

AGENDA

1. **Call To Order**
2. **Roll Call**
3. **Pledge of Allegiance**
4. **Motion to approve meeting agenda and consent agenda items, as presented.**
Consent Agenda items are considered to be routine in nature and will be enacted by one motion. There will be no separate discussion of these items unless a Board member or citizen so requests, in which event the item will be removed as a Consent Agenda item and addressed. Consent Agenda times are as follows:
 - a. Board Meeting Agenda - October 8, 2026
 - b. Policy Updates
 - i. 201 - Legal Status of the Charter School Board of Directors 4
Dr. Nathan Flansburg, Superintendent
 - ii. 202 - Charter School Board Officers 12
Dr. Nathan Flansburg, Superintendent
 - iii. 203 - Operation of the Charter School Board - Governing Rules & Bylaws 15
Dr. Nathan Flansburg, Superintendent
 - iv. 204 - Charter School Board Meeting Minutes 26
Dr. Nathan Flansburg, Superintendent
 - v. 205 - Open and Closed Meetings 29
Dr. Nathan Flansburg, Superintendent
 - vi. 206 - Public Participation in Charter School Board Meetings: Complaints 37
About Persons at Charter School Board Meetings and Data Privacy
Considerations
Dr. Nathan Flansburg, Superintendent
 - c. Human Resource Services
 - i. Employment Changes 42
Dr. Nathan Flansburg, Superintendent
 - d. August Financials
 - i. PACT Financial Packet August 2026 43
Dr. Nathan Flansburg, Superintendent
 - ii. PACT August 2026 Supplemental Report Check Register 57
Dr. Nathan Flansburg, Superintendent
 - iii. PACT August 2026 Supplemental Report Check Register VOIDS 68
Dr. Nathan Flansburg, Superintendent
 - iv. PACT August 2026 Supplemental Report Deposits

Dr. Nathan Flansburg, Superintendent

e.	Budget and Finance Committee Minutes	
i.	BFC Minutes: September 24, 2026	72
f.	Board Minutes	
i.	Board Minutes: September 3, 2026	74
g.	Detention Monitoring Rate of Pay	77
h.	Enrollment Update	
i.	Enrollment Update: September 2026	78
i.	FY26 Annual Report	79
	Dr. Nathan Flansburg, Superintendent	
j.	The board recognizes donations from the following groups and individuals:	
	1. Panthers Booster Club	
5.	Reports from Organizations	
a.	PACT Student Council Representative - Secondary Campus	
6.	Recognitions and Retirements	
a.	PACT Employee of the Month	
i.	Employee of the Month Letter - Kerry Oolman	180
	Dr. Nathan Flansburg, Superintendent	
ii.	Employee of the Month Certificate - Kerry Oolman	181
	Dr. Nathan Flansburg, Superintendent	
7.	Curriculum and Instruction	
a.	PACT Spotlight Presentation: CTE (Career & Technical Education)	182
b.	Teaching and Learning Report	199
	Dr. Teresa Widen, Executive Director of Teaching and Learning	
i.	District Advisory Committee Parent Representatives	200
	Dr. Teresa Widen, Executive Director of Teaching and Learning	
	1. Bio 1 - Nicole Beck	201
	2. Bio 2 - Lauren Kelly	
	3. Bio 3 - Temitayo Oshinowo	202
	4. Bio 4 - Mandy Thomsen	203
	5. Bio 5 - Alison Scheid	204
ii.	District Advisory Board Report	205
	Dr. Teresa Widen, ED of Teaching and Learning	
iii.	Title I Family Engagement Plan	206
	Dr. Teresa Widen, ED of Teaching and Learning	
iv.	e-Learning Plan (grades 6-12)	
	Dr. Teresa Widen, ED of Teaching and Learning	

8. Administrative Reports and Recommendations

- a. Superintendent Report
 - i. 2027-2028 Family Academic Calendar 212
Dr. Nathan Flansburg, Superintendent
 - ii. Close Enrollment for Grade 12 (2026-2027 school year)
Dr. Nathan Flansburg, Superintendent
 - iii. 715 - Solicitation 213
Dr. Nathan Flansburg, Superintendent
 - iv. 905 - Advertising 215
Dr. Nathan Flansburg, Superintendent
 - v. Advertising sponsorship agreement - In the Game
Dr. Nathan Flansburg, Superintendent
 - vi. Panthers Booster Club Sponsorship Agreements
Dr. Nathan Flansburg, Superintendent
- b. Human Resource and Operations Services 217
Tracy Peters, COO
 - i. Co-Op Agreement - Anoka HS/PACT - Girls Hockey 219
Tracy Peters, COO
- c. Elementary Principal Report 220
Dr. Lara Bronson, Elementary Principal
- d. Secondary & Online Principal Report 221
Dr. Shawn Lohse, Secondary & Online Principal
- e. Communication and Community Engagement Report 222
Dr. Nathan Flansburg, Superintendent

9. Other Board Action

- a. Board Chair Report

10. Adjourn

201 LEGAL STATUS OF THE CHARTER SCHOOL BOARD OF DIRECTORS

I. PURPOSE

The care, management, and control of the charter school is vested by statutory and constitutional authority in the board of directors. The board of directors shall carry out the mission of the charter school with diligence, prudence, and dedication to the ideals of providing the finest public education. The purpose of this policy is to define the authority, duties, and powers of the board of directors in carrying out its mission.

II. GENERAL STATEMENT OF POLICY

- A. The board of directors is the governing body of the charter school. As such, the board of directors has responsibility for the care, management, and control over the charter school.
- B. Generally, members of the board of directors have binding authority only when acting as a board of directors legally in session, except where specific authority is provided to board of directors' members or officers individually. Generally, the board of directors is not bound by an action or statement on the part of an individual board of directors' member unless the action is specifically directed or authorized by the board of directors.

III. DEFINITION

"Board of directors" means the governing body of the charter school.

IV. ORGANIZATION AND MEMBERSHIP

[NOTE: The 2024 Minnesota legislature enacted the new provisions below. These changes include moving some existing language to different paragraphs.]

- A. The initial board of directors must not be related parties. The initial board continues to serve until a timely election for members of the ongoing charter school board of directors is held according to the school's Articles and Bylaws under Minnesota Statutes, section 124E.07, subdivision 4. The initial board of directors and school developers must comply with the training requirements in subdivision 7 upon the incorporation of the school.
- B. The initial board must begin the transition to the ongoing board structure by the end of the first year of operation and complete the transition by the end of the second year of operation. The terms of board members shall begin on July 1. Terms shall be no less than two years. The bylaws shall set the number of terms an individual may serve on the board and as an officer of the board. Board elections must be held during the school year but may not be conducted on days when the school is closed.
- C. The number, tenure, and qualifications of the charter school board of directors shall be in accordance with the charter school Bylaws and the provisions in this policy.
- D. Resignation or removal of a member of the board of directors shall be governed by the charter school bylaws. Vacancies shall be filled in accordance with the charter school bylaws.
- E. The membership of the ongoing board of directors will be ten (10) but shall have no less than seven (7) members. The ongoing board must include:
 - 1. at least one licensed teacher; (No charter school employees shall serve on the board other than teachers under this clause);
 - 2. at least one parent or legal guardian of a student enrolled in the charter school

who is not an employee of the charter school; and

3. at least one interested community member. A community member serving on the board must reside in Minnesota, must not have a child enrolled in the school, and must not be an employee of the charter school.
- F. To serve as a licensed teacher on a charter school board, an individual must:
1. be employed by the school or provide at least 720 hours of service under a contract between the charter school and a teacher cooperative;
 2. be a qualified teacher as defined under section 122A.16, either serving as a teacher of record in a field in which the individual has a field license, or providing services to students the individual is licensed to provide; and
 3. not serve in an administrative or supervisory capacity for more than 240 hours in a school calendar year.
- G. The board structure must be defined in the bylaws. The board structure may (1) be a majority of teachers under paragraph F. above, (2) be a majority of parents, (3) be a majority of community members, or (4) have no clear majority. The ~~chief~~ Superintendent (Chief Executive Officer) may only serve as an ex-officio non-voting board member.
- H. A contractor providing facilities, goods, or services to a charter school must not serve on the board of directors. In addition, an individual is prohibited from serving as a member of the charter school board of directors if: (1) the individual, an immediate family member, or the individual's partner is a full or part owner or principal with a for-profit or nonprofit entity or independent contractor with whom the charter school contracts, directly or indirectly, for professional services, goods, or facilities; or (2) an immediate family member is an employee of the school. An individual may serve as a member of the board of directors if no conflict of interest exists under this paragraph, consistent with this section. A violation of this paragraph renders a contract voidable at the option of the Commissioner of the Minnesota Department of Education or the charter school board of directors. A member of a charter school board of directors who violates this paragraph is individually liable to the charter school for any damage caused by the violation.
- "Immediate family member" means any relationship by blood, marriage, adoption, or partnership of spouses, parents, grandparents, siblings, children, first cousins, aunts, uncles, grandchildren, nieces, and nephews.
- [NOTE: The 2024 Minnesota legislature revised the definition of "immediate family member."]**
- I. Any employee, agent, contractor, or board member of the authorizer who participates in initially reviewing, approving, overseeing, evaluating, renewing, or not renewing the charter school is ineligible to serve on the board of directors of a school chartered by that authorizer.
 - J. An individual is prohibited from serving on more than one charter school board at the same time in either an elected or ex-officio capacity, except that an individual serving as an administrator serving more than one school under Minnesota Statutes, section 124E.12, subdivision 2, paragraph (f), may serve on each board as an ex-officio member.
 - K. A majority of voting members constitutes a quorum. The act of the majority of a quorum is the act of the board of directors.

V. BOARD STRUCTURE

- A. The charter school Bylaws outline the process and procedures for changing the board's governance structure, consistent with Minnesota Statutes, chapter 317A. A board may change its governance structure only:
 - 1. by a majority vote of the board of directors;
 - 2. by a majority vote of the licensed teachers employed by the school as teachers who provide instruction to students, including licensed teachers providing instruction under a contract between the school and a cooperative; and
 - 3. with the authorizer's approval.
- B. Any change in board governance structure must conform with the board composition established under this policy and Minnesota Statutes, section 124E.07.

VI. BOARD ELECTIONS

- A. Staff members employed at the charter 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 charter school are the voters eligible to elect the members of the charter school's board of directors.
- B. The board of directors must establish and publish election policies and procedures on the school's website.
- C. The board of directors must notify eligible voters of the school board election dates and voting procedures at least 30 calendar days before the election and post this information on the school's website.
- D. The board of directors must notify eligible voters of the candidates' names, biographies, and candidate statements at least ten calendar days before the election and post this information on the school's website.
- E. In May, elections shall be held annually for the Board of Directors. These typically consist of members with staggered three-year terms so that approximately one-third of the members are elected each year. The number of positions to be elected is determined yearly based on vacancies. Total positions:

School Board:

- 1. Board Treasurer; (can be a parent or community member)
- 2. One (1) community member;
- 3. Three (3) parents; and
- 4. Five (5) teachers. The elected teaching representatives shall consist of the following, but if an appropriate level teacher is not running, other qualified candidates will fill the position by appointment:
 - One (1) Secondary teacher (grades 7-12)
 - One (1) Elementary teacher (grades K-6)
 - Three (3) at-large teachers (Elementary, Secondary, or K-12).

The board clerk will begin the nomination process on the first day school is in session in April. Nominations will close the end of business day on the Friday of the third week in April. Candidates will self nominate using the nomination form established by the Board Clerk.

The Election shall be held the Monday before the second Wednesday in May and will be open for four (54) days, or other dates determined by the Board of Directors. The election ends on the second Thursday in May.

In the case of an electronic ballot failure, the election will be held by the third Monday in May.

Election Eligibility

An individual will be considered qualified to run for the Board of Directors as a parent or teacher representative if they have at least 12 months of experience at PACT at the time they will be seated. Individuals considering candidacy for the School Board are encouraged to attend regular and working meetings of the Board prior to declaring their intent to run for office. Attendance at such meetings provides prospective candidates with essential insight into the Board's governance structure, operational procedures, deliberative processes, and statutory responsibilities. This exposure is intended to promote informed candidacy and ensure that individuals seeking election possess a foundational understanding of the roles and expectations associated with Board service.

In addition, prospective candidates are strongly encouraged to have had previous involvement in the Budget and Finance Committee (BFC) and/or the District Advisory Committees (DAC). Service on these committees affords individuals the opportunity to engage with district initiatives, financial planning processes, and stakeholder input, thereby enhancing their preparedness to effectively fulfill the duties of a School Board member. All candidates and write-ins must meet eligibility requirements when the election ends for votes for that candidate to be counted. In addition to the above qualifications, the following criteria are set forth for each of the outlined categories:

1. **Community Member:** an individual with no current connection to PACT or any previous connection in the last one (1) year. Connections to PACT include having previously been employed by or having an immediate family member employed by PACT, having previously attended PACT, or having an immediate family member who attends or previously attended PACT. The community member involvement intends to provide an outside perspective for the benefit of PACT. The one-year time frame is intended to allow the development of an outside perspective if the person had previous ties to PACT.
2. **Parent:** an individual who is the parent or guardian of a current PACT student. The parent member cannot be employed by PACT at the time of their nomination or in any capacity during their Board term. The individual shall not have been an employee for at least 12 months before nomination.
3. **Teacher:** an individual who serves in a current teaching capacity at PACT and anticipates the continuance of that status during their term. An Elementary teacher must fill the Elementary Teacher Representative, and a Secondary Teacher must fill the Secondary Teacher Representative position unless a qualified candidate cannot be found. Either may fill the At-Large Teacher Representative positions.
4. **Board Treasurer:** an individual who meets the qualifications of either parent or community member. This individual shall not have any financial conflicts of interest in regard to PACT, such as being employed in any manner or having a family member employed by PACT. They shall not be employed by PACT for at least 12 months before nomination.

Vacancies

If an elected member vacates their position by written notification presented to the Board Clerk or dies during their term, the vacancy will be filled by Board appointment and will be effective until the end of the term.

Election Voting Eligibility

1. Any natural, step, or foster parent or any legal guardian of a student enrolled

at PACT shall have one (1) vote.

2. All paid staff shall have one (1) vote.
3. All PACT School Board members shall have one (1) vote.
4. No one may have more than one (1) vote.

Voters will be notified at least 30 days before an upcoming election and reminded when the voting is open.

Voting

1. The voter database will be reviewed to ensure all eligible voters have been included in the database and that no ineligible voters are in the database.
2. At least 30 days before the election, notice will be provided to all eligible voters of the Board of Directors election dates.
3. Voting instructions will be emailed to voters via the primary email address on file.
4. A reminder to vote will be emailed in the morning on the last voting day.
5. Voting will be open for four (4) school days.
6. A computer will be made available in the school office for voting.
7. In the event of a tie, the winner will be determined by randomized drawing.

Election Timeline

1. **February and March** - The Board Chair presents the timeline for the forthcoming election. The Board identifies representatives for the nominating team and finalizes the voting dates. Elected Committee members from the School Board make known their intent to run for the upcoming election.
2. **April** - Call for nominations is placed in the school newsletter and website the first week in April. Nominations will be due by the last calendar day in April.
3. **May** - The Board accepts the official ballot. Ballots are emailed to eligible voters the Monday before the second Wednesday in May. Election dates are the Monday before the second Wednesday in May through Thursday of the same week, for a total of four (4) school days.
4. **After elections close** - Election results are compiled, the Board Clerk contacts all candidates to confirm continued interest, and the Board confirms elections at the June meeting. Once confirmed, winners' names appear in the meeting minutes.
5. **Assumption of Office** - Newly elected members attend June meetings as "members in training" and are seated at the July meetings. New members will be sworn in at the start of the work session in July. New members are requested to participate in all meetings between their election and their assumption of office so they can make informed decisions. Outgoing members attend the June Board meeting as their final meeting.

[NOTE: The 2024 Minnesota legislature revised the charter school board election provisions.]

VII. POWERS AND DUTIES

- A. The board of directors has the powers and duties set forth in Minnesota Statutes, chapter 317A, except as limited by the charter school's Articles of Incorporation, the charter school Bylaws, and Minnesota Statutes, chapter 124E and other applicable law. The board of directors' authority includes implied powers in addition to specific powers granted by the legislature.
- B. The board of directors exercises administrative functions. It also has certain powers of a legislative character and other powers of a quasi-judicial character.
- C. The board of directors shall superintend and manage the charter school; adopt rules for its organization, government, and instruction; prescribe textbooks and courses of study; and make and authorize contracts.
- D. The board of directors shall have the general charge of the business of the charter school, its facilities and property, and of the interest of the school.
- E. The board of directors shall call an annual meeting of the charter school corporation membership. Notification shall be provided in accordance with Minnesota's Open Meeting Law and the Minnesota Nonprofit Corporations Law. Election of members of the board of directors shall take place at the annual meeting.
- F. The board of directors, among other duties, shall perform the following in accordance with applicable law:
 - 1. The board of directors shall decide and is responsible for policy matters related to operating the school, including budgeting, curriculum programming, personnel, and operating procedures;
 - 2. The board shall adopt a nepotism policy;
 - 3. The board shall adopt personnel evaluation policies and practices that, at a minimum:
 - a. carry out the school's mission and goals;
 - b. evaluate how the charter school's contract goals and commitments are executed;
 - c. evaluate student achievement, postsecondary and workforce readiness, and student engagement and connection goals;
 - d. establish a teacher evaluation process under Minnesota Statutes section 124E.03, subdivision 2, paragraph (h); and
 - e. provide professional development related to the individual's job responsibilities.
 - 4. conduct the business of the schools and pay indebtedness and proper expenses;
 - 5. employ and contract with necessary qualified teachers and discharge the same for cause;
 - 6. provide services to promote the health of its pupils;
 - 7. purchase, sell, and exchange charter school property and equipment as deemed necessary by the board of directors for school purposes;
 - 8. provide for payment of claims against the charter school, and prosecute and defend actions by or against the charter school, in all proper cases;

9. employ and discharge necessary employees and contract for other services;
 10. provide for transportation of pupils to and from school, as governed by statute;
 11. procure insurance against liability of the charter school, its officers, and employees; and
 12. cause to be kept at the corporation's registered office originals or copies of:
 - a. Approved minutes and records of all proceedings of the Board of Directors and all committees;
 - b. all financial statements of the corporation; and
 - c. Articles of Incorporation and Bylaws of the corporation, including all amendments and restatements thereof.
- G. The board of directors, at its discretion, may perform the following:
1. provide library facilities, public evening schools, adult and continuing education programs, summer school programs, and intersession classes of flexible school year programs;
 2. furnish school lunches for pupils and teachers on such terms as the board of directors determines;
 3. enter into agreements with one or more other independent school districts to provide for agreed-upon educational services;
 4. purchase land or buildings with nonstate funds;
 5. lease space from an independent or special school board; other public organization; private, nonprofit, nonsectarian organization; private property owner; or a sectarian organization if the leased space is constructed as a school facility, subject to review and approval by the Commissioner of the Minnesota Department of Education;
 6. lease real property from a related party pursuant to Minnesota Statutes, section 124E.13.
 7. organize an affiliated nonprofit building corporation to renovate or purchase an existing facility or to construct a new facility pursuant to Minnesota Statutes, section 124E.13;
 8. authorize the use of school facilities for community purposes that will not interfere with their use for school purposes;
 9. authorize co-curricular and extracurricular activities;
 10. receive, for the benefit of the charter school, bequests, donations, or gifts for any proper purpose; and
 11. perform other acts as the board of directors shall deem to be reasonably necessary or required for the governance of the schools; and
 12. sue and be sued.

[NOTE: In 2024, the Minnesota legislature expanded the charter school board

training requirements. The updated law now appears in Model Policy 212 (Charter School Board Member Development and Training).]

Legal References: Minn. Stat. Chapter 124E (Charter Schools)
Minn. Stat. § 124E.02 (Definitions)
Minn. Stat. § 124E.07 (Board of Directors)
Minn. Stat. § 124E.13 (Facilities)
Minn. Stat. Ch. 317A (Nonprofit Corporations)

Cross References: Charter School Bylaws
MSBA/MASA Model Policy 101 (Legal Status of the Charter School)
MSBA/MASA Model Policy 202 (Charter School Board Officers)
MSBA/MASA Model Policy 203 (Operation of the Charter School Board
-Governing Rules)
MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)

Original Creation Date: February 2025

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: May 4, 2026

Year Reviewed: 2025-2026

202 CHARTER SCHOOL BOARD OFFICERS

[Note: The charter school's bylaws set forth the number of officers, the officer positions, and other provisions regarding charter school officers. This model policy offers general provisions regarding board officers. Each charter school should revise this model policy to ensure that it is consistent with the charter school's Bylaws.]

I. PURPOSE

Charter school board officers are charged with the duty of carrying out the responsibilities entrusted to them for the care, management, and control of the public schools of the charter school. The purpose of this policy is to delineate those responsibilities.

II. GENERAL STATEMENT OF POLICY

- A. The charter school board shall meet annually and organize by selecting a chair, a secretary/clerk, a treasurer, and such other officers as determined by the charter school board. At its option, the charter school board may appoint a vice-chair to serve in the temporary absence of the chair.
- B. The chief financial officer and the chief administrator may only serve as ex-officio nonvoting board members.

III. ORGANIZATION

The charter school board shall meet annually on the first Thursday in July, or as soon as practicable in July, and organize by selecting a chair, vice-chair, and a secretary/clerk and such other officers as determined by the charter school board. These officers shall hold office for one year and until their successors are elected and qualify.

- A. The persons who perform the duties of secretary/clerk need not be members of the charter school board.
- B. The charter school board by resolution may combine the duties of the offices of secretary/clerk in a single person in the office of business affairs.
- C. The treasurer is an elected position who can be either a parent or community member.

[Note: The organizational meeting is a good time for the charter school board to plan for how to cancel and reschedule a board meeting. For example, the charter school board could decide and include in the regular meeting schedule a provision that if the charter school closes early due to bad weather and calls off evening activities, any charter school board meeting scheduled for that evening will also be postponed and held at the same time and place the following evening.]

The organizational meeting is also a good time for the charter school board to select the charter school's legal counsel and the individuals authorized to contact legal counsel. Usually, the authorized contacts are the board chair, the Superintendent, and the chief business official of the charter school. In addition, many charter schools authorize their human resources director, or a person exercising similar duties, to contact legal counsel.]

IV. OFFICER'S RESPONSIBILITIES

- A. The charter school officers shall have the responsibilities and exercise the functions set forth in Minnesota Statutes section 317A.305, the charter school Bylaws, and this policy.
- B. Chair

1. The chair shall exercise the functions of the office of president of the charter school corporation as set forth in Minnesota Statutes section 317A.305.
2. The chair when present shall preside at all meetings of the charter school board, countersign all orders upon the treasurer for claims allowed by the charter school board, represent the charter school in all actions, and perform all duties a chair usually performs.
2. In case of absence, inability, or refusal of the secretary/clerk to draw orders for the payment of money authorized by a vote of the majority of the charter school board to be paid, the chair may draw the orders, or the office of the secretary/clerk may be declared vacant by the chair and treasurer and filled by appointment.

C. Treasurer

1. The treasurer shall, in partnership with the business office, deposit charter school funds in the official depository.
2. The treasurer shall make all reports which may be called for by the charter school board and perform all duties a treasurer usually performs.
3. In the event there are insufficient funds on hand to pay valid orders presented to the treasurer, the treasurer shall receive, endorse, and process the orders.

D. Secretary/Clerk

1. The secretary/clerk shall keep a record of all meetings in the books provided.
2. Within three days after an election, the secretary/clerk shall notify all persons elected of their election.
3. On or before September 15 of each year, the secretary/clerk shall:
 - a. file with the charter school board a report of the revenues, expenditures, and balances in each fund for the preceding fiscal year.
 - b. make and transmit to the commissioner certified reports, showing:
 - (1) revenues and expenditures in detail, and such other financial information required by law, rule, or as may be called for by the commissioner;
 - (2) length of school term and enrollment and attendance by grades; and
 - (3) other items of information as called for by the commissioner.
4. The secretary/clerk shall enter into the secretary/clerk's record book copies of all reports and of the teachers' term reports, and of the proceedings of any meeting, and keep an itemized account of all expenses of the charter school.
5. The secretary/clerk shall furnish to the county auditor, on or before September 30 of each year, an attested copy of the secretary/clerk's record, showing the amount of proposed property tax voted by the charter school or the charter school board for school purposes.
6. The secretary/clerk shall draw and sign all orders upon the treasurer for the payment of money for bills allowed by the charter school board for salaries of officers and for teachers' wages and all claims, to be countersigned by the

chair.

7. The secretary/clerk shall perform such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.
8. The secretary/clerk shall perform the duties of the chair in the event of the chair's and the vice-chair's temporary absences.

E. Vice-Chair [Optional]

The vice-chair shall perform the chair duties in the event of the chair's temporary absence.

F. Superintendent

1. The Superintendent shall be an ex officio, nonvoting member of the charter school board.
2. The Superintendent shall perform the following:
 - a. supervise the charter school, report and make recommendations about their condition when advisable or on request by the charter school board;
 - b. recommend to the charter school board employment and dismissal of teachers;
 - c. annually evaluate each employee assigned responsibility for supervising the school;
 - d. superintend school grading practices and examinations for promotions;
 - e. make reports required by the Minnesota Commissioner of Education; and
 - f. perform other duties prescribed by the charter school board.

Legal References: Minn. Stat. Ch. 124E (Charter Schools)
Minn. Stat. § 317A.305 (Duties of Required Officers)

Cross References: MSBA/MASA Model Policy 101 (Legal Status of the Charter School)
MSBA/MASA Model Policy 201 (Legal Status of the Charter School Board of Directors)
MSBA/MASA Model Policy 203 (Operation of the Charter School Board – Governing Rules)

Original Creation Date: February 2025
Last Approved By: PACT Charter School Board of Directors
Last Approved Date: March 6, 2025
Year Reviewed: 2024-2025

203 OPERATION OF THE CHARTER SCHOOL BOARD – GOVERNING RULES & BYLAWS

I. PURPOSE

The purpose of this policy is to provide governing rules and bylaws for the conduct of meetings of the charter school board of directors.

II. GENERAL STATEMENT OF POLICY

An orderly charter school board meeting allows board members to participate in discussion and decision-making on charter school issues. Rules of order allow charter school board members the opportunity to review school-related topics, discuss charter school business items, and bring matters to conclusion in a timely and consistent manner.

III. BYLAWS

ARTICLE I. PURPOSE

The objects and purposes of the Corporation are as stated in its Articles of Incorporation.

ARTICLE II. MISCELLANEOUS

Section 1. Definitions.

(a) Stakeholders. The parents, staff, and teachers eligible to vote for the Board of Directors.

(b) Chief Administrator. Synonymous with Superintendent.

(c) Chairman of the Board. Synonymous with President of the Corporation.

(d) Board Liaison. Board Director appointed as a representative of the Board to serve as a non-voting, non-member of a Committee of the Board.

ARTICLE III. OFFICES

The registered office of the Corporation in the State of Minnesota is as stated in the Articles of Incorporation (or amendments thereto) or by a statement of the Board of Directors filed with the Secretary of State changing the registered office. The Corporation may have such other offices within the State of Minnesota as the Board of Directors may determine or as the affairs of the Corporation may require from time to time. The registered office may be, but need not be, identical with the principal office in the State of Minnesota.

ARTICLE IV. MEETINGS OF THE BOARD

Section 1. Annual Meeting.

Notice of the annual meeting of the Corporation shall be by official posting on the school website and posting at the school site at least fourteen (14) days prior to the meeting date. Such notice shall contain the date, time, and place of the meeting. The annual meeting will occur during the school year.

Section 2. Regular Meetings.

Regular meetings of the Board of Directors shall be held as determined by the Board at least ten times per year. A schedule of the regular meetings shall be published in the online-based school calendar and kept on file at the primary office of the Corporation. If the Board decides to hold a regular meeting at a time or place different

from the time or place stated in its schedule of regular meetings, it shall give that same notice of the meeting that is required for special meetings in accordance with the Open Meeting Law, Minnesota Statutes section 13D.04, subdivisions 1 and 2, as amended.

Section 3. Special Meetings.

Special meetings of the Board of Directors may be called at any time, for any purpose, by the Chair of the Board or by at least two Directors. Notice of such meeting shall be given in accordance with the Open Meeting Law, Minnesota Statutes section 13D.04, subdivision 2, as amended. Notice of such meeting shall be given personally, emailed or mailed to each Director, addressed to him at his residence or his usual place of business at least three (3) days before the day on which the meeting is to be held. The notice shall state the date, time, place, and purpose of the meeting in accordance with the Open Meeting Law.

Section 4. Emergency Meetings.

When circumstances, in the judgment of the Board of Directors, require the immediate consideration of an issue by the Board, the Board may call an emergency meeting in accordance with the procedures set forth in the Open Meeting Law, Minnesota Statutes section 13D.04, subdivision 3, as amended.

Section 5. Quorum and Adjourned Meetings.

A meeting at which at least a majority of the members of the Board of Directors are present shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. If, however, such quorum shall not be present at any such meeting, a majority of the Directors present thereat shall have the power to recess or adjourn the meeting from time to time without notice other than announcement at the meeting, until a quorum shall be present.

Section 6. Voting.

The affirmative vote of a majority of a quorum of Board members shall constitute a duly authorized action of the Board. Unless otherwise stated herein, each Board member shall have one vote on all matters to be decided by the Board. When there is a vote on the appropriation of money, the vote of each Board member must be recorded, except when the vote is for payments of judgments, claims, and amounts fixed by statute. The chief administrator shall be an ex officio non-voting member of the Board.

Section 7. Open Meeting Law.

All Board of Director meetings and committee meetings of the Board of Directors, and a notice of all such meetings, shall comply with the Open Meeting Law.

ARTICLE V. BOARD OF DIRECTORS

Section 1. General Powers.

The affairs of the Corporation shall be managed by its Board of Directors. Except as limited by the Articles of Incorporation, these Bylaws, Chapter 124E of the Minnesota Statutes, as amended, and by other applicable law, the Board of Directors shall have all powers set forth in the Minnesota Nonprofit Corporation Act, Chapter 317A of the Minnesota Statutes, as amended.

Section 2. Number, Start of Term, Structure, Tenure, Term Limits, and Qualification.

(a) Number. The Board of Directors shall be ten (10) and consist of at least seven (7) members.

(b) Start of Term. The start of any newly elected Board member shall be July 1 after the election.

(c) Board Structure. The board of directors shall be a no clear majority board. No one group, parent, teacher, or community member, shall have six or greater members on the board.

(d) Tenure. Each Director shall hold office for a three (3) year term or until a successor has been duly elected and qualified or until the director dies, resigns, is removed, or the term otherwise expires. Directors may stand for reelection. There are ~~no~~ limits to the number of terms a Director may serve. **The term limit shall not exceed four terms, or a maximum of 12 years.** Any parents or teachers nominated and elected as a director must have at least one (1) year of experience at PACT. Community Members and the Treasurer are exempt from the one-year requirement though they should demonstrate an interest in the organization.

(e) Term Limits.

(i) The total number of terms a Board member may serve shall not exceed four terms, or a maximum of 12 years.

(ii) The total number of terms a Board member may serve as an officer of the Board shall not exceed four terms, or a maximum of 12 years.

(f) Qualifications.

(i) Related Parties Prohibited. The Board of Director membership shall not contain any related parties, as defined by Minn. Stat. 124E.07, as amended.

(ii) Additional Qualifications: A Board member for PACT Charter School is excluded from serving on more than one charter school board at the same time in either an elected or ex-officio capacity.

A. Employee Termination

A school employee who resigns his or her employment at the school or whose employment is terminated at the school is ineligible to be a Director and shall be removed from the Board, if already serving as a Board member, as of the date of employment resignation or termination.

B. Teacher Who Is Also a Parent

A teacher employed at the school who is also a parent of a child enrolled at the school is eligible for a teacher Director position and is ineligible for a parent Director position.

C. Community Member Who Becomes an Employee or a Parent

A community member Director who, during his or her Board term, becomes employed at the school or a parent of a child enrolled at the school is removed from the Board as of the date of such employment or enrollment.

D. A parent whose Child is Unenrolled

A parent Director whose last remaining child is un-enrolled from the school during such Director's term is removed from the Board as of the date of such un-enrollment.

Section 3. Change of Governance Structure.

(a) Board composition. The composition of the Board of Directors must be consistent with applicable provisions of Minnesota Statutes section 124E.07, as amended.

(b) Requirements to Change of Governance Structure. The term "governance structure" means having a teacher-majority or a non-teacher majority board, or having a board with no clear majority. Any change in board governance structure must conform with the composition of the Board set forth in Minnesota Statutes section 124E.07, subdivision 3, as amended. The Board may change the governance structure only upon:

(i) A majority vote of the Board membership and a majority vote of Minnesota licensed teachers employed at the school as teachers, including licensed teachers providing instruction under contract between the school and a cooperative, with Minnesota licensed teachers who are both employed at the school or providing instruction under the contract between the school and a cooperative and a Director each having one vote.

AND

(ii) Approval of the charter school's authorizer.

(c) Process & Procedures to Change Governance Structure.

Requests & Petitions to Change Structure

The Board may consider a change in its governance structure upon receipt of a request for such consideration signed by at least two Directors, or the receipt of a petition to so change the governance model signed by at least 50% of the parents of students enrolled in the school or 50% of the licensed teachers employed at the school as teachers.

Special Board Meeting to Solicit Community Comment

Upon receipt of a request or petition complying with (i) above, the Board shall schedule and publicize a special board meeting, to be held within thirty (30) days of receipt of such request or petition, for the sole purpose of receiving community comment regarding the governance structure. When publicizing the special board meeting, the Board shall also invite the school community to submit written comments to the Board prior to the special board meeting.

Board Meeting

The Board shall place on the agenda of its regular meeting following the special board meeting consideration of changing the governance structure. Placing the item on the agenda does not require any Board member to introduce a motion or second a motion for such consideration.

Effective Date of Change in Governance Structure

Any change in the governance structure complying with this Section 3 is not effective for the duration of the current Authorizer contract period and will be effective for the subsequent Authorizer contract period and begin on the same date as the effective date of the Authorizer contract next executed between the school and its Authorizer.

Section 4. Nomination Process and Eligible Voters.

An Election Policy will be established by the Board of Directors that is consistent with Minnesota Statutes section 124E.07, as amended, and other applicable law that defines the nomination process for the Board and eligible voters.

Section 5. Resignation and Removal.

Directors may resign at any time, effective immediately or at a specified later date, by giving written notice to the Chair of the Board or the Secretary of the Corporation and shall be effective at the time specified therein, or if no time is specified, at the time of its receipt by the Chair of the Board or Secretary. The acceptance of such resignation shall not be necessary to make it effective. A Director may be removed at any time, with or without cause, by a two-thirds (2/3) vote of all remaining Directors of the Corporation.

Section 6. Filling Vacancies.

Vacancies on the Board of Directors caused by death, disqualification, resignation, disability, removal or such other cause shall be filled by appointment of a new Director by the affirmative vote of a majority of the remaining Directors, even if less than a quorum. The term of a Director filling a vacancy expires at the end of the unexpired term that the Director is filling.

Section 7. Compensation.

Directors shall not receive compensation for their services as a Director, but nothing in these Bylaws shall be construed to preclude any Director from serving the Corporation as an employee and receiving compensation therefore. If approved by the Board, one or more Directors may receive a stipend for services rendered to the Corporation in an amount determined by the Board. In addition, the Directors of the Corporation may be reimbursed for reasonable out-of-pocket expenses incurred by them in rendering services to this Corporation, as the Board of Directors from time to time determines such services to be directly in furtherance of the purposes and in the best interest of the Corporation.

Section 8. Waiver of Meeting Notice.

Any director may, in writing or orally, either before, at, or after any meeting of the Board of Directors, waive notice thereof and, without notice, any director by attendance at such meeting and participation therein shall be deemed to have waived notice of the action or actions taken at any meeting of the Board of Directors.

Section 9. Presence at Meetings Electronically.

Members of the Board of Directors or any committee, as applicable, may participate in a meeting of the Board of Directors or any committee by means of interactive

technology provided that all requirements set forth in Minnesota Statutes section 13D.02, as amended, are met ('absent' participant must be able to be seen and heard AND see and hear other members, among other requirements) or, by means of telephone or similar electronic communications provided that all requirements set forth in Minnesota Statutes section 13D.021, as amended, are met (limited to pandemic events or real emergencies).

Section 10. Conflict of Interest.

A Conflict of Interest Policy will be established by the Board of Directors that is consistent with Minnesota Statutes section 124E.14, as amended and other applicable law. Members of the Board of Directors must comply with the statutory and common law conflicts of interest, which are outlined in the Board's Conflict of Interest Policy.

Section 11. Board Committees.

The Board of Directors may, by a resolution passed by a majority of the Board of Directors, designate, define the authority of, set the number and determine the identity of, members of one or more committees. Committee members must be natural persons, but need not be members of the Board of Directors. The Board may, by a similar vote, designate one or more alternate members of any committee who may replace any absent or disqualified member of any meeting of the committee.

IV. INDEMNIFICATION AND INSURANCE

Section 1. Indemnification.

The Corporation shall defend, indemnify, and hold harmless its directors, officers, employees, and committee members in accordance with Minnesota Statutes sections 317A.161, subdivision 21, and 317A.521, and any amendments thereto. This duty to indemnify applies provided that the director, officer, employee or committee member was acting in the performance of the duties of the position and was not guilty of malfeasance in office, willful neglect of duty, or bad faith.

This Section is and shall be for the sole and exclusive benefit of the individuals designated herein and no individual, firm or entity shall have any rights under this Section by way of assignment, subrogation or otherwise, whether voluntarily, involuntarily or by operation of law.

Section 2. Insurance.

The Board of Directors may exercise the Corporation's power to purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the Corporation, or member of a committee of the Corporation against any liability asserted against and incurred by such person in his or her official capacity, or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify such person against liability under Minnesota Statutes, Section 317A.521, as amended, the Articles of Incorporation or these Bylaws.

V. FINANCIAL MATTERS.

Section 1. Contracts.

The Board of Directors may authorize any officer or officers, agent or agents of the Corporation to enter into any contract or execute and deliver any instrument in the name and

on behalf of the Corporation, and any such authority may be general or confined to specific instances. Unless so authorized by the Board of Directors or these Bylaws, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement, or to pledge its credit or to render it financially liable for any purpose or to any amount.

Section 2. Loans and Pledges.

No loans shall be contracted nor pledges or guarantees given on behalf of the Corporation unless specifically authorized by the Board of Directors.

Section 3. Authorized Signatures.

All checks, drafts or other orders for the payment of money, note or other evidence of indebtedness issued in the name of the Corporation shall be signed by such person or persons and in such manner, as shall from time to time be determined by the Board of Directors or these Bylaws.

Section 4. Deposits.

All funds of the Corporation shall be deposited to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may designate and shall be disbursed under such general rules and regulations as the Board of Directors may from time to time determine.

VI. RULES OF ORDER

Rules of order for charter school board meetings shall be as follows:

- A. Minnesota statutes where specified;
- B. Specific rules of order as provided by the school board consistent with Minnesota statutes; and
- C. *Robert's Rules of Order* (latest edition) when not inconsistent with A. and B. above.

[Note: The editions of Robert's Rules of Order differ, so specifying the edition used is important.]

VII. BOARD PROCEDURES

To ensure that charter school board meetings are conducted in an orderly fashion, the charter school board will follow procedures which will allow the charter school board:

- A. To establish guidelines by which the business of the charter school board can be conducted in a regular and internally consistent manner;
- B. To organize the meetings so all necessary matters can be brought to the charter school board and decisions of the charter school board can be made in an orderly and reasonable manner;
- C. To ensure that members of the charter school board have the necessary information to make decisions on substantive issues and to ensure adequate discussion of decisions to be made; and
- D. To ensure that meetings and actions of the charter school board are conducted so as to be informative to the staff and the public, and to produce a clear record of actions taken and decisions made.

- A. Charter school board members need not rise to gain the recognition of the chair.
- B. A motion will be adopted or carried if it receives the affirmative votes of a majority of those actually voting on the matter. Abstentions are considered acquiescence to the vote of the majority. It should be noted that some motions by statute or Robert's Rules of Order require larger numbers of affirmative votes.
- C. All motions that require a second shall receive a second prior to opening the issue for discussion of the charter school board. If a motion that requires a second does not receive a second, the chair may declare that the motion fails for lack of a second or may provide the second. The names of the members making and seconding a motion shall be recorded in the minutes.
- D. The chair shall decide the order in which charter school board members will be recognized to address an issue. An attempt should be made to alternate between pro and con positions if appropriate to the discussion. A member shall only speak to an issue after the member is recognized by the chair.
- E. The chair shall rule on all questions relating to motions and points of order brought before the charter school board.
- F. A ruling by the chair is subject to appeal to the full charter school board pursuant to Robert's Rules of Order.
- G. The charter school board shall have authority to recognize any member of the audience regarding a request to be heard at the charter school board meeting. Members of the public who wish to be heard shall follow charter school board procedures.
- H. The chair has the authority to declare a recess at any time for the purpose of restoring decorum to the meeting or for any other necessary purpose.
- I. The chair shall repeat a motion or the substance of a motion prior to the vote. The chair shall call for an affirmative and a negative vote on all motions.
- J. The order in which names will be called for roll call votes will be determined by the charter school board.

[Note: The charter school board may choose to include in the policy a method of calling the roll.]

- K. The chair has the same right and responsibility as each charter school board member to vote on all issues.
- L. The chair shall announce the result of each vote. The vote of each member, including abstentions, shall be recorded in the minutes. If the vote is unanimous, it may be reflected as unanimous in the minutes if the minutes also reflect the members present.
- M. A majority of the voting members of the charter school board constitute a quorum. The absence of a quorum may be raised by the chair or any member. Generally, any action taken in the absence of a quorum is null and void. The only legal actions the charter school board may take in the absence of a quorum are to fix the time at which to adjourn, to adjourn, to recess or to take measures to obtain a quorum.

[Note: In addition, charter school boards may have other rules or local customs they wish to incorporate to reflect their normal processes and procedures.]

XIII. ORDER OF THE REGULAR CHARTER SCHOOL BOARD MEETING

- A. The charter school board shall conduct an orderly charter school board meeting. The charter school board will, at all regular charter school board meetings, follow an agenda order similar to:
 - 1. Call To Order / Pledge of Allegiance
 - 2. Approval of Agenda and Consent Agenda Items
 - 3. Reports From Organizations
 - 4. Recognitions
 - 5. Teaching and Learning
 - 6. Administrative Reports And Recommendations
 - 7. Other Board Action
 - 8. Adjourn
- B. Items in this order may be considered as part of a consent agenda.
- C. The charter school board may depart from the order of business with the consent of the majority of directors present.

IX. MEETING AGENDA PROCEDURES

- A. The preparation of the charter school board of directors' meeting agenda will be created to ensure that the charter school board can accomplish its business as efficiently and expeditiously as possible.
- B. While all charter school board members may provide input, it shall be the responsibility of the board chair and Superintendent to develop, prepare, and arrange the order of items for the tentative school board meeting agenda for each board meeting.
- C. Persons wishing to place an item on the agenda must make a request to the board chair or Superintendent in a timely manner. The person making the request is encouraged to state the person's name, address, purpose of the item, action desired, and pertinent background information. The chair and Superintendent shall determine whether to place the matter on the tentative agenda.

[Note: The Minnesota Commissioner of Administration has issued an opinion that a government entity is limited to acting only on those matters specifically included in the notice of a special meeting.]
- D. The tentative agenda and supporting documents shall be sent to the board members three (3) days prior to the scheduled school board meeting.
- E. Items may only be added to the agenda by a motion adopted at the meeting. If an added item is acted upon, the minutes of the school board meeting shall include a description of the matter.
- F. At least one copy of any printed materials, including electronic communications, relating to the agenda items of the meeting prepared or distributed by or at the direction of the charter school board or its employees and: (i) distributed at the meeting to all members of the governing body; (ii) distributed before the meeting to

all members; or (iii) available in the meeting room to all members shall be available in the meeting room for inspection by the public while the school board considers their subject matter. This does not apply to materials classified by law as other than public or to materials relating to the agenda items of a closed meeting.

X. CONSENT AGENDAS

- A. For efficient administration of charter school board of directors' meetings, the board may elect to use a consent agenda for the passage of noncontroversial items or items of a similar nature.
- B. The Superintendent, in consultation with the board chair, may place items on the consent agenda. By using a consent agenda, the board has consented to the consideration of certain items as a group under one motion. Should a consent agenda be used, an appropriate amount of discussion time will be allowed to review any item upon request.
- C. Consent items are those which usually do not require discussion or explanation prior to board action, are noncontroversial and/or similar in content, or are those items which have already been discussed and/or explained and do not require further discussion or explanation. Such agenda items might include ministerial tasks such as, but not limited to, the approval of the agenda, approval of previous minutes, approval of bills, approval of reports, etc. These items might also include similar groups of decisions such as, but not limited to, approval of staff contracts, approval of maintenance details for the charter school buildings and grounds or approval of various schedules.
- D. Items shall be removed from the consent agenda by a timely request by an individual charter school board member for independent consideration. A request is timely if made prior to the vote on the consent agenda. The request does not require a second or a vote by the charter school board. An item removed from the consent agenda will then be discussed and acted on separately immediately following the consideration of the consent agenda.
- E. Consent agenda items are approved en masse by one vote of the charter school board. The consent agenda items shall be separately recorded in the minutes.

XI. AMENDMENTS

Except for any alterations, changes or amendments to the Board of Directors' governance structure, as set forth in Article V, Section 3, the power to adopt, amend or repeal the Bylaws is vested in the Board of Directors. (Governed by Minn. Stat. § 317A.181, subd. 1a).

Legal References: Minn. Stat. Ch. 13D (Open Meeting Law)
Minn. Stat. § 13D.01, Subd. 6 (Open Meeting Law)
Minn. Stat. § 124E.07 (Board of Directors)
Dept. of Admin. Advisory Op. No. 10-013 (April 29, 2010)
Dept. of Admin. Advisory Op. No. 08-015 (July 9, 2008)
Dept. of Admin. Advisory Op. No. 13-015 (December 23, 2013)

Cross References: [MSBA/MASA Model Policy 201 \(Legal Status of the Charter School Board of Directors\)](#)
[MSBA/MASA Model Policy 202 \(Charter School Board Officers\)](#)
[MSBA/MASA Model Policy 204 \(Charter School Board Meeting Minutes\)](#)
[MSBA/MASA Model Policy 206 \(Public Participation in Charter School Board Meetings/Complaints about Persons at Charter School Board Meetings and Data Privacy Considerations\)](#)

Original Creation Date: July 1994
Last Approved By: PACT Charter School Board of Directors
Last Approved Date: March 5, 2026
Year Reviewed: 2025-2026

204 CHARTER SCHOOL BOARD MEETING MINUTES

[NOTE: The provisions of this policy are required by statute.]

I. PURPOSE

The purpose of this policy is to establish procedures relating to the maintenance of records of the charter school board of directors and the publication of its official proceedings.

II. GENERAL STATEMENT OF POLICY

It is the policy of the charter school to maintain its records so that they will be available for inspection by members of the public and to provide for the publication of its official proceedings in compliance with law.

III. MAINTENANCE OF MINUTES AND RECORDS

- A. The clerk shall keep and maintain permanent records of the board of directors, including records of the minutes of board of directors' meetings and other required records of the board of directors. All votes taken at meetings required to be open to the public pursuant to the Minnesota Open Meeting Law must be recorded in a journal or minutes kept for that purpose. Public records maintained by the charter school must be available for inspection by members of the public during the regular business hours of the charter school. Minutes of meetings shall be available for inspection at the administrative offices of the charter school after they have been prepared. Minutes of a board of directors meeting shall be approved or modified by the board of directors at a subsequent meeting, which action shall be reflected in the official proceedings of that subsequent meeting.
- B. Recordings of Closed Meetings
 - 1. All closed meetings, except those closed as permitted by the attorney-client privilege, must be electronically recorded at the charter school's expense. Recordings of closed meetings shall be made separately from the recordings of an open meeting to the extent such meetings are recorded. If a meeting is closed to discuss more than one (1) matter, each matter shall be separately recorded.
 - 2. Recordings of closed meetings shall be preserved by the charter school for the following time periods:
 - a. Meetings closed to discuss labor negotiations strategy shall be preserved for two (2) years after the contract is signed.
 - b. Meetings closed to discuss security matters shall be preserved for at least four (4) years.
 - c. Meetings closed to discuss the purchase or sale of property shall be preserved for at least eight (8) years after the date of the meeting.
 - d. All other closed meetings shall be preserved by the charter school for at least three (3) years after the date of the meeting.
 - e. Following the expiration of the above time periods, recordings of closed meetings shall be maintained as set forth in the charter school's Records Retention Schedule.
 - 3. Recordings of closed meetings shall be classified by the charter school as protected non-public data that is not accessible by the public or any subject of the data, with the following exceptions:

- a. Recordings of labor negotiations strategy meetings shall be classified as public data and made available to the public after all labor contracts are signed by the charter school for the current budget period.
 - b. Recordings of meetings related to the purchase or sale of property shall be classified as public data and made available to the public after all real or personal property discussed at the meeting has been purchased or sold, or the charter school has abandoned the purchase or sale.
 - c. Recordings of any other closed meetings shall be classified and/or released as required by court order.
- 4. Recordings of closed meetings shall be maintained separately from recordings of open meetings, to the extent recordings of open meetings are maintained by the charter school, with the exception of recordings that have been classified as public data as set forth in Section III.B.3. above. Recordings of closed meetings classified as non-public data also shall be maintained in a secure location, separate from recordings classified as public data.
- 5. Recordings of closed meetings shall be maintained in a manner to easily identify the data classification of the recording. The recordings shall be identified with at least the following information:
 - a. The date of the closed meeting;
 - b. The basis upon which the meeting was closed (i.e., labor negotiations strategy, purchase or sale of real property, educational data, etc.); and
 - c. The classification of the data.
- 6. Recordings of closed meetings related to labor negotiations strategy and the purchase or sale of property shall be maintained and monitored in a manner that reclassifies the recording as public upon the occurrence of an event reclassifying that data as set forth in Section III.B.3. above.

IV. PUBLICATION OF MEETING MINUTES

A charter school shall publish and maintain on the school's official website: (1) the meeting minutes of the board of directors and of members and committees having board-delegated authority, within 30 days following the earlier of the date of board approval or the next regularly scheduled meeting, and, for at least 365 days from the date of publication; (2) directory information for the board of directors and for the members of committees having board-delegated authority; and (3) identifying and contact information for the school's authorizer.

Legal References: Minn. Stat. § 13D.01, Subds. 4-6 (Open Meeting Law)
 Minn. Stat. § 124E.07, Subd. 8 (Board of Directors)
 Op. Atty. Gen. 161-a-20, December 17, 1970
Ketterer v. Independent School District No. 1, 248 Minn. 212, 79 N.W.2d 428 (1956)

Cross References: MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)

Original Creation Date: February 2025
Last Approved By: PACT Charter School Board of Directors
Last Approved Date: March 6, 2025
Year Reviewed: 2024-2025

205 OPEN MEETINGS AND CLOSED MEETINGS

[Note: The provisions of this policy accurately reflect Minnesota's Open Meeting Law statutes and are not discretionary in nature.]

I. PURPOSE

- A. The charter school board of directors embraces accountability and transparency in the conduct of its business, in the belief that openness produces better programs, more efficient-administration of programs, and an organization more responsive to public interest and less susceptible to private interest. The charter school board shall conduct its business under a presumption of openness. At the same time, the charter school board recognizes and respects the privacy rights of individuals as provided by law. The charter school board also recognizes that there are certain exceptions to the Minnesota Open Meeting Law as recognized in statute where it has been determined that, in limited circumstances, the public interest is best served by closing a meeting of the charter school board.
- B. The purpose of this policy is to provide guidelines to assure the rights of the public to be present at charter school board meetings, while also protecting an individual's rights to privacy under law, and to close meetings when the public interest so requires as recognized by law.

II. GENERAL STATEMENT OF POLICY

- A. Except as otherwise expressly provided by statute, all meetings of the charter school board, including executive sessions, shall be open to the public and comply with Minnesota's Open Meeting Law
- B. Meetings shall be closed only when expressly authorized by law.

III. DEFINITION

"Meeting" means a gathering of at least a quorum of charter school board members - or a quorum of a committee or subcommittee of charter school board members, at which members discuss, decide, or receive information as a group on issues relating to the official business of the charter school board. The term does not include a chance or social gathering or the use of social media by members of a public body so long as the social media use is limited to exchanges with all members of the public. For purposes of the Open Meeting Law, social media does not include e-mail.

IV. PROCEDURES

A. Meetings

1. Regular Meetings

A schedule of the regular meetings of the charter school board shall be kept on file at the charter school office. If the charter school board decides to hold a regular meeting at a time or place different from the time or place stated in its regular meeting schedule, it shall give the same notice of the meeting as for a special meeting.

2. Special Meetings

- a. For a special meeting, the charter school board shall post written notice of the date, time, place, and purpose of the meeting on the principal bulletin board of the charter school or on the door of the charter school board's usual meeting room if there is no principal bulletin board. The charter school board's actions at the special

meeting are limited to those topics included in the notice.

- b. The notice shall also be mailed or otherwise delivered to each person who has filed a written request for notice of special meetings. This notice shall be posted and mailed or delivered at least three days before the date of the meeting.
- c. As an alternative to mailing or otherwise delivering notice to persons who have filed a written request, the charter school board may publish the notice once, at least three days before the meeting, in the official newspaper of the charter school or, if none, in a qualified newspaper of general circulation within the area of the charter school.
- d. A person filing a request for notice of special meetings may limit the request to particular subjects, in which case the charter school board is required to send notice to that person only concerning those particular subjects.
- e. The charter school board will establish an expiration date on requests for notice of special meetings and require refiling once each year. Not more than sixty (60) days before the expiration date of the request for notice, the charter school board shall send notice of the refiling requirement to each person who filed during the preceding year.

3. Emergency Meetings

- a. An emergency meeting is a special meeting called because of circumstances that, in the charter school board's judgment, require immediate consideration.

[Note: While the statute leaves the question to the board of whether the circumstances require immediate consideration at an emergency meeting, advisory opinions of the Minnesota Commissioner of Administration would limit such meetings to responding to natural disasters or health epidemics caused by an event such as an accident or terrorist attack.]

- b. If matters not directly related to the emergency are discussed or acted upon, the minutes of the meeting shall include a specific description of those matters.
- c. The charter school board shall make good faith efforts to provide notice of the emergency meeting to each news medium that has filed a written request for notice if the request includes the news medium's telephone number.
- d. Notice of the emergency meeting shall be given by telephone or any other method used to notify the members of the charter school board.
- e. Notice shall be provided to each news medium which has filed a written request for notice as soon as reasonably practicable after notice has been given to the charter school board members.
- f. Notice shall include the subject of the meeting.
- g. Posted or published notice of an emergency meeting shall not be required.
- h. The notice requirements for an emergency meeting as set forth in this policy shall supersede any other statutory notice requirement for a

special meeting that is an emergency meeting.

4. Recessed or Continued Meetings

If a meeting is a recessed or continued session of a previous meeting, and the time and place of the meeting were established during the previous meeting and recorded in the minutes of that meeting, then no further published or mailed notice is necessary.

5. Closed Meetings

The notice requirements of the Minnesota Open Meeting Law apply to closed meetings.

6. Actual Notice

If a person receives actual notice of a meeting of the charter school board at least twenty-four (24) hours before the meeting, all notice requirements are satisfied with respect to that person, regardless of the method of receipt of notice.

7. Meetings during Pandemic or Chapter 12 Emergency

In the event of a health pandemic or an emergency declared under Minnesota Statutes chapter 12, a meeting may be conducted by telephone or interactive technology in compliance with Minnesota Statutes section 13D.021.

8. Meetings by Interactive Technology

A meeting may be conducted by interactive technology, Zoom, Skype, or other similar electronic means in compliance with Minnesota Statutes section 13D.02.

B. Votes

The votes of charter school board members shall be recorded in a journal or minutes kept for that purpose. The journal or any minutes used to record votes of a meeting must be open to the public during all normal business hours at the charter school's administrative offices.

C. Written Materials

1. In any open meeting, a copy of any printed materials, including electronic communications, relating to the agenda items of the meeting prepared or distributed by or at the direction of the charter school board or its employees and distributed to or available to all charter school board members shall be available in the meeting room for inspection by the public while the charter school board considers their subject matter.
2. This provision does not apply to materials not classified by law as public, or to materials relating to the agenda items of a closed meeting.

D. Open Meetings and Data

1. Meetings may not be closed to discuss data that are not public data, except as provided under Minnesota law.
2. Data that are not public data may be discussed at an open meeting if the disclosure relates to a matter within the scope of the charter school board's authority and is reasonably necessary to conduct the business or agenda item

before the charter school board.

3. Data discussed at an open meeting retain the data's original classification; however, a record of the meeting, regardless of form, shall be public.

E. Closed Meetings

1. Labor Negotiations Strategy

- a. The charter school board may, by a majority vote in a public meeting, decide to hold a closed meeting to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals, conducted pursuant to Minnesota's Public Employment Labor Relations Act (PELRA)
- b. The time and place of the closed meeting shall be announced at the public meeting. A written roll of charter school board members and all other persons present at the closed meeting shall be made available to the public after the closed meeting. The proceedings of a closed meeting to discuss negotiation strategies shall be tape recorded, and the tape recording shall be preserved for two years after the contract discussed at the meeting is signed. The recording shall be made available to the public after all labor contracts are signed by the charter school board for the current budget period.

2. Sessions Closed by Bureau of Mediation Services

All negotiations, mediation meetings, and hearings between the charter school board and its employees or their respective representatives are public meetings. Mediation meetings may be closed only by the Commissioner of the Bureau of Mediation Services (BMS). The use of recording devices, stenographic records, or other recording methods is prohibited in mediation meetings closed by the BMS.

3. Preliminary Consideration of Allegations or Charges

The charter school board shall close one or more meetings for preliminary consideration of allegations or charges against an individual subject to its authority. If the charter school board members conclude that discipline of any nature may be warranted as a result of those specific charges or allegations, further meetings or hearings relating to those specific charges or allegations held after that conclusion is reached must be open. A meeting must also be open at the request of the individual who is the subject of the meeting. A closed meeting for this purpose must be electronically recorded at the expense of the charter school, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

4. Performance Evaluations

The charter school board may close a meeting to evaluate the performance of an individual who is subject to its authority. The charter school board shall identify the individual to be evaluated prior to closing a meeting. At its next open meeting, the charter school board shall summarize its conclusions regarding the evaluation. A meeting must be open at the request of the individual who is the subject of the meeting. A closed meeting for this purpose must be electronically recorded at the expense of the charter school, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

5. Attorney-Client Privilege Meeting

A meeting may be closed if permitted by the attorney-client privilege. Attorney-client privilege applies when litigation is imminent or threatened, or when the charter school board needs advice above the level of general legal advice, for example, regarding specific acts and their legal consequences. A meeting may be closed to seek legal advice concerning litigation strategy, but the mere threat that litigation might be a consequence of deciding a matter one way or another does not, by itself, justify closing the meeting. The motion to close the meeting must specifically describe the matter to be discussed at the closed meeting, subject to relevant privacy and confidentiality considerations under state and federal law. The law does not require that such a meeting be recorded.

6. Dismissal Hearing

- a. A hearing on dismissal of a licensed teacher shall be public or private at the teacher's discretion. A hearing regarding placement of teachers on unrequested leave of absence shall be public.
- b. A hearing on dismissal of a student pursuant to the Pupil Fair Dismissal Act shall be closed unless the pupil, parent, or guardian requests an open hearing.
- c. To the extent a teacher or student dismissal hearing is held before the charter school board and is closed, the closed meeting must be electronically recorded at the expense of the charter school, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

7. Coaches; Opportunity to Respond

- a. If the charter school board has declined to renew the coaching contract of a licensed or nonlicensed head varsity coach, it must notify the coach within fourteen (14) days of that decision.
- b. If the coach requests the reasons for the nonrenewal, the charter school board must give the coach its reasons in writing within ten (10) days of receiving the request. The existence of parent complaints must not be the sole reason for the charter school board not to renew a coaching contract.
- c. On the request of the coach, the charter school board must provide the coach with a reasonable opportunity to respond to the reasons at a charter school board meeting.
- d. The meeting may be open or closed at the election of the coach unless the meeting is closed as required by Minnesota Statutes section 13D.05, subdivision 2, to discuss educational or certain other nonpublic data.
- e. A meeting closed for this purpose must be electronically recorded at the expense of the charter school, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

8. Meetings to Discuss Certain Not Public Data

- a. Any portion of a meeting must be closed if the following types of data

are discussed:

(1) data that would identify alleged victims or reporters of criminal sexual conduct, domestic abuse, or maltreatment of minors or vulnerable adults;

(2) active investigative data collected or created by a law enforcement agency;

(3) educational data, health data, medical data, welfare data, or mental health data that are not public data; or

(4) an individual's personal medical records.

- b. A closed meeting must be electronically recorded at the expense of the charter school, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

9. Purchase and Sale of Property

- a. The charter school board may close a meeting:

- (1) to determine the asking price for real or personal property to be sold by the charter school;

- (2) to review confidential or nonpublic appraisal data; and

- (3) to develop or consider offers or counteroffers for the purchase or sale of real or personal property.

- b. Before closing the meeting, the charter school board must identify on the record the particular real or personal property that is the subject of the closed meeting.

- c. The closed meeting must be tape recorded at the expense of the charter school. The tape must be preserved for eight years after the date of the meeting and be made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the charter school board has abandoned the purchase or sale. The real or personal property that is the subject of the closed meeting must be specifically identified on the tape. A list of charter school board members and all other persons present at the closed meeting must be made available to the public after the closed meeting.

- d. An agreement reached that is based on an offer considered at a closed meeting is contingent on its approval by the charter school board at an open meeting. The actual purchase or sale must be approved at an open meeting, and the purchase price or sale price is public data.

10. Security Matters

- a. The charter school board may close a meeting to receive security briefings and reports, to discuss issues related to security systems, to discuss emergency response procedures, and to discuss security deficiencies in or recommendations regarding public services, infrastructure, and facilities, if disclosure of the information discussed would pose a danger to public safety or compromise security procedures or responses.

- b. Financial issues related to security matters must be discussed, and all related financial decisions must be made at an open meeting.
- c. Before closing a meeting, the charter school board must refer to the facilities, systems, procedures, services, or infrastructure to be considered during the closed meeting.
- d. The closed meeting must be tape recorded at the expense of the charter school, and the recording must be preserved for at least four years.

11. Other Meetings

Other meetings shall be closed as provided by law, except as provided above. A closed meeting must be electronically recorded at the expense of the charter school, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

F. Procedures for Closing a Meeting

The charter school board shall provide notice of a closed meeting just as for an open meeting. A charter school board meeting may be closed only after a majority vote at a public meeting. Before closing a meeting, the charter school board shall state on the record the specific authority permitting the meeting to be closed and shall describe the subject to be discussed.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. Ch. 13D (Open Meeting Law)
Minn. Stat. § 121A.47, Subd. 5 (Exclusion and Expulsion Procedures)
Minn. Stat. § 122A.33, Subd. 3 (Coaches; Opportunity to Respond)
Minn. Stat. § 179A.14, Subd. 3 (Labor Negotiations)
Minn. Rules Part 5510.2810 (Bureau of Mediation Services)
Brown v. Cannon Falls Township, 723 N.W.2d 31 (Minn. App. 2006)
Brainerd Daily Dispatch v. Dehen, 693 N.W.2d 435 (Minn. App. 2005)
The Free Press v. County of Blue Earth, 677 N.W.2d 471 (Minn. App. 2004)
Prior Lake American v. Mader, 642 N.W.2d 729 (Minn. 2002)
Star Tribune v. Board of Education, Special School District No. 1, 507 N.W.2d 869 (Minn. App. 1993)
Minnesota Daily v. University of Minnesota, 432 N.W.2d 189 (Minn. App. 1988)
Moberg v. Independent School District No. 281, 336 N.W.2d 510 (Minn. 1983)
Sovereign v. Dunn, 498 N.W.2d 62 (Minn. App. 1993), *rev. denied.* (Minn. 1993)
Dept. of Admin. Advisory Op. No. 21-003 (April 19, 2021)
Dept. of Admin. Advisory Op. No. 21-002 (January 13, 2021)
Dept. of Admin. Advisory Op. No. 19-012 (October 24, 2019)
Dept. of Admin. Advisory Op. No. 19-008 (May 22, 2019)
Dept. of Admin. Advisory Op. No. 19-006 (April 9, 2019)
Dept. of Admin. Advisory Op. No. 18-019 (December 28, 2018)
Dept. of Admin. Advisory Op. No. 17-005 (June 22, 2017)
Dept. of Admin. Advisory Op. No. 13-009 (March 19, 2013)
Dept. of Admin. Advisory Op. No. 12-004 (March 8, 2012)
Dept. of Admin. Advisory Op. No. 11-004 (April 18, 2011)
Dept. of Admin. Advisory Op. No. 10-020 (September 23, 2010)
Dept. of Admin. Advisory Op. No. 09-020 (September 8, 2009)
Dept. of Admin. Advisory Op. No. 08-015 (July 9, 2008)
Dept. of Admin. Advisory Op. No. 06-027 (September 28, 2006)
Dept. of Admin. Advisory Op. No. 04-004 (February 3, 2004)

Cross References: MSBA/MASA Model Policy 204 (Charter School Board Meeting Minutes)

MSBA/MASA Model Policy 206 (Public Participation in Charter School Board Meetings/Complaints about Persons at Charter School Board Meetings and Data Privacy Considerations)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA Law Bulletin "C" (Minnesota's Open Meeting Law)

Original Creation Date: February 2025
Last Approved By: PACT Charter School Board of Directors
Last Approved Date: March 6, 2025
Year Reviewed: 2024-2025

206 PUBLIC PARTICIPATION IN CHARTER SCHOOL BOARD MEETINGS/COMPLAINTS ABOUT PERSONS AT CHARTER SCHOOL BOARD MEETINGS AND DATA PRIVACY CONSIDERATIONS

I. PURPOSE

- A. The charter school board of directors recognizes the value of participation by the public in deliberations and decisions on charter school matters. At the same time, the charter school board recognizes the importance of conducting orderly and efficient proceedings, with opportunity for expression of all participants' respective views.
- B. The purpose of this policy is to provide procedures to assure open and orderly public discussion as well as to protect the due process and privacy rights of individuals under the law.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the charter school board is to encourage discussion by persons of subjects related to the management of the charter school at charter school board meetings. The charter school board may adopt reasonable time, place, and manner restrictions on public expression in order to facilitate free discussion by all interested parties.
- B. The charter school board shall, as a matter of policy, protect the legal rights to privacy and due process of employees and students.

III. DEFINITIONS

A. Applicant for Appointment Data

Data about applicants for appointments to a public body, including a charter school board, collected by the charter school as a result of the applicant's application for appointment to the public body are private data on individuals, except that the following are public: name; city of residence, except where the appointment has a residency requirement that requires the entire address to be public; education and training; employment history; volunteer work; awards and honors; prior government service; any data required to be provided or that is voluntarily provided in an application to a multimember agency pursuant to Minnesota Statutes section 15.0597; and veteran status. Once an individual has been appointed to a public body, the following additional items of data are public: residential address; either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee; the first and last dates of service on the public body; the existence and status of any complaints or charges against an appointee; and, upon completion of an investigation of a complaint or charge against an appointee, the final investigative report unless access to the data would jeopardize an active investigation. Any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.

B. Applicant for Employment Data

Public personnel data on current and former applicants for employment includes:

Veteran status; relevant test scores; rank on eligible list; job history; education and training; and work availability. Names of applicants shall be private data except when certified as eligible for appointment to a vacancy or when applicants are considered by the appointing authority to be finalists for a position in public employment. For

purposes of this subdivision, "finalist" means an individual who is selected to be interviewed by the appointing authority prior to selection.

C. Educational data

Data maintained by the charter school that relates to a student.

D. Personnel Data

Government data on individuals maintained because the individual is or was an employee or applicant for employment. For purposes of this policy, "employee" includes a volunteer or an independent contractor.

E. Public Personnel Data

Public personnel data on current and former employees includes:

Name; employee identification number, which must not be the employee's social security number; actual gross salary; salary range; terms and conditions of employment relationship; contract fees; actual gross pension; the value and nature of employer paid fringe benefits; the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary; bargaining unit; job title; job description; education and training background; previous work experience; date of first and last employment; the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action; the final disposition of any disciplinary action as defined in Minnesota Statutes section 13.43, subdivision 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the public body; the complete terms of any agreement settling any dispute arising out of the employment relationship, including a buyout agreement as defined in Minnesota Statutes section 123B.143, subdivision 2, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money; work location; work telephone number; badge number; work-related continuing education; honors and awards received; and payroll time sheets or other comparable data that are only used to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.

F. Student

An individual currently or formerly enrolled or registered in the charter school, or applicants for enrollment, or individuals who receive shared time services.

IV. RIGHTS TO PRIVACY

A. Charter school employees have a legal right to privacy related to matters which may come before the charter school board, including, but not limited to, the following:

1. right to privacy of personnel data as provided by Minnesota Statutes section 13.43 (Personnel Data);
2. right to consideration by the charter school board of certain data treated as not public as provided in Minnesota Statutes section 13D.05 (Not Public Data);
3. right to a private hearing for licensed or nonlicensed head varsity coaches to discuss reasons for nonrenewal of a coaching contract pursuant to Minnesota Statutes section 122A.33, Subd. 3.

B. Charter school students have a legal right to privacy related to matters which may

come before the charter school board, including, but not limited to, the following:

1. right to a private hearing, Minnesota Statutes section 121A.47, Subd. 5 (Student Dismissal Hearing);
2. right to privacy of educational data, Minnesota Statutes section 13.32 (Educational Data); 20 United States Code section 1232g (FERPA);
3. right to privacy of complaints as provided by child abuse reporting and discrimination laws, Minnesota Statutes chapter 260E (Reporting of Maltreatment of Minors) and Minnesota Statutes chapter 363A (Minnesota Human Rights Act).

V. THE PUBLIC'S OPPORTUNITY TO BE HEARD

The charter school board will strive to give all persons an opportunity to be heard and to have complaints considered and evaluated, within the limits of the law and this policy and subject to reasonable time, place, and manner restrictions. Among the rights available to the public is the right to access public data as provided by Minnesota Statutes section 13.43, subdivision 2 (Public Data).

VI. PROCEDURES

A. Agenda Items

1. Persons who wish to have a subject discussed at a public charter school board meeting are encouraged to notify the superintendent's office in advance of the charter school board meeting. The person should provide his or her name, the name of group represented (if any), and the subject to be covered or the issue to be addressed.
2. Persons who wish to address the charter school board on a particular subject should identify the subject and identify agenda item(s) to which their comments pertain.
3. The charter school board chair will recognize one speaker at a time and will rule out of order other speakers who are not recognized. Only those speakers recognized by the chair will be allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the charter school board, or the proceedings may be directed to leave.
4. The charter school board retains the discretion to limit discussion of any agenda item to a reasonable period of time as determined by the charter school board. If a group or organization wishes to address the charter school board on a topic, the charter school board reserves the right to require designation of one or more representatives or spokespersons to speak on behalf of the group or organization.
5. Matters proposed for placement on the agenda which may involve data privacy concerns, which may involve preliminary allegations, or which may be potentially libelous or slanderous in nature shall not be considered in public, but shall be processed as determined by the charter school board in accordance with governing law.
6. The charter school board chair shall promptly rule out of order any discussion by any person, including charter school board members, that would violate the provisions of state or federal law, this policy or the statutory rights of privacy of an individual.
7. Personal attacks by anyone addressing the charter school board are

unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the charter school board.

8. Depending upon the number of persons in attendance seeking to be heard, the charter school board reserves the right to impose such other limitations and restrictions as necessary in order to provide an orderly, efficient, and fair opportunity for those present to be heard.

B. Complaints

1. Routine complaints about a teacher or other employee should first be directed to that teacher or employee or to the employee's immediate supervisor.
2. If the complaint is against an employee relating to child abuse, discrimination, racial, religious, or sexual harassment, or other activities involving an intimidating atmosphere, the complaint should be directed to the employee's supervisor or other official as designated in the charter school policy governing that kind of complaint. In the absence of a designated person, the matter should be referred to the Superintendent.
3. Unresolved complaints from Paragraph 1 of this section or problems concerning the charter school should be directed to the Superintendent's office.
4. Complaints that are unresolved at the Superintendent's level may be brought before the charter school board by notifying the charter school board in writing.

C. Open Forum

The charter school board shall normally provide a specified period of time when persons may address the charter school board on any topic, subject to the limitations of this policy. The charter school board reserves the right to allocate a specific period of time for this purpose and limit time for speakers accordingly.

The charter school board may decide to hold certain types of public meetings where the public will not be invited to address the charter school board. Possible examples are work sessions and board retreats. The public will still be entitled to notice of these meetings and will be allowed to attend these meetings, but the public will not be allotted time during the meeting to address the board.

D. No Board Action at Same Meeting

Except as determined by the charter school board to be necessary or in an emergency, the charter school board will not take action at the same meeting on an item raised for the first time by the public.

VII. PENALTIES FOR VIOLATION OF DATA PRIVACY

- A. The charter school is liable for damages, costs and attorneys' fees, and, in the event of a willful violation, punitive damages for violation of state data privacy laws.
- B. A person who willfully violates data privacy or whose conduct constitutes the knowing unauthorized acquisition of not public data is guilty of a misdemeanor.
- C. In the case of an employee, willful violation of the Minnesota data practices law, Chapter 13, and any rules adopted thereunder, including any action subject to a criminal penalty, constitutes just cause for suspension without pay or dismissal.

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

Minn. Stat. Ch. 124E (Charter Schools)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 13.601, Subd. 3 (Applicants for Appointment)
Minn. Stat. § 13D.05 (Meetings Having Data Classified as Public)
Minn. Stat. § 121A.47, Subd. 5 (Exclusion and Expulsion Procedures; Closed or Open Meeting)
Minn. Stat. § 122A.33, Subd. 3 (License and Degree Exemption for Head Coach; Notice of Nonrenewal; Opportunity to Respond)
Minn. Stat. § 122A.44 (Contracting with Teachers; Substitute Teachers)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
Minn. Op. Atty. Gen. 852 (July 14, 2006)

Cross References: MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)
MSBA/MASA Model Policy 207 (Public Hearings)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Original Creation Date: February 2025
Last Approved By: PACT Charter School Board of Directors
Last Approved Date: March 6, 2025
Year Reviewed: 2024-2025

HUMAN RESOURCES RECOMMENDATIONS - Consent agenda

Employment

Name	Position	Location EC/SC/District	Start Date
Nada Alshehari	Sped Paraprofessional	EC	9/10/2026
Clara Tice	Sped Paraprofessional	EC	9/1/2026
Gary Pace	Girls Soccer JV Coach	SC	9/8/2026
Luke Eaton	Middle School Volleyball Coach	SC	9/8/2026

Contract / Assignment Modification

Name	Position	Location EC/SC/District	Modification	Start Date
Chiamaka Okonkwo	In-House Building Sub	SC	SpEd Teacher	9/23/2026
William "Noah" Sievert	In-House Building Sub	SC	SpEd Teacher	9/23/2026

Extra Assignments

Name	Position	Location EC/SC/District	Assignment	Date
Brooklyn Riggs	Theatre Director	SC	On Call Sub	9/10/2026
Mackenzie Deeny	Art Teacher	EC	Community Education Instructor -Art Class	8/24/2026
Jacob Barthel	SpEd Paraprofessional	SC	Community Education Instructor - Builders Club	9/1/2026
Andrea Jendro	Social Worker	SC	Middle School Volleyball Coach	9/8/2026

Resignation

Name	Position	Location EC/SC/District	Resign Date
Mike McGilligan	Custodian	SC	8/20/2026

Terminations/Layoffs/Non-Renewal

Name	Position	Location EC/SC/District	Date
Melissa Higby	Termination On-Call Sub	EC	9/25/2026
Sonya Coffie	Elementary SpEd Para	EC	9/22/2026

Retirement

Name	Position	Location EC/SC/District	Date
------	----------	-------------------------	------

BOARD CHAIR SIGNATURE

DATE



P A C T
Charter School

PACT Charter School Monthly Financials

AUGUST 2026

PACT Charter School Financial Highlights

AUGUST 2026

Balance Sheet:

The School's balance sheet reflects the school's liquid assets and liabilities. The primary focus of the balance sheet is the cash balance and any material liabilities. Additionally, attention should be paid to the amount of the YTD state hold back. The highlights from the balance sheet are:

- \$6,630,727 Cash balance at end of the month
- \$374,309 State Receivables which represents an initial estimate for the beginning of the accrual for the current year hold back
- \$870,105 State Receivables which represents the remaining amount due to the school from the state 10% holdback of the prior school year
- \$195,803 Salary and Benefits Payables estimated. This is for summer salaries as of month-end.
- \$379,392 Accounts Payable balances as of the end of the month

Income Statement

The focus of the school's income statement is to monitor the ongoing revenues and expenses of the various programs. A monthly review of the actual spent vs. budget as well as taking into consideration the percentage of the fiscal year completed is imperative. Yet, also understanding how each individual line-item functions will help the overall analysis. The highlights from the income statement are:

- Adopted Budget: 1564 ADM
- Revised Budget: 1564 ADM
- Actual ADM 1564
- 16% Percent of the fiscal year completed
- 15% YTD revenue as a percent of budget based on the revised projection.
- 11% YTD expenses as a percent of budget based on the revised projection.
- \$7,879,005 Projected year end fund balance
- 37% Projected ending fund balance as a % of expense budget

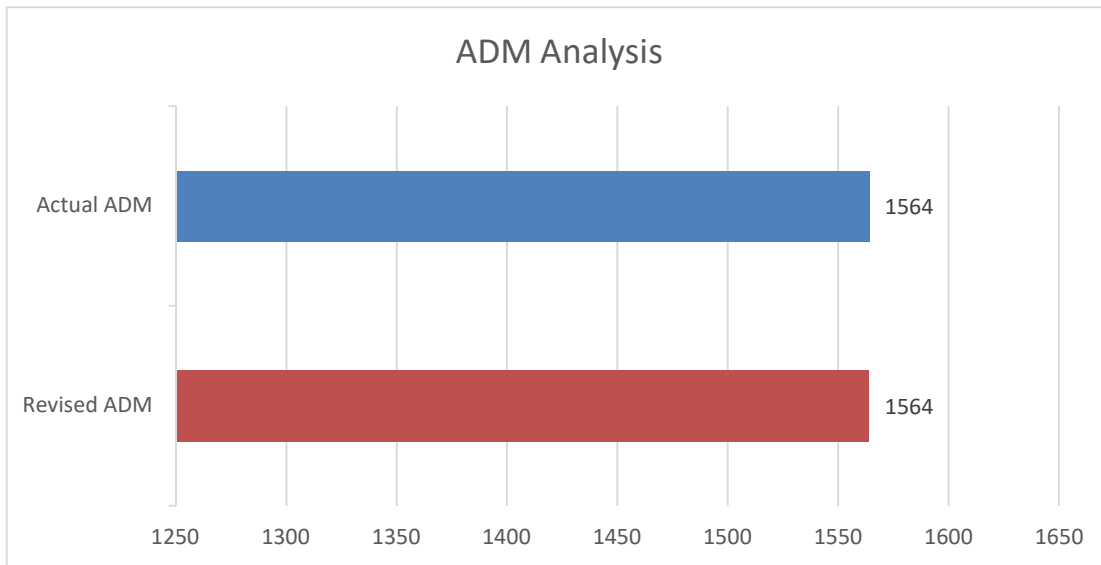
Cash Flow:

- Estimated cash balance as of June 30, 2027
\$ 6,757,017
- Days cash on hand projected as of June 30, 2027
117

Debt Covenant Ratios:

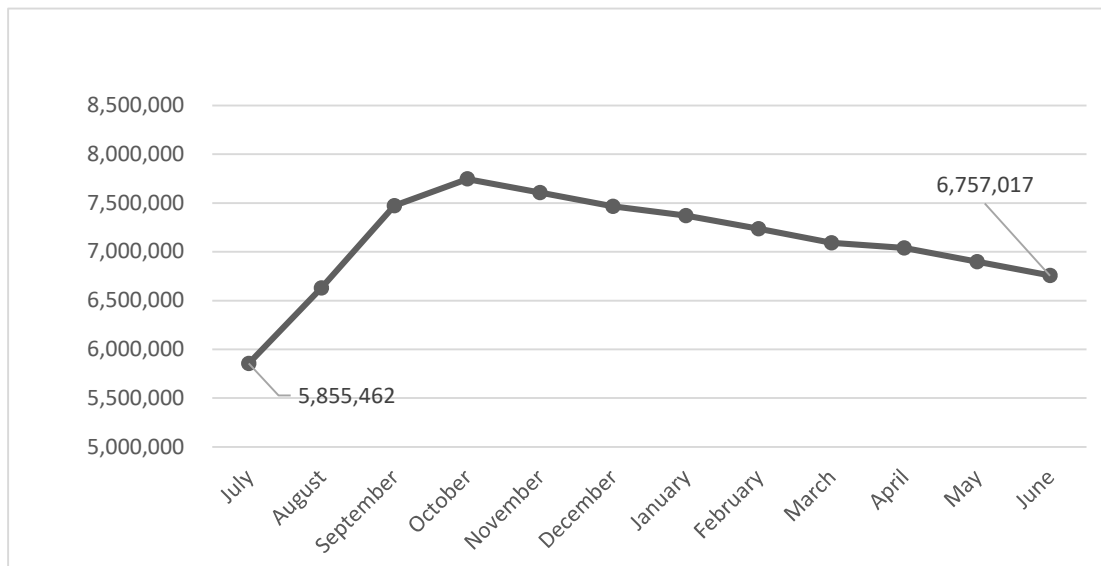
- Required debt service coverage ratio at June 30, 2027: = / >
1.10
- Projected debt service coverage ratio at June 30, 2027:
1.74
- Required days cash on hand (cash only) at June 30, 2027: = / >
45
- Projected days cash on hand without receivables at June 30, 2027:
117
- Projected days cash on hand with receivables at June 30, 2027:
176

Enrollment/ADM's



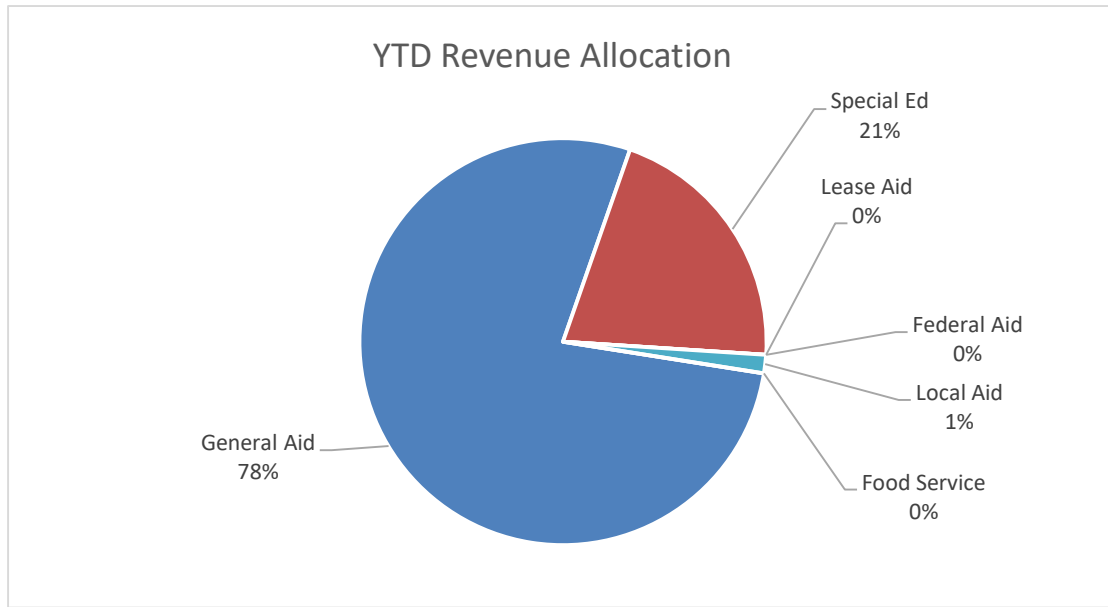
Monitoring the school's budgeted ADM vs. the actual ADM is one of the most important analytical revenue reviews. Variance from the budgeted ADM must be reviewed and understood.

Cash Flow Projection



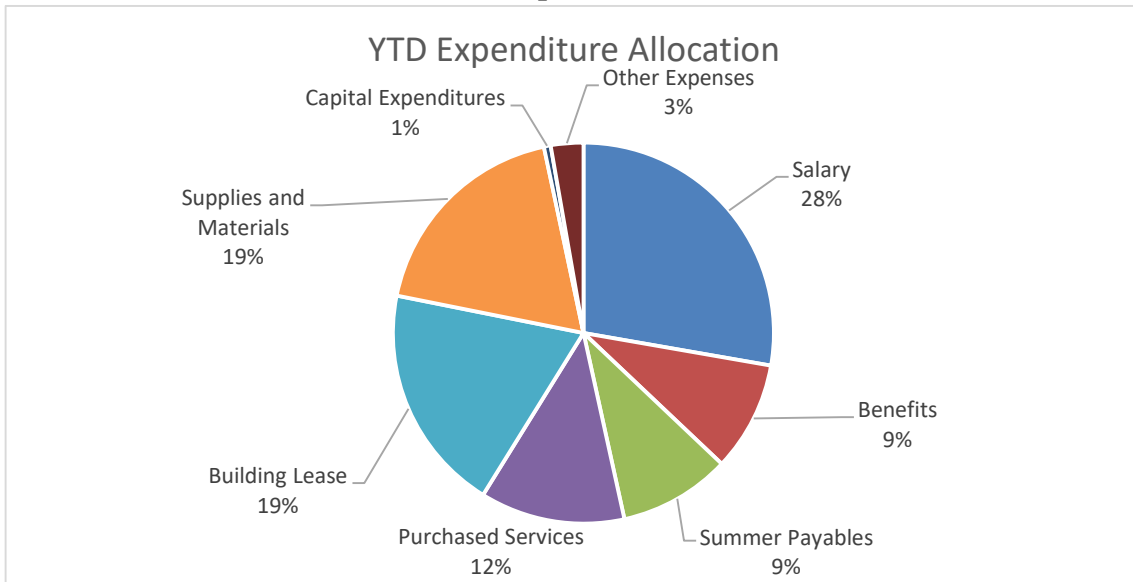
PACT Charter School's cash balance is expected to increase during fiscal 2027.

Revenue



The graph above reflects the revenue allocation the school has received from all revenue sources to date.

Expenditures



The graph above reflects the current year to date expenditure allocation across the school's major budget categories. This depiction helps identify how the school has spent their funds thus far.

PACT Charter School
Balance Sheet
As of August 31, 2026

Assets		As of Month-End
Cash	\$	6,630,727
MDE Receivable - Current year estimate		374,309
MDE Receivable - Prior year		870,105
Misc. Receivables		50,360
Due From Other Funds		152,619
Prepays		83,707
Total Assets	\$	<u>8,161,827</u>
Liabilities		
Salary and Benefits Payable	\$	195,803
Accounts Payable		379,392
Deferred Revenue		2,290
Total Liabilities	\$	<u>577,485</u>
Fund Balance		
Beginning - Unaudited	\$	6,495,994
Change in Fund Balance		<u>1,088,348</u>
Ending- Projected	\$	7,584,342
Total Liabilities and Fund Balance	\$	<u>8,161,827</u>

Current year based on estimated, primarily for ADM numbers.

PACT Charter School
Income Statement Summary
As of August 31, 2026

16% Year Complete

		Adopted Budget - 1564			
Revenue		ADM	Monthly Activity	Year to Date	% of Budget
State Aids	\$	20,960,394	\$ 1,466,216	\$ 3,298,819	15.7%
Federal Aids		709,182	-	-	0.0%
Local		724,749	24,603	49,847	6.9%
Total	\$	22,394,325	\$ 1,490,819	\$ 3,348,666	15.0%
Expense					
Salary	\$	9,470,912	\$ 456,991	\$ 627,149	6.6%
Benefits		3,394,535	126,706	210,237	6.2%
Summer Payables		-	-	214,474	NA
Total Salaries/Benefits Payable	\$	12,865,447	\$ 583,697	\$ 1,051,860	8.2%
Purchased Services		3,231,394	86,691	278,111	8.6%
Supplies and Materials		1,525,887	152,860	418,443	27.4%
Building Lease		2,619,350	218,279	436,558	16.7%
Capital Expenditures		542,501	320	13,042	2.4%
Other Expenses		226,735	879	62,303	27.5%
Total	\$	21,011,314	\$ 1,042,726	\$ 2,260,318	10.8%
Change in Fund Balance	\$	1,383,011	\$ 448,093	\$ 1,088,348	
Beginning Fund Balance	\$	6,495,994	\$ 6,495,994	\$ 6,495,994	
Ending- Projected	\$	7,879,005	\$ 6,944,087	\$ 7,584,342	
FB as a % of Exp			37%		
Debt Service Coverage Ratio			1.74		

**PACT Charter School
Detail Revenue
As of August 31, 2026**

16% Year Complete

	Adopted Budget - 1564 ADM	Monthly Activity	Year to Date	% of Budget
General Fund				
State Aid				
General Aid	\$ 14,712,604	\$ 773,782	\$ 2,232,077	15%
Endowment	108,010	-	-	0%
Special Education	3,094,953	692,433	692,433	22%
ADSIS	105,438	-	-	0%
Lease Aid	2,253,773	-	-	0%
Literacy Incentive	68,391	-	-	0%
Student Support Aid	48,044	-	-	0%
Chater Additional (Long Term Facility Maintena	226,406	-	-	0%
State Aid Receivables*	-	-	374,309	N/A
Total State Aid	\$ 20,617,619	\$ 1,466,216	\$ 3,298,819	16%
Federal Aid				
Title I	\$ 184,922	\$ -	\$ -	0%
Title II	27,941	-	-	0%
Title III	11,164	-	-	0.0%
Special Education	160,948	-	-	0%
Special Education - Preschool Age	247	-	-	0%
Special Education - CEIS	30,321	-	-	0%
	\$ 415,543	\$ -	\$ -	0%
Local Aid and Donation				
Interest	\$ 145,000	\$ 15,347	\$ 30,661	21.1%
Donations and Other	35,165	1,728	3,303	9.4%
Athletic and Activity Fees	232,200	6,750	6,750	2.9%
Fees for Services	25,000	-	-	0.0%
MA Billing	30,000	-	-	0.0%
Rental Income	99,996	-	8,333	8.3%
	\$ 567,361	\$ 23,826	\$ 49,048	9%
Total General Fund Revenue	\$ 21,600,523	\$ 1,490,041	\$ 3,347,867	15%
Food Service Fund				
State Revenue	\$ 342,775	\$ -	\$ -	0%
Federal Revenue	293,639	-	-	0%
Food Sales	7,388	287	309	4%
Total Food Service Revenue	\$ 643,802	\$ 287	\$ 309	0%
Community Service Fund				
Community Service Fees	\$ 150,000	\$ 490	\$ 490	0%
Total Community Service Revenue	\$ 150,000	\$ 490	\$ 490	0%
Total Revenue- All Funds	\$ 22,394,325	\$ 1,490,819	\$ 3,348,666	15%

**PACT Charter School
Detail Expense
As of August 31, 2026**

FYTD: 16%

	Adopted Budget - 1564 ADM	Monthly Activity	Year to Date	% of Budget
Admin and Operations				
100 Salaries	\$ 2,547,392	\$ 140,524	\$ 260,928	10%
200 Benefits	942,535	67,732	140,313	15%
305 Contracted Services	443,241	20,539	45,424	10%
320 Communication	49,707	10,559	22,153	45%
329 Postage	5,202	4,031	4,397	85%
330 Utility	295,470	27,300	43,102	15%
340 Insurance	125,685	-	78,699	63%
350 Repairs & Maintenance	177,576	7,736	56,543	32%
360 Transportation	1,030,783	439	966	0%
366 Professional Development	5,953	757	812	14%
401 General Supplies	311,040	6,513	11,707	4%
405 Purchased Software (405/406)	66,300	5,625	16,124	24%
500 Furniture & Equipment	40,163	-	-	0%
520 Capital Improvements	200,000	-	-	0%
555 Technology Equipment	237,500	-	-	0%
570 Building Lease	2,619,350	218,279	436,558	17%
820 Dues & Memberships	176,376	879	61,533	35%
Total Admin and Operations	\$ 9,274,273	\$ 510,913	\$ 1,179,259	13%
Instructional Support and Services				
100 Salaries	\$ 3,875,821	224,146	255,080	7%
200 Benefits	1,434,054	44,463	51,366	4%
1XX/2XX Summer Payable	-	-	136,836	NA
305 Contracted Services	11,025	50	50	0%
360 Transportation - Field Trips	37,237	-	-	0%
366 Professional Development	26,250	-	80	0%
369 Field Trips and Registration	29,563	-	-	0%
394 PSEO-CIS Tuition Payments	166,668	-	-	0%
401 General Supplies	102,281	-	1,640	2%
405 Purchased Software (405/406)	15,750	-	33,256	211%
406 Instructional Software License	78,881	13,667	63,608	81%
430 Instructional Supplies	105,000	-	-	0%
460 Textbooks & Workbooks	200,000	119,114	145,290	73%
461 Standardized Tests	21,000	-	-	0%
466 Student Technology	-	-	130,000	0%
500 Furniture & Equipment	49,613	320	6,042	12%
Total Instructional Support and Services	\$ 6,153,143	\$ 401,759	\$ 823,248	13%

PACT Charter School
Detail Expense
As of August 31, 2026

FYTD: 16%

	Adopted Budget - 1564 ADM	Monthly Activity	Year to Date	% of Budget
Activities				
100 Salaries	\$ 341,831	\$ 10,646	\$ 12,771	4%
200 Benefits	68,366	2,384	3,212	5%
305 Contracted Services	79,397	-	10,000	13%
360 Transportation	115,315	-	-	0%
369 Registrations	32,375	-	-	0%
401 General Supplies	51,222	1,128	1,128	2%
580 Lease	11,025	-	7,000	63%
820 Dues and Memberships	44,059	-	770	2%
Total Activities	743,590	14,158	34,881	5%
ADSIS Program				
100 Salaries	\$ 133,408	\$ 3,137	\$ 3,137	2%
200 Benefits	49,361	561	561	1%
401 General Supplies	5,513	-	-	0%
Total ADSIS Program	188,282	3,698	3,698	2%
Special Education				
100 Salaries	\$ 2,244,344	\$ 60,293	\$ 73,349	3%
200 Benefits	830,407	8,681	11,900	1%
1XX/2XX Summer Payable	-	-	77,637	NA
305 Contracted Services	21,732	-	-	0%
360 Transportation - SPED & HHM	337,430	14,079	14,079	4%
394 Payments to Other Agencies	173,041	-	-	0%
405 Purchased Software	6,300	-	1,284	20%
406 Purchased Software- Instructional	4,200	-	-	0%
430 Instructional Supplies	-	6,615	6,615	0%
433 Instructional Supplies- Ind	24,728	-	-	0%
500 Furniture & Equipment	4,200	-	-	0%
820 Dues & Memberships	6,300	-	-	0%
Total Special Education	\$ 3,652,682	\$ 89,668	\$ 184,865	5%
Title Programs				
100 Salaries	\$ 143,020	\$ 10,549	\$ 10,549	7%
200 Benefits	52,917	2,104	2,104	4%
366 Travel & Conferences	25,000	-	-	0%
401 General Supplies	1,000	-	-	0%
405 Purchased Software	-	-	7,593	0%
Total Title Programs	221,937	12,653	20,246	9%
Total General Fund Expenditures	\$ 20,233,907	\$ 1,032,849	\$ 2,246,196	11%

PACT Charter School
Detail Expense
As of August 31, 2026

FYTD: 16%

	Adopted Budget - 1564 ADM	Monthly Activity	Year to Date	% of Budget
Food Service Fund				
100 Salaries	\$ 84,473	\$ 279	\$ 279	0%
200 Benefits	16,895	781	781	5%
401 General Supplies	16,282	-	-	0%
490 Food	485,310	-	-	0%
600 Misc Expense	16,538	-	-	0%
820 Dues & Memberships	2,205	-	-	0%
Total Food	\$ 621,703	\$ 1,060	\$ 1,060	0%
Community Ed Fund				
100 Salaries	\$ 100,623	\$ 7,417	\$ 11,056	11%
200 Benefits	37,231	1,202	1,807	5%
401 General Supplies	17,850	-	-	0%
820 Dues & Memberships	-	199	199	0%
Total Community Ed	155,704	8,817	13,062	8%
Total Expense- All Funds	\$ 21,011,314	\$ 1,042,726	\$ 2,260,318	11%

PACT Charter School
CashFlow
As of August 31, 2026

10 Months Remaining

Cash Receipts	Adopted Budget		Monthly Activity	Year to Date	September	October	November	December									
State Aids- CY	\$	20,617,619	\$	1,466,216	\$	2,924,510	\$	1,461,378	\$	1,461,378	\$	1,461,378	\$	1,461,378	\$	1,461,378	
State Aids- PY		870,105		-		-		739,898		419,449		-		-		-	
Federal		415,543		-		-		37,399		37,399		37,399		37,399		37,399	
Federal - PY		243,453		-		-		243,453		-		-		-		-	
Local		717,361		24,316		49,538		63,443		63,443		63,443		63,443		63,443	
Food Service		643,802		287		309		61,132		61,132		61,132		61,132		61,132	
Total Inflows	\$	22,394,325	\$	1,490,819	\$	2,974,357	\$	2,606,703	\$	2,042,801	\$	1,625,106	\$	1,623,352			
Expense																	
Salary	\$	9,470,912	\$	456,991	\$	627,149	\$	789,243	\$	789,243	\$	789,243	\$	789,243	\$	789,243	
Benefits		3,394,535		121,657		210,237		282,878		282,878		282,878		282,878		282,878	
Purchased Services		3,231,394		86,691		278,111		295,328		295,328		295,328		295,328		295,328	
Supplies and Materials		1,525,887		152,860		418,443		110,744		110,744		110,744		110,744		110,744	
Building Lease		2,619,350		218,279		436,558		218,279		218,279		218,279		218,279		218,279	
Capital Expenditures		542,501		320		13,042		52,946		52,946		52,946		52,946		52,946	
Other Expenses		226,735		879		62,303		16,443		16,443		16,443		16,443		16,443	
Accounts Payable		-		-		-											
Total Outflows	\$	21,011,314	\$	1,037,677	\$	2,045,844	\$	1,765,862	\$	1,765,862	\$	1,765,862	\$	1,765,862	\$	1,765,862	
Change in Cash								\$	840,841	\$	276,939	\$	(140,756)	\$	(142,510)		
Beginning								\$	6,630,727	\$	7,471,568	\$	7,748,508	\$	7,607,752		
Line of Credit								\$	-	\$	-	\$	-	\$	-		
Ending- Projected								\$	7,471,568	\$	7,748,508	\$	7,607,752	\$	7,465,243		

PACT Charter School
CashFlow
As of August 31, 2026

10 Months Remaining

Cash Receipts	Adopted Budget	Monthly Activity	Year to Date	January	February	March	April	May	June
State Aids- CY	\$ 20,617,619	\$ 1,466,216	\$ 2,924,510	\$ 1,461,378	\$ 1,465,036	\$ 1,461,378	\$ 1,461,378	\$ 1,463,132	\$ 1,461,378
State Aids- PY	870,105	-	-	49,625	1,904	-	89,891	-	-
Federal	415,543	-	-	37,399	37,399	37,399	37,399	37,399	37,399
Federal - PY	243,453	-	-	-	-	-	-	-	-
Local	717,361	24,316	49,538	63,443	63,443	63,443	63,443	63,443	63,443
Food Service	643,802	287	309	61,132	61,132	61,132	61,132	61,132	61,132
Total Inflows	\$ 22,394,325	\$ 1,490,819	\$ 2,974,357	\$ 1,672,977	\$ 1,628,914	\$ 1,623,352	\$ 1,713,243	\$ 1,625,106	\$ 1,623,352
Expense									
Salary	\$ 9,470,912	\$ 456,991	\$ 627,149	\$ 789,243	\$ 789,243	\$ 789,243	\$ 789,243	\$ 789,243	\$ 789,243
Benefits	3,394,535	121,657	210,237	282,878	282,878	282,878	282,878	282,878	282,878
Purchased Services	3,231,394	86,691	278,111	295,328	295,328	295,328	295,328	295,328	295,328
Supplies and Materials	1,525,887	152,860	418,443	110,744	110,744	110,744	110,744	110,744	110,744
Building Lease	2,619,350	218,279	436,558	218,279	218,279	218,279	218,279	218,279	218,279
Capital Expenditures	542,501	320	13,042	52,946	52,946	52,946	52,946	52,946	52,946
Other Expenses	226,735	879	62,303	16,443	16,443	16,443	16,443	16,443	16,443
Accounts Payable	-	-	-						
Total Outflows	\$ 21,011,314	\$ 1,037,677	\$ 2,045,844	\$ 1,765,862	\$ 1,765,862	\$ 1,765,862	\$ 1,765,862	\$ 1,765,862	\$ 1,765,862
Change in Cash	\$ (92,885)	\$ (136,948)	\$ (142,510)	\$ (52,619)	\$ (140,756)	\$ (142,510)			
Beginning	\$ 7,465,243	\$ 7,372,358	\$ 7,235,410	\$ 7,092,901	\$ 7,040,282	\$ 6,899,527			
Line of Credit	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
Ending- Projected	\$ 7,372,358	\$ 7,235,410	\$ 7,092,901	\$ 7,040,282	\$ 6,899,527	\$ 6,757,017			

PACT Charter School
CashFlow
As of August 31, 2026

10 Months Remaining

Cash Receipts	Adopted Budget	Monthly Activity	Year to Date	Total	Budget	Remaining
State Aids- CY	\$ 20,617,619	\$ 1,466,216	\$ 2,924,510	\$ 17,545,456	\$ 20,617,619	\$ 3,072,163
State Aids- PY	870,105	-	-	1,300,767	870,105	-
Federal	415,543	-	-	373,989	415,543	41,554
Federal - PY	243,453	-	-	-	243,453	243,453
Local	717,361	24,316	49,538	683,970	717,361	-
Food Service	643,802	287	309	611,627	643,802	32,175
Total Inflows	\$ 22,394,325	\$ 1,490,819	\$ 2,974,357	\$ 20,515,809	\$ 23,507,883	\$ 3,389,345

Expense						
Salary	\$ 9,470,912	\$ 456,991	\$ 627,149	\$ 8,519,576	\$ 9,470,912	\$ 951,336
Benefits	3,394,535	121,657	210,237	3,039,016	3,394,535	355,519
Purchased Services	3,231,394	86,691	278,111	3,231,394	3,231,394	-
Supplies and Materials	1,525,887	152,860	418,443	1,525,887	1,525,887	-
Building Lease	2,619,350	218,279	436,558	2,619,350	2,619,350	-
Capital Expenditures	542,501	320	13,042	542,501	542,501	-
Other Expenses	226,735	879	62,303	226,735	226,735	-
Accounts Payable	-	-	-	-	-	-
Total Outflows	\$ 21,011,314	\$ 1,037,677	\$ 2,045,844	\$ 19,704,459	\$ 21,011,314	\$ 1,306,855

Change in Cash

Beginning
Line of Credit
Ending- Projected

Days Cash on Hand
117

NOTES TO THE FINANCIAL STATEMENTS

AUGUST 2026

-
- The financials statements are drafted on an accrual basis of accounting.
 - The school's budget is based on full accrual projections as of the end of the fiscal year.
 - Salary and Benefits Payables estimated. This is for summer salaries as of month-end.
 - This report is unaudited and is prepared for internal use only.
-

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 08/01/2026-8/31/2026 Period: 202701-202702 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
VIL	1003			MN DEPT. OF REVENUE		Wire		
			B 01 215 001	FEDERAL TAX WITHHELD		\$6,616.96		
			B 01 215 002	MN TAX WITHHELD		\$309.05		
PO#:	Voucher #:	40313	Invoice	Invoice No: S2026242	8/3/2026	Paid Amt:	\$6,926.01	
			B 01 215 001	FEDERAL TAX WITHHELD		\$3,217.54		
PO#:	Voucher #:	40306	Invoice	Invoice No: S2027010	8/3/2026	Paid Amt:	\$3,217.54	
			B 01 215 002	MN TAX WITHHELD		\$4,087.17		
PO#:	Voucher #:	40374	Invoice	Invoice No: S2027020	8/3/2026	Paid Amt:	\$4,087.17	
			B 01 215 001	FEDERAL TAX WITHHELD		\$81.12		
PO#:	Voucher #:	40316	Invoice	Invoice No: S202624S10	8/3/2026	Paid Amt:	\$81.12	
						Check Amount:	\$14,311.84	
VIL	1004			IRS		Wire		
			B 01 215 001	FEDERAL TAX WITHHELD		\$5.00		
			B 01 215 003	FICA		\$277.60		
PO#:	Voucher #:	40317	Invoice	Invoice No: S202624S10	8/3/2026	Paid Amt:	\$282.60	
			B 01 215 001	FEDERAL TAX WITHHELD		\$12,381.46		
			B 01 215 003	FICA		\$30,248.45		
PO#:	Voucher #:	40315	Invoice	Invoice No: S2026242	8/3/2026	Paid Amt:	\$42,629.91	
			B 01 215 001	FEDERAL TAX WITHHELD		\$7,860.12		
			B 01 215 003	FICA		\$10,364.20		
PO#:	Voucher #:	40308	Invoice	Invoice No: S2027010	8/3/2026	Paid Amt:	\$18,224.32	
			B 01 215 003	FICA		\$58.90		
PO#:	Voucher #:	40172	Credit	Invoice No: Z2026240	8/3/2026	Paid Amt:	(\$58.90)	
			B 01 215 001	FEDERAL TAX WITHHELD		\$8,755.63		
			B 01 215 003	FICA		\$15,026.98		
PO#:	Voucher #:	40376	Invoice	Invoice No: S2027020	8/3/2026	Paid Amt:	\$23,782.61	
						Check Amount:	\$84,860.54	
VIL	PERA			PERA		Wire		
			B 01 215 005	PERA WITHHELD		\$8,272.77		
PO#:	Voucher #:	40373	Invoice	Invoice No: S2027020	8/4/2026	Paid Amt:	\$8,272.77	
						Check Amount:	\$8,272.77	
VIL	CAPITA			CAPITAL BANK & TRUST		Wire		
			B 01 215 006	TSA		\$1,679.99		
PO#:	Voucher #:	40371	Invoice	Invoice No: S2027020	8/4/2026	Paid Amt:	\$1,679.99	
						Check Amount:	\$1,679.99	
VIL	1004			IRS		Wire		
			B 01 215 001	FEDERAL TAX WITHHELD		\$9,109.97		

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 08/01/2026-8/31/2026 Period: 202701-202702 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
VIL	1004			IRS		Wire
			B 01 215 003	FICA		\$16,801.20
PO#:	Voucher #:	40435	Invoice	Invoice No: S2027030	8/17/2026	Paid Amt: \$25,911.17
			B 01 215 001	FEDERAL TAX WITHHELD		\$12,381.47
			B 01 215 003	FICA		\$30,248.37
PO#:	Voucher #:	40466	Invoice	Invoice No: S2026243	8/17/2026	Paid Amt: \$42,629.84
						Check Amount: \$68,541.01
VIL	1003			MN DEPT. OF REVENUE		Wire
			B 01 215 002	MN TAX WITHHELD		\$4,411.69
PO#:	Voucher #:	40433	Invoice	Invoice No: S2027030	8/17/2026	Paid Amt: \$4,411.69
			B 01 215 001	FEDERAL TAX WITHHELD		\$6,393.29
			B 01 215 002	MN TAX WITHHELD		\$532.72
PO#:	Voucher #:	40464	Invoice	Invoice No: S2026243	8/17/2026	Paid Amt: \$6,926.01
						Check Amount: \$11,337.70
VIL	PERA			PERA		Wire
			B 01 215 005	PERA WITHHELD		\$8,874.41
PO#:	Voucher #:	40432	Invoice	Invoice No: S2027030	8/25/2026	Paid Amt: \$8,874.41
						Check Amount: \$8,874.41
VIL	1012			Merch Bankcard		Wire
			E 01 005 110 000 000 305	Monthly Bank Card Fees August 2026		\$258.69
PO#:	Voucher #:	40550	Invoice	Invoice No: DT08032026	8/31/2026	Paid Amt: \$258.69
						Check Amount: \$258.69
VIL	1031			MN UI Fund		Wire
			E 01 005 105 000 000 281	Unemployment - QTR2 2026		\$28,147.47
PO#:	Voucher #:	40564	Invoice	Invoice No: DT082126	8/31/2026	Paid Amt: \$28,147.47
						Check Amount: \$28,147.47
VIL	1145			UNITED HEALTHCARE		Wire
			B 01 215 016	August 2026 Premiums		\$32,387.20
			B 01 215 016	August 2026 Premiums		\$79,422.59
PO#:	Voucher #:	40556	Invoice	Invoice No: DT081026	8/31/2026	Paid Amt: \$111,809.79
						Check Amount: \$111,809.79
VIL	1213			WRIGHT EXPRESS FLEET		Wire
			E 01 005 760 000 733 440	Circle K Fuel		\$439.43
PO#:	Voucher #:	40571	Invoice	Invoice No: DT082826	8/31/2026	Paid Amt: \$439.43
						Check Amount: \$439.43

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 08/01/2026-8/31/2026 Period: 202701-202702 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
VIL		ACEINC		ACE SOLID WASTE, INC.		Wire
			E 01 005 810 000 000 330	ACCT #3067-245540 - TRASH / RECYCLE:		\$1,217.46
PO#:	Voucher #:	40561	Invoice	Invoice No: DT0818261	8/31/2026	Paid Amt: \$1,217.46
						Check Amount: \$1,217.46
VIL		CENTE		CENTERPOINT ENERGY		Wire
			E 01 005 810 000 000 330	ACCT #5959697-3 / GAS UTILITY -August 20		\$165.65
PO#:	Voucher #:	40554	Invoice	Invoice No: DT080726	8/31/2026	Paid Amt: \$165.65
						Check Amount: \$165.65
VIL		CITYRA		CITY OF RAMSEY		Wire
			E 01 005 810 000 000 330	ACCT #679773848 SewerBill		\$3,877.30
PO#:	Voucher #:	40570	Invoice	Invoice No: DT0824263	8/31/2026	Paid Amt: \$3,877.30
						Check Amount: \$3,877.30
VIL		COMPA		COMPANION		Wire
			B 01 215 012	LIFE & SHORT--TERM DISABILITY - August 2		\$863.66
PO#:	Voucher #:	40549	Invoice	Invoice No: DT08312026	8/31/2026	Paid Amt: \$863.66
						Check Amount: \$863.66
VIL		CONEN		CONNEXUS ENERGY		Wire
			E 01 005 810 000 000 330	CUST #1808 / PARKING LOT LIGHT MAINT.		\$100.25
PO#:	Voucher #:	40558	Invoice	Invoice No: DT081026	8/31/2026	Paid Amt: \$100.25
						Check Amount: \$100.25
VIL		CONNE		CONNEXUS ENERGY		Wire
			E 01 005 810 000 000 330	ACCT # 679773-277848 / ELECTRIC UTILITY		\$5,021.80
PO#:	Voucher #:	40566	Invoice	Invoice No: DT08242026	8/31/2026	Paid Amt: \$5,021.80
						Check Amount: \$5,021.80
VIL		DELTAD		DELTA DENTAL		Wire
			B 01 215 007	EMPLOYEE DENTAL INS. - August 2026		\$8,640.59
PO#:	Voucher #:	40553	Invoice	Invoice No: DT08062026	8/31/2026	Paid Amt: \$8,640.59
						Check Amount: \$8,640.59
VIL		HEALYC		HEALTHIEST YOU		Wire
			B 01 215 012	TELA-MEDICINE - August 2026		\$915.00
PO#:	Voucher #:	40552	Invoice	Invoice No: DT080426	8/31/2026	Paid Amt: \$915.00
						Check Amount: \$915.00
VIL		MNASS		MN ASSOC. OF CHARTER SCHOOLS		Wire
			E 01 005 010 000 000 820	MACS Membership Fees - August 2026		\$603.75
PO#:	Voucher #:	40557	Invoice	Invoice No: DT081026	8/31/2026	Paid Amt: \$603.75
						Check Amount: \$603.75

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 08/01/2026-8/31/2026 Period: 202701-202702 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
VIL		STANDF		THE STANDARD		Wire
			B 01 215 011	Vision August 2026		\$19.28
PO#:	Voucher #:	40573	Invoice	Invoice No: DT080526	8/31/2026	Paid Amt: \$19.28
						Check Amount: \$19.28
VIL		USBANI		US BANK		Wire
			E 01 005 850 000 348 570	August 2026 Rent		\$218,279.17
PO#:	Voucher #:	40551	Invoice	Invoice No: DT080426	8/31/2026	Paid Amt: \$218,279.17
						Check Amount: \$218,279.17
VIL		VILLAG		VILLAGE BANK		Wire
			E 01 005 110 000 000 305	CHECKING ACCT-MAIN Bank Fees August 2026		\$70.95
PO#:	Voucher #:	40572	Invoice	Invoice No: DT083126	8/31/2026	Paid Amt: \$70.95
						Check Amount: \$70.95
VIL		ACEINC		ACE SOLID WASTE, INC.		Wire
			E 01 005 810 000 000 330	ACCT #3067-245540 - TRASH / RECYCLE:		\$1,318.92
PO#:	Voucher #:	40560	Invoice	Invoice No: DT08182026	8/31/2026	Paid Amt: \$1,318.92
						Check Amount: \$1,318.92
VIL		ARVIG		ARVIG		Wire
			E 01 005 105 281 000 320	Internet Bill August 2026 Payment		\$5,000.00
			E 01 005 110 000 000 305	Online Payment Fee		\$3.95
PO#:	Voucher #:	40559	Invoice	Invoice No: DT08142026	8/31/2026	Paid Amt: \$5,003.95
						Check Amount: \$5,003.95
VIL		CITYRA		CITY OF RAMSEY		Wire
			E 01 005 810 000 000 330	ACCT #679773848 Water Bill		\$4,461.75
PO#:	Voucher #:	40567	Invoice	Invoice No: DT082426	8/31/2026	Paid Amt: \$4,461.75
						Check Amount: \$4,461.75
VIL		CONNE		CONNEXUS ENERGY		Wire
			E 01 005 810 000 000 330	ACCT # 679773-277848 / ELECTRIC UTILITY		\$6,498.63
PO#:	Voucher #:	40565	Invoice	Invoice No: DT082426	8/31/2026	Paid Amt: \$6,498.63
						Check Amount: \$6,498.63
VIL		RESERV		PITNEY BOWES BANK INC		Wire
			E 01 005 105 000 000 329	POSTAGE METER FUNDS REFILL		\$2,000.00
PO#:	Voucher #:	40562	Invoice	Invoice No: DT081926	8/31/2026	Paid Amt: \$2,000.00
						Check Amount: \$2,000.00

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 08/01/2026-8/31/2026 Period: 202701-202702 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type			
VIL		CITYRA		CITY OF RAMSEY		Wire			
			E 01 005 810 000 000 330	ACCT #679773848 SewerBill			\$4,571.20		
PO#:	Voucher #:	40569	Invoice	Invoice No: DT0824262	8/31/2026	Paid Amt:	\$4,571.20		
						Check Amount:	\$4,571.20		
VIL		RESERV		PITNEY BOWES BANK INC		Wire			
			E 01 005 105 000 000 329	POSTAGE METER FUNDS REFILL			\$2,000.00		
PO#:	Voucher #:	40563	Invoice	Invoice No: DT0819261	8/31/2026	Paid Amt:	\$2,000.00		
						Check Amount:	\$2,000.00		
VIL		CENTE		CENTERPOINT ENERGY		Wire			
			E 01 005 810 000 000 330	ACCT #5959697-3 / GAS UTILITY -August 20			\$66.67		
PO#:	Voucher #:	40555	Invoice	Invoice No: DT0807261	8/31/2026	Paid Amt:	\$66.67		
						Check Amount:	\$66.67		
VIL	47816	ANOKA		ANOKA HENNEPIN ISD #11		Check			
			E 01 300 790 000 000 394	STEP TUITION BILLING -			\$3,190.00		
PO#:	Voucher #:	40319	Invoice	Invoice No: 13585	8/3/2026	Paid Amt:	\$3,190.00		
			E 01 300 790 000 000 394	STEP TUITION BILLING -			\$3,190.00		
PO#:	Voucher #:	40321	Invoice	Invoice No: 13587	8/3/2026	Paid Amt:	\$3,190.00		
			E 01 300 790 000 000 394	STEP TUITION BILLING -			\$3,190.00		
PO#:	Voucher #:	40322	Invoice	Invoice No: 13589	8/3/2026	Paid Amt:	\$3,190.00		
			E 01 300 790 000 000 394	STEP TUITION BILLING -			\$3,190.00		
PO#:	Voucher #:	40318	Invoice	Invoice No: 13584	8/3/2026	Paid Amt:	\$3,190.00		
			E 01 300 790 000 000 394	STEP TUITION BILLING -			\$1,595.00		
PO#:	Voucher #:	40320	Invoice	Invoice No: 13586	8/3/2026	Paid Amt:	\$1,595.00		
			E 01 300 790 000 000 394	STEP TUITION BILLING -			\$3,190.00		
PO#:	Voucher #:	40359	Invoice	Invoice No: 13588	8/3/2026	Paid Amt:	\$3,190.00		
						Check Amount:	\$17,545.00		
VIL	47817	BORDE		BORDERLINES PAVEMENT MAINTENANCE		Check			
			E 01 005 810 000 000 350	#### SNOW PLOWING CONTRACT PMT - P			\$3,140.00		
PO#:	Voucher #:	40323	Invoice	Invoice No: 10038422	8/3/2026	Paid Amt:	\$3,140.00		
			E 01 005 810 000 000 350	#### SNOW PLOWING CONTRACT PMT - P			\$3,605.00		
PO#:	Voucher #:	40324	Invoice	Invoice No: 10038423	8/3/2026	Paid Amt:	\$3,605.00		
						Check Amount:	\$6,745.00		
VIL	47818	IEA35		INSTITUTE FOR ENVIRONMENTAL ASSMT		Check			
			E 01 005 810 000 000 305	Health & Safety Services June 2026			\$2,849.36		
PO#:	Voucher #:	40325	Invoice	Invoice No: 00063920	8/3/2026	Paid Amt:	\$2,849.36		
						Check Amount:	\$2,849.36		

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 08/01/2026-8/31/2026 Period: 202701-202702 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
VIL	47819	1077		PACT Panthers PTO		Check
			E 01 100 203 000 000 490	5th Grade Pizza Party Releimbursement		\$239.94
PO#:	Voucher #:	40326	Invoice	Invoice No: DT072026	8/3/2026	Paid Amt: \$239.94
						Check Amount: \$239.94
VIL	47820	PREMIE		PREMIER KITCHEN INC.		Check
			R 02 005 770 000 701 474	Overpayment Received on Commodities FY26		\$4,629.56
PO#:	Voucher #:	40301	Invoice	Invoice No: DT072726	8/3/2026	Paid Amt: \$4,629.56
						Check Amount: \$4,629.56
VIL	47821	SQUWA		SQUIRES, WALDSPURGER, & MACE P.A.		Check
			E 01 005 010 200 000 305	LEGAL SERVICE June 2026		\$549.00
PO#:	Voucher #:	40327	Invoice	Invoice No: 30404	8/3/2026	Paid Amt: \$549.00
						Check Amount: \$549.00
VIL	47822	staples		STAPLES		Check
			E 02 005 770 000 701 401	Spoons and Gloves		\$105.37
PO#:	Voucher #:	40330	Invoice	Invoice No: 6058331467	8/3/2026	Paid Amt: \$105.37
			E 02 005 770 000 701 401	Refund Trays		\$22.50
PO#:	Voucher #:	40345	Credit	Invoice No: 6039741724	8/3/2026	Paid Amt: (\$22.50)
			E 02 005 770 000 701 401	Refund Trays		\$13.50
PO#:	Voucher #:	40344	Credit	Invoice No: 6039741723	8/3/2026	Paid Amt: (\$13.50)
			E 02 005 770 000 701 401	Napkins		\$54.40
PO#:	Voucher #:	40331	Invoice	Invoice No: 6058810768	8/3/2026	Paid Amt: \$54.40
			E 02 005 770 000 701 401	Refund Trays		\$4.50
PO#:	Voucher #:	40342	Credit	Invoice No: 6039741721	8/3/2026	Paid Amt: (\$4.50)
			E 02 005 770 000 701 401	Refund Trays		\$35.15
PO#:	Voucher #:	40336	Credit	Invoice No: 6039741715	8/3/2026	Paid Amt: (\$35.15)
			E 02 005 770 000 701 401	Refund Trays		\$16.65
PO#:	Voucher #:	40339	Credit	Invoice No: 6039741718	8/3/2026	Paid Amt: (\$16.65)
			E 02 005 770 000 701 401	Refund BRowen Bag		\$40.36
PO#:	Voucher #:	40357	Credit	Invoice No: 6047935737	8/3/2026	Paid Amt: (\$40.36)
			E 02 005 770 000 701 401	Kitchen Cleaners		\$65.02
PO#:	Voucher #:	40332	Invoice	Invoice No: 6067215973	8/3/2026	Paid Amt: \$65.02
			E 02 005 770 000 701 401	Refund Trays		\$18.18
PO#:	Voucher #:	40356	Credit	Invoice No: 6040238805	8/3/2026	Paid Amt: (\$18.18)
			E 02 005 770 000 701 401	Refund Trays		\$35.15
PO#:	Voucher #:	40348	Credit	Invoice No: 6039741727	8/3/2026	Paid Amt: (\$35.15)
			E 02 005 770 000 701 401	Refund Trays		\$35.15
PO#:	Voucher #:	40337	Credit	Invoice No: 6039741716	8/3/2026	Paid Amt: (\$35.15)

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 08/01/2026-8/31/2026 Period: 202701-202702 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
VIL	47822	staples		STAPLES		Check
			E 02 005 770 000 701 401	Refund Trays		\$22.50
PO#:	Voucher #:	40343	Credit	Invoice No: 6039741722	8/3/2026	Paid Amt: (\$22.50)
			E 02 005 770 000 701 401	Refund Trays		\$22.50
PO#:	Voucher #:	40335	Credit	Invoice No: 6039741714	8/3/2026	Paid Amt: (\$22.50)
			E 02 005 770 000 701 401	Refund Trays		\$16.65
PO#:	Voucher #:	40338	Credit	Invoice No: 6039741717	8/3/2026	Paid Amt: (\$16.65)
			E 02 005 770 000 701 401	Refund Trays		\$22.50
PO#:	Voucher #:	40346	Credit	Invoice No: 6039741725	8/3/2026	Paid Amt: (\$22.50)
			E 02 005 770 000 701 401	Refund Trays		\$31.50
PO#:	Voucher #:	40347	Credit	Invoice No: 6039741726	8/3/2026	Paid Amt: (\$31.50)
			E 02 005 770 000 701 401	Refund Trays		\$19.35
PO#:	Voucher #:	40352	Credit	Invoice No: 6040238800	8/3/2026	Paid Amt: (\$19.35)
			E 02 005 770 000 701 401	Refund Trays		\$16.65
PO#:	Voucher #:	40353	Credit	Invoice No: 6040238801	8/3/2026	Paid Amt: (\$16.65)
			E 02 005 770 000 701 401	Refund Trays		\$19.98
PO#:	Voucher #:	40340	Credit	Invoice No: 6039741719	8/3/2026	Paid Amt: (\$19.98)
			E 02 005 770 000 701 401	Refund Trays		\$22.50
PO#:	Voucher #:	40333	Credit	Invoice No: 6039741712	8/3/2026	Paid Amt: (\$22.50)
			E 02 005 770 000 701 401	Refund Trays		\$3.33
PO#:	Voucher #:	40350	Credit	Invoice No: 6040238798	8/3/2026	Paid Amt: (\$3.33)
			E 02 005 770 000 701 401	Refund Trays		\$3.33
PO#:	Voucher #:	40341	Credit	Invoice No: 6039741720	8/3/2026	Paid Amt: (\$3.33)
			E 02 005 770 000 701 401	Refund Trays		\$16.65
PO#:	Voucher #:	40354	Credit	Invoice No: 6040238803	8/3/2026	Paid Amt: (\$16.65)
			E 02 005 770 000 701 401	Refund Trays		\$19.98
PO#:	Voucher #:	40355	Credit	Invoice No: 6040238804	8/3/2026	Paid Amt: (\$19.98)
			E 02 005 770 000 701 401	Refund Trays		\$9.99
PO#:	Voucher #:	40349	Credit	Invoice No: 6040238797	8/3/2026	Paid Amt: (\$9.99)
			E 02 005 770 000 701 401	Refund Trays		\$6.84
PO#:	Voucher #:	40351	Credit	Invoice No: 6040238799	8/3/2026	Paid Amt: (\$6.84)
			E 02 005 770 000 701 401	Refund Trays		\$22.50
PO#:	Voucher #:	40334	Credit	Invoice No: 6039741713	8/3/2026	Paid Amt: (\$22.50)
			E 02 005 770 000 701 401	Spoons		\$40.42
PO#:	Voucher #:	40329	Invoice	Invoice No: 6058331466	8/3/2026	Paid Amt: \$40.42

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 08/01/2026-8/31/2026 Period: 202701-202702 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
VIL	47822	staples		STAPLES		Check
			E 01 100 203 000 000 401	Copy Paper		\$1,579.60
PO#:	Voucher #:	40328	Invoice	Invoice No: 6058331465	8/3/2026	Paid Amt: \$1,579.60
						Check Amount: \$1,346.92
VIL	47824	GLOBIN		GLOBAL INDUSTRIAL		Check
			E 01 005 810 000 000 350	ACCT # 348604 Replace Squeegee Assemble		\$300.94
PO#:	Voucher #:	40361	Invoice	Invoice No: 124671889	8/3/2026	Paid Amt: \$300.94
						Check Amount: \$300.94
VIL	47825	1256		Kendall Hunt Publishing Company		Check
			E 01 100 203 000 000 460	K-12 mental Health per Quote dated 5.13.26		\$435.60
			E 01 300 211 000 000 460	K-12 mental Health per Quote dated 5.13.26		\$435.60
PO#:	Voucher #:	40363	Invoice	Invoice No: 14092189	8/3/2026	Paid Amt: \$871.20
			E 01 100 203 000 000 460	K-12 mental Health per Quote dated 5.13.26		\$164.00
			E 01 300 211 000 000 460	K-12 mental Health per Quote dated 5.13.26		\$164.00
PO#:	Voucher #:	40362	Invoice	Invoice No: 14090822	8/3/2026	Paid Amt: \$328.00
						Check Amount: \$1,199.20
VIL	47826	LEXVO'		LEXIA VOYAGER SOPRIS INC.		Check
			E 01 300 211 000 000 406	Student Subscription 1 year		\$3,404.00
PO#: 4236	Voucher #:	40364	Invoice	Invoice No: CI-00873969	8/3/2026	Paid Amt: \$3,404.00
						Check Amount: \$3,404.00
VIL	47827	staples		STAPLES		Check
			E 01 005 105 000 000 401	ACCT #RCH 27350656 /Tempur Chair		\$349.59
PO#:	Voucher #:	40367	Invoice	Invoice No: 6069368694	8/3/2026	Paid Amt: \$349.59
			E 01 005 105 000 000 401	ACCT #RCH 27350656 /Chair		\$324.51
PO#:	Voucher #:	40366	Invoice	Invoice No: 6069368693	8/3/2026	Paid Amt: \$324.51
						Check Amount: \$674.10
VIL	47828	LAMPG REMIT		THE LAMPO GROUP, LLC		Check
			E 01 300 420 000 740 405	Personal Finance Digital License Teacher		\$359.97
			E 01 300 211 000 000 406	Personal Finance Digital License Student & Te		\$3,933.80
PO#: 4238	Voucher #:	40365	Invoice	Invoice No: INV3434781	8/3/2026	Paid Amt: \$4,293.77
						Check Amount: \$4,293.77
VIL	47829	VIVACIT		VIVACITY TECH PBC		Check
			E 01 100 203 000 000 466	200 Levovo 100e Gen 4 Chromebooks		\$65,000.00
			E 01 300 211 000 000 466	200 Levovo 100e Gen 4 Chromebooks		\$65,000.00
PO#:	Voucher #:	40368	Invoice	Invoice No: INV1227923	8/3/2026	Paid Amt: \$130,000.00
						Check Amount: \$130,000.00

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 08/01/2026-8/31/2026 Period: 202701-202702 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
VIL	47830	1056		Voyager Sopris Learning		Check
			E 01	300 420 000 740 405	FY27 Dlgital Math Subscriptions	\$462.00
			E 01	300 420 000 740 405	FY27 Dlgital Math Subscriptions	\$462.00
			E 01	300 211 000 000 405	FY27 Dlgital Math Subscriptions	\$1,632.40
PO#: 4240	Voucher #:	40369	Invoice	Invoice No: 8830396	8/3/2026	Paid Amt: \$2,556.40
						Check Amount: \$2,556.40
VIL	47831	ALLCIT		ALL CITY ELEVATOR, INC.		Check
			E 01	005 810 000 000 350	QTRLY ELEVATOR MAINTENANCE - Augsut	\$228.88
PO#:	Voucher #:	40416	Invoice	Invoice No: 115319	8/20/2026	Paid Amt: \$228.88
						Check Amount: \$228.88
VIL	47832	1125		Apex Water And Process Inc		Check
			E 01	005 810 000 000 305	Water Treatment August 2026	\$330.00
PO#:	Voucher #:	40415	Invoice	Invoice No: ARI158832	8/20/2026	Paid Amt: \$330.00
						Check Amount: \$330.00
VIL	47833	1207		AT&T Mobility		Check
			E 01	005 105 000 000 320	July 2026 Service	\$1,683.40
PO#:	Voucher #:	40428	Invoice	Invoice No: 287364186780X0808202	8/20/2026	Paid Amt: \$1,683.40
						Check Amount: \$1,683.40
VIL	47834	BSNSPI		BSN SPORTS, LLC		Check
			E 01	300 292 060 000 401	CUST #2199106 Scrim Pinnies	\$242.50
PO#:	Voucher #:	40405	Invoice	Invoice No: 934642167	8/20/2026	Paid Amt: \$242.50
						Check Amount: \$242.50
VIL	47835	BUCKE		BUCKEYE CLEANING CENTERS		Check
			E 01	005 810 000 000 401	CUST #35413Maintenance Supplies	\$2,682.03
PO#:	Voucher #:	40418	Invoice	Invoice No: 90779060	8/20/2026	Paid Amt: \$2,682.03
						Check Amount: \$2,682.03
VIL	47836	CDWGC		CDW GOVERNMENT INC.		Check
			E 01	005 108 000 000 405	CUST #3544871	\$1,938.00
PO#:	Voucher #:	40412	Invoice	Invoice No: AK4IL8E	8/20/2026	Paid Amt: \$1,938.00
						Check Amount: \$1,938.00
VIL	47837	1272		Construction Science, LLC		Check
			E 01	005 810 000 000 350	Sidewalk Repairs with ADA Ramp & Curb	\$7,000.00
PO#:	Voucher #:	40436	Invoice	Invoice No: INV107864	8/20/2026	Paid Amt: \$7,000.00
						Check Amount: \$7,000.00

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 08/01/2026-8/31/2026 Period: 202701-202702 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
VIL	47838	COLLE		CPM EDUCATIONAL PROGRAM		Check
			E 01 300 211 000 000 460	Teacher & Student License 6-12 Math 1-year,		\$17,225.00
PO#: 4221	Voucher #:	40406	Invoice	Invoice No: 2601984-IN	8/20/2026	Paid Amt: \$17,225.00
						Check Amount: \$17,225.00
VIL	47839	1053		Five Star Technology Solutions		Check
			E 01 005 108 000 000 405	Staff Evaluation Tool		\$2,900.00
PO#:	Voucher #:	40407	Invoice	Invoice No: 41825	8/20/2026	Paid Amt: \$2,900.00
						Check Amount: \$2,900.00
VIL	47840	GENGE		GENERATION GENIUS, INC.		Check
			E 01 300 211 000 000 406	1 Science Licene for Teacher(s)		\$1,995.00
PO#: 4244	Voucher #:	40408	Invoice	Invoice No: GG300362-R3	8/20/2026	Paid Amt: \$1,995.00
						Check Amount: \$1,995.00
VIL	47841	KRAUAI		KRAUS-ANDERSON INSURANCE		Check
			E 01 005 105 000 000 305	August 2026 Service		\$600.00
PO#:	Voucher #:	40413	Invoice	Invoice No: 57892	8/20/2026	Paid Amt: \$600.00
						Check Amount: \$600.00
VIL	47842	1179		MetLife		Check
			B 01 215 008	June 2026 Premiums		\$2,064.44
PO#:	Voucher #:	40401	Invoice	Invoice No: 90139539	8/20/2026	Paid Amt: \$2,064.44
			B 01 215 008	August 2026 Premiums		\$2,064.44
PO#:	Voucher #:	40400	Invoice	Invoice No: 90865907	8/20/2026	Paid Amt: \$2,064.44
			B 01 215 008	March 2026 Premiums		\$1,161.68
PO#:	Voucher #:	40402	Invoice	Invoice No: 89094335	8/20/2026	Paid Amt: \$1,161.68
						Check Amount: \$5,290.56
VIL	47843	1197		MetLife		Check
			B 01 215 018	MN PFML July 2026		\$6,309.03
PO#:	Voucher #:	40419	Invoice	Invoice No: DT08012026	8/20/2026	Paid Amt: \$6,309.03
						Check Amount: \$6,309.03
VIL	47844	MNLAB		MN DEPT OF LABOR & INDUSTRY		Check
			E 01 005 810 000 000 820	ELEVATOR ID #04-10591PT04-01 / ANNUAL		\$145.00
PO#:	Voucher #:	40417	Invoice	Invoice No: ALR0192225X	8/20/2026	Paid Amt: \$145.00
						Check Amount: \$145.00
VIL	47845	TRUEM		MRI SOFTWARE LLC		Check
			E 01 005 105 000 000 305	ACCT #V126001 / Background Checks		\$81.90
PO#:	Voucher #:	40414	Invoice	Invoice No: MRIUS2857526	8/20/2026	Paid Amt: \$81.90
						Check Amount: \$81.90

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 08/01/2026-8/31/2026 Period: 202701-202702 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
VIL	47846	NJFLAN		NATHAN FLANSBURG		Check		
			E 01 005 105 000 000 401	Supply Reimbursement		\$359.97		
PO#:	Voucher #:	40397	Invoice	Invoice No: DT071726	8/20/2026	Paid Amt:	\$359.97	
			E 01 005 020 000 000 366	Superintendent's Confrence Reimbursement		\$648.80		
PO#:	Voucher #:	40398	Invoice	Invoice No: DT071426	8/20/2026	Paid Amt:	\$648.80	
Check Amount:							\$1,008.77	
VIL	47847	ORILEA		ORI LEARNING		Check		
			E 01 300 420 000 740 433	Transition Suite Bundle FY27		\$3,250.00		
			E 01 300 420 000 740 433	Tier I - Partner Success & Technology Fee		\$1,000.00		
PO#: 4242	Voucher #:	40409	Invoice	Invoice No: 1501713	8/20/2026	Paid Amt:	\$4,250.00	
Check Amount:							\$4,250.00	
VIL	47848	ROBHIL		ROBERT B HILL CO.		Check		
			E 01 005 810 000 000 401	WATER SOFTENER SALT		\$112.80		
PO#:	Voucher #:	40420	Invoice	Invoice No: 447447	8/20/2026	Paid Amt:	\$112.80	
Check Amount:							\$112.80	
VIL	47849	1255		Savvas		Check		
			E 01 100 203 000 000 460	K-8 Social Studies 3 year contract per quote C		\$84,417.28		
PO#: 4227	Voucher #:	40404	Invoice	Invoice No: 7029348008	8/20/2026	Paid Amt:	\$84,417.28	
Check Amount:							\$84,417.28	
VIL	47850	1271		TANYA LOSO		Check		
			E 01 100 203 000 000 530	Furniture SOLD TO PACT IKEA SHELF		\$320.00		
PO#:	Voucher #:	40410	Invoice	Invoice No: DT073026	8/20/2026	Paid Amt:	\$320.00	
Check Amount:							\$320.00	
VIL	47851	1117		Teresa Widen		Check		
			E 01 005 050 000 000 366	Mileage July 2026		\$44.08		
PO#:	Voucher #:	40399	Invoice	Invoice No: DT080126	8/20/2026	Paid Amt:	\$44.08	
Check Amount:							\$44.08	
VIL	47852	TRAPE1		TRACY PETERS		Check		
			E 01 005 105 000 000 366	Mileage July 2026		\$63.92		
PO#:	Voucher #:	40403	Invoice	Invoice No: DT081226	8/20/2026	Paid Amt:	\$63.92	
Check Amount:							\$63.92	
VIL	47853	1040		XEROX IT SOLUTIONS		Check		
			E 01 005 108 000 000 405	Googel Workspace		\$720.00		
PO#:	Voucher #:	40411	Invoice	Invoice No: 07092589	8/20/2026	Paid Amt:	\$720.00	
Check Amount:							\$720.00	
Report Total:							\$920,150.96	

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2026-8/31/2026 Period: 202701-202702 Void Status: y

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
VIL	47638	1052		Claudia D. Hawley, Inc	Void	Check
			E 01 100 405 000 740 394	Audiology Consulting May 2026		\$531.25
			E 01 300 405 000 740 394	Audiology Consulting May 2026		\$218.75
PO#:	Voucher #:	40084	Invoice	Invoice No: 3581	7/22/2026	Never Recevied
						Paid Amt: (\$750.00)
						Check Amount: (\$750.00)
VIL	47645	1235		EMMANUEL LEADERSHIP COLLEGE	Void	Check
			E 01 300 211 000 000 898	SCHOLARSHIP KAELYN MELENDEZ ID#123		\$1,500.00
			E 01 300 211 000 000 898	Recreated in error		(\$1,500.00)
PO#:	Voucher #:	40016	Invoice	Invoice No: dt050426	7/12/2026	
						Paid Amt: (\$1,500.00)
						Check Amount: (\$1,500.00)
VIL	47823	TRA		TRA	Void	Check
			E 01 005 105 000 000 401	Delinquent Fee 17 days @ \$5 a day		\$85.00
			E 01 005 105 000 000 401	Paid Electroncially		(\$85.00)
PO#:	Voucher #:	40358	Invoice	Invoice No: DT072026	8/3/2026	
			E 01 005 105 000 000 401	Delinquent Fee 17 days @ \$5 a day		\$85.00
			E 01 005 105 000 000 401	Paid Electroncially		(\$85.00)
PO#:	Voucher #:	40358	Invoice	Invoice No: DT072026	8/18/2026	Paid Electroncially
						Paid Amt: (\$85.00)
						Check Amount: \$0.00
						Report Total: (\$2,250.00)

PACT Charter School

Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
3476	4008	VIL														
ParentSqsr	August 2026		4120	Credit	A	08/31/26		Wire	1	Misc						
						4008	R 01 300 000 381 000 050			Chromebook Insurance					210.00	0.00
						4008	R 01 300 000 380 000 050			Chromebook Repairs					25.00	0.00
						4008	R 01 005 000 000 000 050			Student Fee Prior Year					15.00	0.00
Receipt Total:														\$250.00	\$0.00	
Deposit Total:														\$250.00	\$0.00	
3477	4008	VIL														
Infinite Campus	August 2026		4121	Credit	A	08/31/26		Check	1	Misc						
						4008	R 02 005 770 000 701 601			August 2026 Online Depostis					287.48	0.00
Receipt Total:														\$287.48	\$0.00	
Deposit Total:														\$287.48	\$0.00	
3478	4008	VIL														
COBRA	August 2026		4122	Credit	A	08/31/26		Wire	1	Misc						
						4008	R 01 005 000 000 000 099			COBRA August 2026					923.76	0.00
Receipt Total:														\$923.76	\$0.00	
Deposit Total:														\$923.76	\$0.00	
3479	4008	VIL														
Interest	August 2026		4123	Credit	A	08/31/26		Check	1	Interest Earned						
						4008	R 01 005 000 000 000 092			Interest August 2026					28.52	0.00
Receipt Total:														\$28.52	\$0.00	
Deposit Total:														\$28.52	\$0.00	
3480	4008	VIL														
Bound	August 2026		4124	Credit	A	08/31/26		Wire	1	Bound						
						4008	R 01 300 292 030 000 050			Soccer Boys					619.24	0.00
						4008	R 01 300 292 032 000 050			PARTICIPATION FEES					1,795.03	0.00
						4008	R 01 300 292 039 000 050			TRAP-SKEET PARTICIPATI					1,364.00	0.00
						4008	R 01 300 292 060 000 050			Soccer Girls					988.92	0.00
						4008	R 01 300 292 061 000 050			PARTICIPATION FEES					27.93	0.00
						4008	R 01 300 292 063 000 050			Volleyball Girls					1,666.97	0.00
						4008	R 01 300 298 034 000 050			Robotics					288.00	0.00

PACT Charter School

Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
3480	4008	VIL														
Bound August 2026			4124	Credit	A	08/31/26		Wire	1	Bound						
						4008	R 04 005 505 000 321 050			Bound August 2026				490.00		0.00
														Receipt Total:	\$7,240.09	\$0.00
														Deposit Total:	\$7,240.09	\$0.00
3481	4008	VIL														
School Deposit 8.12.2026			4125	Credit	A	08/31/26		Wire	1	Misc						
						4008	E 01 005 110 000 000 305			Background Check Payment:				56.00		0.00
						4008	R 01 005 000 000 000 099			Library Fund Donation				57.75		0.00
						4008	R 01 005 000 000 000 096			Workplace Giving				30.25		0.00
						4008	R 01 005 000 000 000 096			Workplace Giving				20.00		0.00
						4008	R 01 300 000 380 000 050			Chromebook Repairs				230.00		0.00
														Receipt Total:	\$394.00	\$0.00
			4126	Credit	A	08/31/26		Check	1	Mara Workentine						
						4008	B 01 115 000				1006	06/20/26	Invoice	255.00	255.00	0.00
														Receipt Total:	\$255.00	\$0.00
														Deposit Total:	\$649.00	\$0.00
3482	4008	VIL														
Hud & Pitney August 2026			4127	Credit	A	08/31/26		Wire	1	Misc						
						4008	R 01 005 000 000 000 099			Hudle August 2026				216.33		0.00
						4008	R 01 005 000 000 000 099			Pitney Bowest August 2026				0.04		0.00
														Receipt Total:	\$216.37	\$0.00
														Deposit Total:	\$216.37	\$0.00
3483	4008	VIL														
MEGS 8.27.26			4128	Credit	A	08/31/26		Wire	1	IDEAS Payment						
						4008	B 01 122 000			F401 FY26				74,419.65		0.00
						4008	B 01 122 000			F414 FY26				18,487.57		0.00
						4008	B 01 122 000			F417 FY26				165.76		0.00
						4008	B 01 122 000			F419 FY26				144,164.97		0.00
														Receipt Total:	\$237,237.95	\$0.00
														Deposit Total:	\$237,237.95	\$0.00

PACT Charter School

Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
3484	4008	VIL														
IDEAS 8.31.26			4129	Credit	A	08/31/26		Wire	1	Misc						
						4008	R 01 005 000	000 000	211	01S211 Gen Ed Aid 27				39,260.17		0.00
						4008	R 01 005 000	000 740	360	01S360 SPEC Educ 27				692,433.29		0.00
						4008	B 01 121 000			01S211 Gen Ed Aid 26				254,186.27		0.00
						4008	B 01 121 000			01S360 SPEC Educ 26				219,834.37		0.00
						4008	B 01 121 000			01F348 CHRTR Sch Lease 2				63,467.78		0.00
						4008	B 01 121 000			01F312 Literacy Aid 26				2,051.74		0.00
						4008	B 01 121 000			01F343 Library Aid 26				487.79		0.00
						4008	B 01 121 000			01F373 Stdnt Support 26				1,415.95		0.00
						4008	B 01 121 000			01F314 Para Training 26				207.35		0.00
Receipt Total:														\$1,273,344.71		\$0.00
Deposit Total:														\$1,273,344.71		\$0.00
3485	4008	VIL														
IDEAS 8.15.26			4130	Credit	A	08/31/26		Wire	1	Misc						
						4008	R 01 005 000	000 000	211	01S211 Gen Ed Aid 27				734,522.28		0.00
						4008	B 01 121 000			01F348 Chrtr Sch Lease 26				35,998.34		0.00
Receipt Total:														\$770,520.62		\$0.00
Deposit Total:														\$770,520.62		\$0.00
3486	4008	VILM														
Interest August 2026			4131	Credit	A	08/31/26		Wire	1	Interest Earned						
						4008	R 01 005 000	000 000	092	Interest August 2026				15,318.94		0.00
Receipt Total:														\$15,318.94		\$0.00
Deposit Total:														\$15,318.94		\$0.00
Report Total:														\$2,306,017.44		\$0.00



Facilitated by: Greg Danger, BFC Chair

Submitted by: Tracy Peters, BFC Vice-Chair and PACT COO

ATTENDANCE

Name	Position	Arrival	Departure
Greg Danger	Chair Parent	5:32 pm	6:27 pm
Tracy Peters	Committee Vice-Chair COO Parent	5:32 pm	6:27 pm
Nathan Plack	Treasurer Parent	5:32 pm	6:27 pm
Peter Meidal	Committee Member Parent	5:32 pm	6:27 pm
Nathan Flansburg	Superintendent	5:32 pm	6:27 pm
Bridget Peterson	Contracted CFO	5:32 pm	6:27 pm

I. CALL TO ORDER | PACT PLEDGE

Mr. Danger called the September 24, 2026 BFC meeting to order at 5:32 p.m.

II. ADMINISTRATIVE BUSINESS

A. Approval of Reviewed Claims

Greg Danger recommended the approval of claims batches A0826-A, A0826-B, A0826-C. Peter Meidal seconded the recommendation.

B. PACT Board Financial Report

August documents provided in the packet. Bridget Peterson, CFO, highlighted the following for the preliminary unaudited July Financials:

- Cash Balance as of the reporting period is steady at \$6,630,727 for August 31, 2026.
- Cash Balance is projected to be \$6,757,0175 at the year-end of June 30, 2027.
- Projected Days Cash on Hand (as of June 30, 2027) is 117 days.
- Projected Days Cash on Hand with Receivables (at June 30, 2027) is 176 days.

Greg Danger recommended the approval of the financials as presented. Peter Meidal seconded

the recommendation.

C. Enrollment Update

Dr. Flansburg shared an update on PACT enrollment, including online enrollment numbers. PACT has the largest Senior and Junior classes that we have ever had, and we have a 96% student retention rate.

D. Internal Controls

Ms. Peterson provided feedback from the auditors about internal controls.

E. BFC Schedule for FY27

Ms. Peters shared the BFC Committee meeting schedule and reminded the members of both the switch to virtual meetings and the next meeting date scheduled for Thursday, October 22, 2026.

VII. ADJOURNMENT

The meeting adjourned at 6:27 p.m.

Regular Meeting of the Board
Thursday, September 3, 2026 7:00 PM Central

Secondary Campus Room B103 Media Center
7729 161st Avenue Northwest
Ramsey, MN 55303

Garth Andersen: Present
Nicole Johnson: Present
Chad Lucas: Present
Jonna Meidal: Present
Nathan Plack: Present
Nicole Rhoad: Absent
Mitch Wood: Present
Present: 6, Absent: 1.

1. Call To Order

Meeting called to order at 7:01 p.m.

2. Roll Call

3. Pledge of Allegiance

4. Approval of Agenda and Consent Agenda

Approve the full agenda and consent agenda as presented. This motion, made by Chad Lucas and seconded by Garth Andersen, Carried.

Nicole Rhoad: Absent, Garth Andersen: Yea, Nicole Johnson: Yea, Chad Lucas: Yea, Jonna Meidal: Yea, Nathan Plack: Yea, Mitch Wood: Yea
Yea: 6, Nay: 0, Absent: 1

4.a. Policy Updates

4.a.i. 101 - Legal Status of the Charter School

4.a.ii. 102 - Equal Educational Opportunity

4.a.iii. 103 - Complaints - Students, Employees, Parents, and Other Persons

4.a.iv. 104 - Charter School Mission Statement

4.a.v. 105 - Name of the Charter School

4.a.vi. 503 - Attendance

4.a.vii. 509 - Admission and Enrollment

4.a.viii. 521 - Student Disability Nondiscrimination

4.a.ix. 806 - Crisis Management

4.b. Human Resource Services

4.b.i. Employment Changes

4.c. Financials

4.c.i. PACT Financial Packet June 2026 - unaudited

4.c.ii. PACT June 2026 Supplemental Report Check Register

4.c.iii. PACT June 2026 Supplemental Report Check Register VOIDS

4.c.iv. PACT June 2026 Supplemental Report Deposits

4.c.v. PACT Financial Packet July 2026

4.c.vi. PACT July 2026 Supplemental Report Check Register

4.c.vii. PACT July 2026 Supplemental Report Check Register VOIDS

4.c.viii. PACT July 2026 Supplemental Report Deposits

4.d. BFC Minutes: August 27, 2026

4.e. Board Minutes: August 6, 2026

4.f. Enrollment Update

5. Reports from Organizations

5.a. PACT Student Council Representative

6. Recognitions and Retirements

6.a. Mike McGilligan - Custodian, Elementary Campus

6.b. PACT Employee of the Month: Trey Henry

7. Curriculum and Instruction

7.a. PACT Spotlight Presentation

7.a.i. BILT Institute

7.b. Teaching and Learning Report

7.c. Year-Long PD Plan - FY27

Motion to approve the Year-Long PD Plan - FY27, as presented. This motion, made by Chad Lucas and seconded by Jonna Meidal, Carried.

Nicole Rhoad: Absent, Garth Andersen: Yea, Nicole Johnson: Yea, Chad Lucas: Yea, Jonna Meidal: Yea, Nathan Plack: Yea, Mitch Wood: Yea

Yea: 6, Nay: 0, Absent: 1

8. Administrative Reports and Recommendations

8.a. Superintendent Report

8.a.i. Back to School Update

8.a.ii. E-Rate Funding Update

8.a.iii. Permanent School Fund Update

8.a.iv. US News & World Report top high school

8.b. Human Resource and Operations Services

8.c. Elementary Principal Report

8.d. Secondary Principal Report

8.e. Communication and Community Engagement Report

9. Other Board Action

9.a. Board Chair Report

9.b. Other Board Reports

10. Adjourn

Call the meeting to close at 8:32 pm. This motion, made by Chad Lucas and seconded by Garth Andersen, Carried.

Nicole Rhoad: Absent, Garth Andersen: Yea, Nicole Johnson: Yea, Chad Lucas: Yea, Jonna Meidal: Yea, Nathan Plack: Yea, Mitch Wood: Yea

Yea: 6, Nay: 0, Absent: 1



P A C T
Charter School

TRACY PETERS
COO, EXEC DIRECTOR OF HR & OPERATIONS
763.712.4200, ext. 1113
t.peters@pactcharter.org

Date: October 8, 2026

Subject: Detention Monitor Compensation Adjustment

Purpose

To establish a standardized hourly rate of compensation for staff assigned to detention monitoring duties.

Summary

Effective with the 2026–2027 school year, all staff performing detention monitoring duties will receive a flat rate of \$25.00 per hour. This adjustment establishes a consistent rate of compensation for all detention monitors, regardless of their regular position or hourly rate.

Board Action Requested

Administration recommends that the Board approve the detention monitoring compensation rate of \$25.00 per hour, effective for the 2026–2027 school year, as presented in the consent agenda.

**PACT K-12 Enrollment Report
September 2026**

Grade Level	Budget	Enrolled	Enrolled vs. Budget	26-27 Waitlist
K	110	110	0	152
1	115	114	-1	93
2	115	115	0	109
3	116	116	0	84
4	116	116	0	98
5	116	116	0	111
6	120	120	0	103
7	128	128	0	88
8	156	156	0	0
9	128	127	-1	64
10	125	127	2	0
11	100	112	12	0
12	90	100	10	0
ONLINE 6	10	4	-6	0
ONLINE 7	10	12	2	0
ONLINE 8	10	10	0	0
ONLINE 9	10	11	1	0
ONLINE 10	10	10	0	0
PSEO	-25	-25	0	0
Totals	1560	1579	19	902

Monthly Activity - August

Grade Level	July 1	Added	Withdrew	Total
K	110	0	0	110
1	115	1	2	114
2	115	0	0	115
3	116	1	1	116
4	116	0	0	116
5	116	0	0	116
6	120	1	1	120
7	128	3	3	128
8	158	3	5	156
9	126	2	1	127
10	129	5	7	127
11	114	0	2	112
12	104	0	4	100
ONLINE 6	8	0	4	4
ONLINE 7	13	1	2	12
ONLINE 8	10	3	3	10
ONLINE 9	9	3	1	11
ONLINE 10	7	3	0	10
PSEO	-25	0	0	-25
Totals	1589	26	36	1579

School Year 2025-2026 Charter School Annual Report Instructions

Required and Suggested Narrative Elements

Revised June 2026

The development of an Annual Report for a charter school is guided by Minnesota Statutes, section 124E.16, subdivision 2, by authorizer requests, and by information deemed necessary by a particular school. All charter schools are required by law to distribute the annual report to their authorizer, school employees, and parents and legal guardians of students enrolled in the charter school. Annual Reports must also be posted on the charter school's official website. Annual Report oversight responsibility was transferred to charter authorizers. This document outlines the required and suggested elements to include in the Annual Report as set forth by authorizer Volunteers of America – Minnesota (VOA-MN), Minnesota statutes, and charter contract provisions.

*A school may combine its Annual Report and Comprehensive Achievement and Civic Readiness Report. If the school decides to combine the reports into one document, **the title and statutory purpose should be properly stated to clearly communicate that intent.***

Relevant Statutory References

Minnesota Statute 124E.16, Subd. 2. Annual Public Reports.

*Subd. 2. Annual public reports. (a) A charter school must publish an annual report approved by the board of directors. **The annual report must at least include information on school enrollment, student attrition, governance and management, staffing, finances, management agreements with a CMO or EMO, academic performance, innovative practices and implementation, and future plans.** A charter school may combine this report with the reporting required under section 120B.11 governing comprehensive achievement and civic readiness. A charter school must post the annual report on the school's official website. A charter school also must distribute the annual report by publication, mail, or electronic means to its authorizer, school employees, and parents and legal guardians of students enrolled in the charter school. The reports are public data under chapter 13.*

Minnesota Statute 124E.12, Subd. 2. Administrators.

(a) A charter school board of directors must establish qualifications for all persons who hold administrative, academic supervision, or instructional leadership positions. The qualifications must include a requirement that a person hold a minimum of a four-year degree from an accredited institution or equivalent experience. Other qualifications for these positions shall include, as appropriate for the specific position: instruction and assessment, curriculum design, human resource and personnel management, professional ethics, child development, financial management, legal and compliance management, special education oversight, contract management, effective communication, cultural competency, board and authorizer relationships, parent relationships, and community partnerships. A charter school board of directors must use those qualifications as the basis for the job description, hiring process, and performance evaluation of the charter school director or chief administrator. The charter school director or chief administrator must use those qualifications as the basis for the job descriptions, hiring, and performance reviews for the administrative staff, academic program supervisors, and instructional leaders who report to the charter school director or chief administrator.

(b) A person who does not hold a valid administrator's license may perform administrative, academic supervision, or instructional leadership duties. A person without a valid administrator's license serving as a charter school director or chief administrator must complete a minimum of 25 hours annually of competency-based training corresponding to the individual's

annual professional development needs and plan approved by the charter school board of directors. Training includes but is not limited to: instruction and curriculum; state standards; teacher and staff hiring, development, support, and evaluation; social-emotional learning; data collection and usage; assessment methodologies; use of technology for learning and management; charter school law and requirements; code of professional ethics; financial management and state accounting requirements; grant management; legal and compliance management; special education management; health and safety laws; restorative justice; cultural competencies; effective communication; parent relationships; board and management relationships; community partnerships; charter contract and authorizer relationships; and public accountability.

(c) A person serving as a charter school director or chief administrator with a valid administrator's license must complete a minimum of ten hours of competency-based training during the first year of employment on the following: charter school law and requirements, board and management relationships, and charter contract and authorizer relationships.

(d) The training a person must complete under paragraphs (b) and (c) may not be self-instructional. The organization or instructor providing the training must certify completion of the training. The person must submit the certification of completion of training to the charter school board of directors and certifications must be maintained in the personnel file. Completing required training must be a component of annual performance evaluations.

(e) All professional development training completed by the charter school director or chief administrator in the previous academic year must be documented in the charter school's annual report.

Minnesota Statute 124E.07, Subd. 7. Training.

(a) Every charter school board member and nonvoting ex-officio member who is a charter school director or chief administrator must attend board training.

(b) Prior to beginning their term, a new board member must complete training on a charter school board's role and responsibilities, open meeting law, and data practices law. An ex-officio member, who is a charter school director or chief administrator, must complete this training within three months of starting employment at the school.

(c) A new board member must complete training on employment policies and practices under chapter 181; public school funding and financial management; and the board's roles and responsibilities regarding student success, achievement, and performance within 12 months of being seated on the board or the individual is automatically ineligible to continue to serve as a board member. A board member who does not complete training within the 12-month period is ineligible to be elected or appointed to a charter school board for a period of 18 months.

(d) Every charter school board member must complete annual training throughout the member's term based on an annual assessment of the training needs of individual members and the full board. Ongoing training includes but is not limited to budgeting, financial management, recruiting and hiring a charter school director or chief administrator, evaluating a charter school director or chief administrator, governance-management relationships, student support services, student discipline, state standards, cultural diversity, succession planning, strategic planning, program oversight and evaluation, compensation systems, human resources policies, effective parent and community relationships, authorizer contract and relationships, charter school law, legal liability, board recruitment and elections, board meetings and operations, policy development and review, and school health and safety.

(e) The organization or person providing training under paragraphs (b), (c), and (d) must certify the individual's completion of the training provided.

(f) The charter school is responsible for covering the costs related to board training. The charter school must include in its annual report the training each board member completed during the previous year.

(g) The board must ensure that an annual assessment of the board's performance is conducted and the results are reported in the school's annual report.

Minnesota Statute 124E.01, Subd. 1(b). A charter school must identify the purposes it will address in the charter contract and document the implementation of those purposes in the school's annual report. Documentation of the implementation of those purposes shall be a component of the authorizer's performance review of the school.

Minnesota Statute 124E.17, Subd. 1(a). Charter schools must disseminate information about the school's offerings and enrollment procedures to families that reflect the diversity of Minnesota's population and targeted groups. Targeted groups include low-income families and communities, students of color, students at risk of academic failure, and students underrepresented in the school's student body relative to Minnesota's population. The school must document its dissemination activities in the school's annual report. The school's dissemination activities must be a component of the authorizer's performance review of the school.

Minnesota Statute 120B.11, Subd. 5. Report. Consistent with requirements for school performance reports under section 120B.36, subdivision 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the district website. The school board shall hold an annual public meeting to review, and revise where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency, and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to comprehensive achievement and civic readiness. The school board must transmit an electronic summary of its report to the commissioner in the form and manner the commissioner determines.

Districts and charter schools submit their annual summary report to the Minnesota Department of Education (MDE). Each year, MDE will give all districts and charter schools ample notice of when annual summary reports are due and how to submit them.

"Comprehensive achievement and civic readiness" means striving to:

- meet school readiness goals;
- close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty;
- have all students attain career and college readiness before graduating from high school;
- have all students graduate from high school;
- and prepare students to be lifelong learners.

Timeline for Report Submission and Board Action

It is the expectations of Authorizer VOA-MN that:

- The SY 2025-2026 Annual Report **must** be formally reviewed and approved during a regular board of directors meeting prior to submission to the authorizer.
- No later than November 1, the school will have an electronic copy (Word version preferred) of the final, board-approved Annual Report submitted electronically to the authorizer at: voamncharterschools@voamn.org and posted to their school website.
- *A reminder that Schools are to develop a Comprehensive Achievement and Civic Readiness (CACR) Annual Report and report summary for each school year, and it must be sent to the CACR MDE mailbox (CACR.MDE@state.mn.us).*
- Authorizer VOA-MN expectations coincide with MDE expectations and authorizer evaluation conducted for the four Authorizer Annual Performance Reports (Scorecards).

2025-2026 School Year Charter School Annual Report

PACT Charter School

7250 East Ramsey Parkway NW (Elementary Campus)

7729 161st Ave NW (Secondary Campus)

Ramsey, MN 55303



Verification of Statutory Compliance/Table of Contents

The report **must** contain a “Statutory Compliance Verification Table” in the beginning of the Annual Report with the corresponding page(s) within in the report that specifically addresses each of the required elements in state statute. A charter school may combine this report with the reporting required under section 120B.11 governing comprehensive achievement and civic readiness. The table supports verification of compliance with state statute. This can be included in the overall Table of Contents.

Statutory or Contract Required Annual Report Element	Page(s)
Report & School Introduction	6-31
School Enrollment	
Student Attrition or Retention Rates	
Governance (include progress meeting VOA-MN Governance Standards in Addendum B of the charter contract, including <i>board training and annual assessment of board's performance (124E.07, subd. 7))</i>)	
Management (include <i>professional development training completed by the charter school director or chief administrator (124E.12, subd. 2) and information on management agreements with a CMO or EMO (if applicable)</i>)	
Staffing and Employee Retention Rates (To calculate your employee retention rate, divide the number of employees on the last day of the fiscal year by the number of employees on the first day of the school year, excluding employees that came during the year in the calculation.)	
Academic Performance (include progress meeting VOA-MN Academic Standards in Addendum B of the charter contract to document <i>implementation of primary and additional purposes (124E.01, subd. 1(b))</i>)	
CACR Provisions (include progress meeting <i>each</i> CACR Goal/Outcome contained in Addendum B of the Charter Contract)	
School Annual Plan for Assessments	
Finances (include progress meeting VOA-MN Finance Standards in Addendum B of the charter contract)	
Service-Learning Plan and Analysis of Outcomes	
Innovative Practices and Implementation	
Future Plans	
Dissemination of Information (MS 124E.17)	
Nonprofit Status Legal Status (include notice of “active status” from the MN Secretary of State and MN Attorney General and DATE of your 2025-2026 Nonprofit Annual Meeting (helpful reference: https://www.nolo.com/legal-encyclopedia/requirements-for-non-profit-annual-meetings.html))	

SECTION I. Report & School Introduction

This section demonstrates compliance with the following VOA-MN Standards:

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.

Statement of the statutory purpose of the report: [\[Minnesota Statutes, section 124E.16 Subd 2 and/or 120B.11 Subd. 5.Report\]](#)

BRIEF HISTORY OF THE SCHOOL:

In 1994, PACT Charter School was the eighth charter school established in Minnesota. PACT offered a unique model that allowed parents to partner with teachers and students, thereby enabling them to be involved in their children's education.

In 1994, founders Jim and Barb Abeler purchased the historic **Anoka Post Office** and, after some minor alterations, opened PACT Charter School. Offices were turned into classrooms, fire suppression sprinkler systems were installed, and a concrete ramp allowed the school to be wheelchair accessible. Landscaping and painting were completed, mainly representing cosmetic improvements since the property was on the National Registry of Historic Places.

With interest from mostly homeschool families, 84 students in grades K-7 attended PACT for the 1994-1995 school year. Students walked three blocks to a nearby park for gym class, and the academics were designed around hands-on learning through field trips, symposiums, and unit studies. A unique feature that has remained to this day is non-school Fridays, intended for family learning experiences beyond the classroom. Many families still use the non-school Friday as family time or to get together with other PACT families for group social events. The original acronym for PACT was *Parents Allied with Children and Teachers*.

PACT became a K-8 school for the 1995-1996 school year and grew year-over-year as the oldest students advanced grades. In 1995, after outgrowing the Anoka Post Office, PACT moved grades K-6 to the Karpes Court Racquetball Club on Pierce Street in Anoka across from the Old Milk Factory. Grades 7-8 remained in the Anoka Post Office.

In 1996, PACT Secondary (grades 7-9) vacated the Anoka Post Office and moved into the Old Milk Factory. A grade was added every year after that until the school reached grade 12. Our first high school graduates were the Class of 2000.

On September 24, 2003, PACT broke ground on a five-acre site in the Ramsey Town Center development. The doors opened a year later, in September 2004. Makeshift classrooms were in the gymnasium, and portables were used in the first two months. The 72,000-square foot building was designed to accommodate K-12 students and had a unique feature of a "Cafetorium" that served the dual purposes of a cafeteria and auditorium with a performing arts stage and tiered seating. The rear of the stage opened into the gymnasium, allowing the stage to be used for large functions.

Enrollment nearly doubled when the school moved from Anoka to Ramsey, and almost 2,000 students were on the waiting list. An extensive waiting list would be managed through a lottery system for the next 20 years.

In 2019, PACT underwent a building improvement project that included closing the "Cafetorium" to create a lower-level choir room and an upper-level Library Media Center. A band room was built near the gym, which opened up space for a second kindergarten classroom so PACT could expand to a full-day kindergarten model.

That same year, PACT re-branded with a new logo and changed the PACT acronym to *Pursuing Academics and Character Together*.

On October 6, 2022, PACT broke ground on its new Secondary Campus located at 7633 - 161st Avenue Northwest next to Central Park in Ramsey and is just 3 miles from the current location. Deciding it was time to get students off the waiting list and into the classrooms, PACT leadership took action in 2021. It retained the services of **J.B. Vang Development Management Services** to assist with the expansion project and **Pope Design Group** for architecture and design.

The new site is filled with beautiful landscapes and houses students in grades 6-12 as a middle and high school. The new campus includes an auditorium, football stadium, track, media center, and industrial art classrooms. The new building opened in the fall of 2023 and is the only middle and high school in the **City of Ramsey**.

Currently serving as a K-12 building, the current PACT building on Ramsey Boulevard was reconfigured and renovated as the Elementary Campus serving students in grades K-5. Both locations will allow PACT to double the number of students in K-12 to over 1,500 by 2028, if not sooner.

The 2024-2025 school year marked PACT’s 30th year serving the community's educational needs.

SCHOOL MISSION:

MISSION

Our Core Purpose

Partnering as parents, students, and staff to develop students of character and academic excellence.

SCHOOL VISION:

VISION

What We Intend to Create and Experience

PACT Charter School will build a collaborative community that emphasizes academic rigor and character development to foster innovative problem solvers and life-long learners.

EXPLANATION OF HOW THE SCHOOL IS MEETING ITS MISSION AND VISION:

Strategic Roadmap

2025-2030



MISSION

Our Core Purpose

Partnering as parents, students, and staff to develop students of character and academic excellence.

VISION

What We Intend to Create and Experience

PACT Charter School will build a collaborative community that emphasizes academic rigor and character development to foster innovative problem solvers and life-long learners.

CORE VALUES

Drivers of our actions

Respect: Understanding that something is good, valuable, and important and should be treated in an appropriate way.

Citizenship: Being a responsible member of a community.

Gratitude: Showing appreciation and thanks.

Compassion: Helping someone in need and working together to alleviate through sympathy.

Integrity: Being honest, fair, and adhering to a moral code.

Cooperation: Working together by being helpful and doing what is asked.

Self-Control: Ability to control one's emotions, behavior, and desires in the face of external demands in order to function in community.

Responsibility: Doing what is morally right and expected to do.

Perseverance: Continuing to do something even when it is difficult while adhering to a belief or purpose.

STRATEGIC DIRECTIONS

Through focus on priorities and strategy execution, we achieve excellence and realize our vision.

High-Quality Instruction and Achievement: Deliver high-quality instruction that leads to high academic achievement for all students

Student Connectedness & Belonging: Ensure a high-quality daily experience for each and every student founded on the PACT character traits

Excellence in Governance: Partnering with administration while providing organizational oversight that leads to our goals and objectives being achieved in a transparent and ethical way

Health & Well-Being: Build awareness and capacity to improve the mental health and well-being of our school district community

Professional Growth & Development: Recruit, hire, support, develop and retain the highest-quality staff

Financial & Operational Excellence: Ensure the efficient and effective use of district resources

Community engagement and partnerships: Improve our community through volunteering, engagement and strategic partnerships with families

District Operational Plan 2025-2026

Goals, strategies, and performance indicators of PACT Strategic Directions

Adopted:

This District Operational Plan (DOP) is organized around the vision and Strategic Directions areas defined in the Strategic Roadmap.

HIGH QUALITY INSTRUCTION AND ACHIEVEMENT Strategic Direction 1

Rationale

The focus is on delivering consistently high-quality, research-based instruction that is rigorous, engaging, and responsive to the diverse needs of all learners. By fostering an inclusive and supportive learning environment, equitable access to resources, strategies, and opportunities will be ensured, enabling every student to achieve their full academic potential. Effective teaching practices, ongoing assessment, and data-driven decision-making will be utilized to empower students to attain high levels of academic success and develop critical thinking and problem-solving skills essential for lifelong learning.

Goal #1 Literacy Timeframe

Strategies

Measures and Documentation

The goal is to ensure that all students achieve reading proficiency at grade level, in alignment with the Minnesota Read Act.	This will be accomplished by implementing evidence-based literacy instruction that emphasizes phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension. Through targeted interventions, regular progress monitoring, and ongoing professional development for educators, the goal is to provide each student with the skills and support needed to read at or above grade level, fostering a strong foundation for academic success in all subject areas.	Literacy walkthroughs by principal and teaching and learning staff. Site goals focusing on implementation of literacy best practices. Improve literacy MCA outcomes in elementary and secondary based on 2026 MCAs by, at minimum, 2% increases in total overall proficiency and every grade level K-11.	Phase 2 of educator training 2025-2026
---	--	--	--

Leader(s)

Teresa Widen, Executive Director of Teaching and Learning & Literacy Lead
 Dr. Shawn Lohse, Secondary Principal
 Jennifer Hamernick, Assistant Director of Secondary
 Dr. Lara Bronson, Elementary Principal
 Jenelle Moehn, Assistant Director of Elementary
 AnnaRae Klopfer, Director of Special Education

Goal #2 MnMTSS Documentation	Timeframe	Strategies	Measures and
The goal is to implement a comprehensive Multi-Tiered System of Support (MTSS) framework to ensure that all students receive the appropriate level of academic and behavioral support based on their individual needs. This will be achieved through the systematic identification of students' needs using data-driven assessments, the implementation of tiered interventions, and regular progress monitoring. By providing targeted support at varying levels of intensity, the goal is to ensure equitable access to learning opportunities, improve student outcomes, and foster a positive school environment that supports the success of all students across the district.	Establish a Leadership Team • Create a dedicated MTSS leadership team comprising administrators, teachers, counselors, and support staff. • Define clear roles and responsibilities to guide implementation and oversee ongoing processes. Provide Professional Development • Train staff on the core principles of MTSS, including tiered interventions, data-driven decision-making, and progress monitoring. • Offer ongoing professional development to build capacity in evidence-based instructional practices and behavioral support strategies. Create a Data-Driven Framework • Refine systems for collecting, analyzing, and using data to identify student needs, monitor progress, and evaluate intervention effectiveness. (BILT and PLCs) • Use universal screening tools and diagnostic assessments to identify		Join the MDE grant funded MnMTSS 2026 team cohort. Date & Time Introduction to MnMTSS: 6-Session Course June 2025 Selected Sessions: Jun 9, 2025 Jun 10, 2025 Jun 11, 2025 Jun 16, 2025 Jun 17, 2025 Jun 18, 2025 Description: This course is designed for district or charter school teams interested in beginning or enhancing implementation of MnMTSS. Teams will be introduced to the five components of the MnMTSS framework and will complete the Self-Evaluation of MnMTSS for District Leadership Teams (SEMI-DLT). Team will also begin to gather other systems data through inventories (e.g., assessment, initiative, and teams inventory) and a MTSS Beliefs and Perceptions survey. The final session concludes by using the SEMI-DLT data and the MnMTSS Action Planning Guide to create a plan to improve equitable outcomes through

	students requiring additional support in literacy. Implement Tiered Support Systems ● Tier 1: Provide high-quality, differentiated instruction for all students using evidence-based teaching practices. ● Tier 2: Offer targeted small-group interventions for students identified as needing additional support. ● Tier 3: Deliver intensive, individualized interventions for students with significant needs. Develop Comprehensive Intervention Plans ● Design and document interventions with clear goals, progress indicators, and timelines. ● Ensure alignment between interventions and core instruction to support seamless learning experiences. Foster Collaboration and Communication ● Encourage regular collaboration among teachers, specialists and interventionists through PLCs to address student needs effectively. ● Use parent-teacher conferences, newsletters, and community events to involve families in the MnMTSS process. Monitor and Adjust Interventions ● Conduct frequent progress monitoring to assess the effectiveness of interventions at each tier.	Implement and focus on Tier 1 classroom intervention during the 2025-2026 school year. Begin aligning intervention supports to develop entrance and exit criteria for Tier 2 intervention support during SY25-26. Develop entrance and exit criteria for Tier 3 intervention support during SY25-26.	increased levels of implementation. Beginning implementing the MTSS Framework in 26-27 school year. Fully implement all parts of the MTSS Framework by 27-28 school year.
--	---	--	--

	● Use data to make informed decisions about continuing, modifying, or intensifying academic supports. Promote a Positive School Climate ● Integrate PACT character traits into the MTSS framework to address behavioral and emotional needs. ● Implement school-wide positive behavioral interventions and supports, founded on character traits, to encourage a safe and supportive environment. Ensure Equitable Access ● Address academic disparities by implementing best practice instructional strategies and ensuring that all students, regardless of background, improve in academic outcomes and graduate post-secondary ready. Evaluate and Refine the MTSS Framework ● Conduct periodic reviews of the MTSS implementation process to identify strengths and areas for improvement. ● Use feedback from staff, students, and families to make data-informed adjustments to the framework.	Establish best practices through professional development and classroom walkthroughs.	
--	---	---	--

Leader(s)

Cabinet

Goal #3 Virtual/Online Timeframe	Strategies	Measures and Documentation	
Begin exploring the necessary steps to establish an online school to provide families with greater flexibility and instructional options.	Year 1 ● Determine online platform ● Determine staffing needs for FY26 ● Hire staff FY26 ● Determine pay structure ● Develop marketing plan ● Determine tech needs ● Determine student support needs (SpEd/Athletics/Activities) ● Determine curriculum ● Hybrid vs. Async ● MSHSL implications	Year 1 Write the 5-year plan Year 2 Enrollment goal - 50+ students Year 3 Enrollment goal - 100+ students Year 4 Enrollment goal - 150+ students Year 5 Enrollment goal - 200+ students	Year 1 - SY 25-26 Planning Year Year 2 - SY 26-27 Start with 9th and 10th grade online classes Year 3 - SY 27-28 9th - 12th grade classes Year 4 - SY 28-29 Add 6th - 8th grade online classes Year 5 - SY 29-30 Determine elementary school online options

Leader(s)

Teresa Widen
Dr. Shawn Lohse
Dr. Lara Bronson
Christine Erntson

STUDENT CONNECTEDNESS AND BELONGING

Strategic Direction 2

Rationale

Ensuring a high-quality daily experience for every student is essential to fostering their academic, social, and emotional development. Grounded in the PACT character traits this approach emphasizes the importance of cultivating a positive, respectful, and inclusive school culture. By embedding these core values into all aspects of the educational experience, students are empowered to build meaningful relationships, demonstrate ethical behavior, and engage fully in their learning. This commitment to excellence supports the holistic development of students, preparing them to succeed academically and contribute positively to their communities.

Goal #1		Strategies	Measures and
Documentation	Timeframe		
Develop a Portrait of a PACT Graduate		Establish a Clear Vision - Define the purpose and goals of the Portrait of a Graduate (PoG) initiative. - Align the vision with the district's mission, values, and strategic plan. Engage Stakeholders - Involve a diverse group of stakeholders, including students, parents, teachers, administrators, and local employers. - Host focus groups, surveys, and town hall meetings to gather input and ensure representation of all voices. Research and Benchmark - Study examples of successful PoG initiatives from other districts. - Identify trends in skills and competencies needed for success in college, careers, and life, such as critical thinking, collaboration, and adaptability. Define Core Competencies - Develop a set of essential skills, attributes, and dispositions that all graduates should possess.	

	- Consider including academic and life skills such as communication, creativity, resilience, and global awareness. Facilitate Collaborative Design Workshops - Organize design sessions where stakeholders brainstorm and refine the key elements of the PoG. - Use interactive activities to gather multiple perspectives. Incorporate Student Voice - Create opportunities for students to share their aspirations, experiences, and insights. Align with College and Career Readiness - Ensure the PoG reflects the demands of higher education and the evolving workforce. - Partner with local businesses, higher education institutions, and industry leaders to validate the relevance of the competencies. Communicate the Vision - Develop a compelling narrative and visual representation of the PoG. - Share the final portrait through various channels, such as school websites, newsletters, and school visuals. Integrate the PoG into Curriculum and Instruction		
--	--	--	--

	- Align curriculum, instruction, and assessment practices with the competencies outlined in the PoG. - Design learning experiences that allow students to develop and demonstrate these skills. Provide Professional Development - Train teachers and staff to embed the PoG competencies into their teaching practices through professional development. Celebrate and Showcase Success - Highlight student achievements that reflect the PoG competencies through showcases, portfolios, and public presentations.		
--	---	--	--

Leader(s)

Dr. Nathan Flansburg
Teresa Widen
Dr. Shawn Lohse
Dr. Lara Bronson
AnnaRae Klopfer
Christine Erntson

Goal #2 Instructional Models Timeframe

Strategies

Measures and Documentation

Review the elementary and secondary student schedule/instructional models to determine the best student schedule/model to maximize instructional learning and achievement for all students.	Implement new elementary instructional model for FY26 focusing on new accelerated pathways Review secondary schedule options to make a recommendation regarding FY26 schedule	MnMTSS/WIN time - intentional planning of instructional time to ensure the daily schedule supports best practices as it pertains to student learning.	SY 25-26 Implement new flexible grouping model at elementary school. SY 25-26 Review secondary schedule
---	---	---	---

--	--	--	--

Leader(s)

Teresa Widen
Dr. Lara Bronson
Jenelle Moehn
Dr. Shawn Lohse
Jennifer Hamernick
AnnaRae Klopfer

EXCELLENCE IN GOVERNANCE
Strategic Direction 3

Rationale

Partnering with administration to provide effective organizational oversight is vital to achieving the established goals and objectives in a manner that upholds transparency, accountability, and ethical practices. This collaboration ensures that resources are strategically aligned with priorities, decision-making processes are inclusive and well-informed, and all stakeholders remain engaged and informed.

By fostering open communication and maintaining a shared commitment to ethical standards, this partnership creates a cohesive framework for driving progress, promoting trust, and achieving sustainable success in support of the institution's mission and vision.

Goal #1 School Board Policies Timeframe	Strategies	Measures and Documentation	
Update all district policies to align with Minnesota School Board Association (MSBA) model policies and numbering system.	Use monthly Board work sessions to regularly review and update all policies on a regular basis.	Policies will be updated as defined within the timeframe.	FY25 - 100’s, 200’s and 300’s will be reviewed and updated FY26 - 400’s and 500’s will be reviewed and updated FY27 - 600’s, 700’s, 800’s, 900’s will be reviewed and updated FY28 - Begin three year transition to policies and regulations.

Leader(s)

Dr. Nathan Flansburg
Cabinet members, depending on policy numbers

HEALTH AND WELL-BEING

Strategic Direction 4

Rationale

Building awareness and capacity to improve the mental health and well-being of the school district community is essential to fostering a supportive and thriving educational environment, as well as ensuring a safe and secure environment where students can learn. By prioritizing mental health and school safety, the district acknowledges its critical role in student learning, staff performance, and overall community resilience. Through targeted initiatives, professional development, and collaborative partnerships, efforts will focus on equipping students, staff, and families with the knowledge, skills, and resources to recognize and address mental health challenges effectively. This commitment promotes a culture of wellness, enhances emotional resilience, and ensures that all members of the school community are empowered to reach their full potential.

Goal #1 - Health & Wellbeing Timeframe	Strategies	Measures and Documentation	
Enhance the mental health and well-being of the school district community.	Create a culture of wellness that prioritizes emotional resilience, supports student learning and staff performance, and strengthens overall community well-being, ensuring all members of the district are empowered to reach their full potential. Build a community education program starting in FY26	Hire staff to oversee Community Education Develop youth after-school activities for students and families (example, build upon elementary art club)	FY26

Leader(s)

Cabinet

Goal #2 Safety & Security Timeframe	Strategies	Measures and Documentation	
Develop a 3-5 year roadmap to improve	•	Recommendations for measurement will be determined by Crisis	

school safety, security, and crisis preparedness.	● Communication Protocols: Establish clear crisis communication protocols for staff, students, families, and community stakeholders.	Assessment conducted by Rick Kaufman.	
---	---	---------------------------------------	--

Leader(s)

Dr. Nathan Flansburg
 Tracy Peters
 Dr. Shawn Lohse
 Dr. Lara Bronson
 Chue Yang
 AnnaRae Klopfer
 Christine Erntson

PROFESSIONAL GROWTH AND DEVELOPMENT

Strategic Direction 5

Rationale

Recruiting, hiring, supporting, developing, and retaining the highest-quality staff is fundamental to fostering an educational environment that drives student achievement and organizational excellence. High-performing educators and staff are the cornerstone of effective teaching and learning, and their expertise, dedication, and innovation significantly influence student success and well-being.

By implementing strategic recruitment practices, providing comprehensive onboarding, offering ongoing professional development, and cultivating a culture of collaboration and recognition, the district ensures that staff are equipped and motivated to excel in their roles. Retention strategies that prioritize well-being, growth opportunities, and a supportive work environment further reinforce the district's commitment to building a strong, dynamic workforce that consistently delivers exceptional results.

Goal #1 5D/5D+ Timeframe	Strategies	Measures and Documentation	
Implement a teacher feedback system focused on improving instruction in the classroom leading to a reduction in disparities in academic outcomes based on Minnesota Comprehensive Assessments (MCAs), Formative Assessment System for Teachers (FAST), and ACT academic measures.	Using the framework created by the Center for Educational Leadership (CEL) out of the University of Washington, and now in partnership with the University of Minnesota (Five Dimensions of Teaching and Learning/5D), improve the principal's instructional lenses and feedback on teacher instruction to improve the overall quality of instruction within the system. All principals attend 5D+ (5 Dimensions of Teaching and Learning) rubric training. "Collaboratively Linked Teams" — PLCs and BILT	Site-based annual growth plans will be created to focus on reducing academic disparities using both growth, state proficiency, and college readiness measures including, but not limited to: • MCAs • FASTs • ACT • Formative assessment measures as determined by site and district Site BILT teams (elementary and secondary) will report out on their goals, progress, and outcomes three times per year. Fall (Goal Setting) Winter (Progress Report) Spring (Outcomes) This data is used to help guide and determine a building's goals and focus areas as part of the continuous improvement cycle. BILT Institute (annually)	2025-2026 Principal 5D+ training. Multi-year 2024-2025 and ongoing

	Update Principal Goal Setting Form to drive site-specific goals to focus on disparities between student groups. Principals focus on instructional walkthroughs to calibrate their feedback to teachers. Building Instructional Leadership Teams (BILT) - BILT teams for each site were established during the 2024-2025 academic school year. This goal focuses on the continued development of teacher leaders to help improve academic outcomes for all students.	BILT teams meet 2x monthly to review site data and focus on-site professional development needs. BILT teams meet with district leadership teams 3x per year to review site progress toward site growth plans. Site-growth plan outcomes MCAs FASTs ACTs	Goal of summer 2026 to start BILT Institute
--	--	---	---

Leader(s)

Dr. Nathan Flansburg
Dr. Shawn Lohse
Dr. Lara Bronson
AnnaRae Klopfer
Teresa Widen

FINANCIAL AND OPERATIONAL EXCELLENCE

Strategic Direction 6

Rationale

Ensuring the efficient and effective use of district resources is essential to supporting the educational mission and maximizing student success. By implementing strategic planning, data-driven decision-making, and rigorous accountability measures, resources can be allocated in ways that directly enhance instructional quality, student services and operational excellence. Thoughtful stewardship of financial, human, and material resources not only promotes sustainability but also builds trust with stakeholders by demonstrating fiscal responsibility and transparency. This

commitment ensures that every investment aligns with the district's goals, creating a foundation for equitable access, continuous improvement, and long-term success.

Goal #1 DCOH / DSCR Timeframe	Strategies	Measures and Documentation	
Implement strategic budgeting practices that ensure fiscal responsibility and operational efficiency, resulting in annual savings of at least \$500,000 with a goal of 110 Days Cash on Hand (DCOH) or equal to \$5.5 million dollars. Ensure Debt Service Coverage Ratio (DSCR) is 1.1x or greater.	These savings will be achieved through cost optimization, resource reallocation, and the identification of sustainable funding solutions, all while maintaining the quality of educational programs and services.	Annual DCOH as defined in the timeframe. Improve S&P ratings by increasing DCOH Refinance bonds in FY30 or FY31 to improve interest savings.	FY26 \$3.5 million DCOH FY27 \$4.0 million DCOH FY28 \$4.5 million DCOH FY29 \$5.0 million DCOH FY30 \$5.5 million DCOH

Leader(s)

Dr. Nathan Flansburg
Tracy Peters
Bridget Peterson

Goal #2 Marketing Timeframe	Strategies	Measures and Documentation	
Marketing and Enrollment	Goal 1: Strategic Marketing Plan Conduct market research and analysis to identify enrollment trends, target demographics, and competitor positioning.	Goal 1: Measures - Year-over-year enrollment growth percentage - Increase in inquiries and applications - Engagement rates on marketing campaigns (click-through rates, impressions) - ROI on paid advertisements	Goal 1: SY25-26

	• Develop a comprehensive annual marketing calendar to align promotional efforts with enrollment cycles. • Implement multi-channel marketing campaigns (digital, print, community outreach) to increase visibility and attract families. • Leverage data-driven decision-making by tracking engagement and adjusting strategies based on results. • Establish key performance indicators (KPIs) to measure marketing effectiveness and enrollment growth.	• Number of new families citing marketing as a reason for enrollment Goal 1: Documentation • Annual marketing plan and calendar • Monthly marketing performance reporting via ParentSquare, Google Analytics, and social media. • Enrollment inquiries and application data • Marketing budget and expenditures	
	Goal 2: Branding • Ensure consistent visual identity across all platforms. • Develop a messaging guide to align communication with PACT’s mission, values, and differentiators. • Strengthen environmental branding by incorporating school colors, values, and mission statements in buildings.	Goal 2: Measures • Consistency in school branding across all platforms and materials. • Recognition and recall of the school brand in community feedback. • Growth in brand awareness metrics (mentions, social media, and website visits). Goal 2: Documentation • Brand Style Guide • Internal and external communications templates. • All items and materials are on-brand, including messaging.	Goal 2: • SY25-26
	Goal 3: Social Media	Goal 3: Measures	Goal 3:

	● Develop a content strategy with engaging posts, including student achievements, staff highlights, and school events. ● Utilize video marketing (student testimonials, classroom spotlights, behind-the-scenes content). ● Increase engagement with interactive content such as polls, Q&A sessions, and live videos. ● Implement a social media advertising strategy to target prospective families in key geographic areas. ● Train staff on social media best practices to ensure positive and professional representation.	● Growth in followers, engagement, and shares across platforms ● Increased post reach and impressions ● Number of comments, likes, and reshares from current families ● Referral traffic from social media to the website ● Number of direct inquiries from social media platforms Goal 3: Documentation ● Monthly Social Media Analytics Reports ● Content Calendar with planned posts and themes ● Engagement and response time tracking reports ● Social media advertising performance reports	● SY25-26
	Goal 4: New Website ● Contract with a new website platform. ● Build out a new website that is mobile-friendly, ADA-compliant, and integrates multilingual options. ● Add search-friendly content (FAQs, program highlights, success stories) to improve website visibility.	Goal 4: Measures ● Increase in website traffic and time spent per visit. ● Reduction in bounce rate (people leaving after one page). ● Increase in enrollment inquiries and applications. ● Website ADA compliance and mobile responsiveness ratings. ● SEO ranking improvement for key search terms. Goal 4: Documentation ● Google Analytics Reports.	Goal 4: Timeline ● February 2025 ● Summer 2025 ● SY25-26

		Website update and feature implementation log.	
	Goal 5: Community Events and Sponsorships - Expand partnerships with local organizations to increase community presence and awareness. - Host annual enrollment events with interactive experiences, student showcases, and staff meet-and-greets. - Increase presence at local fairs, parades, and networking events to reach prospective families.	Goal 5: Measures - Number of school-hosted enrollment and community events - Attendance at school fairs, sponsorship events, and networking engagements - Number of partnerships established with local businesses and organizations - Percentage of new families citing community events as an enrollment factor Goal 5: Documentation - Event planning guides and post-event reports - Sponsorship agreements and partnership records - Event attendance and family engagement tracking data	
	Goal 6: Testimonials and Word-of-Mouth Campaigns - Create a structured testimonial collection process, capturing student, parent, and alumni experiences through video and written formats. - Highlight testimonials on the website, social media, and printed materials to build trust with prospective families. - Encourage parents and students to leave positive online reviews on Google,	Goal 6: Measures - Number of testimonials collected and published - Increase in positive online reviews and ratings - Number of families who enrolled due to a referral - Growth in word-of-mouth mentions in surveys Goal 6: Documentation - Parent, student, and staff testimonial archive (My PACT Story) - Referral program tracking spreadsheet - Online review monitoring reports - Alumni and family success story publications	Goal 6: Timing - Spring 2025 - Summer/Fall 2025 - Summer/Fall 2025

	Niche, and social platforms. Utilize faculty and staff advocacy by sharing their stories and experiences to enhance school credibility.		Summer/Fall 2025
	Goal 7: Parent Satisfaction Surveys - Conduct an annual parent satisfaction survey to assess experiences and identify areas for improvement. - Utilize survey data to inform marketing messaging and operational decisions. - Share key survey takeaways with parents and staff, demonstrating transparency and responsiveness. - Develop a follow-up process for addressing concerns and showcasing improvements based on survey results.	Goal 7: Measures - Survey participation rate - Improvement in parent satisfaction scores over time - Number of implemented changes based on feedback - Increase in Net Promoter Score (NPS) (willingness to recommend PACT to others) Goal 7: Documentation - Annual parent satisfaction survey reports - Summary of feedback and action plans for improvement - Survey trend analysis over multiple years	Goal 7: Timeline FY25
	Goal 8: Retention and Family Engagement Implement a structured onboarding program for new students and families, including students who join PACT mid-year.	Goal 8: Measures - Year-over-year student retention rates - Increase in family participation in school events and volunteering - Number of engagement activities and parent workshops held - Satisfaction scores related to communication and school	Goal 8: Timing - Fall 2025 - Fall 2025

	• Create welcome events and informational sessions for new or interested families. (enrollment preview nights, Kindergarten Preview Night, WEB/LINK orientations) • Increased opportunities for parental involvement through volunteer programs and advisory roles. • Develop a student engagement framework to ensure a well-rounded academic and extracurricular experience. • Strengthen communication efforts through newsletters, social media, and direct outreach to keep families informed. (ParentSquare) • Monitor and support at-risk students and families through personalized outreach and engagement initiatives.	involvement Goal 8: Documentation • Retention tracking reports with exit reasons • Family engagement event records • Parent communication logs and email analytics • Parent feedback from engagement initiatives	•
--	--	--	---

Leader(s)

Christine Erntson
Dr. Shawn Lohse
Dr. Lara Bronson

**Goal #3 LTFM Plan
Timeframe**

Strategies

Measures and Documentation

Develop a Long Term Facilities Maintenance Plan that plans for and addresses the aging infrastructure at the elementary campus while also planning for continued facilities improvements at both campuses.	Establish a plan for annual replacement cycles and upgrades to facility infrastructure.		
--	---	--	--

Leader(s)

Tracy Peters

**Goal #4 Technology Assessment
Timeframe**

Strategies

Measures and Documentation

Develop a Long Term Technology Plan that plans for and addresses the aging computer infrastructure at the elementary campus while also planning for continued technology improvements at both campuses to ensure our students have necessary access to emerging technologies while also ensuring a safe and secure data infrastructure through strong cyber-security measures.	Establish a plan for annual replacement cycles and upgrades to facility infrastructure. Physical server infrastructure upgrade/need cloud backup service for user account and servers-security.	● Assess physical servers for ware and tare ● Assess physical servers specs such as CPU, Storage and DIM Size ● Assess physical servers EOL and support ● Assess physical servers of all existing VMs hosted on the servers ● Identify if an update is require then carefully plan the migration to new servers ● Purchase cloud backup service for PACT user account/data and servers ● Test replication of VM and servers using its cloud backup, twice every year ● Implement DR (Disaster Recovery)	FY26
--	---	--	------

		● Install UPS battery backup to all closets hosting switches and servers ● Review EOL for chromebooks and EOL support for computer windows OS ● Implementation of phishing, ransomware, malware, and malicious entities training ● Phishing email test to PACT every so often –CYBERSECURITY PENTESTING INTERNAL AND EXTERNAL–	
--	--	---	--

Leader(s)

Tracy Peters
Chue Yang
Toessawat Suparat

COMMUNITY ENGAGEMENT AND PARTNERSHIPS

Strategic Direction 7

Rationale

Improving our community through volunteering, engagement, and strategic partnerships with families is essential to fostering a collaborative and supportive educational environment. Active involvement from families and community members strengthens the connection between schools and the broader community, creating opportunities for shared responsibility in student success. By encouraging volunteerism, building meaningful relationships, and establishing strategic partnerships, the district empowers stakeholders to contribute their unique strengths and resources. This collective effort enhances student outcomes and creates a culture of collaboration that enriches the educational experience and supports the well-being of the entire community.

Goal #1

Strategies

Measures and Documentation

Timeframe

Create a strategic community engagement and partnerships plan.	Phase 1: Research (State of the State)	audit report and recommendations
	Phase 2: Create strategic engagement and strategic partnerships action plan	plan created
	Phase 3: Create a customer service plan	plan created
	Phase 4: implementation	

Leader(s)

Christine Erntson

Goal #2 UNW Partnership

Strategies

Performance Indicators/Documentation

Timeframe

Establish a long term plan for our Designated Partnership with the University of Northwestern, St. Paul	Priority placement of methods and student teachers Use UNW staff to learn from best practice of PD.	
---	--	--

Leader(s)

Dr. Nathan Flansburg
Dr. Lara Bronson

Dr. Shawn Lohse
AnnaRae Klopfer
Teresa Widen
Jenelle Moehn
Jennifer Hamernick

BRIEF EXPLANATION OF EDUCATIONAL PROGRAM MODEL:

In the 2025-2026 school year, PACT has adopted a flexible skill grouping model to allow multiple pathways for students, beginning in elementary school, to have their individualized talents and skills met in our core math and reading classes. The secondary campus now has CIS offerings for all four of the core areas of math, ELA, science and social studies. Our educational model is based on preparing students for post-secondary success and college preparedness.

SECTION II. Authorizer

[The report must contain the authorizer's name and contact information as stated below. The school is encouraged to provide additional information in this section, including: a description of authorizer oversight (e.g., site visits, board meetings attended, other monitoring efforts), as well as reporting/ accountability requirements of the school (*charter contract Addendum B*) and charter contract execution and end dates.]



Charter School Authorizing Program
Main Contact: Stephanie Olsen, Manager
9220 Bass Lake Rd Ste 255, New Hope, MN 55428
Phone: 612- 345-8271
E-Mail: solsen@voamn.org

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 mission-driven charter schools is to improve the learning, achievement, and success of all students.* 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

Contract Renewal Eligibility

VOA-MN schools must achieve at least a Satisfactory Rating (70% of points possible) in the Performance Framework overall to be eligible for a three-year contract renewal and at least an Exemplary Rating (80% of points possible) in the Performance Framework overall 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.

Progress meeting VOA-MN Standards is monitored and communicated to schools annually through the school specific Annual Scorecards. Renewal contract length is based on an average of school's performance over the term of the contract. Renewal decisions for a three-year or five-year contract term will be based on two and four fiscal years of data respectively.

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 nonrenewal. 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.

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

- 1. ACADEMIC PROGRAM PERFORMANCE - Is the school's Learning Program a Success?**
- 2. FINANCIAL SUSTAINABILITY – Does the School Exhibit Strong Financial Health?**
- 3. SCHOOL BOARD GOVERNANCE & OPERATIONS - Is the organization effective and well run?**

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 school Scorecard and additionally as needed.

SECTION III. School Year 2025-2026 School Board Governance

The report **must** contain information on school governance. Include board election dates, board member names and directory contact information, board member positions and the group they represent (i.e., teacher, parent, community), teacher file folder number (when applicable), and board attendance data. This section

must also include evidence of board compliance with statutory board training requirements. This could be a table containing board member names, training dates, training components, and provider. The section must include training attended by each board member during the previous year (both the required for those newly elected and “annual training” for all members per statute and *charter contract provision (6.4 Training)*. Sample tables are included. Please include a discussion on any strategic planning the charter school board has engaged in over the past school year. The section must include the results of any family/parent satisfaction surveys. Faculty and student satisfaction survey results are optional.

This section demonstrates compliance with the following VOA-MN Governance Standards:

- 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.
- Governance Standard 7: The Board of Directors has the necessary knowledge to carry out the responsibilities contained in Minn. Stat. 124E.07, subd. 6, and completes annual training consistent with the requirements of Minn. Stat. 124E.07, subd. 7(d).
- Governance Standard 4: The board adheres to an orientation process for bringing on new members.
- Governance Standard 5: The Board of Directors complies with initial training requirements set forth in Minn. Stat. 124E.07, subd. 7.
- Governance Standard 6: The Board of Directors completes a self-evaluation each year, which includes an assessment of the training needs of individual members and the full board (Minn. Stat. 124E.07, subd. 7(d)).
- Governance Standard 3: The Board of Directors adheres to board member election requirements set forth by state statute.
- Governance Standard 13: The school maintains a high level of parent, teacher and student satisfaction rates based on school conducted surveys and student/faculty retention rates.

Complete Board Roster for 2025-2026 (include any board members that did not finish a term)

Name	Seat Type (teacher, parent, community)	Officer or Member	Elected (E) or Appoint-ed (A) & Date	Date Seated	Term Expiration	E-Mail	Attendance Rate (percent)
Ryan Heineman	Parent	Chair	Elected	July 1, 2023	June 30, 2026	r.heinema n.brd@pa ctcharter. org	92%
Chad Lucas	Parent	Parent	Elected	July 1, 2024	June 30, 2027	c.lucas.br d@pactch arter.org	92%
Nathan Plack	Parent	Treasurer	Elected	July 1, 2025	June 30, 2028	n.plack.br d@pactch arter.org	92%
Amanda Mackereth	Teacher	Secretary	Appointed	May 1, 2025	June 30, 2026	a.mackera th.brd@p actcharter .org	92%
Danae' Trauth	Teacher	Member	Elected	July 1, 2025	June 30, 2028	d.trauth@ pactcharte r.org	92%
Nicole Johnson	Teacher	Member	Elected	July 1, 2025	June 30, 2028	n.johnson .brd@pac tcharter.or g	100%

Nicole Rhoad	Community	Member	Elected	7/1/2024	6/30/2027	Nico...	58%
Ann Ostendorf	Teacher	Secretary	Elected	7/1/2024	6/30/2027	Ann ...	100%

Board Training for 2025-2026 for New Board Members Prior to Seating (*Minnesota Statute 124E.07, Subd. 7. Training.*) (b) Prior to beginning their term, a new board member must complete training on a charter school board's role and responsibilities, open meeting law, and data practices law. An ex-officio member, who is a charter school director or chief administrator, must complete this training within three months of starting employment at the school.

Board Member Name	Date of Seating	Charter School Board's Role and Responsibilities (trainer and date)	Open Meeting Law (trainer and date)	Data Practices (trainer and date)
Nicole Johnson	7/1/2025	Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. May 28, 2025	Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. May 28, 2025	Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. May 28, 2025
Danae' Trauth	7/1/2025	Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. May 28, 2025	Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. May 28, 2025	Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. May 28, 2025

Initial Training Completed by Board Members in 2025-2026 after Seating (*Minnesota Statute 124E.07, Subd. 7. Training.*) (c) A new board member must complete training on employment policies and practices under chapter 181; public school funding and financial management; and the board's roles and responsibilities regarding student success, achievement, and performance within 12 months of being seated on the board or the individual is automatically ineligible to continue to serve as a board member. A board member who does not complete training within the 12-month period is ineligible to be elected or appointed to a charter school board for a period of 18 months.)

Board Member Name	Date of Seating	Charter School Board's Role and Responsibilities Regarding Student Success (trainer and date)	Public School Funding and Financial Management (trainer and date)	Employment Policies and Practices (trainer and date)
Nicole Johnson	7/1/2025	Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. November 7, 2025	Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. November 7, 2025	Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. November 7, 2025
Danae' Trauth	7/1/2025	Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. November 7, 2025	Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. November 7, 2025	Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. November 7, 2025
Amanda Mackereth	5/1/2025	Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. November 7, 2025	Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. November 7, 2025	Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. November 7, 2025

Board Training for SY 2025-2026 for Ongoing Board Members and the Executive Director in SY 2025-2026 (*Minnesota Statute 124E.07, Subd. 7. Training. Subd. 7. Training.*) (a) Every charter school

board member and nonvoting ex-officio member who is a charter school director or chief administrator must attend board training.)

Annual Training Completed by Board Members in SY 2025-2026

Board Member Name	Training Topic	Date of Training	Trainer
Ryan Heineman	Legal Professional Development	November 7, 2025	Trevor S. Helmers, Squires, Waldspurger & Mace, P.A.
Chad Lucas	Legal Professional Development	November 7, 2025	Trevor S. Helmers, Squires, Waldspurger & Mace, P.A.
Nathan Plack	Legal Professional Development	November 7, 2025	Trevor S. Helmers, Squires, Waldspurger & Mace, P.A.
Ann Ostendorf	Legal Professional Development	November 7, 2025	Trevor S. Helmers, Squires, Waldspurger & Mace, P.A.
Nichole Rhode	Legal Professional Development	November 7, 2025	Trevor S. Helmers, Squires, Waldspurger & Mace, P.A.
Ryan Heineman	Financial Professional Development	November 7, 2025	Bridget Peterson, EDFinMN, Outsourced CFO
Chad Lucas	Financial Professional Development	November 7, 2025	Bridget Peterson, EDFinMN, Outsourced CFO
Nathan Plack	Financial Professional Development	November 7, 2025	Bridget Peterson, EDFinMN, Outsourced CFO
Ann Ostendorf	Financial Professional Development	November 7, 2025	Bridget Peterson, EDFinMN, Outsourced CFO
Nichole Rhode	Financial Professional Development	November 7, 2025	Bridget Peterson, EDFinMN, Outsourced CFO
Ryan Heineman	Board Governance	November 7, 2025	Dr. Nathan A. Flansburg
Chad Lucas	Board Governance	November 7, 2025	Dr. Nathan A. Flansburg
Nathan Plack	Board Governance	November 7, 2025	Dr. Nathan A. Flansburg
Ann Ostendorf	Board Governance	November 7, 2025	Dr. Nathan A. Flansburg
Nichole Rhode	Board Governance	November 7, 2025	Dr. Nathan A. Flansburg

New Board Member Orientation

Description of new board member orientation:

All new Board members go through training with our legal council, Trevor Helmers, and review statutory requirements prior to seating. Board members receive annual training from Trevor Helmers, as well as financial training from our CFO, Bridget Peterson, and Board Governance from TeamWorks International, Dan Hoverman and/or Dr. Nathan A. Flansburg, Superintendent.

Board Annual Assessment of Training Needs *(Minnesota Statute 124E.07, Subd. 7. Training. (d) Every charter school board member must complete annual training throughout the member's term based on an annual assessment of the training needs of individual members and the full board.)*

Board Self-Evaluation *(Minnesota Statute 124E.07, Subd. 7. Training. The board must ensure that an annual assessment of the board's performance is conducted and the results are reported in the school's annual report.)*

Board self-evaluation process and date(s):

The PACT Charter School Board of Directors completed a self-evaluation in June 2025 via a Google Survey reviewing the results of this survey can be found [here](#).

Board Election

Date of Notice announcing the Board Election:

The first call for nominations announcing the election went out in the PACT Pilot on March 6, 2025.

All Campus News:

2025 SCHOOL BOARD ELECTION | CALL FOR NOMINATIONS

Nominations for the PACT School Board of Directors are happening now! Current open seats are for two teachers and a treasurer. Complete the [Online Nomination Form](#) by 11:59 p.m. on March 16, 2025. All open seats are for three years (July 2025-June 2028). For more information and election eligibility, visit the PACT website. Elections will take place online April 15-22, 2025.

The PACT election was sent out to all staff on April 15, 2025.

The latest news from PACT Charter School.



Hello Nathan-

All Campus News:



2025 SCHOOL BOARD ELECTION

The annual PACT Charter School Board of Directors election is live online from April 17–22, 2025. All eligible voters should have received an email at the address listed in Infinite Campus with an access key and secure link to submit their vote. Election results will be certified during the May 1 meeting of the PACT School Board of Directors. Questions? Email election@pactcharter.org.

Date biographies of candidates were posted to the school's website: (*Minnesota Statute 124E.07, Subd.5. Board Elections. (d) The board of directors must notify eligible voters of the candidates' names, biographies, and candidate statements at least ten calendar days before the election and post this information on the school's website.*)

Date/s of the Board Election:

Election Results:

Teacher seats - 2 open seats

Nicole Kallod (Johnson) - 207 votes

Danae' Heckmann (Trauth) - 212 votes

Treasurer - 1 seat

Bradley Lawrence - Treasurer - 103 votes

Nathan Plack - Treasurer - 105 votes

The full results can be found [here](#).

Board Strategic Planning and/or Board Development Plan

Summary:

Explanation of the school's progress meeting the VOA-MN Board Governance Standards contained in Addendum B of the Charter Contract.

Parent Satisfaction Survey Results

Number of Parents who took the Survey	Number of Parents who were satisfied or very satisfied with the school	Percent Satisfaction Rate
213	196	92%

SECTION IV. School Management

[The report must contain information on school management. The school is to include details such as: names and file folder numbers, when applicable, for each member of the school management team. A sample table is included. Reports should include a brief description of the basic roles/responsibilities or structure of the school management team including director(s)/principal(s), assistant director(s), deans, business manager, administrative assistants and/or a faculty flow chart. The report should describe the process and schedule the board has adopted for evaluating the school leader. Tools and procedures used to evaluate the leader may be attached. This section must include an explanation of the results of a professional development plan of any individual who does not hold a valid administrative license and who serves in an

administrative, supervisory, or instructional leadership position. This requirement is for any faculty member who serves in an administrative, supervisory or instructional leadership role at the school (*Minnesota Statute 124E.12, Subd 2 and charter contract 6.13*).]

This section demonstrates compliance with the following VOA-MN Governance Standards:

- 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.
- 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).

2025-2026 School Management / Administrative Team Information

Name	Admin License Yes/No	File Folder Number	Position	Years Employed by the School	Returned (R) or Not Returned (NR) for FY27
Dr. Nathan A. Flansburg	Yes	368610	Superintendent	2	R
Dr. Shawn Lohse	Yes	492996	Principal	2	R
Dr. Lara Bronson	Yes	380584	Principal	2	R
Dr. Teresa Widen	Yes	388785	Executive Director of Teaching and Learning	1	R
Tracy Peters	No		COO/Executive Director of HR and Operations	2	R
Bridget Peterson	No		CFO	2	R

Brief description of the basic roles/responsibilities or structure of the school management team:

- Superintendent, Dr. Nathan A. Flansburg, joined PACT Charter School as their first ever Superintendent of Schools. Dr. Flansburg completed his 29th year in public education during the 25-26 school year, and his 21st as a school administrator. Dr. Flansburg is a proven leader in K-12 education with experience across multiple levels in two of the state of Minnesota's highest performing school districts (Mounds View Public Schools, where he was a teacher leader and the district's most senior principal, and Wayzata Public Schools, where he served as the district's first ever associate superintendent). His background includes an emphasis on developing and guiding organizational school system change with a laser-like focus on goals resulting in both educator and student achievement. He is skilled in establishing priorities that meet the needs of students, staff, and community and dedicated to creating an educational framework allowing all staff to perform at their highest levels by building relationships and partnerships. Experienced in creating systems and structures to develop vision-driven schools which in turn produce high academic results. Committed to developing principals, teachers, and district staff to become leaders

who make a positive impact within the school system resulting in increased student achievement and results.

Professional credentials of the school director(s)/principal/executive director:

School Director Evaluation Process and Board Meeting Date(s):

The Superintendent was evaluated during the June 4, 2026 School Board Meeting during a closed session. When the session opened Board Chair Ryan Heineman shared the consensus evaluation of the Board was that Dr. Flansburg is exemplary in all areas of his oversight, noting continued academic gains, but most impressively the continued financial turnout of the organization. Having taken over an organization with only 23.6 days cash on hand at the end of FY24, and turning it into a positive gain of an estimated DCOH of over 115, the district has met their initial goal of 110 DCOH three years earlier than anticipated.

Administrator Professional Development Plan/s for Non-Licensed Administrator (if applicable as required by Minn. Stat. 124E.12, Subd. 2):

Does not apply.

Professional Development Completed by the Charter School Director: *(Minnesota Statute 124E.12, Subd. 2. Training. (e) All professional development training completed by the charter school director or chief administrator in the previous academic year must be documented in the charter school's annual report.)*

Professional Development attended by the Superintendent during FY26:

- VOA Annual Charter Conference (6/8/2026) - 10 hrs
- MASA Spring Conference (3/19/2026) - 6 hrs
- AASA National Conference on Education (2/14/2026) - 16.5 hrs
- Center for Educational Leadership (CEL) 5D/5D+ virtual multi-day training (8/11/2025) - 36 hours

First Year Administrator Documentation of Completing a Minimum of 10 Hours of Competency Based Training (if applicable) *(Minnesota Statute 124E.12, Subd. 2 (c) A person serving as a charter school director or chief administrator with a valid administrator's license must complete a minimum of ten hours of competency-based training during the first year of employment on the following: charter school law and requirements, board and management relationships, and charter contract and authorizer relationships.)*

Does not apply

Management Agreements with a Charter Management Organization (CMO) or Educational Management Organization (EMO) (if applicable)

NOT APPLICABLE

The report must also contain information about management agreements with CMOs or EMOs, if the charter school has such an agreement. Additional reporting requirements outside of the Annual Report are provided in Minnesota Statutes, section 124E.27.

Name of management organization:

Management organization type (CMO [nonprofit] or EMO [for-profit]):

Address of management organization:

Term of the contract: [DATE] - [DATE]

Total dollar value of the contract:

2025-26 annual costs for services:

Describe the services provided in 2025-26:

SECTION V. School Staffing

[The report must contain information on school staffing. The school should use the following table to include: a list of faculty and corresponding job assignments, retention rates, and a description of the need for any changes or restructuring of faculty. Include records of all teachers for the reporting year, as well an indication of the status of the teachers—if teachers left during the year, returned for following year, or did not return. The school should include a description of the school faculty professional development to demonstrate compliance with Academic Standard 4: All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving the learning, achievement, and success of all students. Finally, this section should briefly describe the teacher evaluation program.

This section demonstrates compliance with the following VOA-MN Standards:

- Governance Standard 13: The school maintains a high level of parent, teacher and student satisfaction rates based on school conducted surveys and student/faculty retention rates.
- M/O Standard 8: The school has adopted a formal faculty observation and evaluation process for both teachers and school administrators. The process is conducted according to the school’s policy/manual and is consistent with state law, including the applicable requirements of Minn. Stat. 122A.40.
- M/O Standard 7: The school employs highly qualified, appropriately licensed teachers.

FY26 Licensed Staff Information

Name	Position	Area of Licensure	File Folder Number	Returned (R) or Not Returned (NR) for FY27
Garth Andersen	Math	7-12 Mathematics	322288	R

Pamela Backowski	Grade 6	1-6	348297	R
Jared Barsness	Social Studies	5-12 Social Studies	1015251	R
Miranda Barthel (Schoen)	Grade 2	K-6	1016085	R
Marissa Beugen	Art	K-12 Visual Arts	1033967	R
Jenna Beverly	Dean of Students	3-PreK, K-6	464307	R
Paul Bjork	Counselor	K-12 Counselor	1026755	R
Jill Borchers	SPED	K-12 Learning & Development Disabilities	401245	R
Daniel Bowler	Science	5-8 Science, 9-12 Life Science	427555	R
Kalianna Brase	Grade 5	K-6	1025598	R
Lara Bronson	Principal	Principal K-12, K-6	380584	R
Annalisa Buerke	ELA	7-12 ELA	375962	R
Kenzie Burdick-Levange	Art	Visual Arts	1019174	NR
Bernadette Campbell	FACS	5-12 FACS	510028	R
Bridget Canfield	ELA	7-12 ELA	380165	R
Sara Carey	Science	9-12 Life Science, 9-12 Chemistry	1038739	R
Ashley Christensen	Grade 6	K-6	511821	R
Sharon Churchill	PE	K-12 PE, 5-12 Health	409724	R
Lauren Clements	Speech	K-12 Speech	1009195	R
Kaylee Conrad	Grade 4	K-6	1043435	R
Jenna Courneya	Math	5-12 Mathematics	1042418	R
Makayl Dahl	Social Studies	5-12 Social Studies	1004259	R
Mackenzie Darula	Grade 1	K-6	1007059	NR
Marie Dillon	ELA	5-12 ELA	513814	R
Doris Dockendorf	Social Worker	PreK-12 Social Worker, K-6	357849	R
Jake Doetkott	Grade 6	K-6	518233	NR
Justin Dziedzic	Sub	PreK-Adult Sub	1038222	NR
Katie Edwards	Math	5-12 Mathematics	479910	R
Amelia Eveland	Grade 3	K-6	1025340	NR
Nathan Flansburg	Superintendent	District Superintendent, Principal & 1-6	268610	R
Susanna Fomby	Social Worker	PreK-12 Social Worker	1003094	NR
Haley Friend	ELA	5-12 Communication Arts/Literature	1034728	R
Ethan Gavic	Science	K-6	1008001	R
Michelle Goodrich	SPED	K-12 Academic & Behavioral Specialist	458627	R
Jame Grosinger	Spanish	K-12 Spanish	447420	R

Rochelle Hale	Grade 1	K-6, 5-8 Social Studies	410362	R
Jennifer Hamernick	Assistant Principal	Principal, K-12 Spanish	390560	R
Elise Haus	Grade 2	K-6	1018191	R
Emma Hedberg	Band	K-12 Instrumental & Classroom Music	1004254	R
Morgan Heinen	Grade 1	K-6	1044630	R
Lisa Holmquist	Social Worker	PreK-12 Social Worker	413684	R
Ella Janasz	SPED	K-12 Academic & Behavioral Specialist	1043984	R
Joanne Jankowski	Interventionist	K-6	472482	R
Brett Jared	Industrial Art	Sub	1049340	R
Karrin Jensen	SPED	K012 Learning & Developmental Disabilities	480150	R
Nicole Johnson	Grade 5	K-6	1022930	R
Elizabeth Jones	Speech	PreK-12 Speech	1022577	R
Michelle Jones	Interventionist	K-12 Reading & K-6	334761	R
Jill Kaminski	Counselor	K-12 Counselor	1024351	R
Thomas Keefe	Social Studies	5-12 Social Studies	480989	R
Kaia Kennedy	Grade 2	K-6	1039268	R
Lisa Kermode	SPED	K-12 Academic & Behavioral Strategist	495025	NR
Annarae Klopfer	Director of Special Education	Director of Special Education, K-12 Learning Disabilities, District Superintendent, 1-6	453230	R
Emily Kurtz	Kindergarten	K-6, Age 3-PreK	1018515	R
Veronica Lee	Grade 4	K-6	1035204	R
Stephanie Leer	Grade 4	K-6	346687	R
Brooke Lenneman	Kindergarten	K-6, 5-8 Mathematics	1007044	R
Shawn Lohse	Principal	Principal	492996	R
Tanya Loso	Kindergarten	K-12 Reading, K-6	392773	R
Maija Luckow	SPED	K-12 Academic & Behavioral Strategist	1037973	R
Amanda Mackereth	Computer Science	7-12 Communications Technology Career, K-12 Reading, 5-12 Communication Arts/Literature	416117	R
Emily Markgraf	Graphic Arts	K-12 Visual Arts	1043431	R

Laura Mady Montray	Kindergarten	K-6, 7-12 Remedial Reading, 106 Remedial Reading	320779	R
Scott Miller	PE	K-12 Physical Education, PreK-12 Developmental/Adaptive Physical Education, 5-12 Health	469568	R
Lauren Miller	Kindergarten	K-6, K-12 Reading	468716	R
Jenelle Moehn	Assistant Director of Teaching & Learning	K-6, 5-8 Mathematics	423052	R
Josch Moeschl	Grade 5	K-6	1009138	NR
Amy Morgan	Grade 3	K-6, 5-8 Communication Arts/Literature, 5-8 Science	440281	R
Jennifer Musokwa	Grade 3	K-6	472943	R
Carrie Nolan	Sub	PreK-Adult	1035215	R
Jacqueline Norling	Sub	PreK-Adult	490526	R
Chiamaka Okonkwo	SPED	PreK-12	1045531	R
Bennett Olson	PE	K-12 Physical Education, 5-12 Health	1040284	R
Kasey Olson	Grade 3	K-6	1003637	R
Mandy Olson	Math	5-12 Mathematics	441223	R
Kerry Oolman	SPED	K-12 Academic & Behavioral Strategist	471645	R
Ann Ostendorf	Music	K-12 Vocal & Classroom Music	421782	NR
Sara Peloquin	Science	5-8 Science, 9-12 Life Science, 9-12 Chemistry, 9-12 Physics, 9-12 Earth & Space Science	404856	R
Samantha Peltier	Dean of Students	K-6, Age 3-PreK	462486	NR
Taylor Olson	Grade 2	K-6	1032803	NR
Andrew Perovich	Sub	1-6	384602	R
Jamie Plonske	SPED	K-12 Academic & Behavioral Strategist	1037128	R
Mackenzie Raiber	Grade 1	K-6	507675	R
Tanya Reemts	PE	K-12 Physical Education, 5-12 Health	444819	R

Kayla Refsland	EL	K-6, K-12 English as a Second Language	474181	R
Micah Reynolds	Vocal Music	K-12 Vocal & Classroom Music	1023190	R
Jason Ruzek	Science	5-8 Science, 9-12 Chemistry, 9-12 Earth & Space Science	482429	R
Johanna Santiago	Title 1	K-6, 5-8 Communication Arts/Literature	468681	NR
Robin Schaible	Library & Media	K-12 Library Media Specialist	1007142	R
Hannah Scholten	Grade 4	K-6	512929	R
William Sievert	SPED	PreK-12 Sub	1044789	R
Nancy Singer	ELA	5-8 Social Studies, K-12 Reading, 5-12 Communication Arts/Literature, 1-6, 5-12 Social Studies	498499	NR
Ashley Solheim	Social Worker	PreK-12 Social Worker	1045039	R
Nancy Sonntag	SPED	K-12 Learning Disabilities, B-12 Autism Spectrum Disorders	513823	R
Jennifer Stockdale	Psychologist	PreK-12 Psychologist	1045874	NR
Taylor Streckert	SPED	K-12 Academic & Behavioral Strategist, K-6	487489	R
Eveeh Thao	Sub	5-12 Health	1044182	NR
Brooke Thoennes	Grade 2	B-Grade 3	1014335	R
Sarah Thorsten	Math	5-12 Mathematics	500769	NR
Natasha Tice	SPED	K-12 Learning Disabilities, 1-6	349816	R
Abigail Tollas	Grade 1	K-6	1007474	NR
Jason Tossey	Social Studies	5-12 Social Studies	515037	R
Danae Trauth	Art	K-12 Visual Arts	1010116	NR
Teresa Widen	Executive Director of Teaching & Learning	Principal, Superintendent, 1-6, K-12 Reading	388785	R
Kristin Willers	Grade 6	K-6, Age 3-PreK	421299	R
Anna Wirtjes	Grade 5	K-6	1042495	R

FY26 Non-licensed Staff Information

Name	Position	License #	Returned (R) or Not Returned (NR) for FY27
Christine Erntson	Director of Communications & Community Engagement		R
Tauseef Khan	HR Specialist		R
Denise Hatchner	Enrollment & Records Coordinator		R
Trey Henry	Technology Coordinator		R
Cynthia Paquette	Payroll Specialist		R
Tracy Peters	COO		R
Toessawat Suparat	Technology Coordinator		R
Cory Warner	Activities Director		R
Chue Yang	Director of IT		R
Joel Hedberg	Operations & Transportation Coordinator		NR
Adam Schaak	Community Ed Coordinator		NR
Lily Schlossin	HR Generalist		NR
Deb Whitby	Business Accounts Manager		NR
Angela Adam	Elementary Para		R
Nada Alshehari	Elementary Para		R
Alyssa Anderson	Secondary Para		NR
David Anderson	Varsity Girls Soccer Coach		NR
Debra Anderson	Committee Clerk		NR
Scott Arndt	Custodian		R
Tim Atkinson	Battlebotts Coach		R
Jacob Barthel	Secondary Para & Battlebots Assistant Coach		R
Thomas Bauer	Elementary Para		R
Nicole Bjokne	Lunch Server		R
Deasia Broyld	Elementary Para		NR
Josie Burton	Varsity Dance		R

	Assistant		
Jon Cannon	Boys Basketball Coach C		R
Anthony Carlson	Varsity Boys Soccer Assistant Coach		R
Jen Churchill	JV Girls Basketball Coach		R
Luke Clapp	Trap Assistant Coach		NR
Tudtoo Collins	Sub		NR
Steve Coulter	District Attendance		NR
Alyssa Danger	Elementary Para		NR
Mina Dealing	Nursery Supervisor		R
Kendra Derosa	Drama Fall & Spring		R
Paul Dorbor	Custodian		R
Mike Edington	Trap & Skeet Coach		NR
Jessica Everson	Lunch Coordinator		R
Kelsey Field	Dance Coach		R
Susan Fisher	Secondary Para		R
Ben Floan	Trap & Skeet Assistant Coach		R
Kristyn Foltz	District Admin Assistant		NR
Julie Froiland	Secondary Para		R
Tina Garcia	Custodian		NR
Travis Graway	Boys Basketball Coach YS & Football Assistant Coach		R
Colleen Hansen	Sub		NR
Joel Hedberg	Varsity Boys Basketball Coach		NR
Rachel Holm	Secondary Para		R
Elizabeth Holmes	Lunch Server		R
Julie Howell	Secondary Para		R
Frank Infelise	Custodian		NR

Martin Jensen	Elementary Para		R
Tim Jindra	Varsity Volleyball Coach		R
Laura Johnson	Elementary Para		R
Jill Johnson	Lunch Server		NR
Elizabeth Jones	Girls Soccer MS		R
Linsey Jorgenson	Girls Basketball Coach		R
Holly Judisch	Secondary Para		R
Erika Kelly	Varsity Volleyball Assistant Coach		R
Sharon Konen	Office - Secondary		NR
Brandon Kronwall	Golf		R
Jody Krueger	Elementary Para		R
Mac Kukowski	Football Coach & Strength		R
Jessica LePage	District Admin Assistant		NR
Mark Lindeman	Maintenance & Grounds		R
Pam Lyons	Elementary Para		R
Michael McGilligan	Custodian		NR
Melissa McKie	Elementary Para		NR
Jessica Muellner	Due Process Clerical		NR
Sam Montgomery	Elementary Para		NR
Sam Montgomery	Boys Basketball Coach C & YS		NR
Ben Mulgrew	JV Boys Soccer Coach		R
Karen Nelson	Health Para		R
Carrie Nolan	Sub		R
Shelly Olson	Health Para		R
Scott Pacey	Custodian		R
Wendy Parker Pinata	Elementary Para		NR

Gail Penner	SPED Admin Assistant		R
Ross Peters	Girls Basketball Coach JH & YS		R
Sidney Plonske	Sub		NR
Susanne Radtke	Elementary Para		R
Erik Rasmussen	Varsity Boys Soccer Coach		R
Ryan Rassatt	Varsity Baseball Coach		R
Carole Ronsberg	Elementary Receptionist		R
Kelly Rosen	Office - Secondary		R
Leann Roubal	Elementary Para		R
Steve Schindler	Secondary Para		R
Angel Schrage	Custodian		R
Kimberly Schultz	Nurse Sub		R
Melissa Serritslev	HR Assistant		NR
Linda Shreeve-Dehn	Secondary Para		R
Shelby Spuller	JV Volleyball Coach		NR
Ron Swafford	Custodian		NR
Cheryl Swenson	Secondary Para		R
Leah Swenson	Elementary Para		R
Matthew Swinnerton	Secondary Para		R
Nathan Tessum	Varsity Girls Basketball Coach & Varsity Softball Coach		R
Curtis Tessum	Varsity Softball Assistant		R
Ashley Thomas	Elementary Para		R
Carrie Thomas	NHS & NJHS		R
Beatrice Tice	Sub Para		NR
Clara Tice	Elementary Para		NR
Malia Tsuji	Elementary Para		NR

Shelia Volk-Dalglish	Lunch Server		R
Adam Wright	JV Boys Basketball Coach		NR

Faculty Professional Development Description

Include a description of the school faculty professional development to demonstrate compliance with Academic Standard 4: All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving the learning, achievement, and success of all students.

- All staff will be focused on implementation of the MnMTSS process as well as the ReadACT phase one implementation. The ReadACT PD is a required component from the state of Minnesota that all teachers who instruct reading must go through. The MDE also encourages all schools to participate in the MnMTSS process to build systems and structures that meet academic needs of all students.

Teacher Evaluation Description:

- Teachers at PACT Charter School are evaluated using the 5 Dimensions of Teaching and Learning, and the 5D+ Teacher evaluation rubric. This process focuses on a model of continuous improvement through principal feedback loops based on the research of the Wallace Foundation and training from the University of Washington, via a partnership with the University of Minnesota, as part of the Instructional Leadership Academy (ILA). Teachers goal plan with the building principal and review site goals and personal goals to align and support the direction of organizational goals, as well as the District Operational Plan (DOP).

SECTION VI. School Enrollment and Retention/Retention.

The report must contain information regarding School Enrollment, and Student Attrition. The school is encouraged to include an explanation of school admissions procedures in order to verify school compliance with *Minnesota Statute 124E.11*, including the student application, lottery, and enrollment procedures. This section should include a table containing actual and projected enrollment information, student demographics and any notable trends. Sample tables are provided.

This section demonstrates compliance with the following VOA-MN Management/Operations Standards:

M/O Standard 10: The school meets the enrollment target provided in its annual budget.

M/O Standard 11: The school institutes a fair and open student admission process that complies with Minnesota law.

School admissions, lottery, and enrollment procedures:

[Policy 509 - Admissions and Enrollment](#)

509 ADMISSION AND ENROLLMENT

I. GENERAL STATEMENT OF PURPOSE

The purpose of this policy is to define the admission and enrollment procedures for PACT Charter School and to establish a fair, transparent, and consistent process for admitting students in accordance with Minnesota state law. This policy guarantees equal access to educational opportunities for all applicants, supports the school's mission and values, and ensures compliance with relevant statutory requirements regarding open enrollment and lottery procedures.

II. ADMISSION LIMITATIONS

- A. PACT Charter School, established under Minnesota Statutes, section 124E.06, subdivision 3, paragraph (b), may limit admission to:
 - a. pupils within an age group or grade level;
 - b. pupils who are eligible to participate in the graduation incentives program under Minnesota Statutes, section 124D.68; or
 - c. residents of a specific geographic area in which the school is located when the majority of students served by the school are members of underserved populations.
- B. PACT Charter School shall comply with the Minnesota Human Rights Act, which prohibits educational institutions from discriminating against students based on a protected class including race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation or disability.
- C. PACT Charter School must disseminate information about the school's offerings and enrollment procedures to families that reflect the diversity of Minnesota's population and targeted groups. Targeted groups include low-income families and communities, students of color, students at risk of academic failure, and students underrepresented in the school's student body relative to Minnesota's population. The school must document its dissemination activities in the school's annual report. The school's dissemination activities must be a component of the authorizer's performance review of the school.

III. ENROLLMENT

- A. PACT 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. PACT Charter School must develop and publish, including on its website, a lottery policy and process that it must use when accepting pupils by lot.
- B. Admission to a charter school must be free to any eligible pupil who resides within the state. A charter school must give enrollment preference to a Minnesota resident pupil over pupils that do not reside in Minnesota. A charter school must require a pupil who does not reside in Minnesota to annually apply to enroll in accordance with Minnesota Statutes, section 124E.11, paragraphs (a) to (f).
- C. PACT Charter School must 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 staff member eligible for an enrollment preference for their child, including a foster child, must be an individual employed at the school whose employment is stipulated in advance to total at least 480 hours in a school calendar year.

- D. A person may not be admitted to PACT 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 website a policy for admission of selected pupils at an earlier age, consistent with the enrollment process in paragraphs A and B.
- E. Except as permitted in paragraphs D and I, PACT Charter School, may not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability and may not establish any criteria or requirements for admission that are inconsistent with this section.
- F. PACT Charter School or any agent of the school must not distribute any services or goods, payments, or other incentives of value to students, parents, or guardians as an inducement, term, or condition of enrolling a student in a charter school.
- G. Once a student who resides in Minnesota is enrolled in the school in kindergarten through grade 12, or in the school's free preschool or prekindergarten program under Minnesota Statutes, section 124E.06, subdivision 3, paragraph (b), the student is considered enrolled in the school until the student formally withdraws, the school receives a request for the transfer of educational records from another school, the school receives a written election by the parent or legal guardian of the student withdrawing the student, or the student is expelled under the Pupil Fair Dismissal Act in Minnesota Statutes, sections 121A.40 to 121A.56.
- H. A charter school with at least 90 percent of enrolled students who are eligible for special education services and have a primary disability of deaf or hard-of-hearing may enroll prekindergarten pupils with a disability under Minnesota Statutes, section 126C.05, subdivision 1, paragraph (a), and must comply with the federal Individuals with Disabilities Education Act under 34 Code of Federal Regulations, section 300.324, subsection (2), clause (iv).
- I. A charter school serving at least 90 percent of enrolled students who are eligible for special education services and have a primary disability of deaf, deafblind, or hard-of-hearing may give enrollment preference to students who are eligible for special education services and have a primary disability of deaf, deafblind, or hard-of-hearing. PACT Charter School may not limit admission based on the student's eligibility for additional special education services.

IV. ENROLLMENT LOTTERY PROCESS

- A. PACT Charter School's administration will conduct an annual assessment to determine the classroom seats in each section. All eligible students will be enrolled until the grade-level capacity enrollment level is reached.
- B. The enrollment application is open from September 1 to November 30 for the upcoming school year.
- C. The lottery for all grades will be held on the first Monday after the enrollment deadline to determine placement for the following school year. The lottery is automated, and the list is maintained through an online lottery provider.
- D. All new open enrollment applications received since the previous year's lottery deadline will be compiled to create an active waitlist if the lottery list is exhausted and there are still open seats.
- E. Students not offered a seat must reapply to be included in the following school year's lottery.
- F. Foreign exchange students placed with an existing PACT family will follow the same enrollment policies as all other students, and efforts will be made to assist with the necessary paperwork. If a foreign exchange student is admitted to PACT, sibling preference does not apply to the host family's students.
- G. When students are accepted mid-year, they must start within 10 school days from the offering date,

unless otherwise noted by the school. Records from the previous school must be received before a student can start.

- H. Notifications will be sent via text or email when space becomes available. Parents have four calendar days to accept or decline the enrollment offer. Failure to respond on time is considered an automatic decline, and the student's name will be removed from the enrollment list, with the next student on the list being contacted. PACT Charter School is not responsible for missed texts or emails, and parents are responsible for keeping contact information up-to-date.
- I. Acceptance of enrollment also requires the completion of online registration via Infinite Campus. A link will be emailed to parents upon acceptance of an open seat, and they have seven calendar days to complete the registration process. Failure to complete the registration or communicate with PACT within seven calendar days may result in the position being offered to the next student on the list. Parents would then be required to fill out a new open enrollment application.

V. STUDENT WITHDRAWAL

- A. When a decision is made to withdraw a student from PACT Charter School, an online withdrawal form must be submitted immediately. If multiple students from the same family are withdrawn, each student requires a separate form. If the withdrawal form is not submitted, written communication will be regarded as official notification.
- B. During August, PACT Charter School will recognize a request for records from another school district as an official notification of that student's withdrawal from PACT Charter School. (1) The enrollment coordinator will make reasonable efforts, such as phone calls and written communication, to reach the parent and request that the Withdrawal Form be completed to formalize the withdrawal. If no response is received from the parent or guardian, or the Withdrawal Form is not completed, the attempts to contact will be documented. (2) The enrollment coordinator will make reasonable efforts, such as phone calls and written communication, to contact the school that sent the records to verify and confirm the student's enrollment at that school. (3) A written notice will then be sent to the parent informing them of the unenrollment action.

Legal References: Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 124E.11 (Admission Requirements and Enrollment)
Minn. Stat. § 124E.17 (Charter School Information)
Minn. Stat. § 363A.13 (Educational Institution)

Original Creation Date: November 8, 1994

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: November 6, 2025

Year Reviewed: 2025 - 2026

Student Enrollment

School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total # Students
2023-2024	0	87	87	87	81	81	81	118	85	85	111	65	62	64	1094

2024-2025	0	110	115	115	108	112	116	120	122	122	126	115	67	59	1407
2025-2026	0	110	115	115	116	116	116	120	148	122	125	114	103	64	1483
2026-2027 est.	0	110	115	115	116	116	116	120	122	158	126	129	114	104	1567

<i>School Year</i>	<i>6th</i>	<i>7th</i>	<i>8th</i>	<i>9th</i>	<i>10th</i>	<i>Total # Students</i>
<i>2026-2027 est. online</i>	9	13	12	10	7	51

Student Demographics

Demographic Trends	2023-2024	2024-2025	2025-2026
Total Enrollment	1081	1404	1463
Male	554	705	728
Female	540	699	735
Black or African American	9.5%	10.7%	10.3%
Hispanic or Latino	3.7%	4.7%	4.5%
Asian	.3%	.6%	.8%
American Indian	.2%	.2%	1.1%
Native Hawaiian or Pacific Islander	.1%	.1%	.1%
Other Indigenous Peoples	.4%	.1%	.3%
White	80%	78%	78.7%
Two or more races	2.5%	5.3%	4.3%
Special Education	19.7%	18.6%	15.2%
English Learner	5.4%	6.8%	6.5%
Free/Reduced-Price meals	25.9%	32.5%	27.2%

Student Attrition or Retention

(To calculate your student retention rate, divide the number of students on the last day of the school year by the number of students on the first day of the school year, excluding students that enrolled during the year in the calculation.)

STUDENT ATTRITION			
School Year	Total # Students enrolled on October 1	Total # of October 1 Students enrolled at End of Year	Attrition Rate (%)
2025-2026	1437	1463	1.8%

STUDENT RETENTION			
School Year	Total # of Students Eligible at End of Year to Return in Fall	Total # Students who Returned at Start of Next Year	Retention Rate (%)
2025-2026	1402	1344	96%

SECTION VII. School Academic Performance

PROGRAM MODEL: The school provides an explanation of the school academic program, including an overview of the academic program model (e.g., project-based, curriculum, instructional philosophy) and an explanation with supporting evidence regarding the success of the school learning program.

This section demonstrates compliance with the following VOA-MN Academic Standards and contract provisions:

- Academic 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 the learning, achievement, and success of all students.
- Academic Standard 2: Over the term of the contract, the school will maintain an average state-determined minimum achievement level (Improved + Maintained) in math and reading as evidence of meeting their primary statutory purpose of improving the learning, achievement, and success of all students.
- Academic Standard 3: The difference between the proficiency rates of students who meet certain criteria (EL, FRP, SPED) and the students who do not meet the criteria 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 the learning, achievement, and success of all students.
- Academic Standard 5: The school is meeting their additional purposes (MS 124E.01, Subd 1; Charter Contract Addendum B).
- Academic Standard 6: The school is meeting the Comprehensive Achievement and Civic Readiness goals (MS 120B.11; Charter Contract Addendum B).Char

- *Charter Contract Provision: Section 7.2 Methods of Assessment (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 1 annually.*

Assessment Plan for 2025-2026

The report includes school data that helps explain performance utilizing one or all of the following: the PDFs provided on the Minnesota Department of Education's website School Report Card section, the Annual Academic Report provided by VOA-MN, and/or data and charts created by individual schools. The discourse might also include how assessment data informs instructional practices, professional development, and drives decision making. Describe the school's annual process for reviewing curriculum, instruction, and student achievement, including progress toward improving teaching and learning. This section should also include a public account of the school's adopted assessment plan.

SECTION VIII. Finances

[The report must contain financial performance information. The section should include a discussion of the financial health and stability of the school, including any goals, improvements, and/or challenges. The school is also encouraged to include a copy of the school's FY26 school budget and a preliminary (unaudited) set of financial statements (Balance Sheet and Statement of Revenues and Expenditures). Discussion should include an explanation of the school's internal controls used during board oversight of financial matters.]

This section should demonstrate compliance with the following VOA-MN Financial Standards:

- Finance Standard 1: The school maintains a balanced budget which does not include a board-approved General Fund balance spend down.
- Financial Standard 4: Schools are expected to have audits that are free of all findings.
- Finance Standard 5: 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. Monthly financials include at least the following: 1) detailed income/expense report, 2) cash flow projection, 3) check register (The school is responsible for including a description for each item on the check register and an explanation for any check sequence gaps.), 4) current enrollment (Average Daily Membership). The board should review and approve the financials at each board meeting.
- Finance Standard 6: The school develops and maintains a targeted General Fund balance determined by the school board. VOA-MN determines a standard for fund balance annually based on items such as school funding trends and funding hold-backs.
- Finance Standard 9: The school is not in Statutory Operating Debt (SOD).

Discussion of school financial health and stability during FY26:

FY26 school budget and a preliminary (unaudited) set of financial statements (Balance Sheet and Statement of Revenues and Expenditures):



P A C T
Charter School

PACT Charter School Monthly Financials

JUNE 2026

PRELIMINARY
(UNAUDITED)

PACT Charter School Financial Highlights

JUNE 2026

Balance Sheet:

The school's balance sheet reflects the school's liquid assets and liabilities. The primary focus of the balance sheet is the cash balance and any material liabilities. Additionally, attention should be paid to the amount of the YTD state hold back. The highlights from the balance sheet are:

- \$5,328,366 Cash balance at end of the month
- \$1,449,525 State Receivables which represents an initial estimate for the beginning of the accrual for the current year hold back
- \$0 State Receivables which represents the remaining amount due to the school from the state 30% holdback of the prior school year
- \$1,342,036 Salary and Benefits Payables estimated. This is for summer salaries as of month-end.
- \$130,575 Accounts Payable balance as of the end of the month

Income Statement

The focus of the school's income statement is to monitor the ongoing revenues and expenses of the various programs. A monthly review of the actual spent vs. budget as well as taking into consideration the percentage of the fiscal year completed is imperative. Yet, also understanding how each individual line item functions will help the overall analysis. The highlights from the income statement are:

- Adopted Budget: 1467 AFIM
- Revised Budget: 1431 AFIM
- Actual AFIM: 1437
- 98.0% Percent of the fiscal year completed
- 97% YTD revenue as a percent of budget based on the adopted projection
- 94% YTD expenses as a percent of budget based on the revised projection
- \$5,517,500 Projected operating fund balance - based on the budget
- 28% Projected ending fund balance as a % of operating budget

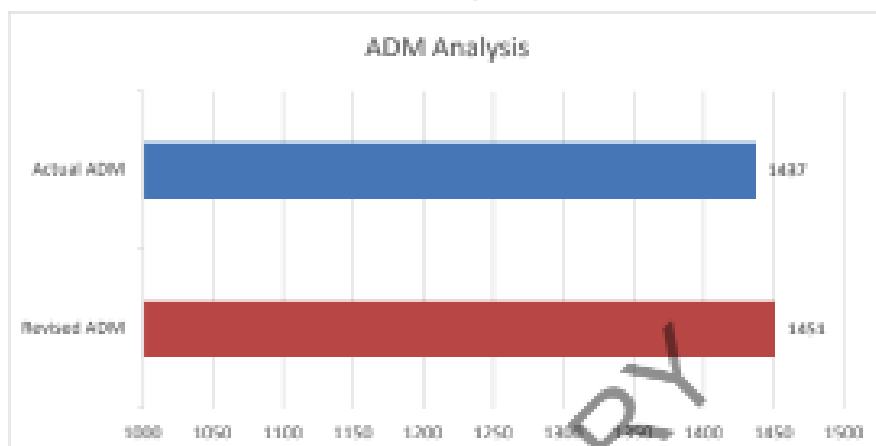
Cash Flow

- Estimated cash balance as of June 30, 2026:
\$ 5,797,751
- Days cash on hand projected as of June 30, 2026:
116

Debt Coverage Ratios

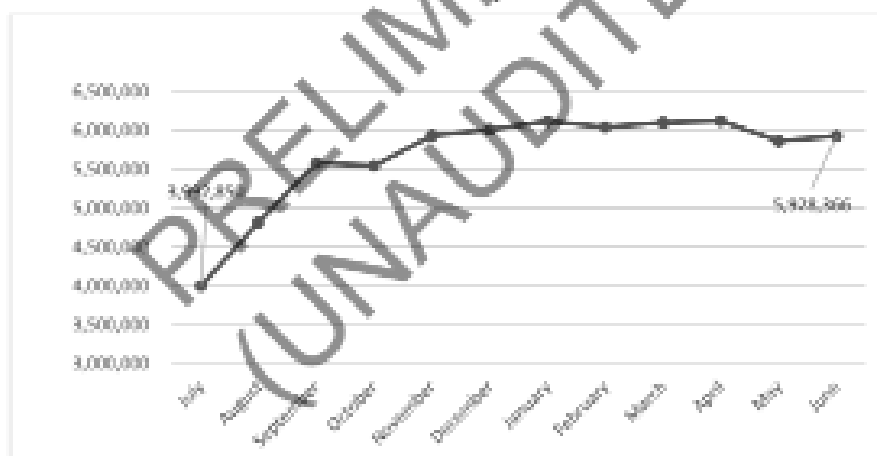
- Required debt service coverage ratio at June 30, 2026: $\geq$
1.10
- Projected debt service coverage ratio at June 30, 2026:
1.50
- Required days cash on hand (cash only) at June 30, 2026: $\geq$
45
- Projected days cash on hand without receivables at June 30, 2026:
116
- Projected days cash on hand with receivables at June 30, 2026:
145

Enrollment/ADM's

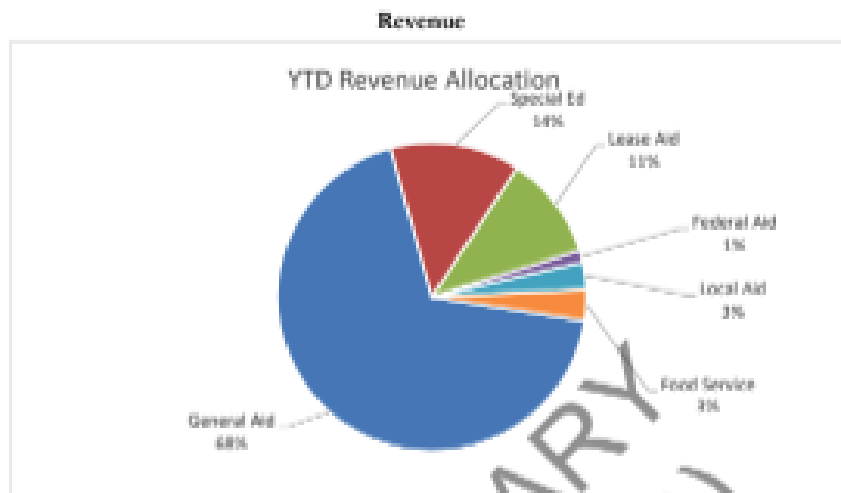


Monitoring the school's budgeted ADM vs. the actual ADM is one of the most important analytical revenue reviews. Variance from the budgeted ADM must be reviewed and understood.

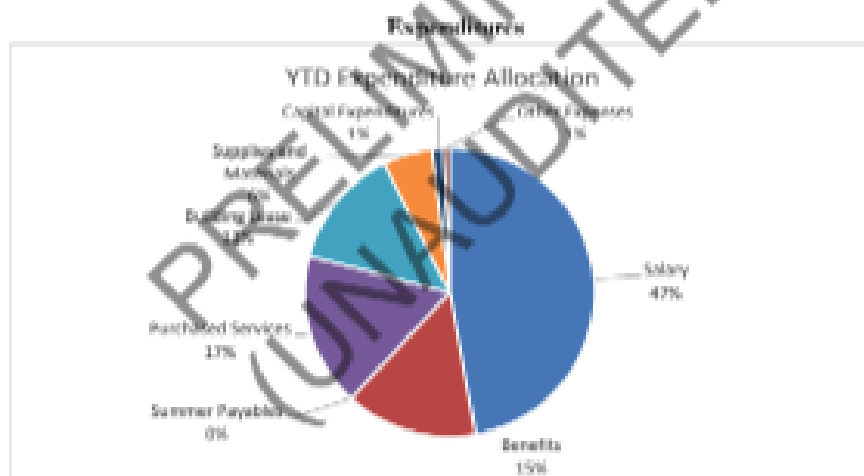
Cash Flow Projection



PACT Charter School's cash balance is expected to increase during fiscal 2026.



The graph above reflects the revenue allocation the school has received from all revenue sources to date.



The graph above reflects the current year to-date expenditure allocation across the school's major budget categories. This depiction helps identify how the school has spent their funds thus far.

**PACT Charter School
Balance Sheet
As of June 30, 2026**

Assets		As of Month-End
Cash	\$	5,928,366
MDE Receivable - Current year estimate		1,449,525
Federal Receivable		-
Misc. Receivables		42,282
Due From Other Funds		152,619
Prepays		4,430
Total Assets	\$	<u>7,577,222</u>
Liabilities		
Salary and Benefits Payable	\$	1,242,036
Accounts Payable		130,575
Deferred Revenue		2,290
Total Liabilities	\$	<u>1,374,901</u>
Fund Balance		
Beginning - Audited	\$	4,540,985
Change in Fund Balance		1,661,336
Ending- Projected	\$	<u>6,202,321</u>
Total Liabilities and Fund Balance	\$	<u><u>7,577,222</u></u>

Carried over from prior period or estimated, previously for ADMM accounts.

PACT Charter School
Income Statement Summary
As of June 30, 2026

100% Year Complete

Revenue	Adopted Budget - 1467 ADM	Revised Budget - 1450 ADM	Monthly Activity	Year to Date	% of Budget
State Aids	\$ 18,901,323	\$ 18,181,808	\$ 3,143,691	\$ 18,780,862	97.8%
Federal Aids	655,748	705,428	47,578	512,894	72.9%
Local	419,271	512,438	102,292	648,924	106.0%
Total	\$ 19,976,342	\$ 19,400,674	\$ 3,393,571	\$ 19,942,680	97.3%

Expenses					
Salary	\$ 8,812,904	\$ 9,033,038	\$ 1,690,518	\$ 8,813,893	96.7%
Benefits	2,934,819	3,130,793	326,859	2,704,347	83.8%
Total Salaries/Benefits Payable	\$ 11,607,723	\$ 12,173,831	\$ 2,216,576	\$ 11,718,240	95.0%
Purchased Services	5,819,356	5,074,289	432,490	5,158,307	101.8%
Supplies and Materials	1,487,811	1,549,800	134,380	1,604,845	76.9%
Building Lease	2,458,292	2,458,292	-	2,458,292	100.0%
Capital Expenditures	231,600	280,000	17,458	225,690	96.3%
Other Expenses	136,556	216,556	8,154	234,758	70.0%
Total	\$ 19,900,308	\$ 20,572,761	\$ 2,895,490	\$ 18,999,304	95.0%

Change in Fund Balance	\$ 974,034	\$ -272,087	\$ 498,081	\$ 1,661,356	
Beginning Fund Balance	\$ 6,540,505	\$ 6,540,505	\$ 6,540,505	\$ 6,540,505	
Ending, Projected	\$ 6,540,505	\$ 6,268,418	\$ 7,038,586	\$ 8,201,861	

EB as a % of Exp 20% 20% 20% 20%

Debt Service Coverage Ratio 1.50 1.50 1.50 1.50

PRELIMINARY
(UNAUDITED)

PACT Charter School
Detail Revenue
As of June 30, 2020

100% Year Complete

	Adopted Budget - 1467 ADM	Revised Budget - 1481 ADM	Monthly Activity	Year to Date	% of Budget
General Fund					
State Aid					
General Aid	\$ 11,203,594	\$ 13,083,032	\$ 1,166,859	\$ 13,232,138	99%
Reimbursement	81,897	99,471	-	303,750	100%
Special Education	2,751,029	2,970,819	322,657	2,643,032	89%
ATBES	104,821	101,884	101,884	101,884	100%
Lease Aid	21,893,821	2,873,294	1,424,247	2,115,205	80%
Literacy Incentive	61,791	68,791	6,879	68,791	100%
Library Aid	20,880	16,200	16,974	16,974	98%
Student Support Aid	20,880	66,444	66,204	66,204	98%
Cybersecurity Grant	-	15,000	95	15,057	100%
Cluster Additional (Long Term Facility Minimum)	211,842	206,507	-	-	0%
Unemployment Aid	-	40,448	40,448	40,448	100%
Total State Aid	\$ 38,568,997	\$ 18,842,750	\$ 3,008,905	\$ 18,419,271	98%
Federal Aid					
Title I	\$ 145,244	\$ 15,832	\$ -	\$ 143,502	68%
Title II	31,084	79,411	-	79,411	54%
Title III	-	11,200	-	10,500	89.2%
Special Education	166,471	10,500	-	1,791	4%
Special Education - Preschool Age	6,800	-	-	24.58	100.0%
Special Education - CPIS	30,488	30,371	-	19,147	63%
Total Federal Aid	\$ 376,797	\$ 117,515	\$ -	\$ 163,477	59%
Local Aid and Donations					
Interest	\$ 15,799	\$ 125,700	\$ 6,687	\$ 152,798	121.5%
Donations and Other	39,100	60,000	6,499	71,777	178.7%
Activities and Activity Fee	24,000	232,000	15,200	235,000	100.0%
Fees for Services	70,000	75,000	159	41,741	107.0%
MS Selling	-	10,000	-	-	0.0%
Rental Income	-	49,000	40,282	50,000	121.5%
Total Local Aid and Donations	\$ 148,900	\$ 682,700	\$ 64,695	\$ 465,511	11.7%
Total General Fund Revenue	\$ 39,744,424	\$ 19,746,765	\$ 3,707,848	\$ 19,746,765	97%
Fund Service Fund					
State Revenue	\$ 331,756	\$ 336,044	\$ 33,309	\$ 341,762	100%
Federal Revenue	286,031	287,681	47,978	288,407	93%
Fund Sales	7,171	7,345	19	1,303	18%
Total Fund Service Revenue	\$ 624,958	\$ 631,070	\$ 81,306	\$ 631,472	100%
Community Service Fund					
Community Service Fee	\$ 100,200	\$ 100,200	\$ 7,108	\$ 95,423	86%
Total Community Service Revenue	\$ 100,200	\$ 100,200	\$ 7,108	\$ 95,423	86%
Total Revenue- All Funds	\$ 40,471,582	\$ 20,477,835	\$ 3,796,262	\$ 19,947,640	97%

PACT Charter School
Detail Expenses
As of June 30, 2020

FTTA: 100%

	Adopted Budget - 1407 ADOM	Revised Budget - 1411 ADOM	Monthly Activity	Year to Date	% of Budget
Admin and Operations					
000 Salaries	\$ 2,402,837	\$ 2,432,701	\$ 231,348	\$ 1,349,349	55%
200 Benefits	865,621	875,632	60,029	349,686	40%
300 Contracted Services	422,134	422,134	46,723	387,844	92%
330 Repairs & Maintenance for Technology	-	-	-	498	0%
320 Communications	34,762	47,340	7,280	32,788	110%
325 Postage	3,000	3,000	134	4,834	79%
330 Utility	384,400	384,400	10,090	369,890	96%
330 Insurance	119,700	119,700	-	64,747	54%
330 Repairs & Maintenance	174,094	174,094	14,503	160,756	92%
330 Transportation	947,940	947,940	111,513	1,070,966	109%
330 Professional Development	5,600	5,600	3,588	4,877	107%
401 General Supplies	358,330	358,330	3,504	36,648	10%
405 Purchased Software (405/406)	-	65,000	1,500	55,495	85%
405 Tools Supplies & Materials	-	-	10,440	15,445	0%
406 Travel	-	-	-	480	0%
500 Furniture & Equipment	68,750	68,750	10,400	75,486	61%
505 Technology Equipment	100,000	100,000	-	145,175	99%
570 Building Lease	3,438,793	3,438,793	-	3,438,793	100%
600 Hours & Scholarships	152,564	152,564	-	94,561	62%
Total Admin and Operations	\$ 6,504,711	\$ 6,784,426	\$ 484,655	\$ 4,771,338	61%
Instructional Support and Services					
000 Salaries	\$ 1,603,644	\$ 1,603,644	\$ 971,308	\$ 4,347,436	159%
200 Benefits	515,704	515,704	317,074	1,560,775	109%
300 Contracted Services	15,000	15,000	(7,140)	56,477	100%
330 Transportation - Field Trips	15,200	15,200	-	16,863	89%
330 Professional Development	15,000	15,000	-	71,000	47%
330 Field Trips and Registration	16,150	16,150	-	15,975	99%
334 PACT/CTE Station Payments	150,711	150,711	33,603	175,076	116%
401 General Supplies	40,532	40,532	6,006	46,787	96%
405 Purchased Software (405/406)	-	1,000	-	6,804	0%
406 Instructional Software Licenses	10,400	10,400	1,778	71,710	79%
500 Instructional Supplies	230,000	230,000	6,000	28,616	12%
510 Textbooks & Workbooks	75,710	75,710	6,110	117,814	87%
601 Standardized Tests	20,000	20,000	2,100	4,514	10%
606 Travel	-	-	400	2,800	0%
606 Furniture & Equipment	47,400	47,400	1,014	56,832	99%
606 Technology Equipment	-	-	-	1,200	0%
606 Hours & Scholarships	-	-	-	864	0%
670 Subsidies	-	-	16,000	3,000	0%
Total Instructional Support and Services	\$ 2,414,047	\$ 2,789,494	\$ 1,040,948	\$ 4,984,649	112%

PACT Charter School
Detail Expenses
As of June 30, 2026

FYTD: 100%

	Adopted Budget - 1447 ADOB	Revised Budget - 1451 ADOB	Monthly Activity	Year to Date	% of Budget
Activities					
100 Salaries	\$ 346,875	\$ 334,875	\$ 11,629	\$ 209,606	68%
200 Benefits	69,375	66,375	3,182	36,841	54%
300 Contracted Services	72,815	75,636	11,165	68,569	117%
400 Operating Expenses	-	-	-	7,856	0%
500 Repairs & Maintenance	-	-	-	2,334	0%
560 Transportation	75,834	109,634	9,718	111,463	146%
562 Travel & Conferences	-	-	191	2,649	0%
569 Regenerations	50,835	50,835	6,597	55,234	79%
601 General Supplies	108,763	48,763	5,667	59,936	62%
690 Fund	-	-	-	486	0%
698 Lease	19,900	19,900	-	19,900	114%
699 Tuition & Memberships	41,761	41,761	(759)	17,873	43%
Total Activities	737,563	708,289	66,896	647,687	75%
ADOB Program					
100 Salaries	\$ 116,902	\$ 125,500	\$ 32,399	\$ 172,893	139%
200 Benefits	32,890	34,529	11,655	37,528	127%
901 Instructional Supplies	5,237	5,237	-	-	0%
Total ADOB Program	205,029	185,266	44,054	210,421	127%
Special Education					
100 Salaries	\$ 1,753,500	\$ 2,179,500	\$ 597,543	\$ 1,969,034	98%
200 Benefits	317,500	387,500	116,121	283,827	74%
125.5/125.5. Salaries Payable	-	-	-	266,827	266
300 Contracted Services	200,000	233,500	312	19,228	9%
360 Transportation - SPED & 18154	209,800	325,962	94,862	243,889	116%
366 Travel & Conferences	-	-	1,175	9,892	0%
394 Payments to Other Agencies	223,333	345,881	28,608	189,263	85%
400 Purchased Services	5,200	5,889	-	5,889	80%
406 Purchased Services - Instructional	-	5,889	-	2,138	68%
408 Instructional Supplies	25,000	25,000	116	28,894	87%
490 Furniture & Equipment	-	5,889	-	-	0%
498 Tuition & Memberships	5,000	5,000	-	-	0%
Total Special Education	3,266,133	3,942,867	648,723	3,273,897	97%
Title Programs					
100 Salaries	93,812	86,176	34,319	107,883	138%
200 Benefits	33,891	36,223	36,914	66,213	177%
366 Travel & Conferences	-	-	-	1,746	0%
406 Purchased Services	-	-	(79)	-	0%
466 Tuition & Memberships	-	-	(2,098)	9,899	0%
498 Fund	-	-	-	29	0%
Total Title Programs	126,703	122,399	68,639	184,879	146%
Total General Fund Expenditures	\$ 8,352,943	\$ 8,715,361	\$ 2,785,168	\$ 7,411,289	86%

FACT Charter School
Detail Expenses
As of June 30, 2020

FYTD: 100%

	Adopted Budget - 1007 ADM	Revised Budget - 1011 ADM	Monthly Activity	Year to Date	% of Budget
Food Service Fund					
000 Salaries	\$ 78,362	\$ 80,570	\$ 5,198	\$ 98,320	112%
200 Benefits	15,656	19,862	1,000	20,862	116%
300 Contracted Expenses	-	-	-	970	0%
401 General Supplies	15,587	15,587	400	12,677	80%
600 Food	462,200	462,200	76,500	438,617	95%
690 Misc	-	-	-	4,830	0%
800 Furniture & Equipment	15,700	15,700	-	-	0%
820 Union & Memberships	2,000	2,000	100	1,200	50%
Total Food	\$ 589,905	\$ 596,939	\$ 83,898	\$ 750,484	75%
Community Ed Fund					
000 Salaries	\$ 105,000	\$ 97,493	\$ 5,667	\$ 66,936	60%
500 Benefits	57,000	55,149	1,540	17,778	30%
401 General Supplies	17,000	17,000	-	5,818	30%
Total Community Ed	\$ 179,000	\$ 169,642	\$ 7,207	\$ 89,532	49%
Total Expenses All Funds	\$ 768,905	\$ 766,581	\$ 91,105	\$ 839,016	84%

PRELIMINARY
(UNAUDITED)

Explanation of the school's internal controls used during board oversight of financial matters.

- Tracy Peters, Executive Director of Human Resources and Operations/COO serves as our internal controls. Tracy works closely with Bridget Peterson, CFO (EdFinMN) to ensure compliance.

Explanation of the school's progress meeting the VOA-MN Financial Standards contained in Addendum B of the Charter Contract.

- All financial goals for the 25-256 school year were met and exceeded. Expenditures were down while revenues were up. PACT increased its DCOH to an unaudited 116 DCOH (45 DCOH required) while also increasing our DSCR to a projected 1.50x (1.1x required).

SECTION IX. Service Learning

This section demonstrates compliance with the following VOA-MN Standards:

CONTRACT PROVISION: Section 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.

The report must contain information on how the school adhered to their School Service-Learning Plan. In addition, the report should include service projects and activities the school's students participated in during the school year aligned to the school's service plan and evaluation results of the level of student and community engagement and benefit from service learning.

Overview of the school's service-learning plan:

Service projects and activities the school's students participated in during the 2025-2026 School Year:

Evaluation of student and community engagement and student benefits from service-learning experiences:

The PACT Service-Learning Plan for the 2025-2026 school year is as follows:

PACT Charter Secondary School Service Learning Program

The Service Learning Program is part of our Advisory assignment, which is designed to focus on the individual student's learning and growth. In PACT's Advisory classes, we emphasize the transformative effects of volunteering time and expertise to assist others.

The benefits of engaging in service learning are numerous, and we believe it plays a crucial role in our students' development. Here are a few examples of the positive outcomes we aim to achieve:

1. **Confidence Building:** Volunteering allows students to witness the positive impact they can make in someone else's life, fostering confidence in their ability to contribute meaningfully.
2. **Character Development:** Practical experience gained through service learning helps students develop stronger character qualities, shaping them into well-rounded individuals.
3. **Sense of Belonging:** By actively participating in service projects, our students contribute to a more stable sense of self-worth and belonging within the broader community.

Rather than feeling overwhelmed by the needs around us, we encourage proactive involvement throughout the school year. As part of this assignment, we request that each student validates a minimum of 4 hours of service learning between August 2024 and May 5th, 2025.

Service projects can encompass a wide range of activities. There is a list attached to the back of this letter as a starting point for ideas and opportunities. Students have the flexibility to choose one or a combination of these activities to complete the required 4 hours or more of volunteerism.

To fulfill this assignment, students are required to fill out the Student Service Learning Activity Verification Form for each separate volunteer opportunity. The form should be signed by a parent, teacher, or adult supervising the event for part or all of the 4 or more hours. The completed form(s) must be returned to their Advisory teacher no later than Monday, May 5th, 2025.

At PACT, we are dedicated to helping students become active members of their ever-changing community, and promoting service is one of the most effective ways to achieve this goal.

We sincerely appreciate your partnership with us in the Advisory program this year. Together, we are contributing to the development of PACT students, fostering character, personal and educational responsibility, and nurturing healthy relationships.

With kindest regards,

Service Learning List

PACT Panthers PTO Volunteer- pactpantherspto@gmail.com

School-Sponsored Event Volunteer

Facilities Work/Cleaning facilities@pactcharter.org

Medical Care Training (Special Needs)

Volunteering At Elementary Campus

Senior Living Facilities

Non-Profit or Faith-Based Volunteer Work

Event Childcare

Local Shelter Volunteer

Feed My Starving Children

Pennies For Patients or other Fundraising Organizations

Local or State Food Shelf Program Volunteering

Buddy Programs

PACT Holiday Give A Gift Program

★ This list is a starting point. There are many other opportunities available. If you're unsure whether something qualifies for service learning hours, consult your advisor.

★ Volunteering excludes babysitting and general household tasks for immediate family members, as well as any compensated activities.

Results:

As service learning is embedded into the school's advisory curriculum and expectations, all students fulfill this requirement annually. The verification form that students need to complete is found below.

Student Service Learning Activity Verification Form
--

Student Instructions:

Participating in our Service Learning Program is an opportunity for personal growth and community impact. To get started, choose a service project from the provided list or propose your own idea. Once you've selected a project, coordinate with the supervisor, complete a minimum of 4 hours of service, and document your experience on the provided form. Reflect on your service in Section III and submit the completed form to your Advisory teacher by May 5th, 2025. Thank you for your commitment to service!

Section I. Student Information- To be completed by the student prior to review from the person or organization for which they are serving.	
Student First & Last Name	
Advisory Teacher	Grade
Parent/Guardian Name	Phone
Section II. Person or Organization- be completed by the <u>supervisor</u> of the student during the service time.	
Organization / Individual	
Email	Phone
Describe the activity or service (performed)	

Service Record

Date(s)	# of hours of service

Supervisor Signature _____ Date _____

Section III. Student Reflection- Think about the following questions and write a high quality paragraph of reflection.
(Use additional paper if needed)

What did you do? **What** specific problem or community need did your service learning hours help to address? **Who** benefited from your service? **What** did you learn about yourself, and **how** did helping others make you feel? **How** was this experience connected to something you learned in a class at school? **What** skills did you use or build upon that could help you in the future? What PACT **character trait** was most emphasized in your service?

SECTION X. Innovative Practices

[The report must contain information on school innovative practices. The school is encouraged to include in this section a discussion of innovative/best practices implemented by the school during the school year, with corresponding data as evidence when applicable. The discussion could also include mention of any awards received by the school from the state, authorizer or other outside organizations.]

Discussion of innovative/best practices with evidence implemented during 2025-2026:

Awards and recognition received by the school:



US News & World Report Best Elementary and High School. Both schools are rated the 15th best charter school in the state of Minnesota for the current year.

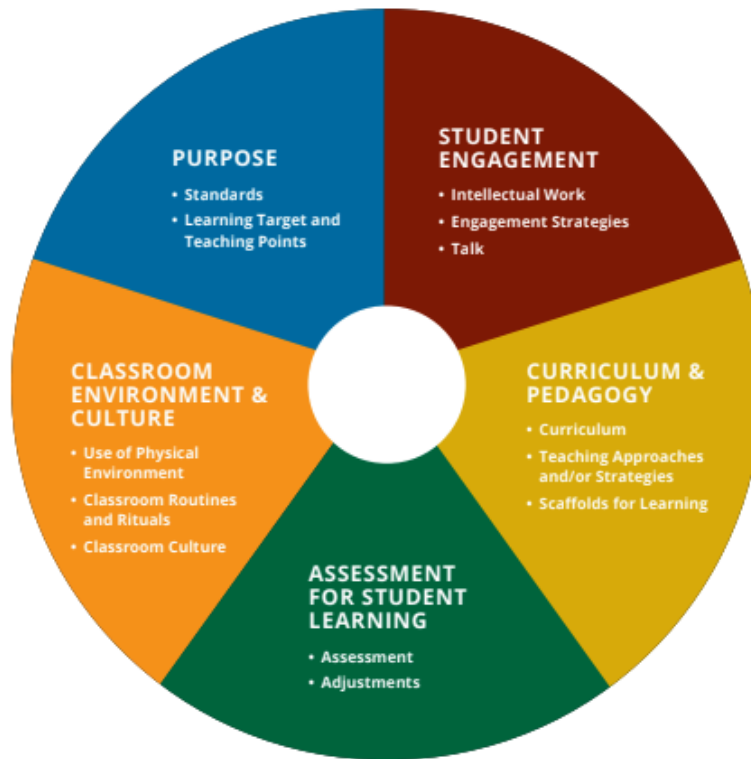
Innovative practices that began during the 2025-2026 academic year include the full transition to, and implementation of, the 5 Dimensions of Teaching and Learning, as well as the introduction of the 5D+. The work we are re-establishing as part of the 5 Dimensions of Teaching and Learning is founded on the work out of the University of Washington's Center for Educational Leadership (UW CEL) which is about improving academic performance of students and also establishing best practices surrounding belonging with students.

SUBDIMENSION	THE VISION	GUIDING QUESTIONS
PURPOSE		
Standards	• The lesson is based on grade-level standards, is meaningful and relevant beyond the task at hand (e.g., relates to a broader purpose or context such as problem-solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills. • The lesson is intentionally linked to other lessons (previous and future) in support of students meeting standard(s).	• How do the standard and learning target relate to content knowledge, habits of thinking in the discipline, transferable skills, and students' assessed needs as learners (re: language, culture, academic background)? • How do the standard and learning target relate to the ongoing work of this classroom? To the intellectual lives of students beyond this classroom? To broader ideals such as problem-solving, citizenship, etc.? • What is the learning target(s) of the lesson? How is it meaningful and relevant beyond the specific task/activity? • Is the task/activity aligned with the learning target? How does what students are actually engaged in doing help them to achieve the desired outcome(s)? • How are the standard(s) and learning target communicated and made accessible to all students? • How do students communicate their understanding about what they are learning and why they are learning it? • How does the learning target clearly communicate what students will know and be able to do as a result of the lesson? What will be acceptable evidence of student learning? • How do teaching point(s) support the learning needs of individual students in meeting the learning target(s)?
Learning Target and Teaching Points	• The learning target is clearly articulated, linked to standards, embedded in instruction, and understood by students. • The learning target is measurable. The criteria for success are clear to students and the performance tasks provide evidence that students are able to understand and apply learning in context. • The teaching points are based on knowledge of students' learning needs (academic background, life experiences, culture and language) in relation to the learning target(s).	
STUDENT ENGAGEMENT		
Intellectual Work	• Students' classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem-solving and meaning-making). • Students take ownership of their learning to develop, test and refine their thinking.	• What is the frequency of teacher talk, teacher-initiated questions, student-initiated questions, student-to-student interaction, student presentation of work, etc.? • What does student talk reveal about the nature of students' thinking? • Where is the locus of control over learning in the classroom? • What evidence do you observe of student engagement in intellectual, academic work? What is the nature of that work? In what ways is work designed to promote sustained interest (e.g. creates value for students, generates student questions, promotes student ownership of material, etc.)? • What is the level and quality of the intellectual work in which students are engaged (e.g. factual recall, procedure, inference, analysis, meta-cognition)? • How are student identities and experiences surfaced and valued in the classroom to provide multiple ways of understanding and experiencing academic content? • What specific strategies and structures are in place to facilitate participation and meaning-making by all students (e.g. small group work, partner talk, writing, etc.)? • Do all students have access to participation in the work of the group? Why/why not? How is participation distributed? • What questions, statements, and actions does the teacher use to encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas?
Engagement Strategies	• Engagement strategies capitalize on and build upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning. • Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning.	
Talk	• Student talk reflects discipline-specific habits of thinking and ways of communicating. • Student talk embodies substantive and intellectual thinking.	

SUBDIMENSION	THE VISION	GUIDING QUESTIONS
CURRICULUM & PEDAGOGY		
Curriculum	- Instructional materials (e.g., texts, resources, etc.) and tasks are appropriately challenging and supportive for all students, are aligned with the learning target and content area standards, and are culturally and academically relevant. - The lesson materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time.	- How does the learning in the classroom reflect authentic ways of reading, writing, thinking and reasoning in the discipline under study? (e.g., How does the work reflect what mathematicians do and how they think?) - How does the content of the lesson (e.g., text or task) influence the intellectual demand (e.g. the thinking and reasoning required)? How does it align to grade-level standards? - How does the teacher scaffold the learning to provide all students with access to the intellectual work and to participation in meaning-making? - What does the instruction reveal about the teacher's understanding of how students learn, of disciplinary habits of thinking, and of content knowledge? - How is students' learning of content and transferable skills supported through the teacher's intentional use of instructional strategies and materials? - How does the teacher differentiate instruction for students with different learning needs—academic background, life experiences, culture and language?
Teaching Approaches and/or Strategies	- The teacher makes decisions and utilizes instructional approaches in ways that intentionally support his/her instructional purposes. - Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking. - The teacher uses different instructional strategies, based on planned and/or in-the-moment decisions, to address individual learning needs.	
Scaffolds for Learning	The teacher provides scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence.	
ASSESSMENT FOR STUDENT LEARNING		
Assessment	- Students assess their own learning in relation to the learning target. - The teacher creates multiple assessment opportunities and expects all students to demonstrate progress towards their learning goals. - Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student (e.g., anecdotal notes, conferring, student work samples, etc.). - The teacher uses systems and routines for recording and using student assessment data (e.g., individual charts, conferring records, portfolios, rubrics) and emphasizes this data as evidence of student progress towards learning goals. - Assessment criteria, methods and purposes are transparent and match the learning target.	- How does the instruction provide opportunities for all students to demonstrate learning? How does the teacher capitalize on those opportunities for the purposes of assessment? - What opportunities are provided for students to revise their work based on teacher and peer feedback? - How does the teacher gather information about student learning? How comprehensive are the sources of data from which he/she draws? - How does the teacher's understanding of each student as a learner inform how the teacher pushes for depth and stretches boundaries of student thinking? - How do students use assessment data to set learning goals and gauge progress to increase ownership in their learning? - How does the teacher's instruction reflect planning for assessment? - How does the teacher use multiple forms of assessment to inform instruction and decision-making? - How does the teacher adjust instruction based on in-the-moment assessment of student understanding?
Adjustments	- The teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons, and give targeted feedback to students. - The teacher provides feedback that fosters students' meta-cognition to promote their role as editors of their work and that of their peers.	

SUBDIMENSION	THE VISION	GUIDING QUESTIONS
CLASSROOM ENVIRONMENT & CULTURE		
Use of Physical Environment	- The physical arrangement of the room (e.g., meeting area, resources, student seating, etc.) is conducive to student learning. - The teacher uses the physical space of the classroom to assess student understanding and support learning (e.g., teacher moves around the room to observe and confer with students). - Students have access to resources in the physical environment to support learning and independence (e.g., libraries, materials, charts, technology, etc.).	- How does the physical arrangement of the classroom, as well as the availability of resources and space to both the teacher and students, purposefully support and scaffold student learning? - How and to what extent do the systems and routines of the classroom facilitate student ownership and independence? - How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning? - What is the climate for learning in this classroom? How do relationships (teacher-student, student-student) support or hinder student learning? - What do discourse and interactions reveal about what is valued in this classroom? - What are sources of status and authority in this classroom (e.g., reasoning and justification, intellectual risk-taking, popularity, aggressiveness, etc.)?
Classroom Routines and Rituals	- Students show responsibility for and ownership of classroom systems and routines that further independence, learning, and a culture of respect. - Available time is maximized in service of learning.	
Classroom Culture	- Classroom discourse and interactions reflect high expectations and beliefs about all students' intellectual capabilities and create a culture of belonging, equity and accountability for learning. - Classroom norms encourage risk-taking, collaboration and respect for thinking. - The classroom culture fosters the exchange of constructive feedback and celebration of growth.	

5 Dimensions of Teaching and Learning™



Copyright ©2012 University of Washington, Center for Educational Leadership. To order copies or request permission to reproduce materials, email edlead@u.washington.edu, call the Center for Educational Leadership at 206-221-6881, or go to www.k-12leadership.org. No part of this publication may be reproduced, stored in a retrieval system, used in a spreadsheet, or transmitted in any form or by any means—electronic, mechanical, photocopying, recording or otherwise—without permission of the Center for Educational Leadership. 5D, "5 DIMENSIONS OF TEACHING AND LEARNING" AND OTHER LOGOS/IDENTIFIERS ARE TRADEMARKS OF THE UNIVERSITY OF WASHINGTON CENTER FOR EDUCATIONAL LEADERSHIP.

5D+™ Rubric for Instructional Growth and Teacher Evaluation

We know that building the capacity of teachers will lead to better instruction and greater learning for all students. Helping educators understand what good teaching looks like is at the heart of the Center for Educational Leadership's 5D+ Rubric for Instructional Growth and Teacher Evaluation – a growth-oriented tool for improving instruction.

Dimensions of the 5D+ Rubric for Instructional Growth and Teacher Evaluation

The 5D+ Rubric for Instructional Growth and Teacher Evaluation is based on the 5 Dimensions of Teaching and Learning™ (5D™) instructional framework, which is derived from an extensive study of research on the core elements that constitute quality instruction. These core elements have been incorporated into the 5D framework and 5D+ Rubric as five dimensions: Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning, and Classroom Environment & Culture. The 5D+ Rubric also includes Professional Collaboration and Communication, which is based on activities and relationships that teachers engage in outside of classroom instruction.

Organization of the 5D+ Rubric for Instructional Growth and Teacher Evaluation

The 5D+ Rubric is composed of 30 indicators of teacher performance, which are grouped by dimension. In the example below: the dimension is *Purpose* and the indicator is *Learning target(s) connected to standards*. The pages are colored-coded by dimension.

Purpose		Unsatisfactory	Basic	Proficient	Distinguished
PI	Learning target(s) connected to standards	Lessons are not based on grade-level standards or there are no learning targets aligned to the standard or the targets do not change daily.	Lessons are based on grade-level standards. The daily learning target(s) align to the standard.	Lessons are based on grade-level standards. The daily learning target(s) align to the standard. Students can replace the learning target(s) in their own words.	Lessons are based on grade-level standards. The daily learning target(s) align to the standard. Students can replace the learning target(s) in their own words. Students can explain why the learning target(s) are important.

Performance Levels

Performance levels within each indicator are used to delineate teaching practice, from unsatisfactory to basic, proficient and distinguished. The sophistication of teaching practice and the role of students increase across the levels of performance. The language describing each performance level has been carefully examined by a psychometrician to assure clarity, to avoid the risk of a teacher being rated more than once for similar teaching behavior, and to ensure that each indicator evaluates only one aspect of teaching practice. A careful analysis of instructional practice leads to the determination of a teacher's performance level on each indicator.

Resources and Support

The 5D+ Rubric for Instructional Growth and Teacher Evaluation is available as a downloadable PDF on the University of Washington Center for Educational Leadership website at www.k-12leadership.org/teacher-eval. You will also find associated resource materials and a description of the services CEL can provide to support your implementation.

© 2012, 2016 University of Washington Center for Educational Leadership. To order copies or request permission to reproduce materials, email edlead@uw.edu, call the Center for Educational Leadership at 206-221-6881, or go to www.k-12leadership.org. No part of this publication may be reproduced, stored in a retrieval system, used in a spreadsheet, or transmitted in any form or by any means – electronic, mechanical, photocopying, recording or otherwise – without permission of the Center for Educational Leadership.

5D, 5D+, "5 Dimensions of Teaching and Learning," and other logos/identifiers are trademarks of the University of Washington Center for Educational Leadership.

	Purpose			
	Unsatisfactory	Basic	Proficient	Distinguished
P1	Learning target(s) connected to standards			
	Lessons are not based on grade level standards or there are no learning targets aligned to the standard or the targets do not change daily.	Lessons are based on grade level standards. The daily learning target(s) align to the standard.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.
P2	Lessons connected to previous and future lessons, broader purpose and transferable skill			
	Lessons are rarely linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lessons build on each other in a logical progression.
P3	Design of performance task			
	Performance tasks do not require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learnings/understandings to engage in new performance tasks.
P4	Communication of learning target(s)			
	Teacher rarely states or communicates with students about the learning target(s).	Teacher states the learning target(s) once during the lesson and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of the learning target(s), and references the target(s) throughout instruction.
P5	Success criteria			
	The success criteria for the learning target(s) are nonexistent or vague.	Success criteria are present but may lack alignment to the learning target(s) and/or may not be used by students for learning.	Success criteria are present and align to the learning target(s). With prompting from the teacher, students use the success criteria to communicate what they are learning.	Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.

© 2012, 2016 University of Washington Center for Educational Leadership. To order copies or request permission to reproduce materials, email edlead@uw.edu, call the Center for Educational Leadership at 206-221-6881, or go to www.k-12leadship.org. No part of this publication may be reproduced, stored in a retrieval system, used in a spreadsheet, or transmitted in any form or by any means – electronic, mechanical, photocopying, recording or otherwise – without permission of the Center for Educational Leadership.

5D, 5D+, “5 Dimensions of Teaching and Learning,” and other logos/identifiers are trademarks of the University of Washington Center for Educational Leadership.

	Student Engagement			
	Unsatisfactory	Basic	Proficient	Distinguished
SE1	Quality of questioning			
	Teacher does not ask questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying their thinking with one another.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.
SE2	Ownership of learning			
	Teacher rarely provides opportunities and strategies for students to take ownership of their learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with teacher.	Teacher provides opportunities and strategies for students to take ownership of their learning. Some locus of control is with students in ways that support student learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.
SE3	Capitalizing on students' strengths			
	Teacher has little knowledge of how students' strengths (academic background, life experiences and culture/language) could be used as an asset for student learning.	Teacher has knowledge of students' strengths (academic background, life experiences and culture/language) and applies this knowledge in limited ways not connected to the unit goals.	Teacher capitalizes on students' strengths (academic background, life experiences and culture/language) and applies this knowledge in limited ways connected to the unit goals.	Teacher capitalizes on students' strengths (academic background, life experiences and culture/language) and applies this knowledge in a variety of ways connected to the unit goals.
SE4	Opportunity and support for participation and meaning making			
	Teacher does not use engagement strategies and structures that facilitate participation and meaning making by students. Few students have the opportunity to engage in discipline-specific meaning making.	Teacher uses engagement strategies and structures that facilitate participation and meaning making by students. Some students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. Most students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline-specific meaning making. Meaning making is often student-led.
SE5	Student talk			
	Talk is dominated by the teacher and/or student talk is unrelated to the discipline.	Student talk is directed to the teacher. Talk reflects discipline-specific knowledge. Students do not provide evidence for their thinking.	Student talk is a mix of teacher-student and student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking.	Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.

5D+™ Rubric for Instructional Growth and Teacher Evaluation

Curriculum & Pedagogy				
	Unsatisfactory	Basic	Proficient	Distinguished
CP1	Alignment of instructional materials and tasks			
	Instructional materials and tasks do not align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' levels of challenge.
CP2	Teacher knowledge of content			
	Teacher demonstrates a lack of knowledge of discipline-based concepts and habits of thinking by making content errors.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another within a unit.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years.
CP3	Discipline-specific teaching approaches			
	Teacher rarely uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking at one or two points within a unit.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking throughout the unit, but not daily.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.
CP4	Differentiated instruction for students			
	Teacher does not use strategies that differentiate for individual learning strengths and needs.	Teacher uses one strategy – such as time, space, structure or materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs. Teacher provides targeted and flexible supports within the strategies.
CP5	Use of scaffolds			
	Teacher does not provide scaffolds that are related to or support the development of the targeted concepts and/or skills. If teacher uses scaffolds, he or she does not release responsibility to students.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.

Assessment for Student Learning				
	Unsatisfactory	Basic	Proficient	Distinguished
A1 Student self-assessment	Teacher does not provide an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that may not deepen student understanding of progress toward the target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). Students use success criteria for improvement.
A2 Student use of formative assessments over time	Students do not use formative assessments to assess their own learning.	Students use formative assessments at least two to three times per year/course to assess their own learning, determine learning goals, and monitor progress over time.	Students use formative assessments at least two to three times per year/course and use formative assessments within a unit or two to assess their own learning, determine learning goals, and monitor progress over time.	Students use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.
A3 Quality of formative assessment methods	Assessment tasks are not aligned with the learning target(s).	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides no information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides limited information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.
A4 Teacher use of formative assessments	Teacher does not use formative assessments to modify future lessons, make instructional adjustments, or give feedback to students.	Teacher uses formative assessments to modify future lessons or makes in-the-moment instructional adjustments based on completion of task(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives general feedback aligned with the learning target(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives targeted feedback aligned with the learning target(s) to individual students.
A5 Collection systems for formative assessment data	Teacher does not have routines for recording formative assessment data.	Teacher has an observable system and routines for recording formative assessment data but does not use the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and periodically uses the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and uses the system to inform day-to-day instructional practice.

Classroom Environment & Culture				
	Unsatisfactory	Basic	Proficient	Distinguished
CEC1	Classroom arrangement and resources			
	Physical environment of the classroom is unsafe or resources are not accessible to all students to support their learning during the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.
CEC2	Learning routines			
	Learning routines for discussion and collaborative work are absent.	Learning routines for discussion and collaborative work are present but may not result in effective discourse. Students are held accountable for completing their work but not for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students are held accountable for completing their work and for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for completing their work and for learning. Students support the learning of others.
CEC3	Use of learning time			
	Instructional time is frequently disrupted.	Some instructional time is lost through inefficient transitions or management routines. Teacher responds to student misbehavior with uneven results.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Student misbehavior is rare.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.
CEC4	Student status			
	Teacher does not develop positive teacher-student relationships that attend to students' well-being. Patterns of interaction or lack of interaction promote rivalry and/or unhealthy competition among students or some students are relegated to low status positions.	Teacher demonstrates positive teacher-student relationships that foster students' well-being. Patterns of interaction between teacher and students and among students may send messages that some students' contributions are more valuable than others.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teacher creates opportunities for student status to be elevated.
CEC5	Norms for learning			
	Classroom norms are not evident and/or do not address risk-taking, collaboration, respect for divergent thinking or students' cultures.	Classroom norms are evident but result in uneven patterns of interaction that do not encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.

Professional Collaboration & Communication				
	Unsatisfactory	Basic	Proficient	Distinguished
PCC1	Collaboration with peers and administrators to improve student learning			
	Teacher rarely collaborates with peers or engages in inquiry for the purpose of improving instructional practice or student learning.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teacher occasionally leads collaborative work and/or teacher serves as a mentor for others' growth and development.
PCC2	Communication and collaboration with parents and guardians			
	Teacher rarely communicates in any manner with parents and guardians about student progress.	Teacher communicates with all parents and guardians about goals of instruction and student progress, but usually relies on one method for communication or requires support or reminders.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians. Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights.
PCC3	Communication within the school community about student progress			
	Teacher maintains student records. Teacher rarely communicates student progress information to relevant individuals within the school community.	Teacher maintains student records. Teacher communicates student progress information to relevant individuals within the school community; however, performance data may have minor flaws or be narrowly defined (e.g., test scores only).	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner.	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner. Teacher and student communicate accurately and positively about student successes and challenges.
PCC4	Support of school, district and state curricula, policies and initiatives			
	Teacher is unaware of or does not support school, district or state initiatives. Teacher violates a district policy or rarely follows district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group needs without compromising an aligned curriculum.	Teacher supports and looks for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.
PCC5	Ethics and advocacy			
	Teacher's professional role toward adults and students is unfriendly or demeaning, crosses ethical boundaries, or is unprofessional.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students. Teacher challenges adult attitudes and practices that may be harmful or demeaning to students.

SECTION XI. Future Plans

[Reports must include a discussion of future plans. Discussion might include future facility needs, anticipated expansions, program changes, and anticipated new accountability measures, staff restructuring and future goals.]

Discussion of future plans:

PACT Online Campus

Charter School Authorization Narrative

Prepared for: VOA-MN Charter School Authorizing Program

Proposed Launch: 2026–2027 School Year

I. EXECUTIVE SUMMARY

The PACT Online Campus is a bold expansion of PACT Charter School's mission to serve Minnesota families with high-quality, student-focused public education. Set to launch in the 2026–2027 school year with grades 7, 8 and 9, the online campus provides a flexible, rigorous, and relationship-driven learning experience rooted in the same values of partnership with parents and character education that have made PACT a trusted education provider in the north metro for three decades.

This fully online site will meet the needs of students who seek more flexibility, have not thrived in traditional settings, or want a supportive academic structure with the freedom to pursue individual goals. With a clear 5-year expansion plan, the PACT Online Campus will grow to serve grades 6–12, and eventually K–12, as demand and capacity increase.

With a current waiting list of over 750 students, and with our lottery for next school year (FY27) just opening and after one week already having over 325 students, our total waitlist for FY27 is projected to be well over 1,000 students. Many families have asked about online options, and the students we are losing in our upper grade levels are leaving for online options for greater flexibility. Families have stated to us, that if the online school were an option, they never would have left, as they seek more balance in their family lives.

II. SCHOOL FOUNDATION

A. Mission & Vision

Mission

PACT's mission, our core purpose, is "Partnering as parents, students, and staff to develop students of character and academic excellence." PACT Online Campus extends PACT's legacy of excellence by delivering a values-driven, relationship-centered education that partners with parents through a personalized online model that supports academic achievement, student well-being, and character development.

Vision

PACT's vision, what we intend to create and experience, is to "...build a collaborative community that emphasises academic rigor and character development to foster innovative problem solvers and life-long learners." At PACT we seek to expand the opportunity for families to join our community as well as to empower students across Minnesota, and in particular the Anoka-Hennepin School District and surrounding districts, to imagine and pursue an education that meets their needs, nurtures their growth, and prepares them for a thriving future through a flexible, rigorous, and connected online learning experience.

B. Market Need and Demand

Minnesota families increasingly seek flexible, high-quality educational options that go beyond the traditional classroom. Following shifts brought on by the pandemic, students and parents continue to look for personalized learning pathways, with particular demand among:

- Homeschool families seeking support and curriculum structure
- Students pursuing individualized schedules for athletics, work, or mental health needs

- Families desiring a safe, relationship-based alternative to large school settings

PACT's surveys, interest list, and parent conversations indicate strong demand for a high-quality online high school experience grounded in academic excellence and caring community. Existing large-scale online options are often impersonal and inconsistent. PACT Online Campus meets this need by combining digital access with proven, values-based instruction and support.

C. Statutory Purpose(s)

The PACT Online Campus supports the following Minnesota statutory purposes for charter schools:

- **Primary Purpose:** Improve all pupil learning and all student achievement.
- **Additional Purposes:** Increasing quality learning options for students.

III. EDUCATIONAL PROGRAM DESIGN

A. Educational Philosophy, Curricula, and Instruction

- Minnesota standards-aligned curriculum delivered by licensed teachers
- Blend of asynchronous (on-demand) content and synchronous instruction through office hours for each content area and 1:1 support
- Regular feedback, student conferencing, and pacing support
- Digital platforms to manage curriculum, assessment, and communication
- Emphasis on values, service learning, and college/career readiness (Panther Plus courses for each grade level)

B. Social Emotional Learning & Student Support

- Weekly advisory programming
- Direct access to school counselors
- Family engagement through virtual events and check-ins
- SEL embedded in daily routines and content

C. Special Education

- Services provided by licensed SpEd staff
- Virtual accommodations built into platform
- IEP compliance and communication with families

- Ongoing support and STAT process

D. English Language Learners

- Identification via MN Home Language Survey and WIDA ACCESS
- Licensed ELL staff support embedded in online programming
- Collaboration with teachers for differentiation and accessibility

E. Assessment & Accountability

- NWEA MAP (fall, winter, spring)
- Capti Read Basics
- MCA assessments
- SMART goals:
 - 70% of students meet/exceed growth in reading and math
 - 100% of students complete a service-learning project

F. Alignment with VOA-MN's Mission & Vision

- Focused on student achievement and service
- Flexible access and personalized support
- Digital service learning embedded in the program

G. Online Learning Model Compliance

Compliant with Minn. Stat. §124D.094:

- Fully online, synchronous and asynchronous instruction
- Accessible to all MN students
- Student support services fully included

IV. FOUNDERS AND ORGANIZATIONAL STRUCTURE

A. Founders

- Dr. Nathan Flansburg – Superintendent of Schools
- Dr. Shawn Lohse – Secondary Principal

- Mr. Tom Keefe – Online Campus Coordinator

B. Governance

- PACT Online Campus will be governed by the PACT School Board of Directors.

V. PROGRAM IMPLEMENTATION

A. Marketing, Outreach, Enrollment & Admissions

- Four-phase rollout: Awareness, Engagement, Enrollment, Onboarding
- Website, social media, events, and info sessions
- Enrollment capped at 25 students per grade initially
- Lottery system if oversubscribed (lottery opens on December 1st, and closes on March 1st.)
- Prioritizes underserved and underrepresented families

B. Management and Staffing

- Licensed MN teachers, counselor, tech coordinator
- Virtual PD and orientation for all staff
- Strategic growth plan for year 2 and beyond

C. Calendar

- Flexible school day with self-paced learning
- Fully aligned with PACT's academic calendar

D. Facility Plan

- Online learning; minimal physical infrastructure
- Admin/support offices housed within current PACT facility if needed

E. Food Service

- Not applicable
- Resources provided for eligible families through local/district options

F. Transportation

- Not applicable to online model
- Support for in-person events as needed

VI. FIVE-YEAR FINANCIAL PLAN SUMMARY

- Year 1: Planning year, modest costs
- Year 2: Launch grades 6–10, 2 FTE teachers or adjunct model
- Years 3–5: Add grades, expand staffing and supports
- Financially sustainable with a balanced general fund

SECTION XII. Dissemination of Information

Explanation of how the charter school disseminates information about the school's offerings and enrollment procedures in accordance with Minn. Stat. 124E.17.

This section demonstrates compliance with the following VOA-MN Standard:

M/O Standard 17: The charter school disseminates information about the school's offerings and enrollment procedures in accordance with Minn. Stat. 124E.17. The school documents its dissemination activities in the school's annual report and in their VOA-MN compliance binder.

The school has disseminated this information in a variety of ways including, but not limited to:

- Most of the school's new enrollment is based on word of mouth. The school also utilizes social media ads that are accessible to everyone and has a booth at Happy Days (the annual Ramsey City celebration)
- School Board meetings and presentations
- District Advisory Council (DAC) meetings and presentations
- Dedicated school webpage: <https://secondary.pactcharter.org/pact-online-campus>
- Dedicated parent information night - November 18, 2025

CACR: Comprehensive Achievement and Civic Readiness Report

The school MAY incorporate its CACR report into the annual report. The CACR requirements are contained in *Minnesota Statute 120B.11*. There is overlap between CACR elements and those of the Annual Report.]

This section demonstrates compliance with the following VOA-MN Standard:

- Academic Standard 6: The school is meeting the Comprehensive Achievement and Civic Readiness goals (MS 120B.11; Charter Contract Addendum B).

Comprehensive Achievement and Civic Readiness

2025-2026
PACT Charter School



PACT
Charter School

CACR Categories:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.
- Prepare students to be lifelong learners.



PACT
Charter School

CACR Categories:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.
- ***Prepare students to be lifelong learners.***



CACR Goals for 24-25:

All children are ready for school.

At least 85% of families with a PACT kindergartner for the 2024-2025 school year will participate in a 30-minute Kindergarten Readiness Course.

Results:

Approximately 74% of families with a PACT Kindergartener for the 2024-2025 school year attended the Kindergarten Readiness Course.



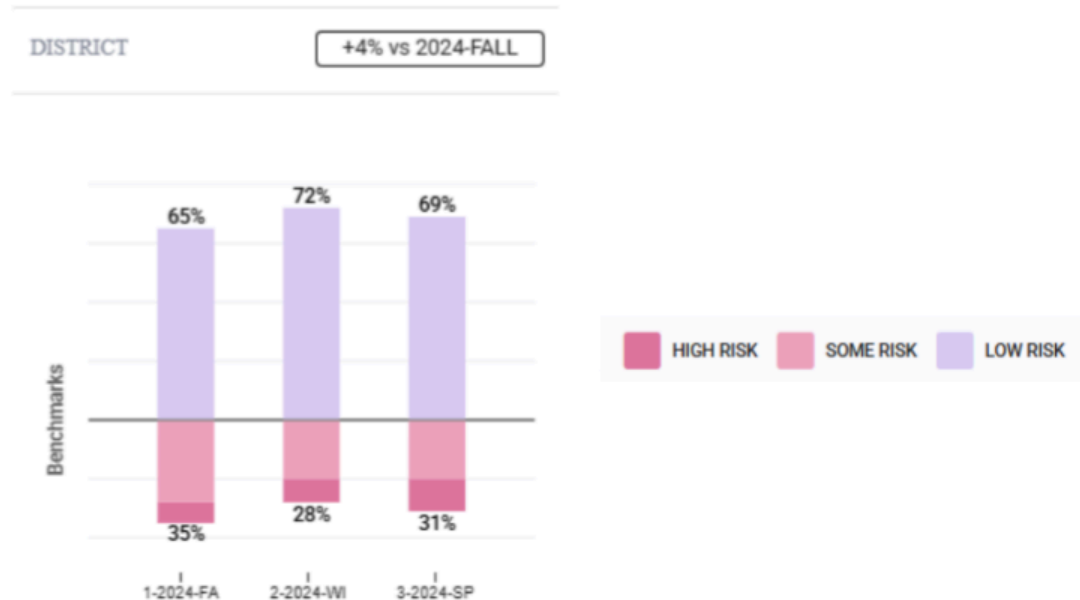
CACR Goals for 24-25:

All Racial and Economic Gaps Between Students are Closed

Following the Every Student Succeed Act (ESSA) requirements, PACT will work to close the achievement gaps by reaching reading and math achievement rate of 90%, with no student group below 85%, by the year 2025.



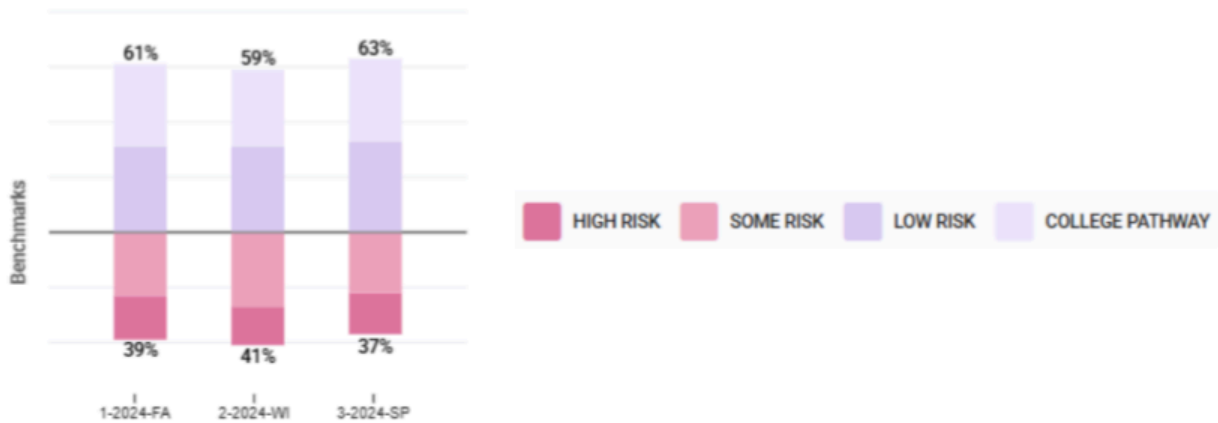
FastBridge Early Reading K-1



FastBridge aReading 2-5

PACT CHARTER ELEM...

+2% vs 2024-FALL

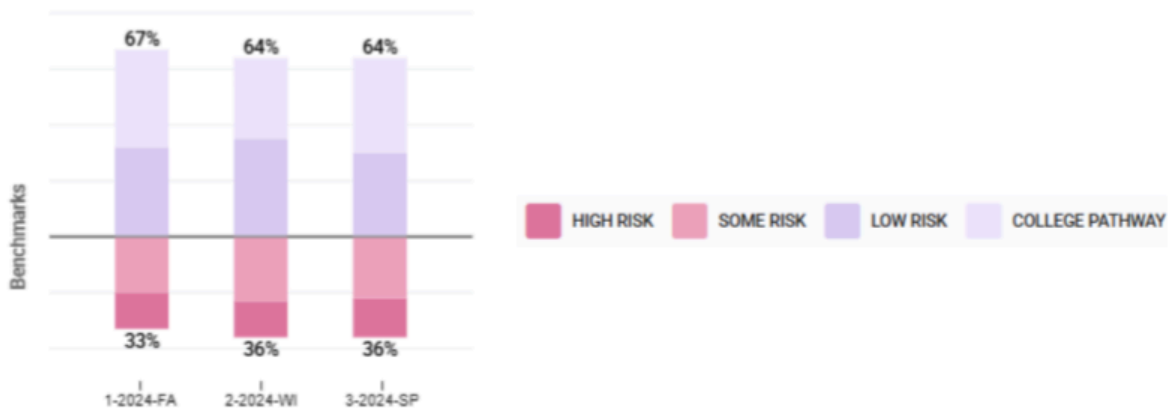


7

FastBridge aReading 6-12

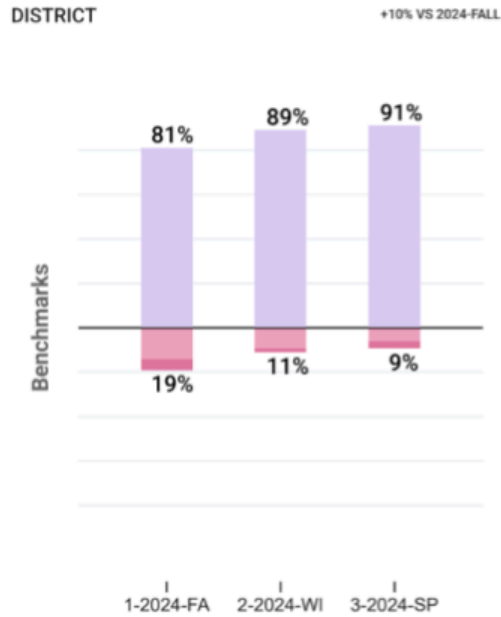
PACT CHARTER SECO...

-3% vs 2024-FALL



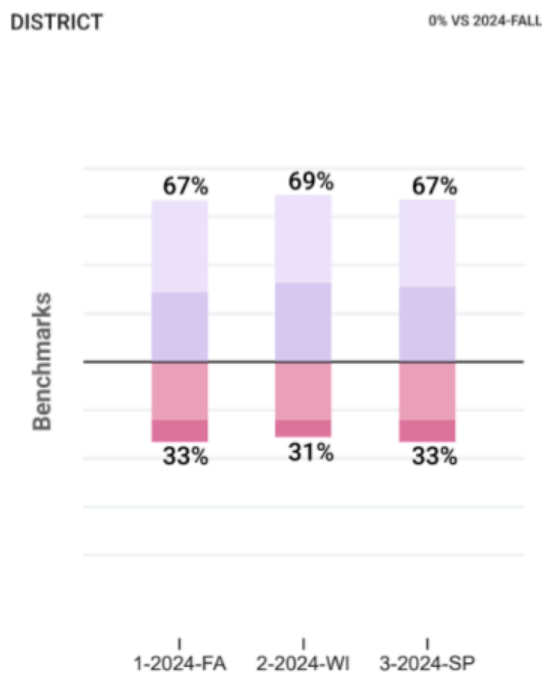
8

FastBridge early Math K-1



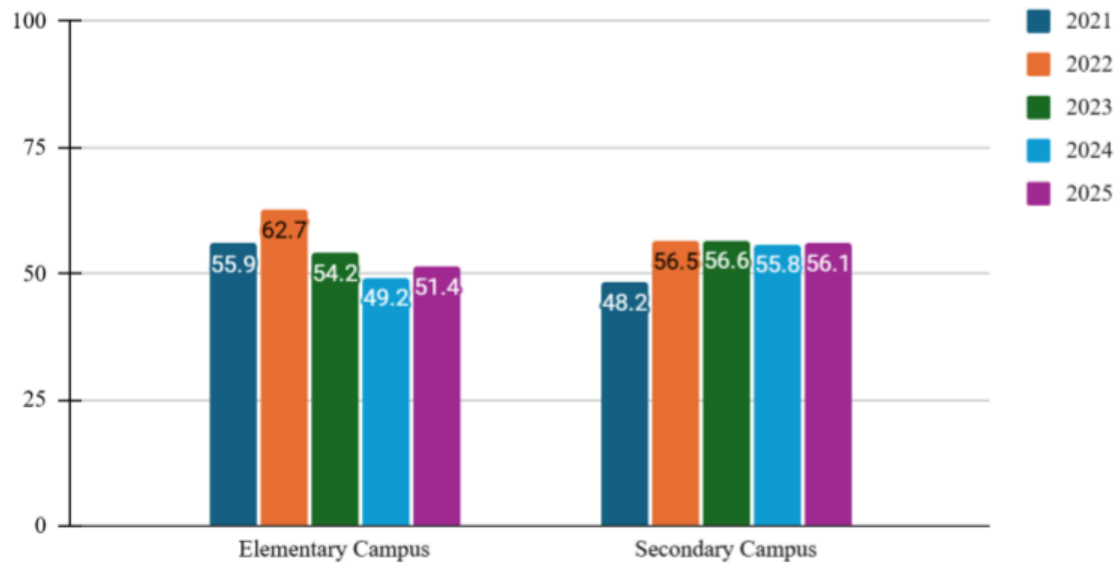
9

FastBridge aMath 2-12



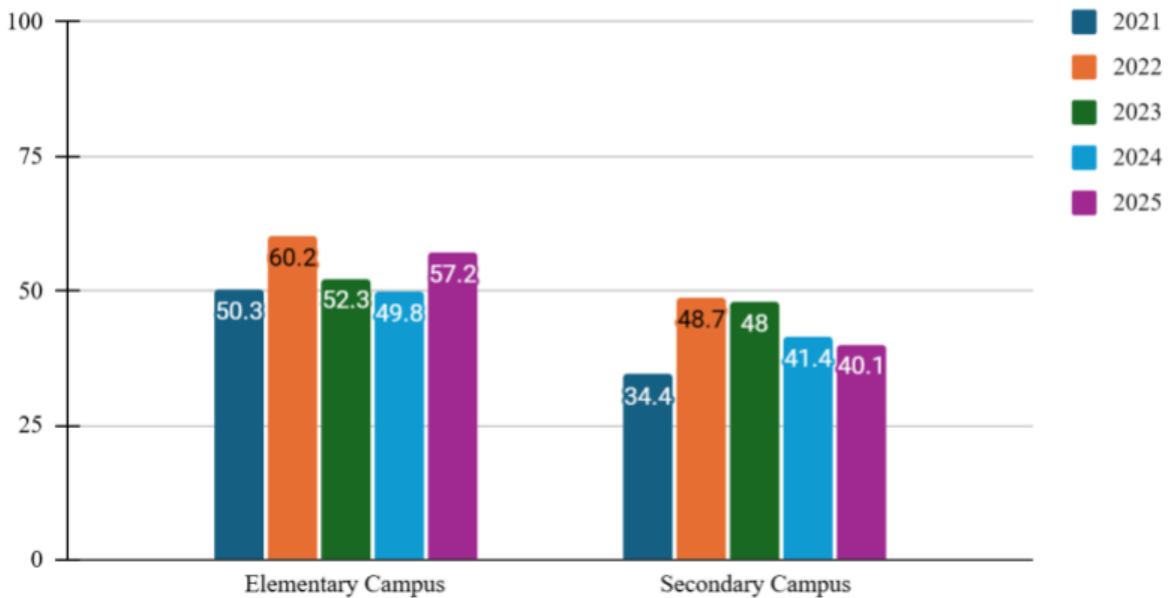
10

**MCA Reading Percent Proficient by School
2020-2025**



11

**MCA Mathematics Percent Proficient by School
2020-2025**



12

MCA Data - PACT Charter School

Proficiency



SCHOOL (CITY) ▲	SUBJECT	2023-24	2024-25	CHANGE
PACT Charter Elementary (Ramsey)	Math	50%	57%	↑
PACT Charter Elementary (Ramsey)	Reading	49%	51%	↑
PACT Charter Secondary (Ramsey)	Math	41%	40%	↓
PACT Charter Secondary (Ramsey)	Reading	56%	56%	—

MCA Data - PACT vs. Comparatives

Ramsey Elementary – math – 50% proficient

PACT Charter School elementary campus – math – 57% proficient

(+7% over local comparative)

Ramsey Elementary – reading – 40% proficient

PACT Charter School elementary campus – reading – 51% proficient

(+11% over local comparative)

Anoka High School – math – 24% proficient

PACT Charter School secondary campus – math – 40% proficient

(+16% over local comparative)

Anoka High School – reading – 47% proficient

PACT Charter School secondary campus – reading – 56% proficient

(+9% over local comparative)

US News and World Report



We are the 15th best Charter School in Minnesota!

- Elementary growth is significant- out performing the state.
- Secondary growth was flat, yet above state average in reading
 - Math state average 45%
 - Reading state average 50%

15

CACR Goals for 24-25:

All Students are Ready for Career and College

The average ACT composite score for PACT students will increase from 21.41 to 23.5.

Results:

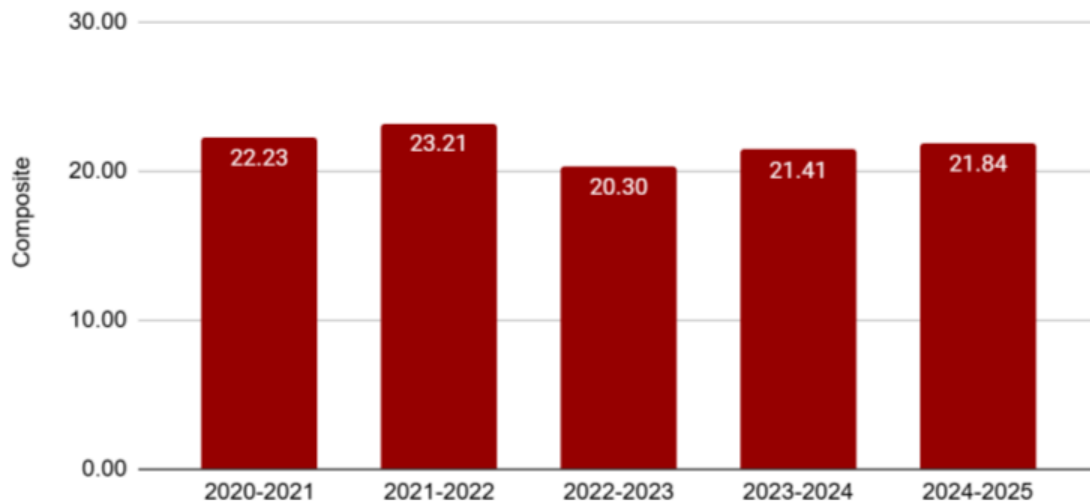
The average ACT composite score increased from 21.41 in 2024 to 21.84 in 2025.

(Update - 23.5 average in spring 2026)



PACT
Charter School

ACT Mean Composite Scores for PACT Graduating Class



17

CACR Goals for 24-25:

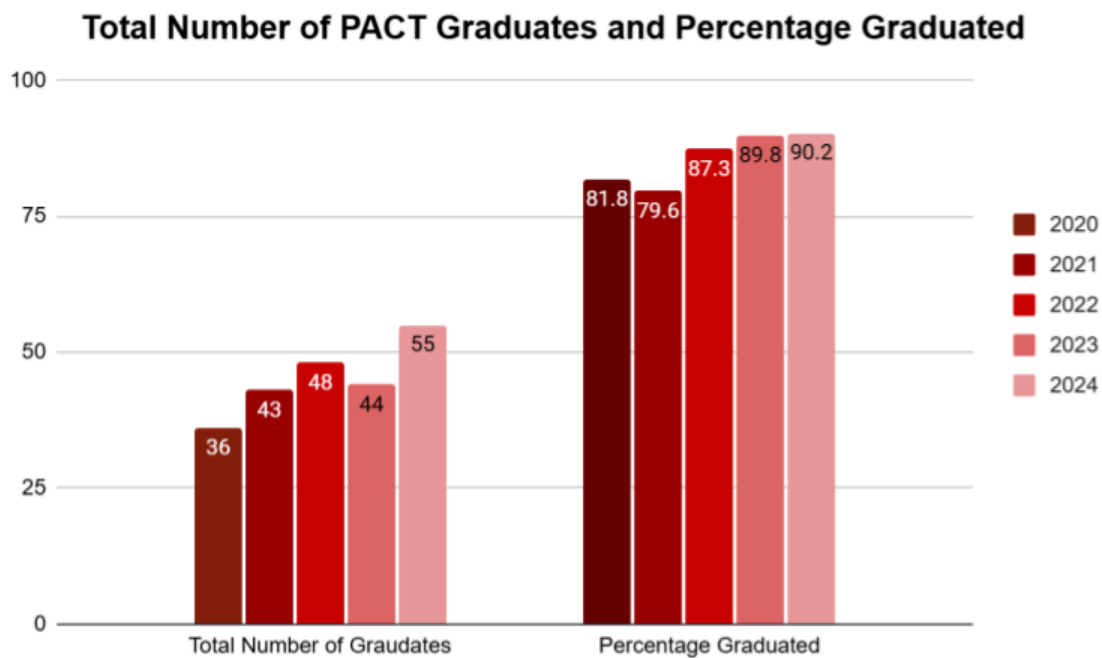
All students Graduate from High School:

The percentage of students graduating will increase from 87.3% in 2022 to 89% in 2024.

Results:

In 2023, 89.8% of PACT students graduated in 4 years. In 2024, 90.2% of PACT students graduated in 4 years.





19

CACR Goals for 24-25:

Prepare Students to be Lifelong Learners:

Focus on our Character Traits

To cultivate students' development as lifelong learners by fostering the charter's character traits such as **respect, citizenship, integrity, gratitude, compassion, cooperation, self-control, responsibility, and perseverance** through engaging academic experiences, reflective practices, and collaborative learning environments that encourage curiosity, adaptability, and a commitment to personal growth and community well-being.

This goal emphasizes the integration of character education with academic learning, ensuring students recognize the importance of ethical and social values in their pursuit of knowledge and their roles as active participants in society.



25-26 CACR Goals:

All students are ready for school.

Ensure all PACT students achieve grade-level literacy, through the implementation of comprehensive, evidence-based reading instruction, targeted interventions using the MTSS framework for struggling readers, and professional development for educators to support high-quality literacy practices.



25-26 CACR Goals:

All racial and economic achievement gaps between students are closed.

Growth and Proficiency

- Increase MCA Math and Reading Proficiency by 2% in all categories annually
- All students who are below grade level grow by more than a years growth in a years time as measured by the FASTBridge assessment
- All students grow by a years growth as measured by the FASTBridge assessment

25-26 CACR Goals:

All students are ready for career and college.

All PACT students who take the ACT during the 2025-2026 school year will achieve a minimum composite score of 23 on the ACT.

25-26 CACR Goals:

All students graduate from high school.

In the 2025-2026 school year, the number of PACT students who graduate in four years will increase from 90.2% in 2025 to 95% in 2026.

25-26 CACR Goals:

Prepare students to be lifelong learners.

Focus on our Character Traits

To cultivate students' development as lifelong learners by fostering the charter's character traits such as **respect, citizenship, integrity, gratitude, compassion, cooperation, self-control, responsibility,** and **perseverance** through engaging academic experiences, reflective practices, and collaborative learning environments that encourage curiosity, adaptability, and a commitment to personal growth and community well-being.

This goal emphasizes the integration of character education with academic learning, ensuring students recognize the importance of ethical and social values in their pursuit of knowledge and their roles as active participants in society.

SECTION XIII. ORGANIZATION NONPROFIT STATUS

2025-2026 Nonprofit Annual Meeting Date: November 6, 2025

DOCUMENTS TO INCLUDE

MN Attorney General Filing – proof of “active status”

MN Secretary of State Filing – proof of “active status”

[AG Charity Exemption Form](#)



P A C T
Charter School

DR. NATHAN FLANSBURG
SUPERINTENDENT OF SCHOOLS
763.712.4200
n.flansburg@pactcharter.org

September 2026

PACT School Board of Directors:

I am pleased to present Kerry Oolman, Secondary Campus Special Education Teacher, as our September 2026 Employee of the Month. Kerry's dedication to our students receiving special education services has truly made a difference in the lives of our students, their families, and our entire school community.

As one parent shared: "I left 'my son's' IEP meeting feeling so good this morning. You are a true blessing to ALL Special Ed students and their families. You truly care; you want what is best for each student. And you care about their future. My son would not be doing as well as he is today without YOU. THANK YOU."

This heartfelt message reflects the impact Kerry has on students and families every day. She consistently puts students first and works tirelessly to ensure they have the support, opportunities, and individualized instruction they need to succeed.

Kerry also takes great pride in her professional contributions beyond her classroom. She serves on the District Advisory Committee and the Math Curriculum Review Team, where her colleagues value her insight, expertise, and thoughtful contributions. She consistently goes above and beyond to help ensure that all students receive a high-quality education.

As a mentor to new staff and a cooperating teacher for university students, Kerry does a tremendous job supporting and preparing new and upcoming special education teachers. She generously shares her knowledge and expertise, helping new and aspiring educators understand and manage the many roles and responsibilities of special education. Kerry is particularly skilled at facilitating IEP team meetings, analyzing student data, and developing individualized plans that challenge students and help them reach new levels of learning.

Kerry's commitment to students, families, colleagues, and the profession is making a lasting difference. Please join me in congratulating Kerry Oolman on being named our September 2026 Employee of the Month! We are truly blessed to have her as a member of our school community.

Sincerely,

Dr. Nathan Flansburg
Superintendent of Schools



PACT
Charter School

EMPLOYEE OF THE MONTH

SEPTEMBER 2026

This certificate is presented to

Kerry Colman

for exemplifying the qualities we value in our
employees: unwavering dedication, strong character,
and a deep sense of community.

Dr. Nathan Flansburg
Superintendent

AnnaRae Klopfer
Director of Special Services



P A C T
Charter School

Career & Technical Education

CTE @ PACT

Trades and Industry
Family & Consumer Science
Computer Science

School Board Presentation | Fall 2026

What is CTE?

Career and Technical Education (CTE) prepares students for college, careers, and life beyond high school through hands-on, real-world learning.

TRADITIONAL CLASSES
give students knowledge.

CTE CLASSES
give students skills for the workplace.

CTE gives students opportunities to:

Learn by doing

Apply classroom learning to real-world situations

Explore careers

Discover interests and potential career pathways

Build valuable skills

Communication, collaboration, problem-solving, creativity, and critical thinking

Develop career-ready skills

Practice skills and knowledge used in today's workforce

Connect learning to the future

See how high school courses connect to college, careers, and further training

Contribute to their communities

Understand the skills and responsibilities needed in the workplace and everyday life

CTE Is More Than Career Preparation

CTE helps students answer the question:

“Why do I need to learn this?”

Students don't just learn *about* a career. They have opportunities to **experience, create, problem-solve, collaborate, and apply** what they learn.





P A C T
Charter School

Family and Consumer Science

Grades 8–12

Bernadette Campbell | CTE

“Not your grandma’s Home Ec!”

**Hospitality &
Culinary**

**Human Services
& Education**

Culinary & Food Arts

Culinary 1

Kitchen and food safety, knife cuts, cooking methods, and baking basics.

Culinary 2

Food Handler's Certification, food costing, menu writing, restaurant management, and a food truck plan.

Baking & Pastry Arts

Yeast breads, pastries, cookies, cakes, and decorating.

Foods Around the World

Food, culture, and traditions across the globe.

Family & Human Services

GRADE 8

FACS 8

Career exploration, babysitting and child safety, and foods and nutrition.

HIGH SCHOOL

Child Development

Growth and development from conception through adolescence, and careers working with children.

Two CTE Pathways

HOSPITALITY & CULINARY

Culinary 1



Culinary 2

Baking & Pastry Arts

Foods Around the World

HUMAN SERVICES & EDUCATION

FACS 8: Careers, Babysitting, Food & Nutrition



Child Development



P A C T
Charter School

Trades and Industry

Grades 7–12

Brett Jared | CTE

7TH GRADE
Makerspace



8TH GRADE
Woods



HIGH SCHOOL
Woods 1



HIGH SCHOOL
Woods 2

ALONGSIDE
Intro to the
Trades



PACT
Charter School

Middle School

Building the foundation
students need before Woods 1

7th Grade Makerspace

Full year • every other day

- Design and prototyping with a design journal
- Coding (Scratch, Code.org) and robotics
- Digital fabrication with Tinkercad
- Capstone project and year-end showcase

8th Grade Woods

15 weeks • feeds into Woods 1

- Shop safety expectations and habits
- Measuring accurately to 1/8"
- Hand tools and the cordless drill
- Wood species, simple joinery, final build

High School: Skills That Lead to Careers

Woods 1

18 weeks

- Shop safety and OSHA standards
- Carpentry hand tools
- Power tool operation
- Capstone build project

Woods 2

Advanced continuation

- Advanced tool operation
- Joinery techniques
- Wood selection
- Finishing techniques

Intro to the Trades

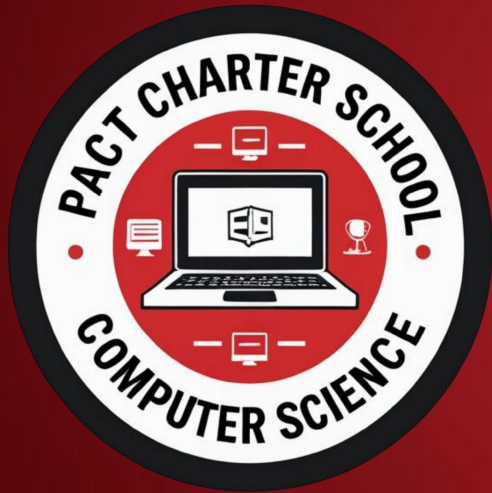
15 weeks • NCCER Core

- Safety, measurement, and tools
- Carpentry and electrical
- Plumbing, engineering, and tech
- Apprenticeships and career paths

**WHY IT MATTERS
FOR STUDENTS**

- OSHA and NCCER safety training
- Skills that build grades 7–12

- Real projects, real tools
- Paths to apprenticeships



Computer Science

Grades 6–12

Amanda Mackereth | CTE

6TH GRADE

Digital
Discoveries



8TH GRADE

Computer Skills
for All Careers



HIGH SCHOOL

Tech Lab
Electives

ALONGSIDE

Panther Plus:
Computers &
Coding



PACT
Charter School

Middle School

Building the digital skills
students use in every class,
and in every career

Digital Discoveries

6th grade • 1 day per week • skills-focused, not graded

- Navigating digital platforms safely
- Trends in computing, like AI and cybersecurity
- Keyboarding speed and accuracy
- Coding games and animations, plus web design
- Working toward Northstar Digital Literacy certification

Computer Skills for All Careers

8th grade • CompTIA certificate • gateway to HS electives

- Digital citizenship and responsible AI use
- Word processing, spreadsheets, and presentations
- Hardware, networks, and device security
- Coding basics and an IT career capstone

High School: Tech Lab Electives

Students in a Tech Lab hour each work through their own course, at their own pace

START HERE

Computer Skills for All Careers

8th grade or in
HS Tech Lab



PROGRAMMING & GAMES

- Games & Animation (JavaScript) 1 & 2
- Computer Science (Python) 1 & 2
- AP Computer Science Principles

COMPUTER APPLICATIONS

- Microsoft Office Pro 1 & 2
- CIS Computer Concepts (college credit via ARCC)

WEB DESIGN

- Web Design 1 & 2

CYBERSECURITY

- AP Cybersecurity

Credentials & College Credit, Grades 6–12

6TH GRADE

Northstar Digital Literacy

- Earned in Digital Discoveries
- Essential computer and internet skills

8TH GRADE

Digital Literacy Pro

- Earned in Computer Skills for All Careers
- Industry certificate from CompTIA

TECH LAB

Microsoft Office Pro

- Word, Excel, PowerPoint, Outlook, Access
- MOS exam practice
- CompTIA Certificate of Competency

TECH LAB

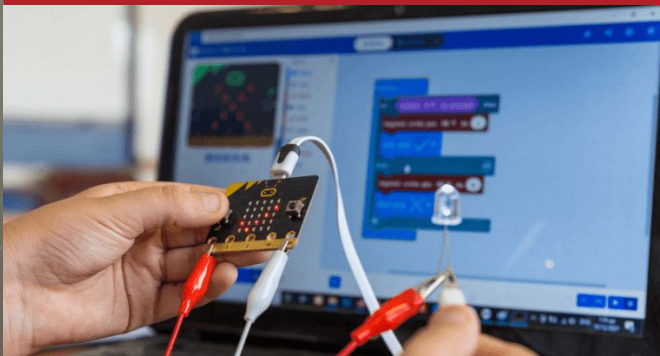
College Credit

- CIS Computer Concepts: 3 ARCC credits
- AP CS Principles and AP Cybersecurity exams



Coming Soon
to the
Tech Lab

MINI BOWLING
& MICRO.BITS







To: PACT Charter School Board of Directors

From: Teresa Widen, Executive Director of Teaching and Learning | Literacy Lead

Teaching and Learning Highlights: September 2026

AI Steering Committee

At its September meeting, the AI Steering Committee approved a vision for using artificial intelligence ethically and responsibly to enhance learning at PACT. Members refined four guiding principles: protecting data privacy, keeping people accountable for decisions, using AI with academic integrity and character, and matching AI use to students' developmental readiness while preserving critical thinking and productive struggle. The committee also discussed classroom scenarios and the responsibilities of teachers, leaders, students, and families. Members documented questions for further review and will prioritize initial use cases at their October 23 meeting.

CharacterStrong

PACT Elementary and Secondary staff participated in CharacterStrong Foundations training on social, emotional, and character education. Staff developed shared language around helping students be kind, be well, and be strong, and explored lessons and resources for classroom use. This work supports PACT's mission of partnering with parents, students, and staff to develop students of character and academic excellence across K–12.

Fall Benchmark Assessments

PACT students, both in person and online, completed fall reading and math benchmark assessments. Students in grades K–3 completed FastBridge assessments; this year, they also participated in oral repetition and nonsense word screening as part of READ Act implementation. Students in grades 4–12 completed NWEA MAP Growth assessments in reading and math. Teachers and building leaders are reviewing the results to identify student strengths, determine support needs, and plan instruction.

Curriculum Review Teams

Three curriculum review teams are active this year. The Mathematics Curriculum Review Team is in its second year and will use PACT's academic rigor rubric to narrow its options, pilot leading resources with students, and prepare an adoption recommendation for board consideration in spring 2027.

The K–12 English Language Arts and grades 6–12 World Language teams are beginning two-year reviews. This year, they will establish a vision and desired student outcomes, examine content standards, and research aligned resources. Both teams anticipate bringing adoption recommendations to the board in spring 2028.

**District Advisory Committee Membership
2026-2027
PACT School Board Meeting - October 8, 2026**

Current Membership for the 2026-2027 School Year

Parent: Jacqueline Washburn

Parent: Sean Sutter

Parent: Open

Parent: Open

Parent: Open

Parent: Open

Teacher: Amanda Mackereth

Teacher: Kerry Oolman

Teacher: Open

Community Member: Scott Dougherty

Student: NHS Member Rotation

Board Liaison: TBD

PACT currently has 5 parents (bios included on board agenda) interested in the 4 open parent spots.

- Nicole Beck
 - Lauren Kelly
 - Temitayo Oshinowo
 - Mandy Thomsen
 - Alison Scheid
- Chad Lucas has agreed to be the Board Liaison for DAC.
- Kadrian Rudrud, Heidi Schmitz, and Ethan Smith are current NHS members interested in serving on DAC on a rotating basis.

My name is Nicole, and I am proud to be part of the PACT community as a mother of four boys—three current Panthers in 5th, 3rd, and 1st grade, with one future Panther eagerly waiting in the wings. Professionally, I am a Pediatric Bone Marrow Transplant RN Care Coordinator, where I support children and families navigating some of the most complex and challenging medical circumstances. My work has taught me the importance of looking at each child and family holistically, recognizing their individual strengths, needs, experiences, and perspectives.

I am interested in serving as a parent representative because I greatly admire PACT's proactive approach to education and its commitment to meaningful parent involvement. I would be honored to contribute a parent's perspective while also drawing on my professional experience in assessing and advocating for children and families. I look forward to being part of thoughtful conversations about the development of future curriculum and educational materials and helping ensure that PACT continues to create an environment where students and families feel supported, valued, and equipped to thrive.

Thank you,

Nicole

Nicole Beck RN, BSN, PHN

My name is Temitayo Oshinowo.

I am a new parent in the PACT community and I am interested in serving as a parent representative on the District Advisory Committee. My daughter was able to start on the first day of school for 8th grade, and my son just got in today (September 10, 2026) into 3rd grade and will start on Monday, September 14th. Being part of my children's education is very important to me, and I value having opportunities to listen, learn, and contribute to the school community.

Professionally, I have experience working in mental health and supportive services, including roles where I have worked directly with individuals and families, provided support, and helped promote positive development and well-being. My professional experiences have strengthened my communication, problem-solving, advocacy, and teamwork skills.

I am interested in serving on DAC because I want to be an active and positive voice for parents and families. I believe parents bring valuable perspectives to conversations about students, school programs, communication, and the overall school experience. I would like to help strengthen the partnership between families and PACT while listening respectfully to different perspectives and working collaboratively toward what is best for our students.

I would be honored to have the opportunity to serve and contribute to the PACT community.

My name is Mandy Thomsen, I am a parent of 3 wonderful girls who all attend PACT and have since kindergarten. Our family has been a member of the PACT community for the past 10 years, and we are incredibly grateful for the experiences and relationships we've built along the way.

For the past four years, I have had the privilege of serving on the DAC. Through this experience, I have gained valuable insight into curriculum planning and implementation and have developed a deeper appreciation for the important role high-quality curriculum plays in student success. I strongly value PACT's commitment to developing well-rounded students who demonstrate strong character, and I believe quality education should support that mission.

I was a stay-at-home mom for many years while my kids were young, which allowed me to pour into them and their academic and extra-curricular pursuits. I am now employed by another local Ramsey owned business, Green Valley Greenhouse and have served in many different roles in my 17 years there. I love working for a family-owned business that supports its community and employees.

I believe I bring a valuable perspective to the table through my many years of involvement with PACT. In addition to serving on the DAC, I regularly attend school board meetings to stay informed and engaged in the direction of our school. I also manage the butterfly garden at the elementary campus and volunteer in the classroom whenever I am able. I deeply appreciate PACT's emphasis on parent involvement and strive to contribute to our school community in meaningful ways.

I am grateful for the opportunity to be involved in a community that cares so deeply about its students, families, and staff. I look forward to continuing to support PACT and its mission in whatever ways I can.

PACT District Advisory Committee (DAC) – Alison Scheid

Your Connection to the School

I am the parent of two students at PACT's elementary campus, currently in 3rd and 1st grade. Our family is now in our fourth year at PACT, and we have greatly appreciated the school's commitment to academic excellence, character development, and strong family partnerships.

Your Professional Background

I bring more than 20 years of professional experience, primarily in the insurance industry, with leadership roles spanning operations, business analytics, project management, and strategic initiatives. Throughout my career, I have partnered with cross-functional teams to identify root causes, analyze complex challenges, develop practical solutions, and achieve shared organizational goals. My experience working collaboratively with diverse stakeholders has strengthened my ability to listen, evaluate multiple perspectives, and contribute thoughtfully to decision-making processes.

Why You Are Interested in Serving as a Parent Representative

I am interested in serving on the District Advisory Committee because I believe meaningful parent engagement strengthens schools and benefits students. With both a personal connection to PACT and extensive professional experience leading collaborative, data-driven initiatives, I hope to contribute a thoughtful parent perspective while supporting the committee's work on curriculum, student achievement, and long-term planning. I would be honored to serve as a partner in helping PACT continue to provide an exceptional educational experience for all students.



District Advisory Committee (DAC) Board Report

October 8, 2026

September 10, 2026 DAC Meeting

1. The District Advisory Committee (DAC) reviewed the committee's purpose, roles, and responsibilities. Members emphasized DAC's role as a collaborative bridge among families, staff, administration, and the broader school community. The committee also affirmed that DAC serves in an advisory capacity by reviewing matters related to teaching and learning and making recommendations to the School Board.
2. The committee reviewed current membership openings and the process for recommending new members for Board approval. Open positions include four parent representatives, one elementary staff representative, and a Board advisor. Interested candidates are asked to submit a brief biography for consideration. Then administrative recommendations are presented to the Board. Moving forward, the goal is to complete the DAC membership process each spring.
3. Members reviewed updates to the Title I Family Engagement Plan and provided feedback regarding how the plan is communicated to families.
4. The committee also received an update on the AI Steering Committee's work. DAC members completed an activity focused on guardrails for responsible AI use, and their feedback will be combined with the Steering Committee's work to develop practical examples for PACT's AI Playbook.
5. Finally, members received an overview of the Math, English Language Arts, and World Language curriculum review cycles. A progress update from the curriculum review teams will be presented at the November 12 DAC meeting.

Respectfully submitted,

Teresa Widen
DAC Administrative Lead
Executive Director of Teaching and Learning

Title I Parent and Family Engagement Plan 2026-2027



P A C T
Charter School

PACT Charter School is dedicated to providing a high-quality education by partnering with parents and the school community. Recognizing parents as their child's first teacher and a vital component of academic success, PACT Charter School is committed to actively involving families to foster a positive relationship between home and school.

SCHOOL PARENT AND FAMILY ENGAGEMENT PLAN REQUIRED COMPONENTS

1. PACT Charter School will jointly develop/revise with parents the Title I Parent and Family Engagement Plan and distribute it to parents of participating children and make the plan available to the local community.
 - Activities & Dates –
 - i. Title I Parent Advisory Panel - August 31, 2026
 - ii. District Advisory Committee (DAC) - September 10, 2026
 - iii. PACT School Board - October 8, 2026
 - Contact Person(s) – Michelle Jones (Interventionist), Stephanie Leer (Interventionist), Tanya Loso (Interventionist), Lara Bronson (Elementary Principal), Teresa Widen (DAC Administrative Lead)
 - Phone Number – 763-712-4200
2. PACT Charter School will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in this part and to explain the requirements of this part, and the right of the parents to be involved.
 - Activity & Date – Reading Intervention Informational Parent Meeting. This meeting addresses - October 13, 2026
 - i. How students qualify for reading intervention by evaluating multiple data sources such as: FastBridge (Kindergarten - Grade 3), Curriculum-Based Measures, Phonics Screener, Phonemic Awareness Screener, NWEA MAP Growth assessments (Grade 4+), Capti ReadBasix (Grade 4+) and Minnesota Comprehensive Assessment (MCA)
 - ii. What intervention instruction looks and sounds like.
 - iii. How parents can support their child's literacy development.
 - iv. How individual student progress is monitored and shared within the program.
 - Contact Person(s) – Teresa Widen (Executive Director of Teaching and Learning), Michelle Jones, Stephanie Leer, Tanya Loso
 - Phone Number – 763-712-4200
3. PACT Charter School will offer a number of flexible meeting options, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.
 - Activities & Dates –
 - i. Elementary Open House - August 20, 2026
 - ii. Elementary Parent Information Night - September 8, 2026
 - iii. Reading Intervention Informational Parent Meeting - October 13, 2026
 - iv. DAC Meetings - September 2026 - May 2027
 - v. Volunteer training - as needed August 2026-September 2027
 - Contact Person(s) – Teresa Widen, Lara Bronson (Elementary Principal)
 - Phone Number – 763-712-4200

4. PACT Charter School will involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan under Title I Schoolwide Program, section 1112, schoolwide under section 1114, and the process of the school review and improvement under section 1116.
 - Activities & Dates –
 - i. Title I Parent Advisory Panel - August 31, 2026 and as needed
 - ii. DAC Meetings - September 2026 - May 2027
 - iii. PACT School Board meetings - Monthly meetings July 2026 – June 2027, and as needed
 - Contact Person(s) – Teresa Widen, Jenelle Moehn (Assistant Director of Teaching and Learning), Michelle Jones, Stephanie Leer, Tanya Loso, Lara Bronson
 - Phone Number – 763-712-4200
5. PACT Charter School will provide parents of participating children:
 - a. Timely information about programs under this part;
 - b. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - c. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.
 - Activity/Activities & Dates –
 - i. Teachers and Interventionists are available at Open House - August 20, 2026
 - ii. Parent/Teacher Conferences, and upon request - October 1-2, 2026 and February 11-12, 2027
 - iii. Reading Intervention Informational Parent Meeting - October 13, 2026
 - Contact Person(s) – Teresa Widen, Michelle Jones, Stephanie Leer, Tanya Loso, classroom teachers (Main office will direct)
 - Phone Number – 763-712-4200
6. If the schoolwide program plan is not satisfactory to the parents of participating children, parents can submit comments on the plan when the school makes the plan available each fall.

REQUIRED SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parent involvement plan, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

1. Conduct a parent/teacher conference in elementary schools, annually (at a minimum), during which the compact shall be discussed as the compact relates to the individual child's achievement;
2. Provide frequent reports to parents on their children's progress; and

3. Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
 - Activities & Dates –
 - i. Parent/Teacher Conferences - October 1-2, 2026 and February 11-12, 2027
 - ii. Quarterly report cards - October, January, March, May
 - iii. Teachers available upon request
 - Contact Person(s) – Classroom teachers, Michelle Jones, Stephanie Leer, Tanya Loso, and Lara Bronson (Elementary Principal)
 - Phone Number – 763-712-4200

BUILDING CAPACITY REQUIREMENTS FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, each school under this part:

1. Shall assist the parents of children served by the school in understanding such topics as the state's academic content standards and state student academic achievement standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.
 - Activities & Dates -
 - i. Parent/Teacher Conferences – October 1-2, 2026 and February 11-12, 2027
 - ii. Quarterly report cards - October, January, March, May
 - iii. Teachers available upon request
 - Contact Person(s) – Classroom teachers, Lara Bronson
 - Phone Number – 763-712-4200
2. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
 - Activities & Dates –
 - i. Parent/Teacher Conferences - October 1-2, 2026 and February 11-12, 2027
 - ii. Teacher Resources (Ongoing)
 - Contact Person(s) – Classroom teachers, Michelle Jones, Stephanie Leer and Tanya Loso, Jill Lurie (Digital Learning Specialist)
 - Phone Number – 763-712-4200
3. Shall educate teachers, pupil services personnel, directors, and other staff, with the assistance of parents, on the value and utility of contributions of parents, and on how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
 - Activity & Dates –
 - i. Designated Staff Development Days - August 2026 - June 2027
 - Contact Person(s) – Lara Bronson, Teresa Widen, Jenelle Moehn
 - Phone Number – 763-712-4200
4. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities

- Activity/Activities & Dates –
 - i. DAC meetings - Throughout the 2026-2027 school year
 - ii. School Board Meetings - Monthly meetings July 2026 – June 2027
 - iii. Elementary Parent Information Night - September 8, 2026
 - iv. Parent/Teacher Conferences - October 1-2, 2026 and February 11-12, 2027
 - v. Elementary Family Night - January 28, 2027
 - Contact Person(s) – Teresa Widen, Lara Bronson, Julie Grawey (President of Parent-Teacher Organization)
 - Phone Number – 763-712-4200
5. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand.
- Activities & Dates –
 - i. ParentSquare communications: District Pilot weekly newsletters, teacher weekly newsletters (ongoing)
 - ii. Parent/Teacher Conferences – interpreters available upon request - October 1-2, 2026, and February 11-12, 2027
 - iii. PACT website – pactcharter.org (ongoing)
 - iv. Multilingual Information Night - December 1, 2026
 - Contact Person(s) – Michelle Jones, Stephanie Leer, Tanya Loso, Kayla Refsland (Multilingual Teacher), Marie Dillon (Multilingual Teacher), Jenelle Moehn
 - Phone Number – 763-712-4200
6. Shall provide such other reasonable support for parental involvement activities under this as parents may request.
- Activities & Dates –
 - i. DAC meetings - August 2026 - May 2027
 - ii. School Board listening session - Monthly meetings July 2026 – June 2027
 - iii. Parent Volunteer Training - as needed
 - iv. Curriculum Review Team
 - Contact Person(s) – Teresa Widen, Lara Bronson, Karina Higareda (Administrative Assistant)
 - Phone Number – 763-712-4200

ACCESSIBILITY REQUIREMENTS

In carrying out the parental involvement requirements of this part, PACT Charter School, to the extent practicable, shall provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

- Activities – Interpreters available upon request, ParentSquare Communication
- Date - Upon Request
- Contact Person(s) – Jenelle Moehn
- Phone Number – 763-712-4200

ADOPTION

This PACT Charter School Family Engagement Plan has been developed jointly with and agreed on with parents of children participating in Title I programs, as evidenced by meeting minutes.

The Family Engagement Plan was developed and approved by PACT Charter School on October 8, 2026 and will be in effect for the period of the 2026-2027 school year. The school will distribute this Family Engagement Plan to all parents of participating Title I children and make it available to the community on or before October 22, 2026.



Signature of Title I Authorized Representative

Date

These parents and staff were involved with the development of this document:

Michelle Jones - Staff

Stephanie Leer - Staff

Tanya Loso - Staff

Teresa Widen - Staff

Jenelle Moehn - Staff

Lauren Kelly - Parent

Kayla Schossow - Parent

Genny Lefebvre - Parent



2027-2028 Academic Family Calendar

Important Dates:

AUGUST

23 First Day of School

SEPTEMBER (Character Trait: Respect)

OCTOBER (Character Trait: Citizenship)

20 End of Quarter 1

21-22 MEA Break (no school)

NOVEMBER (Character Trait: Gratitude)

22-26 Thanksgiving Break

DECEMBER (Character Trait: Compassion)

20-31 Winter Break

JANUARY (Character Trait: Integrity)

13 End Semester 1

17 Martin Luther King, Jr. Day

FEBRUARY (Character Trait: Cooperation)

21 Presidents Day

MARCH (Character Trait: Self-Control)

16 End of Quarter 3

27-31 Spring Break

APRIL (Character Trait: Responsibility)

MAY (Character Trait: Perseverance)

24 Last Day of School (K-12)

24 End Semester 2

July 2027				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

August 2027				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

September 2027				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

October 2027				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

November 2027				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

December 2027				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

January 2028				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

February 2028				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29			

March 2028				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

April 2028				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

May 2028				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

June 2028				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Color Key:

	No school
	Non-School Fridays
	Important Dates

Total Days Per Quarter:

Q1: 37 Q2: 40 Q3: 39 Q4: 38

Total School Year Days (K-12): 154

The first five school days canceled for weather become e-Learning days for grades 6-12. Grades K-5 do not make up those days. Any additional cancellations will be made up on April 28 and May 5. Online Campus students are not affected by weather cancellations and will continue with their coursework as planned.

School Board Approved: TBD

715 - Solicitation Policy

I. PURPOSE

PACT Charter School recognizes the need to control attempts to solicit funds/services from students, staff, and/or parents by outside organizations, parents, salespeople, students, or staff for non-district related/sponsored activities. There is also a need to control attempts to solicit funds from outside organizations by PACT Charter School groups for district-related/sponsored activities.

II. SOLICITATION OF STUDENTS

- A.** The school shall make every effort to be neutral in its dealings with businesses for non-school-related activities. Assistance in any type of commercial promotion shall not be given. This means that:
 - 1.** Announcements shall not be made for businesses by using the public address system, distribution of notices, or through any type of communication.
 - 2.** Commercial displays scheduled in the schools to promote direct sales to children and/or parents shall not be permitted.
 - 3.** Solicitation necessary for approved student activities, such as class rings, pictures, and other special materials, may be made with the approval of the administration.

Note: The administration may make exceptions to these policies of benefits for the school that is deemed sufficient to merit the exception.

III. SOLICITATION OF STAFF

- A.** Access to school personnel shall not be made available to salespersons to promote the sale of any product or service to members of the staff. This means that meetings of staff members shall not be organized for the purpose of giving a salesperson an audience, nor shall salespersons be permitted to contact staff members in the buildings during school hours.
- B.** Parents or staff members are not to solicit staff for the purpose of selling products or services. This includes doing so on behalf of the students. *Note: Students selling for outside teams, clubs, or organizations will be allowed.*
- C.** Announcements shall not be made for businesses by using the public address system, distribution of notices, or through any type of communication.
- D.** Commercial displays scheduled in the schools for the purpose of promoting sales to employees shall not be permitted.
- E.** All visitors, salespeople, and parents must report to the school office when entering a school building.
- F.** Names, addresses, and telephone numbers of district employees will not be distributed to companies or organizations to be used for commercial purposes without the prior approval of the employee. This does not apply to certain professional organizations, colleges, universities, or the Minnesota Department of Education.

Note: Catalogs may be placed in the staff lounge for viewing, with no obligation or pressure to purchase items offered)

IV. SOLICITATION TO COMMUNITY ~~(BY PACT CHARTER SCHOOL)~~

- A.** All requests for donations from local businesses over \$100 to benefit a fundraising event/goal associated with PACT Charter School must be approved by the Administration.

Note: This is necessary to ensure we do not overburden local businesses.

- B.** All requests shall follow policies and procedures in accordance with Fundraising guidelines.
- C.** A list of targeted businesses, along with the dollar value or item to be requested from each business, must be attached to the Event Request Form for possible approval.

Note: Yearbook advertising where a service is being provided would be allowed without pre-approval as long as a list of advertisers, including donation amounts, is provided by December 31 of the current school year.

V. SOLICITATION THROUGH PUBLIC ADVERTISING ON PACT CHARTER SCHOOL PROPERTY

- A.** When deemed necessary and beneficial to the school, advertising may be allowed to appear on school property and in written publications (i.e., scoreboards). This advertising must comply with the following guidelines:
 - 1.** Advertising shall be limited to companies that align with the PACT Charter School mission statement.
 - 2.** In no instance shall publications accept advertising or advertising images for alcohol, tobacco, drugs, drug paraphernalia, ~~weapons~~, pornographic, obscene, **innuendo**, illegal materials, or **criminal activity**.
 - 3.** Advertising must comply with all PACT Charter School policies.
 - 4.** ~~The PACT Charter School logo/information must appear at least twice as large as the advertiser's information. (Does not apply to publications.)~~
 - 5.** "Donated by" must appear in front of the donating business/individual's name/information. (Does not apply to publications.)

Cross References: MSBA/MASA Model Policy 905 (Advertising)

PACT Charter School

Original Creation Date: March 2007

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: July 1, 2026

Year Reviewed: 2026-2027

905 ADVERTISING

I. PURPOSE

The purpose of this policy is to provide guidelines for the advertising or promoting of products or services to students and parents in the charter school.

II. GENERAL STATEMENT OF POLICY

The charter school's policy is that the name, facilities, staff, students, or any part of the charter school shall not be used for advertising or promoting the interests of a commercial or nonprofit agency or organization except as set forth below.

III. ADVERTISING GUIDELINES

- A. Charter school publications, including publications such as programs and calendars, may accept and publish paid advertising provided they receive advance approval from the appropriate administrator. In no instance shall publications accept advertising or advertising images for alcohol, tobacco, drugs, drug paraphernalia, weapons, or obscene, pornographic, or illegal materials. Advertisements may be rejected by the charter school if determined to be inconsistent with the educational objectives of the charter school or inappropriate for inclusion in the publication. For example, advertisements may be rejected if determined to be false, misleading, or deceptive, or if they relate to an illegal activity or antisocial behavior. The Principal and Director of Communications is responsible for screening all such advertising for appropriateness, including compliance with the charter school policy prohibiting sexual, racial, and religious harassment.
- B. The charter school board may approve advertising in charter school facilities or on charter school property. Any approval will state precisely where such advertising may be placed. The restrictions listed in Section A. above will apply. Advertising will not be allowed outside the specific area approved by the charter school board. Specific advertising must be approved by the **Principal or designee** ~~executive director or designee~~. In no instance will an advertising device be erected or maintained within 100 feet of a school that is visible to and primarily intended to advertise and inform or to attract or which does attract the attention of operators and occupants of motor vehicles.
- C. Donations that include or carry advertisements must be approved by the charter school board.
- D. The charter school may acknowledge a donation it has received from an organization by displaying a "donated by," "sponsored in part by," or a similar by-line with the organization's name and/or symbol on the item. Examples include activity programs or yearbooks.
- E. Nonprofit entities and organizations may be allowed to use the charter school name, students, or facilities for purposes of advertising or promotion if the purpose is determined to be educationally related and prior approval is obtained from the charter school board. Advertising will be limited to the specific event or purpose approved by the charter school board.
- F. Contracts for computers or related equipment or services that require advertising to be disseminated to students will not be entered into or permitted unless done pursuant to and in accordance with state law.
- G. The inclusion of advertisements in charter school publications, in charter school facilities, or on charter school property does not constitute approval and/or endorsement of any product, service, organization, or activity. Approved

advertisements will not imply or declare such approval or endorsement.

IV. ACCOUNTING

Advertising revenues must be accounted for and reported in compliance with UFARS. A periodic report shall be made to the school board by the **Superintendent** ~~executive director~~ regarding the scope and amount of such revenues.

Legal References: Minn. Stat. Ch. 124E (Charter Schools)
Minn. Stat. § 173.08 (Excluded Road Advertising Devices)

Cross References: MSBA/MASA Model Policy 421 (Gifts to Employees and Charter School Board Members)
MSBA/MASA Model Policy 702 (Accounting)
MSBA/MASA Model Policy 715 (Solicitation Policy)

PACT Charter School

Creation Date: June 2025

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: June 12, 2025

Year Reviewed: 2024-2025



RE: October 8, 2026 Operations Update

Board Members,

The Operations team continues to focus on strengthening systems, supporting staff and students, and addressing the day-to-day operational needs of both campuses. This month included several important state reporting and compliance efforts, continued improvements to internal systems, a successful first Fall Homecoming, and ongoing work in cybersecurity, facilities, transportation, and student programming.

Activities

- PACT's first Fall Homecoming was a success, with activities and events running smoothly from an operational standpoint.
- The Boys Basketball Head Coach position has been filled by Bennett Olson.
- The transition to Bound continues to be successful, with ticketing, registration, and scheduling all operating well.
- Fall grade checks have begun to ensure that student-athletes continue to meet academic eligibility requirements.
- Mid-season meetings with fall coaches have been completed, providing an opportunity to review progress, address needs, and support coaches through the remainder of their seasons.

Community Education

- Quarter 1 Community Education programming had 177 registrations. The most popular offering was the North Twin Cities Basketball League for girls in grades 2–8, followed by Fall Dance for grades 6–12.
- Registration is now open for Quarter 2, with 13 different program options, including STEM Club, String Orchestra, K–12 dance, soccer, and additional enrichment and athletic opportunities.
- Quarter 1 included several memorable student experiences. The dance team and club participated in the Homecoming parade, students held a paper airplane competition with a winning distance of 43 feet, and students created a popular flamingo puzzle project.

Facilities

- The Facilities and Building & Grounds teams continue to focus on daily operations, preventative maintenance, grounds upkeep, and work orders across both campuses.
- Brock, our newest Building & Grounds team member, continues learning both campuses and has quickly become a valuable addition to the department.

- PACT is currently obtaining estimates for concrete sealing of the sidewalks and concrete pads surrounding the Secondary Campus.
- The Elementary Campus will transition to full boiler operation and shut down the cooling tower within the next several weeks, depending on weather conditions.
- The Facilities team is actively troubleshooting several HVAC issues at the Secondary Campus and working toward resolution.

Transportation

- The 2025–2026 Pupil Transportation Annual Report has been submitted to the Minnesota Department of Education through the state's TRS reporting system. The annual report accounts for PACT's buses, routes, and transportation services by category.
- Required fall bus safety training and evacuation drills were completed for bus riders at both campuses on September 10, meeting the state's required three-week timeline.

Human Resources & Payroll

- HR and Payroll are preparing for the annual STAR reporting process while continuing to review and clean up employee and payroll information within the Smart system.
- The team is completing required regulatory wage statement compliance work to ensure payroll practices and documentation remain current.
- Work is underway to expand absence management capabilities within Frontline, including functionality that will allow PACT to deny absence requests when employees do not have sufficient available leave balances.
- Payroll continues to identify opportunities to automate processes, improve accuracy, and reduce manual administrative work.

Information Technology

- IT continues to focus heavily on cybersecurity, system integrations, and internal automation.
- The team recently worked through an API issue involving PowerSchool's Schoology platform and assisted in identifying a OneRoster API solution to improve grade synchronization between Schoology and Infinite Campus.
- IT also addressed a significant firewall issue involving FortiGuard and third-party certificate provider DigiCert, helping maintain reliable and secure network operations.
- The department has developed additional internal systems that provide greater visibility and control over network traffic beyond the protections provided by the district firewall.
- PACT IT has also engineered an automated, in-house security patching system. Rather than relying on a third-party provider to keep district computers current with critical security updates, PACT now manages and automates this process internally, providing greater control over an important component of the district's cybersecurity infrastructure.

Application for Cooperative Sponsorship

Deadline: Not later than 30 days prior to the first day of practice for that sport season.
PLEASE SEE BYLAW 403.2 (A-C) and 403.4 (A-D) (amended May 15, 2017) FOR INFORMATION REGARDING REQUIRED DOCUMENTATION AND APPLICATION PROCEDURE

The governing boards of each participating school must jointly make application for cooperative sponsorship.

On behalf of the following schools, we hereby apply for cooperative sponsorship of Girls Hockey
beginning with the 20 26 - 20 27 school year. (activity) (boys' or girls') (Adapted-CI or PI)

List ALL schools included in the cooperative sponsorship. Attach another form if necessary.

	School	Enrollment (9-12)*	City	Administrative Region**	Competitive Section**
High School #1:	Anoka High School	2347	Anoka, MN	5AA	7AA
High School #2:	PACT Charter School	484	Ramsey, MN	5A	—
High School #3:					
High School #4:					

*Enrollment reported to the State of Minnesota on October 1 of the previous school year. **Current (Number and Class)

1. Do any of the above schools belong to a conference in this activity?

Yes

This application must include a review and comments from the conference(s) of which the schools are members.

No

2. Do any of the above schools currently have a cooperative agreement in this activity?

Yes

An application for dissolution must be submitted for the existing agreement.

No

3. Describe the conditions which have prompted your request to co-sponsor this activity. (See model resolution at [www.mshsl.org/About/MSHSL/Membership/Information: A History & Model Resolution for School Boards](http://www.mshsl.org/About/MSHSL/Membership/Information:A%20History%20&%20Model%20Resolution%20for%20School%20Boards))

4. List the number of students, by grade level, who participated in this activity during the previous year. If the school did not sponsor the program last year, indicate the number of students expected to participate in this cooperatively-sponsored activity this year if approved.

	7th	8th	9th	10th	11th	12th
High School #1		4	5	8	7	5
High School #2				1		
High School #3						
High School #4						

5. Team Identification: (Indicate how cooped schools should be identified in tournament programs):

6. Team Colors: Maroon & white Team
Mascot: Tornadoes

7. Host School (school that will receive revenue share check):

Board of Education (or designee)	School	Date
Signed <u>[Signature]</u>	<u>Anoka High School</u>	<u>9/14/26</u>
Signed <u>[Signature]</u>	<u>PACT Charter School</u>	<u>7/17/2026</u>
Signed _____	_____	_____
Signed _____	_____	_____

Official Action of the MSHSL Board of Directors

Approved Not Approved



To: PACT Charter School Board of Directors

From: Dr. Lara Bronson, PACT Elementary Principal

1. **Parent Information Night:** We welcomed 168 parents on Tuesday, September 8, for our inaugural Parent Information Night! Teachers shared important information, including classroom routines and expectations, learning goals, curriculum and instruction, communication, homework and practice expectations, assessment practices, and ways families can support learning at home. Parents also had an opportunity to learn more about how teachers will build relationships with students, establish classroom communities, and help children grow both academically and socially. The Building and Operations Committee met after the event, and we already have ideas to make it run more efficiently and effectively next school year.
2. **Principal Perk-Up:** We had our highest number of parents attend September 17th's Principal Perk-Up to date! It was a positive conversation where partnership opportunities were presented as a bridge between home and school. Some of the topics discussed were appreciation for Parent Information Night, clarity on opportunities to volunteer, staff/class shout-outs, character education being embedded in all we do, and the desire for parents to connect more with one another.
3. **Read 2026!:** Our "Reading Celebration" day was held on September 21. Class buddies (older students paired with younger students) walked together to the Ramsey Parks and Recreation Amphitheater, "The Draw," and were greeted with high fives and smiles by Ramsey County Police Officers. Classroom teachers each read a book to their classes, buddies and police officers read together, and then we participated in a get-to-know-you game with our buddies. Students went home with bookmarks and a new enthusiasm for reading.
4. **Activity with PTO:** We are very thankful for the treats provided at Perk-Up with the Principal, and the dinner/breakfast our PTO provided to our staff on the evening and morning of parent-teacher conferences. We look forward to raising funds for the school through their "Cash Calendar" initiative this month.
5. **Conferences:** Teachers will welcome families on Thursday, October 1 and Friday, October 2. We look forward to continuing the two-way communication and partnership patterns established since the start of the year.
6. **New Curriculum, New Assessments:** Classroom teachers are working hard to learn the new curriculum in Health, Social Studies, Character Strong, and the new required mental health curriculum from MDE. Primary grade teachers administered a new required Oral Language assessment, and 4th-5th grade teachers have transitioned from using FastBridge to NWEA/MAP assessments. Overall, I commend our teaching staff for their flexibility, professionalism, and student-centered mindsets as they incorporate the new content and assessment opportunities into their lesson planning and schedules.
7. **Student Learning Goals (SLGs):** Teachers took time on our most recent non-school Friday to write individual student learning goals for each student in their classes, focusing on how to move in the direction of a year's growth in a year's time. Specific action plans to achieve these goals were also written and are discussed in Professional Learning Communities (PLC) meetings every week.
8. **Something fun!** Our 5th graders learn about plants as part of a Life Science standard. The fifth grade teachers wanted to make it a hands-on learning opportunity, so they reached out to Green Valley Garden Center. Green Valley donated 4 HUGE plants to our classrooms for the students to take cuttings of and plant themselves. Various Home Depots from the area (Coon Rapids, Northtown, Elk River) donated potting soil and clay pots so that the students could plant them during the last week of September. We have been so inspired by the generosity of our local community!



To: PACT Charter School Board of Directors

Secondary & Online Principal Update

Conferences

- Parent/teacher conferences were a success! Both conference nights were a great opportunity to welcome our parents in, provide space for discussion about student progress, share MAP scores, and offer an additional point of contact with our new staff. We are thankful for the PTO for providing meals for staff before conferences on Tuesday and Thursday. Their continued support and generosity are greatly appreciated and valued.

Homecoming

- We had our very first Homecoming in the fall, celebrating our dance, volleyball, soccer, and football teams. We had a great Pep Rally (shout-out to the student council for what is being regarded as the best Pep Rally ever), with student table surfing and an incredible performance by the football and dance teams. It was a rainy football game on Friday, but students came out in full force and enjoyed the Homecoming dance in the evening. For spirit week, we had more participation than in years prior, and it was fun to see the engagement.

Setting Student Learning Goals

- At the secondary campus, we have PLCs by department so members can collaborate on department-level goals and action steps to help our students grow. We also have grade-level PLCs to dig into data for each grade and create common action steps for our student learning goals in literacy. This year, with the switch to MAP testing, we can dig into specific areas where students need support so we can target our strategies to where they need growth. At the district level, we set student learning goals, and at the individual level, students set their own goals and develop action plans as part of the process. We are encouraged by our initial data from the Fall MAP test and look forward to seeing our students make huge strides this year!

Online Campus

- We are in full swing with the Online Campus! It was a joy to welcome our online students on campus for MAP testing and conferences, as well as our Homecoming festivities. Teachers are engaging with students during office hours to provide support as they enjoy the flexibility of learning from home.

PTO Grants

- Thank you to the PTO for their continued support as we work to provide our students with the best possible experience at PACT! Their generous support has helped us purchase items for advisory games, boosting school spirit and enriching student learning.



PACT School Board of Directors

Office of Communication and Community Engagement

September 2026 Update

Marketing & Enrollment

Enrollment as of September 30, 2026

- 2026-2027: 1557 students are enrolled in grades K-12 (in-person)
- 2026-2027: 47 students are enrolled in grades 6-10 (online)
- 2026-2027: Total enrollment is 1604 (in-person and online)
- 2026-2027: 895 students are on the K-12 waitlist (in-person)
- 2027-2028: 579 students applied to K-12 (in-person)
- 2027-2028: 4 students applied to 6-11 (online)

Upcoming

- October–November 2026: Social media advertising campaign
- Tuesday, December 1, 2026: 2027–2028 enrollment lottery

Social Media

- **Facebook:** 91.8K views, 30 new followers, and 1.3K interactions.
- **Instagram:** 53.3K views, 36 new followers, and 814 interactions.
- **LinkedIn:** 4,262 impressions and 106 interactions.

Communication

- PACT Pilot weekly e-news (4 issues)
- Elementary Principal's Post (monthly e-news)
- Secondary Principal's Post (monthly e-news)
- Community Ed Quarter 2 e-news
- Elementary Parent Information Night invite
- Elementary Principal Perk-Up invite
- Enrollment open marketing email
- MACS Parent & Caregiver Advocacy Cohort
- Lice notifications: Grades 1, 3, and 4
- Vision screening notifications
- Mental health curriculum notification (grades 4-5)

Website

In September 2026, 19 webpages were created, and 23 were redesigned:

New Webpages:

- District: MTSS
- All Sites: Homeless Students
- Secondary: Header Landing Pages (7)
- Secondary: Earning College Credit
- Secondary: Graduation Requirements
- Secondary: Pathways to Passing
- Secondary: Meet the Teachers
- Secondary: College & Career Readiness
- Secondary: Recruiter Visits
- Secondary: Letters of Recommendation
- Secondary: Graduate Destinations
- Secondary: Digital Tools

Update/Revamped Webpages:

- District: All Enrollment Pages (7)
- All Sites: New Student Resources
- Secondary: Home Page
- Secondary: Academic Support
- Secondary: Course Catalog/Registration
- Secondary: Transcripts
- Secondary: Meet the Counselors
- Secondary: Senior Class
- Secondary: Calendars
- Secondary: Communication (6)

Community Engagement

September Events

- Elementary Parent Information Night (September 8)
- Elementary Principal Perk-Up (September 17)
- Homecoming Week (September 14–18)
- Back-to-School Bash (September 25)

Upcoming Events

- Secondary Principal Perk-Up (October 9)
- Choir concert (October 12)
- Band concert (October 26)
- Theatre production: *The Sound of Murder* (November 5–7)
- Athletic events (a full schedule is available on the website)