learning Year Program  
**LYPS** – Learning Year Program Site  
**MAEOP** – Minnesota Association of Educational Office Professionals  
**MARSS** – Minnesota Automated Reporting Student System  
**MASA** – Minnesota Association of School Administrators  
**MASBO** – Minnesota Association of School Business Officials  
**MASSP** – Minnesota Association of Secondary School Principals  
**MCA** – Minnesota Comprehensive Assessments  
**MDE** – Minnesota Department of Education  
**MEEP** – Minnesota Education Effectiveness Plan  
**MESPA** – Minnesota Elementary School Principals' Association  
**MinnSPRA** – Minnesota School Public Relations Association  
**MLA** – Minnesota Library Association  
**MMMI** – Mild to Moderate Mentally Impaired (EMH)  
**MnSCU** – Minnesota State Colleges and Universities System  
**MNTAAB** – Minnesota Tax and Aid Anticipation Borrowing Program  
**MnEEP** – Minnesota Education Equity Partnership  
**MOE** – Maintenance of Effort  
**MREA** – Minnesota Rural Education Association  
**MS** – Minnesota Statutes  
**MSBA** – Minnesota School Boards Association  
**MSBAIT** – Minnesota School Boards Association Insurance Trust  
**MSDLAF+** – Minnesota School District Liquid Asset Fund Plus

**MSHSL** – Minnesota State High School League  
**NCES** – National Center for Education Statistics  
**NCLB** – No Child Left Behind (see also ESEA)  
**NTC** – Net Tax Capacity  
**OCR** – Office for Civil Rights  
**OMB** – Office of Management and Budget  
**OML** – Open Meeting Law  
**P-12** – Pre-Kindergarten through 12th Grade  
**P-20** – Pre-Kindergarten through Bachelor's Degree (post-secondary)  
**PELRA** – Public Employment Labor Relations Act  
**PELSB** – Professional Educator Licensing and Standards Board  
**PERA** – Public Employees Retirement Association  
**PFDA** – Pupil Fair Dismissal Act  
**PPACA** – Patient Protection and Affordable Care Act (also referred to as ACA)  
**Pre-K** – Pre-Kindergarten  
**PSEO** – Post-Secondary Enrollment Options  
**PU** – Pupil Units  
**Q COMP** – Quality Compensation (see also ATPPS)  
**RFP** – Request for Proposal  
**RFQ** – Request for Quote  
**RMCPU** – Resident Marginal Cost Pupil Units  
**RMIC** – Regional Management Information Centers  
**RMV** – Referendum Market Value  
**RTI** – Response to Intervention  
**SAT** – Scholastic Aptitude Test or Student Assistance Team  
**SEE** – Schools for Equity in Education  
**SOD** – Statutory Operating Debt  
**STARS** – Staff Automated Reporting System  
**T & E** – Training and Experience  
**T1** – Tee one large bandwidth copper phone line  
**TDE** – Teacher Development and Evaluation  
**TIES** – Technology and Information Educational Services  
**TIF** – Tax Increment Financing  
**TIP** – Teacher Improvement Plan  
**TRA** – Teachers Retirement Association  
**TSA** – Tax-Sheltered Annuity  
**UFARS** – Uniform Financial Accounting and Reporting Standards  
**ULA** – Unrequested Leave of Absence  
**URL** – Universal Resource Locator  
**WADM** – Weighted Average Daily Membership



**MSBA**

# **Charter School Board Workshop**



**Minnesota School Boards Association  
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507-934-2450, 800-324-4459  
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[www.mnmsba.org](http://www.mnmsba.org)**



# WOODBURY LEADERSHIP ACADEMY

*Adopted: January 26, 2016*

*Revised: November 10, 2021*

*Board Approved:*

## 303 BACKGROUND CHECKS

### I. PURPOSE

For the health and safety of all Woodbury Leadership Academy's students, this policy requires that Woodbury Leadership Academy (hereafter referred as WLA) require criminal history background checks for all **individuals** ~~school employees, volunteers, and substitutes who interact with students and/or~~ who could potentially be left unsupervised with a student.

### II. GENERAL STATEMENT OF POLICY

A. Anyone on WLA's **grounds property** or at a school sponsored event with ~~significant access to students, or~~ unsupervised time spent with students, is required to submit to a criminal history background check prior to engaging with students.

~~1. This includes all school employees, volunteers, substitutes, or emergency replacements.~~

~~2. At the time of hire, all employees shall complete a background check.~~

~~3. Volunteers shall acquire the necessary paperwork at the front office.~~

**B. All board members are required to have an annual background check.**

~~B. Substitute Teachers:-~~

~~1. All substitute teachers are required to pass a criminal history background check for conditional employment.~~

~~2. No substitute shall be in contact with student other than to provide direct instruction or other services for which the substitute was hired, except as deemed appropriate by the Lead School Administrator.~~

~~3. WLA specifically reserve any and all rights it may have to conduct background checks regarding employees, applicants, or service providers with the consent of such individuals.~~

~~C. Volunteers (guest speakers, chaperones, teacher's assistant, etc):-~~

~~1. WLA requires criminal history background checks on any volunteer who accompanies students off campus (i.e., chaperones for field trips), and any volunteer who is responsible for working with students on campus, but not under the supervision of a licensed teacher.~~

- ~~2. Volunteers who will be left unsupervised with students shall undergo a check against the state sex offender registry and undergo a criminal history background check.~~
- ~~3. WLA school volunteers shall complete a background check annually.~~
- ~~4. WLA board members shall undergo a criminal history background check once per term.~~

#### ~~D. Emergency Replacement:~~

- ~~1. In the case that an emergency replacement is necessary (i.e., a teacher suffers a medical emergency or is involved in a severe accident), an emergency replacement will be provided immediately.~~
- ~~2. Until the results of the emergency replacements criminal history background check are determined, the Lead School Administrator or the designee is required to supervise the class.~~
- ~~3. All substitute teachers are required to pass a criminal history background check for conditional employment.~~

#### ~~E. Criminal History Background Check Procedures:~~

- ~~1. At the beginning of the school year, all parents will be notified that WLA requires criminal history background checks on all school personnel, including board members, volunteers with unsupervised access to students, emergency replacements and substitutes.~~
- ~~2. Background checks will be conducted through the service provider of WLA's choosing. The service provider shall include Minnesota Bureau of Criminal Apprehension and the national sex registry.~~
- ~~3. The cost of a staff and board member background checks will be paid by WLA. The cost of school volunteer background check will be paid by the volunteer.~~
  - ~~4. If a person is denied employment or dismissed based on information in a background check, he/she will receive notice of the reason, and will have the opportunity to respond.~~

#### ~~F. Supervision Policy~~

- ~~1. The Lead School Administrator is responsible for supervising students to ensure their safety, and shall provide heightened supervision of substitutes, emergency replacements, volunteers and/or guest speakers.~~

## Woodbury Leadership Academy

*Adopted: July 22, 2014*

*Modified: November 10, 2021*

*Board Approved:*

### 417 CHEMICAL USE AND ABUSE

#### I. PURPOSE

The Board of Directors recognizes that chemical use and abuse constitutes a grave threat to the physical and mental well-being of students and employees and significantly impedes the learning process. Chemical use and abuse also creates significant problems for society in general. The Board of Directors believes that the school has a role in education, intervention, and prevention of chemical use and abuse. The purpose of this policy is to assist Woodbury Leadership Academy in its goal to prevent chemical use and abuse by providing procedures for education and intervention.

#### II. GENERAL STATEMENT OF POLICY

- A. Use of controlled substances, toxic substances, and alcohol is prohibited in the school setting in accordance with school policies with respect to a Drug-Free Workplace/Drug-Free School.
- B. It is the policy of Woodbury Leadership Academy to provide an instructional program in every elementary and secondary school in chemical abuse and the prevention of chemical dependency.
- C. Woodbury Leadership Academy shall establish and maintain in the school a chemical abuse team. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.
- D. It will be the responsibility of the Director, ~~with the advice of the Board of Directors,~~ to establish a **student support** ~~and community advisory~~ team to address chemical abuse problems in the school.
- E. Woodbury Leadership Academy shall establish and maintain a program to educate and assist employees, students and others in understanding this policy and the goals of achieving drug-free schools and workplaces.

#### III. DEFINITIONS

- A. "Chemical abuse" means use of any psychoactive or mood-altering chemical substance, without compelling medical reason, in a manner that induces mental, emotional, or physical impairment and causes socially dysfunctional or socially disordering behavior, to the extent that the student's normal function in academic, school, or social activities is chronically impaired.
- B. "Chemicals" includes but is not limited to alcohol, toxic substances, and controlled

substances as defined in Woodbury Leadership Academy's Drug-Free Workplace/Drug-Free School policy.

- C. "School location" includes any school building or on any school premises; on any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off-school property at any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of Woodbury Leadership Academy; or during any period of time such employee is supervising students on behalf of Woodbury Leadership Academy or otherwise engaged in school business.

## IV. STUDENTS

### A. Instruction

1. Woodbury Leadership Academy shall provide an instructional program in chemical abuse and the prevention of chemical dependency. Woodbury Leadership Academy may involve parents, students, health care professionals, state department staff, and members of the community in developing the curriculum.
2. Woodbury Leadership Academy shall have age-appropriate, developmentally based activities reflecting best practice that:
  - a. address the consequences of violence and the illegal use of drugs, as appropriate;
  - b. promote a sense of individual responsibility;
  - c. teach students that most people do not illegally use drugs;
  - d. teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use;
  - e. teach students about the dangers of emerging drugs;
  - f. engage students in the learning process; and
3. Woodbury Leadership Academy may have activities that involve families, community sectors (which may include appropriately trained seniors), and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs.
4. Woodbury Leadership Academy may disseminate drug and violence prevention information within the school and to the community.
5. Woodbury Leadership Academy may have professional development and training for, and involvement of, school personnel, student services personnel, and parents in prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence prevention.
6. Woodbury Leadership Academy may have drug and violence prevention activities that may include the following:
  - a. Community-wide planning and organizing activities to reduce violence and illegal drug use, which may include gang activity prevention.
  - b. The hiring and mandatory training, based on scientific research, of school security personnel who interact with students in support of youth drug and

violence prevention activities under this policy that are implemented in the school.

- c. Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities.
- d. Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs.
- e. Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use.

#### B. Reports of Chemical Use and Abuse

1. In the event that a school employee knows that a student is abusing, possessing, transferring, distributing or selling chemicals in a school location:
  - a. The employee shall immediately either take the student to the Director or notify the Director of the observation and continue to observe the student until the Director arrives.
  - b. The Director will notify the student's parents. If there is a medical emergency, the Director will notify the school nurse and/or outside medical personnel as appropriate.
  - c. The Director will notify law enforcement officials, the student's counselor, and the chemical pre-assessment team.
  - d. The Director and/or law enforcement officials will confiscate the chemicals and/or conduct a search of the student's person, effects, locker, vehicle, or areas within the student's control. Searches by school officials shall be in accordance with school board policies regarding search and seizure.
  - e. Woodbury Leadership Academy will take appropriate disciplinary action in compliance with the student discipline code. Such discipline may include immediate suspension, initiation of expulsion proceedings, and/or referral to a detoxification center or medical center.
2. If a school employee has reason to believe that a student is abusing, possessing, transferring, distributing or selling chemicals:
  - a. The employee shall notify the Director and/or the pre-assessment team and shall describe the basis for the suspicion. The Director and/or the pre-assessment team will determine what action should be taken. Action may include conducting an investigation, gathering data, scheduling a conference with the student or parents, or providing a meeting between the Director or a member of the pre-assessment team and the student to discuss the behaviors that have been reported and attempting to ascertain facts regarding chemical abuse.
  - b. The Director or pre-assessment team may determine there is no chemical abuse. If the Director or pre-assessment team determines there is chemical abuse, that individual shall select an appropriate course of action, which may include referral to a counselor; referral to a treatment program; referral for screening, assessment, and treatment planning; participation in support groups; or other appropriate measures.

3. Students involved in the abuse, possession, transfer, distribution or sale of chemicals shall be disciplined in compliance with the student discipline policy and the Pupil Fair Dismissal Act, Minn. Stat. §121A.40-121A.56, and proposed for expulsion.
4. Searches by school officials in connection with the abuse, possession, transfer, distribution or sale of chemicals will be conducted in accordance with school board policies related to search and seizure.

#### C. Pre-Assessment Team

1. Woodbury Leadership Academy shall have a chemical abuse pre-assessment team designated by the Director or designee. The team will be composed of classroom teachers, administrators, and other appropriate professional staff to the extent they exist in each school, such as the school nurse or others.
2. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.
3. Within forty-five (45) days after receiving an individual reported case, the team shall make a determination whether to provide the student and, in the case of a minor, the student's parents with information about school and community services in connection with chemical abuse.

#### D. Data Practices

1. Student data may be disclosed without consent in health and safety emergencies pursuant to Minn. Stat. § 13.32 and applicable federal law and regulations.
2. Destruction of Records
  - a. If the pre-assessment team decides not to provide a student and, in the case of a minor, the student's parents with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the determination is made.
  - b. If the team decides to provide the student and, in the case of a minor or a dependent student, the student's parents with such information, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the student is no longer enrolled in the district.
  - c. This section shall govern destruction of records notwithstanding provisions of the Records Management Act, Minn. Stat. § 138.163.

#### E. Consent

1. Any minor may give effective consent for medical, mental and other health services to determine the presence of or to treat conditions associated with alcohol and other drug abuse, and the consent of no other person is required.

### **V. EMPLOYEES**

- A. The Director or their designee may undertake and maintain a drug-free awareness and prevention program to inform employees, students and others about:
  1. The dangers and health risks of chemical abuse in the workplace/school.

2. Woodbury Leadership Academy's drug-free workplace/drug-free school policy.
  3. Any available drug or alcohol counseling, treatment, rehabilitation, re-entry and/or assistance programs available to employees and/or students.
- B. The Director or their designee shall notify any federal granting agency required to be notified under the Drug-Free Workplace Act within ten (10) days after receiving notice of a conviction of an employee for a criminal drug statute violation occurring in the workplace. To facilitate the giving of such notice, any employee aware of such a conviction shall report the same to the administration.



*Adopted: July 22, 2014*

*Revised: November 10, 2021*

*Board Approved:*

## **709 STUDENT TRANSPORTATION SAFETY POLICY**

### **I. PURPOSE**

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

### **II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING**

#### **A. Student Training**

1. Woodbury Leadership Academy must provide all students enrolled in kindergarten through grade eight with age-appropriate school bus safety training by the end of the third week of school in the following concepts:

- a. transportation by school bus is a privilege, not a right;
- b. school district policies for student conduct and school bus safety;
- c. appropriate conduct while on the bus;
- d. the danger zones surrounding a school bus;
- e. procedures for safely boarding and leaving a school bus;
- f. procedures for safe street or road crossing; and
- g. school bus evacuation.

2. All students in kindergarten through grade eight will receive school bus safety training by the end of the third week of school. Students in kindergarten through third grade must receive the school bus safety training twice each school year.

3. Woodbury Leadership Academy will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.

### III. ELIGIBLE RIDERS

- A. ~~It is the decision of~~ Woodbury Leadership Academy **may determine** to transport students that live outside the district in which the charter school is located. Woodbury Leadership Academy is not required, but may go outside the district boundaries, to provide transportation.
1. Woodbury Leadership Academy may charge a fee for to-and-from school transportation services if the student lives outside the district or if the student lives less than two miles from the school.

### IV. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

A. Riding the school bus is a privilege, not a right. Woodbury Leadership Academy's general student behavior rules are in effect for all students on school buses.

B. Consequences for school bus/bus stop misconduct will be imposed by Woodbury Leadership Academy under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to Woodbury Leadership Academy's ~~Director~~ **administration**. Serious misconduct may be reported to local law enforcement.

#### 1. School Bus and Bus Stop Rules

If these rules are broken, the school's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is **expected that** the school bus driver's ~~responsibility to~~ **will** report unacceptable behavior to the school **in a timely manner**.

#### 2. Rules at the Bus Stop

- a. Get to your bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
- b. Respect the property of others while waiting at your bus stop.
- c. Keep your arms, legs, and belongings to yourself.
- d. Use appropriate language.

- e. Stay away from the street, road, or highway when waiting for the bus.
- f. Wait until the bus stops before approaching the bus.
- g. After getting off the bus, move away from the bus.
- h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- i. No fighting, harassment, intimidation, or horseplay.
- j. No use of alcohol, tobacco, or drugs.

### 3. Rules on the Bus

- a. Immediately follow the directions of the driver.
- b. Stay in your seat with your feet on the floor and face forward.
- c. Talk quietly and use appropriate language.
- d. Keep all parts of your body and objects inside the bus.
- e. Keep your whole body, objects and negative comments to yourself.
- f. No fighting, harassment, intimidation, or horseplay.
- g. Do not throw any object.
- h. No eating, drinking, or use of alcohol, tobacco, or drugs.
- i. Keep all weapons, dangerous and harmful objects off the school bus.
- j. Do not damage the school bus or equipment.
- k. Electronic devices may be used without sound or with the use of

headphones/earbuds and may not be used to record.

l. The bus driver has the authority to assign seating on the bus.

m. Keep the bus clean.

#### 4. Consequences

a. Consequences for school bus/bus stop misconduct will apply to all routes. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extracurricular events (for example, field trips or competitions) will be at the sole discretion of Woodbury Leadership Academy. Parents or guardians will be notified of any suspension of bus privileges.

b. If transportation is listed as a related service on a student's IEP or 504 Accommodation Plan, the district must provide alternative transportation if school bus privileges are revoked. A related service may not be taken away without due process, which means a team meeting and parent consent.

i. Bus Referral Process {the below added}

Level	Behavior	Consequence
Level 1 Offense	<ul style="list-style-type: none"> <li>• Failure to follow driver's directions</li> <li>• Standing, not sitting and facing forward while bus in motion</li> <li>• Excessive noise</li> <li>• Horseplay</li> <li>• Food or drink on bus</li> </ul>	<p><b>First Offense:</b> Written warning  <b>Second Offense:</b> Written warning and up to 3-day bus suspension  <b>Third Offense:</b> Written warning and up to 5-day bus suspension  <b>Fourth Offense:</b> Written warning and up to 10-day bus suspension  <b>Fifth Offense:</b> Written warning and up to 15-day bus suspension or expulsion from riding bus</p>
Level 2 Offense	<ul style="list-style-type: none"> <li>• Threatening comments (intimidation)</li> <li>• Disrespecting others</li> <li>• Distracting the driver</li> <li>• Use of obscene or profane actions/language</li> <li>• Body parts out the window</li> <li>• Throwing objects</li> <li>• Inappropriate use of electronic devices</li> <li>• Harassing others</li> <li>• Stealing</li> </ul>	<p><b>First Offense:</b> Written warning  <b>Second Offense:</b> Written warning and up to 5-day bus suspension  <b>Third Offense:</b> Written warning and up to 10-day bus suspension  <b>Fourth Offense:</b> Written warning and up to 15-day bus suspension or expulsion from riding bus  <b>Fifth Offense:</b> Written warning and up to 20-day bus suspension or expulsion from riding bus</p>
Level 3 Offense	<ul style="list-style-type: none"> <li>• Possession of tobacco, drugs or alcohol</li> <li>• Possession of a weapon (including look alike toys)</li> <li>• Assault, violent toward bus driver or students</li> <li>• Confirmed cases of bullying</li> <li>• Vandalism to bus</li> </ul>	<p><b>First Offense:</b> Written warning, up to 5-day bus suspension, possible expulsion from riding bus and, if appropriate, local law enforcement officials will be informed  <b>Second Offense:</b> Written warning, up to 10-day bus suspension, possible expulsion from riding bus and, if appropriate, local law enforcement officials will be informed  <b>Third Offense:</b> Written warning, up to 30-day bus suspension, possible expulsion from riding bus and, if appropriate, local law enforcement officials will be informed.</p>

ii. Records

Records of student misbehavior on a school bus or in a bus-loading or unloading area that causes an immediate and substantial danger to the student or surrounding persons or property will be provided by Woodbury Leadership

Academy and the Department of Public Safety in accordance with state and federal law.

iii. Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two weeks may result in the loss of bus privileges until damages are paid.

iv. Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to students. School bus rules are on each school bus.

v. Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, drug possession, or vandalism), the appropriate school personnel and local law enforcement officials will be informed.

## **V. PARENT AND GUARDIAN INVOLVEMENT**

### **A. Parent and Guardian Notification**

Woodbury Leadership Academy school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

### **B. Parents/Guardians Responsibilities for Transportation Safety**

Parents/Guardians are responsible to:

1. Become familiar with school rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;

2. Support safe riding and walking practices, and recognize that students are responsible for their actions;
3. Communicate safety concerns to their school administrators;
4. Monitor bus stops, if possible;
5. Have their children to the bus stop five minutes before the bus arrives;
6. Have their children properly dressed for the weather; and
7. Have a plan in case the bus is late;
8. Recognize their responsibility for the actions of their children;
9. Assisting students in understanding safety guidelines and encouraging them to comply;
10. When appropriate, assisting students in safely crossing local streets before boarding and after leaving the bus;
11. Communicate, in writing, and medical conditions their student has that may need attention on the school bus (i.e. seizures, bee stings, heart condition);
12. Notification must be received by the office regarding contact information changes, such as telephone or address changes.

## **VI. OPERATING RULES AND PROCEDURES**

### **A. General Operating Rules**

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.
2. Only students assigned to the school bus by the school's office shall be

transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.

3. The parent/guardian may designate, pursuant to school policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.

4. Drivers are to enforce the provisions of the school bus and bus stop rules as appropriate. Students may be released from the bus at only two points, the designated bus stop or at school, except in case of an emergency or as otherwise authorized.

## **VII. EXPECTED DRIVER RESPONSIBILITIES AND DUTIES**

- A. Report on time, rested and prepared to drive defensively, in an alcohol/drug-free condition.
- B. Drive defensively and faithfully obey all traffic laws.
- C. Check the passenger compartment of the vehicle after each run for sleeping or hiding children, lost items and vandalism.
- D. Discharge passengers only at designated stops unless given prior approval from Woodbury Leadership Academy's office.
- E. The driver has the authority to assign seating on the bus.
- F. For all student violations, write a bus conduct report and provide to the school within a reasonable amount of time.







**Woodbury Leadership Academy  
Woodbury, MN  
District 4228**

**Financial Statements**

**October 31, 2021**

**Woodbury Leadership Academy  
Woodbury, MN  
October 31, 2021 Financial Statements**

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Cash Flow Projection	10
Contracted Services	11

*These financial statements are prepared in a modified format in that they exclude footnotes and required supplementary information in order to be considered a full set of financial statements. The excluded portions will be included in the fiscal year end audited financial statements. The accompanying financial statements of the School were not subjected to an audit, review, or compilation engagement by BerganKDV and, accordingly, we do not express an opinion, a conclusion, nor provide any assurance on them.*

**Woodbury Leadership Academy**  
**Woodbury, Minnesota**  
**October 2021 Financial Statements**  
**Executive Summary**

**Summary of Key Financial Indicators**

- \* Average Daily Membership (ADM) Overview –
  - Original Budget: 683 ADM
  - Working Budget: 635 ADM
  - Actual: 643
- \* The school's budgeted surplus in General Fund for the year is \$5,601. The school is budgeting to spend \$36,200 out of the Community Service Fund. A projected cumulative fund balance of \$1,901,594 or 28% of expenditures at fiscal year-end.
- \* Projected Days of Cash on Hand is 104 days of annual expenditures. This is above 45 days meets minimum bond covenants.

**Financial Statement Key Points**

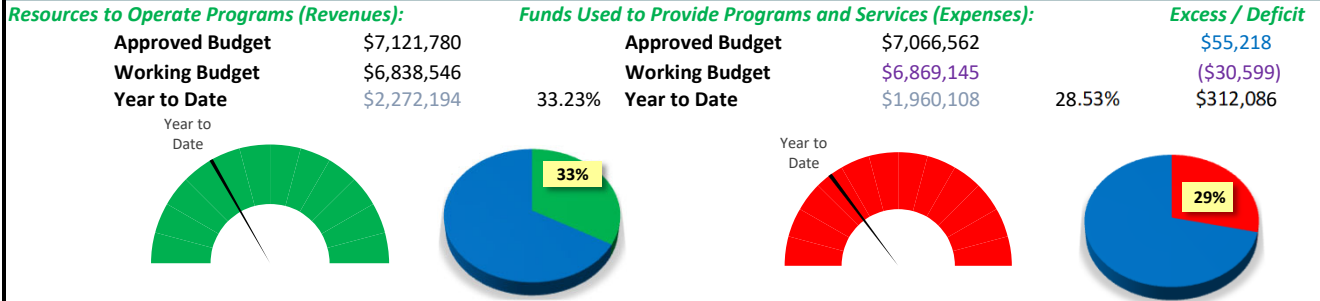
- \* As of month-end, 33% of the year was complete.
- \* Cash Balance as of the reporting period is \$1,959,898.
- \* Prior year holdback balance is \$7,851. Current year holdback balance is \$82,590 as of the reporting period. The holdback amount is approximately 10% of total state aids. The remaining holdback amount will be paid back to the school in fiscal year 2023.
- \* Revenues received at end of the reporting period – 33.2%
- \* Expenditures disbursed at end of the reporting period – 28.5%
- \* Many working budget adjustments have been made in both the Revenues and Expenditures this month due to reduction in the enrollment projections. All is on track currently when comparing budget to actual.

**Other Items**

- \* The FY21 annual audit is in process. Final drafts should be available in November for board approval.
- \* The Working budget will be used for the next board approved revised budget upon recommendation from the finance committee.

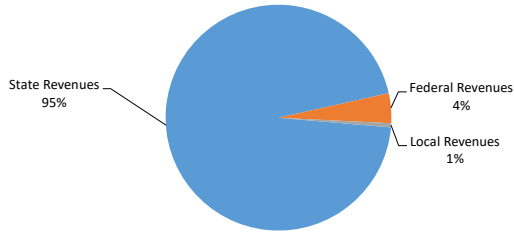
**Woodbury Leadership Academy**  
**Woodbury, MN**  
**Financial Statements Dashboard**  
**October 31, 2021**

**Financial Summary - Budgeted Amounts and Year to Date Activity**

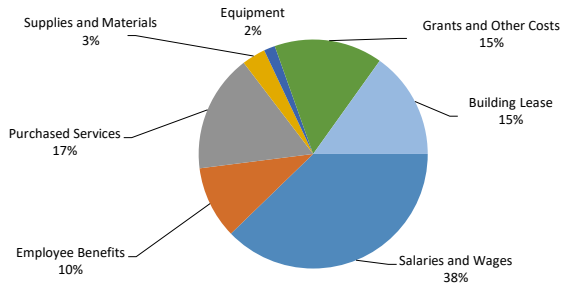


**Budgets for the Year**

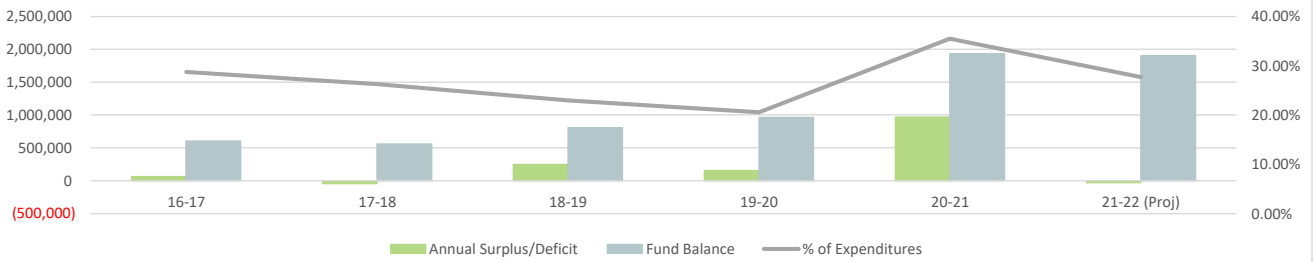
*Where funds will come from to operate the school:*

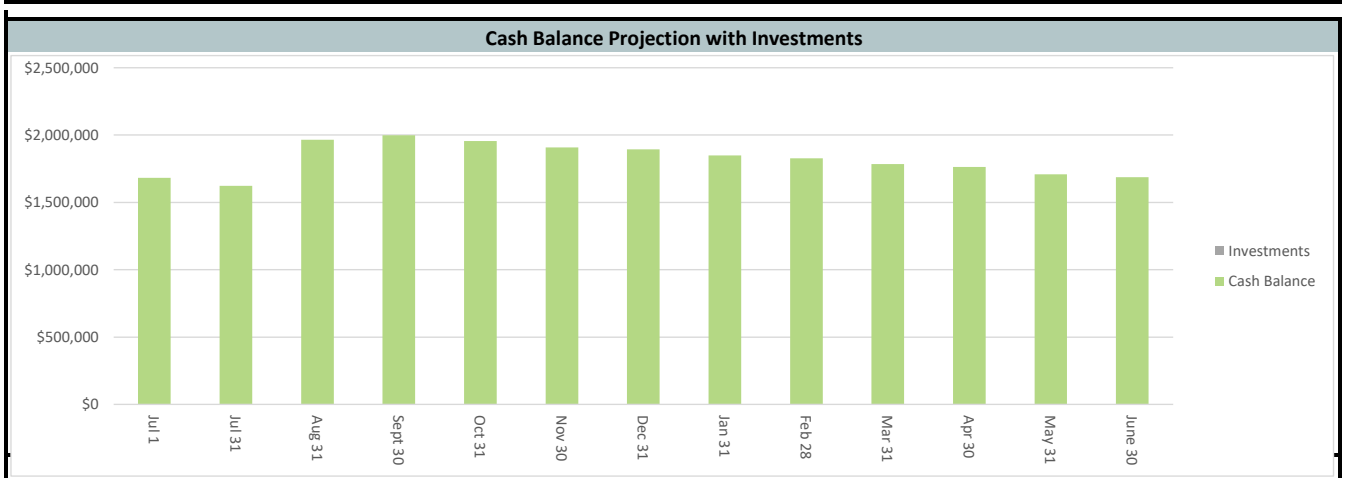
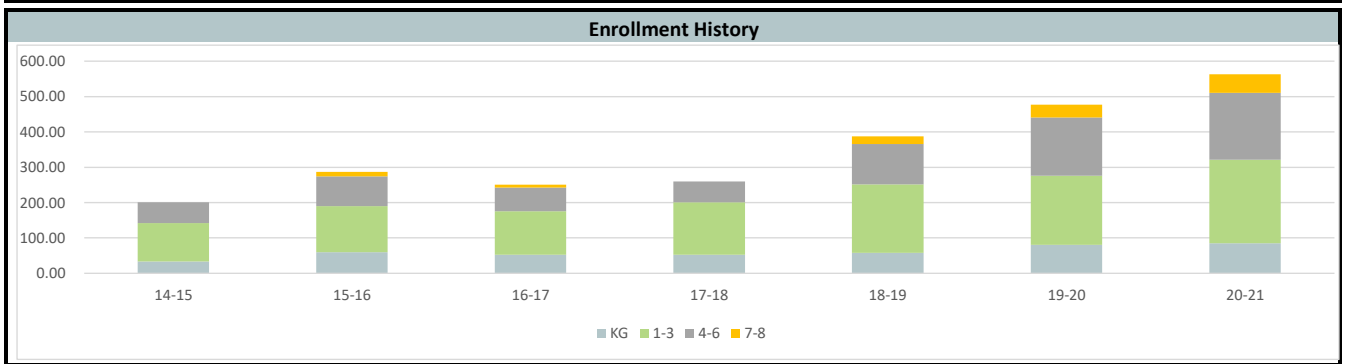
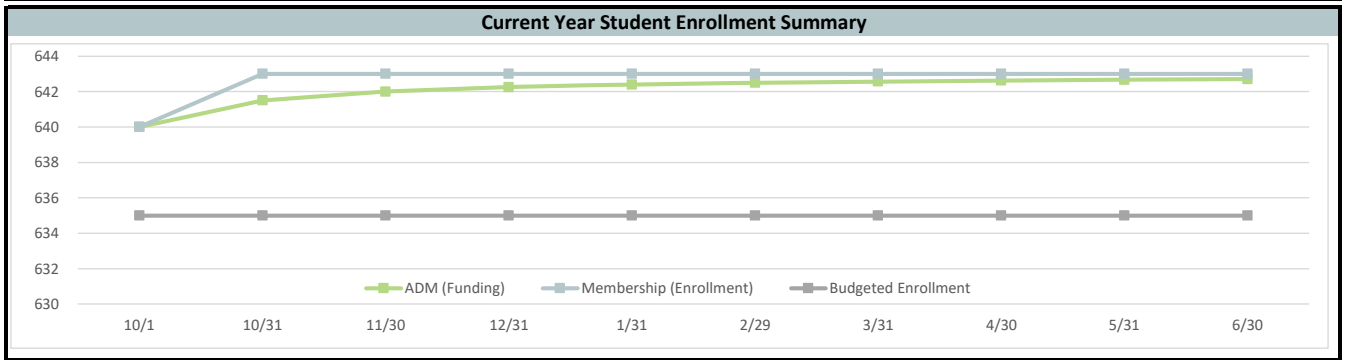
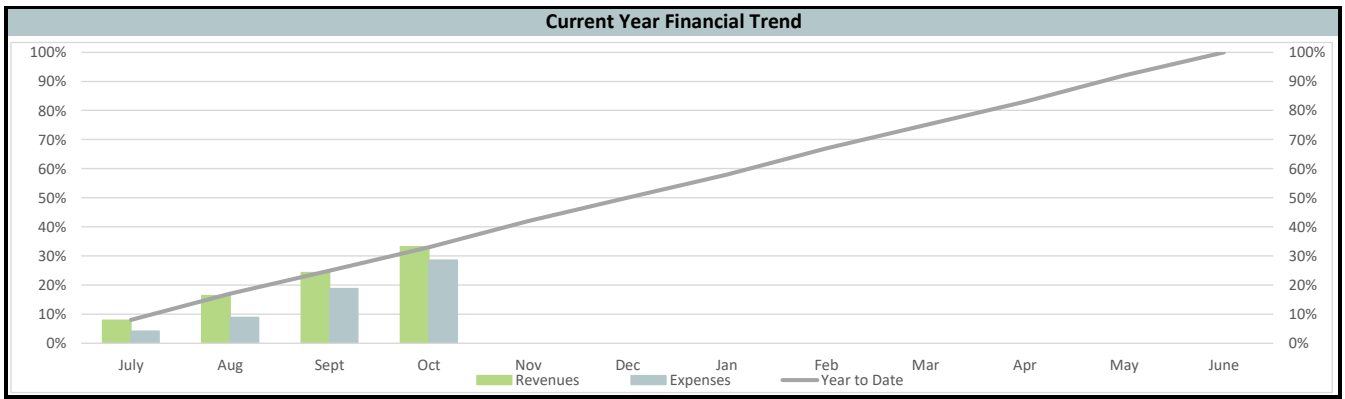


*How the money is budgeted to be spent:*



**Fund Balance History**





**Woodbury Leadership Academy**  
**Woodbury, MN**  
**Balance Sheet**  
**October 31, 2021**

	<b>Unaudited Balance June 30, 2021</b>	<b>Ending Balance</b>
<b>Assets</b>		
Cash and Investments	\$ 1,682,003	\$ 1,956,898
Accounts Receivable	1,027	-
Due from Other Funds	20,741	82,590
State Aids Receivable	631,158	7,851
Current Year State Holdback Receivable		164,588
Federal Aids Receivable	18,638	95,927
Prepaid Expenses and Deposits	13,526	(0)
Payroll Deductions and Contributions (Prepaid)	-	-
	<hr/>	<hr/>
<b>Total All Assets</b>	<b>\$ 2,367,093</b>	<b>\$ 2,307,853</b>
<b>Liabilities and Fund Balance</b>		
Current liabilities		
Salaries and Wages Payable	\$ 150,024	\$ 51,860
Accounts Payable	155,277	0
Payroll Deductions and Contributions (Owed)	129,599	11,714
Total current liabilities	434,900	63,575
Fund balance		
Fund balance 07-01-2021	\$ 963,443	\$ 1,932,193
Net income to date	968,750	312,086
Total fund balance	1,932,193	2,244,278
	<hr/>	<hr/>
<b>Total liabilities and fund balance</b>	<b>\$ 2,367,093</b>	<b>\$ 2,307,853</b>
<i>Days of cash on hand</i>		104

**Woodbury Leadership Academy**  
**Woodbury, MN**  
**Statement of Revenues and Expenditures**  
**October 31, 2021**

Months: 4      33.33%

	FY 2022 Original Budget 683 ADM 697 PU	FY 2022 Working Budget 635 ADM 648 PU	Year to Date Activity	Percent of Budget	Working Budget Changes
<b>General Fund - 01</b>					
Revenues					
State Revenues					
General Education Aid	\$ 5,071,928	\$ 4,754,073	\$ 1,838,577	38.7%	(317,855)
Charter School Lease Aid	916,121	851,735	-	0.0%	(64,386)
Long Term Facilities Maintenance Aid	92,030	85,562	-	0.0%	(6,468)
Literacy Incentive Aid	44,999	44,999	-	0.0%	
Safe School Supplemental Aid	-	-	-	-	
School Land Trust Endowment Aid	20,294	23,610	11,805	50.0%	3,316
Special Education Aid	792,361	744,269	153,113	20.6%	(48,092)
Prior Year Adjustments	-	-	-	-	
Estimated State Holdback Amount	-	-	164,588	-	
<b>Total State Revenues</b>	<b>6,937,733</b>	<b>6,504,248</b>	<b>2,168,083</b>	<b>33.3%</b>	<b>(433,485)</b>
Federal Revenues					
Federal Title I, II, V	38,000	35,400	2,341	6.6%	(2,600)
Federal Special Education	58,900	79,045	62,873	79.5%	20,145
Federal GEER & ESSER	42,347	42,347	30,713	72.5%	
Federal ESSER III, 160	-	76,085	-	0.0%	76,085
Federal ESSER III, 161	-	19,021	-	-	19,021
Federal testing Grant	-	40,000	-	0.0%	40,000
<b>Total Federal Revenues</b>	<b>139,247</b>	<b>291,898</b>	<b>95,927</b>	<b>32.9%</b>	<b>152,651</b>
Local Revenues					
Fees from Students	34,500	32,100	5,547	17.3%	(2,400)
Medical Assistance	1,300	1,300	1,287	99.0%	0
Interest Earnings	4,000	4,000	115	2.9%	0
Contributions and Gifts, Grants	5,000	4,000	236	5.9%	(1,000)
Miscellaneous Revenues	-	1,000	1,000	100.0%	1,000
Sale of Merchandise/Fundraising	-	-	-	-	0
<b>Total local revenues</b>	<b>44,800</b>	<b>42,400</b>	<b>8,184</b>	<b>19.3%</b>	<b>(2,400)</b>
<b>Total Revenues</b>	<b>\$ 7,121,780</b>	<b>\$ 6,838,546</b>	<b>\$ 2,272,194</b>	<b>33.2%</b>	<b>\$ (283,234)</b>



**Woodbury Leadership Academy**  
**Woodbury, MN**  
**Statement of Revenues and Expenditures**  
**October 31, 2021**

Months: 4      33.33%

	FY 2022 Original Budget 683 ADM 697 PU	FY 2022 Working Budget 635 ADM 648 PU	Year to Date Activity	Percent of Budget	Working Budget Changes
<b>Expenditures</b>					
Salaries and Wages	\$ 2,556,500	\$ 2,593,000	\$ 655,786	25.3%	36,500
Employee Benefits	665,124	704,620	173,870	24.7%	39,496
Contracted Services	277,000	253,331	68,526	27.1%	(23,669)
Technology Services	33,600	31,200	4,800	15.4%	(2,400)
Communication Services	10,600	9,900	2,570	26.0%	(700)
Postage	4,300	4,000	929	23.2%	(300)
Utilities	125,300	125,300	29,569	23.6%	0
Property and Casualty Insurance	78,652	58,555	16,261	27.8%	(20,097)
Repairs and Maintenance	132,029	132,029	3,505	2.7%	0
Student Transportation	466,608	478,150	139,918	29.3%	11,542
Field Trip Transportation	13,660	12,700	5,391	42.5%	(960)
Travel and Conferences	22,126	22,126	7,229	32.7%	0
Field Trip Admissions	14,760	13,800	646	4.7%	(960)
Building Lease	1,038,690	1,038,526	374,634	36.1%	(164)
Other Rentals and Leases	2,500	2,300	1,904	82.8%	(200)
Office Supplies/General Supplies	68,900	39,100	29,987	76.7%	(29,800)
Maintenance Supplies	25,500	23,700	17,654	74.5%	(1,800)
Non-Instructional Software	16,000	23,154	11,867	51.3%	7,154
Instructional Software	12,300	11,400	9,498	83.3%	(900)
Instructional Supplies	82,100	35,600	30,956	87.0%	(46,500)
Textbooks and Workbooks	80,900	75,300	59,739	79.3%	(5,600)
Standardized Tests	12,100	11,300	6,875	60.8%	(800)
Media/Library Resources	3,100	2,900	-	0.0%	(200)
Food	6,700	6,300	3,179	50.5%	(400)
Building Improvements	70,000	-	-	-	(70,000)
Furniture and Other Equipment	87,600	30,000	13,116	43.7%	(57,600)
Technology Equipment	79,565	20,000	-	0.0%	(59,565)
Principal and Interest - Capital Lease	24,500	22,800	5,155	22.6%	(1,700)
Dues and Memberships	32,600	32,600	120	0.4%	0
School Safety	-	-	-	-	0
Third Party Expenditures	-	2,000	1,855	92.8%	2,000
Give to the Max	5,000	5,000	-	0.0%	0
Director's Discretionary Fund	7,000	-	-	-	(7,000)
State Special Education	852,001	781,441	152,482	19.5%	(70,560)
Federal Title I, II, V	38,000	35,400	2,341	6.6%	(2,600)
Federal Special Education	58,900	79,045	62,873	79.5%	20,145
Federal GEER & ESSER II & III, Staffing	42,347	87,347	30,713	35.2%	45,000
Federal ESSER III, 161	-	19,021	-	-	19,021
Federal Testing Grant, not including staffing	-	10,000	-	0.0%	10,000
<b>Total expenditures</b>	<b>\$ 7,046,562</b>	<b>\$ 6,832,945</b>	<b>\$ 1,923,946</b>	<b>28.2%</b>	<b>(213,617)</b>
<b>General fund net income</b>	<b>\$ 75,218</b>	<b>\$ 5,601</b>	<b>\$ 348,248</b>	<b>-</b>	<b>(69,617)</b>

**Woodbury Leadership Academy**  
**Woodbury, MN**  
**Statement of Revenues and Expenditures**  
**October 31, 2021**

Months: 4      33.33%

FY 2022 Original Budget 683 ADM 697 PU	FY 2022 Working Budget 635 ADM 648 PU	Year to Date Activity	Percent of Budget	Working Budget Changes
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**Community Services Fund - 04**

Revenues

Registration Revenue	\$ -	\$ -	\$ -	-
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<b>Total revenues</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>-</b>
-----------------------	-------------	-------------	-------------	----------

Expenditures

Purchased Services	\$ -	\$ -	\$ -	-
Supplies and Materials, Snacks	-	-	-	-
Equipment	20,000	36,200	36,162	99.9%
Dues and Memberships	-	-	-	-

<b>Total Expenditures</b>	<b>\$ 20,000</b>	<b>\$ 36,200</b>	<b>\$ 36,162</b>	<b>0.0%</b>	<b>16,200</b>
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<b>Community Services Fund Net Income</b>	<b>\$ (20,000)</b>	<b>\$ (36,200)</b>	<b>\$ (36,162)</b>		<b>(16,200)</b>
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**Total All Funds**

Revenues

State Revenues	\$ 6,937,733	\$ 6,504,248	\$ 2,168,083	33.3%	(433,485)
Federal Revenues	139,247	291,898	95,927	32.9%	152,651
Local Revenues	44,800	42,400	8,184	19.3%	(2,400)

<b>Total Revenues</b>	<b>\$ 7,121,780</b>	<b>\$ 6,838,546</b>	<b>\$ 2,272,194</b>	<b>33.2%</b>	<b>(283,234)</b>
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Expenditures

Salaries and Wages	\$ 2,556,500	\$ 2,593,000	\$ 655,786	25.3%	36,500
Employee Benefits	665,124	704,620	173,870	24.7%	39,496
Purchased Services	2,219,825	2,181,917	655,882	30.1%	(37,908)
Supplies and Materials	307,600	228,754	169,755	74.2%	(78,846)
Equipment	281,665	109,000	54,432	49.9%	(172,665)
Grants and Other Costs	1,035,848	1,051,854	250,384	23.8%	16,006

<b>Total Expenditures</b>	<b>\$ 7,066,562</b>	<b>\$ 6,869,145</b>	<b>\$ 1,960,108</b>	<b>28.5%</b>	<b>(197,417)</b>
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<b>Total Revenues All Funds</b>	<b>\$ 7,121,780</b>	<b>\$ 6,838,546</b>	<b>\$ 2,272,194</b>	<b>33.2%</b>	<b>(283,234)</b>
---------------------------------	---------------------	---------------------	---------------------	--------------	------------------

<b>Total Expenditures All Funds</b>	<b>\$ 7,066,562</b>	<b>\$ 6,869,145</b>	<b>\$ 1,960,108</b>	<b>28.5%</b>	<b>(197,417)</b>
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<b>Net Income - All Funds</b>	<b>\$ 55,218</b>	<b>\$ (30,599)</b>	<b>\$ 312,086</b>		<b>(85,817)</b>
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<b>Beginning Fund Balance, All Funds, July 1, 2021</b>	<b>\$ 1,932,193</b>	<b>\$ 1,932,193</b>		
<b>Projected Fund Balance, All Funds, June 30, 2022</b>	<b>\$ 1,987,411</b>	<b>\$ 1,901,594</b>		
<b>Projected Fund Balance Percentage</b>	<b>28%</b>	<b>28%</b>		

*The Working Budget estimates shown on this report are prepared using both the school's estimates and consultant estimates and are prepared for internal use only.*

**Woodbury Leadership Academy  
Cash Flow Projection Summary  
2021-2022 School Year**

Period Ending	Cash Inflows (Revenues)				Total Receipts	Cash Outflows (Expenditures)				Cash Balance	
	State Aid Payments	Federal Aid Payments	Other Receipts	Prior Year State and Federal Holdback		Salaries (Cash flow budgeted at Gross but updated at Net)	Other Expenses Actual Includes Benefits (Tax Payments, PERA, TRA) and AP	Payments made on behalf of the building company	Total Expenses		
										<b>Beginning Balance</b>	<b>\$ 1,682,003</b>
Jul 31	\$ 426,662	\$ -	\$ 1,089	\$ -	\$ 427,751	\$ 127,489	\$ 354,732	\$ 4,566	\$ 486,787		1,622,967
Aug 31	\$ 564,349	\$ -	\$ 203	\$ 308,882	\$ 873,434	\$ 153,225	\$ 378,370	\$ -	\$ 531,594		1,964,807
Sept 30	\$ 514,591	\$ -	\$ 2,702	\$ 200,104	\$ 717,397	\$ 250,032	\$ 421,570	\$ 13,064	\$ 684,665		1,997,538
Oct 31	\$ 497,892		12,112	132,959	642,963	\$ 244,875	\$ 394,510	44,218	683,603		1,956,898
Nov 30	\$ 498,331	-	4,480	12,996	515,807	\$ 247,322	\$ 317,207	-	564,529		1,908,176
Dec 31	\$ 497,733	34,464	4,480	12,996	549,673	\$ 247,322	\$ 317,207	-	564,529		1,893,320
Jan 31	\$ 497,733	-	4,480	18,265	520,478	\$ 247,322	\$ 317,207	-	564,529		1,849,270
Feb 28	\$ 498,331	34,464	4,480	6,498	543,772	\$ 247,322	\$ 317,207	-	564,529		1,828,513
Mar 31	\$ 509,538	-	4,480	6,498	520,516	\$ 247,322	\$ 317,207	-	564,529		1,784,501
Apr 30	\$ 497,733	34,464	4,480	6,766	543,443	\$ 247,322	\$ 317,207	-	564,529		1,763,415
May 31	\$ 498,331	-	4,480	6,498	509,309	\$ 247,322	\$ 317,207	-	564,529		1,708,195
June 30	\$ 497,733	34,464	4,480	6,498	543,175	\$ 247,322	\$ 317,207	-	564,529		1,686,841
Projected	5,998,959	137,855	51,946	718,959	6,907,719	2,754,192	4,086,841	61,848	6,902,881		
	6,243,960	137,855	44,800	649,795		2,967,858	3,806,489		6,930,994		(28,113)
Totals	5,998,959	137,855	51,946	718,959	6,907,719	2,754,192	4,086,841		6,902,881		1,686,841

Assumptions: 10% State Aid Holdback

This cash flow projection is to be used only to show that if we follow our working budget for the year that we will not encounter cash flow issues and that we will be able to maintain normal operations. It is not meant to be used to accurately predict what expenditures will be incurred in the short-term. Due to the manner in which MDE regulates the funding, abrupt changes may occur in the amounts of the payments. However, the total amount of the state aids should be reasonable given a stable budget.

**Woodbury Leadership Academy**  
**Woodbury, MN**  
**Contracted Services Report**  
**October 31, 2021**

305 - Contracted Services Detail	FY22				Notes:
	Original Budget	Working Budget	Actual	% spent	
Advertising & Marketing	4,000	4,000	2,403	60.1%	
Board Related Services	3,500	3,500	540	15.4%	
Financial Management Services	75,600	75,600	25,200	33.3%	
Time & Attendance Fees	11,500	9,300	2,196	23.6%	
Audit & Tax Services	10,996	10,996	7,500	68.2%	
Background Checks	1,000	2,000	1,871	93.6%	
Bank Fees	2,750	3,950	1,410	35.7%	
Grant Writing	1,000	-	-	0.0%	
Benefit Fees	-	100	100	100.0%	
HS Planning Consultant	-	16,000	-	0.0%	
Legal Services	15,000	15,000	292	1.9%	
Substitutes/Student Services/ESL	15,000	15,000	803	5.4%	
Nursing	7,200	7,200	1,433	19.9%	
Janitorial Services	106,000	79,000	23,950	30.3%	
Other Fees	23,454	11,685	830	7.1%	
	277,000	253,331 (23,669)	68,526	27.1%	



**Woodbury Leadership Academy  
Woodbury, MN  
District 4228**

**Supplemental Reports**

**October 31, 2021**

# WOODBURY LEADERSHIP ACADEMY

## Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void		Amount
												Date		
OLDN		7166		BP	1	1010	SFM		No	Yes	No	10/04/2021		2,487.00
OLDN		7167		BP	1	1054	Integrative Therapy, LLC.		No	Yes	No	10/04/2021		3,697.33
OLDN		7168		BP	1	1098	Teachers on Call	C Corporation	No	Yes	No	10/04/2021		229.50
OLDN		7169		BP	1	1241	Sheila Merzer		No	Yes	No	10/04/2021		125.00
OLDN		7170		BP	1	1481	Comcast		No	Yes	No	10/04/2021		393.35
OLDN		7171		BP	1	1563	City of Woodbury		No	Yes	No	10/04/2021		276.40
OLDN		7172		BP	1	1594	InstantWhip- Minneapolis		No	Yes	No	10/04/2021		225.22
OLDN		7173		BP	1	1628	Custom Electrical Services		No	Yes	No	10/04/2021		651.00
OLDN		7174		BP	1	1629	Roberto Martinez		No	Yes	No	10/04/2021		20.39
OLDN		7175		BP	1	1644	Robemy Cleaning Services LLC		No	Yes	No	10/04/2021		6,500.00
OLDN		7176		BP	1	1645	Northwest Asphalt Inc		No	Yes	No	10/04/2021		3,912.00
OLDN		7177		BP	1	1116	Strategic Staffing Solutions		No	Yes	No	10/07/2021		738.00
OLDN		7178		BP	1	1116	Strategic Staffing Solutions		No	Yes	No	10/07/2021		198.00
OLDN		7179		BP	1	1150	JR Computer Associates		No	Yes	No	10/07/2021		1,200.00
OLDN		7180		BP	1	1208	Abdo, Eick & Meyers LLP		No	Yes	No	10/07/2021		7,500.00
OLDN		7181		BP	1	1233	Reno Mothes		No	Yes	No	10/07/2021		857.50
OLDN		7182		BP	1	1249	Designs for Learning		No	Yes	No	10/07/2021		60,000.00
OLDN		7183		BP	1	1480	The Cincinnati Insurance Companies		No	Yes	No	10/07/2021		2,633.00
OLDN		7184		BP	1	1518	Martin Law Firm		No	Yes	No	10/07/2021		132.50
OLDN		7185		BP	1	1555	DHH Consulting LLC	Ind/Sole Proprietor	No	Yes	No	10/07/2021		1,532.51
OLDN		7186		BP	1	1588	SeeSaw Learning Inc		No	Yes	No	10/07/2021		550.00
OLDN		7187		BP	1	1646	Washington County		No	Yes	No	10/07/2021		10,352.00
OLDN		7188		BP	1	1646	Washington County		No	Yes	No	10/07/2021		21,822.00
OLDN		7189		BP	1	1647	Classic Company LLC		No	Yes	No	10/07/2021		1,100.00
OLDN		7190		BP	1	1013	Region V Computer Services		No	Yes	No	10/18/2021		2,005.00
OLDN		7191		BP	1	1054	Integrative Therapy, LLC.		No	Yes	No	10/18/2021		3,973.42
OLDN		7192		BP	1	1098	Teachers on Call	C Corporation	No	Yes	No	10/18/2021		344.25
OLDN		7193		BP	1	1161	NASCO		No	Yes	No	10/18/2021		182.68
OLDN		7194		BP	1	1214	The Hanover Insurance Group		No	Yes	No	10/18/2021		25.00
OLDN		7195		BP	1	1240	Keys to Communication		No	Yes	No	10/18/2021		8,865.00
OLDN		7196		BP	1	1241	Sheila Merzer		No	Yes	No	10/18/2021		375.00
OLDN		7197		BP	1	1246	Sentient Healthcare	S Corporation	No	Yes	No	10/18/2021		165.00
OLDN		7198		BP	1	1438	Wolf Ridge		No	Yes	No	10/18/2021		9,216.00
OLDN		7199		BP	1	1462	Monarch Bus Service Inc		No	Yes	No	10/18/2021		46,639.36
OLDN		7200		BP	1	1462	Monarch Bus Service Inc		No	Yes	No	10/18/2021		6,149.74
OLDN		7201		BP	1	1515	Minnesota Coaches Inc		No	Yes	No	10/18/2021		5,614.98
OLDN		7202		BP	1	1594	InstantWhip- Minneapolis		No	Yes	No	10/18/2021		246.26
OLDN		7203		BP	1	1594	InstantWhip- Minneapolis		No	Yes	No	10/18/2021		186.46
OLDN		7204		BP	1	1618	Ehlen Creative Communications, LLC		No	Yes	No	10/18/2021		75.00

## WOODBURY LEADERSHIP ACADEMY

### Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Pay/Void			Amount	
									Print	Recon	Void		Date
OLDN		7205		BP	1	1627	Hillyard Cleaners		No	Yes	No	10/18/2021	805.46
OLDN		7206		BP	1	1627	Hillyard Cleaners		No	Yes	No	10/18/2021	180.30
OLDN		7207		BP	1	1634	Nitti Sanitation		No	Yes	No	10/18/2021	410.06
OLDN		7208		BP	1	1639	Navigate Care Consulting		No	Yes	No	10/18/2021	555.00
OLDN		7209		Wire	1	1001	Public Employee Retirement Association		No	Yes	No	10/15/2021	3,915.91
OLDN		7210		Wire	1	1002	Teachers Retirement Association		No	Yes	No	10/15/2021	17,222.05
OLDN		7211		Wire	1	1003	Internal Revenue Service		No	Yes	No	10/15/2021	29,940.94
OLDN		7212		Wire	1	1004	MN Department of Revenue Service		No	Yes	No	10/15/2021	4,928.57
OLDN		7213		Wire	1	1128	AssociatedBank		No	Yes	No	10/15/2021	1,103.55
OLDN		7214		Wire	1	1417	VOYA		No	Yes	No	10/15/2021	239.90
OLDN		7216		Wire	1	1441	Old National		No	Yes	No	10/20/2021	322.79
OLDN		7217		Wire	1	1558	Bill.com		No	Yes	No	10/20/2021	120.14
OLDN		7218		Wire	1	1591	PreferredOne Insurance Company		No	Yes	No	10/20/2021	26,742.11
OLDN		7219		Wire	1	1635	USBank		No	Yes	No	10/20/2021	93,658.45
OLDN		7220		BP	1	1054	Integrative Therapy, LLC.		No	Yes	No	10/28/2021	3,858.00
OLDN		7221		BP	1	1098	Teachers on Call	C Corporation	No	Yes	No	10/28/2021	178.50
OLDN		7222		BP	1	1241	Sheila Merzer		No	Yes	No	10/28/2021	562.50
OLDN		7223		BP	1	1249	Designs for Learning		No	Yes	No	10/28/2021	2,254.00
OLDN		7224		BP	1	1302	Toshiba Financial Services		No	Yes	No	10/28/2021	2,258.41
OLDN		7225		BP	1	1369	BerganKDV Outsourced Services LLC		No	Yes	No	10/28/2021	6,300.00
OLDN		7226		BP	1	1481	Comcast		No	Yes	No	10/28/2021	393.35
OLDN		7227		BP	1	1552	Best & Flanagan		No	Yes	No	10/28/2021	1,588.34
OLDN		7228		BP	1	1552	Best & Flanagan		No	Yes	No	10/28/2021	2,400.00
OLDN		7229		BP	1	1563	City of Woodbury		No	Yes	No	10/28/2021	1,107.67
OLDN		7230		BP	1	1594	InstantWhip- Minneapolis		No	Yes	No	10/28/2021	189.75
OLDN		7231		BP	1	1610	First American Title Insurance Company		No	Yes	No	10/28/2021	350.00
OLDN		7232		BP	1	1610	First American Title Insurance Company		No	Yes	No	10/28/2021	350.00
OLDN		7233		BP	1	1621	Cintas		No	Yes	No	10/28/2021	57.47
OLDN		7234		BP	1	1637	Wexford Commerical Construction LLC		No	Yes	No	10/28/2021	7,331.00
OLDN		7235		BP	1	1648	Bailey Bernard		No	Yes	No	10/28/2021	25.00
OLDN		7236		Wire	1	1369	BerganKDV Outsourced Services LLC		No	Yes	No	10/31/2021	414.00
OLDN		7237		Wire	1	1609	GIS Benefits		No	Yes	No	10/31/2021	11,451.20
OLDN		7238		Wire	1	1632	Xcel Energy		No	Yes	No	10/31/2021	7,020.80
OLDN		7239		Wire	1	1001	Public Employee Retirement Association		No	No	No	10/31/2021	3,679.12
OLDN		7240		Wire	1	1002	Teachers Retirement Association		No	No	No	10/31/2021	17,153.03
OLDN		7241		Wire	1	1003	Internal Revenue Service		No	No	No	10/31/2021	29,537.40
OLDN		7242		Wire	1	1004	MN Department of Revenue Service		No	No	No	10/31/2021	4,870.50
OLDN		7243		Wire	1	1128	AssociatedBank		No	Yes	No	10/31/2021	803.55
OLDN		7244		Wire	1	1417	VOYA		No	No	No	10/31/2021	239.90

## WOODBURY LEADERSHIP ACADEMY

### Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Pay/Void				Amount
									Print	Recon	Void	Date	
OLDN		7245		Wire	1 1508		First Bankcard		No	Yes	No	10/19/2021	3,013.71
										Bank Total:		\$498,728.28	
										Report Total:		\$498,728.28	



# WOODBURY LEADERSHIP ACADEMY

## Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor				Pmt/Void Date	Pmt Type		
4228	OLDN	1010			<b>SFM</b>					<b>BP</b>		
				E 01	005	110	000	000	305	late fee	\$25.00	
				E 01	010	203	000	000	270	FY22 Additional Audit Premium Policy#62403.21	\$2,462.00	
<b>PO#:</b>		<b>Voucher #:</b>	<b>7756</b>	Invoice	<b>Invoice No:</b> 2611052				<b>10/4/2021</b>	<b>Paid Amt:</b>	<b>\$2,487.00</b>	
										<b>Check Amount:</b>	<b>\$2,487.00</b>	
4228	OLDN	1054			<b>Integrative Therapy, LLC.</b>					<b>BP</b>		
				E 01	010	420	000	740	394	COTA Services 27.67 hrs @\$74/hr	\$2,047.33	
				E 01	010	420	000	740	394	OT 18.33 hrs @\$90/hr	\$1,650.00	
<b>PO#:</b>		<b>Voucher #:</b>	<b>7757</b>	Invoice	<b>Invoice No:</b> 2905				<b>10/4/2021</b>	<b>Paid Amt:</b>	<b>\$3,697.33</b>	
										<b>Check Amount:</b>	<b>\$3,697.33</b>	
4228	OLDN	1098			<b>Teachers on Call</b>					<b>BP</b>		
				E 01	010	201	000	000	305	Sub Gr. K	\$229.50	
<b>PO#:</b>		<b>Voucher #:</b>	<b>7753</b>	Invoice	<b>Invoice No:</b> 127928				<b>10/4/2021</b>	<b>Paid Amt:</b>	<b>\$229.50</b>	
										<b>Check Amount:</b>	<b>\$229.50</b>	
4228	OLDN	1241			<b>Sheila Merzer</b>					<b>BP</b>		
				E 01	010	411	000	740	394	Autism Specialist: 9.20.21 1 hrs @ \$125	\$125.00	
<b>PO#:</b>		<b>Voucher #:</b>	<b>7755</b>	Invoice	<b>Invoice No:</b> 23031				<b>10/4/2021</b>	<b>Paid Amt:</b>	<b>\$125.00</b>	
										<b>Check Amount:</b>	<b>\$125.00</b>	
4228	OLDN	1481			<b>Comcast</b>					<b>BP</b>		
				E 01	005	110	000	000	320	FY22 Internet Services: 9.21-10.20.21 Acct#877	\$393.35	
<b>PO#:</b>		<b>Voucher #:</b>	<b>7752</b>	Invoice	<b>Invoice No:</b> 9/16/2021				<b>10/4/2021</b>	<b>Paid Amt:</b>	<b>\$393.35</b>	
										<b>Check Amount:</b>	<b>\$393.35</b>	
4228	OLDN	1563			<b>City of Woodbury</b>					<b>BP</b>		
				E 01	005	810	000	000	330	FY 22 Water & Sewer-7.30-8.30.21	\$276.40	
<b>PO#:</b>		<b>Voucher #:</b>	<b>7751</b>	Invoice	<b>Invoice No:</b> 9/15/2021				<b>10/4/2021</b>	<b>Paid Amt:</b>	<b>\$276.40</b>	
										<b>Check Amount:</b>	<b>\$276.40</b>	
4228	OLDN	1594			<b>InstantWhip- Minneapolis</b>					<b>BP</b>		
				E 01	010	203	000	000	490	Lunch Milk	\$225.22	
<b>PO#:</b>		<b>Voucher #:</b>	<b>7758</b>	Invoice	<b>Invoice No:</b> 4300285927				<b>10/4/2021</b>	<b>Paid Amt:</b>	<b>\$225.22</b>	
										<b>Check Amount:</b>	<b>\$225.22</b>	
4228	OLDN	1628			<b>Custom Electrical Services</b>					<b>BP</b>		
				E 01	005	810	000	000	350	Disconnect Floor Outlets	\$651.00	
<b>PO#:</b>		<b>Voucher #:</b>	<b>7754</b>	Invoice	<b>Invoice No:</b> 21-185				<b>10/4/2021</b>	<b>Paid Amt:</b>	<b>\$651.00</b>	
										<b>Check Amount:</b>	<b>\$651.00</b>	
4228	OLDN	1629			<b>Roberto Martinez</b>					<b>BP</b>		
				E 01	005	810	000	000	401	Reimb: Painting Supplies	\$20.39	
<b>PO#:</b>		<b>Voucher #:</b>	<b>7749</b>	Invoice	<b>Invoice No:</b> 6/10/2021				<b>10/4/2021</b>	<b>Paid Amt:</b>	<b>\$20.39</b>	
										<b>Check Amount:</b>	<b>\$20.39</b>	

## WOODBURY LEADERSHIP ACADEMY

### Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
4228	OLDN	1644			<b>Robemy Cleaning Services LLC</b>		BP		
				E 01	005 810 000 000 305	Sept Cleaning		\$6,500.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>7759</b>	Invoice		<b>Invoice No:</b> WLA-2	<b>10/4/2021</b>	<b>Paid Amt:</b>	<b>\$6,500.00</b>	
							<b>Check Amount:</b>	<b>\$6,500.00</b>	
4228	OLDN	1645			<b>Northwest Asphalt Inc</b>		BP		
				E 04	005 505 000 000 510	Asphalt Removal & Prep-2nd playground area		\$3,912.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>7750</b>	Invoice		<b>Invoice No:</b> 9/9/2021	<b>10/4/2021</b>	<b>Paid Amt:</b>	<b>\$3,912.00</b>	
							<b>Check Amount:</b>	<b>\$3,912.00</b>	
4228	OLDN	1116			<b>Strategic Staffing Solutions</b>		BP		
				E 01	010 411 000 740 394	J.Kast 8.27-9.24.21- 10.25 hr @ \$72/hr		\$738.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>7762</b>	Invoice		<b>Invoice No:</b> 10175-25A	<b>10/7/2021</b>	<b>Paid Amt:</b>	<b>\$738.00</b>	
							<b>Check Amount:</b>	<b>\$738.00</b>	
4228	OLDN	1116			<b>Strategic Staffing Solutions</b>		BP		
				E 01	010 412 000 740 394	C. Milostan 9.17-9.24.21- 2.75 hr @ \$72/hr		\$198.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>7763</b>	Invoice		<b>Invoice No:</b> 10175-25B	<b>10/7/2021</b>	<b>Paid Amt:</b>	<b>\$198.00</b>	
							<b>Check Amount:</b>	<b>\$198.00</b>	
4228	OLDN	1150			<b>JR Computer Associates</b>		BP		
				E 01	005 605 000 000 315	FY22 Month to month Contract Services: Oct 20		\$1,200.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>7771</b>	Invoice		<b>Invoice No:</b> R20211352	<b>10/7/2021</b>	<b>Paid Amt:</b>	<b>\$1,200.00</b>	
							<b>Check Amount:</b>	<b>\$1,200.00</b>	
4228	OLDN	1208			<b>Abdo, Eick &amp; Meyers LLP</b>		BP		
				E 01	005 116 000 000 305	FY21 Audit Progress Billing		\$7,500.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>7769</b>	Invoice		<b>Invoice No:</b> 448395	<b>10/7/2021</b>	<b>Paid Amt:</b>	<b>\$7,500.00</b>	
							<b>Check Amount:</b>	<b>\$7,500.00</b>	
4228	OLDN	1233			<b>Reno Mothes</b>		BP		
				E 01	010 404 000 740 394	DAPE Services: Sept-12.25 hrs @ \$70/hr		\$857.50	
<b>PO#:</b>	<b>Voucher #:</b>	<b>7772</b>	Invoice		<b>Invoice No:</b> WLA-0054	<b>10/7/2021</b>	<b>Paid Amt:</b>	<b>\$857.50</b>	
							<b>Check Amount:</b>	<b>\$857.50</b>	
4228	OLDN	1249			<b>Designs for Learning</b>		BP		
				E 01	010 420 000 419 303	FY22 SPED Director Contract		\$25,000.00	
				E 01	010 420 000 419 304	FY22 SPED Director Contract		\$35,000.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>7768</b>	Invoice		<b>Invoice No:</b> 22-0195	<b>10/7/2021</b>	<b>Paid Amt:</b>	<b>\$60,000.00</b>	
							<b>Check Amount:</b>	<b>\$60,000.00</b>	
4228	OLDN	1480			<b>The Cincinnati Insurance Companies</b>		BP		
				E 01	005 940 000 000 340	FY22 Acct#1000436769 School Leaders Liability		\$2,633.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>7760</b>	Invoice		<b>Invoice No:</b> 9/23/2021	<b>10/7/2021</b>	<b>Paid Amt:</b>	<b>\$2,633.00</b>	
							<b>Check Amount:</b>	<b>\$2,633.00</b>	

## WOODBURY LEADERSHIP ACADEMY

### Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
4228	OLDN	1518			<b>Martin Law Firm</b>		BP		
				E 01	005 111 000 000 305	Legal Services -Sept 2021		\$132.50	
	<b>PO#:</b>	<b>Voucher #:</b>		7761	Invoice	<b>Invoice No:</b> 9/30/2021		<b>10/7/2021</b>	
								<b>Paid Amt:</b>	<b>\$132.50</b>
								<b>Check Amount:</b>	<b>\$132.50</b>
4228	OLDN	1555			<b>DHH Consulting LLC</b>		BP		
				E 01	010 405 000 740 394	DHH Services: Sept-16.75 hrs@ \$89/hr/Mileag		\$1,532.51	
	<b>PO#:</b>	<b>Voucher #:</b>		7764	Invoice	<b>Invoice No:</b> 1121		<b>10/7/2021</b>	
								<b>Paid Amt:</b>	<b>\$1,532.51</b>
								<b>Check Amount:</b>	<b>\$1,532.51</b>
4228	OLDN	1588			<b>SeeSaw Learning Inc</b>		BP		
				E 01	010 630 000 000 406	SeeSaw License 10.1.21-9.30.22		\$550.00	
	<b>PO#:</b>	<b>Voucher #:</b>		7765	Invoice	<b>Invoice No:</b> 2021-58682		<b>10/7/2021</b>	
								<b>Paid Amt:</b>	<b>\$550.00</b>
								<b>Check Amount:</b>	<b>\$550.00</b>
4228	OLDN	1646			<b>Washington County</b>		BP		
				B 01	118 000	Property Taxes 04.028.21.22.0023		\$10,352.00	
	<b>PO#:</b>	<b>Voucher #:</b>		7766	Invoice	<b>Invoice No:</b> 2114407		<b>10/7/2021</b>	
								<b>Paid Amt:</b>	<b>\$10,352.00</b>
								<b>Check Amount:</b>	<b>\$10,352.00</b>
4228	OLDN	1646			<b>Washington County</b>		BP		
				B 01	118 000	Property Taxes 04.028.21.22.0024		\$21,822.00	
	<b>PO#:</b>	<b>Voucher #:</b>		7767	Invoice	<b>Invoice No:</b> 2115260		<b>10/7/2021</b>	
								<b>Paid Amt:</b>	<b>\$21,822.00</b>
								<b>Check Amount:</b>	<b>\$21,822.00</b>
4228	OLDN	1647			<b>Classic Company LLC</b>		BP		
				E 04	005 505 000 000 510	Install new curb by playground area		\$1,100.00	
	<b>PO#:</b>	<b>Voucher #:</b>		7770	Invoice	<b>Invoice No:</b> 92		<b>10/7/2021</b>	
								<b>Paid Amt:</b>	<b>\$1,100.00</b>
								<b>Check Amount:</b>	<b>\$1,100.00</b>
4228	OLDN	1013			<b>Region V Computer Services</b>		BP		
				E 01	005 108 000 000 405	FY22 2nd Quarter Membership Fee		\$2,005.00	
	<b>PO#:</b>	<b>Voucher #:</b>		7784	Invoice	<b>Invoice No:</b> 14566		<b>10/18/2021</b>	
								<b>Paid Amt:</b>	<b>\$2,005.00</b>
								<b>Check Amount:</b>	<b>\$2,005.00</b>
4228	OLDN	1054			<b>Integrative Therapy, LLC.</b>		BP		
				E 01	010 420 000 740 394	OT 22.5 hrs @\$90/hr		\$2,025.00	
				E 01	010 420 000 740 394	COTA Services 26.33 hrs @\$74/hr		\$1,948.42	
	<b>PO#:</b>	<b>Voucher #:</b>		7788	Invoice	<b>Invoice No:</b> 2930		<b>10/18/2021</b>	
								<b>Paid Amt:</b>	<b>\$3,973.42</b>
								<b>Check Amount:</b>	<b>\$3,973.42</b>
4228	OLDN	1098			<b>Teachers on Call</b>		BP		
				E 01	010 203 000 000 305	Sub Gr. 2 and Elementary		\$344.25	
	<b>PO#:</b>	<b>Voucher #:</b>		7783	Invoice	<b>Invoice No:</b> 128443		<b>10/18/2021</b>	
								<b>Paid Amt:</b>	<b>\$344.25</b>
								<b>Check Amount:</b>	<b>\$344.25</b>

# WOODBURY LEADERSHIP ACADEMY

## Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
4228	OLDN	1161			<b>NASCO</b>		BP		
				E 01	010 212 000 000 430 Art Supplies			\$182.68	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7785</b>	Invoice	<b>Invoice No:</b> 168284	<b>10/18/2021</b>	<b>Paid Amt:</b>	<b>\$182.68</b>	
							<b>Check Amount:</b>	<b>\$182.68</b>	
4228	OLDN	1214			<b>The Hanover Insurance Group</b>		BP		
				B 01	118 000 late fee			\$25.00	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7781</b>	Invoice	<b>Invoice No:</b> 10/1/2021	<b>10/18/2021</b>	<b>Paid Amt:</b>	<b>\$25.00</b>	
							<b>Check Amount:</b>	<b>\$25.00</b>	
4228	OLDN	1240			<b>Keys to Communication</b>		BP		
				E 01	010 401 000 740 394 Speech Services: 8.26-9.30.21 91 hrs @ \$90/hr			\$8,865.00	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7780</b>	Invoice	<b>Invoice No:</b> 9201679	<b>10/18/2021</b>	<b>Paid Amt:</b>	<b>\$8,865.00</b>	
							<b>Check Amount:</b>	<b>\$8,865.00</b>	
4228	OLDN	1241			<b>Sheila Merzer</b>		BP		
				E 01	010 411 000 740 394 Autism Specialist: 9.28.21 3 hrs @ \$125			\$375.00	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7787</b>	Invoice	<b>Invoice No:</b> 23045	<b>10/18/2021</b>	<b>Paid Amt:</b>	<b>\$375.00</b>	
							<b>Check Amount:</b>	<b>\$375.00</b>	
4228	OLDN	1246			<b>Sentient Healthcare</b>		BP		
				E 01	010 405 000 740 394 Audiology: 9.7-9.21.21 1.5hrs @ \$110/hr			\$165.00	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7782</b>	Invoice	<b>Invoice No:</b> 125352	<b>10/18/2021</b>	<b>Paid Amt:</b>	<b>\$165.00</b>	
							<b>Check Amount:</b>	<b>\$165.00</b>	
4228	OLDN	1438			<b>Wolf Ridge</b>		BP		
				E 01	010 203 000 000 369 Gr 5 Overnight Fieldtrip			\$9,216.00	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7790</b>	Invoice	<b>Invoice No:</b> 4003	<b>10/18/2021</b>	<b>Paid Amt:</b>	<b>\$9,216.00</b>	
							<b>Check Amount:</b>	<b>\$9,216.00</b>	
4228	OLDN	1462			<b>Monarch Bus Service Inc</b>		BP		
				E 01	005 760 000 720 360 FY22 Busing Contract-Installment 3/10			\$46,639.36	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7793</b>	Invoice	<b>Invoice No:</b> 49678	<b>10/18/2021</b>	<b>Paid Amt:</b>	<b>\$46,639.36</b>	
							<b>Check Amount:</b>	<b>\$46,639.36</b>	
4228	OLDN	1462			<b>Monarch Bus Service Inc</b>		BP		
				E 01	005 760 000 723 360 FY22 SPED busing-Aug/Sept			\$6,149.74	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7795</b>	Invoice	<b>Invoice No:</b> 50035	<b>10/18/2021</b>	<b>Paid Amt:</b>	<b>\$6,149.74</b>	
							<b>Check Amount:</b>	<b>\$6,149.74</b>	
4228	OLDN	1515			<b>Minnesota Coaches Inc</b>		BP		
				E 01	005 760 000 723 360 FY22 SPED Busing Sept			\$5,614.98	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7794</b>	Invoice	<b>Invoice No:</b> 49825	<b>10/18/2021</b>	<b>Paid Amt:</b>	<b>\$5,614.98</b>	
							<b>Check Amount:</b>	<b>\$5,614.98</b>	

## WOODBURY LEADERSHIP ACADEMY

### Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
4228	OLDN	1594			<b>InstantWhip- Minneapolis</b>		BP		
				E 01	010 203 000 000 490 Lunch Milk			\$246.26	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7791</b>	Invoice	<b>Invoice No:</b> 4300286207	<b>10/18/2021</b>		<b>Paid Amt:</b>	<b>\$246.26</b>
								<b>Check Amount:</b>	<b>\$246.26</b>
4228	OLDN	1594			<b>InstantWhip- Minneapolis</b>		BP		
				E 01	010 203 000 000 490 Lunch Milk			\$186.46	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7792</b>	Invoice	<b>Invoice No:</b> 4300286469	<b>10/18/2021</b>		<b>Paid Amt:</b>	<b>\$186.46</b>
								<b>Check Amount:</b>	<b>\$186.46</b>
4228	OLDN	1618			<b>Ehlen Creative Communications, LLC</b>		BP		
				E 01	005 107 000 000 305 Building Site Photos			\$75.00	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7779</b>	Invoice	<b>Invoice No:</b> 8/31/2021	<b>10/18/2021</b>		<b>Paid Amt:</b>	<b>\$75.00</b>
								<b>Check Amount:</b>	<b>\$75.00</b>
4228	OLDN	1627			<b>Hillyard Cleaners</b>		BP		
				E 01	005 810 000 000 401 FY22: Bathroom Supplies: Liners, Cleaners			\$805.46	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7796</b>	Invoice	<b>Invoice No:</b> 604493195	<b>10/18/2021</b>		<b>Paid Amt:</b>	<b>\$805.46</b>
								<b>Check Amount:</b>	<b>\$805.46</b>
4228	OLDN	1627			<b>Hillyard Cleaners</b>		BP		
				E 01	005 810 000 000 401 FY22: Dusters, Soap			\$180.30	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7797</b>	Invoice	<b>Invoice No:</b> 604495165	<b>10/18/2021</b>		<b>Paid Amt:</b>	<b>\$180.30</b>
								<b>Check Amount:</b>	<b>\$180.30</b>
4228	OLDN	1634			<b>Nitti Sanitation</b>		BP		
				E 01	005 810 000 000 330 FY22 Oct Trash Services			\$410.06	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7786</b>	Invoice	<b>Invoice No:</b> 219608	<b>10/18/2021</b>		<b>Paid Amt:</b>	<b>\$410.06</b>
								<b>Check Amount:</b>	<b>\$410.06</b>
4228	OLDN	1639			<b>Navigate Care Consulting</b>		BP		
				E 01	010 420 000 740 394 SPED onsite 1.5 hrs @ \$90/hr			\$135.00	
				E 01	010 720 000 000 305 Gen Ed Off Site 3.5 hrs @\$80/hr			\$280.00	
				E 01	010 420 000 740 394 SPED offsite 1.75 hrs @ \$80/hr			\$140.00	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7789</b>	Invoice	<b>Invoice No:</b> 3803	<b>10/18/2021</b>		<b>Paid Amt:</b>	<b>\$555.00</b>
								<b>Check Amount:</b>	<b>\$555.00</b>
4228	OLDN	1001			<b>Public Employee Retirement Association</b>		Wire		
				B 01	215 017 Payroll Deductions PERA			\$3,915.91	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7775</b>	Invoice	<b>Invoice No:</b> S2022070	<b>10/15/2021</b>		<b>Paid Amt:</b>	<b>\$3,915.91</b>
								<b>Check Amount:</b>	<b>\$3,915.91</b>
4228	OLDN	1002			<b>Teachers Retirement Association</b>		Wire		
				B 01	215 018 Payroll Deductions TRA			\$17,222.05	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7777</b>	Invoice	<b>Invoice No:</b> S2022070	<b>10/15/2021</b>		<b>Paid Amt:</b>	<b>\$17,222.05</b>
								<b>Check Amount:</b>	<b>\$17,222.05</b>

# WOODBURY LEADERSHIP ACADEMY

## Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
4228	OLDN	1003			<b>Internal Revenue Service</b>		Wire		
				B 01	215 010	Payroll Deductions FICA		\$20,175.40	
				B 01	215 011	Payroll Deductions Fed Tax		\$9,765.54	
		<b>PO#:</b>	<b>Voucher #:</b>	<b>7774</b>	Invoice	<b>Invoice No:</b> S2022070		<b>10/15/2021</b>	<b>Paid Amt: \$29,940.94</b>
									<b>Check Amount: \$29,940.94</b>
4228	OLDN	1004			<b>MN Department of Revenue Service</b>		Wire		
				B 01	215 013	Payroll Deductions MN Tax		\$4,928.57	
		<b>PO#:</b>	<b>Voucher #:</b>	<b>7776</b>	Invoice	<b>Invoice No:</b> S2022070		<b>10/15/2021</b>	<b>Paid Amt: \$4,928.57</b>
									<b>Check Amount: \$4,928.57</b>
4228	OLDN	1128			<b>AssociatedBank</b>		Wire		
				B 01	215 022	Payroll Deductions - HSA		\$1,103.55	
		<b>PO#:</b>	<b>Voucher #:</b>	<b>7773</b>	Invoice	<b>Invoice No:</b> S2022070		<b>10/15/2021</b>	<b>Paid Amt: \$1,103.55</b>
									<b>Check Amount: \$1,103.55</b>
4228	OLDN	1417			<b>VOYA</b>		Wire		
				B 01	215 021	TSA		\$239.90	
		<b>PO#:</b>	<b>Voucher #:</b>	<b>7778</b>	Invoice	<b>Invoice No:</b> S2022070		<b>10/15/2021</b>	<b>Paid Amt: \$239.90</b>
									<b>Check Amount: \$239.90</b>
4228	OLDN	1441			<b>Old National</b>		Wire		
				E 01	005 112 000 000 305	Service Charge:		\$322.79	
		<b>PO#:</b>	<b>Voucher #:</b>	<b>7801</b>	Invoice	<b>Invoice No:</b> 10.18.21		<b>10/20/2021</b>	<b>Paid Amt: \$322.79</b>
									<b>Check Amount: \$322.79</b>
4228	OLDN	1558			<b>Bill.com</b>		Wire		
				E 01	005 112 000 000 305	Bill.com monthly fee		\$120.14	
		<b>PO#:</b>	<b>Voucher #:</b>	<b>7798</b>	Invoice	<b>Invoice No:</b> 10.15.21		<b>10/20/2021</b>	<b>Paid Amt: \$120.14</b>
									<b>Check Amount: \$120.14</b>
4228	OLDN	1591			<b>PreferredOne Insurance Company</b>		Wire		
				B 01	215 008	Health Insurance Premiums- PC02 300.100 HS		\$26,742.11	
		<b>PO#:</b>	<b>Voucher #:</b>	<b>7799</b>	Invoice	<b>Invoice No:</b> 10.1.21		<b>10/20/2021</b>	<b>Paid Amt: \$26,742.11</b>
									<b>Check Amount: \$26,742.11</b>
4228	OLDN	1635			<b>USBank</b>		Wire		
				E 01	005 850 000 348 570	Rent		\$93,658.45	
		<b>PO#:</b>	<b>Voucher #:</b>	<b>7800</b>	Invoice	<b>Invoice No:</b> 10.5.21		<b>10/20/2021</b>	<b>Paid Amt: \$93,658.45</b>
									<b>Check Amount: \$93,658.45</b>
4228	OLDN	1054			<b>Integrative Therapy, LLC.</b>		BP		
				E 01	010 420 000 740 394	OT 26.83 hrs @\$90/hr		\$2,415.00	
				E 01	010 420 000 740 394	COTA Services 19.5 hrs @\$74/hr		\$1,443.00	
		<b>PO#:</b>	<b>Voucher #:</b>	<b>7818</b>	Invoice	<b>Invoice No:</b> 2964		<b>10/28/2021</b>	<b>Paid Amt: \$3,858.00</b>
									<b>Check Amount: \$3,858.00</b>

## WOODBURY LEADERSHIP ACADEMY

### Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
4228	OLDN	1098			<b>Teachers on Call</b>		BP		
				E 01	010 420 000 740 307	SPED Para		\$178.50	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7813</b>	Invoice	<b>Invoice No:</b> 128958			<b>10/28/2021</b>	
								<b>Paid Amt:</b>	<b>\$178.50</b>
								<b>Check Amount:</b>	<b>\$178.50</b>
4228	OLDN	1241			<b>Sheila Merzer</b>		BP		
				E 01	010 411 000 740 394	Autism Specialist: 10.12-10.19.21 4.5 hrs @ \$1		\$562.50	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7817</b>	Invoice	<b>Invoice No:</b> 23078			<b>10/28/2021</b>	
								<b>Paid Amt:</b>	<b>\$562.50</b>
								<b>Check Amount:</b>	<b>\$562.50</b>
4228	OLDN	1249			<b>Designs for Learning</b>		BP		
				E 01	010 420 000 740 394	Psych consultant: 9/2-9/30/21 23hrs @ \$98/hr		\$2,254.00	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7816</b>	Invoice	<b>Invoice No:</b> 22-0282			<b>10/28/2021</b>	
								<b>Paid Amt:</b>	<b>\$2,254.00</b>
								<b>Check Amount:</b>	<b>\$2,254.00</b>
4228	OLDN	1302			<b>Toshiba Financial Services</b>		BP		
				E 01	010 203 000 000 401	Overages		\$969.76	
				E 01	010 605 000 000 580	FY22 Copier Lease		\$1,288.65	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7821</b>	Invoice	<b>Invoice No:</b> 5017148928			<b>10/28/2021</b>	
								<b>Paid Amt:</b>	<b>\$2,258.41</b>
								<b>Check Amount:</b>	<b>\$2,258.41</b>
4228	OLDN	1369			<b>BerganKDV Outsourced Services LLC</b>		BP		
				E 01	005 113 000 000 305	FY22 Oct Financial Management and Account S		\$6,300.00	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7812</b>	Invoice	<b>Invoice No:</b> 1142934			<b>10/28/2021</b>	
								<b>Paid Amt:</b>	<b>\$6,300.00</b>
								<b>Check Amount:</b>	<b>\$6,300.00</b>
4228	OLDN	1481			<b>Comcast</b>		BP		
				E 01	005 110 000 000 320	FY22 Internet Services: 10.21-11.20.21 Acct#87		\$393.35	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7811</b>	Invoice	<b>Invoice No:</b> 10/16/2021			<b>10/28/2021</b>	
								<b>Paid Amt:</b>	<b>\$393.35</b>
								<b>Check Amount:</b>	<b>\$393.35</b>
4228	OLDN	1552			<b>Best &amp; Flanagan</b>		BP		
				B 01	118 000	FY22 BC Legal Fees through 9.30.21		\$1,588.34	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7822</b>	Invoice	<b>Invoice No:</b> 552175			<b>10/28/2021</b>	
								<b>Paid Amt:</b>	<b>\$1,588.34</b>
								<b>Check Amount:</b>	<b>\$1,588.34</b>
4228	OLDN	1552			<b>Best &amp; Flanagan</b>		BP		
				B 01	118 000	FY22 BC Legal Fees through 9.30.21		\$2,400.00	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7823</b>	Invoice	<b>Invoice No:</b> 552177			<b>10/28/2021</b>	
								<b>Paid Amt:</b>	<b>\$2,400.00</b>
								<b>Check Amount:</b>	<b>\$2,400.00</b>
4228	OLDN	1563			<b>City of Woodbury</b>		BP		
				E 01	005 810 000 000 330	FY 22 Water & Sewer-8.30-9.30.21		\$1,107.67	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7810</b>	Invoice	<b>Invoice No:</b> 10/13/2021			<b>10/28/2021</b>	
								<b>Paid Amt:</b>	<b>\$1,107.67</b>
								<b>Check Amount:</b>	<b>\$1,107.67</b>

# WOODBURY LEADERSHIP ACADEMY

## Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
4228	OLDN	1594			<b>InstantWhip- Minneapolis</b>		BP		
				E 01	010 203 000 000 490 Lunch Milk			\$189.75	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7820</b>	Invoice	<b>Invoice No:</b> 4300286737	<b>10/28/2021</b>	<b>Paid Amt:</b>	<b>\$189.75</b>	
							<b>Check Amount:</b>	<b>\$189.75</b>	
4228	OLDN	1610			<b>First American Title Insurance Company</b>		BP		
				B 01	118 000 Title insurance-construction draw 2			\$350.00	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7814</b>	Invoice	<b>Invoice No:</b> 1724-1724136542	<b>10/28/2021</b>	<b>Paid Amt:</b>	<b>\$350.00</b>	
							<b>Check Amount:</b>	<b>\$350.00</b>	
4228	OLDN	1610			<b>First American Title Insurance Company</b>		BP		
				B 01	118 000 Title insurance-construction draw 3			\$350.00	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7815</b>	Invoice	<b>Invoice No:</b> 1724-1724136718	<b>10/28/2021</b>	<b>Paid Amt:</b>	<b>\$350.00</b>	
							<b>Check Amount:</b>	<b>\$350.00</b>	
4228	OLDN	1621			<b>Cintas</b>		BP		
				E 01	005 810 000 000 401 Mats service			\$57.47	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7819</b>	Invoice	<b>Invoice No:</b> 4098899262	<b>10/28/2021</b>	<b>Paid Amt:</b>	<b>\$57.47</b>	
							<b>Check Amount:</b>	<b>\$57.47</b>	
4228	OLDN	1637			<b>Wexford Commerical Construction LLC</b>		BP		
				E 01	005 810 000 000 520 FY22 Construction			\$7,331.00	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7808</b>	Invoice	<b>Invoice No:</b> 8/11/2021	<b>10/28/2021</b>	<b>Paid Amt:</b>	<b>\$7,331.00</b>	
							<b>Check Amount:</b>	<b>\$7,331.00</b>	
4228	OLDN	1648			<b>Bailey Bernard</b>		BP		
				E 01	005 110 000 000 305 Reimb: Background Check			\$25.00	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7809</b>	Invoice	<b>Invoice No:</b> 10/8/2021	<b>10/28/2021</b>	<b>Paid Amt:</b>	<b>\$25.00</b>	
							<b>Check Amount:</b>	<b>\$25.00</b>	
4228	OLDN	1369			<b>BerganKDV Outsourced Services LLC</b>		Wire		
				E 01	005 114 000 000 305 KPay Processing Fee			\$414.00	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7824</b>	Invoice	<b>Invoice No:</b> 10.29.21	<b>10/31/2021</b>	<b>Paid Amt:</b>	<b>\$414.00</b>	
							<b>Check Amount:</b>	<b>\$414.00</b>	
4228	OLDN	1609			<b>GIS Benefits</b>		Wire		
				B 01	215 007 Life/LTD/STD:Sept			\$1,881.11	
				B 01	215 009 Dental: Sept			\$1,362.62	
				B 01	215 023 Vision: Sept			\$254.87	
				B 01	215 024 PPL: Sept			\$97.50	
				E 01	005 110 000 000 305 Admin Fees: Sept			\$50.00	
				E 01	005 110 000 000 305 Admin Fees: Oct			\$50.00	
				B 01	215 007 Life/LTD/STD:Oct			\$1,774.51	
				B 01	215 009 Dental: Oct			\$1,423.56	
				B 01	215 023 Vision: Oct			\$279.13	



## WOODBURY LEADERSHIP ACADEMY

### Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
4228	OLDN	1609			<b>GIS Benefits</b>		Wire		
				B 01 215 024	PPL: Oct			\$97.50	
<b>PO#:</b>	<b>Voucher #:</b>	<b>7825</b>	Invoice	<b>Invoice No:</b>	10.14.21	<b>10/31/2021</b>	<b>Paid Amt:</b>	<b>\$7,270.80</b>	
				B 01 215 013	Life/LTD/STD:			\$2,000.63	
				B 01 215 009	Dental:			\$1,647.49	
				B 01 215 021	Vision			\$339.78	
				B 01 215 020	PPL:			\$136.50	
				E 01 005 110 000 000 305	Admin Fees			\$56.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>7826</b>	Invoice	<b>Invoice No:</b>	10.22.21	<b>10/31/2021</b>	<b>Paid Amt:</b>	<b>\$4,180.40</b>	
							<b>Check Amount:</b>	<b>\$11,451.20</b>	
4228	OLDN	1632			<b>Xcel Energy</b>		Wire		
				E 01 005 810 000 000 330	FY22 Electric Service			\$7,020.80	
<b>PO#:</b>	<b>Voucher #:</b>	<b>7827</b>	Invoice	<b>Invoice No:</b>	10.26.21	<b>10/31/2021</b>	<b>Paid Amt:</b>	<b>\$7,020.80</b>	
							<b>Check Amount:</b>	<b>\$7,020.80</b>	
4228	OLDN	1001			<b>Public Employee Retirement Association</b>		Wire		
				B 01 215 017	Payroll Deductions PERA			\$3,679.12	
<b>PO#:</b>	<b>Voucher #:</b>	<b>7804</b>	Invoice	<b>Invoice No:</b>	S2022080	<b>10/31/2021</b>	<b>Paid Amt:</b>	<b>\$3,679.12</b>	
							<b>Check Amount:</b>	<b>\$3,679.12</b>	
4228	OLDN	1002			<b>Teachers Retirement Association</b>		Wire		
				B 01 215 018	Payroll Deductions TRA			\$17,153.03	
<b>PO#:</b>	<b>Voucher #:</b>	<b>7806</b>	Invoice	<b>Invoice No:</b>	S2022080	<b>10/31/2021</b>	<b>Paid Amt:</b>	<b>\$17,153.03</b>	
							<b>Check Amount:</b>	<b>\$17,153.03</b>	
4228	OLDN	1003			<b>Internal Revenue Service</b>		Wire		
				B 01 215 010	Payroll Deductions FICA			\$19,883.82	
				B 01 215 011	Payroll Deductions Fed Tax			\$9,653.58	
<b>PO#:</b>	<b>Voucher #:</b>	<b>7803</b>	Invoice	<b>Invoice No:</b>	S2022080	<b>10/31/2021</b>	<b>Paid Amt:</b>	<b>\$29,537.40</b>	
							<b>Check Amount:</b>	<b>\$29,537.40</b>	
4228	OLDN	1004			<b>MN Department of Revenue Service</b>		Wire		
				B 01 215 013	Payroll Deductions MN Tax			\$4,870.50	
<b>PO#:</b>	<b>Voucher #:</b>	<b>7805</b>	Invoice	<b>Invoice No:</b>	S2022080	<b>10/31/2021</b>	<b>Paid Amt:</b>	<b>\$4,870.50</b>	
							<b>Check Amount:</b>	<b>\$4,870.50</b>	
4228	OLDN	1128			<b>AssociatedBank</b>		Wire		
				B 01 215 022	Payroll Deductions - HSA			\$803.55	
<b>PO#:</b>	<b>Voucher #:</b>	<b>7802</b>	Invoice	<b>Invoice No:</b>	S2022080	<b>10/31/2021</b>	<b>Paid Amt:</b>	<b>\$803.55</b>	
							<b>Check Amount:</b>	<b>\$803.55</b>	

# WOODBURY LEADERSHIP ACADEMY

## Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
4228	OLDN	1417			VOYA		Wire
				B 01	215 021	TSA	\$239.90
	<b>PO#:</b>	<b>Voucher #:</b>	<b>7807</b>	Invoice	<b>Invoice No: S2022080</b>	<b>10/31/2021</b>	<b>Paid Amt: \$239.90</b>
							<b>Check Amount: \$239.90</b>
4228	OLDN	1508			First Bankcard		Wire
				E 01	005 110 000 000 305	Volunteer*BGC-Background check fee-staff Grif	\$25.00
				E 01	005 110 000 000 320	Tmobile-Cell phone 7/2-8/1/21-ED & Dean	\$130.00
				E 01	005 110 000 000 320	Sangoma-SipStation subscription (VolP) 9/28-10/31/21	\$25.00
				E 01	005 110 000 000 401	Amazon-Staff badge/name tag holders	\$26.99
				E 01	005 110 000 000 405	Adobe-Adobe Pro subscription monthly pmt-10/1-11/30/21	\$16.06
				E 01	005 110 000 000 401	Amazon-HR files-3 divider classification folders	\$30.15
				E 01	005 110 000 000 320	Sangoma-SipStation additional usage (VolP) 8/2-9/30/21	\$64.62
				E 01	005 110 000 000 401	Amazon-Binding coils-various sizes	\$75.03
				E 01	005 110 000 000 401	Amazon-Fundraising cost G2M-Hulk shirt	\$29.95
				E 01	005 108 000 000 455	Amazon-Dell Docking station	\$138.02
				E 01	005 110 000 000 305	Raptor Technologies-Background check fee-staff	\$25.00
				E 01	005 110 000 000 305	Raptor Technologies-Background check fee-staff	\$25.00
				E 01	005 110 000 000 320	HumbleFax-Fax service-10/7-11/7/21	\$10.00
				E 01	005 110 000 000 305	Raptor Technologies-Background check fee-staff	\$25.00
				E 01	005 110 000 000 305	Raptor Technologies-Background check fee-staff	\$25.00
				E 01	005 110 000 000 305	Raptor Technologies-Background check fee-staff	\$25.00
				E 01	005 110 000 000 305	Raptor Technologies-Background check fee-staff	\$25.00
				E 01	005 110 000 000 305	Raptor Technologies-Background check fee-staff	\$25.00
				E 01	005 110 000 000 305	Raptor Technologies-Background check fee-staff	\$25.00
				E 01	005 110 000 000 490	Olive Garden-Working lunch-office staff	\$65.76
				E 01	005 110 000 000 401	Amazon-Thermal Laminator-Office	\$39.99
				E 01	005 110 000 000 401	Amazon-Fundraising cost G2M-Avenger costum	\$271.52
				E 01	005 810 000 000 401	Amazon-Filters for water bottle filling station	\$267.98
				E 01	005 810 000 000 401	Amazon-Drywall repair kit, bathroom foam soap	\$169.59
				E 01	005 810 000 000 370	Stuff it Moving & Storage-Monthly storage container	\$174.00
				E 01	005 810 000 000 370	Stuff it Moving & Storage-Monthly storage container	\$204.00
				E 01	005 810 000 000 401	Menards-Drywall spackling for repairs	\$6.56
				E 01	005 810 000 000 370	Stuff it Moving & Storage-Monthly storage container	\$204.00
				E 01	005 108 000 000 455	Amazon-Webcam, Condenser Microphone-livesite	\$174.67
				E 01	005 108 000 000 455	Amazon-Soundboard for Microphone-livesite	\$59.00
				E 01	010 203 000 000 401	Target-Small teacher desk-MS BB	\$40.00
				E 01	010 203 000 000 460	Amazon-Textbooks: The Outsiders Gr 7 LA	\$111.91
				E 01	010 203 000 000 401	AMZ*Society 6-Poster for Counseling Office-LE	\$41.56
				E 01	010 630 000 000 456	Amazon-Ethernet MacBook connection cable-S/	\$29.99

# WOODBURY LEADERSHIP ACADEMY

## Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
4228	OLDN	1508			<b>First Bankcard</b>		<b>Wire</b>
			E	01	010 203 000 000 430	Amazon-Kraft paper bags-white - Gr 1	\$24.49
			E	01	010 203 000 000 430	Amazon-Refund-French Emoji Feelings Chart-C	(\$27.99)
			E	01	010 203 000 000 430	Amazon-Emoji Emotions Poster-Counseling offic	\$14.99
			E	01	010 203 000 000 430	Amazon-Lab supplies-MS Science	\$154.89
			E	01	010 203 000 000 401	Target-Book bins for classroom library-Gr 1	\$63.67
			E	01	010 203 000 000 430	Educational Disc Golf-Class set Disc Golf - PE	\$599.95
			E	01	010 203 000 000 430	Cub Foods-Science experiment supplies-Gr 2 S	\$31.58
			E	01	010 630 000 000 456	Amazon-12-plug surge protectors	\$111.92
			E	01	010 203 000 000 406	Learning A-Z-Reading A-Z renewal-Remedial Tcl	\$118.00
			E	01	010 203 000 000 460	Amazon-Books: Collections-MS LA	\$90.80
			E	01	010 203 000 000 430	Gopher Sport-Vinyl Cones-PE	\$660.80
			E	01	010 203 000 000 401	Ikea-3 dark small bookcases, 36 bins-Various EI	\$232.65
			E	01	010 203 000 000 530	BLT Restaurant Supply Inc-Refund deposit-Milk	(\$3,013.27)
			E	01	010 203 000 000 460	Amazon-Book: Dr Heidegger's Experiment-MS L	\$3.95
			E	01	010 203 000 000 430	Dollar Tree-Science experiment clear bowls-Gr 2	\$5.37
			E	01	010 203 000 000 430	Savers-Science experiment glass pie plate-Gr 2	\$4.99
			E	01	010 203 000 000 430	Amazon-Orange flagging ribbon-Anti bullying Ur	\$6.07
			E	01	010 203 000 000 401	Ikea-2 dark large bookcases-Remediation tchr	\$139.98
			E	01	010 203 000 000 430	Menards-Misc classroom supplies-const paper, r	\$11.00
			E	01	010 203 000 000 430	Amazon-Construction paper 12"x18" pink, blue-C	\$11.98
			E	01	010 203 000 000 430	Amazon-Construction paper 12"x18" yellow-Gr 5	\$5.39
			E	01	010 203 000 000 401	Ikea-2 white large bookcases-Gr 1	\$139.98
			E	01	010 203 000 000 430	Menards-Orange duct tape-Anti bullying Unity D	\$20.88
			E	01	010 203 000 000 430	Menards-White tiles-Roman Art History project C	\$15.00
			E	01	010 203 000 000 401	Amazon-Book bins for classroom library-Gr 1	\$205.28
			E	01	010 203 000 000 430	Amazon-Catalog envelopes-Conference material	\$80.12
			E	01	010 203 000 000 430	Amazon-Mosaic tiles-Roman Art History project v	\$175.92
			E	01	010 720 000 170 401	Amazon-Child sized disposable masks	\$178.99
			E	01	010 203 000 000 430	Amazon-Spookley the Square Pumpkin-Anti bull	\$14.99
			E	01	010 420 000 419 406	Everyday Speech-Annual license-Online Social S	\$299.99
<b>PO#:</b>		<b>Voucher #:</b>	<b>7828</b>	Invoice	<b>Invoice No:</b> 10.19.21	<b>10/19/2021</b>	<b>Paid Amt: \$3,013.71</b>
							<b>Check Amount: \$3,013.71</b>
							<b>Report Total: \$498,728.28</b>

## WOODBURY LEADERSHIP ACADEMY

### Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
1750	4228	OLDN	CR1021													
FY22 IDEAS				1754	Credit	A	10/15/21	Check	1	M						
							4228 R 01 005 000 000 000 211			Miscellaneous Customer						
										FY22 Gen Ed Aid					249,165.45	0.00
														Receipt Total:	\$249,165.45	\$0.00
														<b>Deposit Total:</b>	<b>\$249,165.45</b>	<b>\$0.00</b>
1751	4228	OLDN	CR1021													
10.13.21 Associated Bank Refun				1755	Credit	A	10/13/21	Check	1	M						
							4228 B 01 215 022			Miscellaneous Customer						
										Payroll Deductions - HSA					300.00	0.00
														Receipt Total:	\$300.00	\$0.00
														<b>Deposit Total:</b>	<b>\$300.00</b>	<b>\$0.00</b>
1752	4228	OLDN	CR1021													
FY22 Donations				1756	Credit	A	10/12/21	Check	1	M						
							4228 R 01 005 000 000 000 096			Miscellaneous Customer						
										Mighty Cause					20.00	0.00
														Receipt Total:	\$20.00	\$0.00
														<b>Deposit Total:</b>	<b>\$20.00</b>	<b>\$0.00</b>
1753	4228	OLDN	CR1021													
Oct Interest				1757	Credit	A	10/29/21	Check	1	I						
							4228 R 01 005 000 000 000 092			Interest						
										Interest Earnings					31.36	0.00
														Receipt Total:	\$31.36	\$0.00
														<b>Deposit Total:</b>	<b>\$31.36</b>	<b>\$0.00</b>
1754	4228	OLDN	CR1021													
MN DEP REV Credit				1758	Credit	A	10/21/21	Check	1	M						
							4228 B 01 215 013			Miscellaneous Customer						
										Payroll Deductions MN Tax					760.87	0.00
														Receipt Total:	\$760.87	\$0.00
														<b>Deposit Total:</b>	<b>\$760.87</b>	<b>\$0.00</b>
1755	4228	OLDN	CR1021													
FY22 IDEAS				1759	Credit	A	10/31/21	Check	1	M						
							4228 B 01 121 000			Miscellaneous Customer						
										FY21 Gen Ed Aid				124,949.27	0.00	
							4228 B 01 121 000			FY21 Charter School Lease				7,558.39	0.00	
							4228 B 01 121 000			FY21 LT FAC Maint				1.28	0.00	
							4228 B 01 121 000			FY21 Literacy Incentive				449.99	0.00	
							4228 R 01 005 000 000 000 211			FY22 Gen Ed Aid				248,517.90	0.00	

## WOODBURY LEADERSHIP ACADEMY

### Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount	
1755	4228	OLDN	CR1021														
FY22 IDEAS				1759	Credit	A	10/31/21	Check	1	M							
										Miscellaneous Customer							
							4228	R	01	005	000	000	317	211		FY22 Engl Learned Cross Sut	
																208.85	0.00
														Receipt Total:	\$381,685.68	\$0.00	
														<b>Deposit Total:</b>	<b>\$381,685.68</b>	<b>\$0.00</b>	
1756	4228	OLDN	CR1021														
10.12.21 Deposit				1760	Credit	A	10/12/21	Check	1	M							
										Miscellaneous Customer							
							4228	E	01	010	203	000	000	369		Entry Fees/Student Travel	
																8,680.00	0.00
							4228	R	01	005	000	000	000	050		Milk Sales	
																1,148.50	0.00
							4228	R	01	005	000	000	372	071		FY22 MA IEP 3rd Party	
																743.55	0.00
														Receipt Total:	\$10,572.05	\$0.00	
10.12.21 Deposit Correction				1761	Debit	A	10/12/21	Check	1	M							
										Miscellaneous Customer							
							4228	E	01	010	203	000	000	369		Wolf Ridge Deposit Correctior	
																(270.00)	0.00
														Receipt Total:	(270.00)	\$0.00	
														<b>Deposit Total:</b>	<b>\$10,302.05</b>	<b>\$0.00</b>	
1757	4228	OLDN	CR1021														
10.26.21 Deposit				1762	Credit	A	10/26/21	Check	1	M							
										Miscellaneous Customer							
							4228	R	01	005	000	000	000	050		Milk Sales	
																476.00	0.00
							4228	R	01	005	000	000	000	050		Lost Planner Replacement cos	
																5.00	0.00
							4228	R	01	005	000	000	000	050		Yearbook Sales	
																20.00	0.00
							4228	R	01	005	000	000	000	050		Recorder, Masks, Mathbook	
																37.00	0.00
							4228	E	01	010	203	000	000	369		Wolf Ridge Field Trip Fees	
																160.00	0.00
														Receipt Total:	\$698.00	\$0.00	
														<b>Deposit Total:</b>	<b>\$698.00</b>	<b>\$0.00</b>	
														Report Total:	\$642,963.41	\$0.00	

# WOODBURY LEADERSHIP ACADEMY

## Journal Entry Listing

JE Cd	Period	Date	St	Src	Ref	Description	Detail Desc	L	Fd	Org	Pro	Crs	Fin	O/S	Account Description	Debit Amount	Credit Amount
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No October 2021 Journal Entries