



Meeting: Board of Directors Regular Meeting

Date: Wednesday, May 11th, 2022

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 April 27th, 2022 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 Board Report (Mandi Folks)

6.2 Executive Director Report (Kathleen Mortensen)

6.3 Finance Committee Report (Jolene Skordahl)

- 6.3.1 Accept April Finance Committee Minutes
Motion: _____ 2nd: _____ Vote: _____
- 6.3.2 Approve Form 990

- 6.4 Governance Committee Report (Natalie Sjoberg)
 - 6.4.1 Accept April 14th, 2022 and April 21st, 2022 Governance Committee Minutes and enter policies 506 and 514 into first reading
Motion: _____ 2nd: _____ Vote: _____
- 6.6 Facilities Committee Report (Jason Livingston)
 - 6.6.1 Accept April Facilities Minutes
Motion: _____ 2nd: _____ Vote: _____

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

- 7.1 Strategic Plan Update
- 7.2 Election Committee Update
- 7.3 Approve Special Education Contractor agreements
- 7.4 Approve VOA contract with WLA

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

- 8.1 Board Communication/Future Agenda Items- Reflection

9. Housekeeping (Presenter: Mandi Folks, Board Chair)

WLA Regular Board of Directors Meeting

Date: Wednesday, May 25th, 2022

Time: 5:30pm

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

10. Adjournment (Presenter: Mandi Folks, Board Chair)

Adjournment

Motion: _____ 2nd _____ Vote: _____

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

Directors Absent: Shannon Kelly

Administration Present: Dr Kathleen Mortensen (Executive Director)

Advisors Virtual: Bridget Merrill-Myhre (BerganKDV), Bruce Miles (Big River Consulting)

Others in Attendance: WLA staff & parents

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 5:30 PM.

1.2 Roll Call

Ms Baumann took roll.

2. WLA Mission and Vision

Ms Pool read the WLA Mission and Vision Statements.

3. Approval of Agenda/Meeting Minutes

3.1 Approval of Meeting Agenda

Ms Pool “to approve the agenda for the April 27, 2022 Board meeting.” Ms Ohs seconded. Motion passed unanimously.

3.2 Approval of March 23, 2022 Meeting Minutes

Ms Sjoberg moved “to approve the March 23, 2022 meeting minutes with the edit of Ms Ohs being in attendance.” Ms Ohs 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.

6. Board and Administration Reports

6.1 Board Report

Ms Folks reported that a complaint has been filed with VOA in regards to circumstances related to the removal of a Board member at the last meeting. Information from the complainant and from the Board is being reviewed. Ms Folks will report the results to the Board once the investigation is completed.

6.2 Financial Director Report

Ms Merrill-Myhre reviewed the March Executive Summary in the Board packet, noting actual ADM is on target with the working budget. The General Fund is projected to end with a small surplus, and the Community Service Fund has a spend down of \$36,000 of its fund balance. The cumulative fund balance is projected to be 27% of expenditures at year end. The year is 75% complete and revenues are at 75% and expenditures are at 71% of the working budget. BerganKDV has been working with Administration to prepare the 2022-23 budget and will present it for Board approval at the May meeting.

7. Board Training, Discussion and Business

7.1 Elections Committee Call for Nominations

Ms Sjoberg reviewed the Board election process, timing and self-nomination form. An email will be sent to WLA staff and parents/guardians on April 28th announcing the election and a call for nominations, with a submission deadline of May 13th. Voting will take place online from May 23rd to May 27th and winners will be seated at the June meeting.

7.2 Strategic Planning

Mr Bruce Miles from Big River Group lead the Board through the steps of Strategic Planning:

Information Gathering

Mr Miles summarized steps in the strategic planning process that have been completed:

- A pre-planning survey of two open-ended questions was sent to 3 groups: Employees, Community (parents/guardians) and Students.
- Listening sessions were held with each of the 3 groups: Employees, Community (parents/guardians) and Students.

Mr Miles reviewed a summary of common trends from each of the surveys and listening sessions. Participants in the listening sessions voted on the trends to categorize them in either the school's long term vision or in the school's short-term priorities.

Mr Miles shared that the information gathered was for the purpose of "advisory information" for the Board to consider in developing Priorities (Front-Burner Items), stating the Board has ultimate decision making authority.

Development of a Vision Statement

This step was not necessary since WLA has a Vision Statement (Who We want to Be).

Development of Priorities (near-term goals)

Mr Miles defined priorities as goals to meet to assist the school in moving towards the vision. Board members divided into two small groups of three and worked for 30 minutes to identify items they considered short-term priorities for WLA. Each group presented their priority list to the full Board. Each Board member then voted on what they considered the top three priorities for the school. Based on the number of votes, five near-term priorities (goals) were identified:

- Destination School: Safe, Healthy & Secure Learning Environment
- Sustainable Growth
- Strong Academic Achievement
- Community Building: Clubs & Activities
- Maintain Fiscal Responsibility

Development of Benchmarks

Mr Miles defined benchmarks as expected outcomes (what do we want to accomplish). Board members identified expected outcomes for each of the priorities. From these benchmarks, Administration will develop a blueprint on how to achieve these outcomes and bring the plan to the Board in May for approval. Benchmarks identified are as follows:

Destination School:

- Waitlist in every grade level
- High academic achievement
- Meeting standards to be named a Core Knowledge School of Distinction
- Demonstrated School Pride
- Students proud to attend WLA & staff proud to work here

- Feels like a “well-oiled” machine – welcoming, safe & secure
- Nutritionally healthy & overall health

Sustainable Growth:

- Adding a preschool (& make sure that it is sustainable)
- Balance of fiscal growth & operational excellence
- Plan for if & when to expand to High School (one grade level at a time?)
- Do not sacrifice quality for quantity
- Revise organizational chart as we expand
- Strong marketing plan

Strong Academic Achievement:

- Consistent curriculum
- Curriculum mapping
- Training, coaching & support for teachers as they support students
- Measures of student achievement (above state averages)
- Leadership curriculum
- Consistent enhancement, integration & implementation of our leadership curriculum
- Progress here clearly distinguishes us from other schools
- Methods to ID distinguished staff & accomplishments on our website?

Community Building: Clubs & Activities

- Return to pre-Covid level of events & activities
- Family-based activities
- WLA community members are connected enough so that we feel like a “small school” as a result of activities and events
- Activities designed to meet diverse needs of our students & families (survey results)
- Use of our facilities by other outside groups(?)
- Staff remuneration increased through other opportunities to teach & lead

Maintain Fiscal Responsibility:

- Meet or exceed fiscal metrics required by Authorizer (VOA)
- Create & maintain a strong fund balance (VOA guidelines)
- Getting teachers what they need to run a highly successful program
- Encourage staff to submit budgets to cover unanticipated personal expenses
- Meet or exceed bond covenants
- Need to continue growth to fund operational needs

Mr Miles recommended Administration report on the status of these priorities and benchmarks at each Board meeting.

Prioritize Future Work

The final step in tonight’s planning process was to prioritize future work into three categories:

Implementing (Priorities – this is where time, money and resources will be focused)

- Destination school: safe, healthy & secure learning environment
- Sustainable growth
- Strong academic achievement
- Community building: clubs & activities
- Maintain fiscal responsibility

Reviewing (Items to investigate - but not to spend a lot of time or energy on)

- HR market rate analysis
- Review & create updated, clear bullying policy
- Staff satisfaction & wellness data
- Hot lunch

Considering (Other Items - don't want to forget, but don't spend resources at this time)

- Continue to assess & meet student needs re: technology through a technology plan
- Continue to ID ways to celebrate diversity
- Marketing (that also engages community)
- Pre-K: Design & implementation
- Plan for expansion of clubs & activities
- Continue review of preliminary test scores

Mr Miles stated that prioritization of items between these three categories is fluid and may change as circumstances change.

Mr Miles suggested the Board work on priorities at Board meetings and touch on the reviewing items during working sessions. Ms Folks stated that the WLA Board typically does not hold working sessions. There was discussion on Board meetings vs working sessions and ideas to make Board meetings more efficient and productive. Mr Livingston suggested a member of Student Parliament attend each Board meeting to present the "state of the school."

Mr Miles also suggested doing a Board "check-up." Ms Folks shared that each year Board members do a self-evaluation to determine how the Board is doing.

8. Board Communication & Future Items

8.1 Board Communication/Future Agenda Items – Reflection

Ms Folks reflected that tonight's meeting primarily addressed strategic planning and regular Board business was not discussed. April Board business can be tabled to the next meeting at the end of May, or an additional Board meeting could be added. There was discussion and it was decided to add another meeting on May 11th to complete regular April business.

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 held on Wednesday, May 11, 2022 at 5:30 PM, followed by a second meeting in May on the 25th at 5:30 PM. Meetings will be onsite at 8089 Globe Drive and will be live streamed for viewing and posted to the WLA website.

10. Adjournment

Ms Ohs moved "to adjourn." Ms Skordahl seconded. Motion passed unanimously. The meeting adjourned at 8:10 PM.

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

WOODBURY LEADERSHIP ACADEMY
DIRECTOR REPORT, MAY 11, 2022

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 5/08/2022, we have 634 students enrolled. Our adjusted budget is set at 635 ADM. At this point in the year, we will meet budget with our enrollment.

Regularly Scheduled Meetings

- The Facilities Committee met on May 10th
- The Finance Committee met on May 11th
- The Governance Committee will meet on May 12th

Expansion, Remodeling, Grounds

- At this point, there are lots of finishes happening such as some walls are being painted, ceiling tiles are being installed, and soundproofing panels and the scoreboard have been installed in the gym!

Organization

- The VOA Conference is coming up quickly in mid-June!

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

- Summer school sessions are in the final planning stage for students in grades 4-8, as well as Extended School Services (ESY) for some of our special education students.
- Response to Intervention and English Language Learner program overviews (Alex Iwasko, and Christina Burnett will report on progress in these programs for the current school year. This will be via documents rather than a presentation at the next board meeting.)

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.

- The budget for next year has been developed and will be presented by BergenKDV at the May 25th board meeting. The budget includes increases in the number of staff (custodial, office, administration, and teachers) as well as increased salaries. The budget also addresses increases with busing (number of buses and increased process of fuel)

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.

- All para professionals and teachers have been presented with employment agreements. Wages and salaries are based on the market rates of charter schools as well as ISD #622. Seven remaining individuals in the areas of administration, custodial and the office, will be offered employment agreements within the next week. All employment agreements will be brought to the board on May 25th for ratification.
- We interviewed for a new P.E. teacher earlier this week to replace Ben Alberts.
- Paula Krippner, our Special Education Director, compiled contracts for incidental special education services, and brought those to the Finance Committee in early April. They are ready for board ratification.

Oversee conflict resolution and all other personnel matters.

There have been ongoing issues this month, which I am working to resolve.

V. Provision for a Safe and Effective Learning Environment

Monitor reporting systems involving health and safety of students

- The ICT is meeting every 2-3 weeks, or as necessary.
- We are concluding all safety drills that are required for the school year.

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

- The APEX fun run will be held on May 25th!
- The Carnival will be held on May 26th!
- Kindergarten Graduation will be held on Thursday evening, June 2nd!
- Pizza Friday is back!



Meeting: Finance Committee Meeting Agenda/Minutes

Date: Wednesday, April 13, 2022

Time: 4.30pm

Location: Virtual Meeting

Meeting Minutes

Meeting Call to Order and Roll Call -

Call to order @4:34

Members present - [Kathy Mortensen](#), [Mandi Folks](#), Judith Darling, [Bridget Merrill-Myhre](#), [Brenda Kes](#), [Jolene Skordahl](#). Not present, Bruna Burns.

Call to order @

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 March 2022 - Bridget Merrill-Myhre
2. Smart Board and Cafeteria Equipment fund request for new build. Jolene Skordahl/BenBroderick - Tabled for further review. Funds acquired and items purchased
3. Review of 990 tax return - [Bridget Merrill-Myhre](#), reviewed with changes made.
4. Special education contracted services - Dr. Mortensen, reviewed and approved by committee.

Housekeeping

Next Regularly Scheduled WLA Board of Directors Finance Committee Meeting

Date: Wednesday, May 11, 2022

Time: 4:30 pm

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

Adjournment @ 5:34

BerganKDV, Ltd.
12100 Meredith Dr., Suite 200
Urbandale, IA 50323
515-727-5700

Woodbury Leadership Academy
8089 Globe Drive
Woodbury, MN 55125

Dear Kathleen:

Enclosed are the original and one copy of the 2020 Exempt Organization returns, as follows...

2020 Form 990

2020 Minnesota Trust Annual Report

PUBLIC INSPECTION - A copy of the return must be retained for public inspection. Each Form 990 must be made available for a period of three years from the due date specified in the filing instructions. This requirement applies to all portions of the return except for the names and addresses of any contributors to the organization.

This requirement also applies to the application for tax-exempt status (Form 1023 or 1024) and the Internal Revenue Service determination letter approving exempt status.

An organization may instead post relevant documents electronically on its website in order to fulfill the requirement of the public inspection copy.

Each original should be dated, signed and filed in accordance with the filing instructions. The copy should be retained for your files.

We prepared the return from information you furnished us without verification. Upon examination of the return by tax authorities, requests may be made for underlying data. We therefore recommend that you preserve all records which you may be called upon to produce in connection with such possible examinations.

We sincerely appreciate the opportunity to serve you. Please contact us if you have any questions concerning the tax return.

Sincerely,

Kathleen New, CPA

TAX RETURN FILING INSTRUCTIONS

FORM 990

FOR THE YEAR ENDING

June 30, 2021

Prepared For:

Woodbury Leadership Academy
8089 Globe Drive
Woodbury, MN 55125

Prepared By:

BerganKDV, Ltd.
12100 Meredith Dr, Suite 200
Urbandale, IA 50323

Amount Due or Refund:

Not applicable

Make Check Payable To:

Not applicable

Mail Tax Return and Check (if applicable) To:

Not applicable

Return Must be Mailed On or Before:

Not applicable

Special Instructions:

This return has been prepared for electronic filing. If you wish to have it transmitted electronically to the IRS, please sign, date, and return Form 8879-EO to our office. We will then submit the electronic return to the IRS. Do not mail a paper copy of the return to the IRS. Return Form 8879-EO to us by May 16, 2022.

***** THIS IS NOT A FILEABLE COPY *****

IRS e-file Signature Authorization for an Exempt Organization

OMB No. 1545-0047

Form 8879-EO

For calendar year 2020, or fiscal year beginning JUL 1, 2020, and ending JUN 30, 2021

2020

Department of the Treasury Internal Revenue Service

Do not send to the IRS. Keep for your records. Go to www.irs.gov/Form8879EO for the latest information.

Name of exempt organization or person subject to tax

Taxpayer identification number

WOODBURY LEADERSHIP ACADEMY

46-4095121

Name and title of officer or person subject to tax

DR KATHLEEN MORTENSEN EXECUTIVE DIRECTOR

Part I Type of Return and Return Information (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line 1a, 2a, 3a, 4a, 5a, 6a, or 7a below, and the amount on that line for the return being filed with this form was blank, then leave line 1b, 2b, 3b, 4b, 5b, 6b, or 7b, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. Do not complete more than one line in Part I.

Table with 2 columns: Line number and Description. Line 1a: Form 990 check here [X] b Total revenue, if any (Form 990, Part VIII, column (A), line 12) 1b 5,912,313.

Part II Declaration and Signature Authorization of Officer or Person Subject to Tax

Under penalties of perjury, I declare that [X] I am an officer of the above organization or [] I am a person subject to tax with respect to (name of organization) BERGANKDV, LTD., (EIN) and that I have examined a copy

of the 2020 electronic return and accompanying schedules and statements, and, to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the electronic return and, if applicable, the consent to electronic funds withdrawal.

PIN: check one box only

[X] I authorize BERGANKDV, LTD. to enter my PIN 55024 Enter five numbers, but do not enter all zeros

as my signature on the tax year 2020 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

[] As an officer or person subject to tax with respect to the organization, I will enter my PIN as my signature on the tax year 2020 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Signature of officer or person subject to tax ***** THIS IS NOT A FILEABLE COPY *** Date

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

42465406800 Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2020 electronically filed return indicated above. I confirm that I am submitting this return in accordance with the requirements of Pub. 4163, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature BERGANKDV, LTD. Date 04/18/22

ERO Must Retain This Form - See Instructions Do Not Submit This Form to the IRS Unless Requested To Do So

LHA For Paperwork Reduction Act Notice, see instructions.

Form 8879-EO (2020)

Application for Automatic Extension of Time To File an Exempt Organization Return

Department of the Treasury
Internal Revenue Service

▶ **File a separate application for each return.**
▶ **Go to www.irs.gov/Form8868 for the latest information.**

Electronic filing (e-file). You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits.

Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Type or print	Name of exempt organization or other filer, see instructions. WOODBURY LEADERSHIP ACADEMY	Taxpayer identification number (TIN) 46-4095121
File by the due date for filing your return. See instructions.	Number, street, and room or suite no. If a P.O. box, see instructions. 8089 GLOBE DRIVE	
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. WOODBURY, MN 55125	

Enter the Return Code for the return that this application is for (file a separate application for each return) 0 | 1

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

BERGANKDV - 3800 AMERICAN BLVD WEST, SUITE 1000 -

- The books are in the care of ▶ **MINNEAPOLIS, MN 55431-4420**
Telephone No. ▶ **952-563-6800** Fax No. ▶ **952-563-6801**
- If the organization does not have an office or place of business in the United States, check this box
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box . If it is for part of the group, check this box and attach a list with the names and TINs of all members the extension is for.

1 I request an automatic 6-month extension of time until **MAY 16, 2022**, to file the exempt organization return for the organization named above. The extension is for the organization's return for:
▶ calendar year _____ or
▶ tax year beginning **JUL 1, 2020**, and ending **JUN 30, 2021**.

2 If the tax year entered in line 1 is for less than 12 months, check reason: Initial return Final return
 Change in accounting period

3a If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	3a	\$	0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	3b	\$	0.
c Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	3c	\$	0.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

Form **990**

Return of Organization Exempt From Income Tax

OMB No. 1545-0047

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

2020

Department of the Treasury
Internal Revenue Service

▶ Do not enter social security numbers on this form as it may be made public.
▶ Go to www.irs.gov/Form990 for instructions and the latest information.

Open to Public Inspection

A For the 2020 calendar year, or tax year beginning **JUL 1, 2020** and ending **JUN 30, 2021**

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization WOODBURY LEADERSHIP ACADEMY		D Employer identification number 46-4095121
	Doing business as		E Telephone number (651) 571-2100
	Number and street (or P.O. box if mail is not delivered to street address)	Room/suite	G Gross receipts \$ 5,915,050.
	8089 GLOBE DRIVE		H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
	City or town, state or province, country, and ZIP or foreign postal code WOODBURY, MN 55125		H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No
F Name and address of principal officer: MANDI FOLKS SAME AS C ABOVE			If "No," attach a list. See instructions
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527			
J Website: ▶ WLAMN.ORG			
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶			L Year of formation: 2013
			M State of legal domicile: MN

Part I Summary

Activities & Governance	1 Briefly describe the organization's mission or most significant activities: SEE PART III, LINE 1		
	2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
	3 Number of voting members of the governing body (Part VI, line 1a)	3	9
	4 Number of independent voting members of the governing body (Part VI, line 1b)	4	5
	5 Total number of individuals employed in calendar year 2020 (Part V, line 2a)	5	71
	6 Total number of volunteers (estimate if necessary)	6	12
	7 a Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0.	
Revenue	8 Contributions and grants (Part VIII, line 1h)	Prior Year 4,807,123.	Current Year 5,875,570.
	9 Program service revenue (Part VIII, line 2g)	29,998.	10,383.
	10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)	4,668.	507.
	11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	3,001.	25,853.
	12 Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	4,844,790.	5,912,313.
	Expenses	13 Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.
14 Benefits paid to or for members (Part IX, column (A), line 4)		0.	0.
15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)		2,448,220.	2,996,014.
16a Professional fundraising fees (Part IX, column (A), line 11e)		0.	0.
b Total fundraising expenses (Part IX, column (D), line 25) ▶ 0.			
17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)		2,120,256.	2,244,342.
18 Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	4,568,476.	5,240,356.	
19 Revenue less expenses. Subtract line 18 from line 12	276,314.	671,957.	
Net Assets or Fund Balances	20 Total assets (Part X, line 16)	Beginning of Current Year 3,035,931.	End of Year 4,350,331.
	21 Total liabilities (Part X, line 26)	3,331,664.	4,246,887.
	22 Net assets or fund balances. Subtract line 21 from line 20	-295,733.	103,444.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer		Date		
	DR. KATHLEEN MORTENSEN, EXECUTIVE DIRECTOR Type or print name and title				
Paid Preparer Use Only	Print/Type preparer's name	Preparer's signature	Date	Check <input type="checkbox"/> if self-employed	PTIN
	KATHLEEN NEW, CPA	KATHLEEN NEW, CPA	04/18/22		P01320485
Firm's name ▶ BERGANKDV, LTD.			Firm's EIN ▶ 41-1431613		
Firm's address ▶ 12100 MEREDITH DR, SUITE 200 URBANDALE, IA 50323			Phone no. 515-727-5700		

May the IRS discuss this return with the preparer shown above? See instructions Yes No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III [X]

1 Briefly describe the organization's 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 THE BASIS OF A RIGOROUS OVERALL EDUCATIONAL PROGRAM THAT BUILDS STRONG SKILLS IN MATH,

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? [] Yes [X] No If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? [] Yes [X] No If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 4,743,257. including grants of \$) (Revenue \$ 38,936.) WOODBURY LEADERSHIP (WLA) IS A CHARTER SCHOOL THAT SERVED STUDENTS IN GRADES K-8 DURING THE 2020-21 SCHOOL YEAR. WLA INCORPORATES THE CORE KNOWLEDGE SEQUENCE AND DIFFERENTIATES INSTRUCTION TO MEET THE NEEDS OF ALL STUDENTS. WLA HAS A FOCUS ON LEADERSHIP WHICH IS SEEN THROUGH STUDENT COUNCIL, STUDENT LED ASSEMBLIES, AND CORE VIRTUES. WLA SERVED AN AVERAGE OF 567 STUDENTS DURING THE 2020-2021 FISCAL YEAR.

4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services (Describe on Schedule O.) (Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 4,743,257.

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	X	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> ?		X
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>		X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i>		X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		X
10 Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? <i>If "Yes," complete Schedule D, Part V</i>		X
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	X	
b Did the organization report an amount for investments - other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>		X
c Did the organization report an amount for investments - program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>		X
d Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>	X	
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>	X	
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>	X	
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>	X	
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>		X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	X	
14a Did the organization maintain an office, employees, or agents outside of the United States?		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i>		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>		X
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		X
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>		X
b If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?		
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>		X

Part IV Checklist of Required Schedules (continued)

	Yes	No
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>		X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>	X	
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i>		X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>		X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>		X
26 Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part II</i>		X
27 Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i>		X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions, for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? <i>If "Yes," complete Schedule L, Part IV</i>		X
b A family member of any individual described in line 28a? <i>If "Yes," complete Schedule L, Part IV</i>		X
c A 35% controlled entity of one or more individuals and/or organizations described in lines 28a or 28b? <i>If "Yes," complete Schedule L, Part IV</i>		X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>		X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>		X
34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i>	X	
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?	X	
b If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i>		X
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19?	X	

Note: All Form 990 filers are required to complete Schedule O

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

	Yes	No
1a Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable		
b Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable		
c Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance (continued)

Table with columns for question number, description, and Yes/No checkboxes. Includes questions 2a through 16 regarding employee counts, tax returns, business income, foreign accounts, prohibited transactions, and charitable contributions.

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI [X]

Section A. Governing Body and Management

Table with 3 columns: Question, Yes, No. Rows include: 1a Enter the number of voting members... 1b Enter the number of voting members included... 2 Did any officer, director, trustee, or key employee have a family relationship... 3 Did the organization delegate control over management duties... 4 Did the organization make any significant changes to its governing documents... 5 Did the organization become aware during the year of a significant diversion of the organization's assets... 6 Did the organization have members or stockholders... 7a Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body... 7b Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body... 8 Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following: a The governing body? b Each committee with authority to act on behalf of the governing body? 9 Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses on Schedule O.

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

Table with 3 columns: Question, Yes, No. Rows include: 10a Did the organization have local chapters, branches, or affiliates? b If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes? 11a Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form? b Describe in Schedule O the process, if any, used by the organization to review this Form 990. 12a Did the organization have a written conflict of interest policy? If "No," go to line 13 b Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts? c Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this was done 13 Did the organization have a written whistleblower policy? 14 Did the organization have a written document retention and destruction policy? 15 Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision? a The organization's CEO, Executive Director, or top management official b Other officers or key employees of the organization If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions). 16a Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year? b If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?

Section C. Disclosure

- 17 List the states with which a copy of this Form 990 is required to be filed MN
18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
[] Own website [] Another's website [X] Upon request [] Other (explain on Schedule O)
19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
20 State the name, address, and telephone number of the person who possesses the organization's books and records
BERGANKDV - 952-563-6800
3800 AMERICAN BLVD WEST, SUITE 1000, MINNEAPOLIS, MN 55431-4420

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations. See instructions for the order in which to list the persons above.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) DR. KATHLEEN MORTENSEN EXECUTIVE DIRECTOR	45.00			X			119,949.	0.	35,216.	
(2) CLAUDIA GEORGE MEMBER/TEACHER	45.00	X					44,007.	0.	17,752.	
(3) KYLIE GRIFFITH FORMER MEMBER/TEACHER	40.00					X	53,960.	0.	5,485.	
(4) JOLENE SKORDAHL TREASURER/TEACHER	45.00	X		X			48,992.	0.	10,352.	
(5) JESSICA ERICKSON TREASURER/TEACHER (PARTIAL YEAR)	45.00	X		X			39,449.	0.	10,570.	
(6) NATALIE SJOBERG SECRETARY/TEACHER	45.00	X		X			40,576.	0.	5,506.	
(7) MANDI FOLKS BOARD CHAIR	10.00	X		X			0.	0.	0.	
(8) SHANNON KELLY MEMBER	3.00	X					0.	0.	0.	
(9) RYAN PATRICK MEMBER	3.00	X					0.	0.	0.	
(10) JASON LIVINGSTON MEMBER	3.00	X					0.	0.	0.	
(11) SHELBI POOL MEMBER	3.00	X					0.	0.	0.	

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
1b Subtotal							346,933.	0.	84,881.	
c Total from continuation sheets to Part VII, Section A							0.	0.	0.	
d Total (add lines 1b and 1c)							346,933.	0.	84,881.	

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization 1

	Yes	No
3 Did the organization list any former officer, director, trustee, key employee, or highest compensated employee on line 1a? <i>If "Yes," complete Schedule J for such individual</i>	X	
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? <i>If "Yes," complete Schedule J for such individual</i>	X	
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? <i>If "Yes," complete Schedule J for such person</i>		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
MONARCH BUS SERVICE INC, 101 EAST 10TH STREET SUITE 300, HASTINGS, MN 55033	TRANSPORTATION	362,064.
HEALTH PARTNERS 8170 33R AVE S, BLOOMINGTON, MN 55425	HEALTH SERVICES'	123,408.

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization 2

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

			(A)	(B)	(C)	(D)	
			Total revenue	Related or exempt function revenue	Unrelated business revenue	Revenue excluded from tax under sections 512 - 514	
Contributions, Gifts, Grants and Other Similar Amounts	1 a Federated campaigns	1a					
	b Membership dues	1b					
	c Fundraising events	1c					
	d Related organizations	1d					
	e Government grants (contributions)	1e	5,855,043.				
	f All other contributions, gifts, grants, and similar amounts not included above	1f	20,527.				
	g Noncash contributions included in lines 1a-1f	1g	\$				
	h Total. Add lines 1a-1f			5,875,570.			
Program Service Revenue	2 a FEES FROM PATRONS	Business Code	611600	9,124.	9,124.		
	b MED ASST FR DEPT OF HS		611600	1,259.	1,259.		
	c						
	d						
	e						
	f All other program service revenue						
	g Total. Add lines 2a-2f			10,383.			
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)			507.		507.	
	4 Income from investment of tax-exempt bond proceeds						
	5 Royalties						
	6 a Gross rents	6a	(i) Real				
			(ii) Personal				
	b Less: rental expenses	6b					
	c Rental income or (loss)	6c					
	d Net rental income or (loss)						
	7 a Gross amount from sales of assets other than inventory	7a	(i) Securities				
			(ii) Other				
	b Less: cost or other basis and sales expenses	7b					
	c Gain or (loss)	7c					
d Net gain or (loss)							
8 a Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18	8a						
b Less: direct expenses	8b						
c Net income or (loss) from fundraising events							
9 a Gross income from gaming activities. See Part IV, line 19	9a						
b Less: direct expenses	9b						
c Net income or (loss) from gaming activities							
10 a Gross sales of inventory, less returns and allowances	10a		37.				
		b Less: cost of goods sold	10b	2,737.			
		c Net income or (loss) from sales of inventory			-2,700.		-2,700.
Miscellaneous Revenue	11 a MISC REVENUE	Business Code	611600	28,553.	28,553.		
	b						
	c						
	d All other revenue						
	e Total. Add lines 11a-11d			28,553.			
12 Total revenue. See instructions			5,912,313.	38,936.	0.	-2,193.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21 ...				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	346,760.	191,132.	155,628.	
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)	61,955.	61,955.		
7 Other salaries and wages	2,076,362.	1,948,611.	127,751.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	164,312.	154,715.	9,597.	
9 Other employee benefits	167,815.	151,139.	16,676.	
10 Payroll taxes	178,810.	159,967.	18,843.	
11 Fees for services (nonemployees):				
a Management				
b Legal	398.		398.	
c Accounting	82,148.		82,148.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	368,402.	341,587.	26,815.	
12 Advertising and promotion				
13 Office expenses	77,069.	61,185.	15,884.	
14 Information technology	88,721.	72,825.	15,896.	
15 Royalties				
16 Occupancy	989,306.	989,306.		
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials ...				
19 Conferences, conventions, and meetings	12,844.	12,638.	206.	
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	41,608.	40,977.	631.	
23 Insurance	17,992.	17,992.		
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a TRANSPORTATION	389,014.	389,014.		
b INSTRUCTIONAL SUPPLIES	144,555.	144,555.		
c DUES & MEMBERSHIPS	26,626.		26,626.	
d FOOD SERVICE	4,720.	4,720.		
e All other expenses	939.	939.		
25 Total functional expenses. Add lines 1 through 24e	5,240,356.	4,743,257.	497,099.	0.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here if following SOP 98-2 (ASC 958-720)

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X

		(A) Beginning of year		(B) End of year
Assets	1 Cash - non-interest-bearing		1	
	2 Savings and temporary cash investments	520,783.	2	1,682,003.
	3 Pledges and grants receivable, net		3	
	4 Accounts receivable, net	621,578.	4	650,813.
	5 Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges	72,463.	9	13,526.
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 706,590.		
	b Less: accumulated depreciation	10b 167,046.	342,749.	10c 539,544.
	11 Investments - publicly traded securities		11	
	12 Investments - other securities. See Part IV, line 11		12	
	13 Investments - program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets. See Part IV, line 11	1,478,358.	15	1,464,445.
16 Total assets. Add lines 1 through 15 (must equal line 33)	3,035,931.	16	4,350,331.	
Liabilities	17 Accounts payable and accrued expenses	251,381.	17	434,889.
	18 Grants payable		18	
	19 Deferred revenue		19	
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		22	
	23 Secured mortgages and notes payable to unrelated third parties		23	
	24 Unsecured notes and loans payable to unrelated third parties		24	493,588.
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D	3,080,283.	25	3,318,410.
	26 Total liabilities. Add lines 17 through 25	3,331,664.	26	4,246,887.
Net Assets or Fund Balances	Organizations that follow FASB ASC 958, check here <input type="checkbox"/> and complete lines 27, 28, 32, and 33.			
	27 Net assets without donor restrictions		27	
	28 Net assets with donor restrictions		28	
	Organizations that do not follow FASB ASC 958, check here <input checked="" type="checkbox"/> and complete lines 29 through 33.			
	29 Capital stock or trust principal, or current funds	-638,482.	29	-436,100.
	30 Paid-in or capital surplus, or land, building, or equipment fund	342,749.	30	539,544.
	31 Retained earnings, endowment, accumulated income, or other funds	0.	31	0.
	32 Total net assets or fund balances	-295,733.	32	103,444.
	33 Total liabilities and net assets/fund balances	3,035,931.	33	4,350,331.

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	5,912,313.
2	Total expenses (must equal Part IX, column (A), line 25)	2	5,240,356.
3	Revenue less expenses. Subtract line 2 from line 1	3	671,957.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	-295,733.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	-272,780.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	103,444.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII

- 1 Accounting method used to prepare the Form 990: Cash Accrual Other _____
If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.
- 2a Were the organization's financial statements compiled or reviewed by an independent accountant?
If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both:
 Separate basis Consolidated basis Both consolidated and separate basis
- b Were the organization's financial statements audited by an independent accountant?
If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both:
 Separate basis Consolidated basis Both consolidated and separate basis
- c If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?
If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.
- 3a As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?
- b If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits

	Yes	No
2a		X
2b	X	
2c	X	
3a		X
3b		

Form 990 (2020)

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support
Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.
▶ Attach to Form 990 or Form 990-EZ.
▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2020

Open to Public
Inspection

Name of the organization

WOODBURY LEADERSHIP ACADEMY

Employer identification number

46-4095121

Part I Reason for Public Charity Status. (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

- 1 A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**
- 2 A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990 or 990-EZ).)
- 3 A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**
- 4 A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____
- 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)
- 6 A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**
- 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 8 A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 9 An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: _____
- 10 An organization that normally receives (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)
- 11 An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**
- 12 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2).** See **section 509(a)(3).** Check the box in lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.
- a **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
- b **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
- c **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
- d **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
- e Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
- f Enter the number of supported organizations
- g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
			Yes	No		
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2016	(b) 2017	(c) 2018	(d) 2019	(e) 2020	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2016	(b) 2017	(c) 2018	(d) 2019	(e) 2020	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First 5 years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						<input type="checkbox"/>

Section C. Computation of Public Support Percentage

14 Public support percentage for 2020 (line 6, column (f), divided by line 11, column (f))	14	%
15 Public support percentage from 2019 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test - 2020. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 33 1/3% support test - 2019. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
17a 10% -facts-and-circumstances test - 2020. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and stop here. Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 10% -facts-and-circumstances test - 2019. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and stop here. Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions		<input type="checkbox"/>

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2016	(b) 2017	(c) 2018	(d) 2019	(e) 2020	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2016	(b) 2017	(c) 2018	(d) 2019	(e) 2020	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First 5 years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2020 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2019 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2020 (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from 2019 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2020. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

b 33 1/3% support tests - 2019. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer lines 3b and 3c below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer lines 5b and 5c below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer line 10b below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in lines 11b and 11c below, the governing body of a supported organization?		
b A family member of a person described in line 11a above?		
c A 35% controlled entity of a person described in line 11a or 11b above? <i>If "Yes" to line 11a, 11b, or 11c, provide detail in Part VI.</i>		

Section B. Type I Supporting Organizations

	Yes	No
1 Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? <i>If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.</i>		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? <i>If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.</i>		

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? <i>If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).</i>		

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? <i>If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).</i>		
3 By reason of the relationship described in line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? <i>If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.</i>		

Section E. Type III Functionally Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).		
a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.		
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.		
c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a governmental entity (see instructions).		
2 Activities Test. Answer lines 2a and 2b below.		
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? <i>If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.</i>	Yes	No
b Did the activities described in line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? <i>If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.</i>		
3 Parent of Supported Organizations. Answer lines 3a and 3b below.		
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? <i>If "Yes" or "No" provide details in Part VI.</i>		
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? <i>If "Yes," describe in Part VI the role played by the organization in this regard.</i>		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (*explain in Part VI*). **See instructions.**
 All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3.	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (<i>explain in detail in Part VI</i>):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d.	3	
4	Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by 0.035.	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, column A)	1	
2	Enter 0.85 of line 1.	2	
3	Minimum asset amount for prior year (from Section B, line 8, column A)	3	
4	Enter greater of line 2 or line 3.	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions		Current Year
1	Amounts paid to supported organizations to accomplish exempt purposes	1
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	3
4	Amounts paid to acquire exempt-use assets	4
5	Qualified set-aside amounts (prior IRS approval required - <i>provide details in Part VI</i>)	5
6	Other distributions (<i>describe in Part VI</i>). See instructions.	6
7	Total annual distributions. Add lines 1 through 6.	7
8	Distributions to attentive supported organizations to which the organization is responsive (<i>provide details in Part VI</i>). See instructions.	8
9	Distributable amount for 2020 from Section C, line 6	9
10	Line 8 amount divided by line 9 amount	10

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2020	(iii) Distributable Amount for 2020
1 Distributable amount for 2020 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2020 (reasonable cause required - <i>explain in Part VI</i>). See instructions.			
3 Excess distributions carryover, if any, to 2020			
a From 2015			
b From 2016			
c From 2017			
d From 2018			
e From 2019			
f Total of lines 3a through 3e			
g Applied to underdistributions of prior years			
h Applied to 2020 distributable amount			
i Carryover from 2015 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4 Distributions for 2020 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2020 distributable amount			
c Remainder. Subtract lines 4a and 4b from line 4.			
5 Remaining underdistributions for years prior to 2020, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, <i>explain in Part VI</i> . See instructions.			
6 Remaining underdistributions for 2020. Subtract lines 3h and 4b from line 1. For result greater than zero, <i>explain in Part VI</i> . See instructions.			
7 Excess distributions carryover to 2021. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2016			
b Excess from 2017			
c Excess from 2018			
d Excess from 2019			
e Excess from 2020			

Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

Draft

SCHEDULE D
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ **Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.**
▶ **Attach to Form 990.**

▶ **Go to www.irs.gov/Form990 for instructions and the latest information.**

OMB No. 1545-0047

2020

Open to Public Inspection

Name of the organization **WOODBURY LEADERSHIP ACADEMY** Employer identification number **46-4095121**

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate value of contributions to (during year)		
3 Aggregate value of grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).
 Preservation of land for public use (for example, recreation or education) Preservation of a historically important land area
 Protection of natural habitat Preservation of a certified historic structure
 Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2a
b Total acreage restricted by conservation easements	2b
c Number of conservation easements on a certified historic structure included in (a)	2c
d Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____

4 Number of states where property subject to conservation easement is located ▶ _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ \$ _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets. Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1

(ii) Assets included in Form 990, Part X

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1

b Assets included in Form 990, Part X

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990. Schedule D (Form 990) 2020

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

- 3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):
- a Public exhibition
 - b Scholarly research
 - c Preservation for future generations
 - d Loan or exchange program
 - e Other _____
- 4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.
- 5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No
- b If "Yes," explain the arrangement in Part XIII and complete the following table:
- | | Amount |
|---------------------------------|--------|
| c Beginning balance | 1c |
| d Additions during the year | 1d |
| e Distributions during the year | 1e |
| f Ending balance | 1f |
- 2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No
- b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

- 2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:
- a Board designated or quasi-endowment _____ %
 - b Permanent endowment _____ %
 - c Term endowment _____ %
- The percentages on lines 2a, 2b, and 2c should equal 100%.
- 3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:
- | | Yes | No |
|---|--------|----|
| (i) Unrelated organizations | 3a(i) | |
| (ii) Related organizations | 3a(ii) | |
| b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R? <input type="checkbox"/> | 3b | |
- 4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements		216,808.	26,405.	190,403.
d Equipment		309,587.	140,641.	168,946.
e Other		180,195.		180,195.
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				539,544.

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1) DEFERRED PENSION OUTFLOWS	1,443,704.
(2) DUE FROM FRIENDS OF WOODBURY LEADER ACADEMY	20,741.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.) ▶	1,464,445.

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) NET PENSION LIABILITY	2,225,291.
(3) DEFERRED PENSION INFLOWS	1,093,119.
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.) ▶	3,318,410.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII ...

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements	1	8,877,874.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:		
a	Net unrealized gains (losses) on investments	2a	
b	Donated services and use of facilities	2b	
c	Recoveries of prior year grants	2c	
d	Other (Describe in Part XIII.)	2d	2,965,561.
e	Add lines 2a through 2d	2e	2,965,561.
3	Subtract line 2e from line 1	3	5,912,313.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIII.)	4b	
c	Add lines 4a and 4b	4c	0.
5	Total revenue. Add lines 3 and 4c . (This must equal Form 990, Part I, line 12.)	5	5,912,313.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements	1	6,760,751.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:		
a	Donated services and use of facilities	2a	
b	Prior year adjustments	2b	
c	Other losses	2c	
d	Other (Describe in Part XIII.)	2d	1,520,395.
e	Add lines 2a through 2d	2e	1,520,395.
3	Subtract line 2e from line 1	3	5,240,356.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIII.)	4b	
c	Add lines 4a and 4b	4c	0.
5	Total expenses. Add lines 3 and 4c . (This must equal Form 990, Part I, line 18.)	5	5,240,356.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:

THE CHARTER SCHOOL IS EXEMPT FROM FEDERAL AND STATE INCOME TAXES UNDER SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE AND SIMILAR STATE INCOME TAX LAWS. THE ORGANIZATION IS NOT A PRIVATE FOUNDATION AND CONTRIBUTIONS TO THE CHARTER SCHOOL QUALIFY AS A CHARITABLE TAX DEDUCTION BY THE CONTRIBUTOR.

THE ORGANIZATION HAS EVALUATED AND DETERMINED THAT THERE ARE NO UNCERTAIN TAX POSITIONS AS OF JUNE 30, 2020. THE ASSOCIATION'S TAX RETURNS ARE SUBJECT TO POSSIBLE EXAMINATION BY THE TAXING AUTHORITIES.

PART XI, LINE 2D - OTHER ADJUSTMENTS:

Part XIII Supplemental Information *(continued)*

GASB 68 PENSIONS 15,550.

BC REVENUES 2,950,011.

TOTAL TO SCHEDULE D, PART XI, LINE 2D 2,965,561.

PART XII, LINE 2D - OTHER ADJUSTMENTS:

GASB 68 PENSIONS 288,329.

BC EXPENSES 1,232,066.

TOTAL TO SCHEDULE D, PART XII, LINE 2D 1,520,395.



SCHEDULE E
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Schools

- ▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.
- ▶ Attach to Form 990 or Form 990-EZ.
- ▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2020

Open to Public Inspection

Name of the organization **WOODBURY LEADERSHIP ACADEMY** Employer identification number **46-4095121**

Part I

	YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	X	
3 Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its taxable year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II	X	
THE SCHOOL HAS THE RACIALLY NONDISCRIMINATORY POLICY AVAILABLE ON THE WEBSITE.		
4 Does the organization maintain the following?		
a Records indicating the racial composition of the student body, faculty, and administrative staff?	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis? ..	X	
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	X	
d Copies of all material used by the organization or on its behalf to solicit contributions?	X	
If you answered "No" to any of the above, please explain. If you need more space, use Part II.		
5 Does the organization discriminate by race in any way with respect to:		
a Students' rights or privileges?		X
b Admissions policies?		X
c Employment of faculty or administrative staff?		X
d Scholarships or other financial assistance?		X
e Educational policies?		X
f Use of facilities?		X
g Athletic programs?		X
h Other extracurricular activities?		X
If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.		
6a Does the organization receive any financial aid or assistance from a governmental agency?	X	
b Has the organization's right to such aid ever been revoked or suspended?		X
If you answered "Yes" on either line 6a or line 6b, explain on Part II.		
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II	X	

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information.

LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:

AS A MN PUBLIC CHARTER SCHOOL, THE ACADEMY RECEIVES STATE EDUCATION AID AND FEDERAL GRANT FUNDING.

Draft

**SCHEDULE J
(Form 990)**

Compensation Information

OMB No. 1545-0047

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

2020

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 23.

▶ Attach to Form 990.

Open to Public Inspection

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

Department of the Treasury
Internal Revenue Service

Name of the organization

WOODBURY LEADERSHIP ACADEMY

Employer identification number

46-4095121

Part I Questions Regarding Compensation

1a Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.

- | | |
|--|--|
| <input type="checkbox"/> First-class or charter travel | <input type="checkbox"/> Housing allowance or residence for personal use |
| <input type="checkbox"/> Travel for companions | <input type="checkbox"/> Payments for business use of personal residence |
| <input type="checkbox"/> Tax indemnification and gross-up payments | <input type="checkbox"/> Health or social club dues or initiation fees |
| <input type="checkbox"/> Discretionary spending account | <input type="checkbox"/> Personal services (such as maid, chauffeur, chef) |

b If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain

2 Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?

3 Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.

- | | |
|---|---|
| <input type="checkbox"/> Compensation committee | <input type="checkbox"/> Written employment contract |
| <input type="checkbox"/> Independent compensation consultant | <input type="checkbox"/> Compensation survey or study |
| <input checked="" type="checkbox"/> Form 990 of other organizations | <input checked="" type="checkbox"/> Approval by the board or compensation committee |

4 During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:

- a** Receive a severance payment or change-of-control payment?
- b** Participate in or receive payment from a supplemental nonqualified retirement plan?
- c** Participate in or receive payment from an equity-based compensation arrangement?
- If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.

Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.

5 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:

- a** The organization?
- b** Any related organization?
- If "Yes" on line 5a or 5b, describe in Part III.

6 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:

- a** The organization?
- b** Any related organization?
- If "Yes" on line 6a or 6b, describe in Part III.

7 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III

8 Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III

9 If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?

	Yes	No
1a		
1b		
2		
3		
4a		X
4b		X
4c		X
5a		X
5b		X
6a		X
6b		X
7		X
8		X
9		

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

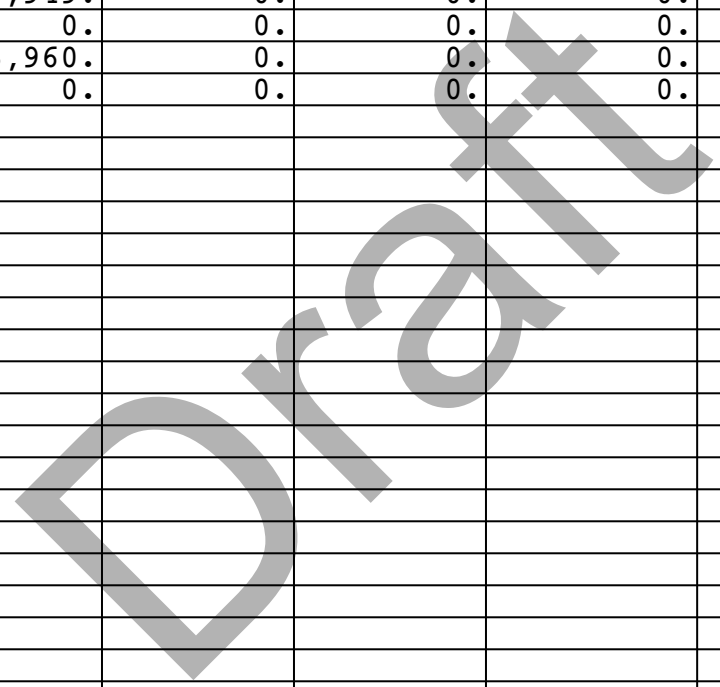
Schedule J (Form 990) 2020

Part II Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees. Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
(1) DR. KATHLEEN MORTENSEN EXECUTIVE DIRECTOR	(i)	119,949.	0.	0.	0.	35,216.	155,165.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
(2) KYLIE GRIFFITH FORMER MEMBER/TEACHER	(i)	53,960.	0.	0.	0.	5,485.	59,445.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							



SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2020

Open to Public
Inspection

Name of the organization

WOODBURY LEADERSHIP ACADEMY

Employer identification number

46-4095121

FORM 990, PART III, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

READING, LITERATURE, WRITING, MUSIC, SCIENCE AND TECHNOLOGY.

FORM 990, PART VI, SECTION A, LINE 7A:

ANY STAFF MEMBERS WHO ARE EMPLOYED AT THE SCHOOL AND ALL PARENTS/GUARDIANS
OF CHILDREN ENROLLED IN THE SCHOOL MAY VOTE IN THE ELECTION OF THE BOARD OF
DIRECTORS.

FORM 990, PART VI, SECTION B, LINE 11B:

THE FORM 990 IS PREPARED BY THE SCHOOL ACCOUNTANT. PRIOR TO FILING THE FORM
990, THE EXECUTIVE DIRECTOR AND FINANCE COMMITTEE WILL CONDUCT A DETAILED
REVIEW OF THE 990. THE FULL BOARD WILL RECEIVE A PUBLIC DISCLOSURE COPY OF
THE 990.

FORM 990, PART VI, SECTION B, LINE 12C:

THE SCHOOL'S CONFLICT OF INTEREST POLICY COVERS OFFICERS AND BOARD MEMBERS
AND REQUIRES EACH COVERED INDIVIDUAL TO NOTIFY THE BOARD OF DIRECTORS ABOUT
ANY ACTUAL OR POTENTIAL CONFLICTS OF INTEREST UPON ACKNOWLEDGMENT THAT A
CONFLICT MAY EXIST. THE CONFLICTED INDIVIDUAL IS EXPECTED TO REPORT ALL
MATERIAL FACTS TO THE BOARD, WHO SHALL DETERMINE WHETHER A CONFLICT EXISTS
WITHOUT THE CONFLICTED INDIVIDUAL. AT THE START OF EVERY BOARD MEETING,
DIRECTORS ARE ASKED IF THEY HAVE A CONFLICT WITH ANY OF THE ITEMS ON THE
AGENDA. THE CONFLICTED INDIVIDUAL MAY NOT VOTE OR PARTICIPATE IN THE
DETERMINATION PROCESS. ALL CONFLICTS AND PROCEEDINGS ARE DOCUMENTED IN THE
MEETING MINUTES.

Name of the organization WOODBURY LEADERSHIP ACADEMY	Employer identification number 46-4095121
---	--

FORM 990, PART VI, SECTION B, LINE 15:
 FOR TEACHING STAFF, THE PAY-SCALE THAT WAS IN PLACE FOR THE FIRST OPERATIONAL YEAR (2014-2015) WAS DETERMINED ON THE BASIS OF YEARS TEACHING, AS WELL AS EXPERIENCE TEACHING AND KNOWLEDGE OF THE CORE KNOWLEDGE SEQUENCE, RESPONSIVE CLASSROOM, AND DIFFERENTIATION OF INSTRUCTION. IN SUBSEQUENT YEARS, MODIFICATIONS TO THE INITIAL PAY-SCALE ARE BASED ON COMPARATIVE SCHOOL INFORMATION AND COST OF LIVING INCREASES. THE BOARD OF DIRECTORS USED COMPARABILITY DATA TO SELECT A STARTING COMPENSATION RANGE FOR THE EXECUTIVE DIRECTOR.

FORM 990, PART VI, SECTION C, LINE 19:
 THE SCHOOL MAKES ITS GOVERNING DOCUMENTS, CONFLICT OF INTEREST POLICY, AND FINANCIAL STATEMENTS AVAILABLE TO THE PUBLIC UPON REQUEST.

FORM 990, PART VII, SECTION A:
 RELATED BOARD MEMBERS PER MN STATUTE 124E.07, CHARTER SCHOOLS ARE REQUIRED TO HAVE LICENSED TEACHERS AS MEMBERS OF THE BOARD OF DIRECTORS.

NATALIE SJOBERG, JOLENE SKORDAHL, AND JESSICA ERICKSON ARE BOARD MEMBERS BUT RECEIVED COMPENSATION FOR THEIR SERVICES AS TEACHERS.

FORM 990, PART X, LINE 25:
 PENSION LIABILITIES, DEFERRED OUTFLOWS & INFLOWS PENSION:
 AS A CHARTER SCHOOL IN THE STATE OF MINNESOTA, PARTICIPATION IN TWO MULTIPLE-EMPLOYER, COST-SHARING DEFINED BENEFIT PENSION PLANS IS STATUTORILY REQUIRED. THE SCHOOL'S CONTRIBUTIONS TO THE PLANS ARE ALSO

Name of the organization

WOODBURY LEADERSHIP ACADEMY

Employer identification number

46-4095121

REGULATED BY STATUTE AND ARE BASED ON A PERCENTAGE OF SALARIES AND
 WAGES EARNED BY CURRENT EMPLOYEES. THEREFORE, WHILE THE NET PENSION
 LIABILITY, DEFERRED OUTFLOWS AND INFLOWS, ARE REPORTED ON THE SCHOOL'S
 STATEMENT OF NET POSITION, THE SCHOOL IS NOT IN A POSITION TO DIRECTLY
 CONTROL THE LIABILITIES OR THE SUBSEQUENT LIQUIDATION OF THE
 LIABILITIES.

FORM 990, PART XI, LINE 9, CHANGES IN NET ASSETS:

GASB 68 - PENSION ADJUSTMENT	-272,780.
------------------------------	-----------

FORM 990, PART XII, LINE 2C

THE BOARD IS RESPONSIBLE FOR SELECTION OF AN INDEPENDENT ACCOUNTANT AND
 FOR THE OVERSIGHT OF THE FINANCIAL STATEMENT AUDIT. THIS PROCESS HAS
 NOT CHANGED FROM PRIOR YEAR.

**SCHEDULE R
(Form 990)**

Department of the Treasury
Internal Revenue Service

Related Organizations and Unrelated Partnerships

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 33, 34, 35b, 36, or 37.
▶ Attach to Form 990.

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2020

Open to Public Inspection

Name of the organization **WOODBURY LEADERSHIP ACADEMY** Employer identification number **46-4095121**

Part I Identification of Disregarded Entities. Complete if the organization answered "Yes" on Form 990, Part IV, line 33.

(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity

Part II Identification of Related Tax-Exempt Organizations. Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related tax-exempt organizations during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Section 512(b)(13) controlled entity?	
						Yes	No
FRIENDS OF WLA - 85-1396456 8089 GLOBE DRIVE WOODBURY, MN 55129	LEASE BUILDING TO SCHOOL	MINNESOTA	501(C)(3)	LINE 12A, I	WOODBURY LEADERSHIP ACADEMY		X

Part III Identification of Related Organizations Taxable as a Partnership. Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related organizations treated as a partnership during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations?		(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner?		(k) Percentage ownership
							Yes	No		Yes	No	

Part IV Identification of Related Organizations Taxable as a Corporation or Trust. Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related organizations treated as a corporation or trust during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Type of entity (C corp, S corp, or trust)	(f) Share of total income	(g) Share of end-of-year assets	(h) Percentage ownership	(i) Section 512(b)(13) controlled entity?	
								Yes	No

Part V Transactions With Related Organizations. Complete if the organization answered "Yes" on Form 990, Part IV, line 34, 35b, or 36.

Note: Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule.

1 During the tax year, did the organization engage in any of the following transactions with one or more related organizations listed in Parts II-IV?

- a** Receipt of **(i)** interest, **(ii)** annuities, **(iii)** royalties, or **(iv)** rent from a controlled entity
- b** Gift, grant, or capital contribution to related organization(s)
- c** Gift, grant, or capital contribution from related organization(s)
- d** Loans or loan guarantees to or for related organization(s)
- e** Loans or loan guarantees by related organization(s)

- f** Dividends from related organization(s)
- g** Sale of assets to related organization(s)
- h** Purchase of assets from related organization(s)
- i** Exchange of assets with related organization(s)
- j** Lease of facilities, equipment, or other assets to related organization(s)

- k** Lease of facilities, equipment, or other assets from related organization(s)
- l** Performance of services or membership or fundraising solicitations for related organization(s)
- m** Performance of services or membership or fundraising solicitations by related organization(s)
- n** Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)
- o** Sharing of paid employees with related organization(s)

- p** Reimbursement paid to related organization(s) for expenses
- q** Reimbursement paid by related organization(s) for expenses

- r** Other transfer of cash or property to related organization(s)
- s** Other transfer of cash or property from related organization(s)

	Yes	No
1a		X
1b		X
1c		X
1d	X	
1e		X
1f		X
1g		X
1h		X
1i		X
1j		X
1k		X
1l		X
1m		X
1n	X	
1o	X	
1p		X
1q	X	
1r		X
1s		X

2 If the answer to any of the above is "Yes," see the instructions for information on who must complete this line, including covered relationships and transaction thresholds.

	(a) Name of related organization	(b) Transaction type (a-s)	(c) Amount involved	(d) Method of determining amount involved
(1)				
(2)				
(3)				
(4)				
(5)				
(6)				

Part VI Unrelated Organizations Taxable as a Partnership. Complete if the organization answered "Yes" on Form 990, Part IV, line 37.

Provide the following information for each entity taxed as a partnership through which the organization conducted more than five percent of its activities (measured by total assets or gross revenue) that was not a related organization. See instructions regarding exclusion for certain investment partnerships.

(a) Name, address, and EIN of entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(e) Are all partners sec. 501(c)(3) orgs.?		(f) Share of total income	(g) Share of end-of-year assets	(h) Dispropor- tionate allocations?		(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner?		(k) Percentage ownership
				Yes	No			Yes	No		Yes	No	

Part VII Supplemental Information

Provide additional information for responses to questions on Schedule R. See instructions.

Lined area for supplemental information.

Draft

TAX RETURN FILING INSTRUCTIONS

MINNESOTA TRUST ANNUAL REPORT

FOR THE YEAR ENDING

June 30, 2021

Prepared For:

Woodbury Leadership Academy
8089 Globe Drive
Woodbury, MN 55125

Prepared By:

BerganKDV, Ltd.
12100 Meredith Dr, Suite 200
Urbandale, IA 50323

Amount of Tax:

Balance due of \$25

Make Check Payable To:

State of Minnesota

Mail Tax Return To:

Minnesota Attorney Generals Office
Charities Division
445 Minnesota Street, Suite 1200
St. Paul, MN 55101-2130

Return Must Be Mailed On Or Before:

Please mail as soon as possible.

Special Instructions:

The report should be signed and dated by an authorized individual(s).

Include the organization's Federal Employer Identification Number and 2020 Trust Annual Report on the check or money order.

File a signed copy of the 990, either by mail or via email to charity.registration@ag.state.mn.us. The subject line must contain the organization's name. Documents must be in PDF format and named in an identifying manner (e.g., Trust Annual Report).

You may pay the \$25 registration fee via credit card at www.ag.state.mn.us/Charity/CharFees.aspx, or you may submit a check via U.S. mail. If paying by check, make the check payable to "State of Minnesota."

Our BerganKDV Charter AP department will be processing the \$25 check through your bill.com account, no need to pay by credit card or write a physical check.



Meeting: Governance Committee

Date: Thursday, April 14, 2022

Time: 4:30 p.m.

Location: Zoom.us

AGENDA

Minutes:

The meeting was called to order by Jessica Erickson at 4:33 pm.

Members Present: Jess Erickson, Natalie Sjoberg, Shelbi Pool, Erin Neumann, and Kathy Mortensen

Members Absent: Kylie Griffith

Development, Discussion, and Recommendations

- 514- Bullying Prohibition Policy
 - Revisited definitions within the policy
 - Reviewed how and to whom bullying should be reported
 - Discussed the action steps that the school will take in a report filed and using this policy to provide resources for families
 - Added family resources to the policy to help support the WLA community

- 506- Student Discipline
 - As a group, we discussed and reviewed the policy line by line. We made a few edits to the policy but mainly discussed what staff and families may feel the policy misses. Kathy created a flow chart that would allow families and staff the opportunity to see possible disciplinary actions.
 - We noted that we felt that additional training for staff should be provided throughout the year which would include additional staff members being trained in CPI.

April 22, 2022 Discussions Topics

- Early Admittance
- 540- Uniform Policy
- Clarify: Procedure for Removal of a board member (By-Laws not policies)
- Clarify: Information on board member access to legal counsel

Future Discussion Topics

- Conduct Policy
- 701- Purchasing, Procurement, and Contracting
- PTO conversation
- Communication

Housekeeping

Next Regularly Scheduled WLA Board of Directors Governance Committee Meeting

Date: Thursday, April 22, 2022

Time: 4:30 p.m.

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

Adjournment

Meeting adjourned at 7:30 p.m.



Meeting: Governance Committee

Date: Thursday, April 21, 2022

Time: 4:30 p.m.

Location: Zoom.us

AGENDA

Minutes:

The meeting was called to order by Jessica Erickson at 4:31 pm.

Members Present: Jess Erickson, Natalie Sjoberg, Shelbi Pool, and Kathy Mortensen

Members Absent: Kylie Griffith and Erin Neumann

Development, Discussion, and Recommendations

- Early Admittance Requests
 - Reviewed early admittance requests for Kindergarten and first-grade students.
 - Kathy will review the first-grade admittance request with the first-grade team. team on the early admittance request to see

- 540- Uniform Policy
 - Physical Education Uniform
 - Gym uniforms for middle school students will allow for students to be able to participate in physical activities more easily and will allow for students not to have to change in the locker rooms.
 - Gym uniform will only be worn on days that the student has gym class
 - Alternative Uniform Ideas
 - Plaid
 - PTO did a survey with fellow families and found that the feedback back was a no on this option as the plaid design tends to be more expensive and that more religious schools tend to go in this direction
 - Orange
 - If WLA was to add an orange polo to the choices we would have to work with one vendor to make sure that students would all be wearing the same color orange.
 - Since this limits families' options, we recommend keeping orange shirts geared more towards spirit wear.

- Procedure for Removal of a board member (By-Laws not policies)
 - Kathy shared with us the three directions that the board of directors could decide to go with removing a board member
 - Vote to change bylaws. This change will need to go through VOA.
 - Put removal reasons and process into a policy
 - Leave it as is, don't make any changes

- Clarify: Information on board member access to legal counsel
 - Currently, the board chair and executive director are the only individuals within WLA that have access to the schools' legal council.
 - To modify this the board of directors will need to make a motion.

Future Discussion Topics

- Conduct Policy
- 701- Purchasing, Procurement, and Contracting
- PTO conversation
- Communication

Housekeeping

Next Regularly Scheduled WLA Board of Directors Governance Committee Meeting

Date: Thursday, May 12, 2022

Time: 4:30 p.m.

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

Adjournment

Meeting adjourned at 4:54 p.m.

Adopted: August 12, 2014

Amended: April 14, 2022

506 STUDENT DISCIPLINE

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with Woodbury Leadership Academy's expectations for student conduct. Such compliance will enhance Woodbury Leadership Academy's ability to maintain discipline and ensure that there is no interference with the educational process. Woodbury Leadership Academy will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

The Board of Directors recognizes that individual responsibility and mutual respect are essential components of the educational process. The Board of Directors further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of Woodbury Leadership Academy is that a fair and equitable school-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, ~~Minn. Stat. §§ 121A.40-121A.56.~~

In view of the foregoing and in accordance with ~~Minnesota Statute Minn. Stat. § 121A.55~~, the Board of Directors, with the participation of school administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of Woodbury Leadership Academy.

III. AREAS OF RESPONSIBILITY

A. The Board of Directors. The Board of Directors ~~holds all school personnel responsible for the maintenance of order within Woodbury Leadership Academy and~~ supports all personnel acting within the framework of this discipline policy.

B. The Director. The Director shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The Director shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the Board of Directors for approval and shall be attached as an addendum to this policy.

C. The Director or designee. The Director or designee is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final Board of Directors approval. The Director or designee shall give direction and support to all school personnel performing their duties within the framework of this policy. The Director or designee shall consult with parents of students conducting themselves in a manner contrary to the policy. The Director or designee shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. The Director or designee, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the Director. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

E. Other school Personnel. All school personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the Director. A school employee, school bus driver, or other agent of a school, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.

F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.

G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.

H. Community Members. Members of the community are expected to contribute to the

establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

IV. STUDENT RIGHTS

All students have the right to an education and the right to learn.

V. STUDENT RESPONSIBILITIES

All students have the responsibility:

A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;

B. To attend school daily, except when excused, and to be on time to all classes and other school functions;

C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;

D. To make necessary arrangements for making up work when absent from school;

E. To assist the school staff in maintaining a safe school for all students;

F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;

G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;

H. To be aware of and comply with federal, state, and local laws;

I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;

J. To respect and maintain the school's property and the property of others;

K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school policy (540);

L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;

506-3

M. To conduct themselves in an appropriate physical or verbal manner; and

N. To recognize and respect the rights of others.

VI. CODE OF STUDENT CONDUCT

A. The following are examples of unacceptable behavior subject to disciplinary action by Woodbury Leadership Academy. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy.

This policy applies to all school buildings, school grounds, and school property; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school purposes; the area of entrance or departure from school premises or events; and all school-related functions. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of Woodbury Leadership Academy or the safety or welfare of the student, other students, or employees.

1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
2. The use of profanity or obscene language, or the possession of obscene materials;
3. Gambling, including, but not limited to, playing a game of chance for stakes;
4. Violation of Woodbury Leadership Academy's Hazing Prohibition Policy;
5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
6. Violation of Woodbury Leadership Academy's Student Attendance Policy;
7. Opposition to authority using physical force or violence;
8. Using, possessing, or distributing tobacco or tobacco paraphernalia;
9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics,
~~506-4~~
drugs, or other controlled substances, or look-alike substances, except as prescribed by a physician, including one student sharing prescription medication with another student;
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of Woodbury Leadership Academy's Weapons Policy;
14. Violation of Woodbury Leadership Academy's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;

16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state, or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of Woodbury Leadership Academy's Internet Acceptable Use and Safety Policy;
22. Possession of nuisance devices or objects which cause distractions and may facilitate cheating as defined in the family handbook including, but not limited to, pagers, radios, and phones, including picture phones;
23. Violation of school bus or transportation rules or Woodbury Leadership ~~506-5~~ Academy's Student Transportation Safety Policy;
24. Violation of ~~parking or~~ school traffic rules and regulations. ~~, including, but not limited to, driving on school property in such a manner as to endanger persons or property;~~
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of Woodbury Leadership Academy's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
- ~~27. Violation of Woodbury Leadership Academy's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;~~
- ~~27.-28.~~ Possession or distribution of slanderous, libelous, or pornographic materials;
- ~~28.-29.~~ Violation of Woodbury Leadership Academy' Bullying Prohibition Policy;
- ~~29.-30.~~ Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd,

vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;

~~30-31~~. Criminal activity;

~~31-32~~. Falsification of any records, documents, notes, or signatures;

33. Tampering with, changing, or altering records or documents of Woodbury Leadership Academy by any method including, but not limited to, computer access or other electronic means;

34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;

35. Impertinent or disrespectful language toward teachers or other school personnel;

36. Violation of Woodbury Leadership Academy's Harassment and Violence Policy;

~~506-6~~

37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school personnel, or other persons;

38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;

39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;

40. Verbal assaults or verbally abusive behavior including, but not limited to, use of language that is discriminatory, abusive, obscene, threatening, intimidating, or that degrades other people;

41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;

42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;

43. Violation of Woodbury Leadership Academy's Distribution of Non-school Sponsored Materials on School Premises by Students and Employees Policy;

44. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;

45. Other acts, as determined by Woodbury Leadership Academy, which are disruptive of the

educational process or dangerous or detrimental to the student or other students, school personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of Woodbury Leadership Academy or the safety or welfare of students or employees.

VII. DISCIPLINARY ACTION OPTIONS

The general policy of Woodbury Leadership Academy is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of Woodbury Leadership Academy. At a minimum, violation of school rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. Woodbury Leadership Academy shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if

~~506-7~~

warranted by the student's misconduct, as determined by Woodbury Leadership Academy. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, Director, or other school personnel, and verbal warning;
- B. Confiscation by school personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school policy, rule, regulation, procedure, or state or federal law. If confiscated by Woodbury Leadership Academy, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate

authorities;

O. A request for a petition to be filed in district court for juvenile delinquency adjudication;

P. Out-of-school suspension under the Pupil Fair Dismissal Act;

Q. Preparation of an admission or readmission plan;

~~R. Saturday school;~~

~~506-8~~

S. Expulsion under the Pupil Fair Dismissal Act;

T. Exclusion under the Pupil Fair Dismissal Act; and/or

U. Other disciplinary action as deemed appropriate by Woodbury Leadership Academy.

VIII. REMOVAL OF STUDENTS FROM CLASS

A. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, Director, or other school employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or the Director, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

B. If a student is removed from class more than ten (10) times in a school year, Woodbury Leadership Academy shall notify the parent or guardian of the student's tenth removal from class

and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.

C. If a student is removed from class, the teacher, the Director or other school employee will complete a report describing the student's behavior. The student will remain in the custody of the Director or his/her designee for the duration of the time prescribed.

~~C. Procedures for Removal of a Student From a Class:~~

~~1. Teachers will follow Responsive Classroom protocols for behavior~~

~~506-9~~

~~modification first.~~

~~2. Teacher will seek further staff support (from other cooperating teachers, educational assistants, or the Director) if Responsive Classroom protocols are not successful.~~

~~3. Students will only be removed from the classroom for a private conference with a staff member, if there is a safety concern for students, staff or volunteers, or relocation to a mentor classroom.~~

~~D. Responsibility for and Custody of a Student Removed From Class:~~

~~1. Students will be accompanied by a teacher, cooperating teacher, educational assistant, mentor student, or the Director to the designated location.~~

~~2. Director, cooperating teacher, or educational assistant will take control and be responsible for the student they accompany from the classroom.~~

~~E. Procedures for Return of a Student to a Class From Which the Student Was Removed:~~

~~1. After student conference, the student will be escorted back to the classroom by the Director, educational assistant, mentor student, or cooperating teacher.~~

~~2. The student will return after conferencing and discussing the expectations within the classroom.~~

D. Responsibility for and Custody of a Student Removed From Class

Teachers removing students from class are required to direct the student to the school office and verify his or her arrival as soon as practicable. The administrator may, at his/her option, assign the student to supervision in another area especially designated for this purpose. Students removed for more than one class period will receive assignments from the teachers to enable the student to keep up with his/her class work.

E. Procedures for Return of a Student to a Class from Which the Student Was Removed

The student may return to class after a conference with the appropriate administrator, teacher, and/or the parent(s)/guardian(s). At the time of this conference a definite plan of action will be

established, including a review of any existing special education services. Students removed from class will be required to examine and take measures to correct inappropriate conduct.

F. Procedures for Notification.

1. Parents/Guardians will be notified of their child's removal from their classroom on the day that it occurs. The Director, **their designee**, or the classroom teacher will be responsible for making parent contact.

G. **Disabled** Students **on an IEP and Special Provisions**.

1. Same procedures as outlined in "C" with the involvement of the Special Education personnel. Any procedures determined appropriate and/or included in the students' Individualized Education Programs (IEPs) or 504 Plan.

2. Consideration of whether there is a need for a review of the adequacy of the current Individualized Education Program (IEP) of a disabled student who is removed from class or disciplined; and

~~506-10~~

3. Any procedures determined appropriate for referring students in need of special education services to those services.

H. Procedures for Detecting and Addressing Chemical Abuse Problems of Students

While on School Premises.

1. Establishment of a chemical abuse pre-assessment team pursuant to Minn.Stat. ~~§ 121A.26;~~

2. Establishment of a school and community advisory team to address chemical abuse problems in the district pursuant to Minn. Stat. ~~§ 121A.27;~~ and

3. Establishment of teacher reporting procedures to the chemical abuse pre- assessment team pursuant to Minn. Stat. ~~§ 121A.29.~~

I. Any Procedures Determined Appropriate for Encouraging Early Involvement of Parents or Guardians in Attempts to Improve a Student's Behavior.

1. Classroom teachers and other staff will be responsible for frequent communication with parents or guardians in attempts to improve student's behavior.

J. Any Procedures Determined Appropriate for Encouraging Early Detection of Behavioral Problems.

1. Classroom teachers and other staff will use the Response to Intervention (RTI) Model for early detection of behavioral problems.

IX. DISMISSAL

A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion and suspension. Dismissal does not include removal from class.

Woodbury Leadership Academy shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding, which may result in suspension, exclusion or expulsion.

Woodbury Leadership Academy shall not dismiss any student without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the student will create an immediate and substantial danger to **themselves** or to surrounding persons or property.

B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

~~506-11~~

1. Willful violation of any reasonable Board of Directors regulation, including those found in this policy;
2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including school employees, or property of the school.

C. Suspension Procedures

1. "Suspension" means an action by the Director, under rules promulgated by the Board of Directors, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the Director shall provide the Board of Directors with a reason for the longer term of suspension. **This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.** (Paula)

2. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, Woodbury Leadership Academy shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder or behavioral health disorder.

3. Each suspension action **will may** include a readmission plan. **The plan will include a re-entry meeting involving the parent/guardian, the student, and school administration.** The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must

not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. The Director must not use the refusal of a parent or guardian to consent to the ~~administration-Director~~ of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The Director may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to

~~506-12~~

surrounding persons or property or where Woodbury Leadership Academy is in the process of initiating an expulsion, in which case the Director may extend the suspension to a total of fifteen (15) days.

4. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.

5. The Director ~~or designee~~ shall implement alternative educational services when the suspension exceeds five (5) days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minn. Stat. ~~§-123A.05~~ selected to allow the pupil to progress toward meeting graduation standards under Minn. Stat. ~~§-120B.02~~, although in a different setting.

6. The Director ~~or designee~~ shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to ~~themselves~~ or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, the Director ~~or designee~~ shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.

7. After a suspension has been assigned and upon further consideration, school administrators may assign alternative consequences. ~~After the Director or designee notifies a student of the grounds for suspension, the Director or designee may, instead of imposing the suspension, do one or more of the following:~~

~~a. strongly encourage a parent or guardian of the student to attend school with the student for one day;~~

~~b. assign the student to attend school on Saturday as supervised by~~
~~506-13~~

~~the Director or the administration's designee; and~~

~~c. petition the juvenile court that the student is in need of services~~
~~under Minn. Stat. Ch. 260C.~~

8. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan **meeting scheduled**, and a copy of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. ~~§§ 121A.40–121A.56~~, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference.

9. The Director shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.

10. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.

11. Notwithstanding the foregoing provisions, the student may be suspended pending the Board of Director's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) days.

D. Expulsion and Exclusion Procedures

1. "Expulsion" means a Board of Directors action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the Board of Directors.

2. "Exclusion" means an action taken by the Board of Directors to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the Board of Directors.

3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. ~~§§121A.40-121A.56.~~

4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is

waived in writing by the student and parent or guardian.

506-14

5. The student and parent or guardian shall be provided written notice of Woodbury Leadership Academy's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minn. Stat. ~~§§ 121A.40-121A.56~~; describe alternative educational services accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. Woodbury Leadership Academy shall advise the student's parent or guardian that free or low- cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE).

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by Woodbury Leadership Academy, student, parent, or guardian.

7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.

8. Woodbury Leadership Academy shall record the hearing proceedings at school expense, and a party may obtain a transcript at its own expense.

9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. Woodbury Leadership Academy shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The Board of Directors may appoint an attorney to represent Woodbury Leadership Academy in any proceeding.

10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.

11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by Woodbury Leadership Academy. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.

506-15

12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.

13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for Woodbury Leadership Academy.

14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.

15. The student cannot be compelled to testify in the dismissal proceedings.

16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the Board of Directors and served upon the parties within two (2) days after the close of the hearing.

17. The Board of Directors shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The Board of Directors may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the Board of Directors must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.

18. A party to an expulsion or exclusion decision made by the Board of Directors may appeal the decision to the Commissioner within twenty-one (21) calendar days of Board of Directors action pursuant to Minn. Stat. ~~§121A.49~~. The decision of the Board of Directors shall be implemented during the appeal to the Commissioner.

19. Woodbury Leadership Academy shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.

20. Woodbury Leadership Academy must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student

~~506-16~~

and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.

21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, the Director shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in Woodbury Leadership Academy.

X. ADMISSION OR READMISSION PLAN

The Director or designee shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior, including completing a character education program consistent with Minn. Stat. ~~§ 120B.232, Subd. 1~~, and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student—~~sympathomimetic medication~~ for their child as a condition of readmission.

XI. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, Director or other school official may provide additional notification as deemed appropriate.

XII. STUDENT DISCIPLINE RECORDS

The policy of Woodbury Leadership Academy is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school policies and federal and state law, including the Minnesota Government Data Practices Act, Minn. Stat. ~~Ch. 13~~.

XIII. DISABLED STUDENTS

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, Woodbury Leadership Academy will proceed with discipline. –

~~506-17~~

up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that Woodbury Leadership Academy had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, Woodbury Leadership Academy shall continue to provide special education and related services during the period of expulsion or exclusion.

XIV. OPEN ENROLLED STUDENTS

Woodbury Leadership Academy may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minn. Stat. ~~§ 124D.03~~) or Enrollment in Nonresident District (Minn. Stat. ~~§ 124D.08~~) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minn. Stat. ~~Ch. 260A~~), and the student's case has been referred to juvenile court. Woodbury Leadership Academy may also terminate the enrollment of a nonresident student over the age of sixteen (16) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XV. DISTRIBUTION OF POLICY

Woodbury Leadership Academy will notify students and parents of the existence and contents of this policy in such a manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents on the school's website, woodburyleadershipacademy.com, and to all new students and parents upon enrollment. This policy shall also be available upon request in the building's main office.

XVI. REVIEW OF POLICY

The Director and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the **Governance Committee Director** for consideration by the Board of Directors, ~~which shall conduct an annual review of this policy.~~

~~506-18~~

XVII. STUDENT DISCIPLINE GRID

CATEGORY	VIOLATION	INTERVENTIONS	PARENT CONTACT AND/OR CONFERENCE	SUSPENSION	REFERRALS TO OUTSIDE AGENCIES	RECOMMEND EXCLUSION	RECOMMEND EXPULSION
		LOSS OF PRIVILEGES DETENTIONS MEDIATION RESTITUTION BEHAVIOR PLAN SCHEDULE CHANGE	TEACHER DEAN	HALF DAY IN-SCHOOL OUT-OF-SCHOOL	LAW ENFORCEMENT JUVENILE COURT COUNTY SERVICES MENTAL HEALTH	FOR REMAINDER OF SCHOOL YEAR, SERVICES PROVIDED OFF-SITE	FOR 12-MONTH PERIOD, SERVICES PROVIDED OFF-SITE
OTHER STUDENT BEHAVIOR VIOLATIONS	Any other offenses not listed below	Conference w/student assign consequences (Dean)	Possible, depending on severity (Teacher with Dean)	Possible, depends on severity (Dean)	Possible (Dean)	Possible (Executive Director)	Possible (Executive Director and School Board)
BULLYING, HAZING, OR HARASSMENT	Actions including but not limited to teasing, intimidation, or threats	Conference w/student assign consequences (Dean)	Possible, depending on severity (Teacher with Dean)	Possible, depends on severity (Dean)	Possible (Dean)	Possible (Executive Director)	Possible (Executive Director and School Board)
PHYSICAL AGRESSION	Pushing, poking, biting, shoving, scuffling, unfriendly touch, spitting, etc.	Conference w/student assign consequences (Dean)	Possible, depending on severity (Teacher with Dean)	Possible, depends on severity (Dean)	Possible (Dean)	Possible (Executive Director)	Possible (Executive Director and School Board)
TRANSIENT THREAT	Rhetorical remarks, not genuine expressions to harm	Conference w/student assign consequences (Dean)	Possible, depending on severity (Teacher with Dean)	Possible, depends on severity (Dean)	Possible (Dean)	Possible (Executive Director)	Possible (Executive Director and School Board)
VIOLATION OF TECHNOLOGY ACCEPTABLE USE	Using technology for reasons other than appropriate school use	Conference w/student Possibly remove access (Dean)	Possible, depending on severity (Teacher with Dean)	Possible, depends on severity (Dean)	Possible (Dean)	Possible (Executive Director)	Possible (Executive Director and School Board)
THEFT OR VANDALISM	Theft of property, or destruction of property	Conference w/student assign consequences (Dean)	Yes (Dean)	Possible, depends on severity (Dean)	Possible (Dean)	Possible (Executive Director)	Possible (Executive Director and School Board)
ASSAULT OR FIGHTING	Physical and/or sexual	Conference w/student assign consequences (Dean)	Yes (Dean)	Yes (Dean)	Possible (Dean)	Possible (Executive Director)	Possible (Executive Director and School Board)
ALCOHOL, TOBACCO, OR CONTROLLED SUBSTANCE	Includes all forms of alcohol, tobacco, street drugs, and unauthorized prescriptions	Conference w/student assign consequences (Dean)	Yes (Dean)	Yes (Dean)	Possible (Dean)	Possible (Executive Director)	Possible (Executive Director and School Board)
SUBSTANTIVE THREAT PER MN STATUTE 609.713	Express intent to physically injure someone beyond the immediate situation	Conference w/student assign consequences (Dean)	Yes (Dean)	Yes (Dean)	Possible (Dean)	Yes (Executive Director)	Yes (Executive Director and School Board)
WEAPONS		Conference w/student assign consequences (Dean)	Yes (Dean)	Yes (Dean)	Yes (Dean)	Yes (Executive Director)	Yes (Executive Director and School Board)

WOODBURY LEADERSHIP ACADEMY

Adopted: June 10, 2014

Amended: ~~June 12, 2019~~ April 14, 2022

514 BULLYING PROHIBITION POLICY

I. PURPOSE

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

II. DEFINITIONS

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

- A. "Bullying" means intimidating, threatening, abusive, or harmful conduct that is objectively offensive and:
 - a. an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; or
 - b. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. The term, "bullying," specifically includes cyberbullying as defined in this policy.
- B. "Cyberbullying" means bullying using technology or other electronic communication, including but not limited to a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network internet website, or forum, transmitted through a computer, cell phone, or other electronic devices. The term applies to prohibited conduct which occurs on school premises, on school property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mail lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

- C. “Immediately” means as soon as possible.
- D. “Intimidating, threatening, abusive, or harming conduct” means, but is not limited to, the following:
 - a. causes physical harm to a student or a student’s property or causes a student to be in a reasonable fear of harm to person or property,
 - b. under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 - c. is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation, including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. “On school premises, on WLA property, at school functions or activities, or on school transportation” means all WLA buildings, school grounds, and school property or ~~property~~ immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for WLA purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. WLA property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, WLA does not represent that it will provide supervision or assume liability at these locations and events.
- F. "Prohibited conduct" means bullying or cyberbullying as defined under this subdivision or retaliation for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- G. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of the student who is the target of the prohibited conduct.
- H. “Student” means a student enrolled at WLA.

III. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on WLA property, at school functions or activities, or on school transportation. This policy also applies to any student whose conduct ~~at any time or in any place~~ constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of WLA or the safety or welfare of the student or other students, or materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits,

services, or privileges. This policy also applies to an act of cyberbullying. ~~regardless of whether such act is committed on or off WLA property and/or with or without the use of WLA resources.~~

- B. No teacher, administrator, volunteer, contractor, or other employee of Woodbury Leadership Academy shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited. WLA will take appropriate action against any student or employee who engages in retaliation.
- E. False accusations or reports of bullying are prohibited.
- F. A person who engages in an act of bullying, reprisal, retaliation, or knowingly making a false report of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school's policies and procedures, including WLA's discipline policy. WLA may take into account the following factors:
 - a. The developmental and maturity levels of the parties involved;
 - b. The levels of harm, surrounding circumstances, and nature of the behavior;
 - c. Past incidences or past or continuing patterns of behavior;
 - d. The relationship between the parties involved; and
 - e. The context in which the alleged incidents occurred.
- G. Consequences for:
 - a. students who commit prohibited acts of bullying may range from remedial response or positive behavioral interventions up to and including suspension and/or expulsion, **in line with Policy 506.**
 - b. ~~Consequences for~~ employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.
 - c. ~~Consequences for~~ other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school property and events and/or termination of services and/or contract.
- H. Woodbury Leadership Academy will act to investigate all complaints of bullying reported to ~~the~~ **WLA staff members** and will discipline or take appropriate action against any student, teacher, administrator, volunteer, parent, contractor, or other employee of WLA who is found to have violated this policy.

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge of belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school official. ~~designated by this policy.~~ A person may report bullying anonymously. However, the school district may

not rely solely on anonymous reports to determine discipline or other remedial responses.

- B. Woodbury Leadership Academy encourages the reporting party or complainant to **submit the report in writing or orally to any WLA staff member. Staff members will attempt to handle the report, then will give the report to the Executive Director or their designee if it is unable to be resolved. ~~use the incident form available in the school's office, but oral reports shall be considered complaints as well.~~**
- C. The Executive Director or their designee ~~building director or supervisor (hereinafter the "building report taker")~~ is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to the ~~Executive Director or their designee school's human rights officer or the director~~. If the complaint involves the ~~Executive Director or their designee building report taker~~, the complaint shall be made or filed directly with the ~~school's human rights officer or board chair~~ by the reporting party of the complainant.

The ~~Executive Director or their designee building report taker~~ shall ensure that this policy and its procedures, practices, consequences and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The ~~Executive Director or their designee building report taker~~ or a third party designated by WLA shall be responsible for the investigation. The ~~Executive Director or their designee building report taker~~ shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the ~~Executive Director or their designee building report taker~~ immediately. School personnel, who fail to inform the ~~Executive Director or their designee building report taker~~ of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner, may be subject to disciplinary action.
- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The ~~Executive Director or their designee building report taker~~, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying will not affect the complainant's or reporter's future employment, grades, or work assignments, or educational or work environment.

V. SCHOOL ACTION

- A. Within three school days of the receipt of a complaint or report of bullying or other prohibited conduct, WLA shall undertake or authorize an investigation by the **Executive Director or their designee building report taker** or a third party designated by WLA.
- B. The ~~building report taker or other appropriate school officials~~ **Executive Director or their designee** may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, WLA will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge, **in line with Policy 506**. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in this policy. WLA action taken for violation of this policy will be consistent with the requirements of applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy and other applicable WLA policies; and applicable regulations.
- E. WLA is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of WLA. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, WLA shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION AND REPRISAL

WLA will discipline or take appropriate action against any student, teacher, administrator, volunteer, parent, contractor, or other employee of WLA who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged

bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct.

VII. TRAINING AND EDUCATION

- A. WLA shall discuss this policy with students, school personnel and volunteers and provide appropriate training for all school personnel to prevent, identify and respond to prohibited conduct. WLA ~~staff members shall review this policy annually shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with WLA. WLA or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance.~~ This policy shall be provided in employee ~~and family~~ handbooks and training materials.
- B. WLA will provide professional development, consistent with Minnesota law, to all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
- developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 - the complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 - research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
 - the incidence and nature of cyberbullying; and
 - Internet safety and cyberbullying.
 - ~~how to teach students self-advocacy skills~~
- C. The administration of WLA is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- D. WLA may implement violence prevention and character development education programs to prevent and reduce policy violations.

~~t for others, peacemaking, and resourcefulness.~~

VIII. NOTICE



- A. Woodbury Leadership Academy will give notice of this policy to students and staff, and shall appear in the **family student** handbook.
- B. This policy or a summary thereof shall be available to all parents and other school community members in an electronic format in the language appearing on WLA's website.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with WLA.

VIV. FAMILY RESOURCES

- A. <https://www.stopbullying.gov/>
- B. <https://www.parentcenterhub.org/bullying/>
- C. <https://www.pacer.org/bullying/parents/helping-your-child.asp>





Meeting: Facilities Committee

Date: Tuesday, April 12, 2022

Time: 4:30 p.m.

Location: Virtual Meeting

Minutes:

The meeting was called to order by Jason Livingston at 4:37 p.m.

Role call. Members Present:, Kathy Mortensen, Jason Livingston, , Diane Thiels, Mandi Folks, Jolene Skordahl,

Members Absent:.,Andy Sharp

Others in attendance: Shawn Smith

The meeting ended at 5:28 p.m.

Development, Discussion, and Recommendations

- The gym is still on budget.
- All trades are working in the building with goal of completing the 1st floor for temporary use in June.
- New signage for the front monument has been ordered.
- Small tours will likely be allowed in May on the 1st floor only – the front commons area and can look into the gym.
- Temp CO scheduled for mid-June, CO scheduled for late June – mid July depending on shipment of fire rated doors and hardware.

Housekeeping

Next Regularly Scheduled WLA Board of Directors Facilities Committee Meeting

Date: Tuesday, May 10, 2022

Time: 4:30 p.m. via Zoom

2022-23 Special Education Contract Overviews

The following contracts are from current contractors, there are no new contractors for the 2022-23 school year.

Navigate Care Consulting Services: Nursing services

There are no changes to this contract.

Sentient Healthcare, Inc.: Audiology services

There are no changes to this contract.

Deaf/Hard of Hearing Contract: Licensed Deaf/Hard of Hearing (D/HH) Special Education Teacher services

This contract reflects a \$5.00 an hour increase, going from \$89 per hour to \$94 per hour. WLA has worked with this contractor for 6 years, this year. The teacher works well with the staff and students. D/HH teachers are scarce and hard to find. (If this works within the budget I would recommend moving forward with this contract.) WLA currently has 3 students receiving D/HH services.

Keys to Communication Contract: Speech Language Services, Speech/Language Pathologist

The number of service hours increased to meet the needs of the students as outlined on the IEPs.

There are no changes to this contract.

Integrative Therapy, LLC: Occupational Therapy Services by an Occupational Therapist (OT) and Certified Occupational Therapist Assistant (COTA)

This agency is willing to do a two year contract if WLA is interested. There has been an increase in services this current school year based on student needs as outlined in their IEPs. The agency would like to adjust hours as needed before or during the school year to continue to provide students with identified OT services.

There are no changes to this contract.

Development Adaptive Physical Education Services: Licensed Development Adaptive Physical Education (DAPE) Teacher

This contract reflects a \$10.00 an hour increase, going from \$70 per hour to \$80 per hour. WLA has worked with this contractor for 6 years, this year.

The teacher works well with the staff and students. DAPE teachers are scarce and hard to find. (If this works within the budget I would recommend moving forward with this contract.) WLA currently has 4 students receiving DAPE services this year.

Sheila Merzer, MA, LP: Autism Spectrum Disorder (ASD) Consultative Services, working with two ASD specialists as needed.

There are no changes to this contract.

Strategic Staffing Solutions: Development Cognitive Delay (DCD) services, Emotional Behavior Disorder (EBD) services, Autism Spectrum Disorder (ASD) and Early Childhood Special Education (ECSE) services.

Licensed special education teachers in each of these disability areas consult with the teams as required by law. A special education teacher with the appropriate licensure, based on the area identified on each students IEP must be a part of the IEP team.

There are no changes to this contract.

Designs for Learning: Special Education Director services and School Psychology services

There are no changes to this contract.



CHARTER SCHOOL CONTRACT
between
Volunteers of America-Minnesota, Authorizer
and
WOODBURY LEADERSHIP ACADEMY (#4228), School

WHEREAS, the primary purpose of the School is to improve all pupil learning and all student achievement;

WHEREAS, the additional purpose of the School is to increase learning opportunities for all pupils.

WHEREAS, the parties are authorized under Minnesota law to contract for the development and management of a charter school, pursuant to Department of Education approval of Volunteers of American-Minnesota's affidavit of intent to charter the School, dated January 13, 2014; and

WHEREAS, Volunteers of America-Minnesota has considered the authorization of the School and has approved the issuance of a charter contract to the School;

NOW, THEREFORE, Volunteers of America-Minnesota grants this Contract conferring certain rights, privileges, and obligations of a charter school and confirms the continued status of a charter school to the School. In addition, the parties agree that the granting of this Contract is subject to the following terms and conditions.

ARTICLE 1
TERM OF CHARTER CONTRACT

1.1 Effective date: July 1, 2022.

1.2 Expiration date: June 30, 2027.

1.3 Survival of Terms. The following clauses survive the expiration or cancellation of this contract: 1. Liability; 2. State and Federal Audits; 3. Government Data Practices and Intellectual Property; 4. Publicity and Endorsement; 5. Governing Law, Jurisdiction, and Venue; 6. Data Disclosure; and 7. Dissolution.

ARTICLE 2
DEFINITIONS

2.1 "Charter Contract" means this contract between the Authorizer and the School as required by Minnesota Charter School Law, Minn. Stat. § 124E.10.

2.2 "Applicable Law" means all state and federal laws and rules applicable to Minnesota charter schools and any regulations and guidelines issued pursuant to those laws and rules. This includes changes made to Applicable Law by Congress, Minnesota Legislature and/or appropriate federal and state agencies.

2.3 “School Program Description” means the school program parameters agreed upon by the Authorizer and the School for the length of this Contract, as evidenced by Addendum A (“Charter School Program”).

2.4 “Charter Law” means the Minnesota Statutes § 124E.10 *et seq.*, as amended, and any rules or regulations adopted by the Education Commissioner relating to this law.

2.5 “Charter School Board” means the Board established to govern the School, as required under Minnesota Statutes § 124E.07.

2.6 The “Authorizer” refers to the Volunteers of America of Minnesota.

2.7 The “School” refers to Woodbury Leadership Academy.

2.8 “Education Commissioner” means the Commissioner of the Minnesota Department of Education or his or her designee.

2.9 “Department” means the Minnesota Department of Education.

2.10 “State” means the State of Minnesota.

2.11 “School information” includes all educational data, as defined in Minnesota Statutes §13.32; any and all data related to employees; any and all complaints filed by the School as required by federal and state law and all complaints filed against the School or any of its employees; any and all investigative files and the results of any investigations; any and all financial information as required to be disclosed under the Minnesota Data Practices Act; and any data or other information that the Authorizer deems reasonably necessary to carry out its role.

ARTICLE 3

RELATIONSHIP BETWEEN THE SCHOOL AND VOLUNTEERS OF AMERICA OF MINNESOTA

3.1 Voluntary Authorization. Volunteers of America of Minnesota qualifies as an authorizer pursuant to Minnesota Statute 124E.10 Subd.3. In granting this Contract, Volunteers of America of Minnesota voluntarily exercises powers given to Volunteers of America of Minnesota pursuant to Applicable Law to authorize charter schools. Nothing in this Contract shall be deemed to be any waiver of Volunteers of America of Minnesota’s autonomy or power.

3.2. Independent Status of the School. The School is not and shall not be deemed to be a division or part of Volunteers of America of Minnesota. The relationship between the School and Volunteers of America of Minnesota is based solely on the applicable provisions of the Charter School Act and the terms of this Contract or other written contracts or written agreements between Volunteers of America of Minnesota and the school. Except as otherwise provided in this Contract, Volunteers of America of Minnesota shall have no authority or control over operational, administrative, or financial responsibility for the School.

3.3. Financial Obligations Are Separate. Any contract or other instrument of indebtedness entered into by the School and a third party shall not in any way constitute an obligation, either general, special, or moral, of Volunteers of America of Minnesota. The School will never pledge the full faith and credit of Volunteers of America of Minnesota for the payment of any School contract, loan, or other instrument of indebtedness.

Any contract or other instrument of indebtedness entered into by Volunteers of America of Minnesota and a third party shall not in any way constitute an obligation, either general, special, or moral, of the School. Volunteers of America of Minnesota will never pledge the full faith and credit of the School for the payment of any Volunteers of America of Minnesota contract, loan, or other instrument of indebtedness.

3.4 No Authority to Obligate or Bind Other Party. The School has no authority whatsoever to enter into any contract or other agreement that would financially obligate Volunteers of America of Minnesota, nor does the School have any authority whatsoever to make any representations to lenders or third parties, that Volunteers of America of Minnesota in any way guarantees, is financially obligated, or is in any way responsible for any contract, loan or other instrument of indebtedness entered into by the School.

Volunteers of America of Minnesota has no authority whatsoever to enter into any contract or other agreement that would financially obligate the School, nor does Volunteers of America of Minnesota have any authority whatsoever to make any representations to lenders or third parties, that the School in any way guarantees, is financially obligated, or is in any way responsible for any contract, loan or other instrument of indebtedness entered into by the Volunteers of America of Minnesota.

3.5 Limited Use of Volunteers of America of Minnesota Name. The School may not use the name of the Volunteers of America of Minnesota or any assumed name, trademark, division or affiliation of Volunteers of America of Minnesota in any of the School's promotional advertising, contracts, or other materials without Volunteers of America of Minnesota prior written consent, except that the School may include the following statement in such materials "Woodbury Leadership Academy is authorized by Volunteers of American-Minnesota." Pursuant to Minnesota Statute 124E.07, Subd.8, the School shall identify Volunteers of America of Minnesota as the authorizer and provide contact information.

ARTICLE 4 LEGAL STRUCTURE

4.1 Nonprofit Status. The Charter School Board is organized and operated as a nonprofit corporation under Minnesota Statutes Chapter 317A, as amended.

4.2 Articles of Incorporation. The Charter School Board is organized and operated as a nonprofit and within the parameters of their state approved Articles of Incorporation under and by virtue of Minnesota Statutes Chapter 317A, as amended. The School must notify the Authorizer of any changes to the Articles of Incorporation approved by the Minnesota Secretary of State.

4.3 Bylaws. The Charter School Board is organized and must operate within the parameters of their approved bylaws. The School will notify the Authorizer of any amendments to the bylaws. At its discretion, the Authorizer may provide review and comment on the proposed amendments. The School will consider the Authorizer's review and comment.

4.4 Lease Space. The School may lease space from any public or nonsectarian private organization as it deems necessary. If the School intends to lease from a private sectarian organization, it will comply with the provisions of the Charter Law, specifically Minnesota Statutes § 124E.22. Prior to finalizing a lease for space, the School will submit an application to the Department for approval. The School will provide a copy of the Department's decision, to the Authorizer within thirty days of receipt.

4.5 Authorized Grades. The School is authorized to serve grades Pre-K through 12. The School will not expand its present grade levels without approval by the Authorizer and the Education Commissioner, consistent with the Charter Law or Minnesota Statutes § 124E.06, subd.5.

ARTICLE 5 SCHOOL LOCATION

5.1 The location of the School is 8089 Globe Drive, Woodbury, MN 55125. The school is authorized to operate two school sites.

5.2 The School will notify the Authorizer of any anticipated change in geographical location. At its discretion, the Authorizer may provide review and comment on the proposed change in location. The School will consider the Authorizer's review and comment.

5.3 The School will not expand to additional school sites beyond the present location(s) without approval by the Authorizer and the Education Commissioner, consistent with the Charter Law or Minnesota Statutes § 124E.06, subd.5. The school is authorized to operate two school sites.

ARTICLE 6 OPERATING REQUIREMENTS

6.1 Governance Structure. The School shall be governed by a Board of Directors. The School will file changes in the membership of the Board with the Authorizer and Department. The Board will be composed of at least five nonrelated members and include: (1) at least one licensed teacher employed as a teacher at the school or providing instruction under a contract between the charter school and a cooperative; (2) at least one parent or legal guardian of a student enrolled in the charter school; and (3) at least one interested community member who resides in Minnesota and is not employed by the charter school and does not have a child enrolled in the school. The board may include a majority of teachers or parents or community members, or it may have no clear majority. The chief financial officer and the chief administrator are ex-officio nonvoting board members. No charter school employees shall serve on the board other than licensed teachers employed as a teacher at the school. Board bylaws shall outline the process and procedures for changing the board's governance model, consistent with Chapter 317A and Charter Law.

Contractors providing facilities, goods, or services to a charter school may not serve on the board of directors of the charter school. A board may change its governance structure only: (1) by a majority vote of the board of directors and a majority vote of the licensed teachers employed by the school as teachers, including licensed teachers providing instruction under a contract between the school and a cooperative; and (2) with the authorizer's approval. Any change in board governance structure must conform with the composition of the board established under Charter Law.

6.2 Charter School Board Election. Charter School Board elections will be conducted as provided in the Charter Law. Board elections must be held during the school year but may not be conducted on days when the school is closed for holidays, breaks, or vacations. The charter school will notify eligible voters of the school board election dates at least 30 days before the election.

6.3 Background Checks. Prior to the time such persons are seated as members of the Charter School Board, the School will conduct a criminal background check identical to those required by Minnesota Statutes § 123B.03, subd.1. The Charter School Board will certify to the Authorizer that background checks have been completed.

Consistent with data practices law, the Charter School Board will provide to the Authorizer any adverse information that is revealed as part of the background checks and will evaluate, on a case-by-case basis, membership on the Charter School Board where the background check revealed adverse information.

6.4 Training. Every charter school board member shall attend annual training throughout the member's term on the board. All new board members shall attend initial training on the board's role and responsibilities, employment policies and practices, and financial management. A new board member who does not begin the required initial training within six months after being seated and complete that training within 12 months of being seated on the board is automatically ineligible to continue to serve as a board member. The school shall include in its annual report the training attended by each board member during the previous year. The Charter School Board will submit its plan for training to the Authorizer annually, and attend additional training reasonably required by the Authorizer.

6.5 Powers. The Charter School Board will provide policy leadership including, but not limited to, long range planning and goal-setting for the School consistent with the school's approved mission; holding the School accountable for meeting its goals; and overseeing and approving an annual budget. The board may not levy taxes or issue bonds.

6.6 Board Operations. All meetings and business of the Charter School Board will comply with the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13 and the Minnesota Open Meeting Law, Minnesota Statutes Chapter 13D.

6.7 Frequency of Board Meetings. The Charter School Board will meet as provided in the bylaws. A copy of the agenda, minutes and all related documents will be provided to the Authorizer prior to the public meeting. At the request of the Authorizer, the Charter School Board will provide the Authorizer an opportunity to address the Charter School Board regarding matters determined by the Authorizer.

6.8 Board Responsibilities. The board of directors shall decide and be responsible for policy matters related to the operation of the school, including budgeting, curriculum programming, personnel, and operating procedures. The board shall maintain a policy on nepotism in employment and other policies required by state or federal law. Charter Law requires that the board maintain personnel evaluation policies and practices that, at a minimum: (1) carry out the school's mission and goals; (2) evaluate the execution of charter contract goals and commitments; (3) evaluate student achievement, postsecondary and workforce readiness, and student engagement and connection goals; (4) establish a teacher evaluation process; and (5) provide professional development related to the individual's job responsibilities.

6.9 School Web Site. The Charter School Board shall publish and maintain on the school's official Web site all items required by state and federal law and Authorizer, including, but not limited to: (1) the minutes of meetings of the board of directors for at least one calendar year from the date of publication; (2) directory information for members of the board of directors, (3) names of members of committees having board-delegated authority, (4) board meeting calendar, (5) board- approved school budget, (6) School Annual Report, (7) school admissions policy including lottery process that it must use when accepting pupils by lot and early admissions requirements when applicable, (7) Authorizer name and contact information, (8) the name, mailing address, bylaws, minutes of board meetings, and names of the current board of directors of the affiliated nonprofit building corporation.

6.10 Employment Terms and Conditions. The Charter School Board is subject to section Minnesota Statutes Chapter 181.932. When offering employment to a prospective employee, a charter school must give that employee a written description of the terms and conditions of employment and the school's personnel policies.

6.11 Authorization of Employment. The Charter School Board will employ and contract with necessary teachers, as defined by Minnesota Statutes § 122A.15, subd.1, who hold valid teaching licenses issued by the State to perform the particular service for which they are employed at the School.

6.12 Non-Licensed Personnel. The Charter School Board or its delegate may employ necessary employees who are not required to hold teaching licenses to perform duties other than teaching, and may contract for other services.

6.13 Administrative Leadership. A person, without holding a valid administrator's license, may perform administrative, supervisor, or instructional leadership duties. The Charter School Board will establish and maintain qualifications for persons that hold administrative, supervisory or instructional leadership roles. The qualifications will include at least the following areas: instruction and assessment; human resource and personnel management; financial management; legal and compliance management; effective communication; and board, authorizer, and community relationships. The Charter School Board will use those qualifications as the basis for job descriptions, hiring, and annual performance evaluations of those who hold administrative, supervisory, or instructional leadership roles. The Charter School Board and an individual who does not hold a valid administrative license and who serves in an administrative, supervisory, or instructional leadership position shall develop and maintain a professional development plan. Documentation of the implementation and maintenance of the professional development plan of these persons shall be included in the school's Annual Report.

6.14 Collective Bargaining. If employees of the School choose to engage in collective bargaining, the School will comply with Minnesota Statutes Chapter 179A, the Public Employment Labor Relations Act (“PELRA”).

6.15 Non-Sectarian Operation. The School will be non-sectarian in its program, admission policies, and employment practices, and for all other purposes.

6.16 Home School Students. The School will not be used as a method of generating revenue for students who are being home schooled pursuant to Minnesota Statutes § 120A.22.

6.17 School Admissions. The School may not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability, nor may it condition admission on criteria or take any action that would violate the Minnesota Human Rights Act, Minnesota Statutes Chapter 363A. The charter school shall not distribute any services or goods of value to students, parents, or guardians as an inducement, term, or condition of enrolling a student in a charter school.

A charter school shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils must be accepted by lot. The charter school must develop and publish, including on its Web site, a lottery policy and process that it must use when accepting pupils by lot.

A charter school shall give enrollment preference to a sibling of an enrolled pupil and to a foster child of that pupil's parents and may give preference for enrolling children of the school's staff before accepting other pupils by lot. A charter school may give enrollment preference to children currently enrolled in the school's free preschool or prekindergarten program under section 124E.06, subdivision 3, paragraph (a), who are eligible to enroll in kindergarten in the next school year.

A person shall not be admitted to a charter school (1) as a kindergarten pupil, unless the pupil is at least five years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences; or (2) as a first grade student, unless the pupil is at least six years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences or has completed

kindergarten; except that a charter school may establish and publish on its Web site a policy for admission of selected pupils at an earlier age, consistent with the enrollment process in this section.

Once a student is enrolled in the school, the student is considered enrolled in the school until the student formally withdraws or is expelled under the Pupil Fair Dismissal Act in sections 121A.40 to 121A.56. A charter school is subject to and must comply with the Pupil Fair Dismissal Act, sections 121A.40 to 121A.56.

6.18 Reporting to the Authorizer.

(a) Reports. The School will file reports with the Authorizer regarding the program and financial status of the school according to the terms of this Contract and the Volunteers of America of Minnesota Annual Submission Calendar.

(b) Other Reports. The School and the Authorizer will file all reports with the Education Commissioner consistent with the procedures established by the Department.

(c) Violations of Law. The School will promptly notify the Authorizer of all complaints that allege that a violation of state or federal law or regulation has been committed by the School, its employees or agents, unless such reporting would be in non-compliance with a state or federal law.

6.19 Financial Management.

(a) Financial Reports. The School will provide the Authorizer a copy of the annual budget for review and comment prior to its approval by the Charter School Board, if requested by the Authorizer. The School also will provide the Authorizer periodic reports of the financial status of the School.

(b) UFARS and MARSS. The School will utilize the UFARS financial accounting principles and MARSS student accounting requirements.

(c) Audits. The School will comply with the same financial audits, audit procedures, and audit requirements of school districts required in Minnesota Statutes §§ 123B.75-83. The School will be audited annually by a public accounting firm hired by the Charter School Board and the annual audit will be submitted to the Department and Authorizer no later than December 31 of each year. The School will make available for review by the Authorizer all financial records at such times as requested by the Authorizer.

(d) Creditors. The School will pay all creditors within 30 days of receipt on an outstanding invoice, pursuant to the State's prompt payment law, Minnesota Statutes § 16A.124, subd.3. If the School has any payments to creditors for which there is an outstanding liability of over 90 days, the School will provide the Authorizer a written statement explaining the reasons for the delay and a proposal for payment of the outstanding liability.

6.20 Transportation. Transportation will be provided for students enrolled at the School in accordance with the Charter Law and other applicable state and federal laws.

6.21 Insurance. Notwithstanding anything to the contrary in this Charter Contract, the School is considered a school district for the purposes of tort liability under Minnesota Statutes Chapter 466. The School Board of Directors shall acquire and maintain at least the amount and types of insurance coverage up to the applicable tort liability limits under Chapter 466.04. The School agrees to provide the Authorizer with certificates of insurance at least annually or as otherwise requested by the Authorizer. The board must submit changes in its insurance carrier or policy to its Authorizer within 20 business days of the change.

ARTICLE 7

SCHOOL PROGRAM, PERFORMANCE INDICATORS AND EVALUATION

7.1 Academic Program and Curriculum. The school will implement and adhere to the academic program and curriculum set forth in Addendum A (“School Program Description”).

7.2 Methods of Assessment. The School shall evaluate student’s work based on the assessment strategies identified in this Contract and in its annual report. The School and the Authorizer agree that the School’s operation under the Charter Contract shall be measured by the school performance indicators set forth in this Contract, including academic outcomes, standards for governance, financial management, and school operation as set forth in state and federal law and Addendum B (“School Accountability and Authorizer Oversight System”).

- (1) Regular Assessments. Volunteers of America will monitor student academic achievement by reviewing student testing and assessments.
- (2) Government Required Assessments. School students will take the Minnesota Comprehensive Assessment tests and any other testing required by Applicable Law.

The School will comply with the requirements of the Minnesota Graduation Standards, as defined by Minnesota Statutes §§ 120B.02 and 120B.024; and Minnesota Rules parts 3501.0010–.0280.

- (3) District Assessment Plan. The School will annually adopt a Board-approved Assessment Plan. The Plan will utilize a variety of assessment techniques to measure student progress towards state standards. These measures include internal and external assessments. The School will submit the board-approved school Assessment Plan to the authorizer by September 1st annually.
- (4) Test Results. The School will provide the Authorizer results of the Minnesota Comprehensive Assessments at such time they are available.

7.3 Professional Development. The School will ensure that each teacher at the School has a professional development plan that focuses in part on developing quality assessments, measures of student outcomes, and effective teaching strategies. The School will provide the Authorizer with a calendar for planned staff development according to the Volunteers of America-Minnesota Annual Submission Calendar.

7.4 Contract Amendments. The charter contract will be amended as warranted by Minnesota Department of Education approval of an additional school site(s) and/or additional grade levels served, or significant changes in state law. The charter contract may be amended during the term of the contract if the Authorizer and School mutually agree that the school specific academic goals (performance targets) are not attainable.

7.5 VOA-MN Charter School Network Meetings. The School agrees to participate in Volunteers of America of Minnesota Charter School Network Meetings and the Authorizer will monitor the School’s attendance at Network Meetings. The goal of participation in the Network Meetings is to share information and resources, and identify resources, and School agrees to do so. The Network Meetings are comprised of two representatives from each Volunteers of America Minnesota authorized charter school (one person in an administrative position and one person from the Charter School Board). The Authorizer will convene Network Meetings no more than twice annually.

7.6 Service Learning. The Authorizer requires that the School annually engage in planned and meaningful service learning activities. The school will have a Service-Learning Plan. The school reserves the right to amend the

annual plan as needed. The school should develop a corresponding locally determined method of evaluation to measure the level of student and community engagement and benefit from each service learning opportunity. The school shall include their annual plan for service learning and related evaluation results in the school Annual Report of the following year.

ARTICLE 8 COMPLIANCE WITH STATE AND FEDERAL LAWS

8.1 State Laws. The School shall comply with applicable state laws.

- (1) Students with a Disability. The School shall comply with Minnesota Statutes Chapters A charter school must comply with sections 125A and 124E and rules relating to the education of pupils with a disability as though it were a district. Consistent with the provisions of Minnesota Statutes, the financial parameters within which the School will operate to provide special education instruction and related services to students with disabilities will be based on the individual needs of the student, as defined by the student's evaluation and by the instruction and related services specified in the student's Individual Education Plan ("IEP"). Refer to Addendum C ("Special Education Services").
- (2) Health and Safety. The school will meet all applicable federal, state, and local health and safety requirements applicable to school districts. (Minnesota Statutes § 124E.03, subd.2).
- (3) Immunizations. The School shall comply with Minnesota Statutes section 121A.15, requiring proof of student immunization against measles, rubella, diphtheria, tetanus, pertussis, polio, mumps, and hemophilia influenza type B prior to enrollment.
- (4) Human Rights Act. The School shall comply with the Minnesota Human Rights Act, Chapter 363A, which prohibits unfair discriminatory practices in employment, public accommodations, public service, or education; and comply with Minnesota Statutes section 121A.04, which governs provisions of equal opportunities for members of both sexes to participate in athletics.
- (5) Student Discipline and Dismissal. The school will comply with the Pupil Fair Dismissal Act.
- (6) Fee Law. The school shall comply with the Minnesota Public Schools Fee Law, Minnesota Statutes §§ 123B.34-.39, which governs authorized and prohibited student fees.
- (7) Annual Report. The School will publish an Annual Report approved by the Board. The report will contain all information required by the Authorizer and the Education Commissioner consistent with the provisions of the Charter Law at § 124E.16, subd.2. The Annual Report will be filed in a timely manner. The School may include other information in the Annual Report. The School will distribute the Annual Report by publication, mail, or electronic means to the Authorizer, school employees, and parents and legal guardians of students enrolled in the charter school and must also post the report on the charter school's official Web site. The reports are public data under Chapter 13.

8.2 Federal Laws. The School shall comply with applicable federal laws.

ARTICLE 9 AUTHORIZER DUTIES

9.1 Oversight Plan. The Authorizer will implement a plan to provide ongoing oversight to determine whether the School is complying with the terms of this Charter Contract and to meet its responsibilities under the law regarding Authorizer oversight. Refer to Addendum A (“School Program Description”) and Addendum B (“School Accountability and Authorizer Oversight System”). The Authorizer will use the following five criteria in determining the School’s compliance with this Charter Contract:

(a) Mission and Program Model Implementation. The Authorizer will evaluate whether the School has been faithful to the terms of this Agreement regarding the implementation of the School’s design pursuant to the Application submitted to the Department.

(b) Governance. The Authorizer will evaluate whether the Charter School Board is performing its governance responsibilities.

(c) Student and school performance. The Authorizer will evaluate whether the performance of the students and the School meet the Authorizer expectations as provided in this Contract and Addendum B (“School Accountability and Authorizer Oversight System”).

(d) Finance. The Authorizer will evaluate whether the School is using its resources in compliance with the law and is engaging in adequate fiscal planning for future years.

(e) Operation of the School. The Authorizer will evaluate whether the School is meeting the administrative requirements of the Charter Law.

9.2 Site-Visits. The Authorizer will conduct a minimum of one formal site visit and one informal site visit in the course of an academic year. Formal site visits will be guided by the Volunteers of America of Minnesota Formal Site Visit Rubric. Volunteers of America of Minnesota may engage in scheduled and unscheduled site-visits at such frequency as determined necessary or prudent by Volunteers of America of Minnesota.

9.3 Authorizer Fee. The Authorizer shall monitor and evaluate the academic, financial, operational, and governance performance of the school (refer also to Addendum B and F), and may for this purpose annually assess a charter school a fee. The School shall pay a fee for Volunteers of America of Minnesota execution of its oversight duties. The fee shall be the maximum fee provided by the Charter Law, except that if Minnesota law is amended to increase this fee, the school will pay the increased fee.

9.4. Liaison. The Authorizer will designate a liaison for the School and will inform the School if the liaison changes. The name of the liaison and the liaison’s duties are included in Addendum B (“School Accountability and Authorizer Oversight System”).

ARTICLE 10 CAUSES FOR NONRENEWAL OR TERMINATION

10.1 Grounds. The Authorizer may or may not renew the Agreement at the end of the term for any ground listed in Article nine of the Charter Contract. The Authorizer may unilaterally terminate the Agreement during the term of the Agreement for any ground listed in Article nine of the Charter Contract and Addendum B (“School Accountability and Authorizer Oversight System”). The grounds for non-renewal or termination for cause must be consistent with Charter Law.

10.2 Formal Notice. At least 60 business days before not renewing or terminating the Agreement, the Authorizer shall notify the Charter School Board of the proposed action in writing. The notice shall state the grounds for the

proposed action in reasonable detail and that the Charter School Board may request in writing an informal hearing before the authorizer within 15 business days of receiving notice of nonrenewal or termination of the Agreement. Failure by the Charter School Board to make a written request for an informal hearing within the 15-business-day period shall be treated as acquiescence to the proposed action. Upon receiving a timely written request for a hearing, the Authorizer shall give ten business days' notice to the Charter School Board of the hearing date. The Authorizer shall conduct an informal hearing before taking final action. The Authorizer shall take final action to renew or not renew a contract no later than 20 business days before the proposed date for terminating the contract or the end date of the contract.

10.3 Termination and Nonrenewal. The Charter Contract may be terminated or not renewed upon any of the following grounds:

- (1) failure to demonstrate satisfactory academic achievement for all students, including the requirements for pupil performance contained in the contract;
- (2) failure to meet generally accepted standards of fiscal management;
- (3) violations of law; or (4) other good cause shown.

If a contract is terminated or not renewed under this paragraph, the school must be dissolved according to the applicable law and the terms of the Charter Contract.

10.4. Mutual Nonrenewal or Termination. If the Authorizer and the Charter School Board mutually agree not to renew the Agreement, a change in authorizers is allowed. The Authorizer and the Charter School Board must jointly submit a written and signed letter of their intent to the Commissioner to mutually not renew the Agreement. If no change in authorizer is approved by the Commissioner, the School and the Authorizer may withdraw their letter of nonrenewal and enter into a new Agreement. If the transfer of authorizers is not approved and the current Authorizer and the School do not withdraw their letter and enter into a new Agreement, the school must be dissolved according to applicable law and the terms of the Charter Contract.

10.5 Commissioner Termination for Cause. The Commissioner, after providing reasonable notice to the Charter School Board and the Authorizer, and after providing an opportunity for a public hearing, may terminate the existing contract between the Authorizer and the Charter School Board if the charter school has a history of:

- (1) failure to meet pupil performance requirements consistent with state law;
- (2) financial mismanagement or failure to meet generally accepted standards of fiscal management; or
- (3) repeated or major violations of the law.

10.6 Dissolution. In the event that the Charter School Board unilaterally votes to close the School or the school must be dissolved under section 10.3 or 10.4 of the Charter Contract, the school must be dissolved according to applicable state and federal laws and the terms of the Agreement. Refer to Addendum E ("School Closure Plan").

ARTICLE 11 GENERAL TERMS

11.1 Amendments. The Charter Contract may only be amended by written agreement executed by both parties.

11.2 Authorizer Authority. Except as otherwise provided by the Charter Contract or Applicable Law, the Authorizer has no authority, control, power, administrative or financial responsibility over the School. This provision does not prohibit the parties from contracting for any services deemed appropriate in the future.

11.3 Assumption of Liability. The School and the Charter School Board may sue and be sued. The School and the Charter School Board accept liability for all actions arising out of, or in any manner connected with, the School's operations.

11.4 Indemnification. The School will assume full liability for its activities and indemnifies and holds harmless the Authorizer. The Authorizer, the Authorizer's board members and employees, are immune from civil and criminal liability with respect to all activities related to the School. The School agrees not to sue the Authorizer or any of its representatives for any matters that may arise under the Charter Contract. The School and Authorizer acknowledge and agree that the Commissioner, Authorizer, members of the board of the Authorizer in their official capacity, and employees of the Authorizer are immune from civil or criminal liability with respect to all activities related to a charter school they approve or authorize. Notwithstanding Minn. Stat. 3.736, the School shall assume full liability for its activities and indemnify and hold harmless the Authorizer and its officers, agents, and employees from any suit, claim, or liability arising from any operation of the School and the Commissioner and Department officers, agents, and employees.

11.5 Severability. If any provision in the Charter Contract is held to be invalid or unenforceable, it will be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the Agreement.

11.6 Non-agency. It is understood that the School is not the agent of the Authorizer.

11.7 General Compliance and Assurances. The School and the Authorizer agree to comply with all Applicable Laws including, but not limited to, the Charter Law. In addition, the School and the Authorizer assure that they are eligible entities under the Charter Law.

THIS PAGE INTENTIONALLY BLANK

THIS PAGE IS INTENTIONALLY BLANK



**WOODBURY LEADERSHIP ACADEMY
SCHOOL PROGRAM DESCRIPTION**

SCHOOL NAME: Woodbury Leadership Academy

FIRST SCHOOL YEAR SERVING STUDENTS: 2014-2015

GRADES SERVED: K-8

GRADES APPROVED TO SERVE: PK-12

SCHOOL ADDRESS: 8089 Globe Drive, Woodbury, MN 55125

SCHOOL PHONE NUMBER: 651-571-2100

SCHOOL WEBSITE: www.wlamn.org

SCHOOL MISSION: The Mission of Woodbury Leadership Academy 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.

SCHOOL VISION: The Vision of Woodbury Leadership Academy 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.

SCHOOL PROGRAM DESCRIPTION

Woodbury Leadership Academy believes children must have a healthy foundation in order to achieve academic excellence. Our mission is to prepare students by providing a balanced approach to the mental, physical, and emotional development of children. WLA also promotes leadership, our core virtues and service learning components in order to address student needs in a holistic manner.

What makes Woodbury Leadership Academy unique?

- Purposeful integration of the mental, physical, and emotional needs of students
- School wide focus and commitment to our mission by all stakeholders
- Comprehensive leadership curriculum
- Focus on core virtues
- Data driven instruction

The curriculum encompasses Language Arts, Math, Social Studies, Science, Physical Education, Health, Music and Art.

- The Language Arts, Social Studies and Science curriculum for students in grades K-8 is the Core Knowledge sequence. Teachers also use supplemental curriculum such as Northern Lights (grade 6), a variety of novels (grades 6-8), and added science texts (grades 7-8)
- Ready Math is the primary Math curriculum for grades K-8
- WLA offers a variety of electives for students in grades 6-8 including coding, robotics, Russian, chess, literature, and sketching, to name a few)
- All students in grades K-5 have physical education, art, leadership class, and music on a rotation.
- All students participate in service projects throughout the school year

DESCRIPTION OF SCHOOL BOARD GOVERNANCE

The Charter Law requires the board of directors to decide and be responsible for policy matters related to the operation of the school, including budgeting, curriculum programming, personnel, and operating procedures. The board shall maintain a policy on nepotism in employment. The board shall maintain personnel evaluation policies and practices that, at a minimum: (1) carry out the school's mission and goals; (2) evaluate the execution of charter contract goals and commitments; (3) evaluate student achievement, postsecondary and workforce readiness, and student engagement and connection goals; (4) establish a teacher evaluation process; and (5) provide professional development funding related to the individual's job responsibilities.

Charter School Law requires that every charter school board member attends annual training throughout the member's term on the board. All new board members are required to attend initial training on the board's role and responsibilities, employment policies and practices, and financial management. A new board member who does not begin the required initial training within six months after being seated and complete that training within 12 months of being seated on the board is automatically ineligible to continue to serve as a board member. The school board maintains a record of member board training and sends copies to Authorizer VOA-MN. In summary, the school board is responsible for: Hire/evaluate director; Set & maintain & promote mission, vision, strategic plan; Sign contracts and approve employment matters; Provide over sight of state/MDE, federal and charter authorizer requirements.

Consistent with the Charter School Law, the school notifies eligible voters of the school board election dates at least 30 days before the election. School elections are held on an annual basis at a time and date set by the board and in accordance with statutes. Staff members employed at the school, including teachers providing instruction under a contract with a cooperative, members of the board of directors, and all parents or legal guardians of children enrolled in the school are the voters eligible to elect the members of the school's board of directors.

The Board will be composed of at least 5 qualified members who are passionate about the school's success and demonstrate professional expertise in curriculum, instruction, assessment, finance, facilities, law, business management, governance, administration, management, and experience in working with targeted student population. Additionally, the Board will be composed of officers including Chair, Treasurer, and Secretary. Standing committees include Budget and Finance, Governance (reviewing policies), and Facilities. The Board Chair will convene special advisory committees as deemed necessary by the Board.

WOODBURY LEADERSHIP BOARD COMPOSITION, TERMS, AND ELECTIONS

The governing founding board at the time of this bylaws adoption meets the requirements of the initial board of directors as defined in charter school law. The ongoing board of directors as defined in charter school law will consist of at least five individuals with at least one parent of an enrolled student, at least one licensed teacher who is employed by Woodbury Leadership Academy, and at least one community member who is not employed by the school and does not have a child enrolled in the school.

Terms of Board members shall be three years or until a successor has been duly elected and qualified, or until the director dies, resigns, is removed or the term otherwise expires as provided by law or by the Bylaws of this Corporation. Terms of board member are staggered and governed by policy. All board terms shall begin and end at the regularly scheduled meeting in July. Each seat will be up for election in the April prior to its expiration. New members to the board shall take their office upon being seated at the first meeting in July, whereupon the member(s) whose term is (are) expiring shall step down. The election of the board of directors shall be in compliance with the charter school law.

SCHOOL'S PRESENT GOVERNING BOARD

NAME	POSITION (i.e. PARENT / CHAIR)	TERM (start and end dates)
Mandi Folks	Parent, Chair	February 2017 - June 2022
Jason Livingston	Parent	November 2017 - June 2022
Ryan Patrick	Parent	September 2021 - June 2024
Shannon Kelly	Community Member	June 2018 - June 2022
Shelbi Pool	Community Member	June 2021 - June 2024
Natalie Sjoberg	Teacher, Secretary	June 2020 - June 2023
Jolene Skordahl	Teacher, Treasurer	June 2017 - June 2023

SCHOOL ADMINISTRATION / MANAGEMENT TEAM

POSITION TITLE	SUMMARY OF POSITION / RESPONSIBILITIES
Kathleen Mortensen, Executive Director	Oversight of the school and major functions including, overall planning and supervision, public relations, marketing and recruitment, human resources, financial management, and academic planning. Responsible for state and federal reporting.
Ben Broderick, Assistant Principal	Provides support to the Executive Director in all areas as well as supervising staff members, scheduling, and general operations. Assists with formal teacher observations and teacher coaching.
Andy Sharp, Dean of Students	Coordination of transportation, and Dean of Students grades K-8.
Kylie Griffith, Curriculum Coordinator	Three quarter-time position coordinating academic programming, assisting with PLCs, and DAC. One quarter-time position in marketing and social media.
Emma Langer, Coordinator of Special Education	Half-time oversight of the special education program, including supervision and scheduling of educational assistants. Responsible for new student intakes, IEP reviews, and problem solving for the special education department.

SCHOOL FACULTY

POSITION TITLE	SUMMARY OF POSITION DESCRIPTION / RESPONSIBILITIES
Administrative Assistant	Serve as receptionist, answer telephone calls, receive deliveries, greet and screen visitors. Send communications to classrooms and receive students visiting the office. This position also assists with family communications, the processing of applications for enrollment, and the management of attendance.

Health Aide	The health aid oversees all health related matters at school in collaboration with our nurse contractor. This includes the management of medications, student visits to the nurse, as well as parent communications and record keeping. This position also assists with the management of our bills.
Office Manager	The Office Manager is responsible for enrollment, MARSS, accounts payable, ordering and procurement, and a variety of additional tasks.
Teacher	Teachers are responsible for the instructional leadership in their classrooms which includes the planning and delivery of content in a manner that is effective. This includes effective classroom routines, classroom management, and communication to families. Teachers also participate in weekly PLC meetings to plan in collaboration with other teachers. This also ensures alignment of curriculum and standards.
Educational Assistant	Educational assistants to assist support students with disabilities in the classroom to meet instructional goals and objectives, and meet IEP requirements and goals.
Interventionists	WLA employs an EL interventionist and three academic interventionists. All parties are responsible for acquiring and reviewing reading data for students in grades K-8 and preparing support groups based on the data.

STUDENT RECRUITMENT AND ENROLLMENT:

WLA is open to all students, without regard to ability, race, religion, or any other factors, other than the capacity of the program, class, grade level, or building. Students who wish to attend WLA for the current school year will be accepted based on available space in the applicable grade. If space is not available, students will be added to the waiting list for the applicable grade. Such waiting list will prioritize siblings and children of staff as outlined in state statute. All applications received during open enrollment will be accepted for enrollment unless more applications are received than the available enrollment, as established by the WLA Board, for the applicable grade. Enrollment limits are established and posted on the school website prior to the beginning of the open enrollment period. Open seats are determined to be the difference between the enrollment limit and the number of currently enrolled students in the previous grade. Should a grade accumulate more applications than open seats are available prior to the end of the open enrollment period, all applications will be placed in a lottery. Following the lottery period, students will be offered enrollment on a first come first serve basis until the grade is full. Students who offered enrollment have two weeks to complete and return the enrollment application otherwise their seat will be vacated and open to others. In order to enroll for kindergarten, students must turn 5 on or before September 1 of enrollment year. The WLA enrollment policy, procedures, class enrollment limits, and open enrollment dates shall be published on the WLA website.

Enrollment Projections

	2021-22		2022-23		2023-24		2024-25		2025-26	
GR	Sect	Total	Sect	Total	Sect	Total	Sect	Total	Sect	Total
K	5	90	5	90	5	90	5	90	5	90
1	5	100	5	100	5	100	5	100	5	100
2	5	100	5	100	5	100	5	100	5	100
3	4	78	5	100	5	100	5	100	5	100
4	4	81	4	90	5	100	5	100	5	100
5	4	76	4	90	5	100	5	100	5	100
6	3	74	4	85	4	100	4	100	4	100
7	2	44	3	85	4	100	4	100	4	100
8	2	27	2	45	3	90	3	90	4	100

9	0	0	0	0	2	50	3	90	3	90
10	0	0	0	0	0	0	2	50	3	90
11	0	0	0	0	0	0	0	0	2	50
12	0	0	0	0	0	0	0	0	0	0
	Total	670	Total	785	Total	930	Total	1,020	Total	1,120

SCHOOL CALENDAR: In compliance with Minnesota Code §120A.41, the school calendar will include no fewer than 165 instructional days and will meet the following hours of instruction requirements: 850 hours for Kindergarten; 935 hours for grades 1-6; and 1020 hours for grades 7-12. The WLA calendar for the 2021-2022 school year is based on 172 instructional days. This leaves sufficient room in the calendar for unexpected events such as snow days.

DESCRIPTION OF SPECIAL EDUCATION: See addendum C

DESCRIPTION OF SERVICE-LEARNING PROGRAM:

At Woodbury Leadership Academy, students and staff members plan a number of service learning projects to carry-out throughout the school year. The service learning projects are connected to the WLA Core Virtues program, and culminate with presentations at board meetings. The following chart demonstrates what students will be doing this school year.

Month	Core Virtue	Grade Level	Project Name	Board Meeting
October	Respect	Gr 7/8	Winter Clothes & Blanket Drive	October
November	Humanity	Gr 3	Toy Drive for Children’s Hospital	November
December	Gratitude	Gr 6	Letters to Veterans	December
January	Perseverance	Gr 4	Humane Society	January
January	Perseverance	Gr 7/8	Blankets for Children’s Hospital	January
February	Responsibility	Gr 2	Letters for Senior Citizens	February
March	Respect	Gr 5	Feed My Starving Children	March
April	Perseverance	Gr K	Pollution Pick-Up	April
May	Gratitude	Gr 1	Comfort Animals (Fire Dept./EMS)	May

Measuring service learning projects for students and community engagement is a subjective process. However, students do complete a satisfaction survey after concluding their service learning project experience, and those survey results provide an indicator for success, as well as assisting staff members with modifying their grade level plans for moving forward.

**Of note is that similar Service Learning Projects were planned for the 2020-2021 school year, but were not conducted due to COVID.*

DESCRIPTION OF SCHOOL TRANSPORTATION PLAN: WLA contracts with Minnesota Coaches to provide transportation for families who reside within the district and the City of Woodbury.

DESCRIPTION OF SCHOOL FACILITY PLAN: WLA’s current facility is located on nine acres that includes one three-story building of approximately 100,000 square feet. Friends of WLA formed an ABC and were

successful with a bonding initiative in May, 2021, and we began an extensive expansion effort in July, which will add a second three-story “twin” building to the site. The facilities provide excellent elementary, middle school, and special education spaces, including dual gyms, a stage, concession stand, additional science and art classrooms, and 18 additional classroom spaces. Our new spaces should allow a 1,120 student capacity.

FUTURE PLANS: WLA plans on continuing to grow enrollment to approximately 1,120 students in grades K-12 to be served in its current facility with the added facilities and improvements described in the facility section. This includes continuing our current pattern of adding grade levels and sections as outlined above.

FINANCIAL MANAGEMENT AND BUDGET: The Board has a standing Budget and Finance Committee which meet the second Wednesday of the month. The school’s fiscal year runs from July through June each year. Our preliminary budget for the next year is typically approved at the April board meeting and finalized in June. WLA has exceeded fund balance projections, and is in a strong financial position.

BUDGET PROJECTIONS (Supplied by BerganKDV)

Woodbury Leadership Academy Long-Range Budget 5 Year Projection Model High School Expansion Budget						
<i>Projection</i>						
	2021-2022	Begin PK 2022-2023	Begin HS 2023-2024	HS Facility Expansion beginning fy 2024-25 2024-2025	2025-2026	2026-2027
	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
State Revenue Assumptions and Calculations						
General Education Rev: State Averages Per Pupil Unit	\$6,728	\$6,862	\$6,999	\$7,139	\$7,282	\$7,428
Inflation Rate Assumption-Basic only	2.5%	2.0%	2.0%	2.0%	2.0%	2.0%
Basic INCLUDING Transportation	\$6,727.65	\$6,862.20	\$6,999.44	\$7,139.43	\$7,282.22	\$7,427.86
Gifted and Talented	13.00	13.00	13.00	13.00	13.00	13.00
Sparsity	31.13	31.13	31.13	31.13	31.13	31.13
Operating Capital	226.78	226.78	226.78	226.78	226.78	226.78
Equity	116.14	116.14	116.14	116.14	116.14	116.14
Referendum	115.60	104.04	93.64	84.27	75.85	68.26
Transportation	0.00	0.00	0.00	0.00	0.00	0.00
Per Pupil Unit State Revenue	7,230.30	7,353.29	7,480.13	7,610.75	7,745.12	7,883.18
Pension Adjustment	0.00	0.00	0.00	0.00	0.00	0.00
Total Per Pupil Unit State Revenue	\$7,230.30	\$7,353.29	\$7,480.13	\$7,610.75	\$7,745.12	\$7,883.18
Total General Education State Revenue	4,686,678	5,963,517	7,225,804	8,006,513	9,340,609	10,453,090
	11%	11%	11%	11%	11%	11%
Compensatory Revenue	per mde 2-22-21	estimate	estimate	estimate	estimate	estimate
A: Number of Students prior yr. (current year for 1st year)	564	635	785	920	990	1120
B: Number of Free Lunch Students prior yr. (or current year for 1st yr.)	60	68	84	98	105	119
C: Number of Reduced Lunch Students prior yr. (current yr. for 1st yr.)	10	11	14	16	18	20
D: Adjusted Counts = 100% Free, 50% Reduced - (A)	65.00	73.18	90.47	106.03	114.10	129.08
E: Concentration Portion	0.12	0.12	0.12	0.12	0.12	0.12
F: Concentration Factor (lesser of 1 or Conc. Portion/ .8)	0.14	0.14	0.14	0.14	0.14	0.14
G: PU = .6 * D * F	5.62	6.33	7.82	9.16	9.86	11.16
H: Initial Revenue	35,467	40,783	51,489	61,627	67,725	78,243
Miscellaneous Adjustment (Rounding)	(2,371)	0	0	0	0	0
I: Short Year Factor	1	1	1	1	1	1
Calculated Compensatory State Revenue ((A) x (B))	33,096	40,783	51,489	61,627	67,725	78,243

**Woodbury Leadership Academy
Long-Range Budget 5 Year Projection Model
High School Expansion Budget**

Projection

	Begin PK	Begin HS	HS Facility Expansion beginning fy 2024-25		
<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>	<u>2025-2026</u>	<u>2026-2027</u>
Year 8	Year 9	Year 10	Year 11	Year 12	Year 13

General Fund Revenue Summary

	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>	<u>2025-2026</u>	<u>2026-2027</u>
Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	
State Aids						
General Education Revenue	4,686,678	5,963,517	7,225,804	8,006,513	9,340,609	10,453,090
LEP Aid	21,642	21,625	21,776	22,112	22,371	22,709
Extended Time Revenue	0	0	0	0	0	0
Declining Enrollment	0	0	0	0	0	0
TRA/Pension Adjustment	12,656	12,656	12,656	12,656	12,656	12,656
Compensatory Revenue	<u>33,096</u>	<u>40,783</u>	<u>51,489</u>	<u>61,627</u>	<u>67,725</u>	<u>78,243</u>
Subtotal	4,754,072	6,038,580	7,311,726	8,102,908	9,443,360	10,566,698
Building Lease Aid	851,735	1,047,735	1,128,353	1,382,328	1,584,684	1,742,364
Prior Year Over/Under accruals	0	0	0	0	0	0
Long-Term Facilities Maintenance Revenue	85,562	107,052	127,512	138,864	159,192	175,032
Special Education Aid	744,269	843,297	898,406	1,023,360	1,086,573	1,220,797
Adsis Special Ed State Funding		34,700	34,700	34,700	34,700	34,700
Endowment Aid	23,610	23,610	27,347	29,782	34,142	37,539
Literacy Aid	44,999	44,999	44,999	44,999	44,999	44,999
Safe schools supplemental aid	0	0	0	0	0	0
Medical assistance/third party billing	0	2,000	2,000	2,000	2,000	2,000
Total State Aids	6,504,248	8,141,975	9,575,044	10,758,942	12,389,652	13,824,130
Federal Revenue						
Federal CSP Grant (Implementation 002 - 9/30/16)	0	0	0	0	0	0
Federal Special Ed and CEIS	58,900	60,700	62,500	64,400	66,300	68,300
ESSER II 90%	42,347					
ESSER III 90%	76,085	19,021				
Cares testing grant	40,000					
Title I, II, IV	35,400	44,600	53,300	58,500	67,500	75,000
Total Federal Revenue	252,732	124,321	115,800	122,900	133,800	143,300

**Woodbury Leadership Academy
Long-Range Budget 5 Year Projection Model
High School Expansion Budget**

Projection

	2021-2022	Begin PK 2022-2023	Begin HS 2023-2024	HS Facility Expansion beginning fy 2024-25		
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Building Lease Aid: Lesser of line a or b below:						
Lease Aid Expense	1,038,526	1,164,150	1,253,725	1,535,920	1,760,760	1,935,960
a) Lease Aid Rev at \$1,314 per pupil unit as per state cap	851,735	1,065,654	1,269,324	1,382,328	1,584,684	1,742,364
b) Lease Aid Rev at Aid at 90% of Lease	934,673	1,047,735	1,128,353	1,382,328	1,584,684	1,742,364
Lesser of \$1,314, p.u. or 90% of lease payment	851,735	1,047,735	1,128,353	1,382,328	1,584,684	1,742,364
Estimated Proration of Lease Aid Revenue	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>
Total Prorated Building Lease Aid Revenue	851,735	1,047,735	1,128,353	1,382,328	1,584,684	1,742,364
Lease Aid Revenue per pupil unit (after proration)	1314	1292	1168	1314	1314	1314
Building Lease Aid Analytics:						
Lease Aid Rev that would need to be generated to cover expense at 90%. Max per Statute is \$1,314	1442	1292	1168	1314	1314	1314
How many more WADM would we need to maximize lease aid?	63	0	0	0	0	0
Long-Term Facilities Maintenance Revenue						
Revenue per Adjusted Pupil Unit	132	132	132	132	132	132
Total Long-Term Facilities Maintenance Revenue	85,562	107,052	127,512	138,864	159,192	175,032
Special Education Revenue						
	Estimate - 95%	Estimate - 93%	Estimate - 93%	Estimate - 93%	Estimate - 93%	Estimate - 93%
State Special Education Aid and Tuition Billing	744,269	843,297	898,406	1,023,360	1,086,573	1,220,797
LEP (Limited English Proficiency) State Aid						
	0%	0%	0%	0%	0%	0%
	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate
Prior Year LEP Eligible ADM	23	27	28	28	29	29
Current Year LEP Eligible ADM	27	28	28	29	29	30
ADM Served	635	785	920	990	1120	1220
Adjusted LEP ADM	27	28	28	29	29	30
LEP Marginal Cost Pupils	27	28	28	29	29	30
LEP Revenue	19,118	19,500	19,890	20,288	20,694	21,108
Concentration Portion	0.0428	0.0353	0.0307	0.0291	0.0262	0.0246
Concentration Factor	0	0	0	0	0	0
LEP Pupil Units	10	8	8	7	7	6
LEP Concentration Revenue	2,525	2,125	1,886	1,824	1,677	1,602
Rounding Adjustment						
Total LEP Aid	21,642	21,625	21,776	22,112	22,371	22,709

**Woodbury Leadership Academy
Long-Range Budget 5 Year Projection Model
High School Expansion Budget**

Projection

	Projection					
	2021-2022	Begin PK	Begin HS	HS Facility Expansion beginning fy 2024-25		
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Other Revenue						
Interest Earnings	4,000	4,000	4,000	4,000	4,000	4,000
Donations and Grants - Washington County Grant	0	0	0	0	0	0
200 Give to the Max, other donations	5,000	5,000	5,000	5,000	5,000	5,000
Fees from Students (Field Trip, Milk Sales, Pizza Friday, Other)	32,100	40,500	48,400	53,100	61,300	68,100
Allocation of costs to Fund 04 learning program	0	11,180	11,404	11,632	11,864	12,102
Sale of Merchandise/Fundraising/Net	0	0	0	0	0	0
071 Third Party Billing	1,300	1,600	1,900	2,100	2,400	2,700
Total Other Revenue	42,400	62,280	70,704	75,832	84,564	91,902
Total Revenue	6,799,380	8,328,576	9,761,548	10,957,673	12,608,016	14,059,331
	103%	122%	117%	112%	115%	112%

General Fund Expenditure Calculations						
New Staff Calc - Staff increases based on enrollment increases						
Actual/projected enrollment change from prior year	67	150	135	70	130	100
Added new teacher FTE's - calculated at 22:1 ratio (rounded)	6.0	5.0	7.0	4.0	6.0	5.0
Other Teachers/Non-teachers Added						
Additional Support Staff	183,954	45,153	151,076	167,581	109,425	48,875
<i>Counselor fy 21-22, as Adsis ,</i>	45,900					
<i>Admin: Add 1 Principal fy 23-24, and 1 fy 24-25, add Educ Dir fy 25-26</i>	76,198	25,440	124,496	100,000	120,000	
Projected new teacher (1FTE) Salary cost	45,900	46,818	47,754	48,709	49,684	50,677
Added salary cost - teachers (added FTE's times cost)	275,400	234,090	334,281	194,838	298,102	253,387
Added cost - Support Staff & Admin (Above)	306,052	70,593	275,572	267,581	229,425	48,875

Inflation Assumptions						
Salaries	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%
Other costs	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%
Budget Calculations	27.2%	27.7%	28.2%	28.7%	29.2%	29.7%
100's Salaries	2,593,000	2,949,500	3,618,300	4,153,100	4,763,700	5,161,200
200's Benefits	704,620	816,242	1,019,417	1,190,857	1,389,758	1,531,531
100's & 200's CRF & Cares Funds allocated below						
305 Contracted Services	253,331	319,400	381,800	419,100	483,600	537,300
315 Technology Services	31,200	39,300	47,000	51,600	59,500	66,100
320 Communications Services	9,900	12,500	14,900	16,400	18,900	21,000

Woodbury Leadership Academy
Long-Range Budget 5 Year Projection Model
High School Expansion Budget

Projection

	Projection					
	2021-2022	Begin PK 2022-2023	Begin HS 2023-2024	HS Facility Expansion beginning fy 2024-25		
	2024-2025	2025-2026	2026-2027			
	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
329 Postage	4,000	5,000	6,000	6,600	7,600	8,400
330 Utilities	125,300	127,800	130,400	133,000	135,700	138,400
340 Property and Casualty Insurance	21,000	26,500	31,700	34,800	40,200	44,700
330,340 Add'l Costs for Utilities & Insurance for expansion	37,555	38,300	39,100	69,900	71,300	72,700
350 Repairs and Maintenance Services	132,029	136,650	141,433	146,383	151,507	156,809
360 Student Transportation	478,150	610,059	750,543	849,743	1,005,806	1,172,013
360 Field Trip Transportation	12,700	16,000	19,100	21,000	24,200	26,900
366 Travel and conferences	22,126	27,900	33,400	36,700	42,300	47,000
369 Field Trip Admissions/Registration Fees	13,800	17,400	20,800	22,800	26,300	29,200
per maximum lease aid calculations	946,372	1,184,060	1,410,360	1,535,920	1,760,760	1,935,960
	0	0	0	0	0	0
Bonds Series 2021 Run as of 4-23-21, Principal & Interest	963,526	1,033,150	1,122,725	1,404,920	1,629,760	1,804,960
Capital Repair & Replacement	52,000	100,000	100,000	100,000	100,000	100,000
Accounting, Audit and other fees	23,000	31,000	31,000	31,000	31,000	31,000
370 Lease Expense	1,038,526	1,164,150	1,253,725	1,535,920	1,760,760	1,935,960
370 Other Rentals and Operating Leases	2,300	2,900	3,500	3,800	4,400	4,900
401 Office Supplies/General Supplies/Marketing Materials	39,100	69,300	82,800	90,900	104,900	116,600
401/455/465 Maintenance Supplies	23,700	29,900	35,700	39,200	45,200	50,200
405 Non-Instructional Software and Licensing	23,154	29,200	34,900	38,300	44,200	49,100
406 Instructional Software	11,400	14,400	17,200	18,900	21,800	24,200
430/456/466 Instructional Supplies/Classroom Supplies	35,600	69,900	83,600	91,800	105,900	117,700
460 Textbooks and Workbooks	75,300	94,900	113,400	124,500	143,700	159,700
461 Standardized Tests	11,300	14,200	17,000	18,700	21,600	24,000
470 Media/Library Resources	2,900	3,700	4,400	4,800	5,500	6,100
490 Food Purchased	6,300	7,900	9,400	10,300	11,900	13,200
520 Building Improvements	0	70,000	70,000	70,000	70,000	70,000
530 Furniture and Other Equipment	30,000	37,800	45,200	49,600	57,200	63,600
530 FF&E For Expansion each year	0	82,375	13,310	69,004	34,502	34,502
555/556 Technology Equipment	20,000	25,200	30,100	33,000	38,100	42,300
555/556 Technology Equipment site expansion each year	0	83,559	99,900	109,700	126,600	140,700
580/581 Principal and interest capital lease	22,800	28,700	34,300	75,200	86,800	96,400
820 Dues and memberships	32,600	34,900	37,300	39,900	42,700	45,700
State Special Ed Expenditures / ESY incl F723	783,441	906,771	966,028	1,100,387	1,168,359	1,312,685
372 Medical assistance/third party billing	0	2,000	2,000	2,000	2,000	2,000
Federal ESSER II	42,347					
Federal ESSER III	45,000	19,021				
Cares testing grant	10,000					

Woodbury Leadership Academy
Long-Range Budget 5 Year Projection Model
High School Expansion Budget

Projection

	2021-2022	Begin PK 2022-2023	Begin HS 2023-2024	HS Facility Expansion beginning fy 2024-25		
	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Federal Special Ed Expenditures, CEIS, PSI	58,900	60,700	62,500	64,400	66,300	68,300
Director's Discretionary Fund	0	2,000	4,000	6,000	8,000	10,000
Federal Title I, II and V	35,400	44,600	53,300	58,500	67,500	75,000
Give to the Max donations offset with expenditures	5,000	5,000	5,000	5,000	5,000	5,000
Total Expenditures	6,793,779	8,045,629	9,332,456	10,811,794	12,263,291	13,481,100
	6,793,779	8,045,629	9,332,456	10,811,794	12,263,291	13,481,100
General Fund Net Income	5,602	282,947	429,092	145,880	344,725	578,232
Beginning General Fund Balance	1,768,370	1,773,972	2,056,919	2,486,011	2,631,891	2,976,615
Ending General Fund Balance	1,773,972	2,056,919	2,486,011	2,631,891	2,976,615	3,554,847
<i>Fund Balance Percentage</i>	26%	26%	27%	24%	24%	26%

Woodbury Leadership Academy
Long-Range Budget 5 Year Projection Model
High School Expansion Budget

Projection

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Community Service Revenue and Expenditure Summary						
PreK Early Learning Program Revenues FY 22-23						
Tuition Billing & Fees for Students	0	309,670	319,000	328,600	338,500	348,700
PreK Early Learning Program Expenditures FY 22-23						
Salaries, 2 FTE Tchr, 2 FTE Para, .75 FTE Admin/Clerical, Sub		177,790	181,346	184,973	188,672	192,446
Benefits, 2 FTE Tchr, 2 FTE Para, .75 FTE Admin/Clerical, Sub		44,628	45,521	46,431	47,360	48,307
Lease, Utilities, Clearing Phones		56,252	57,377	58,525	59,695	60,889
Contracted Sped Services, Supplies & Curriculum		29,000	19,080	19,462	19,851	20,248
Food and Snacks		7,000	7,140	7,283	7,428	7,577
Playground, FY 21-22, Technology and Equipment FY 22-23	36,200	15,000	5,000	5,000	5,000	5,000
Total PreK Early Learning Program Expenditures FY 22-23	36,200	329,670	315,463	321,673	328,006	334,466
Community Services Fund Net Income	(36,200)	(20,000)	3,537	6,927	10,494	14,234
Beginning Community Service Fund Balance	91,489	55,289	35,289	38,826	45,753	56,247
Ending Community Service Fund Balance	55,289	35,289	38,826	45,753	56,247	70,481
Schoolwide Activity						
Total Revenues	6,799,380	8,638,246	10,080,548	11,286,273	12,946,516	14,408,031
Total Expenditures	6,829,979	8,375,299	9,647,920	11,133,467	12,591,297	13,815,566
Net Income - All Funds	(30,598)	262,947	432,628	152,807	355,219	592,466
Beginning Schoolwide Fund Balance	1,859,859	1,829,261	2,092,208	2,524,837	2,677,644	3,032,862
Ending Schoolwide Fund Balance	1,829,261	2,092,208	2,524,837	2,677,644	3,032,862	3,625,328
Entity Wide Fund Balance Percentage	27%	25%	26%	24%	24%	26%
Days of cash on hand > 45	75	68	72	66	66	109
Debt Service Coverage Ratio > 1.10	1.10	1.60	1.67	1.37	1.44	1.54
MADS > 1.25 in fy 2022-23, & 2025-26	0.8	1.26	1.43	1.07	1.30	1.54
		x	x	OK	x	x
				1st yr of hs expans.		



School Accountability and Authorizer Oversight System

SCHOOL STATUTORY PURPOSES:

- **PRIMARY PURPOSE (M.S. 124E.01):** The primary purpose of the charter school is to improve all pupil learning and all student achievement.

PERFORMANCE STANDARDS / EXPECTATIONS: Academic Performance Standards below.

MEASURE: MCA exams (locally determined standardized exams if/when supplemental data is needed for evaluation in lieu of state exams)

REPORTING: Progress meeting these expectations is a required element of the Annual Report and “World’s Best Workforce” Plan.

- **STATUTORY PURPOSE II (MS 124E.01):** Increase learning opportunities for all pupils.

PERFORMANCE STANDARD / EXPECTATIONS – In addition to preparing children to excel academically, the school will continue to incorporate leadership-based programs and strategies grounded in solid research.

LEADERSHIP PROGRAM SUCCESS MEASURE: Locally determined, board approved annually.

REPORTING: Progress meeting these expectations is a required element of the Annual Report and “World’s Best Workforce” Plan.

- **ADDITIONAL PURPOSE (M.S. 120B.11):** The school is to meet the outcomes adopted by the Commissioner for all public school students under Minnesota Statutes, section 120B.11 (“World’s Best Workforce”), applicable to elementary and high schools. Specifically, that 1) all racial and economic achievement gaps between students are closed; 2) all children are ready for school; and 3) all third-graders can read at grade level.

MEASURE / GOALS: locally determined, board approved annually for each of the outcomes.

REPORTING: Element of the Annual Report and “World’s Best Workforce” Plan.

Introduction

As a leading authorizer, Volunteers of America–Minnesota builds its portfolio of high-performing charter schools by only selecting proposals with a strong potential for success. It then ensures that such potential is realized through a unique system of accountability that begins even before a school opens its doors.

VOA-MN is committed to fulfilling its role as a charter school authorizer by holding its schools accountable for a range of results. The accountability system presented in this document ensures that VOA-MN will uphold its legal obligation to make sure the schools it authorizes are reaching (or making adequate progress toward) the goals and benchmarks outlined in its charter contract and Minnesota statute.

VOA-MN uses a standard charter contract with unique school-specific terms that capture different approaches to achieving student success. The individuality of each school will be preserved in the “Academic Program Description” addendum to the charter contract.

Volunteers of America of Minnesota Accountability Plan

According to Minnesota Statute 124E.01, subd.1, *The primary purpose of charter schools is to improve all pupil learning and all student achievement.* VOA-MN holds the schools it authorizes accountable in five major areas: academic performance, fiscal management, board governance, management and operations, and legal compliance. Each area may have multiple indicators of success and the charter school’s performance on each indicator will be rated as:

- Does Not Meet Standard
- Partially Meets Standard
- Meets Standard

Rating Scale: For each standard, a school earns points for contract renewal as follows:

- 0 = Does Not Meet Standard
- 1 = Partially Meets Standard
- 2 = Meets Standard

Weighting of Performance Measures used during the contract renewal process is as follows:

- 50% weighting: Academic Program (statutory purposes, including primary purpose)
- 20% weighting: Financial Sustainability
- 30% weighting: Organization
 - 15% governance
 - 15% management & compliance

Combining Data Over the Contract Term

Annual school performance results will be combined each successive year of the contract term wherever possible so that fluctuation due to small group size will be minimized and overall performance is accurately reflected.

Contract Renewal Eligibility

VOA-MN schools must achieve at least a Satisfactory Rating (70% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area (Academic, Financial, Organizational Performance) to be eligible for a three-year contract renewal and at least and an Exemplary Rating (80% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area to be eligible for a five-year contract renewal. All contract renewals will be for either three or five years. Fewer than three years does not provide enough information on which to make a renewal decision.

If a school is performing below standard to receive a three-year renewal contract, but has agreed to the authorizer terms and conditions set forth in the School Improvement Plan to correct areas of deficiency, VOA-MN may agree to extend a school’s contract (not to exceed five years) to provide additional time

for a school to improve performance as an alternative to termination. If sufficient school improvement is not being made by the end of the 1st year of the extension, termination proceedings will commence.

Intervention and Corrective Action

VOA-MN schools that, prior to their year of contract renewal, fall below a Satisfactory Rating in the Performance Framework overall and/or in any performance area (Academic, Finance, Governance, Management/Operations) must enter into a School Improvement Plan that addresses the specific standards in the Performance Framework where the school performance is below Satisfactory.

Closure Plan

If the school does not meet the terms of the School Improvement Plan and attain a Satisfactory Rating by the end of the contract term, the school is a candidate for nonrenewal. If the school's contract is not renewed, the school must implement the Closure Plan as described in the school's charter contract.

Three essential questions guide our VOA-MN authorizer oversight and charter school accountability plan.

- **ACADEMIC PROGRAM PERFORMANCE - Is the school's Learning Program a Success?**

Academic Performance- All public schools, including charters, must fully participate in the state assessments - Minnesota Comprehensive Assessments. Data from state assessments as well as Title 1 Designation consistent with the state North Star system will be compiled and evaluated in the Annual VOA-MN Authorized Charter Schools Academic Performance Report by the authorizer. Charter schools are required to meet the academic performance standards for which they agree to be held accountable in their charter contract. The extent to which a school is meeting their World's Best Workforce requirements and additional statutory purposes are also measured in the Learning program section.

The VOA-MN Charter School Authorizing Program publishes annually an Academic Performance Report on their network of authorized charter schools. The report serves as a single annual source of academic program and performance information for all of our VOA-MN operational charter schools. The report contains an analysis of annual and cumulative academic program, performance, and professional development data for each school.

Content from the annual Academic Performance Report also serves as the basis for the school academic performance analysis contained in the statutorily required Contract Renewal Evaluation Reports, including evaluation of the extent to which the school has met their primary purpose, "to improve all pupil learning and all student achievement" during the contract term.

The VOA-MN determined academic performance standards contained below are uniform for all VOA-MN charter schools. The standards are contained in VOA-MN Charter Contract Addendum B (School Accountability and Authorizer Oversight System) and serve as the basis for both annual authorizer monitoring of school academic performance and contract renewal determinations. *The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed (example: based on cell size being to small). One sample rating scale is imbedded below to provide the reader with context.*

VOA-MN's academic performance standards/expectations include the following:

Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their

primary statutory purpose of improving all pupil learning and all student achievement. Imbedded WBWF. (Data Source: Evidence / Source: Minnesota Department of Education).

Scale:

- 0 = School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.
- 1 = School's average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three.
- 2 = School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.

Academic Performance Standard 2 - Over the term of the contract, the school will maintain an average state-determined minimum achievement level of 65% (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. (Evidence / Source: North Star Academic Progress) Scale:

- 0 = School's achievement level of "increased and maintained" is below 50%.
- 1 = School's achievement level of "increased and maintained" is between 65% and 50%.
- 2 = School's achievement level of "increased and maintained" is 65% or higher.

Alternative Standard 2 for school's grades 9-12 only

Academic Performance Standard 2 (alternative) - Over the term of the contract, the school's four-year adjusted cohort graduation rate will remain above 80%. *Imbedded WBWF Standard: All students graduate from high school. (Evidence / Source: Minnesota Department of Education) Scale:

- 0 = School's four-year adjusted cohort graduation rate is below 75%.
- 1 = School's four-year adjusted cohort graduation rate is between 75%-80%.
- = School's four-year adjusted cohort graduation rate is 80% or higher.

Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement. Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed. (Evidence / Source: Minnesota Department of Education). Scale:

- 0 = The difference between the "all-students" proficiency rate and all reportable student group proficiency rates has increased.
- 1 = The difference between the "all-students" proficiency rate and at least one student group proficiency rate has been reduced.
- 2 = The difference between the "all-students" proficiency rate and all student group proficiency rates has been reduced.

Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40. (Data/Source: AASC Annual Report) Scale:

- 0 = School has not adopted a teacher evaluation process.
- 1 = Meets some of the criteria, but no evidence that process is followed.
- 2 = Meets all criteria and is adhered to.

Academic Standard 5: All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement. (Data / Source: School Annual Report) Scale:

- 0 = The school has not adopted a school-wide professional development plan.

- 1 = The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.
- 2 = The school has adopted and followed a school-wide, data-driven professional development plan.

Academic Standard 6: The school is meeting their additional purposes (MS 124E.01, Subd 1; Charter Contract Addendum B). (Data Source: School Annual Report) Scale:

- 0 = The school does not have a plan for meeting their additional statutory purposes and measuring progress.
- 1 = The school has a plan for meeting their additional statutory purposes and is partially meeting them.
- 2 = The school has a plan and is meeting their additional statutory purposes.

Academic Standard 7: The school is meeting the World's Best Workforce goals (MS 120B.11; Charter Contract Addendum B). (Data Source: School Annual Report) Scale:

- 0 = The school does not have a plan for meeting their WBWF goals and measuring progress.
- 1 = The school has a plan for meeting their WBWF goals and is partially meeting them.
- 2 = The school has a plan and is meeting their WBWF goals.

- **FINANCIAL SUSTAINABILITY – Does the School Exhibit Strong Financial Health?**

Charter schools receive public funds and must meet generally accepted standards of fiscal management. It is VOA-MN's duty to ensure that the schools are responsible stewards of public funds. The charter school shall provide VOA with a copy of its draft and final annual budgets and monthly cash flow projections for each fiscal year by July 1 of each fiscal year. VOA-MN shall use submitted budget and cash flow statements, along with any other relevant information, to determine if the charter school has a realistic balanced budget plan for the current year. VOA-MN shall use the financial statements presented in the charter school's annual financial audit, along with any other relevant information, to determine if the charter school maintained a balanced budget during the prior-year. Schools are expected to have audits that are free of all findings.

The VOA-MN Charter School Authorizing Program publishes annually a School Financial Oversight Report on their network of authorized charter schools. The parties acknowledge that the Minnesota Charter Schools Law requires a charter school to meet generally accepted standards of fiscal management. This requirement has two underlying purposes: to monitor the financial health of the school and compliance with state and federal laws, including proper use of public funds. The report will contain an evaluation of school performance meeting the VOA-MN financial standards.

The VOA-MN determined school financial standards contained below are uniform for all VOA-MN charter schools. The standards are contained in VOA-MN Charter Contract Addendum B (School Accountability and Authorizer Oversight System) and serve as the basis for both annual authorizer monitoring of school financial health and contract renewal determinations. The authorizer will monitor school performance meeting these standards on an ongoing basis and the standards will be evaluated in the annual VOA-MN Network Finance Report. The standards also serve as the criteria for contract renewal determinations. *The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed (example: fund balance standard may be negotiated based on school length of operation or size). One sample rating scale is imbedded below to provide the reader with context.*

VOA-MN's school financial standards/expectations include the following (authorizer reserves the right to amend standards or scale as needed/warranted):

Finance Standard 1: The School maintains a balanced budget. Data Source: Original and revised budgets, annual financial audit report, monthly income statements.

- 0 = deficit position
- 1 = NA
- 2 = surplus position

Finance Standard 2: The School is compliant with state and federal financial reporting deadlines and laws, including the proper use of public funds. Data Source: MDE reports including: Preliminary UFARS data, Student ADM, Final UFARS data.

- 0 = missed > 1 time
- 1 = missed 1 time
- 2 = never missed

Finance Standard 3: The School's financial audit is submitted to the Minnesota Department of Education, Office of the State Auditor and the authorizer by December 31. Data Source: Email from the School with attached MDE documentation.

- 0 = not submitted
- 1 = n/a
- 2 = submitted

Finance Standard 4: Schools are expected to have audits that are free of all findings. Data Source: The School's financial audit report.

- 0 = 1 or more "material weakness" or legal compliance finding(s)
- 1 = 1 or more "significant deficiency" finding(s)
- 2 = no findings

Finance Standard 5: The School is current on all financial obligations, including, but not limited to: pension payments, payroll taxes, insurance coverage and loan payments. Data Source: Monthly check registers, cash flow projections, board meeting agendas and minutes.

- 0 = late > 3 times
- 1 = late 1-2 times
- 2 = never late

Finance Standard 6: The School provides VOA-MN and school board members with monthly financials. June financial reports may be delayed until year-end journal entries are completed. Packets include at least the following: 1) detailed income/expense report, 2) cash flow projection, 3) check register, and 4) current enrollment (Average Daily Membership). The board should review and approve the financials at each board meeting. Data Source: Board packets

- 0 = missed > 2 times
- 1 = missed 1-2 times
- 2 = never missed

Finance Standard 7: The School develops and maintains a targeted General Fund balance determined by the School Board. For the finance report, VOA-MN also determines a standard for fund balance annually based on items such as school funding trends and funding hold-backs. Data Source: The school's General Fund balance policy, monthly financial reports, board meeting agenda's and minutes.

- 0 = < 15%
- 1 = 15-20%
- 2 = 20% or >

Finance Standard 8: The School Board has a finance committee that meets regularly to review financial reports.

Data Source: Board meeting packets, agendas, and minutes.

0 = 0-4 meetings/year

1 = 5-9 meetings/year

2 = 8-12 meetings/year

Finance Standard 9: All finance committee members exhibit working knowledge of financial oversight. Data Source: School board members queries, board meeting agendas and minutes.

0 = Some committee members have not received formal/informal training during the year relating to their roles and responsibilities on the finance committee.

1 = NA

2 = All committee members have received formal/informal training during the year relating to their roles and responsibilities on the finance committee.

Finance Standard 10: The school is not in Statutory Operating Debt (SOD). Data Source: School's budget, board meeting agendas and minutes, financial audit.

0 = in SOD

1 = n/a

2 = not in SOD

- **SCHOOL BOARD GOVERNANCE & OPERATIONS - Is the organization effective and well run?**
 - SCHOOL BOARD GOVERNANCE
 - SCHOOL MANAGEMENT AND OPERATIONS

SCHOOL BOARD GOVERNANCE - Effective board governance is essential to the successful start-up and operation of a public charter school. The diversity of charter school board memberships – teachers, parents, community leaders, and volunteers – heightens the importance of consistent expectations and development activities.

The authorizer regularly monitors the performance quality of the school board based on authorizer observations; interviews with the director, board and faculty; and the review of school policies, reports and board meeting minutes. A school must have a governance model that provides quality oversight by ensuring that there are checks and balances between the board and the school administrators.

A school board is responsible for developing, implementing, and assessing policy; defining sound employee relations; conducting open meetings; recognizing and conforming to the legal mandates imposed by state and federal laws; and governing within the limits of a delegation of state authority – as a nonprofit and public-school board. Additionally, the board has an obligation to assess its successes and failures; inform the public of all deliberations and decisions; promote accountability; enhance public understanding of its mission; conform to standards of ethical behavior; provide a framework for setting goals; and develop strategic plans for the accomplishment of those goals.

The VOA-MN Charter School Authorizing Program publishes annually a School Board Governance Report on their network of authorized charter schools. The purpose of this report is to be a single annual source on the board operations and compliance of the eighteen VOA-MN- authorized charter schools. Authorizer VOA-MN also observes a minimum of two school board meetings annually.

The VOA-MN determined school board governance standards contained below are uniform for all VOA-MN charter schools. The standards are contained in VOA-MN Charter Contract Addendum B (School

Accountability and Authorizer Oversight System) and serve as the basis for both annual authorizer monitoring of school board performance and contract renewal determinations. The authorizer will monitor school performance meeting these standards on an ongoing basis and the standards shall be evaluated in the annual VOA-MN Network Governance Report. The standards also serve as the criteria for contract renewal determinations. *The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed (example: based on length the school has been in operation). One sample rating scale is imbedded below to provide the reader with context.*

VOA-MN's school board governance standards/expectations include the following (authorizer reserves the right to amend standards or scale as needed / warranted):

Board Structure and Development

Governance Standard 1: The Board of Directors met its governance model requirements laid out in its bylaws and membership requirements as required by Minnesota Statute*.

- 0 = The Board's structure does not meet bylaws and/or state statute.
- 1 = The Board did not meet requirements for the entire fiscal year.
- 2 = The Board structure meets bylaws and state statute.

Governance Standard 2: The Board of Directors has the necessary knowledge to carry out the responsibilities contained in Minn Stat 124E.07, Subd. 6. (Duties), including knowledge in finance/budget, policy/legal, personnel/employment, and education.

- 0 = The Board does not have a plan to ensure board members have the necessary knowledge.
- 1 = The Board has a partial plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.
- 2 = The Board has a thorough plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.

Governance Standard 3: The board adheres to an orientation process for bringing on new members.

- 0 = The Board does not have a membership orientation process for new board members.
- 1 = The Board has a process for the orientation of new board members, but it is not consistently followed.
- 2 = The Board adheres to a thorough process for the orientation of new board members.

Governance Standard 4: The Board of Directors complies with initial and ongoing training requirements set forth in Minn. Stat 124E.07, Subd 7 (Training): governance, financial, and employment policies and practices.

- 0 = More than one Board member did not fully comply with Minnesota law regarding board training requirements.
- 1 = One Board member did not fully comply with Minnesota law regarding board training requirements and was removed.
- 2 = All Board members comply with Minnesota law regarding board training requirements.

Governance Standard 5: The Board of Directors completes a self-evaluation each year.

- 0 = board does not self-evaluation
- 1 = The Board competes informal self-evaluations during one or more board meeting(s).
- 2 = The Board completes a formal self-evaluation each year.

Governance Standard 6: The Board of Directors will comply with MN Open Meeting Law, Chapter 13D, and maintains a quorum for all board meetings.

- 0 = The Board has 2 or more infractions of MN Open Meeting Law.

- 1 = The Board has 1 infraction of MN Open Meeting Law.
- 2 = The Board has no infractions of MN Open Meeting Law.

Governance Standard 7: The board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law.

- 0 = Bylaws are inconsistent with state statute.
- 1 = Bylaws are consistent with state statute but have not been reviewed regularly.
- 2 = Bylaws are consistent with state law and the board reviews them regularly.

Governance Standard 8: The Board of Directors adheres to board member election requirements set forth by state statute*.

- 0 = Election requirements were not met.
- 1 = NA
- 2 = All requirements were met.

Governance Standard 9: The Board conducts an annual evaluation (including all aspects of the position description) of the performance of the school leader through a defined annual evaluation process.

- 0 = The Board did not complete an annual evaluation of the school leader.
- 1 = The Board completed an evaluation of the school leader but not on all aspects of the job description.
- 2 = The Board completed a formal evaluation of the school leader including all aspects of the job description.

Governance Standard 10: The Board has a board-approved professional development plan for the school director (if applicable as required by Minn. Stat. 124E.12, Subd. 2*).

- 0 = A professional development plans for the non-licensed individual(s) was not documented in the School's Annual Report.
- 1 = NA
- 2 = A professional development plan for the non-licensed individual(s) was documented in the School's Annual Report or the School's Director holds an administrative license.

Governance Standard 11: The Board of Directors monitors the organization's adherence to school board policies.

- 0 = Meeting minutes include no evidence of the Board monitoring the organization's adherence to school board policies.
- 1 = Meeting minutes includes one or two examples of the Board monitoring the organization's adherence to school board policies.
- 2 = Meeting minutes include three or more examples of the Board monitoring the organization's adherence to school board policies.

Governance Standard 12: The Board of Directors complies with Federal data practices law and the Minnesota Data Practices Act (Minn. Stat. Chapter 13)*.

- 0 = Data practice policies are not fully in place.
- 1 = Data practice policies are in place in accordance with state statute but staff were not trained in Data Practices.
- 2 = Data practice policies are in place in accordance with state statute and staff are appropriately trained in Data Practices.

Governance Standard 13: The Board of Directors provides ongoing oversight of school academic performance.

- 0 = Less than half of the Board meeting minutes or less include evidence of oversight of school academic performance.

1 = At least half of the Board meeting minutes include evidence of oversight of school academic performance.

2 = Meeting minutes include evidence of regular oversight of school academic performance.

Governance Standard 14: The school maintains a high level of parent, teacher and student satisfaction rates based on school conducted surveys and student/faculty retention rates.

0 = Less than two of three criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.

1 = Two of three criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.

2 = All of the following criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.

Governance Standard 15: Board documents are distributed to all board members at least 3 days prior to a board meeting.

0 = Board documents were not distributed to all Board members three or more times.

1 = Board documents were not distributed to all Board members one or two times.

2 = Board documents were distributed to all Board members at least 3 days prior to each board meeting.

Governance Standard 16: The Board of Directors maintains a Board Documents Binder which includes meeting minutes, bylaws and articles of incorporation and financial statements; and statutory requirements for posting board related information on the school's website*.

0 = Information is incomplete in the binder or on the school's website.

1 = Complete information is available both in a binder and on the school's website; but there are 1-2 incidents of minutes not being posted after board approval.

2 = A complete Board Documents Binder is kept includes meeting minutes, bylaws and articles of incorporation and financial statements; and the school's website includes the statutory requirements for posting board-related information.

Governance Standard 17: The board has a policy review calendar and reviews and updates its policies as needed or required by state law.

0 = The Board does not have a calendar/plan for policy review and/or reviews policies at half or fewer of the regular meetings.

1 = The Board has a policy review calendar/plan and reviews policies at half or fewer of the regular board meetings.

2 = The Board has a thorough policy review calendar/plan and review policies as a regular component of regular board meetings.

SCHOOL MANAGEMENT AND OPERATIONS - Effective day to day operations of a charter school support the Learning Program. A well-run school provides an environment in which staff and students can perform at the highest possible level and more effectively reach the school's goals. Management and operations of the school will be monitored and reported by the authorizer using the Formal Site Visit Rubric. The standards also serve as the criteria for contract renewal determinations. The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed (example: based on cell size being too small). One sample rating scale is imbedded below to provide the reader with context.

Authorizer standards / expectations for school management and operations include:

School Mission, Vision, and Purpose

M/O Standard 1: Mission and vision are central to the school's identity and inform all decision-making processes. The school's learning program exemplifies the mission and vision of the school. (Data source: annual school site visits, annual submission calendar document review, discussions with school leadership) Scale:

- 0 = Mission and vision are not used to guide school's decision-making.
- 1 = Mission and vision are displayed in the facility, on website and in annual report, but evidence that they guide decision-making and programming are missing.
- 2 = Mission and vision are central to the school's identity and inform all decision-making processes. The school's learning program exemplifies the mission and vision of the school.

M/O Standard 2: The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service. (Data source: annual school site visits, annual submission calendar, document review, discussions with school leadership) Scale:

- 0 = The school does not have a plan for service learning. School does not engage in service.
- 1 = The school has a service-learning plan, but without evidence of a connection between the plan and service activities.
- 2 = The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.

School Culture & Learning Environment

M/O Standard 3: The school maintains a safe and healthy environment per state and federal guides and board policy. (e.g., facility /ADA, building inspections, school liability insurance, student medical / health matters, school drills). (Data source: annual school site visits, annual submission calendar, document review, discussions with school leadership) Scale:

- 0 = The school could not provide evidence of compliance with health and safety requirements for public schools.
- 1 = The school is making progress approaching standard.
- 2 = The school can provide evidence that it complies with health and safety requirements for public schools.

M/O Standard 4: Evidence suggests that the school engages parents and students in ways that build positive relationships and engages them as partners in their child's learning (Data source: annual school site visits, annual submission calendar document review, discussions with school leadership) Scale:

- 0 = The school could not provide evidence that it has a plan or activities to engage parents and students in ways that build positive relationships and engages them as partners in their child's learning.
- 1 = The school is making progress approaching standard.
- 2 = The school provides ample evidence that the organization engages parents and students in ways that build positive relationships and engages them as partners in their child's learning.

M/O Standard 5: Evidence suggests that the school-teachers are covering the scope and sequence of the state academic standards and engaging in data-driven decision-making. (Data source: annual school site visits, annual submission calendar document review, discussions with school leadership) Scale:

- 0 = The school does not have a system established to ensure that school-teachers are covering the scope and sequence of the state academic standards &/or does not engage in data-driven decision-making.
- 1 = The school leadership provided some examples of how he/she provides oversight that school-teachers are covering the scope and sequence of the state academic standards, but systemic plan for monitoring progress and data-driven decision-making was lacking.
- 2 = Evidence suggests that the school has established a uniform system to ensure that the school-teachers are covering the scope and sequence of the state academic standards and monitoring student progress toward comprehension.

Documents and Processes

M/O Standard 6: The school employs highly qualified, appropriately licensed teachers. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership). Scale:

- 0 = The school has had multiple license infractions over the contract term.
- 1 = The school has had two or fewer teacher license infractions and they were swiftly resolved. Evidence suggests that the school has systems to recruit quality licensed teachers.
- 2 = The school provides evidence of exemplary hiring processes that ensure teachers are properly credentialed. There have been no license infractions over the contract term.

M/O Standard 7: Criminal background checks are conducted on all persons per the board policy and Minn. Stat. 123B.03, Subd.1. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership) Scale:

- 0 = The school could not provide evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers.
- 1 = The school could not provide evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees, but not on school volunteers.
- 2 = The school provided evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers.

M/O Standard 8: The school meets / maintains its enrollment goals. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership) Scale:

- 0 = The school is not meeting its student enrollment goals.
- 1 = NA
- 2 = The school could provide evidence that it is meeting its annual student enrollment goals.

M/O Standard 9: The school institutes a fair and open student admission process that complies with Minnesota law. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership) Scale:

- 0 = The school could not provide evidence of adherence with state laws and guidelines pertaining to student admission.
- 1 = The school provides evidence of adherence with state laws and guidelines pertaining to student admission. The school has been the subject of state investigation with findings.
- 2 = The school provides evidence of adherence with state laws and guidelines pertaining to student admission.

M/O Standard 10: The school's employment process complies with state and federal law. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership) Scale:

- 0 = The school could not provide evidence that its employment process complies with state and federal law.
- 1 = The school is making progress meeting standard.

2 = The school provides evidence that its employment process complies with state and federal law.

M/O Standard 11: The school has defined job descriptions and defined evaluation process for all personnel. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership) Scale:

0 = The school could not provide evidence of job descriptions for all employee positions and aligned to an evaluation process.

1 = The school could provide evidence of job descriptions for most employee positions but did not have a defined evaluation process.

2 = The school could provide evidence of job descriptions for all employee positions and aligned to an evaluation process.

Special Education - Services to Students with a Disability

M/O Standard 12: The school complies with IDEA, special education laws and school's TSES plan, including "Child Find." Applicable training is provided to faculty annually. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership, MDE communications) Scale:

0 = The school could not provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find."

1 = The school could provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find." However, the school has been the subject of MDE complaint investigation with findings.

2 = The school could provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find."

M/O Standard 13: The school provides professional development annually to faculty on special education to ensure school compliance with Child Find and other special education laws. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership) Scale:

0 = The school could not provide evidence of training to faculty on special education.

1 = NA

2 = The school could provide evidence that it provides training to faculty at least annually.

M/O Standard 14: The school is not subject to special education investigations by MDE and is not in Corrective Action. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership, MDE communications) Scale:

0 = The school has been the subject of MDE investigations with findings. Findings have not been resolved.

1 = The school has been the subject of MDE investigations with findings. Progress has been observed to resolve findings.

2 = The school is not subject to special education investigations by MDE and is not in corrective action or is adhering to their plan to resolve concerns.

M/O Standard 15: The school is compliant with laws pertaining to special education directors and Advisor Council (SEAC). (Data source: annual site visits, annual submission calendar document review, discussions with school leadership) Scale:

0 = The school could not provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC).

- 1 = The school contracts with a special education director but could not provide evidence that it has a SEAC that meets at least annually.
- 2 = The school could provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC).

Legal and Contractual Compliance - Charter schools are required to follow many state and federal laws pertaining to all public schools and are expected to uphold all provisions of the charter school contract. VOA-MN expects compliance with legal and contractual obligations. Each VOA-MN authorized charter school shall maintain a Compliance Binder on site that includes VOA-MN defined evidence of compliance with state and federal statutes organized in the manner prescribed by VOA-MN. Additionally, VOA-MN authorized charter schools shall submit information to the authorizer in accordance with the VOA-MN prescribed Annual Submission Calendar. Management and operations of the school will be monitored by the authorizer and reported in the Formal Site Visit Report and additionally as needed. *This section is not scored individually. The compliance binder and submission calendar are systems for ongoing monitoring of school performance and compliance and compliance requirements are imbedded in previous sections.*

ONGOING AUTHORIZER SCHOOL MONITORING

SITE VISITS

One of the most important ways VOA-MN gathers information about the schools it authorizes is through on-site visits. Site visits allow the authorizer to observe the school and engage in discussions with school management. VOA-MN conducts two different types of site visits: Formal and Informal.

- **Formal Site Visit-** Formal Site Visits are typically conducted once per year by a member of the VOA-MN Authorizing Program Leadership Team who interviews key stakeholders and conducts observations. Written feedback is provided to the Board of Directors and school leadership guided by the Site Visit Rubric. VOA-MN staff will provide formal written feedback summarizing observations. The feedback will identify areas of strength and areas that require improvement. If a more serious issue arises from a site visit, VOA-MN may implement an intervention based upon the “Range of Interventions” table.
- **Informal Site Visit-** VOA-MN may conduct informal site visits at any time to fulfill its duties as an authorizer. Reasons for informal site visits may include: investigation of a complaint, determination of readiness to open, follow up on implementation of improvement plans, or documentation of best practices. These visits are typically less formal and may be without notice.

BOARD MEETINGS

Another important component of VOA-MN authorizer oversight is board meeting observations conducted at least twice per year and more often for schools within their first two years after initial charter approval. Authorizer VOA-MN uses the Board Meeting Observation Rubric and provides timely feedback to the school boards. VOA-MN also closely monitors the monthly board meeting minutes and financials of each authorized school and provides feedback to the school as needed.

SCHOOL PUBLISHED ANNUAL REPORTS

The Charter School Law (Minn. Stat. 124E.16) includes requirements for a charter school annual. Additionally, VOA-MN requires that annual reports include specific elements defined by VOA-MN annually. VOA-MN required elements include how the school is performing based on the three essential questions: Is the student learning program a success? Does the school exhibit strong financial health? Is the organization effective and well-run? The final draft be board approved and posted to the school’s official website. The VOA-MN Annual Report criteria may contain the World’s Best Workforce Report.

AUTHORIZER PUBLISHED SCHOOL PERFORMANCE REPORTS

In addition to the Formal Site Visit Report that each school is provided, VOA-MN will also annually publish three VOA-MN Charter School Network Reports: Academic Performance, Board Governance, and Financial Management. The cumulative purpose of these reports is to assess the ongoing performance of VOA-MN authorized schools regarding academic success, financial sustainability, and organizational effectiveness.

The combination of school performance based on the three VOA-MN Annual School Performance Reports, annual Formal Site Visit Reports, informal site visit observations, authorizer observations of board meetings, and ongoing monitoring of school reporting and compliance provides an accountable oversight mechanism for the authorizer, schools, and other organizations. This collective body of evidence will also form the basis for contract renewal decisions.

CHARTER SCHOOL PRE-OPERATIONAL STAGE (Start-up Checklist)

A charter school's ability to successfully fulfill the three primary components of its contractual agreement with VOA-MN – academic success, financial sustainability, and organizational aptitude – depends on what happens well before the doors of the school open. While a Start-Up Coordinator is often hired by the interim board to handle many functions, the volunteer efforts of board members and parents are often necessary to absorb much of the work and provide direction to any pre-operational staff.

VOA-MN has organized a charter school's start-up year, contained in the Ready-To-Open standards organized by month. Progress and completion of Ready-To-Open standards for preoperational school development are checked every trimester of the development year, in a meeting between the authorizer and school. The official RTO meeting and authorizer determination occurs in June prior to being approved, or not approved, to open.



RANGE OF POSSIBLE INTERVENTIONS

If VOA-MN has a concern about the School, or if the School fails to make adequate progress towards achieving authorizer contractual standards/expectations for school performance, or to comply with Applicable Law, or other requirements of this contract, VOA-MN shall determine the appropriate intervention. The interventions below need not be implemented sequentially, and VOA-MN will implement these as it sees fit and at its sole discretion.

Status	Triggered By	May Result In
<p>INTERVENTION LEVEL ONE</p> <p>Notice of Concern</p>	<p>Signs of weak performance identified through routine monitoring; through implementation, compliance, or performance reviews; or by other means.</p> <p>Lack of progress towards meeting contractual performance standards / expectations.</p> <p>Failure to submit required documents on a timely basis.</p> <p>Failure to comply with applicable law or the conditions of the charter contract.</p> <p>Signs of poor financial health or management.</p>	<p>Letter from the Authorizer to the charter school’s Board of Directors detailing areas of concern.</p> <p>Authorizer recommendation that the school board institute an oversight plan for performance improvement in the areas where standards were not met.</p>
<p>INTERVENTION LEVEL TWO</p> <p>Notice of Deficiency</p>	<p>Signs of further weakening performance identified through routine monitoring; through implementation, compliance, or performance reviews; or by other means.</p> <p>Failure to meet multiple contractual performance standards/expectations; or repeated failure to meet a single performance standard/expectation.</p> <p>Significant failure to comply with applicable law or the conditions of the charter contract.</p> <p>Continued evidence of poor financial health or management.</p>	<p>Letter from Authorizer to charter school Board of Directors detailing areas of deficiency and action required to address the deficiency.</p> <p><i>and</i></p> <p>Authorizer may require charter school Board of Directors to approve a remediation plan containing specific improvement objectives, technical assistance requirements, and schedule for remedial actions to be approved by the Authorizer.</p>
<p>INTERVENTION LEVEL THREE</p> <p>Probationary Status</p>	<p>Continued failure to meet contractual performance standards/expectations or failure to meet objectives of a remediation plan.</p> <p>Continued failure to comply with the applicable law or the conditions of the charter contract.</p> <p>Severe concerns regarding the school’s financial viability.</p>	<p>Letter from the Authorizer to charter school Board of Directors detailing reasons for probationary status and action required to address concerns.</p> <p>Remediation plan imposed by the Authorizer.</p> <p><i>and/or</i></p> <p>Authorizer may appoint staff or a consultant to specifically monitor implementation of the remediation plan</p>
<p>INTERVENTION LEVEL FOUR</p> <p>Charter Review</p>	<p>Failure to address the terms of Probationary Status.</p> <p>Extended pattern of failure to meet contractual performance standards/ expectations and/or to comply with applicable law or the conditions of the charter contract.</p> <p>Severe and persistent concerns regarding the school’s financial viability.</p>	<p>Recommendation to revoke, not to revoke, or to impose lesser sanctions.</p> <p><i>and/or</i></p> <p>Decision to commence or not to commence revocation proceedings made by VOA-MN.</p>
<p>INTEVENTION LEVEL FIVE</p> <p>Charter Revocation</p>	<p>Charter Review results in recommendation to revoke.</p>	<p>Commencement of charter revocation proceedings consistent with Minnesota Stat. 124E and the terms of the charter contract.</p>



Charter School Contract Renewal and Revocation Process

Renewal Process

Volunteers of America-Minnesota (VOA-MN) views contract renewal as an on-going process that is engaged in by the Board of Directors, school leadership, and the authorizer throughout the entire life of the school's contract with its authorizer. This process culminates in the authorizer publishing an end of contract evaluation report.

End-of-Term Evaluation

VOA-MN publishes an end-of-contract evaluation report based on information, observations and documentation accumulated throughout the length of the contract. The evaluation is an opportunity to determine the extent to which the school is meeting VOA-MN's expectations of a high-quality charter school. More specifically, we assess the school based on the following three central questions:

4. Is the student learning program a success? (Academic Performance)
5. Does the school exhibit strong financial health? (Financial Management)
6. Is the organization effective and well-run? (Board Governance, Management and Operations, Compliance)

We quantify the school's progress in each area (academic performance, governance, financial management / health, and management/operations) using the system described in B.I. (Rating Scale and Weighting of Performance Measures).

VOA-MN will complete a draft of its end-of-term evaluation of the school and submit the draft for review and comment by school leadership and the board. VOA-MN will then make changes, if necessary, and resubmit a final evaluation and decision of renewal to the school's board. Through ongoing monitoring and the renewal evaluation process, VOA-MN determines whether to renew its contract with the charter school and if so, for what length of time. Contracts can be renewed for up to five years.

Termination or Nonrenewal of a Contract

Consistent with Minn. Stat. 124E.10, Subd.4(b), VOA-MN may act to terminate or not renew a charter under the following grounds:

- (1) *failure to meet the requirements for pupil performance contained in the contract;*
- (2) *failure to meet generally accepted standards of fiscal management;*
- (3) *violations of law; or*
- (4) *other good cause shown.*

At least 60 days before not renewing or terminating a contract, the authorizer shall notify the board of directors of the charter school of the proposed action in writing. The notice shall state the grounds for the proposed action in reasonable detail and that the charter school's board of directors may request in writing an informal hearing before the authorizer within 15 business days of receiving notice of nonrenewal or termination of the contract. Failure by the board of directors to make a written request for a hearing within the 15-business-day period shall be treated as acquiescence to the proposed action. Upon receiving a timely written request for a hearing, the authorizer shall give ten business days' notice to the charter school's board of directors of the hearing date. The authorizer shall conduct an informal hearing before taking final action. The authorizer shall take final action to renew or not renew a contract no later than 20 business days before the proposed date for terminating the contract or the end date of the contract.

Example VOA-MN Timeline for Contract Renewal Process

Item	Responsible Party	Timeline
School Program Description Completed by Charter School	Renewing School	February-March
<p>The School will complete and submit their proposed Program Description (contract Addendum A) for review by VOA-MN. Once the content of the document is agreed upon - including curriculum, interim assessments, and future plans, it will be incorporated into the renewal contract.</p>		
Authorizer formal end-of-term evaluation draft completed and submitted to renewal school for review	Authorizer	April
End-of-term evaluation comments completed	Renewing School/Bd	April-May
Draft contract submitted to renewing school for comment	VOA-MN	April –May
Contract approved and signed	VOA-MN	May-June
Contract approved and signed	Renewing Board	May-June

If Terminating/Not Renewing

Item	Responsible Party	Timeline
Request a public hearing	Board	Within 15 business days of termination or nonrenewal notice
Final contract termination/renewal decision	VOA-MN	Within 20 business days of the contract end date if not renewing or terminating



WOODBURY LEADERSHIP ACADEMY

Special Education Services

The school will comply with Minnesota Statutes Chapters 125A and 124E, all applicable rules implemented pursuant to these chapters, and all Federal and State law relating to the education of students with disabilities. Consistent with the provisions of Minnesota Statutes § 124E.21, the financial parameters within which the School will operate to provide special education instruction and related services to students with disabilities will be based on the individual needs of the student, as defined by the student's evaluation and by the instruction and related services specified in the student's Individual Education Plan ("IEP"). The School will deliver services in accordance with IDEA, board policies, and best practices.

The School will provide special education services in compliance with all state and federal guidelines. The teaching staff will provide strategies and instructional techniques that support the learning needs of each learner. The School will continue to contract with a Special Education Director for oversight and assistance maintaining a compliant system that meets the needs of the student population.

The School will plan for child-find activities, initial assessments, reassessments, IEP planning and service delivery as dictated by special education laws. The School will use a combination of employment and contracted services to meet the needs of identified special education students.

Responsibilities of the Board:

- Approve and monitor school budget revenues and expenditures related to special education. Require regular updates by school management regarding state special education reporting and financial reimbursements. Review and approve special education program expenditures.
- Approve the hiring of necessary and essential special education staff and contracted services.
- Monitor school management's oversight of special education faculty and contractors.
- Monitor school management's oversight of required special education program and financial reporting to the state.
- Collaboratively with school management, ensure that the school facility is ADA compliant and supports the continuum of special education services for students with disabilities. A charter school may not deny persons with disabilities, including parents and students, the benefits of programs and activities offered at its school because of inaccessible facilities.

Responsibilities of the School Management:

- Monitor school compliance with the board-approved Total Special Education Services Plan (TSES). Every Minnesota school district, including charter schools that are districts, is required to have a Total Special Education System (TSES).
- Monitor and supervise special education faculty and contractors.
- Maintain and report financial data related to special education programs as required by Minnesota Statute § 125B.07, Subd. 6 “Data Acquisition Calendar.”
- Provide oversight of the school budget related to special education revenue and expenditures.
- Supervise special education faculty to ensure that each students with an IEP is receiving all special education supports identified in the student's IEP.
- Arrange appropriate and ongoing staff development regarding the delivery of special education and related services.

As a result of this expectation, the Authorizer will:

- Annually review student school application forms, policies and procedures for compliance with the Individual with Disabilities Education Act (IDEA) and Section 504 of the Americans with Disabilities Act.
- Regularly monitor school compliance with the board-approved Total Special Education Services Plan (TSES). Every Minnesota school district, including charter schools that are districts, are required to have a Total Special Education System (TSES).
- Regularly monitor compliance with state reporting requirements as required by Minnesota Statute § 125B.07, Subd. 6 “Data Acquisition Calendar.”
- At least annually interview the school Special Education Director and staff to monitor program accountability and compliance.
- During site visits, monitor ADA compliance and whether or not facilities support the continuum of special education services for students with disabilities. A charter school may not deny persons with disabilities, including parents and students, the benefits of programs and activities offered at its school because of inaccessible facilities.
- Monitor school compliance with state and federal special education educator licensing requirements and reporting.

ADDENDUM D
THIS PAGE INTENTIONALLY BLANK



Charter School Closure Plan

Item	Description of Required Actions	Responsible Party	Completion Date	Status
Immediate Board Actions				
1	<p>Establish <i>ad hoc</i> School Board Committee for wind-up / restructuring</p> <ul style="list-style-type: none"> • Designate School contact person(s) to send and receive communications from the VOA-MN; • Designate employees or School Board members who will handle various aspects of winding up of School operations; • Provide contact information, and list of employees / School Board members and correspondent responsibilities to the VOA- MN. • Instruct contact persons to heed notification requirements for time sensitive notifications, if any. 	Board		
2	<p>Reserve Funds</p> <p>Segregate by Board resolution in a separate checking account up to \$45,000 in funds to be used for legal, accounting and other expenses to execute this Closure Plan and to dissolve the School Corporation.</p>	Board		
Notifications and Further Actions				
3	<p>Notification of Parents / Guardians</p> <p>Within 10 days after charter revocation, notify parents / guardians and employees of school regarding the closure of the School, if such notification has not been made. Such notification shall include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • * date of the last day of regular instruction; • * cancellation of any planned summer school; • * notice to parents that enrollment of children in their district of residence or other school is mandatory under state law for children that are six years of age or older; • * a listing of the names of charter, parochial, public and private schools in the area. • * offer of copies of student records 	Board Chair or School Director		

	<p>before the CHARTER REVOCATION.</p> <ul style="list-style-type: none"> • Provide the VOA-MN with a copy of the notice. 			
4	<p>Final Report Cards and Student Records Notice</p> <p>Within 10 business days after CHARTER REVOCATION, provide parents / guardians with copies of final report cards and notice that records, which include information about any formal suspension, expulsion, and exclusion disciplinary action under sections 121A.40 to 121A.56, will be transferred to the student’s school district of residence. Notice shall include specific contact information for the resident school district.</p> <ul style="list-style-type: none"> • The notice must advise the parent/guardian to contact the school where the student intends to enroll and have the new school request a transfer of records from the school being closed. • Provide the VOA-MN with a copy of the notice. 	School Director		
5	<p>Transfer of Student Records and Testing Material</p> <p>No later than 10 business days after Authorizer Notice of CHARTER REVOCATION / CLOSURE, the school must provide parents of enrolled students information and assistance to enable the student to re-enroll in another school.</p> <p>Within ten business days of closing the charter school, the closed school must transfer each student’s educational records to the student’s school district of residence, including:</p> <ul style="list-style-type: none"> • Individualized Education Programs (IEPs) and all records regarding special education and supplemental services; • student health / immunization records; • attendance records; and • all other student records. <p>Student transmitted records information must include any formal suspension, expulsion, and exclusion disciplinary action under sections 121A.40 to 121A.56. The school must provide notice to a student and the student's parent or guardian that formal disciplinary records will be transferred as part of the student's educational record, in accordance with data practices under chapter 13 and the Family Educational Rights and Privacy Act of 1974, United States Code, title 20, section 1232(g).</p> <p>All end of school year grades and evaluations must be completed and made part of the student records, including any IEP / Committee on Special Education meetings / progress reports.</p> <p>As noted above, parents / guardians should be offered</p>	School Director		

	<p>copies of students' records before CHARTER REVOCATION / CLOSURE.</p> <p>Testing material, including scores, test booklets, and annual data files etc. required to be maintained by the School by the State Education Department must also be forwarded to each pupil's resident school district.</p>			
6	<p>Notification of the Commissioner, School District, and Parents / Guardians of Enrolled Students</p> <p>Within 7 business days after the charter revocation, the School must notify school district(s) of students' residence regarding the termination of the education program and lack of future enrollment.</p> <ul style="list-style-type: none"> • If applicable, notification regarding cessation of food and transportation services should be provided. • Provide notice to the districts that arrangements should be made to pick up any district property; e.g., borrowed books, nursing equipment. • Provide VOA-MN with a copy of the notice. 	<p>Board Chair or Secretary</p> <p>Authorizer will notify Commissioner</p>		
7	<p>Notification of Funding Sources / Charitable Partners</p> <p>Within 7 days after CHARTER REVOCATION, all other sources of the School's operational funding must be notified in writing of the closure of the School as well as charitable partners of the School.</p> <ul style="list-style-type: none"> • The School should not accept further loans from management companies, etc. nor otherwise incur additional liability. However, it may continue to accept gifts from charitable partners as long as the charity is aware of the School's closure / restructuring status. • Charities with property on the premises of the School should be notified to remove same as soon as possible or after CHARTER REVOCATION, whichever is appropriate. 	<p>Board Chair or Treasurer</p>		
8	<p>Notification of Contractors and Termination of Contracts</p> <p>Within 20 days after charter revocation, formulate a list of all contractors with contracts in effect, and notify them regarding cessation of current school operations at CHARTER REVOCATION.</p> <ul style="list-style-type: none"> • If applicable, instruct contractors to make arrangements to remove any contractor property from the School facility by a date certain, e.g., copying machines, water coolers, other rented property. • Provide the VOA-MN with a copy of such notice. • Retain records of past contracts with proof that they were fully paid (<i>see</i> Records Retention, below) to prevent 	<p>Board Chair or Treasurer</p>		

	<p>spurious claims.</p> <p>As appropriate, and to the extent possible, terminate contracts for goods and services as of the last date such goods or services will be needed to the extent not necessary for the educational program or wind-up of the School.</p> <ul style="list-style-type: none"> • Telephone, gas, electric, water, insurance (premises and D&O insurance, <i>see</i> below) should remain operative through the CHARTER REVOCATION and to the extent necessary to wind up the School’s affairs beyond that time. 			
9	<p>Notification of Employees and Benefit Providers</p> <p>After an employee termination date is established, but in no event later than 60 days before CHARTER REVOCATION, notify all employees of termination of employment and/or contracts, and notify benefit providers of pending termination of all employees. Further notify employees and providers of termination of all benefit programs, and, if allowable, terminate all programs as of the last date of service in accordance with applicable law and regulations (i.e. COBRA), including:</p> <ul style="list-style-type: none"> • health care / health insurance; • life insurance; • dental plans; • eyeglass plans; • cafeteria plans; • 401(k), retirement plans; and • pension plans. • TRA • PERA <p>Specific rules and regulations may apply to such programs especially teacher’s retirement plans so legal counsel should be consulted.</p> <p>Employees should be notified of eligibility for unemployment compensation. (In the event the School has not paid into the unemployment program on an ongoing basis, the School may have significant financial liability on an ongoing basis after the CHARTER REVOCATION, and reserve funds should be set aside for this purpose.) <i>See</i> School Wind-Up Plan and Action regarding payment of taxes, below.</p>	Board Chair or designee		
10	<p>Notification of Food and Transportation Services and Cancellation of Contracts</p> <p>Within 20 days after the charter revocation, or earlier if required by the contractual notice requirements, cancel school district or private food and/or transportation services for summer school and next school year.</p>	Board Chair or Secretary		
		Board Chair or		

<p>11</p>	<p>Notification of VOA of MN Regarding Lawsuits</p> <p>As soon as possible after receiving notice and/or service of process regarding litigation against, or initiated by, the School, School Board or School employees, notify the VOA of MN and provide copies of legal papers received.</p> <p>The School has an ongoing obligation to keep the VOA-MN informed regarding such litigation, including bankruptcy, whether voluntary or involuntary, and to provide copies of all filings.</p>	<p>Secretary</p>		
<p>Assets, Creditors and Debtors</p>				
<p>12</p>	<p>List of Creditors and Debtors; UCC Search</p> <p>Within twenty (20) days after the charter revocation, formulate list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor.</p> <ul style="list-style-type: none"> • This list is not the same as the contractor list, above, but may include contractors, which should be listed. • Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. Security interests may be recorded and filed pursuant to the Uniform Commercial Code (UCC) with the county and State of Minnesota, and may include all of the assets of the School Corporation or specific assets in which a creditor has an interest as long as such debt remains outstanding. • A UCC search should be performed by the School to determine if there are any secured creditors and to what assets security interests are attached. • Debtors include persons who owe the school fees or credits, lessees or sub-lessees of the School, and any person holding property of the School. • Provide a copy of the list of creditors to the VOA-MN with the amount owed to each creditor thereon and the amount owed by each debtor. 	<p>Board Chair or Treasurer</p>		
<p>13</p>	<p>Notification to Creditors</p> <p>Within thirty (30) days after the charter revocation, the School must notify all creditors of its closure.</p> <p>The School should solicit from each creditor a final accounting of the School's accrued and unpaid debt owed to such creditor. This figure should be compared to the School's calculation of the debt and be reconciled between the parties.</p> <p>To the extent possible, the School negotiates a settlement of debts, which is ultimately consummated by a settlement agreement reflecting satisfaction and</p>	<p>Board Chair or Treasurer</p>		

	release of the existing obligations, if possible.			
14	<p>Notification to Debtors</p> <p>Within thirty (30) days after the charter revocation, the School must contact all debtors and demand payment. To the extent collection efforts are unsuccessful, the School may turn the debt over to commercial debt collection agencies. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.</p>	Board Chair or Treasurer		
15	<p>School Wind-Up Plan and Action</p> <p>The School Corporation shall collect debts, dispose of assets and negotiate with and pay creditors in an orderly fashion in accordance with a timetable and plan adopted by the School's board of directors. Priority should be given to continuing the School's educational program through the end of the school year and retaining funds to complete the wind-up process.</p> <ul style="list-style-type: none"> • The initial plan should be adopted within 20 days of charter revocation, and be updated at least bi-weekly with copies to the VOA-MN. The plan should include, but not be limited to, the following. • Termination of non-essential personnel and cancellation of non-essential services prior to CHARTER REVOCATION. • Make final federal, state and local tax payments (every employer, including the School, which pays wages to employees is responsible for withholding, depositing, paying, and reporting federal, state and local income tax, social security taxes, and federal unemployment tax for such wage payments). • Auction / sale of assets in a manner that avoids conflicts of interest, and maximizes net revenue to the extent permitted by ongoing agreements with existing creditors. (<i>See Liquidation of Assets, below.</i>) • Liquidation or closing of bank accounts according to a schedule that minimizes fees but leaves the School enough flexibility to pay creditors, attorneys, accountants, etc. during the course of the wind-up, including funds for a final audit, and (if the School Corporation does not submit or the board of directors do not approve a renewal application), for dissolution. • Cancellation of corporate credit cards and lines of credit. • Change authorized signatures on accounts as needed to reflect changes in persons authorized to implement the winding down operations of the School Corporation, and employment, contract and School Board 	School Board and School Director		

	<p>status of those authorized to sign for the School.</p> <ul style="list-style-type: none"> • Status reports on the implementation of the School Wind-Up Plan to be submitted to the VOA-MN through Interim Statements and a Final Statement (below). 			
16	<p>Protection of Assets; Insurance</p> <p>The School’s assets and any assets in the School that belong to others must be protected against theft, misappropriation and deterioration.</p> <ul style="list-style-type: none"> • Existing insurance coverage should be maintained on the assets until the disposal of such assets. In accordance with the Wind-Up Plan. • Continue existing insurance for School Facility, vehicles and other assets until 1) disposal or transfer of real estate or termination of lease, and 2) disposal, transfer or sale of vehicles and other assets are sold, respectively. • Negotiate School Facility insurance with entities that may take possession of School Facility – lenders, mortgagors; bond holders, etc., if possible. • Appropriate security services should be obtained or maintained. • Action may include moving assets to secure storage after closure or loss of the School Facility. 	Board Chair or Designee		
17	<p>Inventory</p> <p>No later than 30 days prior to CHARTER REVOCATION, <u>all</u> of the School’s assets must be inventoried with item #'s and quantities and/or its inventory updated.</p> <ul style="list-style-type: none"> • All assets of the School, not just ones over a certain dollar value must be inventoried. • Provide VOA OF MN with a copy of the inventory. • Identify assets belonging to other entities (school district, county, municipality, health department, Authorizing foundation, vendors, PTA, etc.), including those borrowed or loaned. • Identify assets encumbered by the terms of a contingent gift, grant or donation, or a security interest. • Return assets not belonging to School and document same. 	Board Chair & School Director		
18	<p>Liquidation of Assets</p> <p>Assets must be liquidated in a commercially reasonable manner including, but not limited to, sale by way of auction, sealed bidding or other commercially reasonable sales methods to the extent permitted under agreements with existing creditors and to the extent such assets are free and clear of any liens or encumbrances. If an asset is subject to a lien,</p>	School board chair and treasurer		

	<p>encumbrance or security interest (above), the secured party should be contacted.</p> <ul style="list-style-type: none"> Pursuant to MN Statute 317A.735, no asset may be given away, except as authorized by law. In cases where the cost of disposing of an asset will exceed the cost to be received at sale or auction, it may be permissible to give away or discard such assets. However, this should be cleared from the largest or sole creditor(s) in advance. <p>School Board members and their relatives as well as employees and students of the School should not purchase any asset unless the purchase is disclosed to the School Board and the disclosure is made a matter of record in the School Board's minutes and approved by a majority of the non-interested members of the School Board.</p>			
19	<p>D&O Insurance</p> <p>Maintain existing directors and officer's liability (D&O) insurance, if any, until final dissolution of the School Corporation. If no such D&O insurance exists, disclose this fact to the board of directors.</p>	School Board		
20	<p>Interim Statements</p> <p>No later than 10 days after CHARTER REVOCATION, prepare, and submit to the VOA of MN, an interim statement in a form satisfactory to the VOA of MN, of the status of all contracts and other obligations of the School Corporation, and all funds, including principal and accrued interest, owed to, and by, the School Corporation, with supporting evidence showing:</p> <ul style="list-style-type: none"> all creditors or former creditors, any amounts paid to creditors (or in-kind exchanges of assets), and any amounts of debt of the School or School Corporation outstanding, including principal and accrued interest, as of the date of the interim report; and all amounts owed to the School Corporation by debtors, any amounts paid by debtors, and whether any debtors have paid in full, and any amounts outstanding; and all income generated through sale or auction of assets and any other change in status of assets. <p>The School will prepare and submit such statements to the VOA-MN at 30-day intervals until the final statement (below) is prepared and submitted.</p>	School board chair or designee		
21	<p>Final Statement</p> <p>At a date to be determined by the VOA-MN, anticipated to be no later than 90 days after CHARTER REVOCATION, no later than 10 days prior to the filing of a dissolution proceeding, the School shall prepare to the full satisfaction of the VOA of MN a final statement of the status of all contracts and other obligations of the School</p>	School board chair or designee		

	<p>Corporation, and all funds owed to the School, audited (or confirmed) by an independent accountant, with supporting evidence showing:</p> <ul style="list-style-type: none"> • all assets and the value and location thereof, whether such asset has been distributed to creditors in satisfaction or payment of any existing debt obligation; and • each remaining creditor and any and all amounts owed to each creditor, including principal and accrued interest through the date of such statement; and • statement that (a) all debts have been collected, or (b) that good faith efforts have been made to collect same, and • each remaining debtor of the School or School Corporation and the amounts owed by each debtor, including principal and accrued interest. • This statement is submitted to the VOA-MN in the form in which it will be sworn and submitted to the MN Attorney General and/or MN Secretary of State as part of any dissolution proceeding. • This statement is in addition to the final Financial Statement Audit (below). 			
Corporate Records / Accounting				
22	<p>Final Financial Statement Audit</p> <p>The School must have a financial statement audit performed in accordance with the Charter and the Act no later than November 1st of the calendar year in which the School ceases instruction.</p>	School Board		
23	<p>Closeout of State and Federal Grants</p> <p>State, federal and other grants must be closed out, including:</p> <ul style="list-style-type: none"> • notification to the grant entity of the School closure; and • filing of any required expenditure reports or receipts and any required program reports. <p>The School Corporation should continue to pursue grant funds to which it is entitled, provided that it fully discloses its current situation and intentions with respect to closure. The School Corporation should not seek or accept grant funds for future school years when the School will be closed. Grant status should be noted on financial statements.</p>	School Board		
24	<p>U.S. Dept. of Education Filings</p> <p>File Federal form 269 or 269a if the School was receiving funds directly from the United States Department of Education. <i>See</i> 34 CFR 80.41.</p>	School Board		
25	<p>IRS Status; Reports</p> <p>The School Board must continue to take all steps necessary to maintain its 501(c)(3) status, including, but not limited to, the following:</p>	School Board		

	<ul style="list-style-type: none"> notification to IRS regarding any address change of the School Corporation; and filing of required tax returns or reports (e.g., IRS form 990 and Schedule A). If the School Corporation proceeds to dissolution, notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the VOA of MN. 			
26	<p>Corporate Records</p> <p>In all cases, the School Board shall maintain all corporate records related to:</p> <ul style="list-style-type: none"> Loans, bonds, mortgages and other financing; Contracts; Leases; Assets and asset sales; Grants -- records relating to federal grants must be kept in accordance with 34 CFR 8042. Governance (Minutes, by-laws, policies); Employees (background checks, personnel files); Accounting/audit, taxes and tax status, etc; Personnel, Employee benefit programs and benefits; and Student summary test data files Any items listed in this Closure Plan. 	School Board		
Dissolution / Final Distribution of Assets				
27	<p>Resolution of Dissolution</p> <p>The Board of Directors must adopt a resolution that the School Corporation be dissolved and proceed to file the same with the MN Attorney General and/or MN Secretary of State.</p>	School Board Chair		
28	<p>Dissolution</p> <p>If the School Corporation dissolves, the Board must follow the dissolution provisions in its articles of incorporation and applicable laws. This may include:</p> <ul style="list-style-type: none"> a complete statement of all assets, their location and an estimate of their value; and a statement of the ascertainable debts of the education corporation. <p>Whenever the Charter or an order of dissolution is made, the members of the School Board or other custodian of the records of the School have the duty</p>	School board secretary		

	<p>to properly maintain the permanent records of the School according to law and stored in a secure, locked container.</p> <p>Copies of all papers related to dissolution should be sent to the VOA-MN.</p> <p>Members of the Board are empowered to continue in office even after the expiration of the Charter and dissolution of the School Corporation for the purpose of winding-up and settling the affairs of the School Corporation, and after the dissolution of the School Corporation.</p>			
<p>29</p>	<p>Final Distribution of Assets</p> <p>All liabilities and obligations of the School must be paid and discharged (or adequate provision must be made therefore) to the extent of the School's assets. Any assets held subject to a lien, encumbrance, security interest or other written conditions or limitations must be disposed of in accordance with and subject to those conditions or limitations.</p> <p>Assets received and held by the School subject to limitations permitting their use only for charitable, benevolent, educational, or similar purposes, but not held upon condition requiring return or with specific disposition instructions, shall be held until dissolution and transferred or conveyed to one or more charter schools in the school district or to the school district.</p> <ul style="list-style-type: none"> • An itemized receipt must be obtained from each recipient of an asset containing the name, address and telephone number of the recipient. (In case of later question, audit or review by federal bankruptcy or state supreme court, or other governmental body.) • In closing out any federal grant and accounting for any federal grant funds, property owned by the federal government or property acquired under a federal grant must be distributed in accordance with federal regulations. 	<p>School board chair or designee</p>		



Contract Evaluation Report

WOODBURY LEADERSHIP ACADEMY, #4228

Contract Term: July 1, 2018- June 30, 2022

REPORT PURPOSE: This report was produced by the authorizer of WOODBURY LEADERSHP ACADEMY in compliance with Minnesota Statute § 124E.10, Subd.3 (Review and Comment), which requires an authorizer to conduct a formal evaluation and report on the performance of a charter school before a charter school's contract is renewed for another contract term. Per state law, Volunteers of America-Minnesota (VOA-MN) regularly monitors and evaluates the performance of the school. VOA-MN views contract renewal as an on-going process that is engaged in by the Board of Directors, school leadership, and the authorizer throughout the entire life of the school's contract with its authorizer. Using the results of ongoing site school site visit reports, performance on the VOA-MN Annual Reports on Governance, Finance, and Academics, board meetings monitored, as well as the evaluation and observations from the end-of-term site visit, VOA-MN determines whether to renew its contract with the charter school and if so, for what length of time. Contracts can be renewed for up to five years.

SCHOOL CONTACT INFORMATION:

8089 Globe Drive
Woodbury, MN 55125
(651) 571-2100
www.wlamn.org

SCHOOL PROGRAM DESCRIPTION: WLA's learning environment and school community promotes academic achievement for students in grades K-8, as well as personal integrity, equity and a dedication to value and serve others. The school is committed to our students' long-term success. WLA uses inquiry-based learning while building strong skills in math, reading, writing, history, science and technology - all of the essential areas of learning. The school also has a strong character education program to ensure students develop exceptional leadership skills. The character education program includes service-learning projects and a focus of five core virtues - respect, responsibility, perseverance, gratitude and humanity.

School Mission:

Woodbury Leadership Academy utilizes leadership-based programs and strategies grounded in solid research, combines with the demonstrated success of Core Knowledge curriculum as the basis of a rigorous program that builds strong skills in math, reading, literature, writing, music, science and technology.

EVALUATION REPORT ORDER

ACADEMIC PERFORMANCE & STATUTORY PURPOSES
FINANCIAL PERFORMANCE
ORGANIZATIONAL PERFORMANCE
BOARD GOVERNANCE
MANAGEMENT AND OPERATIONS

CONTRACT RENEWAL DETERMINATION

Rating Scale: For each standard, a school earns points for contract renewal as follows:

2 = Meets Standard

1 = Partially Meets Standard

0 = Does Not Meet Standard

Weighting of Performance Measures used during the contract renewal process is as follows:

50% weighting: Academic Program (statutory purposes, including primary purpose)

20% weighting: Financial Sustainability

30% weighting: Organization

15% governance

15% management & compliance

Three essential questions guide our VOA-MN authorizer oversight and charter school accountability plan.

- 1. ACADEMIC PERFORMANCE - Is the school's Learning Program a Success?**
- 2. SCHOOL ORGANIZATION - Is the organization effective and well run?**
- 3. FINANCIAL SUSTAINABILITY - Does the School Exhibit Strong Financial Health?**

ACADEMIC PERFORMANCE SECTION

All public schools, including charters, must fully participate in the state assessments - Minnesota Comprehensive Assessments. Additionally, the school shall annually complete a VOA-MN (authorizer)/School jointly approved interim assessment in reading and math. Data from state assessments as well as Title 1 Designation utilizing Multiple Measurements Rating (MMR) will be compiled and evaluated in the Annual VOA-MN Authorized Charter Schools Academic Performance Report by the authorizer. Charter schools are required to meet the academic performance standards for which they agree to be held accountable in their charter contract.

The VOA-MN Charter School Authorizing Program publishes annually an Academic Performance Report on their network of authorized charter schools. The report serves as a single annual source of academic program and performance information for all of our VOA-MN operational charter schools. The report contains an analysis of annual and cumulative academic program, performance, and professional development data for each school.

Content from the annual Academic Performance Report also serves as the basis for the school academic performance analysis contained in the statutorily required Contract Renewal Evaluation Reports, including evaluation of the extent to which the school has met their primary purpose, "to improve all pupil learning and all student achievement" during the contract term.

The VOA-MN determined academic performance standards contained below are uniform for all VOA-MN charter schools. The standards are contained in VOA-MN Charter Contract Addendum B (School

Accountability and Authorizer Oversight System) and serve as the basis for both annual authorizer monitoring of school academic performance and contract renewal determinations. The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed:

School Academic Performance Section Overview: Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year. All comparisons made in this report will be between 2019 and 2021. WLA tested 210 students in 2021. The school’s proficiency rates on the Minnesota Comprehensive Assessments increased in reading from 2019 to 2021 and declined in math and science over the same period.

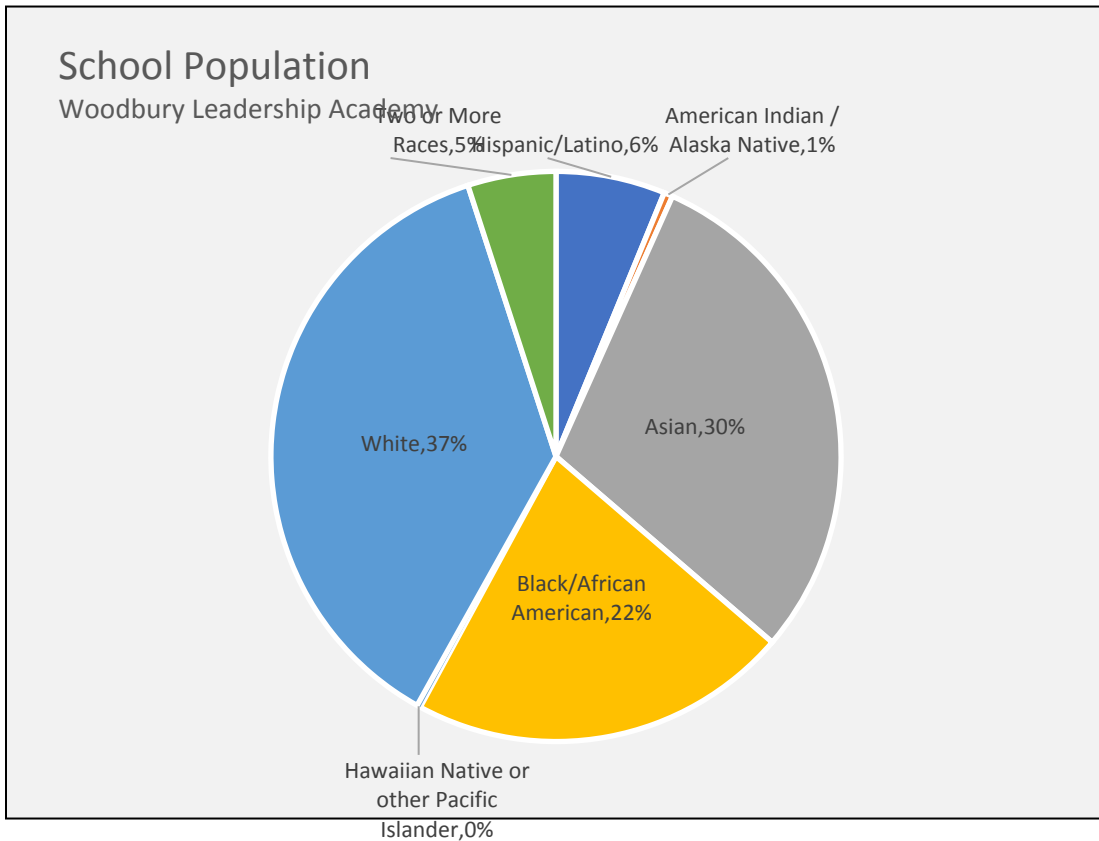


Figure 1 – School Population

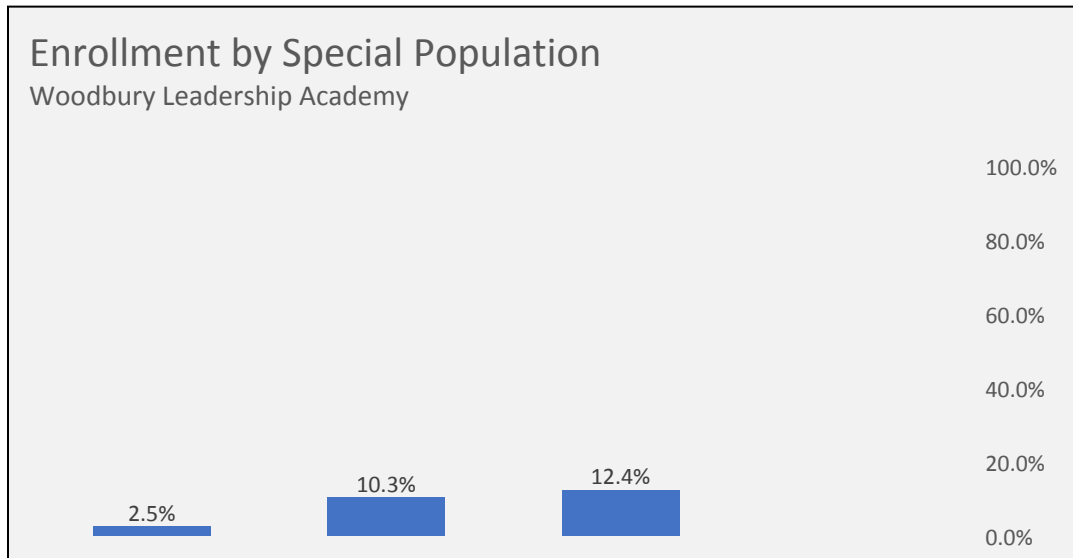


Figure 2 - Enrollment by Special Population

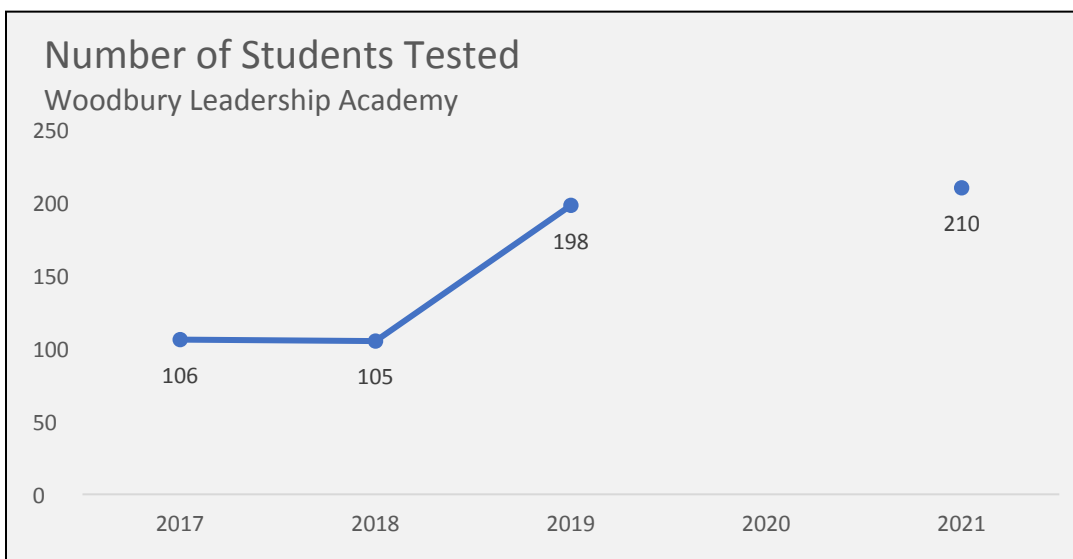


Figure 3 – Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

Table 1 – MCA Math Proficiency 2017 - 2021

MCA Math	2017	2018	2019	2020*	2021
Statewide	59.2%	57.7%	55.5%		44.2%
3 rd	68.6%	66.9%	66.0%		57.1%
4 th	67.4%	65.6%	64.3%		53.8%
5 th	57.7%	55.2%	52.4%		41.1%
6 th	56.0%	54.3%	50.9%		37.2%
7 th	55.4%	54.9%	52.5%		37.4%
8 th	58.8%	57.8%	55.7%		39.8%
Woodbury Leadership	67.0%	70.5%	53.8%		36.7%
3 rd	83.9%	81.8%	61.9%		40.9%
4 th	61.1%	80.8%	69.1%		40.9%
5 th	62.5%	51.7%	40.0%		50.0%
6 th	CTSTR	CTSTR	36.8%		20.5%
7 th	CTSTR	N/A	26.8%		41.2%
8 th			CTSTR		13.3%
Woodbury Elem.	62.5%	53.6%	51.9%		43.4%
3 rd	67.8%	65.6%	57.0%		41.7%
4 th	65.8%	51.4%	58.3%		56.6%
5 th	53.7%	42.5%	42.9%		28.6%
Woodbury Middle	68.5%	65.3%	67.0%		43.7%
6 th	65.8%	59.9%	70.6%		43.6%
7 th	70.0%	71.2%	67.4%		45.7%
8 th	69.6%	65.6%	62.7%		41.1%
Combined (3-8)	66.3%	61.8%	64.1%		43.6%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

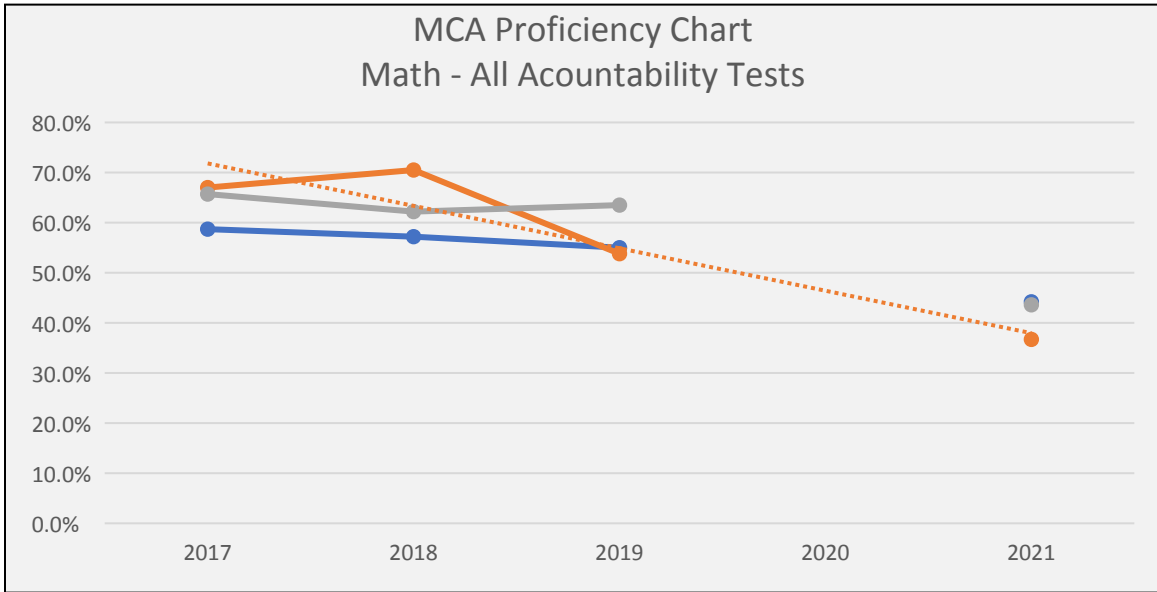


Figure 4 - MCA Math Proficiency 2017-2021

ANALYSIS OF MATH MCA PROFICIENCY: WLA’s MCA math proficiency results are shown in Table 1 and Figure 4. For the purpose of this report, proficiency results from Woodbury Elementary, grades 3-5, and Woodbury Middle School, grades 6-8, were combined to create a comparison score for WLA. WLA’s math proficiency rate fell by 17.5 percentage points to 36.7% from 2019 to 2021. This decline, also experienced at the combined comparison school and at the statewide level, was due in large part to the effects of the COVID-19 pandemic. The school is currently performing below the proficiency rate of the statewide average as well as that of the combined local comparison schools. In future years, it is expected that WLA will once again meet or exceed the math proficiency rate of both the statewide average and the local comparison school.

Table 2 – MCA Reading Proficiency 2017 - 2021

MCA Reading	2017	2018	2019	2020*	2021
Statewide	60.6%	60.4%	59.7%		52.5%
3 rd	57.0%	56.2%	55.0%		48.5%
4 th	57.3%	56.2%	55.9%		49.3%
5 th	67.9%	67.5%	66.2%		59.4%
6 th	63.8%	64.9%	63.2%		55.0%
7 th	57.9%	58.7%	57.9%		48.3%
8 th	59.3%	59.1%	58.2%		49.7%
Woodbury Leadership	67.0%	73.1%	49.7%		50.7%
3 rd	74.2%	67.4%	46.8%		47.4%
4 th	58.3%	76.0%	55.6%		38.1%
5 th	66.7%	82.8%	66.7%		78.3%
6 th	CTSTR	CTSTR	25.0%		50.0%

7 th	CTSTR	N/A	35.7%		43.8%
8 th			CTSTR		20.0%
Woodbury Elem.	67.5%	58.4%	55.1%		53.1%
3 rd	67.0%	55.3%	48.1%		44.7%
4 th	68.4%	57.1%	51.8%		57.1%
5 th	67.1%	63.8%	62.9%		58.7%
Woodbury Middle	68.8%	68.6%	71.5%		60.2%
6 th	73.1%	69.6%	71.9%		63.3%
7 th	65.2%	67.2%	71.6%		58.7%
8 th	67.9%	68.8%	71.0%		57.9%
Combined (3-8)	68.7%	65.6%	68.4%		59.0%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

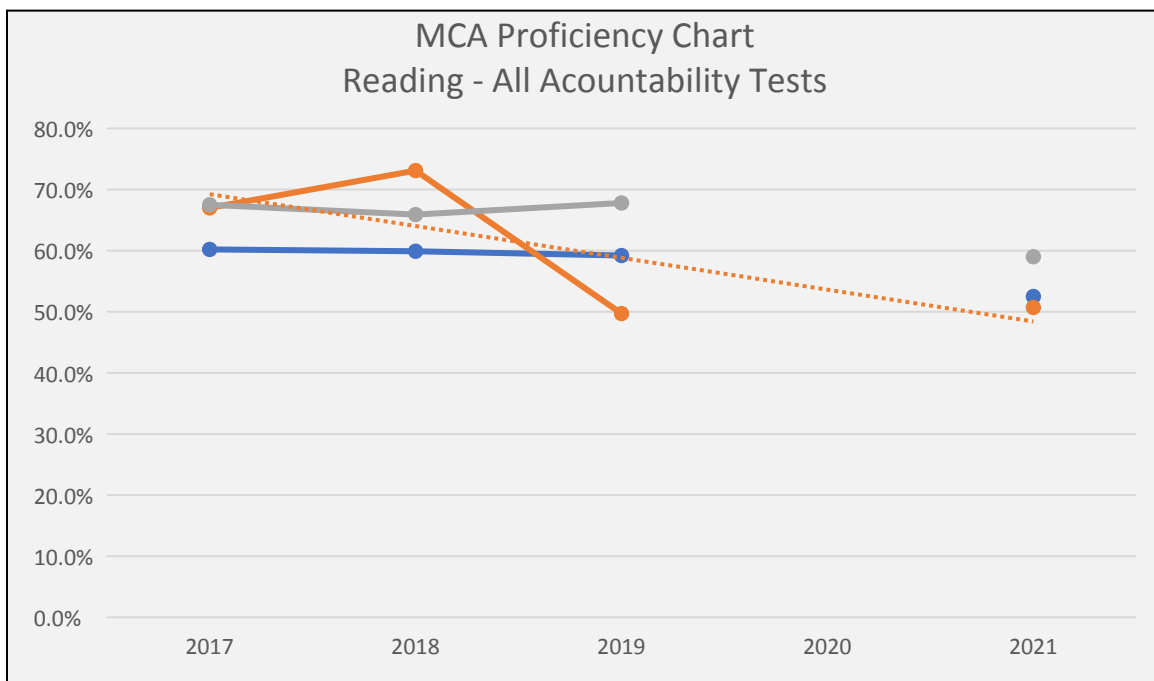


Figure 5 – MCA Reading Proficiency 2017-2021

ANALYSIS OF READING MCA PROFICIENCY: WLA’s MCA reading proficiency results are shown in Table 2 and Figure 4. For the purpose of this report, proficiency results from Woodbury Elementary, grades 3-5, and Woodbury Middle School, grades 6-8, were combined to create a comparison score for WLA. WLA’s reading proficiency rate increased by 1 percentage point to 50.7% from 2019 to 2021. Despite the increase, the school is currently performing below the proficiency rate of the statewide average as well as that of the combined local comparison schools. In future years, it is expected that WLA will once again meet or exceed the reading proficiency rate of both the statewide average and the local comparison school.

Table 3 – MCA Science Proficiency 2017 - 2021

MCA Science	2017	2018	2019	2020*	2021
Statewide	54.7%	52.5%	50.7%		43.1%
5 th	61.2%	59.3%	54.9%		47.9%
8 th	46.7%	45.7%	43.0%		33.8%
Woodbury Leadership	58.3%	65.5%	50.0%		45.0%
5 th	58.3%	65.5%	55.0%		57.8%
8 th			CTSTR		6.7%
Woodbury Elem. (5 th)	54.5%	59.8%	53.3%		43.5%
Woodbury Middle (8 th)	61.5%	46.0%	54.8%		37.3%
Combined	60.0%	48.8%	54.4%		38.8%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

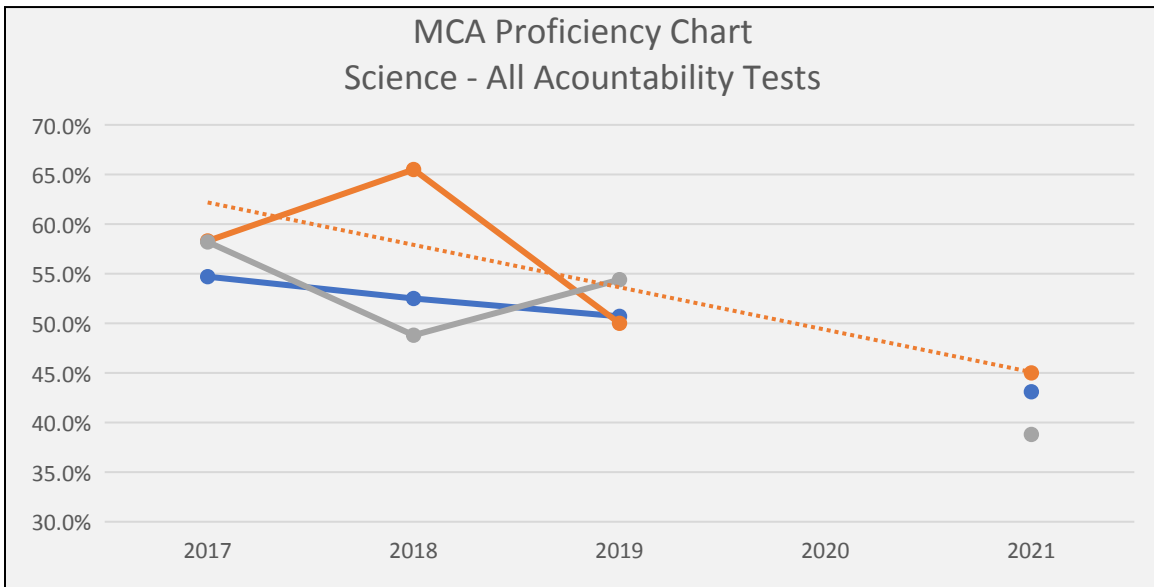


Figure 6 – MCA Science Proficiency 2017-2021

ANALYSIS OF SCIENCE MCA PROFICIENCY: WLA’s MCA science proficiency results are shown in Table 3 and Figure 6. For the purpose of this report, proficiency results from Woodbury Elementary, grade 5, and Woodbury Middle School, grade 8, were combined to create a comparison score for WLA. WLA’s science proficiency rate fell by 10 percentage points to 45% from 2019 to 2021. Despite the decline, the school is currently outperforming the proficiency rate of the statewide average as well as that of the combined local comparison schools. In future years, it is expected that WLA will continue to meet or exceed the science proficiency rate of both the statewide average and the local comparison school.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

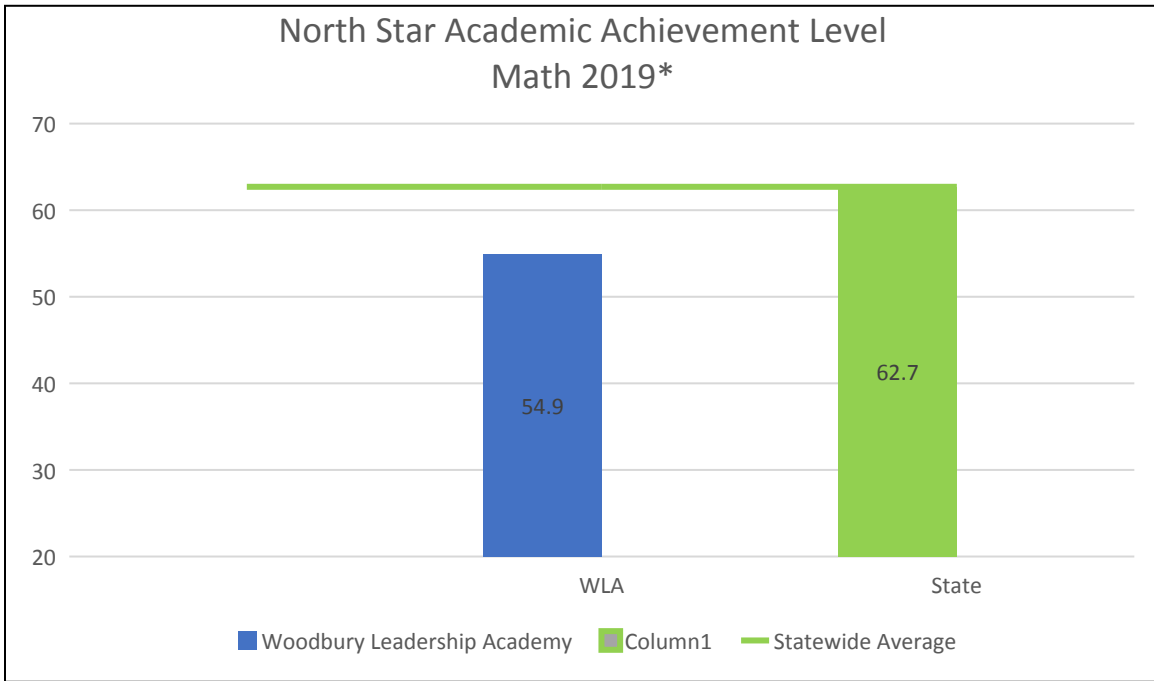


Figure 7 – 2019 North Star Academic Achievement Level (Improved + Maintained)

* 2021 North Star Academic Achievement Level data is unavailable for 2021

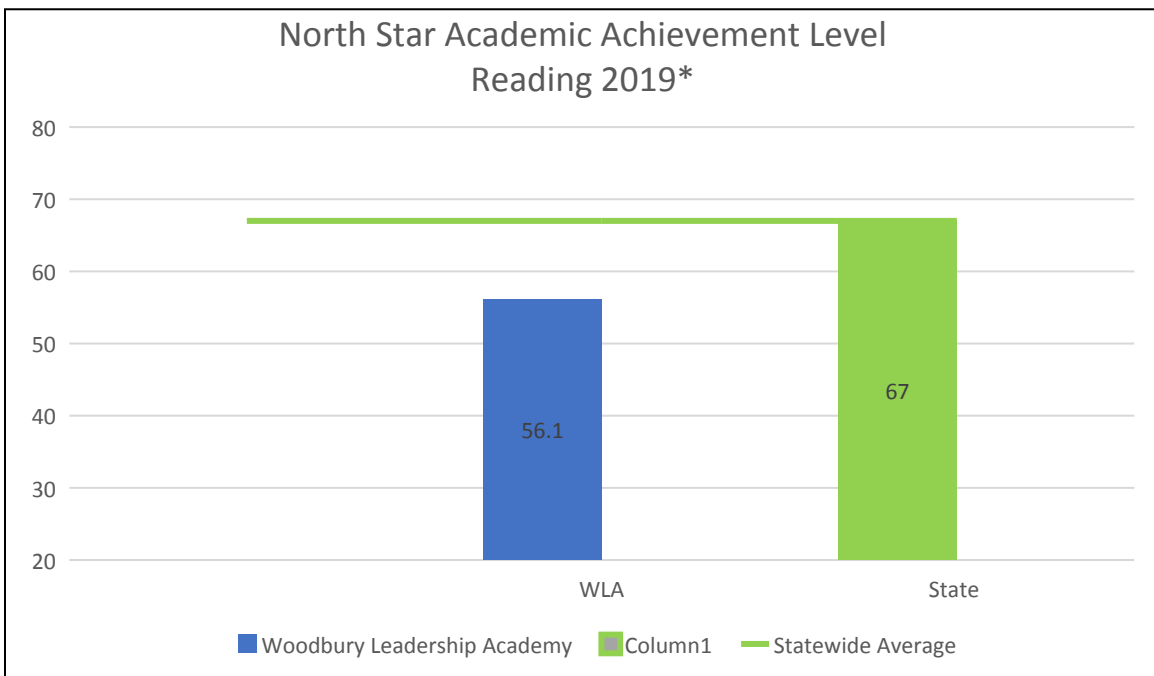


Figure 8 – 2019 North Star Academic Achievement Level (Improved + Maintained)

* 2021 North Star Academic Achievement Level data is unavailable for 2021

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

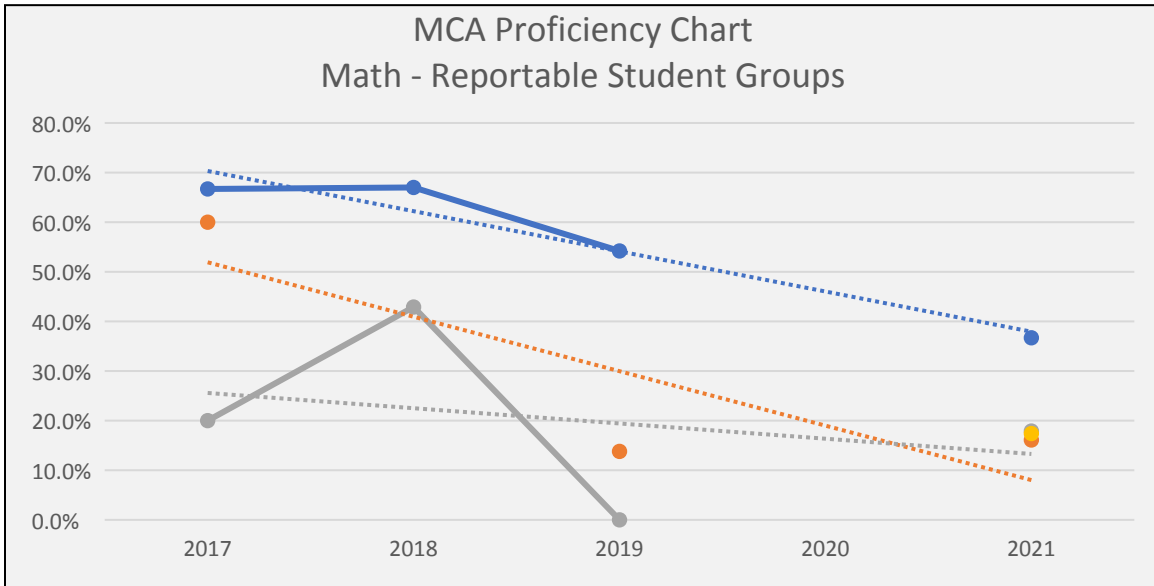


Figure 10 - Reportable Student Groups MCA Math 2017 - 2021

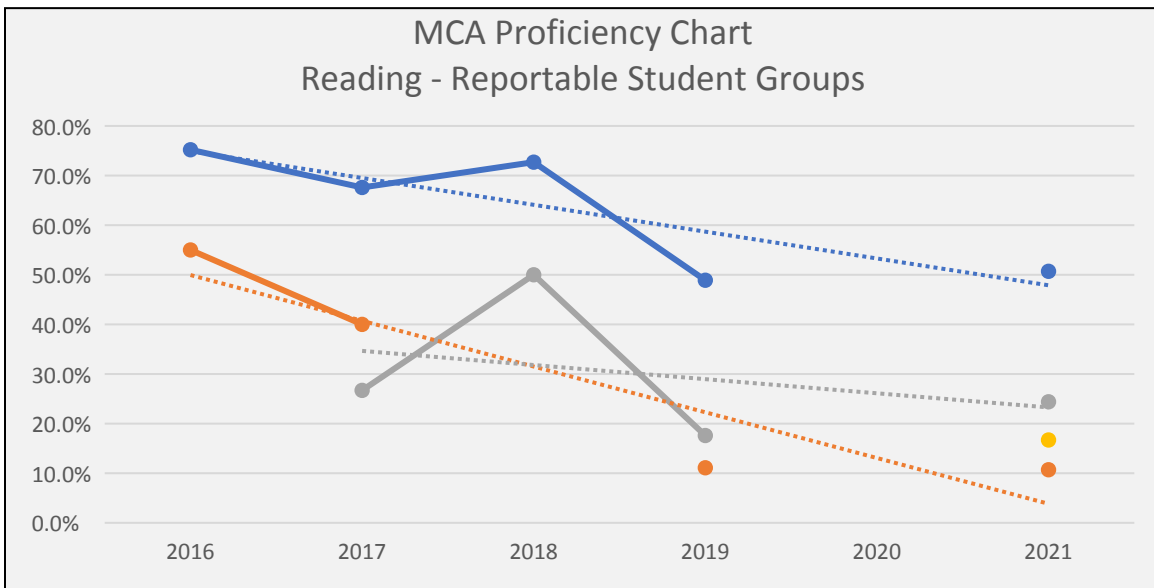


Figure 11 - Reportable Student Groups MCA Reading 2017 - 2021

VOA -MN Standards Evaluation

The school’s evaluation on each standard is listed in the table below. The three possible outcomes are:

- Meets standard
- Partially meets standard
- Does not meet standard

Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

- Imbedded WBWF Standard: All third-graders can read at grade-level.

Scale:

Meets standard - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.

Partially meets standard - School's average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three.

Does not meet standard - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.

2 - Meets

X* 1 - Partially Meets

0 - Does Not Meet

Evidence / Source: Minnesota Department of Education

Analysis: WLA is outperforming the combined local comparison schools in science. The school's proficiency rates in math and reading are currently below those of the comparison schools in 2021.

A closer examination of the MCA proficiency rates from the two most recent testing cycles, 2019 and 2021, from WLA and the combined comparison school, reveal that the comparison school's rates fell further than those at WLA.

WLA increased its reading proficiency from 2019 to 2021 by 1.8 percentage points while the comparison school's rate fell by 9.4 percentage points.

WLA's math proficiency from 2019 to 2021 decreased by 17.5 percentage points while the comparison school's rate fell by 20.5 percentage points.

WLA's science proficiency from 2019 to 2021 decreased by 10 percentage points while the comparison school's rate fell by 15.6 percentage points.

* Given the significant population growth over the last few years as well as the extenuating circumstances surrounding the COVID-19 pandemic, VOMMN considers this score of Partially Meets to be a score of Meets the Standard based on the alternative measures outlined below.

*
th
V

of

7 NA NA 222.1* 218.4* 209.3 220.2* 214.2 218.36

8	NA	NA	NA	NA	227.4*	217.5	218.01	221.66
---	----	----	----	----	--------	-------	--------	--------

** Denotes grades in which the Charter School met its goal of exceeding the national norm on the NWEA MAP testing for years 2017-2020*

WLA consistently exceeded the national norm on the NWEA MAP testing for years 2017-2020. WLA has always served grades kindergarten through five, but recently expanded to grade eight. Many of the new middle school students attended elementary school elsewhere before enrolling at WLA. Their test scores are reflective of the growth that WLA expects when students enroll at WLA, and as they are beginning to meet WLA’s higher expectations. WLA predicts that the students’ test scores will continue to improve as the middle school program is filled with more students who have matriculated through WLA’s program.

It is difficult to both grow enrollment and increase test scores at the same time; however, WLA has been steadily increasing both since 2017. When comparing fall 2019 to fall 2020 MAP scores, the scores increased across nearly every grade level, despite the challenges of COVID-19 and remote learning. These results show the perseverance of WLA’s administration, teachers, and students during the COVID-19 pandemic, and highlight the quality of the distance-learning program provided by WLA.

Academic Performance Standard 2 - Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

Scale:

Meets standard – School’s achievement level of “improved and maintained” is above 62.7% for math and 67.0% for reading.

Partially meets standard - School’s achievement level of “improved and maintained” is above 50%

Does not meet standard - School’s achievement level of “improved and maintained” is below 50%

N/A	2 - Meets
-----	-----------

	1 - Partially Meets
--	---------------------

	0 - Does Not Meet
--	-------------------

Evidence/Source: Minnesota Department of Education: North Star Academic Progress Report

Analysis: N/A This standard requires two consecutive years of data. 2021 data unavailable.

Academic Performance Standard 3 - The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.

- Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.

Scale:

Meets standard – The difference between the “all-students” proficiency rate and all subgroup proficiency rates has been reduced.

Partially meets standard - The difference between the “all-students” proficiency rate and at least one subgroup proficiency rate has been reduced.

Does not meet standard - The difference between the “all-students” proficiency rate and all reportable subgroup proficiency rates has increased.

	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet

Evidence / Source: Minnesota Department of Education

Analysis: A score of partially meets was awarded because WLA reduced the achievement gap in three out of the four possible areas from 2019 to 2021.

Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.

Scale:

Meets Standard – Meets all criteria and is adhered to.

Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed.

Does Not Meet Standard – School has not adopted a teacher evaluation process.

X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet

Data/Source: School Annual Report

Analysis: WLA created their own teacher evaluation process using three domains: Planning and development, classroom environment, instruction and professionalism. There are multiple targets under each domain that the observer looks for during the observation. Each target is given a performance level of; needs improvement, developing, or proficient. After the

evaluation there are multiple questions to guide the conversation with the administrator and to facilitate learning for the teacher. Teachers are observed between one and three times per year.

Academic Standard 5: All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.

Scale:

Meets the Standard - The school has adopted and followed a school-wide, data-driven professional development plan.

Partially Meets the Standard - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.

Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.

X	2 - Meets
----------	-----------

	1 - Partially Meets
--	---------------------

	0 - Does Not Meet
--	-------------------

Data / Source: School Annual Report

Analysis: WLA is a Core Knowledge school and have used the Core Knowledge Sequence to align to MN state standards in each course and grade level. The school uses professional learning communities that meet weekly, data-driven instruction procedures that are reviewed monthly and regular curriculum team meetings to review and evaluate the effectiveness of instruction and curriculum.

Academic Standard 6: The school is meeting their additional purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).

Scale:

Meets the Standard – The school has a plan and is meeting their additional statutory purposes.

Partially Meets the Standard – The school has a plan for meeting their additional statutory purposes and is partially meeting them.

Does Not Meet the Standard – The school does not have a plan for meeting their additional statutory purposes and measuring progress.

X	2 - Meets
----------	-----------

	1 - Partially Meets
--	---------------------

	0 - Does Not Meet
Data / Source: School Annual Report	
<p>Analysis: Parental and community involvement are crucial to the success of Woodbury Leadership Academy. WLA recognizes that it is only as strong as its supporters and has made parental and community involvement a key piece of the school's mission. Each Thursday, teachers create Thursday Newsletters that provide parents a detailed update of what knowledge their child(ren) gained that week. WLA has a PTO whom solicit parent involvement and match parents with teacher and student needs. PTO also works closely with WLA to meet goals, such as the academic strategic goal discussed earlier.</p> <p>Teachers are encouraged to celebrate the end of domains, or units, with a fun activity that wraps up what students learned. For example, grade three has an Ancient Rome domain. At the end of the domain, the entire grade gathers for an Ancient Roman party where students dress up (i.e. togas), enjoy a Roman snack purchased by their parents (i.e. olives), play games (i.e. Roman Numeral bingo) and complete an art craft (i.e. mosaic).</p> <p>Teachers work with the surrounding communities to address one of WLA's core goals of leadership. Students participated in several service-learning projects, such as a gift drive during the holiday for the Children's Hospital, Feed My Starving Children, the Leukemia Foundation, and other causes. In addition to our leadership program, WLA operates using a core virtues curriculum that focused on the development of democratic, strong, ethical and caring global leaders. Assemblies are held where students celebrate accomplishments and learn a core virtue of the month. Staff extend this learning into the classroom and make connections between home and school for additional emphasis, understanding and involvement.</p>	

Academic Standard 7: The school is meeting the World's Best Workforce (MS 120B.11; Charter Contract Addendum B).	
Scale:	
Meets the Standard - The school has a plan and is meeting their WBWF goals.	
Partially Meets the Standard – The school has a plan for meeting their WBWF goals and is partially meeting them.	
Does Not Meet the Standard – The school does not have a plan for meeting their WBWF goals and measuring progress.	
	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet
Data / Source: School Annual Report	
Analysis:	
Goal #1 – 85% of all 3rd grade students will be at grade level by the end of 3rd grade, as	

measured by NWEA MAP scores. Results: 80% of third-grade students met or exceeded grade level literacy skills in reading on the fall 2019 NWEA MAP assessments.

Result: Goal Not Met

Goal #2 – In order to close the achievement gap, WLA students in grades 2-8 will demonstrate above average, according to NWEA MAP scores, in both reading and math. (The percent is based on the total of building scores averaged together.) Results: Due to COVID-19, we had to use our Fall 2019 NWEA MAP Scores. 86% of grades 2-8 met or exceeded the NWEA MAP national norm in reading and math. Result: Goal Met

Goal #3 - In order to close the achievement gap, students in grades 3-8 will score an average of 75% (or above) as measured by year end MCA scores, in the areas of math and reading. Results: Students in grades 3-8 scored an average of 36.7% in math, and an average again, of 50.7% in reading, as measured by the 2021 year-end MCA scores.

Result: Goal Not Met

ACADEMIC STANDARDS POINTS TOTAL: 9/12

FINANCIAL PERFORMANCE SECTION

Charter schools receive public funds and must meet generally accepted standards of fiscal management. It is VOA-MN's duty to ensure that the schools are responsible stewards of public funds. The charter school shall provide VOA with a copy of its draft and final annual budgets and monthly cash flow projections for each fiscal year by July 1 of each fiscal year. VOA-MN shall use submitted budget and cash flow statements, along with any other relevant information, to determine if the charter school has a realistic balanced budget plan for the current year. VOA-MN shall use the financial statements presented in the charter school's annual financial audit, along with any other relevant information, to determine if the charter school maintained a balanced budget during the prior-year. Schools are expected to have audits that are free of all findings.

Ten key financial oversight standards that every VOA-MN charter school strives to achieve are the basis for the VOA-MN Finance Award of Excellence. There were various data sources and documents examined during the review of the fiscal condition of each school. There was a review of the original budget and monthly income statement, balance sheet, check registers, cash flow projections, enrollment reports along with school board and finance committee meeting agendas and minutes. Various school reports were reviewed that were submitted to MDE for UFARS and ADM enrollment updates and projections. That examination was followed by a review of the school financial audit reports and revised budgets. Finally, selected financial documents and practices were studied including finance related policies, appropriate use of public funds and various internal systems.

The VOA-MN determined school financial standards contained below are uniform for all VOA-MN charter schools. The standards are contained in VOA-MN Charter Contract Addendum B (School Accountability and Authorizer Oversight System) and serve as the basis for both annual authorizer monitoring of school financial health and contract renewal determinations. The authorizer monitors school performance meeting these standards on an ongoing basis and the

standards will be evaluated in the annual VOA-MN Network Finance Report. The standards also serve as the criteria for contract renewal determinations and annual network award winners. The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed.

Standard One: The school maintains a balanced budget.	
	0 = deficit position
	1 = n/a
X	2 = surplus position
Data Source: Original and revised budgets, annual financial audit report, monthly income statements.	

The FY 2021 original General Fund budget approved in May 2020 was based on 547 ADM with a projected surplus of \$116,901. The budget was revised in April 2021 to reflect an increase in student enrollment to 568 ADM resulting in a year end surplus of \$896,417.

Budgetary highlights from the school’s FY 2021 audit state:

General Fund Budgetary Highlights

The Charter School amended their budget during the year. The original General fund budget called for an increase in fund balance of \$496,126. The final budget called for an increase in fund balance of \$896,417. There was an actual increase to the fund balance of \$968,751.

Total revenues were \$175,456 less than what was budgeted for. The biggest revenue variance was revenue from state sources (\$180,011).

Total expenditures were \$247,790 less than budget. This variance is mostly attributed to the special education category, which had a positive budget variance of \$124,205.

The school ended FY 2021 with a General Fund surplus of \$968,751 based on 564 ADM. The financial audit contained the following relating to financial performance:

Financial Highlights

- *The fund balance of the General fund increased \$968,751 from the prior year for an ending fund balance of \$1,840,705 at June 30, 2021. At the end of the current fiscal year, the fund balance percentage for the General fund was 33.9% of total General fund expenditures.*
- *The fund balance of the Community Service Fund was \$91,489 at June 30, 2021.*
- *The average enrollment during 2020 - 2021 was 564 students which was an increase of approximately 87 students over the prior year.*
- *The Charter School had a positive net position of \$1,821,390 at the close of fiscal year 2021 which was an increase of \$2,117,123 from the prior year. This is primarily due to the donation of land recorded as a capital contribution.*

The school had another large increase in student enrollment in FY 2021 which is a reflection on the school program and management. The school has maintained a balanced budget for FY 2021.

Standard Two: The school is compliant with state and federal financial reporting deadlines and laws, including the proper use of public funds.

0 = missed > 1 time

1 = missed 1 time

X 2 = never missed

Data Source: MDE reports including: Preliminary UFARS data, Student ADM, Final UFARS data.

The VOA-MN financial analyst did not discover any missed state or federal financial reporting deadlines through June 2020.

Standard Three: The school's financial audit is submitted to the Minnesota Department of Education, Office of the State Auditor and the authorizer by December 31.

0 = not submitted

1 = n/a

X 2 = submitted

Data Source: Email from the school with attached MDE documentation.

The school submitted its financial audit to the MDE by December 31, 2021.

Standard Four: Schools are expected to have audits that are free of all findings.

0 = 1 or more "material weakness" or legal compliance finding (s)

1 = 1 or more "significant deficiency" finding(s)

X 2 = no findings

Data Source: The school's financial audit report.

The school's FY 2021 financial audit contained no findings as noted in these excerpts from the audit report:

In connection with our audit, nothing came to our attention that caused us to believe that the Charter School failed to comply with the provisions of the Minnesota Legal Compliance Audit Guide for Charter Schools. However, our audit was not directed primarily toward obtaining knowledge of such noncompliance. Accordingly, had we performed additional procedures, other matters may have come to our attention regarding

the Charter School's noncompliance with the above referenced provisions, insofar as they relate to accounting matters.

The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

Standard Five: The school is current on all financial obligations, including, but not limited to: pension payments, payroll taxes, insurance coverage and loan payments.	
	0 = late > 3 times
	1 = late 1-2 times
X	2 = never late
Data Source: Monthly check registers, cash flow projections, board meeting agenda's and minutes.	

The VOA-MN financial analyst did not discover any delinquent or late payments to vendors of the school through June 2021.

Standard Six: The School provides VOA-MN and school board members with monthly financials. June financial reports may be delayed until year-end journal entries are completed. Packets include at least the following: 1) detailed income/expense report, 2) cash flow projection, 3) check register, and 4) current enrollment (Average Daily Membership). The board should review and approve the financials at each board meeting.	
	0 = missed > 2 times
	1 = missed 1-2 times
X	2 = never missed
Data Source: Board packets	

The school provided monthly financial information to the school board and VOA-MN consistently in FY 2021.

The school board and leaders are always willing to provide documents that may have been missed or incorporate recommended improvements.

Standard Seven: The School develops and maintains a targeted General Fund balance determined by the school board. For the finance report, VOA-MN also determines a standard for fund balance annually based on items such as school funding trends and funding hold-backs.	
	0 = < 15%

	1 = 15-20%
X	2 = 20% or >
Data Source: The school's General Fund balance policy, monthly financial reports, board meeting agenda's and minutes.	

The table below contains the history of the school's General Fund balance/SOD calculation:

FOUR YEAR FUND BALANCE HISTORY				
	FY 2018	FY 2019	FY 2020	FY 2021
Fund Balance Amount	\$436,065	\$714,399	\$871,954	\$1,840,705
Fund Balance Percent	20.85%	20.58%	18.6%	33.9%

The school has been able to maintain the General Fund balance above the VOA-MN standard of 20% for the past three years and dipped just below that in FY 2020. The school's General Fund balance target has also not been reached in FY 2020 and the school's policy states:

It will be the policy of Woodbury Leadership Academy to budget towards maintaining a 20% general fund unreserved fund balance as a percentage of yearly general fund expenditures.

Excess annual year-end budget surpluses will not be allocated in following year budgets until the target fund balance is achieved, unless specifically directed by the Board of Directors.

The fund balance to be used is presented in the audited annual financial statement. The percentage will be calculated as follows: (Prior Year Audited General Fund Balance + Current Year General Fund Surplus of Revenues less Expenditures) / (Total Current Year General Fund Expenditures).

The school does a good job at managing public funds and will want to increase the General Fund balance in FY 2021 to be in accordance with the school's fund balance policy and the VOA-MN standard.

Standard Eight: The school board has a finance committee that meets regularly to review financial reports.	
	0 = 0-4 meetings/year
	1 = 5-7 meetings/year
X	2 = 8-12 meetings/year
Data Source: Board meeting packets, agendas, and minutes.	

The school’s finance committee meets on a regular basis, ten times in FY 2021, to review financial information including reports, policies and procedures. The school’s website includes a document detailing the Finance Committee’s charge as follows:

Committee Purpose: *The purpose of the Finance Committee is to govern the school’s finances by overseeing the school’s budget, to address financial issues, and to ensure the flow of financial information. The Finance Committee has the responsibility collaborating with the Director and the Contracted Financial Manager to create the upcoming fiscal year budget for the school, present budget recommendations to the BOD, monitor implementation of the approved budget on a regular basis, and recommend proposed budget revisions.*

In addition to attending meetings and volunteering for specific tasks, the document also details the committee members responsibilities:

Committee Members Need To:

- *Prepare an annual budget for the school*
- *Develop and annually revise a three-year financial forecast and develop long-range financial plans based on the forecast*
- *Arrange for an annual audit to be provide to the BOD*
- *Provide oversight of the procurement process*
- *Review monthly financial statements and variances from the budget, and recommend action to the BOD, as appropriate*
- *Develop and implement BOD level training to ensure that all BOD members can be effective stewards of the school’s financial resources*

Standard Nine: All finance committee members exhibit working knowledge of financial oversight.	
	0 = some committee members have not received formal/informal training during the year relating to their roles and responsibilities on the finance committee
	1 = n/a
X	2 = all committee members have received formal/informal training during the year relating to their roles and responsibilities on the finance committee
Data Source: School board members queries, board meeting agendas and minutes.	

All finance committee members have received training in school finance oversight in FY 2021. An excerpt from an email from the board chair explains:

All members get informal training at each month’s finance committee meeting as Brenda Kes, CFO from BerganKDV attends and reviews the financial statements in detail with the members. The budget model is also reviewed in detail with the members when there are any budget changes or revisions needed.

Standard Ten: The school is not in Statutory Operating Debt (SOD).

0 = in SOD

1 = n/a

X 2 = not in SOD

Data Source: School’s budget, board meeting agendas and minutes, financial audit.

The school is not in Statutory Operating Debt.

NUMBER OF FINANCIAL STANDARDS MET: 10/10

SCHOOL ORGANIZATION SECTIONS

- BOARD GOVERNANCE
- SCHOOL MANAGEMENT AND OPERATIONS

SECTION PART I: BOARD GOVERNANCE PERFORMANCE SECTION

Effective board governance is essential to the successful operation of a public charter school. The diversity of charter school board memberships – teachers, parents, community leaders, and volunteers – heightens the importance of consistent expectations and development activities.

The authorizer regularly monitors the performance quality of the school board based on authorizer observations; interviews with the director, board and faculty; and the review of school policies, reports and board meeting minutes. A school must have a governance model that provides quality oversight by ensuring that there are checks and balances between the board and the school administrators.

A school board is responsible for developing, implementing, and assessing policy; defining sound employee relations; conducting open meetings; recognizing and conforming to the legal mandates imposed by state and federal laws; and governing within the limits of a delegation of state authority – as a nonprofit and public-school board. Additionally, the board has an obligation to assess its successes and failures; inform the public of all deliberations and decisions; promote accountability; enhance public understanding of its mission; conform to standards of ethical behavior; provide a framework for setting goals; and develop strategic plans for the accomplishment of those goals.

The VOA-MN Charter School Authorizing Program publishes annually a School Board Governance Report on their network of authorized charter schools. The purpose of this report is to be a single annual source on the board operations and compliance of the fifteen VOA-MN- authorized charter schools. Authorizer VOA-MN also observes a minimum of two school board meetings annually.

The VOA-MN determined school board governance standards contained below are uniform for all VOA-MN charter schools. The standards are evaluated in the annual VOA-MN Network Governance Report. The standards also serve as the criteria for contract renewal determinations. The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed.

VOA -MN Standards Evaluation - The school’s evaluation on each standard is listed below.

Board Chair: Mandi Folks
Email: mfolks@wlamn.org
Phone: 913–221-6263

- **Board Structure and Development**

Standard 1: The Board of Directors met its governance model requirements laid out in its bylaws and membership requirements as required by Minnesota Statute*.		
X	2-Meets	The Board structure meets bylaws and state statute.
	1-Partially Meets	The Board did not meet requirements for the entire fiscal year.
	0-Does Not Meet	The Board structure does not meet bylaws and/or state statute.
Data Source: Annual report, School Web site, Bylaws		

STANDARD 1 ANALYSIS

The School met this standard.

The Board structure meets statutory requirements.

FY21 Board Roster of all Board Members during FY21 (July 1, 2020 – June 30, 2021). The table below is from the FY2021 Annual Report. The Board roster is also located on the Website at <http://www.wlamn.org/about-wla/Board/>.

2020-2021 Board Members

<u>Position</u>	<u>Name</u>	<u>Email</u>	<u>Start Term</u>
Board Chair, Parent	Folks, Mandi	mfolks@wlamn.org	1/2017
Treasurer, Teacher	Skordahl, Jolene	jskordahl@wlamn.org	8/2017
Secretary, Teacher	Erickson, Jessica	jerickson@wlamn.org	1/2017
Teacher	Sjoberg, Natalie	nsjoberg@wlamn.org	1/2020
Parent	Livingston, Jason	jlivingston@wlamn.org	10/2017
Community Member	Kelly, Shannon	skelly@wlamn.org	4/2018
Ex-Officio, Director	Mortensen, Kathleen	kmortensen@wlamn.org	

Standard 2: The Board of Directors has the necessary knowledge to carry out the responsibilities contained in Minn Stat 124E.07, Subd. 6. (Duties), including knowledge in finance/budget, policy/legal, personnel/employment, and education.		
X	2-Meets	The Board has a thorough plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.
	1-Partially Meets	The Board has a partial plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.
	0-Does Not Meet	The Board does not have a plan to ensure Board members have the necessary knowledge.

Data Source: Board Development and/or Board Training Plan and/or Training Table or Calendar, Board Development Committee minutes, Board minutes, Annual report, School website

ANALYSIS: The Board discusses training frequently, besides conducting focused training. The Board tracks the fulfillment of initial training by Board members. As part of ongoing Board development, the Board included in its strategic plan the goal of strong financial training with steps reported in the February Board minutes.

Also, a Board training schedule was created for the FY2021 School Year in the June 2020 Board meeting. At the June 2020 Board meeting, the Board conducted the Board performance evaluation which included consideration of Board member training.

Standard 4: The Board of Directors complies with initial and ongoing training requirements set forth in Minn. Stat 124E.07, Subd 7 (Training): governance, financial, and employment policies and practices.

X	2-Meets	All Board members comply with Minnesota law regarding Board training requirements. 0 = More than one Board member did not fully comply with Minnesota law regarding Board training requirements;
	1-Partially Meets	One Board member did not fully comply with Minnesota law regarding Board training requirements and was removed:
	0-Does Not Meet	More than one Board member did not fully comply with Minnesota law regarding Board training requirements:

Data Source: Annual report, School website, Board minutes and documents

ANALYSIS: While the School provided the following statement from Page 9 of the FY21 Annual Report, it did not report on specific Board member training. “Board Training: The Board was in compliance with requirements, and all members had completed the required training related to Board member roles and responsibilities, employment policies and practices, and financial management. All members participated in training regarding Open Meeting Law requirements as well. The training was conducted by the Minnesota Association of Charter Schools, VOA, and Booth Law Group. Whenever new Board members are first seated, Woodbury Leadership Academy immediately works to provide training as soon as possible, and oftentimes this training can be completed within 60-90 days of being seated.”

FY21 Initial Board Training Report					
Board Member	Date First Seated	Governance Basic Training – Trainer & Date	Finance Basic Training – Trainer & Date	Employment Basic Training – Trainer & Date	Met Requirement?
Mandi Folks	1/24/2017	Returning Board Member	Returning Board Member	Returning Board Member	Yes
Shannon Kelly	03/20/2018	Returning Board Member	Returning Board Member	Returning Board Member	Yes
Jason Livingston	06/2018	Returning Board Member	Returning Board Member	Returning Board Member	Yes
Natalie Sjoberg	07/30/2020	11/17/2020	11/17/2020	Yes (need date)	Yes
Jolene Skordahl	FY21	FY21	FY21	FY21	Yes

FY21 Ongoing (Annual) Board Training Report as reported in a narrative in the annual report.			
Board Member	Ongoing Training Event – Topic, Trainer, Location	Date of Training	Met Requirement?
Mandi Folks, Shannon Kelly, Jason Livingston, Natalie Sjoberg, Jolene Skordahl	Open Meeting Law requirements	FY21	Yes

Standard 5: The Board of Directors completes a self-evaluation each year.	
X 2-Meets	The Board completes a formal self-evaluation each year.
1-Partially Meets	The Board completes informal self-evaluations during one or more Board

	meeting(s).
0-Does Not Meet	The Board did not complete a self-evaluation.
Data Source: Board Minutes, Board Development Committee minutes	
ANALYSIS: The School Board completes a self-evaluation annually. The Board completed a Board Self-Evaluations in the November 2020 Board Meeting regarding “Board Communication/Future Agenda Items – Reflection.” At the June 2021 Board Meeting. Results were presented by Chairman Pollack. Key takeaway points: Communication within the Board and expectations of Board members.	

Board Practices

Standard 6: The Board of Directors will comply with MN Open Meeting Law, Chapter 13D, and maintains a quorum for all Board meetings.	
X 2-Meets	The Board has no infractions of MN Open Meeting Law.
1-Partially Meets	The Board has 1 infraction of MN Open Meeting Law.
0-Does Not Meet	The Board has 2 or more infractions of MN Open Meeting Law.
Data Source: Monthly Logs of Meeting Minutes, Meeting Minutes, Interview	
ANALYSIS: The Board Chair stated that the Board is diligent to follow open meeting law requirements. Monthly logs of school Board meeting minutes provided evidence that the school maintained a quorum for scheduled Board meetings.	

Standard 7: The Board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law.	
X 2-Meets	Bylaws are consistent with state law and the Board reviews them regularly.
1-Partially Meets	Bylaws are consistent with state statute but have not been reviewed regularly.
0-Does Not Meet	Bylaws are inconsistent with state statute.
Data Source: School’s website, Board minutes, Bylaws, Interview	
Based on communication with the school, the Board reviewed the bylaws and decided that revisions necessary were not necessary during FY21.	

Standard 8: The Board of Directors adheres to Board member election requirements set forth by state statute*.	
X 2-Meets	All election requirements were met.

0-Does Not Meet	Election requirements were not met
Data Source: Board Minutes, Bylaws, Board Policies, Interview	
According to the 2020-2021 The Annual Report did not report on the Board election. The election announcement was included in the Board packet posted on 4/24/21 for the April meeting on 4/28/2021. It was also posted on the website and distributed to the families and staff the same day.	

Minnesota Statutes 124E.07 Subdivision 2 Requirements	Evidence
According to, the ongoing Board must be elected before the school completes its third year of operation.	Not applicable
The Board elections must be held during the school year but may not be conducted on days when the school is closed.	Election date and day(s): May 24-28, 2020. School was in session.
A charter school must notify eligible voters of the school Board election dates at least 30 days before the election.	Date of notice: April 24, 2021 Date of election: May 24-28, 2021 Notice was at least 30 days before the election.
Staff members employed at the school, members of the Board of directors, and all parents or legal guardians of children enrolled in the school are eligible voters.	The Board Chair confirmed that eligible voters were notified and encouraged to vote.

Standard 9: The Board conducts an annual evaluation (including all aspects of the position description) of the performance of the school leader through a defined annual evaluation process.	
X	2-Meets The Board completed a formal evaluation of the school leader including all aspects of the job description. 0 = The Board did not complete an annual evaluation of the school leader;
	1-Partially Meets The Board completed an evaluation of the school leader but not on all aspects of the job description.
	0-Does Not Meet The Board did not complete an annual evaluation of the school leader.
Data Source: Annual Report, Board Minutes, Committee Minutes, Board documentation	

ANALYSIS: The Board met during the April 2021 Board Meeting in a closed meeting session to “Discuss Executive Director Annual Evaluation According to Minnesota Statute 13D.05 Subd. 3a. Ms. Folks previously asked Ms. Mortensen if she would like the meeting open or closed. Ms. Mortensen requested the meeting be closed. Motion was made by Ms. Folks “to close the meeting to discuss the Executive Director’s annual evaluation according to Minnesota Statute 13D.05, subdivision 3(a).” Seconded by Ms Skordahl. A roll call vote was taken: Ms. Erickson, Ms. Folks, Ms. Kelly, Mr Livingston, Ms. Sjoberg, and Ms. Skordahl voted for the motion; there were no votes against. Motion passed.”

Standard 10: The Board has a Board-approved professional development plan for the school director (if applicable as required by Minn. Stat. 124E.12, Subd. 2*).

X	2-Meets	A professional development plan for the non-licensed individual(s) was documented in the school’s annual report or the school’s director holds an administrative license.
	0-Does Not Meet	A professional development plans for the non-licensed individual(s) was not documented in the school’s annual report.

Data Source: Annual Report, Board minutes, Board chair communication.

ANALYSIS: The Board Chair confirmed that Executive Director Mortensen is a licensed administrator, file folder # 323303. Based on statute she is not required to have a professional development plan. Instead, her licensure requires regular professional development.

* Minn. Stat. 124E.12, Subd. 2*(b) 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.

Standard 11: The Board of Directors monitors the organization's adherence to school Board policies.

X	2-Meets	Meeting minutes include three or more examples of the Board monitoring the organization's adherence to school Board policies.
	1-Partially Meets	Meeting minutes includes one or two examples of the Board monitoring the organization's adherence to school Board policies.
	0-Does Not Meet	Meeting minutes include no evidence of the Board monitoring the organization's adherence to school Board policies.

Data Source: Board meeting Minutes, Interview

ANALYSIS: The School Board utilizes policies and monitors the application of policies in its work

throughout the year. Examples include:

- Examining Board policy related to Board membership and committees.
- Reviewing Board member training requirements and Board member roles and responsibilities.
- Monitoring compliance to open meeting law.
- Monitoring evaluation of leadership.
- Monitoring the World’s Best Workforce compliance.
- Planning and organizing elections.
- Monitoring Board training.

Also, during the year:

- October 2020:
 - The Board met and discussed protocols for working at home. They also reviewed policy 532 and safety recommendations to add to the busing policy.
- November 2020:
 - The Board reviewed policy 532 and discussed future plans for governance work, deciding to review policies in the 400 series. There was discussion regarding policy 532.
- January 2021:
 - During Harassment and civil rights training provided by Mr. Broderick several policies were reviewed including Access to Public Data, Harassment and Violence, Equal Educational Opportunity, and Criminal of Civil Action Against School.
- May 2021:
 - The Board reviewed Policies 410 and 418. Policy 410 is complete and ready for approval of a second reading. The Board began work on a new Facility Usage Policy, gathering ideas for items to be researched and possibly included in the policy. They also began work on a new Health Insurance Policy, the policy that was required in the VOA Governance Review and will gather information discussion at the June meeting. There was discussion about the need to review the Uniform Policy before the start of the next school year. The Board approved Policy 418 Drug-Free Workplace/Drug-Free School.
- June 2021:

Electronic Policy (541): Edited policy to reflect electronic usage during MCA testing. Policy: 410 Family and Medical Leave Policy- The Board wanted to verify that this policy is still up to date with state and federal laws.

Standard 12: The Board of Directors complies with Federal data practices law and the Minnesota Data Practices Act (Minn. Stat. Chapter 13)*.		
X	2-Meets	Data practice policies are in place in accordance with state statute and staff are appropriately trained in Data Practices.
	1-Partially Meets	Data practice policies are in place in accordance with state statute but staff were not trained in Data Practices.
	0-Does Not Meet	Data practice policies are not fully in place.

Data Source: Board minutes, VOA Visit Review

Data practices are in place and appropriate people have been trained.

The School Board ensures the school follows these requirements - student and employee privacy, readiness to respond to data requests, and is effective to separate the public from private information and data. The Board works to comply with the Minnesota Data Practices Act in several ways. The school has the following data practices policies:

- 101 Access to Public Data (http://www.wlamn.org/download_file/671/)
- 206 Public Participation in Board of Directors Meetings/Complaints About Persons at Board of Directors Meetings and Data Privacy Considerations (http://www.wlamn.org/download_file/539/)
- 406 Public and Private Personnel Data (http://www.wlamn.org/download_file/58/)
- At the July 30, 2020, Board meeting, the Board approved the Annual declaration of officials responsible for the implementation of data policies. Delegated parties responsible for implementing policies are:

Dr. Kathleen Mortensen is Responsible Authority, and Data Practice Designee. School Data Practices Compliance Official (DPCO): Mandi Folks, Board Chair

* Minnesota Data Practices Act (Minn. Stat. Chapter 13), Minnesota Rules, Chapter 1205, Official Records Act (Minn. Stat., section 15.17), Records Management Statute (Minn. Stat., section 138.17), and FERPA and HIPPA laws. See https://mn.gov/admin/assets/dpintro_tcm36-309355.pptx , <https://mn.gov/admin/data-practices/data/types/education/>, Federal law for FERPA (<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>).

Standard 13: The Board of Directors provides ongoing oversight of school academic performance.

X	2-Meets	Meeting minutes include evidence of regular oversight of school academic performance.
	1-Partially Meets	At least half of the Board meeting minutes include evidence of oversight of school academic performance.
	0-Does Not Meet	Less than half of the Board meeting minutes or less include evidence of oversight of school academic performance.

Data Source: Board Minutes

ANALYSIS:

The School Board monitored academic performance at Board meetings regularly either as an agenda item or as part of the Director's report.

Evidence of monitoring the academic program and student results referenced in the following meeting minutes or Director's Report:

- September 2020:

- iReady Math assessments were completed and will be shared with parents; MAP assessments are in progress and will be shared with parents in mid-October.
- Planning for Trimester II. Parent requests to change learning models at the change in trimesters will be honored.
- Numerous grants have been submitted and/or approved: Title funds, Covid funds, ESSA, Geer, and Literacy.
- October 2020:
 - NWEA MAP test scores summary for math and reading.
 - Teachers meet weekly in grade level teams and are overall keeping on pace with the schedule for delivering instruction this year.
 - WLA has been approved for a grant through Washington County for Covid relief funds.
 - Recent staffing changes were shared, including several changes in duties, and a new hire
 - Ms Mortensen asked for input on modifying the PTO (Paid time off) plan as it relates to time off used for Covid related purposes. There was discussion. A draft plan will be presented at a future meeting.
 - Planning is underway for all staff positions in the event that employees are out due to Covid and either working from home or unable to work.
 - Presented a proposed COVID plan drafted by the ICT which takes into consideration county and school rates, both at the Elementary and Middle School levels. Ms Folks explained the data points that are taken into consideration in the risk dashBoard:
 - The model is in line with the guidance in the MN Safe Learning Plan and will be reviewed in a joint consultation call with MDE, MDH and the ICT. The dashBoard will be used to drive the ICT discussion of changing learning models at WLA. There was discussion.
 - 95% of parents participated in Fall conferences, reflecting a high level of parent involvement in student learning.
 - A parent survey of requests to change learning models at the change in trimesters is underway. Requests will be honored, within space constraints.
- November 2020:
 - Teachers continue to meet weekly in grade level teams, with a focus on delivering quality online instruction as WLA moves all students to Distance Learning.
 - Two instructional days have been changed to teacher workdays (November 24 and 25) to allow time for staff to address numerous details, schedules, technical concerns, and materials preparation to ensure a smooth transition.
 - Some students will continue to come onsite during the closure for scheduled Special Education, Remediation and English Language Learner support sessions.
- December 2020:

- Annual Report and WBWF
- January 2021:
 - PLCs continue and are more focused on academics than pandemic response. ACCESS testing proceeding.
- April 2021:
 - MCA's are in process and preliminary results reflect scores which are low for WLA, and lower than in previous years. Results are expected to be above state and national averages as these will be re-normed due to the impact of Covid. Online students are being encouraged to test to get larger testing groups and to be able to compare online versus onsite instruction.
- May 2021:
 - Purchasing of curriculum and supplies for next fall has begun, utilizing remaining current year budgeted funds.
 - MCA testing is complete at WLA. Minnesota did receive a waiver for the accountability sections of its Every Student Succeeds Act Plan, so test results will not be used to determine school performance this year. We will use the scores to gauge WLA's progress compared to other schools during the pandemic year.

Standard 14: The school maintains a high level of parent, teacher and student satisfaction rates based on school conducted surveys and student/faculty retention rates.

X	2-Meets	All of the following criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.
	1-Partially Meets	Two of three criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.
	0-Does Not Meet	Less than two of three criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.

Data Source: Annual Report, Board Minutes, School data, Interview

ANALYSIS: The Annual Report stated that the parent satisfaction rate of administration, Board and teachers was 88.2% (179/203 as positive). Student retention rate 96.0% as reported in the Annual Report. The teacher retention rate was 94.6% (53 returned in Fall 2021 out of 56 FY21 year-end).

- **Board Documentation and Communications**

Standard 15: Board documents are distributed to all Board members at least 3 days prior to a Board meeting.		
X	2-Meets	The Board documents were distributed to all Board members at least 3 days prior to each Board meeting.
	1-Partially Meets	The Board documents were not distributed to all Board members one or two times.
	0-Does Not Meet	The Board documents were not distributed to all Board members three or more times.
Data Source: Monthly Board Minute Review Logs, Board chair statement		
ANALYSIS: VOA meeting minute logs confirms that the school has regularly adhered to providing information 3 days in advance of regular Board meetings.		

Standard 16: The Board of Directors maintains a Board Documents Binder which includes meeting minutes, bylaws and articles of incorporation and financial statements; and statutory requirements for posting Board related information on the school's website*.		
X	2-Meets	A complete Board Documents Binder is kept including meeting minutes, bylaws and articles of incorporation and financial statements; and the school's website includes the statutory requirements for posting Board-related information.
	1-Partially Meets	Complete information is available both in a binder and on the school's website but there are 1-2 incidents of incomplete information.
	0-Does Not Meet	Information is incomplete in the binder or on the school's website.
Data Source: School Website		
ANALYSIS: The School Board has a Documents Binder which includes meeting minutes, bylaws and articles of incorporation and financial statements and is located in [the school office records room] for public access and all Board members have digital access to it. Board documents can also be found at the school's Web site		

Statutory Requirement	Link
124E.07 Subd. 8.(b) A charter school shall publish and maintain on the school's official <i>Web site</i> : (1) the meeting minutes of the Board of directors and of members and committees having Board-delegated authority, for at least 365 days from the date of publication;	http://www.wlamn.org/about-wla/Board/minutes/
124E.07 Subd. 8.(b) A charter school shall publish and maintain on the school's official <i>Web site</i> : (2) directory information for the Board	Board members: http://www.wlamn.org/about-

of directors and for the members of committees having Board-delegated authority;	wla/Board/
124E.07 Subd. 8.(b) A charter school shall publish and maintain on the school's official <i>Web site</i> : (3) identifying and contact information for the school's authorizer.	Authorizer contact information is found at the bottom of every page.
124E.11 Subd. 3 (b) The charter school must develop and publish, including on its <i>Web site</i> , a lottery policy and process that it must use when accepting pupils by lot.	http://www.wlamn.org/files/6514/3986/5435/537Kindergarten_Lottery_Policy.pdf
124E.13 Subd. 3. (b) (3) post on the school <i>Web site</i> the name, mailing address, bylaws, minutes of Board meetings, and names of the current Board of directors of the affiliated nonprofit building corporation	Name: Found at the upper left of every page. Mailing address: Found at the lower left of every page. Bylaws: http://www.wlamn.org/files/5815/0661/1670/WLA_Bylaws_-_Amended_09.26.2017.pdf Board of affiliated nonprofit building corporation: No Building Company
124E.16 Subd. 2. Annual public reports. (a)... A charter school must post the annual report on the school's official <i>Web site</i> .	http://www.wlamn.org/files/7416/4123/2273/Annual_Report_and_WBWF_2020_2021_.pdf
World's Best Workforce Report	http://www.wlamn.org/files/7416/4123/2273/Annual_Report_and_WBWF_2020_2021_.pdf
124E.12 (b) A charter school Board or a cooperative of teachers that provides group health insurance coverage must establish and publish on its <i>Web site</i> the policy for purchasing group health insurance coverage. A charter school Board policy must include a sealed proposal process, which requires all proposals to be opened at the same time. Upon opening the proposals according to the school or cooperative policy, the proposals become public data under chapter 13.	http://www.wlamn.org/files/5116/2456/2927/428-Employee-Health-Insurance-Policy.pdf

Standard 17: The Board has a policy review calendar and reviews and updates its policies as needed or required by state law.		
X	2-Meets	The Board has a thorough policy review calendar/plan and review policies as a regular component of regular Board meetings.

1-Partially Meets	The Board has a policy review calendar/plan and reviews policies at half or fewer of the regular Board meetings.
0-Does Not Meet	The Board does not have a calendar/plan for policy review and/or reviews policies at half or fewer of the regular meetings.
Data Source: SCHOOL Website, Annual Report, Board Minute Review Log, Board Minutes, VOA Visit Review, Governance Committee Minutes, Interview	

STANDARD 17 ANALYSIS

The School met this standard.

The School Board has an annual policy review plan.

Their review plan and process for this year included a vetting and revision process resulting in the approval of the following policies such as:

- September 2020:
 - Covid-19 policy Attendance
 - Policy 506 Student Discipline
 - Policy 515 Protection and Privacy of Pupil Records
 - Policy 526 Hazing Prohibition
 - Policy 533 Wellness, and
 - The Covid-19 Policy
- October 2020:
 - Policy 532
 - Policy 532
- November 2020:
 - 532 Use of Peace Officers and Crisis Teams
 - 401 Equal Employment Opportunity
 - 402 Disability Nondiscrimination Policy
 - 406 Public and Private Personnel Data
 - 410 Family and Medical Leave Policy
 - 412 Expense Reimbursement
 - 413 Harassment and Violence
 - 417 Chemical Use and Abuse
 - 418 Drug-Free Workplace/Drug-Free School
 - 419 Tobacco-Free Environment
 - 425 Nepotism in Employment-Charter Schools
- January 2021:
 - Series 400 policies
- February 2021:
 - Policies 406 and 412
 - Policies 510 and 538
 - Policies 412 and 406
- March 2021:
 - Policies 419 and 425
 - Policy 510
 - The Enrollment Policy

- 510 Promotion/Retention Policy
- 419 Tobacco Free Environment Policy
- 425 Nepotism/Anti-Nepotism Policy
- May 2021:
 - Policies 410 and 418
 - Facility Usage Policy
 - Health Insurance Policy
 - Uniform Policy
 - Policy 418 Drug-Free Workplace/Drug-Free School
 - Policy 540 Student Dress
- June 2021:
 - Electronic Policy 541
 - Policy 410 Family and Medical Leave Policy

NUMBER OF GOVERNANCE STANDARDS MET: 34/34

SECTION PART II: SCHOOL MANAGEMENT AND OPERATIONS SECTION

Effective day to day operations of a charter school support the Learning Program. A well-run school provides an environment in which staff and students can perform at the highest possible level and more effectively reach the school’s goals. Management and operations of the school will be monitored and reported by the authorizer using the Formal Site Visit Rubric. The standards also serve as the criteria for contract renewal determinations. The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed. Standards for Management and Operations are judged on the Formal Site Visit Rubric and monitoring of reporting compliance.

One of the most important ways VOA-MN gathers information about the schools it authorizes is through on-site visits. Site visits allow the authorizer to observe the school, hear directly from key stakeholders, and corroborate school-reported information and data. VOA-MN conducts two different types of site visits: Formal and Informal. School site visits help inform the extent to which the school is meeting the charter school contract provisions contained in the body of the contract. Formal Site Visits are typically conducted once per year by a member of the VOA-MN Authorizing Program Leadership Team. The school’s evaluation on each standard is listed in the table below.

Standard 1: Mission and vision are central to the school’s identity and inform all decision-making processes. The school’s learning program exemplifies the mission and vision of the school.		
X	2-Meets	Mission and vision are central to the school’s identity and inform all decision-making processes. The school’s learning program exemplifies the mission and vision of the school.
	1-Partially Meets	Mission and vision are displayed in the facility, on website and in annual report, but evidence that they guide decision-making and programming are missing.
	0-Does Not Meet	Mission and vision are not used to guide school’s decision-making.
Data / Source: Website, Board Packets, Annual Report, Site Visits, Authorizer-School Discussion		
Analysis: School mission is posted on website and on the board meeting agendas. School mission is reviewed with staff during training and is referenced during all board meetings and staff PLC meetings. The mission-implementation is also evident when walking through the facility, including classrooms.		

Standard 2: The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.

X	2-Meets	The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.
	1-Partially Meets	The school has a service-learning plan, but without evidence of a connection between the plan and service activities.
	0-Does Not Meet	The school does not have a plan for service learning. School does not engage in service.

Data / Source: Annual Report, Authorizer-School Discussion

Analysis: Services is organized and facilitated at grade levels and include, food drives, clothing drives, nature stewardship, Feed my Starving Children, and toy drives. School is also starting a new “leadership” class which will require a community service component.

Standard 3: The school maintains a safe and healthy environment per state and federal guides and board policy. (e.g., facility /ADA, building inspections, school liability insurance, student medical / health matters, school drills).

X	2-Meets	The school can provide evidence that it complies with health and safety requirements for public schools.
	1-Partially Meets	The school is making progress approaching standard.
	-Does Not Meet	The school could not provide evidence of compliance with health and safety requirements for public schools.

Data / Source: Board Policy Review, Site Visits, Compliance Binder

Analysis:

2020-21 faculty have received required training on health and safety procedures. Yes

List of 2019-20 health and safety related professional development training topics:

- Crisis management team
- CPR & First Aid training (FY20)
- OSHA training
- Emergency procedures
- Emergency procedures included in new employee orientation
- Bloodborne pathogens
- Mandatory Reporting
- Confidentiality and student records

School complies with MS 121A.035 – Crisis Management Policy/Plan. Yes No
 Board adopted in July 2014. Evacuation plans were observed by doors in classrooms. “Go Bags” and first aid kits in every classroom, walkie-talkies for recess periods.

Number of fire drills completed 2020-2021 school year 5 .

Number of lockdown/safety drills completed 2020-2021 school year 5 .

Number of tornado drills completed 2020-2021 school year 1 .

Designated crisis management person team: Kathleen Mortensen, Amy Cahlander, Ben Broderick, Kylie Griffith, Jolene Skordahl, Megan Engelsgerd. Each member brings an area of expertise to the team.

Classrooms & shared spaces contain evacuation plans / procedures. Yes No

School complies with MS 299F.47 - School Inspections. Yes No

Date of most recent facility inspection by fire department: August 2019 (must be a minimum of every three years) Another inspection will occur when the facility expansion is completed.

School maintains a log of all visitors. Yes No

NOTE: School uses the Raptor system. Registration occurs at the front office.

School complies with MS 144.29 Health Records; Children of School Age. Yes No

Responsible employee: Amy Cahlander (school health aid) / Amy Block (contracted licensed nurse).

Files stored in locked room directly outside of health office.

School complies with MS 121A.15 - Health Standards; Immunizations; School Children. Yes No

Designated responsible employee: Amy Cahlander (school health aid) and

Amy Block (licensed contractor license #2049797)

School complies with MS 121A.22 – Administration of Drugs and Medicine. Yes

Designated responsible health aid/employee: Amy Cahlander (school health aid). Oversight by Amy Block

School complies with MS 121A.21 – School Health Services (if applicable). NA

The school contracts with a licensed school nurse or organization. Yes

Name/Organization: Amy Block (Hennepin Healthcare) Nurse visits the school once per three weeks.

School has a designated 504 Coordinator Yes No

504 Coordinator Name & Position: Kylie Griffith, Dean of Academics

School has a process to ensure that student accommodations are consistent with 504 Plans. Yes

Standard 4: Evidence suggests that the school engages parents and students in ways that build positive relationships and engages them as partners in their child’s learning.

X	2-Meets	The school provides ample evidence that the organization engages parents and students in ways that build positive relationships and engages them as partners in their child’s learning.
	1-Partially Meets	The school is making progress approaching standard.
	0-Does Not Meet	The school could not provide evidence that it has a plan or activities to engage parents and students in ways that build positive relationships and engages them as partners in their child’s learning.

Data / Source: Website, Annual Report, Authorizer-School Discussion

Analysis: Parent Organization meets monthly. PTO events at least monthly. The school conducts an annual parent survey. The school has developed a student council and student council has the opportunity to input on school decisions and make recommendations. Student: Teacher conferences twice per year.

Standard 5: Evidence suggests that the school teachers are covering the scope and sequence of the state academic standards and engaging in data-driven decision-making.

X	2 - Meets	Evidence suggests that the school has established a uniform system to ensure that the school-teachers are covering the scope and sequence of the state
----------	------------------	--

		academic standards and monitoring student progress toward comprehension.
	1 -Partially Meets	The school leadership provided some examples of how he/she provides oversight that school-teachers are covering the scope and sequence of the state academic standards, but systemic plan for monitoring progress and data-driven decision-making was lacking.
	0-Does Not Meet	The school does not have a system established to ensure that school-teachers are covering the scope and sequence of the state academic standards &/or does not engage in data-driven decision-making.
Data / Source: MCA Results, Site Visits, Authorizer-School Discussion		
<p>Analysis:</p> <p>Most recent curriculum standards alignment review for language arts: summer 2019-20</p> <p>Most recent curriculum standards alignment review for math: summer 2019-2020</p> <p>Most recent curriculum standards alignment review for science: summer 2019-2020</p> <p>Most recent curriculum standards alignment review for social studies: Summer 2019-2020 (Standards mapping is done by the teachers in PLC's, guided by the PLC leads and the Curriculum Lead Kylie Griffith.)</p> <p>Management requires that lesson plans and student learning targets are aligned to the state standards. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>There is no formal requirement that teachers turn in lesson plans. Academic activities and standards-based learning targets must be displayed on the board in classrooms. Unit plans include scope and sequence are reviewed by the Executive Director, and the Academic Dean.</p> <p>School has a well-defined plan for ensuring that teachers engage in data-driven instruction to ensure student mastery of state standards. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partial <input type="checkbox"/> No</p> <p>Explanation of school plan: PLCs meet weekly to review pacing guides, and assessment data. Some grade level teachers meet more often during common prep time.</p>		

Standard 6: The school employs highly qualified, appropriately licensed teachers.		
X	2 -Meets	The school provides evidence of exemplary hiring processes that ensure teachers are properly credentialed. There have been no license infractions over the contract term.
	1-Partially Meets	The school has had two or fewer teacher license infractions and they were swiftly resolved. Evidence suggests that the school has systems to recruit quality licensed teachers.
	0- Does Not Meet	The school has had multiple license infractions over the contract term.
Data / Source: VOA-MN Submission Calendar, STAR Report, Site Visits, Authorizer-School Discussions.		
Analysis: Employee Handbook and are asked to sign a statement of review. Post positions on EdPost, Indeed, and school website. Background checks completed before hiring. The director is responsible for oversight of the paperwork at this time. Office Manager (Nancy Baumann) manages the paperwork side of employment matters. Executive Director manages the candidate interview and hiring recommendations to the board.		

Standard 7: Criminal background checks are conducted on all persons per the board policy and Minn. Stat. 123B.03, Subd.1.		
X	2-Meets	The school provided evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers.
	1-Partially Meets	The school could not provide evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees, but not on

		school volunteers.
	0-Does Not Meet	The school could not provide evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers.
Data / Source: Board Policy, Handbook, Authorizer-School Discussion		
Analysis: Background checks completed before hiring. The director is responsible for oversight of the paperwork at this time. Office Manager (Nancy Baumann) manages the paperwork side of employment matters. Executive Director manages the candidate interview and hiring recommendations to the board. All employees have passed a background check. Documents are kept in employee files. Volunteers pass background checks through the Raptor computer program at front desk.		

Standard 8: The school meets / maintains its enrollment goals.		
X	2-Meets	The school could provide evidence that it is meeting its annual student enrollment goals.
	1-Partially Meets	N/A
	0-Does Not Meet	The school is not meeting its student enrollment goals.
Data / Source: Site Visits, School Budget, Authorizer-School Discussion		
Analysis: 2021-22 Student Enrollment: 2021-22 Student Enrollment by Grade: K 71 1 96 2 99 3 84 4 82 5 78 6 59 7 42 8 23 Total 634 2019-2020 Enrollment = 484 2018-2019 Enrollment = 387 2017-2018 Enrollment = 260 2016-2017 Enrollment = 251		

Standard 9: The school institutes a fair and open student admission process that complies with Minnesota law.		
X	2 -Meets	The school provides evidence of adherence with state laws and guidelines pertaining to student admission.
	1- Partially Meets	The school provides evidence of adherence with state laws and guidelines pertaining to student admission. The school has been the subject of state investigation with findings.
	0- Does Not Meet	The school could not provide evidence of adherence with state laws and guidelines pertaining to student admission.
Data / Source: Website, Application Form, Policy, Authorizer-School Discussion.		
Analysis: School application and enrollments documents have been developed in compliance with		

state requirements. Enrollment policy and documents are posted on our website. Application dates and procedures are posted on the school website.

Standard 10: The school's employment process complies with state and federal law.

X	2-Meets	The school provides evidence that its employment process complies with state and federal law.
	1-Partially Meets	The school is making progress meeting standard.
	0-Does Not Meet	The school could not provide evidence that its employment process complies with state and federal law.

Data / Source: Policy Review, Authorizer-School Discussion.

Analysis:

School Designated Human Resources Person: School Director (Kathleen Mortensen) / Mandi Folks, Board Chair

EEO Grievance Designee: School Director Kathleen Mortensen, Board Chair Mandi Folks

School District Human Rights Officer: School Director Kathleen Mortensen, Board Chair Mandi Folks

School has Tennessee Warnings for both the enrollment and employment process. X Yes

NOTE: Verified for employment with signature. Verified for parents but encouraged to require parent signature. Should also develop one for discipline matters/interviews.

Only designated school employees have access to files containing student/employee records. X Yes

School has a board approved Data Request Policy / Procedures. X Yes

School maintains a detailed register/log of all data requests. X Yes

School Evidence for Authorizer Review: These are outlined in our Employee Handbook

Standard 11: The school has defined job descriptions and defined evaluation process for all personnel.

X	2-Meets	The school could provide evidence of job descriptions for all employee positions and aligned to an evaluation process.
	1-Partially Meets	The school could provide evidence of job descriptions for most employee positions but did not have a defined evaluation process.
	0-Does Not Meet	The school could not provide evidence of job descriptions for all employee positions and aligned to an evaluation process.

Data / Source: Job Descriptions and evaluation forms, Authorizer-School Discussion

Analysis: Job descriptions have been developed and provided to all employees. Confirmed. Samples contained in Compliance Binder.

Standard 12: The school complies with IDEA, special education laws and school's TSES plan, including "Child Find." Applicable training is provided to faculty annually.

X	2-Meets	The school could provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find."
	1-Partially Meets	The school could provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find." However, the school has been the subject of MDE complaint investigation with findings.
	0-Does Not Meet	The school could not provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find."

Data / Source: School Policies, Handbook, Child Find and Child Study Process Documents/Forms, Sped Director Contract, Authorizer-School Discussion

Analysis: School has in place a Child Find program that includes Student Assistance Teams to review student referrals to SAT using prescribed and comprehensive steps and intervention plans. After three, (6 week) SAT interventions, a student may be recommended for evaluation / referral to the Special Education team.

SAT's are comprised of general education teachers. Referral forms are turned in by concerned staff to the RTI lead (Jessica Erickson) who conducts meetings bi-weekly. During full team meetings, a review of student records and concerns takes place and the team recommends up to three 6-week, research proven interventions. If interventions do not address student deficiencies, the student is then referred to a Child Find meeting which includes administration, special education, and other specialists. Parents are invited to attend the Child Find meeting.

The RtI leader keeps a roster of Child Find referrals and once process is complete return all files to the administration for review and filing.

Standard 13: The school provides professional development annually to faculty on special education to ensure school compliance with Child Find and other special education laws.

X	2-Meets	The school could provide evidence that it provides training to faculty at least annually.
	1-Partially Meets	N/A
	0-Does Not Meet	The school could not provide evidence of training to faculty on special education.

Data / Source: Professional Development Calendar, Authorizer-School Discussion

Analysis: Understanding Special Education, Paula Krippner, Designs for Learning. Sped awareness training also occurred in August 2022, September 2021, October 2020.

Standard 14: The school is not subject to special education investigations by MDE and is not in Corrective Action.

X	2-Meets	The school is not subject to special education investigations by MDE and is not in corrective action or is adhering to their plan to resolve concerns.
	1-Partially Meets	The school has been the subject of MDE investigations with findings. Progress has been observed to resolve findings.
	0-Does Not Meet	The school has been the subject of MDE investigations with findings. Findings have not been resolved.

Data / Source: MDE Notice, Authorizer-School Discussion.

Analysis: NA. No investigations.

Standard 15: The school is compliant with laws pertaining to special education directors and Advisor Council (SEAC).

X	2-Meets	The school could provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC).
	1-Partially Meets	The school contracts with a special education director but could not provide evidence that it has a SEAC that meets at least annually.

	0-Does Not Meet	The school could not provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC).
Data / Source: SEAC Meeting Notice, Minutes, Authorizer-School Discussion.		
Analysis: Special Education Director is Paula Krippner through Designs for Learning. Contact Info: pkrippner@designlearn.net		
SEAC meeting dates: 2021-22 meeting date: October 19, 2021 2020-2021 meeting date: October 26, 2020 2019-2020 meeting, August 28, 2019		

SECTION STANDARDS MET: 15/15

Legal and Contractual Compliance

Charter schools are required to follow many state and federal laws pertaining to all public schools and are expected to uphold all provisions of the charter school contract. VOA-MN expects compliance with legal and contractual obligations. Each VOA-MN authorized charter school shall maintain a Compliance Binder on site that includes VOA-MN defined evidence of compliance with state and federal statutes organized in the manner prescribed by VOA-MN. Additionally, VOA-MN authorized charter schools shall submit information to the authorizer in accordance with the VOA-MN prescribed Annual Submission Calendar. This area is not calculated separately and instead is imbedded in the three sections above.

Weighting of Performance Measures used during the contract renewal process is as follows:

- 50% weighting: Academic Program (statutory purposes, including primary purpose)
- 20% weighting: Financial Sustainability
- 30% weighting: Organization
 - 15% governance
 - 15% management & compliance

Contract Renewal Eligibility

VOA-MN schools must achieve 70% of points possible in the Performance Framework overall and meet the majority of standards in each performance area (Academic, Financial, Organizational Performance) to be eligible for a three-year contract renewal. VOA-MN schools must achieve 80% or greater of points possible in the Performance Framework overall and meet the majority of standards in each performance area to be eligible for a five-year contract renewal. All contract renewals will be for either three or five years. Fewer than three years does not provide enough information on which to make a renewal decision.

If a school is performing below standard to receive a three-year renewal contract, but has agreed to the authorizer terms and conditions set forth in the School Improvement Plan to correct areas of deficiency, VOA-MN may agree to extend a school’s contract (not to exceed five years) to provide additional time for a school to improve performance as an alternative to termination. If sufficient school improvement is not being made by the end of the 1st year of the extension, termination proceedings will commence.

WLA Final Contract Renewal Calculation Based on Meeting Standards

Academic Standards Point Total: 8/12
Financial Management Point Total: 20/20
Board Governance Point Total: 34/34

School Management and Operations: 30/30

	Meets Standard Points	Partially Meets Standard Points	Does Not Meet Standard Points	Total Points	Weight	Percent
Academic	6	2	0	8/12	.50	37.50%
Finance	20	0	0	20/20	.20	20.00%
Governance	34	0	0	34/34	.15	15.94%
Mgmt/Operations	30	0	0	30/30	.15	15.00%
Grand Total	90	2	0	92/96	1.00	88.44%

WLA received a score of 92/96 points (88.44%). The school is performing well in all areas, with the expectation of continuous academic performance improvement. Overall, WLA is quality school with the upmost potential that VOA-MN is to have in our Network of authorized charter schools. Based on the calculations above, **WLA has earned a five-year renewal contract.**