

AGENDA

1. **Call To Order**
2. **Roll Call**
3. **Pledge of Allegiance**
4. **Approval of Agenda and Consent Agenda**
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. Policy Updates 3
 - b. Human Resource Services
 - i. FY26 Staff and Salary Changes 41
 - c. Budget & Finance
 - i. PACT August Financials Report 42
 - ii. PACT September Financials Report 75
 - d. BFC Minutes
 - i. BFC Minutes 116
 - e. Board Minutes 118
 - f. Enrollment Update 182
 - g. 2024-2025 PACT Charter School Annual Report 184
 - h. 2026-2027 Academic Family Calendar 273
5. **Reports from Organizations**
 - a. PACT Student Council Representative
6. **Recognitions and Retirements**
 - a. PACT Employee of the Month 274
7. **Teaching and Learning**
 - a. PACT Spotlight Presentation - Online School 276
 - b. Teaching and Learning Report
8. **Administrative Reports and Recommendations**
 - a. Superintendent Report
 - i. State of the District 286
 1. Comprehensive Achievement & Civic Readiness (CACR) Annual Report
 2. Financial State of the District Annual Report
 - ii. BFC Member Recommendation



- iii. Policy 509 - Admission and Enrollment 364
- b. Human Resource and Operations Services
 - i. Community Education and Activity Pay Rates 367
- 9. **Other Board Action**
 - a. Board Chair Report
 - b. Other Board Reports
- 10. **Adjourn**

506 - Discipline Policy

Discipline Approach at PACT

PURPOSE

School discipline refers to the consequences and strategies that are suitable for maintaining order and positive behavior in the school setting. At PACT Charter School, our goal is to ensure consistency, fairness, and unity when addressing disciplinary matters, all with the intention of fostering a safe, supportive, and conducive learning environment.

POLICY STATEMENT

Schools have a responsibility to create a friendly and inclusive learning environment that ensures equal educational opportunities for all students. The disciplinary process, in many ways, presents a valuable learning opportunity for students as it empowers them to learn from their mistakes and overcome challenges. Children thrive and learn best when they feel safe, valued, and successful.

Teachers are entrusted with the important task of managing their classrooms. The rules and consequences within each classroom will align with the expectations set school-wide. Teachers are most effective when they feel secure, appreciated, and successful in their roles.

Research and experience have shown that a positive approach to discipline, implemented with respect and involving student input, is highly effective. It is expected that early intervention will be used to redirect a student's behavior, and involving parents or guardians early on is consistent with the philosophy of our school (PACT).

Positive behavioral management is based on these simple foundations:

- Safety is our top priority.
- Students should attend school and be present in class as much as possible.
- Making mistakes and facing logical consequences provide valuable learning opportunities.
- Encouraging students to find solutions to problems promotes responsibility and fosters genuine confidence.
- The main purpose of discipline is to address and correct behaviors rather than to punish children or seek revenge on behalf of others who may have been offended.

This discipline policy is adopted in accordance with the Minnesota Pupil Fair Dismissal Act, specifically Minnesota Statutes sections 121A.40-121A.56. In light of this, and in accordance with Minnesota Statutes section 121A.55, the school board, along with PACT administrators, teachers, employees, students, parents, community members, and other relevant individuals and organizations, have collectively developed this policy. It governs student conduct and applies to all students at PACT.

DEFINITIONS

"Non-exclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Non-exclusionary disciplinary policies and practices

include but are not limited to the policies and practices under sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

"Pupil withdrawal agreement" means a verbal or written agreement between an administrator and a pupil's parent to withdraw a student from the school to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

POLICY

The PACT Charter School Board of Directors has set clear rules for when a student can be dismissed from the school. They have also created written policies to follow the Minnesota Pupil Fair Dismissal Act. These policies must include ways to discipline students that do not involve excluding them from school. The emphasis is on preventing dismissals by catching problems early. The policies are designed to address and prevent students from repeating inappropriate behavior.

PACT's policies recognize that the school is still responsible for educating a student even if they are dismissed.

The school must make sure that if a student wants to take advantage of alternative educational services during their dismissal, those services must be good enough to help the student progress and meet the graduation standards set by the state. These services should also help prepare the student for readmission to the school.

For cases where a student is expelled, excluded, or leaves the school by agreement, the school still has a responsibility.

If the student stays enrolled or is waiting to enroll in another school, the school must review their schoolwork and grades every quarter to make sure they are on track to be readmitted with their classmates. The school must also regularly communicate with the student's parent or guardian to make sure they are completing the assigned work through alternative educational services. These services are required until the student enrolls in another school or comes back to the same school.

If the student was receiving mental health services at the school, they can still get those services until they enroll in a new school.

The school must provide the student's parent or guardian with information on how to access mental health services in the community, including any free or low-cost options. This information should also be available on the school's website.

AREAS OF RESPONSIBILITY

The PACT Charter School Board of Directors - PACT Charter School board is responsible for maintaining order within the school and supporting all school personnel who adhere to the discipline policy.

Superintendent of Schools - The Superintendent of Schools sets guidelines and directives to implement this policy, holds all school personnel, students, and parents accountable for following it, and supports school personnel in carrying out their duties. The Superintendent of Schools also establishes guidelines for utilizing external agencies to assist students and parents. Any guidelines or directives related to this policy must be approved by the School Board of Directors and included as an attachment to the policy.

Principals of Elementary and Secondary Education - The Principals of Elementary and Secondary Education have the authority to create building rules and regulations necessary to enforce this policy,

with final approval from the School Board of Directors. They provide guidance and support to all school personnel following this policy. The Principals consult with parents of students who are not adhering to the policy. They also involve other professional employees in handling behavior issues and utilize appropriate agencies to assist students and parents. If necessary, a Principal can use reasonable force to restrain a student in order to prevent immediate harm or death.

Teachers - Teachers are responsible for creating a well-planned teaching/learning environment and have the primary responsibility for student behavior, with support from the administration, and parents. They enforce behavior policies and, if necessary, can use reasonable force to restrain a student to prevent immediate harm or death.

Other PACT Personnel - All other PACT Charter school personnel contribute to a respectful atmosphere within the school. Their responsibilities regarding student behavior are determined by the Superintendent of Schools. If necessary, they can use reasonable force to restrain a student to prevent harm or death.

Parents or Legal Guardians - Parents and guardians are responsible for their children's behavior according to the law and community standards. They are expected to cooperate with school authorities and participate in addressing their children's behavior.

Students - All students are individually responsible for their behavior and must know and follow behavior policies.

Community Members - Community members are expected to contribute to a supportive environment where rights and responsibilities are recognized and fulfilled.

REPORTS ON THE USE OF REASONABLE FORCE

PACT must provide information about any reasonable force used on a student with a disability in order to correct or control the student and prevent immediate bodily harm or death to the student or someone else. This information should follow the definition of physical holding as described in Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).

Starting from the school year 2024-2025, the school needs to report data annually by July 15th, using a format and method determined by the Commissioner of the Minnesota Department of Education (MDE). This data should relate to any reasonable force used on a student in general education to correct or restrain the student and prevent immediate bodily harm or death to the student or someone else. This should align with the definition of physical holding as described in Minnesota Statutes, section 125A.0941, paragraph (c).

Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379, that aims to restrict a child's movement through physical contact or confines a child alone in a room from which they cannot exit, must be reported to the Minnesota Department of Education. This includes physical holding or seclusion used by an unauthorized or untrained staff member and should be reported as a restrictive procedure.

STUDENT RIGHTS

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

STUDENT CONDUCT AND SCHOOL RULES

These guidelines are in place to ensure that the school operates in an orderly and safe manner, provides the best learning opportunities for all students, creates a positive teaching environment, promotes responsibility and character development, and encourages healthy social interactions.

1. Please make sure to arrive on time and attend every class every day, unless you have a valid reason for being absent.
2. If you are not able to come to school, please make arrangements to catch up on any work you miss.
3. Follow the courses mandated by the state and local school authorities and do your best to finish them. Aim for satisfactory academic performance that matches your abilities, and make sure to finish all your homework and assignments.
4. Always be honest when it comes to tests, assignments, and other school work.
5. Take responsibility for your actions and treat others with respect and courtesy.
6. Communicate with your peers and those in authority in a respectful way.
7. Assist the school staff in maintaining a safe environment for everyone. If you have any information about disciplinary cases, please share it with the school staff and cooperate with them as needed.
8. If you face disciplinary consequences, accept them with dignity and make a commitment to improving your performance and behavior.
9. Follow all school policies, rules, and behavior expectations, as well as state and federal laws. This includes not engaging in any form of harassment or bullying. You can find the PACT Bullying Policy at 508 - Bullying Policy.
10. Assume that all rules and policies are still in effect until they are changed or revoked.
11. Observe school rules regarding the appropriate use of electronic devices.
12. Understand and follow school rules regarding behavior on the bus and during extracurricular or other school-related activities.
13. Respect and take care of the school's property and the property of others.
14. Do not use non-prescription drugs at school or school-related activities, unless it is in accordance with school policy and with written authorization from a parent/guardian.
15. Do not use or possess alcohol, tobacco, controlled substances, or any other dangerous or illegal substances at school, on school property or buses, or during extracurricular or other school-related activities.
16. Do not bring weapons or have them on school property.
17. Dress and groom in a way that is safe, healthy, and decent, following the guidelines in Policy 504 - Dress Code Policy.
18. Avoid spreading incorrect information in student newspapers or publications and refrain from using indecent or obscene language.
19. Behave appropriately, both physically and verbally.
20. Recognize and respect the rights of others.

The PACT Pledge

PACT Charter School commits to create a challenging academic environment that encourages students to develop good character traits, in order to achieve educational excellence, be active citizens, and continue learning throughout their lives. Every year PACT students will agree and sign the PACT Pledge, which provides additional guidance on the expected character trait behavior.

BREAKING THE RULES OR NOT FOLLOWING SCHOOL GUIDELINES

Positive interventions for behavioral interactions are implemented to maintain a safe environment where staff and students can interact in ideal conditions for learning. The disciplinary consequences

aim to achieve several outcomes: stop or change undesired behavior, provide a safe environment both physically and emotionally, treat individuals as unique, valued, and capable, offer opportunities for students to grow as responsible problem-solvers, and when possible and appropriate, administer fair consequences that repair the community and restore the offender's position. It's important to note that "fair" doesn't always mean the same consequences for everyone.

Here's how the process works:

1. Students will be asked to solve the problems they have created.
2. If a student cannot or chooses not to solve the problem, appropriate consequences will be imposed by school personnel.
3. The consequences will depend on the situation and the individuals involved.
4. School personnel will use their best judgment based on the available information.
5. If a disciplined student or their parents/guardians feel that a consequence is unfair, they can request a "due process" hearing. This is an opportunity for concerned individuals to meet and share information related to the situation. If new information comes to light during the discussion, the consequences may be adjusted accordingly, but this may not always benefit the offender.
6. Students with recurring or unchanged behavior issues may undergo administrative review, leading to additional consequences.

A school discipline plan should be effective and tailored to each unique situation and child. Consistency means addressing problems and misbehavior when they occur. However, it does not mean that every child and similar situation will be handled the same way with the same consequences. The administration has the discretion to assign disciplinary actions, including recommending expulsion from school.

When determining the appropriate disciplinary course of action, there are five critical considerations:

1. The events leading up to the situation and any extenuating circumstances.
2. The intentions of the offender, if they can be determined.
3. The personality and temperament of the offender.
4. The actual events that took place.
5. The damage or harm caused by the misbehavior.

While we strive to keep students at school and work through problems, in cases where infractions occur and disciplinary action is necessary, PACT follows the guidelines outlined in the MN Fair Pupil Dismissal Act (policy 507), which includes a student's right to due process.

DISCIPLINARY ACTION OPTIONS

PACT's disciplinary approach aims to aid students in learning, problem-solving, and character development. Measures taken for discipline depend on the student and situation. Normally, rule-breaking prompts a discussion and verbal warning. However, more serious misconduct can result in stricter consequences like exclusion or expulsion. Students are encouraged to devise their own solutions, but disciplinary action may be necessary if the situation worsens or if a student cannot or will not resolve the issue. This can involve meetings with teachers, principals and assistant directors, counselors, or staff, confiscation of prohibited items, parental contact, conferences, class removal, in-school suspension, activity suspension, detention, loss of privileges, monitoring, referral to support services or external agencies, financial compensation, involving authorities, juvenile delinquency adjudication, out-of-school suspension, admission or readmission plans, Non-school Friday detention, expulsion, exclusion, or any other suitable disciplinary action as determined by the school.

RECESS AND OTHER BREAKS

"Recess detention" means when a student is kept from participating in recess or is made to wait a long time before joining recess as a consequence of their behavior. However, if the student chooses, they can have an alternative recess instead.

PACT wants to make sure that students have regular breaks from schoolwork and also wants to support teachers, Principals, and other school staff in using strategies that have been proven to reduce excluding forms of punishment.

PACT should only use recess detention in specific cases:

- When a student has caused or is likely to cause serious physical harm to others.
- When the student's parent or guardian has agreed to recess detention.
- When the student has an individualized education program and the team has determined that withholding recess is appropriate for their specific needs.
- Recess should not be withheld from a student just because they haven't finished their schoolwork.

PACT requires school staff to try to inform the student's parent or guardian within 24 hours of using recess detention.

At the end of each school year, the school must gather information about each recess detention, including the student's age, grade, gender, race or ethnicity, and special education status. This information should be available to the public if requested. The school is encouraged to use this data for professional development on using discipline methods that don't exclude students.

PACT Charter School cannot keep a student from participating in scheduled mealtimes or make them wait excessively. This rule doesn't change any existing responsibilities that PACT Charter School or school has under Minnesota Statutes, section 124D.111, or other state or federal laws.

REMOVING STUDENTS FROM CLASS

The teacher is responsible for running the classroom and has the power to manage it. It is their job to try different ways to improve disruptive student behavior, like talking to the student, giving them a break in a different area, using positive rewards, giving detention or other consequences, or contacting their parents. If these strategies don't work or if the teacher believes it's necessary based on the student's behavior, they can remove the student from class by following the steps outlined below.

Reasons for removing a student from class may include, but are not limited to:

- Purposeful behavior that significantly disrupts the rights of others to receive an education, like interfering with the teacher's ability to teach or communicate effectively with students, or preventing other students from learning.
- Purposeful behavior that puts people at risk, including school staff, the student themselves, other students, or school property.
- Purposeful violation of any school rules, regulations, policies, or procedures, including this policy.
- Other behavior that, in the teacher or administration's discretion, requires the student to be removed from class.

A student must be immediately removed from class if they engage in assault or violent behavior.

"Assault" refers to an action done with the intention to cause fear of immediate bodily harm or death, or intentionally causing or attempting to cause bodily harm to someone else.

If a student is removed from class the school will notify their parent or guardian about the removal and try to arrange a meeting to discuss the underlying problem.

Procedures for removing a student from class:

1. The teacher will ask the student to leave and give them directions on where to go and what they should do when they get there. The teacher will decide if the student needs to be accompanied.
2. If the student refuses or is unable to leave on their own, the administration will be called to remove the student, and the teacher will relocate the other students to continue learning in a different environment. If possible, the other students should be unaware of the incident.
3. The parents will be contacted, and appropriate disciplinary measures will be taken.

The length of the removal from class (not exceeding five class periods for a violation of a conduct rule) will be determined by the Principal in consultation with the teacher.

Special provisions for disabled students:

1. There will be consideration of whether further assessment is needed.
2. There will be consideration of whether the current Individualized Education Program (IEP) of a disabled student who is removed from class or disciplined needs to be reviewed.
3. If necessary, the IEP team will meet to make any necessary changes.

Procedures for addressing suspected chemical abuse problems of students on school premises:

1. Suspected chemical abuse will be reported to the pre-assessment team, as required by Minnesota Statutes, section 121A.26.
2. The teacher reporting procedures will be determined by the chemical abuse pre-assessment team on an as-needed basis, as specified by Minnesota Statutes, section 121A.29.

Victims of bullying who respond with behavior that is not allowed under the school's behavior policies have access to a remedial response, in accordance with Minnesota Statutes, section 121A.031.

Grounds for Dismissal

"Dismissal" refers to when a student is denied their current educational program, including exclusion, expulsion, and suspension. Dismissal does not mean being removed from class. The school cannot deny a student involved in a dismissal proceeding their right to due process or equal protection under the law, which may result in suspension, exclusion, or expulsion. The school cannot dismiss a student without first trying non-exclusionary disciplinary policies and procedures unless the student poses an immediate and significant danger to themselves or others or to property.

Violations that lead to suspension, depending on their severity, may also be grounds for actions leading to expulsion or exclusion. A student may be dismissed for any of the following reasons, but it is not an exhaustive list:

Behaviors typically receiving a suspension in or out of school for three (3) days or less:

Fighting;

Threats/intimidation;

Harassment

Extortion;

Sexting;

Theft or vandalism under \$500;

Property offenses;

Possession of stolen property;

Repeated disordered behaviors towards other students, staff, etc., typically receive a lesser disciplinary action.

Behaviors typically receiving suspension out of school for (4) days or more (and possibly expellable violations):

Suspected substance use or possession;

Assault;

Terroristic threats;

Theft or vandalism over \$500;

Repeated behaviors typically receive a suspension for three (3) days or less.

Behaviors typically receiving a suspension for five days or more (and possibly expellable violations):

Weapons possession or use (subject to the PACT Charter School 805 - Weapons Policy & Procedure);

Arson; Pyrotechnics;

Possession of drug paraphernalia (subject to the PACT Charter School 538 - Chemical Use & Abuse Policy & procedure);

Drug or alcohol distribution/ intent to distribute (subject to the PACT Charter School 538 - Chemical Use & Abuse Policy & procedure);

Sexual assault;

Severe physical assault;

Bomb threats;

Bombs or incendiaries.

PROHIBITED DISCIPLINARY DISMISSALS

A student enrolled in the following programs is not subject to dismissals under the Pupil Fair Dismissal Act:

- Kindergarten through Grade 3.

This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A, and federal law for a student receiving special education services. However, expulsions and exclusions may only be used after all resources of Nonexclusionary discipline have been exhausted, and only in cases where there is an ongoing serious safety threat to the child or others.

SUSPENSION PROCEDURES

"Suspension" means when the school administration, following rules established by the School Board of Directors, prohibits a student from attending school for a maximum of ten (10) school days. However, if a suspension is longer than five (5) school days, the administrator imposing the suspension must provide the Superintendent of Schools with a reason for the longer duration. This definition does not apply to a dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.

During a suspension, the school administration must allow the suspended student to complete all assigned school work and receive full credit for satisfactorily completing the assignments. The administrator may assign a school employee to work with the student's teachers, ensuring the suspended student receives timely course materials, completes daily and weekly assignments, and receives feedback from teachers.

If a student is removed from school for a total of more than ten (10) days in a school year, the school must try to arrange a meeting with the student and their parent or guardian before further removal from school. With the parent or guardian's permission, a mental health screening for the student may be arranged at their expense. The purpose of this meeting is to assess the student's need for additional services or determine if the student should be assessed or diagnosed for a mental health disorder.

The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for one school day or less, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan.

The plan shall include, where appropriate:

- A provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension.
- A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission.
- School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity or as a basis of a charge of child abuse, child neglect, or medical or educational neglect.

The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the

child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.

Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. Alternative educational services may include but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another school or in an alternative learning center under Minnesota Statutes, section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes, section 120B.02, although in a different setting.

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

After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:

1. strongly encourage a parent or guardian of the student to attend school with the student for one day;
2. assign the student to attend school on a Non-School Friday as supervised by the Principal or designee; and
3. petition the juvenile court that the student is in need of services under Minnesota Statutes, chapter 260C.

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

The school administration will try their best to inform the student's parent or guardian about the suspension by calling them as soon as possible after the suspension occurs.

If a student is suspended without having a meeting with school administrators first, and it is believed that the student is an immediate and serious threat to others or property, they will receive a written notice of the suspension within 48 hours. The notice will be given to both the student and their parent or guardian. If the notice is sent by mail, it will be considered delivered once it is mailed.

If the student is facing expulsion or exclusion, they may be suspended while waiting for the decision from the School Board of Directors. In this case, educational services should be provided to the student during the suspension if it lasts for more than five consecutive school days.

PROCEDURES FOR EXPULSION AND EXCLUSION

1. "Expulsion" means that a student is banned from attending school for up to twelve (12) months, starting from the date of expulsion. The School Board of Directors has the authority to make this decision.
2. "Exclusion" means that a student is not allowed to enroll or re-enroll in school for a period that does not go beyond the current school year. The School Board of Directors has the authority to make this decision.
3. All expulsion and exclusion processes will follow the guidelines of the Minnesota Pupil Fair Dismissal Act, specifically Minnesota Statutes, sections 121A.40-121A.56.
4. A hearing must be held before any expulsion or exclusion is imposed unless the student and parent or guardian waive their right to a hearing in writing.
5. The student and parent or guardian will receive written notice of the school's intention to start expulsion or exclusion proceedings. This notice will be given in person or by mail and will include full details of the situation, a list of witnesses and their statements, the date, time and location of the hearing, a copy of the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56, information about disciplinary actions that were tried before resorting to expulsion, and the student and parent or guardian's rights: (1) to have a representative of their choice, including legal counsel, at the hearing, (2) to review the student's records before the hearing, (3) to present evidence, and (4) to question and challenge witnesses. The school must inform the student's parent or guardian that free or low-cost legal assistance may be available and that a list of legal assistance resources is provided by the Minnesota Department of Education (MDE) on its website.
6. The hearing will be scheduled within ten (10) days after the written notice is served unless the school, student, parent, or guardian requests an extension for a valid reason. The extension cannot exceed five (5) days.
7. All hearings will be held at a time and place that is reasonably convenient for the student, parent, or guardian. The hearings will be closed unless the student, parent, or guardian asks for an open hearing.
8. The school will pay for recording the hearing, but if a party wants a transcript, they will have to pay for it.
9. The student has the right to choose their own representative, including a lawyer, but they will have to pay for it. The school will inform the student's parent or guardian that they may be eligible for free or low-cost legal assistance and provide them with a list of legal aid resources from MDE. The School Board of Directors may appoint a lawyer to represent the school in the hearing.
10. If the student chooses a representative who is not their parent or guardian, that representative must have written authorization from both the student and the parent or guardian to access and receive copies of the student's records.
11. All expulsion or exclusion hearings will be conducted by an independent hearing officer chosen by PACT Charter School. The hearing will be fair and unbiased. Testimony will be given under oath, and the hearing officer will have the authority to issue subpoenas and administer oaths.
12. Before the hearing, the student, parent or guardian, or authorized representative will have access to all school records related to the student, including any tests or reports that support the proposed dismissal action.
13. The student, parent or guardian, or authorized representative has the right to require the presence of any school employee, agent, or any other person who may have evidence related to the proposed dismissal action. They also have the right to question and cross-examine any witnesses who testify for the school.
14. The student, parent or guardian, or authorized representative has the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be forced to testify in the dismissal proceedings.

16. The hearing officer will review the evidence presented and make a recommendation based on that evidence. This recommendation will be given to the School Board of Directors and shared with the parties involved within two days after the hearing ends.
17. The School Board of Directors will make their decision based on the findings and recommendations from the hearing officer. They will announce their decision at a meeting within five days of receiving the findings and recommendation. The board may allow the parties to express any objections or comments about the hearing officer's findings and recommendations, but no new evidence can be presented. The decision made by the board must be in writing, based on the information presented at the hearing, and include enough details to explain the reasons for the decision to the parties involved and the Commissioner of the Minnesota Department of Education.
18. If a party disagrees with the expulsion or exclusion decision made by the School Board of Directors, they can appeal the decision to the Commissioner within twenty-one days of the board's action, according to Minnesota Statutes, section 121A.49. However, the decision made by the school board will still be enforced during the appeal process to the Commissioner.
19. The school must inform the appropriate public service agency if a student is suspended, expelled, or excluded while under their supervision.
20. The school is required to report any expulsion or exclusion through the MDE electronic reporting system within 30 days of the action taking effect. This report must include details such as the alternative educational services provided to the student, the reason for the action, the effective date, and the duration of the expulsion or exclusion. Additionally, the report should include information about the student's age, grade, gender, race, and special education status. The report must also include the state student identification numbers of the affected students.
21. If a student does not return to school within 10 school days after being dismissed, a school administrator will send a letter to the student and their parent or guardian informing them of their right to attend and be reinstated in PACT Charter School.

ADMISSION OR READMISSION PLAN

A school administrator needs to create and enforce a plan for admitting or readmitting students who have been excluded or expelled from school. The plan should include steps to help improve the student's behavior. This may involve completing a program on character education, social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan should also make reasonable efforts to involve parents in the admission or readmission process and may explain the consequences if the student does not improve their behavior. However, parents cannot be required to provide sympathomimetic medication for their child as a condition for readmission.

NOTIFICATION OF POLICY VIOLATIONS

Any violations of this policy and the resulting disciplinary actions will be communicated according to the Pupil Fair Dismissal Act or other applicable laws. The teacher, principals, and assistants, or other charter school official may also provide additional notification as they see fit.

Additionally, the school must report any exclusions or expulsions, physical assaults on charter school staff by students, and pupil withdrawal agreements to the MDE Commissioner within 30 days of the action. This report should include information about the disciplinary actions taken in response to the assault, along with the reasons, effective date, and duration of the exclusion, expulsion, or other sanction. It should also include the student's age, grade, gender, race, and special education status.

STUDENT DISCIPLINE RECORDS

The school's policy is to keep complete and accurate records of student discipline. The collection, sharing, and maintenance of these records will follow the school's policies and federal and state laws, including the Minnesota Government Data Practices Act and Minnesota Statutes, chapter 13.

STUDENTS WITH DISABILITIES

Students who are identified as eligible for special education services under the IDEA or Section 504 will also follow this policy unless their Individualized Education Plan (IEP) or 504 plan specifies any necessary changes.

Before taking any disciplinary actions, such as expulsion or exclusion, against a student with a disability, the child's IEP team including parent(s) will conduct a manifestation determination to review whether the behavior is related to the disability and if the school failed to implement the IEP. If the behavior is not related to the disability, the school will proceed with discipline as if the student did not have a disability, unless the student's educational plan says otherwise. If the behavior is related to the disability, the team will assess the behavior and create a plan to address it. If the school hasn't assessed the behavior before, they will do so now. If a plan already exists, the team will review and adjust it as needed.

When a student with an IEP is excluded or expelled for behavior that is not related to their disability, the school will still provide special education and related services during the exclusion or expulsion period.

OPEN ENROLLED STUDENTS

If a student from another district is enrolled in our school through the Enrollment Option Program (Minnesota Statutes, section 124D.03) or Enrollment in a Nonresident Charter school (Minnesota Statutes, section 124D.08), their enrollment may be ended at the end of the school year under certain circumstances. This includes if the student is considered a habitual truant, has received appropriate truancy services, and their case has been referred to juvenile court. Additionally, if a nonresident student over the age of seventeen is enrolled through the Enrollment Options Program and is absent without a valid reason for fifteen or more school days, and has not officially withdrawn from school, their enrollment may also be terminated.

DISCIPLINE COMPLAINT PROCEDURE

Policy Communication:

- The school shall ensure that this Discipline Complaint Procedure is communicated to all students, parents, guardians, and school staff through various means, including the school website, student handbooks, and other relevant publications.
- Clear and explicit instructions for filing a complaint under Minnesota Statutes, section 121A.49, must be made readily available to all stakeholders.

Submission of Complaint:

- Any concerned party (students, parents, guardians, or school staff) may file a complaint if they believe that the requirements of the Minnesota Pupil Fair Dismissal Act, along with local behavior and discipline policies, are not being appropriately implemented or are being discriminatorily applied.
- Complaints can be submitted in writing or electronically to the Superintendent of Schools.
- The complaint should include detailed information about the alleged violation and any relevant supporting documentation.

Investigation Initiation:

- Upon receiving the complaint the Superintendent of Schools will respond in writing that the complaint was received and will be investigated.
- The school shall begin investigating the complaint within three school days of receiving it.
- The School Board will be notified of the submission of the complaint and will designate the personnel responsible for managing the investigation, such personnel will include one board member.
- The personnel handling the investigation will maintain and regulate access to all related records, ensuring confidentiality.

Complaint Review and Determination:

- The investigating personnel shall thoroughly examine the complaint, gather additional information from involved parties, and review relevant school policies and procedures.
- A written determination shall be issued to the complainant, which includes findings and conclusions regarding each allegation made in the complaint.
- This determination will be provided within a reasonable timeframe, taking into consideration the complexity of the complaint, but generally no later than 20 school days from the date of the complaint submission.

Corrective Action Plan:

- If the investigation finds that the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including local policies, were not appropriately implemented, the school shall develop and implement a corrective action plan.
- The corrective action plan should outline steps to correct any student's record if necessary and provide relevant staff with training, coaching, or other accountability practices to ensure future compliance with policies.

Protection Against Reprisal or Retaliation:

- The school strictly prohibits any reprisals or retaliatory actions against any person who asserts, alleges, or reports a complaint.
- Procedures for investigating and applying appropriate consequences for any person found to have engaged in reprisal or retaliation will be in place.
- Whistleblower protection measures shall be enforced to safeguard individuals making complaints from any adverse actions.

This Discipline Complaint Procedure aims to uphold the principles of fairness, transparency, and accountability in matters related to student discipline and behavior, ensuring that all parties have a mechanism to address concerns and seek corrective actions when needed.

REVIEW OF DISCIPLINE POLICY

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

Legal References

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act) Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)

Minn. Stat. § 120B.232 (Character Development Education)

Minn. Stat. § 121A.26 (School Preassessment Teams)

Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)

Minn. Stat. §§ 121A.40-121A.56 and 121A.575 (Pupil Fair Dismissal Act)

Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension) Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force) Minn. Stat. §§ 121A.60 (Definitions)

Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class) Minn. Stat. § 122A.42 (General Control of Schools)

Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization) Minn. Stat. § 124D.03 (Enrollment Options Program)

Minn. Stat. § 124E.03 (Applicable Law)

Minn. Stat. Ch. 125A (Special Education and Special Programs) Minn. Stat. § 152.22, Subd. 6 (Definitions)

Minn. Stat. § 152.23 (Limitations)

Minn. Stat. Ch. 260A (Truancy)

Minn. Stat. Ch. 260C (Juvenile Safety and Placement)

20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act) 29 U.S.C. § 794 et seq. (Rehabilitation Act of 1973, § 504) 34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

PACT Charter School

Original Creation Date: August 20, 1998

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: December 7, 2023

Year Reviewed: 2023-2024

537 - Behavioral Expectations & Code of Conduct Policy

PURPOSE

This policy outlines the responsibilities of students, staff, and the community to create an atmosphere conducive to high student achievement. The Behavior Expectations and Code of Conduct policy ensure students are taught the school's expectations for student conduct, and PACT Charter School staff recognize their obligation to teach students appropriate school behaviors to minimize out-of-class time and disruptions to teaching and learning.

POLICY STATEMENT

PACT Charter School is committed to teaching all students appropriate school behaviors and to create a safe and productive learning environment for students. PACT Charter School is also committed to assuring that the consequences for student behavior that violates this policy are appropriate and proportional based upon the circumstances, and the policy is fairly enforced.

PACT Charter School shall establish procedures that identify behaviors and/or activities expected from students and identify behaviors and/or activities that could subject students to disciplinary consequences.

This Behavior Expectations and Code of Conduct policy applies to all school buildings; school grounds; school property; school-sponsored activities or trips; school vehicles; school contracted vehicles; vehicles approved for school purposes; the area of entrance or departure from school premises or events; and all school-related functions. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or school's operations or the safety or welfare of the student, other students, or staff.

CODE OF CONDUCT

1. RESPONSIBILITY

1. PACT Charter School is responsible for ensuring that behavior and discipline matters are handled in conformance with this policy. All teachers and other school personnel are responsible for teaching and reinforcing appropriate school behaviors.
2. PACT Charter School employees may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another. Restraint of students must not be used except when the threat of harm to the student or others is imminent.
3. Parents and guardians are expected to cooperate with school authorities and to address the behavior of their student. All students shall be held individually responsible for their behavior and knowing and following this policy, including the Code of Conduct for students.

2. STUDENT RESPONSIBILITIES

The following list of student responsibilities is not exhaustive. All students have the responsibility to:

1. Be on time and attend every class every day, unless excused.
2. Arrange to make up work when absent from school.
3. Attain satisfactory academic achievement consistent with an individual's ability and complete all homework and other assignments.
4. Assume personal responsibility for acting with respect and common courtesy.
5. Exhibit honest behavior as it applies to tests, assignments, and other school work.
6. Be respectful in communications with peers and those in authority.
7. Accept disciplinary consequences with dignity and commit to improving one's performance and conduct.
8. Comply with all school building and school policies, rules, and behavior expectations, and state and federal law, including, but not limited to, refraining from all types of harassment and bullying. The PACT Bullying Policy is incorporated here and can be found at 508 - Bullying Policy.
9. Comply with school rules governing the proper use of electronic devices.
10. Understand and comply with school rules regarding appropriate conduct on the bus and extracurricular or other school-related activities.
11. Respect school property and not damage it.
12. Refrain from using non-prescription drugs at school and school-related activities unless in accordance with school policy and procedural requirements, including written authorization provided by the parent/guardian to the school.
13. Refrain from using and/or possessing alcohol, tobacco, controlled substances, and other dangerous or illegal substances at school, on school property or school buses, and at extracurricular or other school-related activities.
14. Refrain from bringing or possessing weapons at school.

- **CONSEQUENCES FOR INAPPROPRIATE SCHOOL BEHAVIOR**

1. **Disciplinary Action.** All responses to a student's inappropriate school behavior shall include elements of teaching or re-teaching appropriate school behavior and restoration of relationships affected by the student behavior. Disciplinary action may be taken for any student conduct that interferes with the operations of the school or the welfare of the student or others.
2. **Disciplinary Action Options.** Alternatives to removal from class or dismissal shall be used whenever possible unless the student's behavior places the student or others in danger, or a removal/dismissal/suspension is required by other law, policy, or procedure. Any discipline for a violation of the student Behavior Expectations will be based on all available facts and circumstances of the breach and is solely within the school's discretion. Any violation of a school rule will result in disciplinary action. Disciplinary action may range from a simple verbal warning, parent contact, removal from class, administrative dismissal, suspension, detention, or other appropriate disciplinary action up to and including expulsion or exclusion, depending on the nature of the infraction. See Policy 507 - Behavioral Expectations and Code of Conduct Procedure guidelines for out-of-school discipline that will be used to guide the consequence for inappropriate behavior generally.

PUPIL FAIR DISMISSAL & REMOVAL FROM CLASS POLICY

1. **Purpose.** To maximize learning and create a positive classroom environment for all students, a student may need to be removed from class for a period of time to redirect learning. Therefore, PACT Charter School may remove a student from class, including a student with a disability, in compliance with the Minnesota Pupil Fair Dismissal Act.

2. **Policy Statement.** PACT Charter School's policy fully complies with Minnesota law and the Minnesota Pupil Fair Dismissal Act.
3. **Definitions:**
 1. "Removal from class" and "removal" mean any actions taken by a teacher, School Administrator, or authorized school employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.
 2. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion, and suspension. Dismissal does not include removal from class.
 3. "Suspension" means an action by the school administration, under rules promulgated by the PACT Charter School Board of Directors, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the Superintendent of Schools with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less, except for a student with a disability. Suspension for a student with a disability includes any portion of a school day, regardless of the removal length.
 4. "Expulsion" means an action of the PACT Charter School Board of Directors to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the PACT Charter School Board of Directors.
 5. "Exclusion" means an action taken by the PACT Charter School Board of Directors to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the PACT Charter School Board of Directors.
4. **Removal of Student from Class.** Teachers are responsible for modifying disruptive student behavior by conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this policy.
5. **Dismissal of Student from Class.** The school shall not deny due process or equal protection of the law to any student involved in a dismissal preceding that may result in suspension, exclusion, or expulsion.
 1. The school shall not dismiss any student without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the student will create an immediate and substantial danger to themselves or surrounding persons or property.
 2. Any removal of a student from school for one day or less may be considered an administrative dismissal. Administrative dismissal prohibits a student from being in school, on school grounds, or at a school-sponsored event for the day. A parent conference may be required before the student is readmitted to school.
 3. The school shall report any suspension, expulsion, or exclusion action taken to the appropriate public service agency when the student is under the supervision of such agency.
6. **Meeting with Parents.** If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the pupil. The district is not required to pay for mental health screening. The

purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent or guardian should have the pupil assessed or diagnosed to determine whether the pupil needs treatment for a mental health disorder.

7. **Suspension.** All suspension proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§121A.40-121A.56, school policy, and school procedures.
8. **Expulsion and Exclusion.** All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§121A.40-121A.56.
9. **Student with a Disability.** School personnel may suspend a child with a disability for a maximum of ten school days for one incident as long as non-disabled students would be similarly disciplined. A student with a disability may not be suspended in a fashion that changes that student's special education program as defined by federal law. Students who are currently identified as disabled under the Individuals with Disabilities Education Act (IDEA) or Section 504 will be subject to this policy unless the student's IEP or 504 Plan specifies a necessary modification.

STUDENT DISCIPLINE RECORDS

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

DISTRIBUTION OF POLICY

The Superintendent of Schools shall ensure that this policy is distributed to students and parents at the beginning of each school year and upon enrollment of a new student. This policy will also be available in the Superintendent of Schools' office upon request.

REVIEW OF POLICY

The Superintendent of Schools and representatives of parents, students, and staff shall confer annually to review this discipline policy, determine if the policy is accomplishing its purposes, and assess whether the discipline policy has been enforced. Any recommended changes must be submitted to the Superintendent of Schools for consideration by the PACT Charter School Board of Directors. The PACT Charter School Board of Directors will conduct an annual review of this policy.

Legal References:

Minn. Stat. §13 (Government Data Practices)

Minn. Stat. §121A.0311 (Safe and Supportive Schools Act)

Minn. Stat. §§121A.40-121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. §124E (Minnesota Charter School Law)

Minn. Stat. §121A.575 (Alternatives to Pupil Suspension)

Minn. Stat. §§121A.60-121A.61 (Removal of Students from Class)

Minn. Stat. §124D.03 (Enrollment Options Program)

Minn. Stat. §124D.08 (Enrollment in Nonresident District)

Minn. Stat. Ch. 260A.03 (Truancy)

PACT Charter School

Original Creation Date: April 10, 1996

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: August 7, 2025

Year Reviewed: 2025-2026

616 - Homebound Instructional Services Policy

Where and How Services are Provided

- A. Services in the home or library.
 - 1. Students are provided with homebound instructional services (HIS) only for the number of days that the school is in session. HIS do not take place on PACT release days, holidays, or during vacations.
 - 2. Homebound Instructors (HBI) are assigned to work with students in grades 1-12 for an average of one hour per student contact day unless an IEP team determines there to be a greater need.

- A. Services in Hospitals
 - 1. Students are provided HIS only on days when school is in session. HIS do not take place on PACT release days, holidays, or during vacations.
 - 2. HBIs are assigned to work with students for the same number of hours as noted above. However, the time may be less depending upon the seriousness of the illness or injury requiring hospitalization. Often, students are too ill to be seen every day. HBIs should regularly check in with the hospital to make sure that the students are able to receive instruction.

Compensation and Employment Requirements

- A. Any HBI not already employed by PACT Charter School must have an application for employment and a copy of their license on file with the Human Resource office.
- B. All new HBI must complete the school process for employment.
- C. Hourly pay for HIS is based on the teacher's, whose services are being rendered, calculated hourly rate*.
- D. Parking expenses are reimbursed when the HIS occur at a hospital. All original receipts must accompany the request for reimbursement.
- E. Time cards must be submitted according to PACT's payroll calendar. A separate time card must be completed for each student and must include the dates of attendance, a signature from a parent/guardian or medical staff, and the employee's identification number, address, and signature.

Assignment of Homebound Instructor (HBI) to Students

- A. When a student qualifies for services, the school will arrange for a HBI who will best meet the student's needs. At the time, the HBI will receive the following information:
 - 1. Student and parent/guardian names
 - 2. Hospital or home address and phone number
 - 3. Relevant medical information

4. School contact person and contact information (i.e., phone number and email address)
 5. A brief overview of education needs
 6. A copy of the student's schedule with subjects and teachers' names listed
 7. Access to the student's current grade report
- B. After the assignment of the HBI is made, he or she will receive a written agreement from PACT confirming the assignment.
- C. If the HBI is not already employed by the school as a teacher or other staff member, the school will designate a contact person, such as the guidance counselor, social worker, homeroom teacher, advisor. The person will ensure that work is collected from all of the students' teachers and made available to the HBI at the designated times.

Responsibilities of the School

- A. When a student is enrolled in HIS through PACT, primary responsibility for the student remains with the school.
- B. Additional responsibilities of the school and school employees include the following:
1. Informing the student's teacher(s) of his or her homebound status and requesting work for the student.
 2. Having assignments, books, course materials, etc., readily available to the HBI in a timely and helpful manner.
 3. Sharing with the HBI the requirements necessary for the student to achieve a passing grade for each class.
 4. Registering the student for the appropriate classes if the HIS cross semesters (secondary).
 5. Recording homebound attendance and grades.
 6. Follow up with parents/guardians or the student if the student does not return to PACT when the HIS in the home, at the library, or in the hospital comes to an end.
 7. Planning for the student's return to school (i.e. informing teachers of any special health conditions, arranging for special transportation, etc.).
 8. In accordance with MN Statute 3525.2325, for students receiving special education services, the student's IEP must be modified to reflect homebound instruction. Services must then be provided as indicated in the student's IEP.

Responsibilities of the Homebound Instructor

- A. Maintaining contact with teachers and/or counselors to ensure that students are working on the appropriate assignments and are receiving credit for their work.
- B. Calling the supervisor if HIS do not begin on the anticipated date.
- C. Arranging regularly scheduled meeting times with the student and his/her family or the hospital staff, according to the job description.
- D. Notifying the family or hospital if he/she is unable to attend a scheduled session due to illness or emergency. The HBI may not arrange for substitutes. If the absence is expected to last for more than a few days, the HBI should notify the supervisor. Hours may be made up by the HBI within one week of the original date missed.
- E. Calling the supervisor immediately if there are any communication challenges.
- F. As soon as it is known when the student will return to school, informing the appropriate school contact person and the supervisor.

- G. If the student is receiving HIS in the hospital, assisting in the determination regarding if the student will need to continue with HIS after release from the hospital or if the student is going to return to school immediately after release. It is preferable that the same HBI would continue to work with the student in the home or the library if HIS are determined by the school to still be needed.
- H. Keeping all written material the student has completed during HIS. It is the responsibility of the HBI to return assignments, books, and materials to the school when the student has been authorized to return to school.
- I. Maintaining written documentation of work assigned and completed; conversations with school staff, the student, and parents; attendance; etc. It is necessary to provide documentation for the student to receive credit for the work they have completed.
- J. Maintaining a portfolio of activities for students of various ages in case actual assignments are not available for the first day of HIS.
- K. Working with the teacher(s) on grading assignments and determining the final grade according to the following guidelines:
1. For each hour of HIS that the student receives, the student will be given credit for a day of attendance. For this reason, the HBI must complete an End of Homebound Instructional Services Form (provided by the Office Assistant).
 2. There are numerous variables that will affect the way in which teachers decide to grade assignments completed by a student receiving HIS and determine the final grade. One of the larger contributing factors is the anticipated time frame that the student will be gone. In some cases, this timeframe is known, but it cannot always be predicted.
 3. The options for grading a homebound student include the following:
 - *This is recommended for students who are unable to meet with the HBI on a regular basis due to a medical condition or emergency situations.*
 - *A "pass" grade is calculated the same as a "C" letter grade on the electronic grading program.*
 - *Using this method should be determined to be in the best interest of the student due to their inability to complete the quantity or quality of work that would justify receiving a higher letter grade.*
 - i. Give a letter grade for the work completed that will contribute to the total course grade. *Note: This is recommended for a short-term period of HIS.*
 - ii. Give a letter grade for an entire course, based on the assignments completed. *Note: Recommended for a long-term period of HIS.*
 - iii. Give a "pass" or "fail" grade rather than a letter grade. *Notes:*
- L. Calling the supervisor immediately the second time the student is not at home, the library, or the hospital at the designated times; the session has not been canceled by the student or family; or if there are concerns about the safety of the situation.
- M. The HBI will never enter the home of a student unless there is a parent/guardian or designated adult also present.

* Calculated rate update per Board action on April 6, 2017

PACT Charter School

Original Creation Date: March 29, 2010

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: April 2, 2020

Year Reviewed: 2019-2020

617 – Online Learning Policy

PURPOSE / PHILOSOPHY

This policy aims to recognize and facilitate online learning options for PACT Charter School students who wish to take advantage of online learning coursework.

GENERAL STATEMENT OF POLICY

- ~~1. PACT Charter School shall limit enrollment to online learning courses to full-time students enrolled at PACT Charter School.~~
- ~~2. PACT Charter School shall grant academic credit for completing the requirements of an online learning course.~~
- ~~3. PACT Charter School shall allow an online learning student to have the same access to the computer hardware and education software available in the school as to all other students.~~
- ~~4. PACT Charter School shall continue to provide non-academic services to online learning students in the case of expulsion or exclusion.~~
- ~~5. All qualified students will be offered the option of participating in online learning courses and programs when offered (and when scheduling allows).~~
- ~~6. All federal and state rules and laws concerning students receiving special education services will be followed concerning the providing of services.~~
- ~~7. The number of students served may be limited to a student/staff ratio, the physical size of the space and adjacent space, and subscriptions from a web-based provider.~~

DEFINITIONS

- ~~1. "Online learning" – an interactive course or program that meets or exceeds state academic standards that deliver instruction from a teacher to a student by computer, includes frequent student assessment, and may include actual teacher contact time.~~
- ~~2. "Online learning student" – a student enrolled at PACT Charter School for purposes of compulsory attendance and enrolled in an online learning course.~~
- ~~3. "Comprehensive online learning" – Students may apply for full-time enrollment in an approved online learning program through open enrollment, agreement between school boards or to an online charter school following enrollment procedures and timelines in M.S. 124D.03 (Enrollment Options), M.S. 124D.08 (School Boards' Approval To Enroll In Nonresident District.) or M.S. 124E (Charter School). If a student enrolls full-time in an approved online learning program through open enrollment, they will no longer be enrolled at PACT Charter School.~~
- ~~4. "Supplemental online learning" – an online course taken in place of a course period during the regular school day at a local district school.~~
- ~~5. "Enrolling district" – refers to PACT Charter School~~

As in accordance with MN Statute 124D.095, Online Learning Rights & Responsibilities

- ~~1. Student's Rights~~
 - ~~• Participate in any approved OLL (online learning) program for which they qualify.~~
 - ~~• Enroll full-time in a comprehensive OLL school through open enrollment, charter school enrollment, or through an agreement between school boards.~~
 - ~~• Enroll in supplemental courses above 50% if PACT Charter School (the enrolling district) grants permission or if an agreement is made between schools for instructional services.~~

- ~~Enroll in supplemental OLL courses during a single school year to a maximum of 50% of the student's full schedule of courses per term at PACT Charter School. Students may enroll in more than 1.0 ADM for credit recovery, other special circumstances covered under state law, or a fee.~~
 - ~~Have the same access to computer hardware & software as other students enrolled in the district.~~
 - ~~Complete coursework at a grade level that's different from the current grade.~~
2. ~~Student's Responsibilities~~
- ~~Must be enrolled at PACT Charter School.~~
 - ~~Notify PACT Charter School of their intent to enroll within 10 days of acceptance.~~
 - ~~Sign a statement of assurance that they have reviewed and understand the expectations of OLL enrollment.~~
 - ~~Enroll in supplemental OLL courses no later than the midpoint of PACT Charter School's term.~~
 - ~~Adjust class schedule at PACT Charter School (reduce instructional contact) for supplemental OLL enrollment.~~
 - ~~Complete the course(s).~~
3. ~~OLL Program's Rights~~
- ~~Provide students enrolled full time in OLL with up to a full time course load, or the equivalent per year.~~
 - ~~Provide up to 50% of instruction through OLL per term for supplemental online learning students.~~
 - ~~May limit participation by board resolution.~~
4. ~~OLL Program's Responsibilities~~
- ~~Within 10 days of acceptance, notify student & enrolling district of the course, credits, start date of instruction and confirm the course meets the student's graduation requirements at their enrolling district.~~
 - ~~Assist students whose family qualifies for the education tax credit to acquire computer hardware or software for OLL.~~
 - ~~Instruct no more than 40 students in an OLL course, unless granted a waiver by the commissioner.~~
 - ~~Assist student with informing enrolling district of OLL participation and course completion.~~
5. ~~PACT Charter School's (Enrolling School) Rights~~
- ~~Reduce an OLL participant's traditional instruction in proportion to the OLL courses taken.~~
 - ~~Challenge the validity of an OLL course~~
6. ~~PACT Charter School's (Enrolling School) Responsibilities~~
- ~~Not prohibit a student from applying to enroll in OLL.~~
 - ~~Award credit for completed coursework.~~
 - ~~Allow students to participate in extracurricular activities.~~
 - ~~Make available information about OLL to all interested people.~~

624 ONLINE INSTRUCTION

[NOTE: In 2023, the Minnesota legislature repealed the Online Learning Option Act (Minnesota Statutes, section 124D.095) and replaced it with the Online Instruction Act (Minnesota Statutes, section 124D.094). This policy fully replaces the old Model Policy 624.]

I. PURPOSE

The purpose of this policy is to recognize and govern online instruction options of students enrolled in the charter school for purposes of compulsory attendance and address enrollment of students with an online instruction site for supplemental or full-time online learning.

II. GENERAL STATEMENT OF POLICY

- A. The charter school shall not prohibit an enrolled student from applying to enroll in online instruction.
- B. The charter school shall grant academic credit for completing the requirements of an online instruction course or program.

III. DEFINITIONS

- A. "Blended instruction" means a form of digital instruction that occurs when a student learns part time in a supervised physical setting and part time through online instruction under paragraph (E).
- B. "Digital instruction" means instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of learning and includes blended and online instruction.
- C. "Enrolling charter school" means the charter school in which a student is enrolled under Minnesota Statutes, chapter 124E..
- D. "Online course syllabus" means a written document that identifies the state academic standards taught and assessed in a supplemental online course under paragraph (I); course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling charter school under paragraph (C); and supports available to the student.
- E. "Online instruction" means a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting.
- F. "Online instructional site" means a site that offers courses using online instruction under paragraph (E) and may enroll students receiving online instruction under paragraph (E).
- G. "Online teacher" means an employee of the enrolling charter school under paragraph (C) or the supplemental online course provider under paragraph (J) who holds the appropriate licensure under Minnesota Rules, chapter 8710, and is trained to provide online instruction under paragraph (E).
- H. "Student" means a Minnesota resident enrolled in a school defined under Minnesota Statutes, section 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.
- I. "Supplemental online course" means an online learning course taken in place of a course provided by the student's enrolling charter school under paragraph (C).
- J. "Supplemental online course provider" means a school district, an intermediate school district, a state-operated school, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that is authorized by the Minnesota Department of Education (MDE) to provide supplemental online courses under paragraph (I).

IV. DIGITAL INSTRUCTION

- A. An enrolling charter school may provide digital instruction, including blended instruction and online instruction, to the charter school's own enrolled students. Enrolling charter schools may establish agreements to provide digital instruction, including blended instruction and online instruction, to students enrolled in the cooperating schools.

- B. When online instruction is provided, an online teacher shall perform all duties of teacher of record under Minnesota Rules, part 8710.0310. Unless the Commissioner of MDE grants a waiver, a teacher providing online instruction shall not instruct more than 40 students in any one online learning course or section.
- C. Students receiving online instruction full time shall be reported as enrolled in an online instructional site.
- D. Curriculum used for digital instruction shall be aligned with Minnesota's current academic standards and benchmarks.
- E. Digital instruction shall be accessible to students under section 504 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.
- F. An enrolling charter school providing digital instruction and a supplemental online course provider shall assist an enrolled student whose family qualifies for the education tax credit under Minnesota Statutes, section 290.0674 to acquire computer hardware and educational software so they may participate in digital instruction. Funds provided to a family to support digital instruction or supplemental online courses may only be used for qualifying expenses as determined by the provider. Nonconsumable materials purchased with public education funds remain the property of the provider. Records for any funds provided must be available for review by the public or MDE.
- G. An enrolling charter school providing digital instruction shall establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under Minnesota Statutes, section 120A.21.

V. SUPPLEMENTAL ONLINE COURSES

- A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling charter school are as provided in this subdivision.
- B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:
 - 1. apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling charter school they are replacing;
 - 2. apply to take supplemental online courses for up to 50 percent of the student's scheduled course load;
 - 3. apply to take supplemental online courses no later than 15 school days after the student's enrolling charter school's term has begun. An enrolling charter school may waive the 50 percent course enrollment limit or the 15-day time limit; and
 - 4. enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

[NOTE: The 2024 Minnesota legislature added this provision.]

- C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students

in the enrolling charter school.

- D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:
 - 1. use an application form specified by MDE;
 - 2. notify the student, the student's guardian if they are age 17 or younger, and enrolling charter school of the accepted application to take a supplemental online course within ten days of receiving a completed application;
 - 3. notify the enrolling charter school of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling charter school;
 - 4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and
 - 5. track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age 17 or younger, and the enrolling charter school's designated online learning liaison.
- E. A supplemental online course provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.
- F. A supplemental online course provider may request that MDE review an enrolling charter school's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling charter school and the supplemental online course provider.
- G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

VI. ENROLLING CHARTER SCHOOL

- A. An enrolling charter school may not restrict or prevent a student from applying to take supplemental online courses.
- B. An enrolling charter school may request an online course syllabus to review whether the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling charter school.
- C. Within 15 days after receiving notice of a student applying to take a supplemental online course, the enrolling charter school must notify the supplemental online course provider whether the student, the student's guardian, and the enrolling charter school agree that academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling charter school. If the enrolling charter school does not agree that the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling charter school, then:
 - 1. the enrolling charter school must provide a written explanation of the charter school's decision to the student, the student's guardian, and the supplemental online course provider; and
 - 2. the online provider must provide a response to the enrolling charter school

explaining how the course or program meets the graduation requirements of the enrolling charter school.

- D. An enrolling charter school may reduce the course schedule of a student taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.
- E. An enrolling charter school must appoint an online learning liaison who:
 - 1. provides information to students and families about supplemental online courses;
 - 2. provides academic support information including IEPs, EL support plans, and 504 plans to supplemental online providers; and
 - 3. monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling charter school staff.
- F. An enrolling charter school must continue to provide support services to students taking supplemental online courses as they would for any other enrolled student including support for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.
- G. An online learning student must receive academic credit for completing the requirements of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the enrolling charter school, that standard or requirement is met.
- H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling charter school. The enrolling charter school must apply the same graduation requirements to all students, including students taking supplemental online courses.
- I. An enrolling charter school must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.

VII. REPORTING

Courses that include blended instruction and online instruction must be reported in the manner determined by the Commissioner of MDE.

LEGAL REFERENCES: Minn. Stat. § 120A.21 (Enrollment of a Student in Foster Care)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 124D.03 (Enrollment Options Act)
Minn. Stat. § 124D.094 (Online Instruction Act)
Minn. Stat. Ch. 124E (Charter Schools)
Minn. Rules Ch. 8710 (Teacher and Other School Professional Licensing)

CROSS REFERENCES: MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 620 (Credit for Learning)

PACT Charter School

Original Creation Date: December 2008

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: July 11, 2023

Year Reviewed: 2023-2024

621 - Four Day School Week Policy

PURPOSE

PACT Charter School prioritizes four-day school weeks when developing school calendars.

POLICY STATEMENT

PACT desires to maintain four-day school weeks to the extent possible while maintaining the total number of school days approved by the PACT School Board of Directors.

PACT Charter School

Original Creation Date: August 1, 1995

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: June 2, 2022

Year Reviewed: 2021-2022

625 - INSTRUCTIONAL MATERIAL REVIEW SELECTION AND USE

I. PURPOSE

The purpose of this policy is to provide direction for continuous review, selection and use of textbooks, supplemental books, and other instructional materials.

II. GENERAL STATEMENT OF POLICY

- A. The PACT School Board recognizes that a well-articulated, excellent, and challenging curriculum is a cornerstone to the maximization of learning. The development, maintenance, and improvement of an effective and demanding instructional program involves the contributions of professional staff, parents and other community members.
- B. The Superintendent is directed to facilitate the development of an articulated K-12 curriculum which is consistent with School Board policy in general and the intent of current district objectives. The curriculum will specify in reasonable detail the instructional content appropriate to given grades and subjects. Plans for dissemination of, and compliance with, said curriculum will also be developed and maintained.
- C. The curriculum (including textbooks and supplementary materials) developed in the PACT Charter School District will provide student learning experiences designed to encourage appreciation of cultural, human dignity, and continued growth of individual self-worth for students as well as reduce and/or eliminate stereotyping, prejudice, and discrimination in group activities in alignment with PACT's character traits. The curriculum will also promote learning which will prepare students to live in a pluralistic society.
- D. While ultimate responsibility for determination of the instructional programs, compliant with state law and regulation, rests with the School Board, related authority is delegated to the Superintendent or Superintendent's designee. The School Board will regularly look to the Superintendent for an accounting of the application of that authority.

III. RESPONSIBILITY OF SELECTION

A. Definition:

For the purpose of this statement of policy, the term "resources" will refer to any material(s) (whether acquired or locally produced) with educational content or function that is used for teaching/learning purposes. Examples include curriculum materials, school media center collections, licensed databases, and student resource lists.

B. Objectives:

The School Board affirms that it is the responsibility of its professional staff to utilize resources to support, enrich and help to implement the educational program of the school district. To reach those goals, the professional staff will:

1. Provide resources that enrich and support the goals and objectives of the education programs and curriculum, taking into consideration the varied interests, abilities, learning styles, developmental, and maturity levels of the students served.
2. Provide resources that will stimulate growth in factual knowledge, thinking and analytical skills, literary appreciation, and aesthetic values.
3. Provide resources about issues representing a variety of points of view, so that K-12 students may have an opportunity to develop with guidance the skills of reading, viewing, listening, and analysis, enabling them to make informed judgements in their lives.
4. Provide resources which illustrate the contributions to our national heritage and the world made by various groups in our society.
5. Provide resources about historical and contemporary forces in society to enable users to recognize and understand social, economic, personal and political topics.
6. Utilize professional judgment in the selection of resources appropriate to the educational programs and the school community and aligned with the mission, vision, and character trait values of PACT Charter School.

C. Responsibility for Selection of Resources:

1. Legal responsibility for the operation of the district, including the selection of educational resources, rests with the School Board. The School Board delegates the authority for the selection of resources to the professional staff employed by the district.
2. The selection of non-library classroom textbooks, instructional materials, and licensed databases is the responsibility of the Department of Teaching and Learning.
3. The selection of media center materials is delegated to the licensed media professional. While selection of materials involves the input of many people, including media specialists, teachers, students, supervisors, administrators, and parents/guardians, the responsibility for coordinating and recommending the selection and purchase of instructional materials rests with the licensed media professionals in collaboration with the Teaching and Learning department.
4. All instructional materials, both curricular and supplemental, shall be subject to the reconsideration procedures policy (626)

D. Criteria for Selection of Resources:

The following criteria for the selection of educational resources shall be used as appropriate:

1. Alignment with Educational Goals
 - (1) Resources shall directly support, and be consistent with, the educational goals of PACT Charter School. This means all instructional materials must:
 - (a) Advance student learning and achievement toward Minnesota state standards.
 - (b) Foster critical thinking, civic responsibility, and character development without promoting or endorsing political or ideological positions that are socially controversial.
 - (c) Reinforce PACT's mission to partner with families in providing a strong academic foundation and cultivating moral integrity.
2. Enrichment and Support of Curriculum
 - (1) Resources shall be selected to enrich and support the approved curriculum and to meet the varied individual needs of students by:
 - (a) Differentiating for diverse learning styles, abilities, and interests.
 - (b) Providing age-appropriate materials that are developmentally, socially, and emotionally suitable for the intended grade level.
 - (c) Offering multiple perspectives on issues without advancing a singular political or ideological agenda.
3. Collaborative Review and Selection
 - (1) Teachers, building principals, and the Teaching and Learning Department shall work collaboratively in the review and selection of resources to ensure materials are appropriate for the age, social development, and maturity of students. Final selection shall reflect professional judgment while honoring PACT's commitment to transparency with families.
4. Resources shall provide a variety of points of view.
5. Resources shall be judged as a whole.
6. Resources shall be selected for their strengths rather than rejected for their weaknesses.
7. Resources shall be selected in formats most suitable for intended use.

E. Procedures for Selection of Resources

1. Under the guidance of the Teaching and Learning department, teachers and licensed media specialists shall evaluate available resources and curriculum needs and will consult multiple professional selection resources. When possible, the actual item(s) shall be examined.
2. Gift resources shall be judged by the criteria outlined in Section D. Criteria for Selection of Resources and shall be accepted or rejected on the basis of those criteria.
3. Selection shall be an ongoing process which includes the removal of resources no longer meeting current selection criteria.
4. Use of Videos and Technology
 - a) Videos, films, and technology-based resources shall only be used when they directly enhance instruction, deepen student understanding, or provide meaningful application of the curriculum.
 - b) Videos shall not be used to fill time, serve as stand-alone substitutes for instruction, or act as classroom management tools.
 - c) All videos must be fully previewed by the teacher in advance to ensure that content is accurate, educationally valuable, and developmentally appropriate.
5. Transparency with Families
 - a) Parents shall be provided reasonable access to review core curriculum and instructional materials.
 - b) For sensitive subject areas, including but not limited to sex education and human development, parents will be notified in advance of instructional content and will be provided the opportunity to review materials and sign an acknowledgment form, or course syllabus, prior to student participation.
 - c) Alternative learning options shall be provided for students whose parents/guardians choose to opt out of specific lessons. (Policy 627 - Alternative Instruction)
6. Instructional Integrity
 - a) All resources, including digital tools, shall be selected and implemented to support instructional goals, not to promote political or socially controversial ideologies.
 - b) Teachers are encouraged to use a balanced range of materials that develop critical thinking, respect for differing viewpoints, and civil discourse, while remaining focused on PACT's mission and Minnesota academic standards.

Cross References: Policy 626 – Reconsideration of Textbooks or Other
Instructional/Supplementary Materials
Policy 627 – Alternative Instruction

PACT Charter School

Creation Date: September 4, 2025

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: October 2, 2025

Year Reviewed: 2025-2026

631 – Continuity of Education Policy

Purpose

The purpose of this policy is to establish expectations and policies to ensure the continuity of education when events cause significant disruption to standard educational operations.

Policy Statement

PACT Charter School will follow guidelines from state officials when events cause significant disruption to standard operations. The administration will work within those guidelines to develop alternative operations and learning plans. These plans will be approved by the school board with the understanding that minor adjustments may need to be made by administration. Plans will be developed with a goal to maintain as much similarity to standard education operations as possible. When the school is in the event that causes significant disruption to standard educational operations, policies and procedures outlined in the operations and learning plans will supersede established policies when there is a conflict.

Pandemics

In the event of a pandemic, PACT will follow guidelines from the Minnesota Department of Health (MDH) and Minnesota Department of Education (MDE) to determine the scenario for learning (i.e., in-person, hybrid, distance learning). As the situation changes, the administration will work with state and local health officials to determine whether there is a need to change the scenario for learning. Decisions will be made to have students come to the building for in-person learning to the extent possible while following guidelines from MDH and MDE. Administration will evaluate data and trends when deciding the education model and will take into account stability to allow for teachers and families to plan.

PACT Charter School

Original Creation Date: August 2020

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: August 6, 2020

Year Reviewed: 2020-2021

| Agenda Date | Last Name/Agency | First Name | Position | Current Pay Rate | New Pay Rate | Fiscal Year | Effective Date of change | Payroll Effective Date |
|-------------|------------------|------------|---------------------------------------|------------------|--------------|-----------------------|--------------------------|------------------------|
| 11/6/2025 | Suggs | Mark | Middle School Boys Basketball Coach | | \$192.50/wk | 2025-2026 School Year | 10/20/2025 | 11/10/2025 |
| 11/6/2025 | Umolac | Barbara | SpEd Paraprofessional | | \$22.63/hr | 2025-2026 School Year | 10/01/1015 | 10/25/2025 |
| 11/6/2025 | Broyld | Deasia | Special Ed Paraprofessional | | \$22.55/hr | 2025-2026 School Year | 10/01/1015 | 10/25/2025 |
| 11/6/2025 | Hustedde | Jaylin | Performing Arts Director | | \$2,784.00 | 2025-2026 School Year | 10/20/2025 | 11/10/2025 |
| 11/6/2025 | Wright | Adam | Resignation: Basketball Boys JV coach | \$220/wk | | 2025-2026 School Year | 10/10/2025 | 10/25/2025 |
| 11/6/2025 | Jackson | Lamar | Middle School Boys Basketball Coach | | \$192.50/wk | 2025-2026 School Year | 10/20/2025 | 11/10/2025 |
| 11/6/2025 | Jones | Sharaya | 3/4 Grade Youth Boys Basketball Coach | | \$25/hr | 2025-2026 School Year | 10/21/2025 | 11/10/2025 |
| 11/6/2025 | Owings | Michael | 2nd Grade Youth Boys Basketball Coach | | \$25/hr | 2025-2026 School Year | 10/13/2025 | 10/25/2025 |
| 11/6/2025 | Konen | Sharon | Retirement: Secondary Receptionist | \$21.71/hr | | 2025-2026 School Year | 10/17/2025 | 11/10/2025 |
| 11/6/2025 | Schlossin | Lily | Resignation: HR Generalist | \$80,000/yr | | 2025-2026 School Year | 10/21/2025 | 11/10/2025 |
| 11/6/2025 | Parker-Peniata | Wendy | Resignation: SpEd Paraprofessional | \$22.19/hr | | 2025-2026 School Year | 10/22/2025 | 11/10/2025 |
| 11/6/2025 | Khan | Tauseef | HR Generalist | | \$73,000/yr | 2025-2026 School Year | 12/01/2025 | 12/25/2025 |

**School Board
Approval:**

Date:



P A C T
Charter School

PACT Charter School Monthly Financials

AUGUST 2025

EdFinMN

FINANCE AND ACCOUNTING SERVICES FOR CHARTER
SCHOOL AND EDUCATION SUPPORT ORGANIZATIONS

PACT Charter School Financial Highlights

AUGUST 2025

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:

- \$4,814,241 Cash balance at end of the month
- \$468,416 State Receivables which represents an initial estimate for the beginning of the accrual for the current year hold back
- \$1,192,349 State Receivables which represents the remaining amount due to the school from the state 10% holdback of the prior school year
- \$0 Salary and Benefits Payables estimated. This is for summer salaries as of month-end.
- \$40,688 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: 1467 ADM
- Revised Budget: 1467 ADM
- Actual ADM 1467
- 17% Percent of the fiscal year completed
- 16% YTD revenue as a percent of budget based on the revised projection.
- 7% YTD expenses as a percent of budget based on the revised projection.
- \$5,564,900 Projected year end fund balance
- 29% Projected ending fund balance as a % of expense budget

Cash Flow:

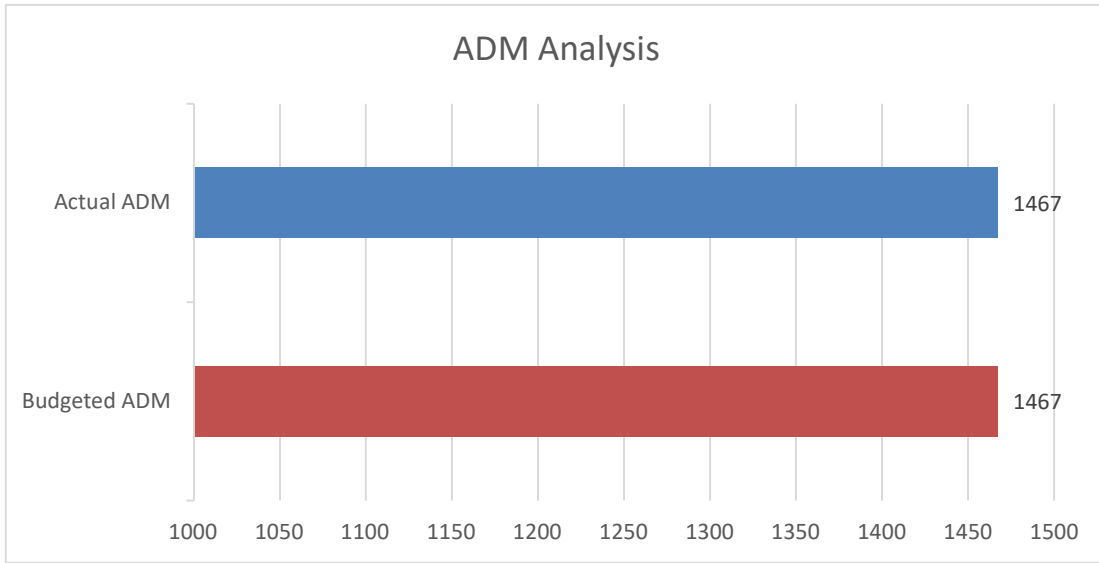
- Estimated cash balance as of June 30, 2026
\$ 3,951,832
- Days cash on hand projected as of June 30, 2026
83

Debt Covenant Ratios:

- **Required debt service coverage ratio at June 30, 2026: = / >**
1.10
- Projected debt service coverage ratio at June 30, 2026:
1.50

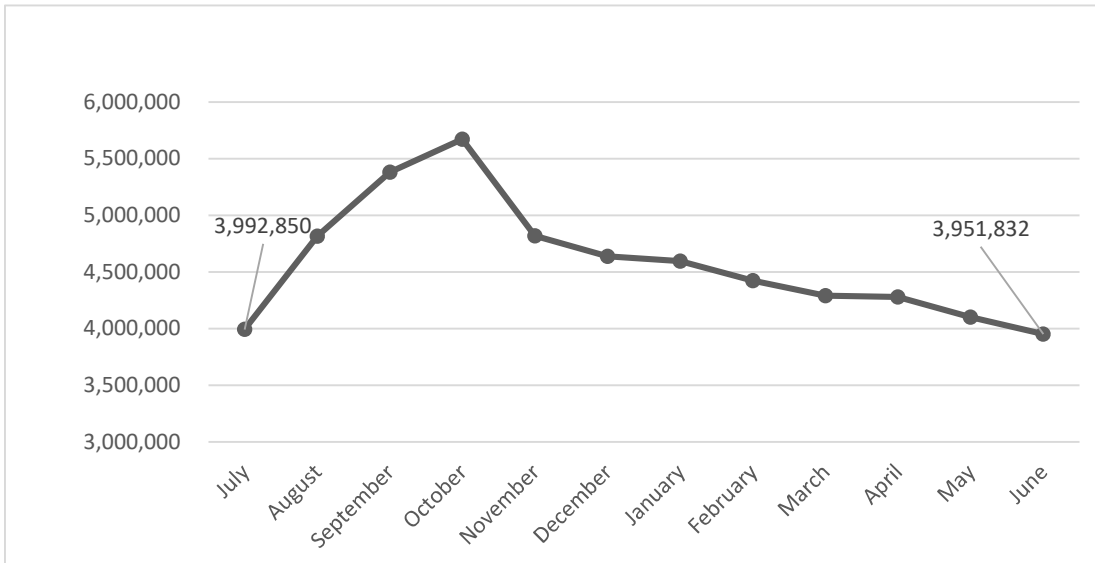
- **Required days cash on hand (cash only) at June 30, 2026: = / >**
45
- Projected days cash on hand without receivables at June 30, 2026:
83
- Projected days cash on hand with receivables at June 30, 2026:
145

Enrollment/ADM's



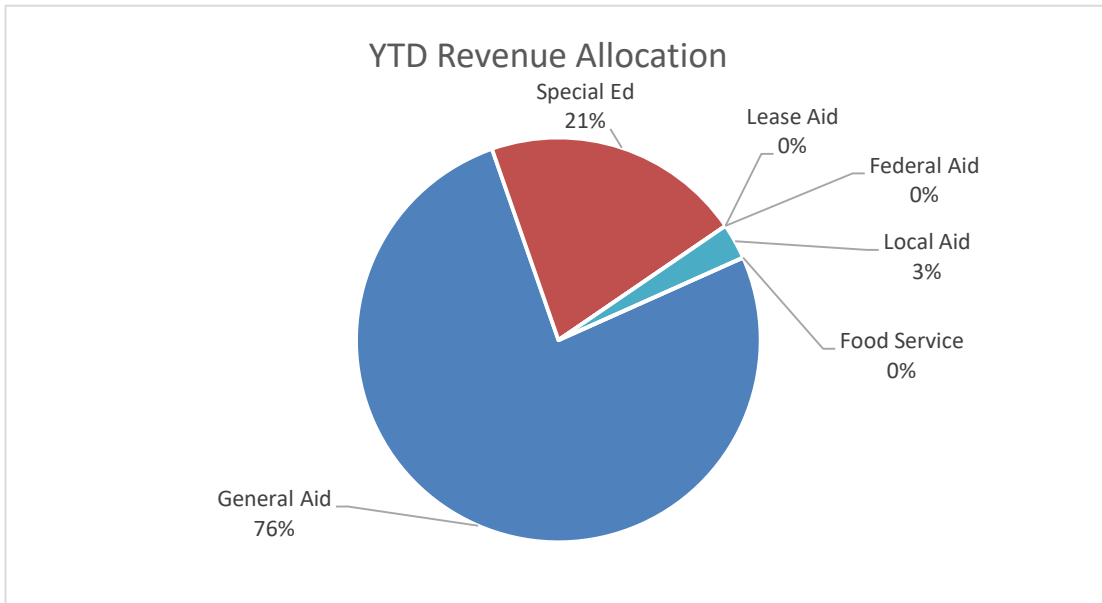
Monitoring the school's budgeted ADM vs. the actual ADM is one of the most important analytical revenue reviews. Variance from the budgeted ADM must be reviewed and understood.

Cash Flow Projection



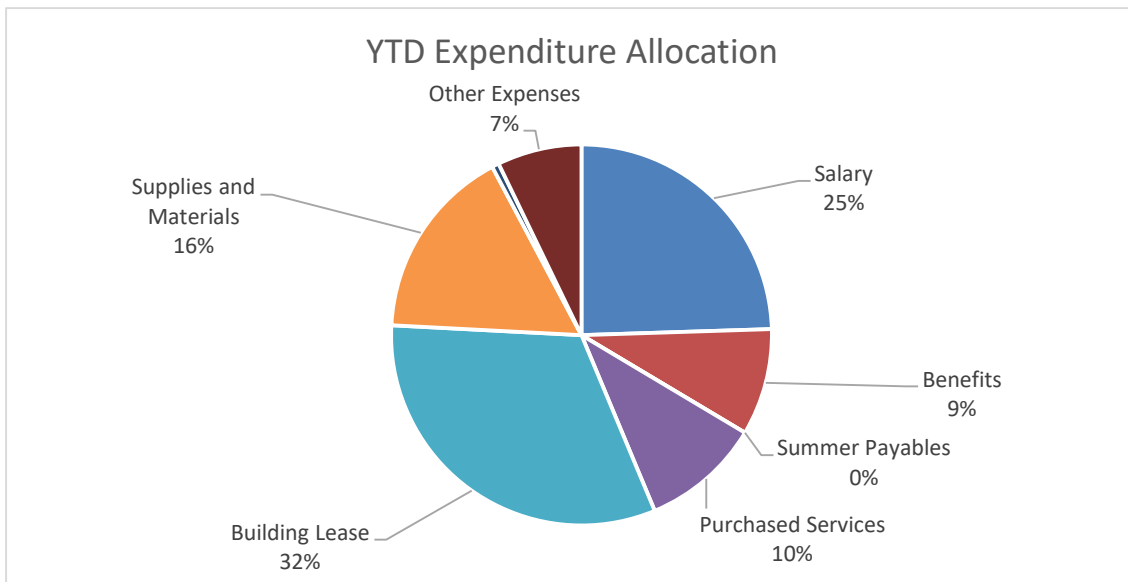
PACT Charter School's cash balance is expected to remain stable during fiscal 2026.

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 Augsut 31, 2025**

| Assets | As of Month-End |
|--|------------------------|
| Cash | 4,814,241 |
| MDE Receivable - Current year estimate | 468,416 |
| MDE Receivable - Prior year | 1,192,349 |
| Federal Receivable | 145,925 |
| Total Assets | \$ 6,620,931 |
| | |
| Liabilities | |
| Accounts Payable | 40,688 |
| Deferred Revenue | 6,253 |
| | \$ 46,941 |
| | |
| Fund Balance | |
| Beginning - Unaudited | \$ 4,570,066 |
| Change in Fund Balance | 2,003,924 |
| Ending- Projected | \$ 6,573,990 |
| Total Liabilities and Fund Balance | \$ 6,620,931 |

Current year based on estimated, primarily for ADM numbers.

**PACT Charter School
Income Statement Summary
As of August 31, 2025**

| Revenue | Adopted Budget - 1467 ADM | Revised Budget - 1467 ADM | Monthly Activity | Year to Date | % of Budget |
|-------------------------------|--------------------------------------|--------------------------------------|-------------------------|---------------------|--------------------|
| State Aids | \$ 18,901,723 | \$ 18,901,723 | \$ 1,347,265 | \$ 3,156,729 | 16.7% |
| Federal Aids | 655,748 | 655,748 | - | - | 0.0% |
| Local | 419,571 | 419,571 | 101,808 | 115,102 | 27.4% |
| Total | \$ 19,977,042 | \$ 19,977,042 | \$ 1,449,072 | \$ 3,271,832 | 16.4% |
| | | | | | |
| Expense | | | | | |
| Salary | \$ 8,612,904 | \$ 8,612,904 | \$ 206,866 | \$ 310,637 | 3.6% |
| Benefits | 2,994,819 | 2,994,819 | 55,627 | 114,975 | 3.8% |
| Summer Payables | - | - | - | - | NA |
| Purchased Services | 3,019,356 | 3,019,356 | 68,859 | 128,517 | 4.3% |
| Supplies and Materials | 1,487,611 | 1,487,611 | 188,197 | 208,147 | 14.0% |
| Building Lease | 2,458,292 | 2,458,292 | 203,638 | 407,275 | 16.6% |
| Capital Expenditures | 231,000 | 231,000 | 5,038 | 7,562 | 3.3% |
| Other Expenses | 178,226 | 178,226 | 23,595 | 90,795 | 50.9% |
| Total | \$ 18,982,208 | \$ 18,982,208 | \$ 751,819 | \$ 1,267,908 | 6.7% |
| | | | | | |
| Change in Fund Balance | \$ 994,834 | \$ 994,834 | \$ 697,253 | \$ 2,003,924 | |
| Beginning Fund Balance | \$ 4,570,066 | \$ 4,570,066 | \$ 4,570,066 | \$ 4,570,066 | |
| Ending- Projected | \$ 5,564,900 | \$ 5,564,900 | \$ 5,267,319 | \$ 6,573,990 | |
| | | | | | |
| FB as a % of Exp | 29% | 29% | | | |
| Debt Service Coverage Ratio | 1.50 | 1.50 | | | |

PACT Charter School
 Detail Revenue
 As of August 31, 2025

17% Year Complete

| | Adopted Budget - 1467 ADM | Revised Budget - 1467 ADM | Monthly Activity | Year to Date | % of Budget |
|--|------------------------------|------------------------------|---------------------|---------------------|-------------|
| General Fund | | | | | |
| State Aid | | | | | |
| General Aid | \$ 13,215,594 | \$ 13,215,594 | \$ 671,324 | \$ 2,012,372 | 15% |
| Endowment | 81,897 | 81,897 | - | - | 0% |
| Special Education | 2,753,029 | 2,753,029 | 675,941 | 675,941 | 25% |
| ADSIS | 114,821 | 114,821 | - | - | 0% |
| Lease Aid | 2,100,823 | 2,100,823 | - | - | 0% |
| Literacy Incentive | 51,791 | 51,791 | - | - | 0% |
| Library Aid | 20,000 | 20,000 | - | - | 0% |
| Student Support Aid | 20,000 | 20,000 | - | - | 0% |
| Long Term Facility Maintenance | 211,042 | 211,042 | - | - | 0% |
| State Aid Receivables* | - | - | - | 468,416 | N/A |
| Total State Aid | \$ 18,568,997 | \$ 18,568,997 | \$ 1,347,265 | \$ 3,156,729 | 17% |
| Federal Aid | | | | | |
| Title I | \$ 145,244 | \$ 145,244 | \$ - | \$ - | 0% |
| Title II | 21,684 | 21,684 | - | - | 0% |
| Special Education | 166,421 | 166,421 | - | - | 0% |
| Special Education - Preschool Age | 6,800 | 6,800 | - | - | 0% |
| Special Education - CEIS | 30,568 | 30,568 | - | - | 0% |
| | \$ 370,717 | \$ 370,717 | \$ - | \$ - | 0% |
| Local Aid and Donation | | | | | |
| Interest | \$ 40,000 | \$ 40,000 | \$ 6,806 | \$ 14,053 | 35.1% |
| Donations and Other | 10,000 | 10,000 | 1,819 | 6,744 | 67.4% |
| Student Activity Fees | 20,000 | 20,000 | - | - | 0.0% |
| Athletic and Activity Fees | 232,200 | 232,200 | 67,668 | 68,668 | 29.6% |
| Fees for Services | - | - | 3,443 | 3,666 | N/A |
| | \$ 302,200 | \$ 302,200 | \$ 79,736 | \$ 93,130 | 31% |
| Total General Fund Revenue | \$ 19,241,914 | \$ 19,241,914 | \$ 1,427,001 | \$ 3,249,860 | 17% |
| Food Service Fund | | | | | |
| State Revenue | \$ 332,726 | \$ 332,726 | \$ - | \$ - | 0% |
| Federal Revenue | 285,031 | 285,031 | - | - | 0% |
| Food Sales | 7,171 | 7,171 | - | (100) | -1% |
| Total Food Service Revenue | \$ 624,928 | \$ 624,928 | \$ - | \$ (100) | 0% |
| Community Service Fund | | | | | |
| Community Service Fees | \$ 110,200 | \$ 110,200 | \$ 22,072 | \$ 22,072 | 20% |
| Total Community Service Revenue | \$ 110,200 | \$ 110,200 | \$ 22,072 | \$ 22,072 | 20% |
| Total Revenue- All Funds | \$ 19,977,042 | \$ 19,977,042 | \$ 1,449,072 | \$ 3,271,832 | 16% |

**PACT Charter School
Detail Expense
As of August 31, 2025**

FYTD: 17%

| | Adopted Budget - 1467 ADM | Revised Budget - 1467 ADM | Monthly Activity | Year to Date | % of Budget |
|-----------------------------------|------------------------------|------------------------------|-------------------|-------------------|-------------|
| Admin and Operations | | | | | |
| 100 Salaries | \$ 2,402,837 | \$ 2,402,837 | \$ 137,939 | \$ 210,211 | 9% |
| 200 Benefits | 865,021 | 865,021 | 37,522 | 87,868 | 10% |
| 305 Contracted Services | 422,134 | 422,134 | 21,105 | 37,937 | 9% |
| 320 Communication | 34,782 | 34,782 | 3,338 | 6,480 | 19% |
| 329 Postage | 5,100 | 5,100 | - | 1,991 | 39% |
| 330 Utility | 281,400 | 281,400 | 27,438 | 41,868 | 15% |
| 340 Insurance | 119,700 | 119,700 | 13,158 | 25,476 | 21% |
| 350 Repairs & Maintenance | 174,094 | 174,094 | 1,646 | 1,646 | 1% |
| 360 Transportation | 943,940 | 943,940 | 117 | 117 | 0% |
| 366 Professional Development | 5,669 | 5,669 | 169 | 169 | 3% |
| 401 General Supplies | 296,229 | 296,229 | 10,311 | 10,931 | 4% |
| 405 Purchased Software (405/406) | - | - | 15,655 | 15,835 | 0% |
| 500 Furniture & Equipment | 68,250 | 68,250 | - | 2,524 | 4% |
| 555 Technology Equipment | 105,000 | 105,000 | - | - | 0% |
| 570 Building Lease | 2,458,292 | 2,458,292 | 203,638 | 407,275 | 17% |
| 820 Dues & Memberships | 132,265 | 132,265 | 23,595 | 84,300 | 64% |
| Total Admin and Operations | \$ 8,314,713 | \$ 8,314,713 | \$ 495,630 | \$ 934,628 | 11% |

| | | | | | |
|---|---------------------|---------------------|-------------------|-------------------|-----------|
| Instructional Support and Services | | | | | |
| 100 Salaries | \$ 3,446,404 | \$ 3,446,404 | 48,764 | 65,600 | 2% |
| 200 Benefits | 1,240,705 | 1,240,705 | 13,189 | 18,565 | 1% |
| 305 Contracted Services | 10,500 | 10,500 | - | - | 0% |
| 360 Transportation - Field Trips | 35,464 | 35,464 | - | - | 0% |
| 366 Professional Development | 18,895 | 18,895 | 208 | 6,808 | 36% |
| 369 Field Trips and Registration | 28,156 | 28,156 | - | 1,276 | 5% |
| 394 PSEO-CIS Tuition Payments | 158,731 | 158,731 | - | - | 0% |
| 401 General Supplies | 53,923 | 53,923 | 13,602 | 13,602 | 25% |
| 406 Instructional Software License | - | - | 38,487 | 54,105 | 0% |
| 430 Instructional Supplies | 210,000 | 210,000 | 104,492 | 108,024 | 51% |
| 460 Textbooks & Workbooks | 90,449 | 90,449 | 2,801 | 2,801 | 3% |
| 461 Standardized Tests | 203,670 | 203,670 | - | - | 0% |
| 500 Furniture & Equipment | 47,250 | 47,250 | 2,038 | 2,038 | 4% |
| 820 Dues & Memberships | - | - | - | 95 | 0% |
| Total Instructional Support and Services | \$ 5,544,147 | \$ 5,544,147 | \$ 223,583 | \$ 272,915 | 5% |

ESSER/COVID

**PACT Charter School
Detail Expense
As of Augsut 31, 2025**

FYTD: 17%

| | Adopted Budget - 1467 ADM | Revised Budget - 1467 ADM | Monthly Activity | Year to Date | % of Budget |
|--|------------------------------|------------------------------|-------------------|---------------------|-------------|
| Activities | | | | | |
| 100 Salaries | \$ 346,875 | \$ 346,875 | \$ - | \$ 3,465 | 1% |
| 200 Benefits | 69,375 | 69,375 | - | 561 | 1% |
| 305 Contracted Services | 72,015 | 72,015 | 664 | 664 | 1% |
| 335 Operating Leases | - | - | - | 3,000 | 0% |
| 360 Transportation | 76,824 | 76,824 | - | - | 0% |
| 369 Registrations | 30,833 | 30,833 | - | - | 0% |
| 401 General Supplies | 108,783 | 108,783 | 248 | 248 | 0% |
| 580 Lease | 10,500 | 10,500 | 3,000 | 3,000 | 29% |
| 820 Dues and Memberships | 41,961 | 41,961 | - | 6,400 | 15% |
| Total Activities | 757,166 | 757,166 | 3,912 | 17,337 | 2% |
| ADSIS Program | | | | | |
| 100 Salaries | \$ 146,902 | \$ 146,902 | \$ 4,125 | \$ 7,240 | 5% |
| 200 Benefits | 52,885 | 52,885 | 1,342 | 2,424 | 5% |
| 401 General Supplies | 5,250 | 5,250 | - | - | 0% |
| Total ADSIS Program | 205,037 | 205,037 | 5,467 | 9,663 | 5% |
| Special Education | | | | | |
| 100 Salaries | \$ 1,993,592 | \$ 1,993,592 | \$ 15,872 | \$ 22,983 | 1% |
| 200 Benefits | 717,693 | 717,693 | 3,548 | 5,192 | 1% |
| 1XX/2XX Summer Payable | - | - | - | - | NA |
| 305 Contracted Services | 20,698 | 20,698 | - | - | 0% |
| 360 Transportation - SPED & HHM | 298,303 | 298,303 | - | - | 0% |
| 394 Payments to Other Agencies | 223,318 | 223,318 | 535 | 605 | 0% |
| 405 Purchased Software | 4,200 | 4,200 | 350 | 350 | 8% |
| 430 Instructional Supplies | - | - | 2,251 | 2,251 | 0% |
| 433 Instructional Supplies- Ind | 23,550 | 23,550 | - | - | 0% |
| 820 Dues & Memberships | 4,000 | 4,000 | - | - | 0% |
| Total Special Education | \$ 3,285,354 | \$ 3,285,354 | \$ 22,556 | \$ 31,380 | 1% |
| Title Programs | | | | | |
| 100 Salaries | \$ 93,012 | \$ 93,012 | \$ - | \$ 827 | 1% |
| 200 Benefits | 33,484 | 33,484 | - | 318 | 1% |
| Total Title Programs | 126,496 | 126,496 | - | 1,145 | 1% |
| Total General Fund Expenditures | \$ 18,232,913 | \$ 18,232,913 | \$ 751,148 | \$ 1,267,069 | 7% |
| Food Service Fund | | | | | |
| 100 Salaries | \$ 78,282 | \$ 78,282 | \$ 166 | \$ 312 | 0% |
| 200 Benefits | 15,656 | 15,656 | 25 | 47 | 0% |
| 305 Contracted Expense | - | - | 480 | 480 | 0% |
| 401 General Supplies | 15,507 | 15,507 | - | - | 0% |
| 490 Food | 462,200 | 462,200 | - | - | 0% |
| 500 Furniture & Equipment | 15,750 | 15,750 | - | - | 0% |
| 820 Dues & Memberships | 2,100 | 2,100 | - | - | 0% |
| Total Food | \$ 589,495 | \$ 589,495 | \$ 672 | \$ 839 | 0% |
| Community Ed Fund | | | | | |
| 100 Salaries | \$ 105,000 | \$ 105,000 | \$ - | \$ - | 0% |
| 200 Benefits | 37,800 | 37,800 | - | - | 0% |
| 401 General Supplies | 17,000 | 17,000 | - | - | 0% |
| Total Community Ed | 159,800 | 159,800 | - | - | 0% |
| Total Expense- All Funds | \$ 18,982,208 | \$ 18,982,208 | \$ 751,819 | \$ 1,267,908 | 7% |

PACT Charter School
CashFlow
As of Augsut 31, 2025

10 Months Remaining

| Cash Receipts | Revised Budget | Monthly Activity | Year to Date | September | October | November | December | January | February | March |
|--------------------------|-----------------------|-------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| State Aids- CY | \$ 18,568,997 | \$ 1,347,265 | \$ 2,688,313 | \$ 1,417,844 | \$ 1,351,600 | \$ 677,898 | \$ 1,351,600 | \$ 1,351,600 | \$ 1,353,222 | \$ 1,401,335 |
| State Aids- PY | 1,192,349 | - | - | 680,138 | 382,069 | - | - | 46,416 | 7,368 | - |
| Federal | 370,717 | - | - | - | 92,679 | - | - | 92,679 | - | - |
| Local | 412,400 | 101,808 | 115,202 | 28,234 | 28,234 | 28,234 | 28,234 | 28,234 | 28,234 | 28,234 |
| Food Service | 624,928 | - | (100) | 59,378 | 59,378 | 59,378 | 59,378 | 59,378 | 59,378 | 59,378 |
| Total Inflows | \$ 21,169,391 | \$ 1,449,072 | \$ 2,803,415 | \$ 2,185,593 | \$ 1,913,960 | \$ 765,509 | \$ 1,439,211 | \$ 1,578,307 | \$ 1,448,201 | \$ 1,488,946 |
| Expense | | | | | | | | | | |
| Salary | \$ 8,612,904 | \$ 206,866 | \$ 310,637 | \$ 717,742 | \$ 717,742 | \$ 717,742 | \$ 717,742 | \$ 717,742 | \$ 717,742 | \$ 717,742 |
| Benefits | 2,994,819 | 54,285 | 114,975 | 249,568 | 249,568 | 249,568 | 249,568 | 249,568 | 249,568 | 249,568 |
| Purchased Services | 3,019,356 | 68,859 | 128,517 | 289,084 | 289,084 | 289,084 | 289,084 | 289,084 | 289,084 | 289,084 |
| Supplies and Materials | 1,487,611 | 188,197 | 208,147 | 127,946 | 127,946 | 127,946 | 127,946 | 127,946 | 127,946 | 127,946 |
| Building Lease | 2,458,292 | 203,638 | 407,275 | 205,102 | 205,102 | 205,102 | 205,102 | 205,102 | 205,102 | 205,102 |
| Capital Expenditures | 231,000 | 5,038 | 7,562 | 22,344 | 22,344 | 22,344 | 22,344 | 22,344 | 22,344 | 22,344 |
| Other Expenses | 178,226 | 23,595 | 90,795 | 8,743 | 8,743 | 8,743 | 8,743 | 8,743 | 8,743 | 8,743 |
| Accounts Payable | - | - | - | - | - | - | - | - | - | - |
| Total Outflows | \$ 18,982,208 | \$ 750,477 | \$ 1,267,908 | \$ 1,620,529 | \$ 1,620,529 | \$ 1,620,529 | \$ 1,620,529 | \$ 1,620,529 | \$ 1,620,529 | \$ 1,620,529 |
| Change in Cash | \$ 565,064 | \$ 293,431 | \$ (855,020) | \$ (181,318) | \$ (42,222) | \$ (172,328) | \$ (131,583) | \$ (131,583) | \$ (131,583) | \$ (131,583) |
| Beginning | \$ 4,814,241 | \$ 5,379,305 | \$ 5,672,736 | \$ 4,817,716 | \$ 4,636,398 | \$ 4,594,176 | \$ 4,421,848 | \$ 4,421,848 | \$ 4,421,848 | \$ 4,421,848 |
| Line of Credit | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Ending- Projected | \$ 5,379,305 | \$ 5,672,736 | \$ 4,817,716 | \$ 4,636,398 | \$ 4,594,176 | \$ 4,421,848 | \$ 4,290,266 | \$ 4,290,266 | \$ 4,290,266 | \$ 4,290,266 |

**PACT Charter School
CashFlow
As of Augsut 31, 2025**

10 Months Remaining

| Cash Receipts | Revised Budget | Monthly Activity | Year to Date | April | May | June | Total | Remaining |
|----------------------|-----------------------|-------------------------|---------------------|---------------------|---------------------|---------------------|----------------------|---------------------|
| State Aids- CY | \$ 18,568,997 | \$ 1,347,265 | \$ 2,688,313 | \$ 1,351,600 | \$ 1,353,222 | \$ 1,351,600 | \$ 15,649,834 | \$ 2,919,163 |
| State Aids- PY | 1,192,349 | - | - | 77,854 | - | - | 1,193,845 | - |
| Federal | 370,717 | - | - | 92,679 | - | 33,365 | 311,402 | 59,315 |
| Local | 412,400 | 101,808 | 115,202 | 28,234 | 28,234 | 28,234 | 397,540 | - |
| Food Service | 624,928 | - | (100) | 59,378 | 59,378 | 59,378 | 593,677 | 31,251 |
| Total Inflows | \$ 21,169,391 | \$ 1,449,072 | \$ 2,803,415 | \$ 1,609,745 | \$ 1,440,833 | \$ 1,472,576 | \$ 18,146,298 | \$ 3,009,729 |

| Expense | | | | | | | | |
|------------------------|----------------------|-------------------|---------------------|---------------------|---------------------|---------------------|----------------------|---------------------|
| Salary | \$ 8,612,904 | \$ 206,866 | \$ 310,637 | \$ 717,742 | \$ 717,742 | \$ 717,742 | \$ 7,488,057 | \$ 1,124,847 |
| Benefits | 2,994,819 | 54,285 | 114,975 | 249,568 | 249,568 | 249,568 | 2,610,657 | 384,162 |
| Purchased Services | 3,019,356 | 68,859 | 128,517 | 289,084 | 289,084 | 289,084 | 3,019,356 | - |
| Supplies and Materials | 1,487,611 | 188,197 | 208,147 | 127,946 | 127,946 | 127,946 | 1,487,611 | - |
| Building Lease | 2,458,292 | 203,638 | 407,275 | 205,102 | 205,102 | 205,102 | 2,458,292 | - |
| Capital Expenditures | 231,000 | 5,038 | 7,562 | 22,344 | 22,344 | 22,344 | 231,000 | - |
| Other Expenses | 178,226 | 23,595 | 90,795 | 8,743 | 8,743 | 8,743 | 178,226 | - |
| Accounts Payable | - | - | - | - | - | - | - | - |
| Total Outflows | \$ 18,982,208 | \$ 750,477 | \$ 1,267,908 | \$ 1,620,529 | \$ 1,620,529 | \$ 1,620,529 | \$ 17,473,200 | \$ 1,509,009 |

Change in Cash \$ (10,784) \$ (179,696) \$ (147,953)

| | | | | |
|--------------------------|---------------------|---------------------|---------------------|--------------------------|
| Beginning | <u>\$ 4,290,266</u> | <u>\$ 4,279,481</u> | <u>\$ 4,099,786</u> | Days Cash on Hand |
| Line of Credit | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | |
| Ending- Projected | <u>\$ 4,279,481</u> | <u>\$ 4,099,786</u> | <u>\$ 3,951,832</u> | |

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NOTES TO THE FINANCIAL STATEMENTS

AUGUST 2025

- The financials statements are drafted on an accrual basis of accounting.
 - The financial statements are drafted based on information received from the school's leadership.
 - The numbers are subject to change based on timing of information received from the school.
 - The school's budget is based on full accrual projections as of the end of the fiscal year.
 - This report is unaudited and is prepared for internal use only.
-



EdFinMN | Minneapolis, MN |
www.edfinmn.org | info@edfinmn.org

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 08/01/2025-8/31/2025 Period: 202601-202602 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type | | |
|------|------------|---------------------|---------|-----------------------|---------------|---------------|-------------|--|
| VIL | 1004 | IRS | | | | Wire | | |
| | | B 01 215 001 | | FEDERAL TAX WITHHELD | | \$0.00 | | |
| PO#: | Voucher #: | 38082 | Invoice | Invoice No: Z2026020 | 8/4/2025 | Paid Amt: | \$0.00 | |
| | | B 01 215 003 | | FICA | | \$120.64 | | |
| PO#: | Voucher #: | 37999 | Invoice | Invoice No: S202602S0 | 8/4/2025 | Paid Amt: | \$120.64 | |
| | | | | | | Check Amount: | \$120.64 | |
| VIL | TRA | TRA | | | | Wire | | |
| | | B 01 215 004 | | TRA WITHHELD | | \$140.44 | | |
| PO#: | Voucher #: | 37998 | Invoice | Invoice No: S202602S0 | 8/4/2025 | Paid Amt: | \$140.44 | |
| | | | | | | Check Amount: | \$140.44 | |
| VIL | 1004 | IRS | | | | Wire | | |
| | | B 01 215 001 | | FEDERAL TAX WITHHELD | | \$8,742.72 | | |
| | | B 02 215 001 | | FEDERAL TAX WITHHELD | | \$10.00 | | |
| | | B 01 215 003 | | FICA | | \$15,348.26 | | |
| | | B 02 215 003 | | FICA | | \$25.46 | | |
| PO#: | Voucher #: | 38078 | Invoice | Invoice No: S2026030 | 8/8/2025 | Paid Amt: | \$24,126.44 | |
| | | | | | | Check Amount: | \$24,126.44 | |
| VIL | 1004 | IRS | | | | Wire | | |
| | | B 01 215 001 | | FEDERAL TAX WITHHELD | | \$93.89 | | |
| | | B 01 215 003 | | FICA | | \$247.82 | | |
| PO#: | Voucher #: | 38064 | Invoice | Invoice No: S20252412 | 8/8/2025 | Paid Amt: | \$341.71 | |
| | | | | | | Check Amount: | \$341.71 | |
| VIL | 1004 | IRS | | | | Wire | | |
| | | B 01 215 001 | | FEDERAL TAX WITHHELD | | \$10,767.24 | | |
| | | B 01 215 003 | | FICA | | \$26,318.22 | | |
| PO#: | Voucher #: | 38070 | Invoice | Invoice No: S2025243 | 8/8/2025 | Paid Amt: | \$37,085.46 | |
| | | | | | | Check Amount: | \$37,085.46 | |
| VIL | 1003 | MN DEPT. OF REVENUE | | | | Wire | | |
| | | B 01 215 002 | | MN TAX WITHHELD | | \$6,020.98 | | |
| PO#: | Voucher #: | 38068 | Invoice | Invoice No: S2025243 | 8/8/2025 | Paid Amt: | \$6,020.98 | |
| | | B 01 215 002 | | MN TAX WITHHELD | | \$0.00 | | |
| PO#: | Voucher #: | 38081 | Invoice | Invoice No: Z2026020 | 8/8/2025 | Paid Amt: | \$0.00 | |
| | | | | | | Check Amount: | \$6,020.98 | |
| VIL | 1003 | MN DEPT. OF REVENUE | | | | Wire | | |
| | | B 01 215 002 | | MN TAX WITHHELD | | \$3,943.51 | | |

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 08/01/2025-8/31/2025 Period: 202601-202602 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type |
|------|------------|-------|--------------|-----------------------------------|---------------|--------------------------|
| VIL | 1003 | | | MN DEPT. OF REVENUE | | Wire |
| | | | B 02 215 002 | MN TAX WITHHELD | | \$20.00 |
| PO#: | Voucher #: | 38076 | Invoice | Invoice No: S2026030 | 8/8/2025 | Paid Amt: \$3,963.51 |
| | | | | | | Check Amount: \$3,963.51 |
| VIL | 1003 | | | MN DEPT. OF REVENUE | | Wire |
| | | | B 01 215 002 | MN TAX WITHHELD | | \$47.85 |
| PO#: | Voucher #: | 38062 | Invoice | Invoice No: S20252412 | 8/8/2025 | Paid Amt: \$47.85 |
| | | | | | | Check Amount: \$47.85 |
| VIL | ABANK | | | ASSOCIATED BANK | | Wire |
| | | | B 01 215 010 | ASSOC_BANK | | \$41.67 |
| PO#: | Voucher #: | 38179 | Credit | Invoice No: DT080825 | 8/8/2025 | Paid Amt: (\$41.67) |
| | | | B 01 215 000 | GENERAL | | \$6,741.23 |
| PO#: | Voucher #: | 38065 | Invoice | Invoice No: S2025243 | 8/8/2025 | Paid Amt: \$6,741.23 |
| | | | B 01 215 000 | GENERAL | | \$1,668.30 |
| PO#: | Voucher #: | 38071 | Invoice | Invoice No: S2026030 | 8/8/2025 | Paid Amt: \$1,668.30 |
| | | | | | | Check Amount: \$8,367.86 |
| VIL | CAPITA | | | CAPITAL BANK & TRUST | | Wire |
| | | | B 01 215 006 | TSA | | \$1,673.35 |
| PO#: | Voucher #: | 38066 | Invoice | Invoice No: S2025243 | 8/8/2025 | Paid Amt: \$1,673.35 |
| | | | B 01 215 006 | TSA | | \$2,569.41 |
| PO#: | Voucher #: | 38072 | Invoice | Invoice No: S2026030 | 8/8/2025 | Paid Amt: \$2,569.41 |
| | | | | | | Check Amount: \$4,242.76 |
| VIL | MSRS | | | MN STATE RETIREMENT SYSTEM | | Wire |
| | | | B 01 215 005 | PERA WITHHELD | | \$200.00 |
| PO#: | Voucher #: | 38067 | Invoice | Invoice No: S2025243 | 8/8/2025 | Paid Amt: \$200.00 |
| | | | B 01 215 000 | GENERAL | | \$750.00 |
| | | | B 01 215 005 | PERA WITHHELD | | \$1,692.00 |
| | | | B 01 215 006 | TSA | | \$30.59 |
| PO#: | Voucher #: | 38074 | Invoice | Invoice No: S2026030 | 8/8/2025 | Paid Amt: \$2,472.59 |
| | | | | | | Check Amount: \$2,672.59 |
| VIL | PERA | | | PERA | | Wire |
| | | | B 01 215 005 | PERA WITHHELD | | \$385.32 |
| PO#: | Voucher #: | 38080 | Invoice | Invoice No: Z2026020 | 8/8/2025 | Paid Amt: \$385.32 |
| | | | | | | Check Amount: \$385.32 |
| VIL | PERA | | | PERA | | Wire |
| | | | B 01 215 005 | PERA WITHHELD | | \$7,073.35 |

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 08/01/2025-8/31/2025 Period: 202601-202602 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type |
|------|------------|-------|--------------|---------------------------|---------------|---------------------------|
| VIL | | PERA | | PERA | | Wire |
| | | | B 02 215 005 | PERA WITHHELD | | \$23.30 |
| PO#: | Voucher #: | 38075 | Invoice | Invoice No: S2026030 | 8/8/2025 | Paid Amt: \$7,096.65 |
| | | | | | | Check Amount: \$7,096.65 |
| VIL | | TRA | | TRA | | Wire |
| | | | B 01 215 004 | TRA WITHHELD | | \$448.90 |
| PO#: | Voucher #: | 38079 | Credit | Invoice No: Z2026020 | 8/8/2025 | Paid Amt: (\$448.90) |
| | | | B 01 215 004 | TRA WITHHELD | | \$8,862.87 |
| PO#: | Voucher #: | 38077 | Invoice | Invoice No: S2026030 | 8/8/2025 | Paid Amt: \$8,862.87 |
| | | | | | | Check Amount: \$8,413.97 |
| VIL | | TRA | | TRA | | Wire |
| | | | B 01 215 004 | TRA WITHHELD | | \$288.49 |
| PO#: | Voucher #: | 38063 | Invoice | Invoice No: S20252412 | 8/8/2025 | Paid Amt: \$288.49 |
| | | | | | | Check Amount: \$288.49 |
| VIL | | TRA | | TRA | | Wire |
| | | | B 01 215 004 | TRA WITHHELD | | \$31,934.98 |
| PO#: | Voucher #: | 38069 | Invoice | Invoice No: S2025243 | 8/8/2025 | Paid Amt: \$31,934.98 |
| | | | | | | Check Amount: \$31,934.98 |
| VIL | | ABANK | | ASSOCIATED BANK | | Wire |
| | | | B 01 215 000 | GENERAL | | \$71.67 |
| PO#: | Voucher #: | 37981 | Invoice | Invoice No: S2025241S0 | 8/1/2025 | Paid Amt: \$71.67 |
| | | | B 01 215 000 | GENERAL | | \$305.02 |
| PO#: | Voucher #: | 37985 | Credit | Invoice No: Z20252420 | 8/1/2025 | Paid Amt: (\$305.02) |
| | | | B 01 215 000 | GENERAL | | \$1,668.30 |
| PO#: | Voucher #: | 37990 | Invoice | Invoice No: S2026020 | 8/1/2025 | Paid Amt: \$1,668.30 |
| | | | B 01 215 010 | ASSOC_BANK | | \$41.67 |
| PO#: | Voucher #: | 38178 | Credit | Invoice No: DT08012025 | 8/1/2025 | Paid Amt: (\$41.67) |
| | | | B 01 215 000 | GENERAL | | \$6,741.23 |
| PO#: | Voucher #: | 37969 | Invoice | Invoice No: S2025242 | 8/1/2025 | Paid Amt: \$6,741.23 |
| | | | B 01 215 000 | GENERAL | | \$233.35 |
| PO#: | Voucher #: | 37975 | Invoice | Invoice No: S202524S20 | 8/1/2025 | Paid Amt: \$233.35 |
| | | | | | | Check Amount: \$8,367.86 |
| VIL | | 1011 | | Medica | | Wire |
| | | | B 01 215 016 | Health Insurance Premiums | | \$85,046.42 |
| PO#: | Voucher #: | 38181 | Invoice | Invoice No: DT080125 | 8/1/2025 | Paid Amt: \$85,046.42 |
| | | | | | | Check Amount: \$85,046.42 |

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 08/01/2025-8/31/2025 Period: 202601-202602 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type | | | |
|------|------------|--------|--------------------------|--|---------------|-----------|--------------|---------------|--------------|
| VIL | | COMPA | | COMPANION | | Wire | | | |
| | | | B 01 215 012 | LIFE & SHORT--TERM DISABILITY | | | \$1,515.65 | | |
| PO#: | Voucher #: | 38180 | Invoice | Invoice No: DT080125 | 8/1/2025 | Paid Amt: | \$1,515.65 | Check Amount: | \$1,515.65 |
| VIL | | 1012 | | Merch Bankcard | | Wire | | | |
| | | | E 01 005 110 000 000 305 | Monthly Bank Card Fees | | | \$230.67 | | |
| PO#: | Voucher #: | 38182 | Invoice | Invoice No: DT080425 | 8/4/2025 | Paid Amt: | \$230.67 | Check Amount: | \$230.67 |
| VIL | | USBAN | | US BANK | | Wire | | | |
| | | | E 01 005 850 000 348 570 | ESCROW ACCT #142347000 Rent August 20 | | | \$203,637.50 | | |
| PO#: | Voucher #: | 38183 | Invoice | Invoice No: DT080425 | 8/4/2025 | Paid Amt: | \$203,637.50 | Check Amount: | \$203,637.50 |
| VIL | | HEALYC | | HEALTHIEST YOU | | Wire | | | |
| | | | B 01 215 012 | TELA-MEDICINE | | | \$660.00 | | |
| PO#: | Voucher #: | 38184 | Invoice | Invoice No: 2025086106396 | 8/5/2025 | Paid Amt: | \$660.00 | Check Amount: | \$660.00 |
| VIL | | DELTA | | DELTA DENTAL | | Wire | | | |
| | | | B 01 215 007 | EMPLOYEE DENTAL INS. | | | \$8,528.99 | | |
| PO#: | Voucher #: | 38185 | Invoice | Invoice No: DT080625 | 8/6/2025 | Paid Amt: | \$8,528.99 | Check Amount: | \$8,528.99 |
| VIL | | CENTE | | CENTERPOINT ENERGY | | Wire | | | |
| | | | E 01 005 810 000 000 330 | GAS UTILITY ACCT #6403409231-8 | | | \$200.62 | | |
| PO#: | Voucher #: | 38186 | Invoice | Invoice No: DT07102025 | 8/7/2025 | Paid Amt: | \$200.62 | Check Amount: | \$200.62 |
| VIL | | MNASS | | MN ASSOC. OF CHARTER SCHOOLS | | Wire | | | |
| | | | E 01 005 010 000 000 820 | MACS Membership Fees | | | \$603.75 | | |
| PO#: | Voucher #: | 38191 | Invoice | Invoice No: DT081125 | 8/11/2025 | Paid Amt: | \$603.75 | Check Amount: | \$603.75 |
| VIL | | CONNE | | CONNEXUS ENERGY | | Wire | | | |
| | | | E 01 005 810 000 000 330 | ELECTRIC UTILITY ACCT #679773-326781 | | | \$83.82 | | |
| PO#: | Voucher #: | 38188 | Invoice | Invoice No: DT071825 | 8/11/2025 | Paid Amt: | \$83.82 | Check Amount: | \$83.82 |
| VIL | | HARTFC | | THE HARTFORD | | Wire | | | |
| | | | B 01 215 009 | POLICY #0GL 896002 EMP LIFE/AD&D/LTD I | | | \$1,328.18 | | |
| PO#: | Voucher #: | 38192 | Invoice | Invoice No: DT081325 | 8/13/2025 | Paid Amt: | \$1,328.18 | Check Amount: | \$1,328.18 |

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 08/01/2025-8/31/2025 Period: 202601-202602 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 | TRASH/RECYCLE: AUGUST ACCT#3067-11C | | \$1,058.01 |
| PO#: | Voucher #: | 38193 | Invoice | Invoice No: 12161139T067 | 8/19/2025 | Paid Amt: \$1,058.01 |
| | | | | | | Check Amount: \$1,058.01 |
| VIL | | ACEINC | | ACE SOLID WASTE, INC. | | Wire |
| | | | E 01 005 810 000 000 330 | TRASH/RECYCLE: AUGUST ACCT#3067-24 | | \$1,304.10 |
| PO#: | Voucher #: | 38194 | Invoice | Invoice No: 1215956T067 | 8/19/2025 | Paid Amt: \$1,304.10 |
| | | | | | | Check Amount: \$1,304.10 |
| VIL | | CONNE | | CONNEXUS ENERGY | | Wire |
| | | | E 01 005 810 000 000 330 | ELECTRIC UTILITY ACCT #679773-326143 | | \$4,380.51 |
| PO#: | Voucher #: | 38189 | Invoice | Invoice No: DT073025 | 8/21/2025 | Paid Amt: \$4,380.51 |
| | | | | | | Check Amount: \$4,380.51 |
| VIL | | CONNE | | CONNEXUS ENERGY | | Wire |
| | | | E 01 005 810 000 000 330 | ELECTRIC UTILITY ACCT #679773-277848 | | \$4,502.58 |
| PO#: | Voucher #: | 38190 | Invoice | Invoice No: DT073025 | 8/21/2025 | Paid Amt: \$4,502.58 |
| | | | | | | Check Amount: \$4,502.58 |
| VIL | | CITYRA | | CITY OF RAMSEY | | Wire |
| | | | E 01 005 810 000 000 330 | Water Bill Acct #679773848 | | \$4,449.00 |
| PO#: | Voucher #: | 38197 | Invoice | Invoice No: DT072525 | 8/25/2025 | Paid Amt: \$4,449.00 |
| | | | | | | Check Amount: \$4,449.00 |
| VIL | | CITYRA | | CITY OF RAMSEY | | Wire |
| | | | E 01 005 810 000 000 330 | Water Bill Acct #735552 | | \$7,364.34 |
| PO#: | Voucher #: | 38195 | Invoice | Invoice No: DT07252025 | 8/25/2025 | Paid Amt: \$7,364.34 |
| | | | | | | Check Amount: \$7,364.34 |
| VIL | | CITYRA | | CITY OF RAMSEY | | Wire |
| | | | E 01 005 810 000 000 330 | Water Bill Acct #735551 | | \$3,906.88 |
| PO#: | Voucher #: | 38196 | Invoice | Invoice No: DT072525 | 8/25/2025 | Paid Amt: \$3,906.88 |
| | | | | | | Check Amount: \$3,906.88 |
| VIL | | STANDF | | THE STANDARD | | Wire |
| | | | B 01 215 011 | 8.27 Vision | | \$704.00 |
| PO#: | Voucher #: | 38198 | Invoice | Invoice No: DT082725 | 8/27/2025 | Paid Amt: \$704.00 |
| | | | | | | Check Amount: \$704.00 |
| VIL | | VILLAG | | VILLAGE BANK | | Wire |
| | | | E 01 005 110 000 000 305 | CHECKING ACCT-MAIN | | \$79.85 |
| PO#: | Voucher #: | 38199 | Invoice | Invoice No: DT082925 | 8/29/2025 | Paid Amt: \$79.85 |
| | | | | | | Check Amount: \$79.85 |

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 08/01/2025-8/31/2025 Period: 202601-202602 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type |
|------|------------|-------|--------------------------|---------------------------------------|---------------|---------------------------|
| VIL | | CENTE | | CENTERPOINT ENERGY | | Wire |
| | | | E 01 005 810 000 000 330 | GAS UTILITY ACCT #5959697-3 | | \$188.22 |
| PO#: | Voucher #: | 38200 | Invoice | Invoice No: DT071025 | 8/7/2025 | Paid Amt: \$188.22 |
| | | | | | | Check Amount: \$188.22 |
| VIL | 1004 | IRS | | | | Wire |
| | | | B 01 215 001 | FEDERAL TAX WITHHELD | | \$10,766.97 |
| | | | B 01 215 003 | FICA | | \$26,317.98 |
| PO#: | Voucher #: | 38160 | Invoice | Invoice No: S2025244 | 8/25/2025 | Paid Amt: \$37,084.95 |
| | | | B 01 215 001 | FEDERAL TAX WITHHELD | | \$241.08 |
| | | | B 01 215 003 | FICA | | \$387.70 |
| PO#: | Voucher #: | 38205 | Credit | Invoice No: Z202604P0 | 8/25/2025 | Paid Amt: (\$628.78) |
| | | | B 01 215 001 | FEDERAL TAX WITHHELD | | \$628.77 |
| PO#: | Voucher #: | 38421 | Credit | Invoice No: DT282525 | 8/25/2025 | Paid Amt: (\$628.77) |
| | | | B 01 215 001 | FEDERAL TAX WITHHELD | | \$8,385.79 |
| | | | B 01 215 003 | FICA | | \$14,969.62 |
| PO#: | Voucher #: | 38141 | Invoice | Invoice No: S2026040 | 8/25/2025 | Paid Amt: \$23,355.41 |
| | | | B 01 215 001 | FEDERAL TAX WITHHELD | | \$93.90 |
| | | | B 01 215 003 | FICA | | \$247.84 |
| PO#: | Voucher #: | 38154 | Invoice | Invoice No: S20252413 | 8/25/2025 | Paid Amt: \$341.74 |
| | | | | | | Check Amount: \$59,524.55 |
| VIL | 46518 | 1035 | | FIRST DAKOTA INDEMNITY COMPANY | | Check |
| | | | E 01 005 105 000 000 270 | Workers Comp - 2nd Installment | | \$3,646.00 |
| PO#: | Voucher #: | 38000 | Invoice | Invoice No: 3781757 | 8/4/2025 | Paid Amt: \$3,646.00 |
| | | | | | | Check Amount: \$3,646.00 |
| VIL | 46519 | ADREN | | ADRENALINE SPORTS CENTER | | Check |
| | | | E 01 300 240 354 000 580 | Contract Payment #2 | | \$3,000.00 |
| PO#: | Voucher #: | 38001 | Invoice | Invoice No: PACT-2025--2 | 8/7/2025 | Paid Amt: \$3,000.00 |
| | | | | | | Check Amount: \$3,000.00 |
| VIL | 46520 | BUCKE | | BUCKEYE CLEANING CENTERS | | Check |
| | | | E 01 005 810 000 000 401 | Facility Supplies for SEC Campus | | \$1,304.47 |
| PO#: | Voucher #: | 38002 | Invoice | Invoice No: 90688550 | 8/7/2025 | Paid Amt: \$1,304.47 |
| | | | E 01 005 810 000 000 401 | Facility Supplies for EC Campus | | \$705.95 |
| PO#: | Voucher #: | 38004 | Invoice | Invoice No: 90689232 | 8/7/2025 | Paid Amt: \$705.95 |
| | | | E 01 005 810 000 000 401 | Facility Supplies for EC Campus | | \$923.20 |
| PO#: | Voucher #: | 38003 | Invoice | Invoice No: 90687143 | 8/7/2025 | Paid Amt: \$923.20 |
| | | | | | | Check Amount: \$2,933.62 |

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 08/01/2025-8/31/2025 Period: 202601-202602 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type |
|------|------------|---------|--------------------------|---|---------------|---------------------------|
| VIL | 46521 | CITVIEW | | CITY VIEW ELECTRIC INC. | | Check |
| | | | E 01 005 810 510 000 350 | Annual Alarm Monitoring - SEC Campus | | \$960.00 |
| PO#: | Voucher #: | 38006 | Invoice | Invoice No: 48566 | 8/7/2025 | Paid Amt: \$960.00 |
| | | | | | | Check Amount: \$960.00 |
| VIL | 46522 | CODEH | | CODEHS | | Check |
| | | | E 01 300 215 306 000 430 | Pro Teacher License K-12 | | \$4,895.00 |
| PO#: | Voucher #: | 38007 | Invoice | Invoice No: 31743 | 8/7/2025 | Paid Amt: \$4,895.00 |
| | | | | | | Check Amount: \$4,895.00 |
| VIL | 46524 | CORME | | CORPORATE MECHANICAL, INC. | | Check |
| | | | E 01 005 810 540 000 350 | HVAC Check SEC Campus | | \$322.00 |
| PO#: | Voucher #: | 38009 | Invoice | Invoice No: W85852 | 8/7/2025 | Paid Amt: \$322.00 |
| | | | | | | Check Amount: \$322.00 |
| VIL | 46525 | 1042 | | CORY WARNER | | Check |
| | | | E 01 300 640 000 316 366 | Reimbursemet - AD Workshop | | \$208.00 |
| PO#: | Voucher #: | 38010 | Invoice | Invoice No: DT072825 | 8/7/2025 | Paid Amt: \$208.00 |
| | | | | | | Check Amount: \$208.00 |
| VIL | 46526 | 1043 | | DAN PETERS | | Check |
| | | | E 01 005 105 000 000 305 | PACT 2025 Back to School Videos | | \$1,500.00 |
| PO#: | Voucher #: | 38011 | Invoice | Invoice No: 1359 | 8/7/2025 | Paid Amt: \$1,500.00 |
| | | | | | | Check Amount: \$1,500.00 |
| VIL | 46527 | EDFINM | | EdFinMN LLC | | Check |
| | | | E 01 005 110 000 000 305 | PCS-PACT ACCTG SRVC - AUGUST | | \$10,250.00 |
| PO#: | Voucher #: | 38012 | Invoice | Invoice No: 2547 | 8/7/2025 | Paid Amt: \$10,250.00 |
| | | | | | | Check Amount: \$10,250.00 |
| VIL | 46528 | KEYON | | ELLSWORTH PUBLISHING COMPANY | | Check |
| | | | E 01 100 203 000 000 406 | Keyboarding Online License | | \$679.50 |
| PO#: | Voucher #: | 38013 | Invoice | Invoice No: 45003 | 8/7/2025 | Paid Amt: \$679.50 |
| | | | | | | Check Amount: \$679.50 |
| VIL | 46529 | FASTSI | | FAST SIGNS | | Check |
| | | | E 01 005 810 000 000 401 | Updated Signage for EL Playground & Parking | | \$538.43 |
| PO#: | Voucher #: | 38014 | Invoice | Invoice No: E337-42911 | 8/7/2025 | Paid Amt: \$538.43 |
| | | | | | | Check Amount: \$538.43 |
| VIL | 46530 | 1045 | | GPE | | Check |
| | | | E 01 005 940 000 000 340 | Policy Premium Installment 1 of 4 | | \$13,158.05 |
| PO#: | Voucher #: | 38015 | Invoice | Invoice No: 289752132 | 8/7/2025 | Paid Amt: \$13,158.05 |
| | | | | | | Check Amount: \$13,158.05 |

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 08/01/2025-8/31/2025 Period: 202601-202602 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type | | | |
|------|------------|---------|--------------------------|---|---------------|---------------|-------------|--|--|
| VIL | 46531 | SIGREA | | GRACENOTES LLC | | Check | | | |
| | | | E 01 300 258 358 000 430 | Music Sightreading Teacher Subscription | | \$90.00 | | | |
| PO#: | Voucher #: | 38016 | Invoice | Invoice No: wvdgzv | 8/7/2025 | Paid Amt: | \$90.00 | | |
| | | | | | | Check Amount: | \$90.00 | | |
| VIL | 46532 | 1046 | | KID-INSPIRED CLASSROOM | | Check | | | |
| | | | E 01 100 203 000 000 406 | ESL Curriculum Membership | | \$129.99 | | | |
| PO#: | Voucher #: | 38018 | Invoice | Invoice No: INV-2025-43 | 8/7/2025 | Paid Amt: | \$129.99 | | |
| | | | | | | Check Amount: | \$129.99 | | |
| VIL | 46533 | KRAUAI | | KRAUS-ANDERSON INSURANCE | | Check | | | |
| | | | E 01 005 105 000 000 305 | PREMIER HR CONSULT SRVC - SEPT 2025 | | \$600.00 | | | |
| PO#: | Voucher #: | 38019 | Invoice | Invoice No: 52289 | 8/7/2025 | Paid Amt: | \$600.00 | | |
| | | | | | | Check Amount: | \$600.00 | | |
| VIL | 46534 | LIMINE) | | LIMINEX, INC. | | Check | | | |
| | | | E 01 300 211 381 000 430 | GoGuardian Teachers | | \$8,680.00 | | | |
| | | | E 01 005 108 000 000 405 | GoGuardian Administrators | | \$8,680.00 | | | |
| PO#: | Voucher #: | 38017 | Invoice | Invoice No: INV-133230 | 8/7/2025 | Paid Amt: | \$17,360.00 | | |
| | | | | | | Check Amount: | \$17,360.00 | | |
| VIL | 46535 | LOFFLE | | LOFFLER COMPANIES-131511 | | Check | | | |
| | | | E 01 005 105 000 000 401 | Xerox Phaser/Toner | | \$192.80 | | | |
| PO#: | Voucher #: | 38021 | Invoice | Invoice No: 5086917 | 8/7/2025 | Paid Amt: | \$192.80 | | |
| | | | | | | Check Amount: | \$192.80 | | |
| VIL | 46536 | 1047 | | MARK LINDEMAN | | Check | | | |
| | | | E 01 005 810 000 000 401 | Reimbursement - Home Depot Purchase | | \$166.94 | | | |
| PO#: | Voucher #: | 38020 | Invoice | Invoice No: DT072225 | 8/7/2025 | Paid Amt: | \$166.94 | | |
| | | | | | | Check Amount: | \$166.94 | | |
| VIL | 46537 | MARKE | | MARKED BY IMAGINATION, INC. | | Check | | | |
| | | | E 01 005 810 000 000 401 | New Banners - SEC Gym | | \$225.00 | | | |
| PO#: | Voucher #: | 38022 | Invoice | Invoice No: 3439 | 8/7/2025 | Paid Amt: | \$225.00 | | |
| | | | | | | Check Amount: | \$225.00 | | |
| VIL | 46538 | 1048 | | MINNESOTA HISTORICAL SOCIETY | | Check | | | |
| | | | E 01 100 203 000 000 430 | Northern Lights Print & Shipping | | \$1,520.00 | | | |
| PO#: | Voucher #: | 38023 | Invoice | Invoice No: 34304 | 8/7/2025 | Paid Amt: | \$1,520.00 | | |
| | | | | | | Check Amount: | \$1,520.00 | | |

PACT Charter School Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 08/01/2025-8/31/2025 Period: 202601-202602 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type |
|------|------------|--------|---------|---|---------------|---------------------------|
| VIL | 46539 | NATRES | | NATIONAL RESTAURANT ASSOCIATION SOLUTIONS LLC | | Check |
| | | | | E 02 005 770 000 701 305 Food Handler Online Course | | \$480.00 |
| PO#: | Voucher #: | 38057 | Invoice | Invoice No: 16n9909670 | 8/7/2025 | Paid Amt: \$480.00 |
| | | | | | | Check Amount: \$480.00 |
| VIL | 46540 | OFFICE | | OFFICE OF MN IT SERVICES | | Check |
| | | | | E 01 005 105 000 000 320 ACCT #400D00045 - SCH PH SRVC - JUNE 2 | | \$59.45 |
| PO#: | Voucher #: | 38024 | Invoice | Invoice No: W25060760 | 8/7/2025 | Paid Amt: \$59.45 |
| | | | | | | Check Amount: \$59.45 |
| VIL | 46541 | ORILEA | | ORI LEARNING | | Check |
| | | | | E 01 300 211 000 000 430 Transition Curriculum | | \$3,060.00 |
| PO#: | Voucher #: | 38025 | Invoice | Invoice No: 1501474 | 8/7/2025 | Paid Amt: \$3,060.00 |
| | | | | | | Check Amount: \$3,060.00 |
| VIL | 46542 | PARSQI | | PARENTSQUARE, INC. | | Check |
| | | | | E 01 005 105 281 000 820 Smart Sites Premium/Onboarding | | \$15,910.00 |
| PO#: | Voucher #: | 38026 | Invoice | Invoice No: 2024-17682 | 8/7/2025 | Paid Amt: \$15,910.00 |
| | | | | | | Check Amount: \$15,910.00 |
| VIL | 46543 | 1049 | | PDX READING SPECIALIST LLC | | Check |
| | | | | E 01 005 105 000 000 401 Magnets - Letter/Sound | | \$24.27 |
| PO#: | Voucher #: | 38031 | Invoice | Invoice No: INV-1301 | 8/7/2025 | Paid Amt: \$24.27 |
| | | | | | | Check Amount: \$24.27 |
| VIL | 46544 | PREMIE | | PREMIER KITCHEN INC. | | Check |
| | | | | R 02 005 000 000 701 474 Refund of FY25 Commodities | | \$143.70 |
| | | | | R 02 005 000 000 701 474 Refund of FY25 Commodities | | (\$143.70) |
| | | | | B 02 122 000 Refund of FY25 Commodities | | \$143.70 |
| PO#: | Voucher #: | 38035 | Invoice | Invoice No: DT071525 | 8/7/2025 | Paid Amt: \$143.70 |
| | | | | | | Check Amount: \$143.70 |
| VIL | 46545 | ROBHIL | | ROBERT B HILL CO. | | Check |
| | | | | E 01 005 810 000 000 401 WATER SOFTENER SALT | | \$106.74 |
| PO#: | Voucher #: | 38044 | Invoice | Invoice No: 435761 | 8/7/2025 | Paid Amt: \$106.74 |
| | | | | | | Check Amount: \$106.74 |
| VIL | 46546 | ROBSC | | ROBIN SCHAIBLE | | Check |
| | | | | E 01 005 620 000 000 401 Reimbursement - TPT Curriculum | | \$50.00 |
| PO#: | Voucher #: | 38043 | Invoice | Invoice No: DT073025 | 8/7/2025 | Paid Amt: \$50.00 |
| | | | | | | Check Amount: \$50.00 |

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 08/01/2025-8/31/2025 Period: 202601-202602 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type | | |
|------|------------|-------------|--------------------------|--------------------------------|---------------|---------------|------------|--|
| VIL | 46547 | CLASSF | | SCHOOL SPECIALTY, LLC | | Check | | |
| | | | E 01 300 258 358 000 430 | Tinikiling Poles - EL Music | | | \$476.08 | |
| PO#: | Voucher #: | 38054 | Invoice | Invoice No: 208136007926 | 8/7/2025 | Paid Amt: | \$476.08 | |
| | | | E 01 100 203 000 000 430 | Science Kits | | | \$3,319.00 | |
| PO#: | Voucher #: | 38056 | Invoice | Invoice No: 208135988653 | 8/7/2025 | Paid Amt: | \$3,319.00 | |
| | | | | | | Check Amount: | \$3,795.08 | |
| VIL | 46548 | STAPLE | | STAPLES | | Check | | |
| | | | E 01 005 720 000 000 401 | Health Office Supplies | | | \$79.34 | |
| PO#: | Voucher #: | 38046 | Invoice | Invoice No: 6037919774 | 8/7/2025 | Paid Amt: | \$79.34 | |
| | | | E 01 005 720 000 000 401 | Health Office Supplies | | | \$37.68 | |
| PO#: | Voucher #: | 38047 | Invoice | Invoice No: 6037919776 | 8/7/2025 | Paid Amt: | \$37.68 | |
| | | | E 01 005 720 000 000 401 | Health Office Supplies | | | \$6.38 | |
| PO#: | Voucher #: | 38048 | Invoice | Invoice No: 6037919778 | 8/7/2025 | Paid Amt: | \$6.38 | |
| | | | E 01 005 810 000 000 401 | Facilities Supplies SEC Campus | | | \$50.44 | |
| PO#: | Voucher #: | 38049 | Invoice | Invoice No: 6037919779 | 8/7/2025 | Paid Amt: | \$50.44 | |
| | | | E 01 005 810 000 000 401 | Facilities Supplies SEC Campus | | | \$215.72 | |
| PO#: | Voucher #: | 38050 | Invoice | Invoice No: 6037919780 | 8/7/2025 | Paid Amt: | \$215.72 | |
| | | | E 01 005 810 000 000 401 | Facilities Supplies SEC Campus | | | \$137.16 | |
| PO#: | Voucher #: | 38051 | Invoice | Invoice No: 7037919781 | 8/7/2025 | Paid Amt: | \$137.16 | |
| | | | E 01 005 720 000 000 401 | SEC Campus Nurse Supplies | | | \$79.34 | |
| PO#: | Voucher #: | 38052 | Invoice | Invoice No: 6037919775 | 8/7/2025 | Paid Amt: | \$79.34 | |
| | | | E 01 005 720 000 000 401 | SEC Campus Nurse Supplies | | | \$101.25 | |
| PO#: | Voucher #: | 38053 | Invoice | Invoice No: 6037919777 | 8/7/2025 | Paid Amt: | \$101.25 | |
| | | | | | | Check Amount: | \$707.31 | |
| VIL | 46549 | STAIND | | STATE INDUSTRIAL PRODUCTS | | Check | | |
| | | | E 01 005 810 000 000 401 | D-Stroy with Morning Fresh | | | \$336.33 | |
| PO#: | Voucher #: | 38045 | Invoice | Invoice No: 903869809 | 8/7/2025 | Paid Amt: | \$336.33 | |
| | | | | | | Check Amount: | \$336.33 | |
| VIL | 46550 | 1050 | | TCI | | Check | | |
| | | | E 01 300 211 000 000 406 | Social Studies Licenses | | | \$6,658.00 | |
| PO#: | Voucher #: | 38058 | Invoice | Invoice No: INV139740 | 8/7/2025 | Paid Amt: | \$6,658.00 | |
| | | | | | | Check Amount: | \$6,658.00 | |
| VIL | 46552 | LAMPG REMIT | | THE LAMPO GROUP, LLC | | Check | | |
| | | | E 01 300 211 000 000 430 | Textbooks for Personal Finance | | | \$1,234.62 | |
| PO#: | Voucher #: | 38042 | Invoice | Invoice No: INV2807492 | 8/7/2025 | Paid Amt: | \$1,234.62 | |
| | | | | | | Check Amount: | \$1,234.62 | |

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 08/01/2025-8/31/2025 Period: 202601-202602 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type |
|------|------------|--------|--------------------------|---------------------------------------|---------------|--------------------------|
| VIL | 46553 | T-MOBI | | T-MOBILE | | Check |
| | | | E 01 005 105 019 000 320 | ACCT 970754484 / 25-26 STU HOME INTER | | \$720.00 |
| PO#: | Voucher #: | 38059 | Invoice | Invoice No: DT072125 | 8/7/2025 | Paid Amt: \$720.00 |
| | | | | | | Check Amount: \$720.00 |
| VIL | 46554 | TWINCI | | TWIN CITY FILTER SERVICE, INC. | | Check |
| | | | E 01 005 810 540 000 401 | Filters - SEC | | \$664.82 |
| PO#: | Voucher #: | 38055 | Invoice | Invoice No: 0779959-IN | 8/7/2025 | Paid Amt: \$664.82 |
| | | | | | | Check Amount: \$664.82 |
| VIL | 46555 | FLUMA | | WAYSIDE PUBLISHING | | Check |
| | | | E 01 300 230 349 000 460 | Spanish Textbooks | | \$2,552.40 |
| PO#: | Voucher #: | 38061 | Invoice | Invoice No: in208340 | 8/7/2025 | Paid Amt: \$2,552.40 |
| | | | | | | Check Amount: \$2,552.40 |
| VIL | 46556 | HOLIDA | | WEX BANK | | Check |
| | | | E 01 005 760 000 733 440 | Vehicle Gas | | \$116.60 |
| PO#: | Voucher #: | 38005 | Invoice | Invoice No: 106155807 | 8/7/2025 | Paid Amt: \$116.60 |
| | | | | | | Check Amount: \$116.60 |
| VIL | 46557 | COLBO | | COLLEGE BOARD | | Check |
| | | | E 01 300 211 000 000 430 | CLEP Registration Test | | \$220.00 |
| PO#: | Voucher #: | 38008 | Invoice | Invoice No: CINV005975 | 8/7/2025 | Paid Amt: \$220.00 |
| | | | | | | Check Amount: \$220.00 |
| VIL | 46558 | 1051 | | ADAM SCHAAK | | Check |
| | | | E 01 005 105 000 000 366 | July Mileage Reimbursement | | \$26.39 |
| PO#: | Voucher #: | 38083 | Invoice | Invoice No: DT073125 | 8/20/2025 | Paid Amt: \$26.39 |
| | | | | | | Check Amount: \$26.39 |
| VIL | 46559 | ALLCIT | | ALL CITY ELEVATOR, INC. | | Check |
| | | | E 01 005 810 510 000 350 | EL Quarterly Elevator Management | | \$219.42 |
| PO#: | Voucher #: | 38084 | Invoice | Invoice No: 105277 | 8/20/2025 | Paid Amt: \$219.42 |
| | | | | | | Check Amount: \$219.42 |
| VIL | 46560 | ANDRA | | ANDERSON AUDIOLOGY CONSULTING | | Check |
| | | | E 01 100 405 000 740 394 | Educational Audiology Services | | \$250.00 |
| PO#: | Voucher #: | 38085 | Invoice | Invoice No: PCS073125 | 8/20/2025 | Paid Amt: \$250.00 |
| | | | | | | Check Amount: \$250.00 |
| VIL | 46561 | APOLL | | APOLLO WATER SERVICES, LLC | | Check |
| | | | E 01 005 810 000 000 305 | Monthly Water Treatment - August | | \$300.00 |
| PO#: | Voucher #: | 38086 | Invoice | Invoice No: SR076370 | 8/20/2025 | Paid Amt: \$300.00 |
| | | | | | | Check Amount: \$300.00 |

PACT Charter School

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 08/01/2025-8/31/2025 Period: 202601-202602 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type |
|-------------|-------------------|--------------|--------------------------|---|------------------|---------------------------------|
| VIL | 46562 | GOLDLI | | ASCENSUS, LLC | | Check |
| | | | E 01 005 105 000 000 305 | 403B Plan Fees for April-June | | \$646.50 |
| PO#: | Voucher #: | 38094 | Invoice | Invoice No: 140062FT_202507 | 8/20/2025 | Paid Amt: \$646.50 |
| | | | | | | Check Amount: \$646.50 |
| VIL | 46563 | DICKBL | | BLICK ART MATERIALS | | Check |
| | | | E 01 300 212 344 000 430 | Art Supplies | | \$340.90 |
| PO#: | Voucher #: | 38087 | Invoice | Invoice No: 5862415 | 8/20/2025 | Paid Amt: \$340.90 |
| | | | | | | Check Amount: \$340.90 |
| VIL | 46564 | BUCKE' | | BUCKEYE CLEANING CENTERS | | Check |
| | | | E 01 005 810 000 000 401 | Locker Holders | | \$6.48 |
| PO#: | Voucher #: | 38088 | Invoice | Invoice No: 90691071 | 8/20/2025 | Paid Amt: \$6.48 |
| | | | E 01 005 810 000 000 401 | EL Cleaning Supplies | | \$160.20 |
| PO#: | Voucher #: | 38089 | Invoice | Invoice No: 90689839 | 8/20/2025 | Paid Amt: \$160.20 |
| | | | | | | Check Amount: \$166.68 |
| VIL | 46565 | 1052 | | Claudia D. Hawley, Inc | | Check |
| | | | E 01 300 405 000 740 394 | Audiology Meeting to Review PACT DHH Stud | | \$125.00 |
| | | | E 01 100 405 000 740 394 | Audiology Meeting to Review PACT DHH Stud | | \$125.00 |
| PO#: | Voucher #: | 38090 | Invoice | Invoice No: 3536 | 8/20/2025 | Paid Amt: \$250.00 |
| | | | | | | Check Amount: \$250.00 |
| VIL | 46566 | COMCA | | COMCAST BUSINESS | | Check |
| | | | E 01 005 105 281 000 320 | Internet 8/1/25 - 8/31/25 | | \$2,034.79 |
| PO#: | Voucher #: | 38091 | Invoice | Invoice No: 24883227 | 8/20/2025 | Paid Amt: \$2,034.79 |
| | | | | | | Check Amount: \$2,034.79 |
| VIL | 46567 | 1042 | | CORY WARNER | | Check |
| | | | E 01 005 105 000 000 366 | July Mileage Reimbursement | | \$12.18 |
| PO#: | Voucher #: | 38092 | Invoice | Invoice No: DT073125 | 8/20/2025 | Paid Amt: \$12.18 |
| | | | | | | Check Amount: \$12.18 |
| VIL | 46568 | 1035 | | FIRST DAKOTA INDEMNITY COMPANY | | Check |
| | | | E 01 005 110 000 000 270 | Workers Comp - 3rd Installment | | \$3,646.00 |
| PO#: | Voucher #: | 38118 | Invoice | Invoice No: 3785639 | 8/20/2025 | Paid Amt: \$3,646.00 |
| | | | | | | Check Amount: \$3,646.00 |
| VIL | 46569 | 1053 | | Five Star Technology Solutions | | Check |
| | | | E 01 005 108 000 000 405 | Teacher Evaluation Tool for Principles | | \$2,800.00 |
| PO#: | Voucher #: | 38093 | Invoice | Invoice No: 37267 | 8/20/2025 | Paid Amt: \$2,800.00 |
| | | | | | | Check Amount: \$2,800.00 |

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 08/01/2025-8/31/2025 Period: 202601-202602 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type |
|------|------------|--------|---------|-----------------------------------|--|---------------------------|
| VIL | 46570 | GARBA | | GARBANZO LLC | | Check |
| | | | E 01 | 300 230 348 000 460 | SEC SPANISH TEACHER SUBSCRIPTION | \$249.00 |
| PO#: | Voucher #: | 38095 | Invoice | Invoice No: 9CH7CYIW-0001 | 8/20/2025 | Paid Amt: \$249.00 |
| | | | | | | Check Amount: \$249.00 |
| VIL | 46571 | HEINEN | | HEINEMANN | | Check |
| | | | E 01 | 100 203 000 000 406 | Math Expressions Teacher Digital Managemer | \$624.00 |
| PO#: | Voucher #: | 38098 | Invoice | Invoice No: 956343779 | 8/20/2025 | Paid Amt: \$624.00 |
| | | | E 01 | 100 203 000 000 430 | Math Activity Books | \$16,476.08 |
| PO#: | Voucher #: | 38096 | Invoice | Invoice No: 956326822 | 8/20/2025 | Paid Amt: \$16,476.08 |
| | | | E 01 | 100 203 000 000 406 | Math Expressions Teacher Digital Managemer | \$5,616.00 |
| PO#: | Voucher #: | 38097 | Invoice | Invoice No: 956324218 | 8/20/2025 | Paid Amt: \$5,616.00 |
| | | | | | | Check Amount: \$22,716.08 |
| VIL | 46572 | 1054 | | HMH Education Company | | Check |
| | | | E 01 | 100 203 000 000 430 | Reading Materials | \$275.62 |
| PO#: | Voucher #: | 38103 | Invoice | Invoice No: 956334173 | 8/20/2025 | Paid Amt: \$275.62 |
| | | | E 01 | 100 203 000 000 430 | Reading Materials | \$1,635.56 |
| PO#: | Voucher #: | 38100 | Invoice | Invoice No: 956341989 | 8/20/2025 | Paid Amt: \$1,635.56 |
| | | | E 01 | 100 203 000 000 406 | Intro to Reading Student/Teacher Licenses | \$24,780.00 |
| PO#: | Voucher #: | 38099 | Invoice | Invoice No: 956324314 | 8/20/2025 | Paid Amt: \$24,780.00 |
| | | | E 01 | 100 203 000 000 430 | Reading Materials | \$410.52 |
| PO#: | Voucher #: | 38102 | Invoice | Invoice No: 956331313 | 8/20/2025 | Paid Amt: \$410.52 |
| | | | E 01 | 100 203 000 000 430 | Reading Materials | \$13,327.91 |
| PO#: | Voucher #: | 38101 | Invoice | Invoice No: 956331312 | 8/20/2025 | Paid Amt: \$13,327.91 |
| | | | | | | Check Amount: \$40,429.61 |
| VIL | 46573 | HOMED | | HOME DEPOT CREDIT SERVICES | | Check |
| | | | E 01 | 005 810 000 000 401 | Facilities Supplies | \$23.80 |
| PO#: | Voucher #: | 38104 | Invoice | Invoice No: 521382 | 8/20/2025 | Paid Amt: \$23.80 |
| | | | | | | Check Amount: \$23.80 |
| VIL | 46574 | HEDBE. | | JOEL HEDBERG | | Check |
| | | | E 01 | 005 105 000 000 366 | July Mileage Reimbursement | \$65.52 |
| PO#: | Voucher #: | 38105 | Invoice | Invoice No: DT073125 | 8/20/2025 | Paid Amt: \$65.52 |
| | | | | | | Check Amount: \$65.52 |
| VIL | 46575 | LITERM | | LITERACY MINNESOTA | | Check |
| | | | E 01 | 300 215 306 000 430 | Business Class Subscription | \$400.00 |
| PO#: | Voucher #: | 38115 | Invoice | Invoice No: INV2317 | 8/20/2025 | Paid Amt: \$400.00 |
| | | | | | | Check Amount: \$400.00 |

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 08/01/2025-8/31/2025 Period: 202601-202602 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type |
|------|------------|--------|--------------------------|--|---------------|---------------------------|
| VIL | 46576 | MARRE | | MARZANO RESOURCES | | Check |
| | | | E 01 005 105 000 000 401 | District Mentoring Supplies | | \$2,175.62 |
| PO#: | Voucher #: | 38106 | Invoice | Invoice No: M224749 | 8/20/2025 | Paid Amt: \$2,175.62 |
| | | | | | | Check Amount: \$2,175.62 |
| VIL | 46577 | THEMC | | McGRAW-HILL LLC | | Check |
| | | | E 01 300 270 336 000 430 | 8-12 Social Studies/Science | | \$3,856.50 |
| | | | E 01 300 260 332 000 430 | 8-12 Social Studies/Science | | \$14,672.94 |
| PO#: | Voucher #: | 38107 | Invoice | Invoice No: 137348493001 | 8/20/2025 | Paid Amt: \$18,529.44 |
| | | | E 01 300 270 336 000 430 | 8-12 Social Studies/Science | | \$6,615.15 |
| PO#: | Voucher #: | 38108 | Invoice | Invoice No: 137343470001 | 8/20/2025 | Paid Amt: \$6,615.15 |
| | | | | | | Check Amount: \$25,144.59 |
| VIL | 46578 | METRO | | METRO SALES, INC. | | Check |
| | | | E 01 100 203 000 000 560 | 1 Year M&S for PaperCut | | \$2,038.00 |
| PO#: | Voucher #: | 38112 | Invoice | Invoice No: INV2849653 | 8/20/2025 | Paid Amt: \$2,038.00 |
| | | | | | | Check Amount: \$2,038.00 |
| VIL | 46579 | MNLAB | | MN DEPT OF LABOR & INDUSTRY | | Check |
| | | | E 01 005 810 510 000 350 | EL Elevator Annual Oper | | \$145.00 |
| PO#: | Voucher #: | 38109 | Invoice | Invoice No: ALR0178676X | 8/20/2025 | Paid Amt: \$145.00 |
| | | | | | | Check Amount: \$145.00 |
| VIL | 46580 | TRUEM | | MRI SOFTWARE LLC | | Check |
| | | | E 01 005 105 000 000 305 | Background Check - July | | \$64.32 |
| PO#: | Voucher #: | 38110 | Invoice | Invoice No: MRISUS2485375 | 8/20/2025 | Paid Amt: \$64.32 |
| | | | E 01 005 105 000 000 305 | Background Checks | | \$15.58 |
| PO#: | Voucher #: | 38111 | Invoice | Invoice No: MRIUS2485372 | 8/20/2025 | Paid Amt: \$15.58 |
| | | | | | | Check Amount: \$79.90 |
| VIL | 46581 | NASNA | | NASHKE GAMES | | Check |
| | | | E 01 100 203 000 000 430 | 6th Grade Social Studies | | \$180.00 |
| PO#: | Voucher #: | 38113 | Invoice | Invoice No: 340 | 8/20/2025 | Paid Amt: \$180.00 |
| | | | | | | Check Amount: \$180.00 |
| VIL | 46582 | NJFLAN | | NATHAN FLANSBURG | | Check |
| | | | E 01 300 211 000 000 401 | Reimbursement - Furniture Target Auction | | \$11,699.94 |
| PO#: | Voucher #: | 38114 | Invoice | Invoice No: DT080725 | 8/20/2025 | Paid Amt: \$11,699.94 |
| | | | | | | Check Amount: \$11,699.94 |

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 08/01/2025-8/31/2025 Period: 202601-202602 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type |
|------|------------|--------|--------------------------|--|---------------|--------------------------|
| VIL | 46583 | 1055 | | Plaisted Companies, Inc | | Check |
| | | | E 01 005 810 000 000 401 | Mulch - EL Playground | | \$1,426.80 |
| PO#: | Voucher #: | 38116 | Invoice | Invoice No: 84902 | 8/20/2025 | Paid Amt: \$1,426.80 |
| | | | | | | Check Amount: \$1,426.80 |
| VIL | 46584 | SCHLO | | POWERSCHOOL GROUP LLC | | Check |
| | | | E 01 005 105 281 000 820 | Schoology Subscription 7/1/25 - 6/30/25 | | \$6,881.07 |
| PO#: | Voucher #: | 38117 | Invoice | Invoice No: INV452791 | 8/20/2025 | Paid Amt: \$6,881.07 |
| | | | | | | Check Amount: \$6,881.07 |
| VIL | 46585 | REAHO | | READING HORIZONS | | Check |
| | | | E 01 100 203 000 000 430 | Reading Horizons Bundle/Virtual Training | | \$4,123.41 |
| PO#: | Voucher #: | 38119 | Invoice | Invoice No: INV73236 | 8/20/2025 | Paid Amt: \$4,123.41 |
| | | | | | | Check Amount: \$4,123.41 |
| VIL | 46586 | ROBHIL | | ROBERT B HILL CO. | | Check |
| | | | E 01 005 810 000 000 401 | WATER SOFTENER SALT | | \$136.32 |
| PO#: | Voucher #: | 38120 | Invoice | Invoice No: 434272 | 8/20/2025 | Paid Amt: \$136.32 |
| | | | | | | Check Amount: \$136.32 |
| VIL | 46587 | SCHDTI | | SCHOOL DATEBOOKS | | Check |
| | | | R 01 100 203 905 000 619 | STUDENT PLANNERS | | \$1,207.04 |
| PO#: | Voucher #: | 38121 | Invoice | Invoice No: S25-0319625 | 8/20/2025 | Paid Amt: \$1,207.04 |
| | | | | | | Check Amount: \$1,207.04 |
| VIL | 46588 | SCHMA | | SCHOOL MATE | | Check |
| | | | R 01 100 203 905 000 619 | Elementary Value Planners | | \$480.00 |
| PO#: | Voucher #: | 38122 | Invoice | Invoice No: IN000637055 | 8/20/2025 | Paid Amt: \$480.00 |
| | | | | | | Check Amount: \$480.00 |
| VIL | 46589 | SCHNR: | | SCHOOL NURSE SUPPLY, INC. | | Check |
| | | | E 01 300 720 000 000 401 | Nurse Supplies for SEC | | \$699.94 |
| PO#: | Voucher #: | 38123 | Invoice | Invoice No: INV1059370 | 8/20/2025 | Paid Amt: \$699.94 |
| | | | E 01 100 720 000 000 401 | Nurse Supplies for EL | | \$547.01 |
| PO#: | Voucher #: | 38124 | Invoice | Invoice No: IN1059371 | 8/20/2025 | Paid Amt: \$547.01 |
| | | | | | | Check Amount: \$1,246.95 |
| VIL | 46590 | SHI | | SHI INTERNATIONAL CORP | | Check |
| | | | E 01 005 108 000 000 405 | Adobe Volume Licenses | | \$2,747.24 |
| PO#: | Voucher #: | 38125 | Invoice | Invoice No: B20087741 | 8/20/2025 | Paid Amt: \$2,747.24 |
| | | | E 01 005 108 000 000 405 | WatchGuard Security Suite | | \$1,187.50 |
| PO#: | Voucher #: | 38126 | Invoice | Invoice No: B20093632 | 8/20/2025 | Paid Amt: \$1,187.50 |
| | | | | | | Check Amount: \$3,934.74 |

PACT Charter School
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Check Number: 0-2147483647 Payment Date: 08/01/2025-8/31/2025 Period: 202601-202602 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type | | | |
|------|------------|--------|--------------------------|--|---------------|---------------|------------|--|--|
| VIL | 46591 | SPEDFC | | SPED FORMS LLC | | Check | | | |
| | | | E 01 005 420 000 419 405 | SpEd FORMS IE HOSTED | | | \$350.00 | | |
| PO#: | Voucher #: | 38128 | Invoice | Invoice No: 2546 | 8/20/2025 | Paid Amt: | \$350.00 | | |
| | | | | | | Check Amount: | \$350.00 | | |
| VIL | 46592 | SQUWA | | SQUIRES, WALDSPURGER, & MACE P.A. | | Check | | | |
| | | | E 01 005 010 200 000 305 | LEGAL SERVICE - JUNE | | | \$1,258.08 | | |
| PO#: | Voucher #: | 38133 | Invoice | Invoice No: 25809 | 8/20/2025 | Paid Amt: | \$1,258.08 | | |
| | | | | | | Check Amount: | \$1,258.08 | | |
| VIL | 46593 | STERLI | | STERLING TROPHY, INC. | | Check | | | |
| | | | E 01 300 292 031 000 401 | Activities - Baseball Awards | | | \$75.00 | | |
| PO#: | Voucher #: | 38127 | Invoice | Invoice No: 35281 | 8/20/2025 | Paid Amt: | \$75.00 | | |
| | | | | | | Check Amount: | \$75.00 | | |
| VIL | 46594 | TWCED | | TCEC METRO, LLC | | Check | | | |
| | | | E 01 005 420 000 740 394 | SCHOOL PSYCHOLOGIST SERVICE 7/29/25 | | | \$35.00 | | |
| PO#: | Voucher #: | 38130 | Invoice | Invoice No: 14130 | 8/20/2025 | Paid Amt: | \$35.00 | | |
| | | | | | | Check Amount: | \$35.00 | | |
| VIL | 46595 | TRAHOI | | TRANSPERFECT REMOTE INTERPRETING, INC. | | Check | | | |
| | | | E 01 005 010 200 000 305 | Remote Interpreting Services - July 2025 | | | \$50.00 | | |
| PO#: | Voucher #: | 38129 | Invoice | Invoice No: INV139740 | 8/20/2025 | Paid Amt: | \$50.00 | | |
| | | | | | | Check Amount: | \$50.00 | | |
| VIL | 46596 | 1056 | | Voyager Sopris Learning | | Check | | | |
| | | | E 01 100 420 000 740 433 | TM3 Student Kits | | | \$2,250.60 | | |
| PO#: | Voucher #: | 38131 | Invoice | Invoice No: 8791950 | 8/20/2025 | Paid Amt: | \$2,250.60 | | |
| | | | | | | Check Amount: | \$2,250.60 | | |
| VIL | 46597 | 1057 | | Web Envy | | Check | | | |
| | | | E 01 005 105 000 000 305 | Website Primary Domain Fee | | | \$344.25 | | |
| PO#: | Voucher #: | 38132 | Invoice | Invoice No: STA647093 | 8/20/2025 | Paid Amt: | \$344.25 | | |
| | | | | | | Check Amount: | \$344.25 | | |
| VIL | 46598 | 1034 | | GURSTEL LAW FIRM, P.C. | | Check | | | |
| | | | B 01 215 014 | GARNISHMENTS | | | \$213.56 | | |
| PO#: | Voucher #: | 38136 | Invoice | Invoice No: S2026040 | 8/26/2025 | Paid Amt: | \$213.56 | | |
| | | | B 01 215 014 | GARNISHMENTS | | | \$728.98 | | |
| PO#: | Voucher #: | 37992 | Invoice | Invoice No: S2026020 | 8/26/2025 | Paid Amt: | \$728.98 | | |
| | | | B 01 215 014 | GARNISHMENTS | | | \$728.98 | | |
| PO#: | Voucher #: | 38073 | Invoice | Invoice No: S2026030 | 8/26/2025 | Paid Amt: | \$728.98 | | |
| | | | | | | Check Amount: | \$1,671.52 | | |

PACT Charter School
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| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type |
|------|------------|----------|--------------------------|---|---------------|---------------------------|
| VIL | 46599 | ALPHA | | ALPHA TOILET SERVICES | | Check |
| | | | E 01 300 292 033 000 305 | Football Stadium Toilets for Fall Season Activi | | \$664.00 |
| PO#: | Voucher #: | 38142 | Invoice | Invoice No: 3630 | 8/27/2025 | Paid Amt: \$664.00 |
| | | | | | | Check Amount: \$664.00 |
| VIL | 46600 | 1059 | | Anoka Ramsey Landscape | | Check |
| | | | E 01 005 810 000 000 305 | EL Campus Mulch & Install | | \$7,200.00 |
| PO#: | Voucher #: | 38145 | Invoice | Invoice No: DT082125 | 8/27/2025 | Paid Amt: \$7,200.00 |
| | | | | | | Check Amount: \$7,200.00 |
| VIL | 46601 | 1058 | | Anoka-Hennipen ISD #11 | | Check |
| | | | E 01 005 105 000 000 401 | Emergency Response Training Manuals | | \$726.25 |
| PO#: | Voucher #: | 38144 | Invoice | Invoice No: 39287 | 8/27/2025 | Paid Amt: \$726.25 |
| | | | E 01 005 105 000 000 401 | Emergency Posters | | \$63.15 |
| PO#: | Voucher #: | 38143 | Invoice | Invoice No: 39284 | 8/27/2025 | Paid Amt: \$63.15 |
| | | | | | | Check Amount: \$789.40 |
| VIL | 46602 | BSNSP | | BSN SPORTS, LLC | | Check |
| | | | E 01 300 292 030 000 401 | Activities: Soccer Socks | | \$172.76 |
| PO#: | Voucher #: | 38146 | Invoice | Invoice No: 930683825 | 8/27/2025 | Paid Amt: \$172.76 |
| | | | | | | Check Amount: \$172.76 |
| VIL | 46603 | CPI | | CRISIS PREVENTION INSTITUTE | | Check |
| | | | E 01 005 110 000 000 820 | Annual Membership 10/24/25 - 10/23/26 | | \$200.00 |
| PO#: | Voucher #: | 38147 | Invoice | Invoice No: NAIN-180957 | 8/27/2025 | Paid Amt: \$200.00 |
| | | | | | | Check Amount: \$200.00 |
| VIL | 46604 | JAYWIL | | JAYWIL SOFTWARE DEVELOPMENT INC. | | Check |
| | | | E 01 005 108 000 000 405 | Support Essential Plus July 2025 - June 2026 | | \$240.00 |
| PO#: | Voucher #: | 38149 | Invoice | Invoice No: JAYMN0012845 | 8/27/2025 | Paid Amt: \$240.00 |
| | | | | | | Check Amount: \$240.00 |
| VIL | 46605 | HEGGE R1 | | LITERACY RESOURCES, LLC | | Check |
| | | | E 01 100 203 111 000 430 | EL Curriculum | | \$18,463.04 |
| PO#: | Voucher #: | 38148 | Invoice | Invoice No: INV-250722-0191255 | 8/27/2025 | Paid Amt: \$18,463.04 |
| | | | | | | Check Amount: \$18,463.04 |
| VIL | 46606 | TRAPE1 | | TRACY PETERS | | Check |
| | | | E 01 005 050 000 000 366 | REIMBURSEMENT - JULY MILEAGE | | \$64.96 |
| PO#: | Voucher #: | 38150 | Invoice | Invoice No: DT081925 | 8/27/2025 | Paid Amt: \$64.96 |
| | | | | | | Check Amount: \$64.96 |

PACT Charter School
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Check Number: 0-2147483647 Payment Date: 08/01/2025-8/31/2025 Period: 202601-202602 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type |
|------|------------|-------|--------------------------|---------------------------------|---------------|----------------------------|
| VIL | 46607 | 1060 | | Ventris Learning LLC | | Check |
| | | | E 01 100 203 000 000 401 | UFLI Foundations Teacher Manual | | \$301.00 |
| PO#: | Voucher #: | 38151 | Invoice | Invoice No: 2025219 | 8/27/2025 | Paid Amt: \$301.00 |
| | | | | | | Check Amount: \$301.00 |
| | | | | | | Report Total: \$801,735.66 |

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 |
|------------------------|------|-------|--------|--------------|------------|--------------|-------------------------------|----------|----------|-------------------------------|--------|----------|----------|-----------------------|---------------------|------------------|
| 3275 | 4008 | VILM | C0825A | | | | | | | | | | | | | |
| 8.29.25 Interest | | | | | | | | | | | | | | | | |
| | | | | 3907 | Credit | A | 08/29/25 | Check | 1 | Interest Earned | | | | | | |
| | | | | | | | 4008 R 01 005 000 000 000 092 | | | Interest Earnings | | | | | 6,761.19 | 0.00 |
| | | | | | | | | | | | | | | Receipt Total: | \$6,761.19 | \$0.00 |
| | | | | | | | | | | | | | | Deposit Total: | \$6,761.19 | \$0.00 |
| 3276 | 4008 | VIL | C0825A | | | | | | | | | | | | | |
| 8.29.25 School Deposit | | | | | | | | | | | | | | | | |
| | | | | 3908 | Credit | A | 08/29/25 | Check | 1 | Misc | | | | | | |
| | | | | | | | 4008 E 01 005 105 800 000 305 | | | Background Checks | | | | | 128.00 | 0.00 |
| | | | | | | | 4008 R 04 005 505 000 321 050 | | | Art Club | | | | | 70.00 | 0.00 |
| | | | | | | | 4008 R 01 005 000 074 000 093 | | | Gym Rental - MN Bulldogs | | | | | 210.00 | 0.00 |
| | | | | | | | 4008 R 01 005 000 071 000 096 | | | CAF Donation | | | | | 30.00 | 0.00 |
| | | | | | | | 4008 R 01 005 000 000 000 093 | | | Rent-(benefits general fund b | | | | | 840.00 | 0.00 |
| | | | | | | | 4008 R 01 100 203 020 000 050 | | | PARTICIPATION FEES | | | | | 25.00 | 0.00 |
| | | | | | | | 4008 R 04 005 505 000 321 050 | | | Art Club | | | | | 70.00 | 0.00 |
| | | | | | | | 4008 E 01 005 105 800 000 305 | | | Background Check | | | | | 8.00 | 0.00 |
| | | | | | | | 4008 E 01 005 105 800 000 305 | | | Background Check | | | | | 8.00 | 0.00 |
| | | | | | | | 4008 E 01 005 105 800 000 305 | | | Background Check | | | | | 8.00 | 0.00 |
| | | | | | | | 4008 E 01 005 105 800 000 305 | | | Background Check | | | | | 8.00 | 0.00 |
| | | | | | | | 4008 E 01 005 105 800 000 305 | | | Background Check | | | | | 8.00 | 0.00 |
| | | | | | | | 4008 E 01 005 105 800 000 305 | | | Background Check | | | | | 8.00 | 0.00 |
| | | | | | | | 4008 B 01 215 000 | | | Payroll Overpayment | | | | | 3,520.54 | 0.00 |
| | | | | | | | 4008 R 04 005 505 000 321 050 | | | Community Ed Club | | | | | 70.00 | 0.00 |
| | | | | | | | 4008 R 04 005 505 000 321 050 | | | Community Ed Club | | | | | 70.00 | 0.00 |
| | | | | | | | | | | | | | | Receipt Total: | \$5,081.54 | \$0.00 |
| | | | | | | | | | | | | | | Deposit Total: | \$5,081.54 | \$0.00 |
| 3277 | 4008 | VIL | C0825A | | | | | | | | | | | | | |
| 8.15.25 IDEAS Payment | | | | | | | | | | | | | | | | |
| | | | | 3909 | Credit | A | 08/15/25 | Check | 1 | IDEAS Payment | | | | | | |
| | | | | | | | 4008 R 01 005 000 000 000 211 | | | General Education Aid | | | | | 671,323.80 | 0.00 |
| | | | | | | | | | | | | | | Receipt Total: | \$671,323.80 | \$0.00 |
| | | | | | | | | | | | | | | Deposit Total: | \$671,323.80 | \$0.00 |
| 3278 | 4008 | VIL | I0825B | | | | | | | | | | | | | |
| 8.29.25 IDEAS Payment | | | | | | | | | | | | | | | | |
| | | | | 3910 | Credit | A | 08/29/25 | Check | 1 | IDEAS Payment | | | | | | |
| | | | | | | | 4008 R 01 005 000 000 740 360 | | | State Special Ed Aid | | | | | 675,940.78 | 0.00 |
| | | | | | | | 4008 B 01 121 000 | | | Gen Ed Aid FY25 | | | | | 266,477.52 | 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 |
|--------------------------|------|-------|--------|--------------|------------|--------------|----------|----------|----------|-----------------------------|--------|----------|----------|-----------------------|----------------|------------------|
| 3278 | 4008 | VIL | I0825B | | | | | | | | | | | | | |
| 8.29.25 IDEAS Payment | | | | 3910 | Credit | A | 08/29/25 | Check | 1 | IDEAS Payment | | | | | | |
| | | | | | | | | | | SpEd Aid FY25 | | | | 239,112.48 | | 0.00 |
| | | | | | | | | | | Lease Aid FY25 | | | | 34,609.18 | | 0.00 |
| | | | | | | | | | | LT Fac Maint FY25 | | | | 3,822.89 | | 0.00 |
| | | | | | | | | | | Literacy Incent FY25 | | | | 1,553.72 | | 0.00 |
| | | | | | | | | | | Library Aid FY25 | | | | 468.89 | | 0.00 |
| | | | | | | | | | | Student Support FY25 | | | | 497.12 | | 0.00 |
| | | | | | | | | | | PARA Training FY25 | | | | 146.00 | | 0.00 |
| Receipt Total: | | | | | | | | | | | | | | \$1,222,628.58 | | \$0.00 |
| Deposit Total: | | | | | | | | | | | | | | \$1,222,628.58 | | \$0.00 |
| 3282 | 4008 | VILM | C0825A | | | | | | | | | | | | | |
| Transfer from Main | | | | 3914 | Credit | A | 08/01/25 | Check | 1 | Misc | | | | | | |
| | | | | | | | | | | Transfer from Main | | | | 2,431,362.54 | | 0.00 |
| Receipt Total: | | | | | | | | | | | | | | \$2,431,362.54 | | \$0.00 |
| Deposit Total: | | | | | | | | | | | | | | \$2,431,362.54 | | \$0.00 |
| 3283 | 4008 | VIL | C0825A | | | | | | | | | | | | | |
| 8.8.25 Cobra | | | | 3915 | Credit | A | 08/08/25 | Check | 1 | Misc | | | | | | |
| | | | | | | | | | | HSA ER and EE contribution: | | | | 739.21 | | 0.00 |
| Receipt Total: | | | | | | | | | | | | | | \$739.21 | | \$0.00 |
| Deposit Total: | | | | | | | | | | | | | | \$739.21 | | \$0.00 |
| 3284 | 4008 | VIL | C0825A | | | | | | | | | | | | | |
| 8.29.25 Interest | | | | 3916 | Credit | A | 08/29/25 | Check | 1 | Misc | | | | | | |
| | | | | | | | | | | Interest Earnings | | | | 45.29 | | 0.00 |
| Receipt Total: | | | | | | | | | | | | | | \$45.29 | | \$0.00 |
| Deposit Total: | | | | | | | | | | | | | | \$45.29 | | \$0.00 |
| 3285 | 4008 | VIL | C0825A | | | | | | | | | | | | | |
| August Merchant Deposits | | | | 3917 | Credit | A | 08/29/25 | Check | 1 | Misc | | | | | | |
| | | | | | | | | | | Football | | | | 10,785.03 | | 0.00 |
| | | | | | | | | | | Fall Dance | | | | 3,000.00 | | 0.00 |
| | | | | | | | | | | Robotics | | | | 4,635.00 | | 0.00 |
| | | | | | | | | | | Skeet | | | | 1,250.00 | | 0.00 |
| | | | | | | | | | | Trap | | | | 3,872.50 | | 0.00 |
| | | | | | | | | | | Soccer Boys - MS | | | | 5,850.00 | | 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 | |
|--------------------------|------|-------|--------|--------------|------------|--------------|----------|----------|----------|----------|--------|----------|----------|-----------------------|----------------------------|------------------|------|
| 3285 | 4008 | VIL | C0825A | | | | | | | | | | | | | | |
| August Merchant Deposits | | | | 3917 | Credit | A | 08/29/25 | Check | 1 | Misc | | | | | | | |
| | | | | | | | 4008 | R | 01 | 300 | 292 | 030 | 000 | 050 | Soccer Boys - HS | 11,935.00 | 0.00 |
| | | | | | | | 4008 | R | 01 | 300 | 292 | 060 | 000 | 050 | Soccer Girls - MS | 3,640.00 | 0.00 |
| | | | | | | | 4008 | R | 01 | 300 | 292 | 060 | 000 | 050 | Soccer Girls - HS | 7,700.00 | 0.00 |
| | | | | | | | 4008 | R | 01 | 300 | 292 | 063 | 000 | 050 | Volleyball - HS | 15,000.00 | 0.00 |
| | | | | | | | 4008 | R | 04 | 005 | 505 | 000 | 000 | 050 | 2-5 Elementary Robotics | 2,840.00 | 0.00 |
| | | | | | | | 4008 | R | 04 | 005 | 505 | 000 | 000 | 050 | 2-4 Boys Basketball | 895.00 | 0.00 |
| | | | | | | | 4008 | R | 04 | 005 | 505 | 000 | 000 | 050 | NTCBL MYAS Girls Fall Leag | 185.00 | 0.00 |
| | | | | | | | 4008 | R | 04 | 005 | 505 | 000 | 000 | 050 | NTCBL MYAS Girls Fall Leag | 1,585.00 | 0.00 |
| | | | | | | | 4008 | R | 04 | 005 | 505 | 000 | 000 | 050 | 3-5 Art Club | 2,659.99 | 0.00 |
| | | | | | | | 4008 | R | 04 | 005 | 505 | 000 | 000 | 050 | 3-5 Dance Club | 2,800.00 | 0.00 |
| | | | | | | | 4008 | R | 04 | 005 | 505 | 000 | 000 | 050 | K-2 Book Club | 4,199.99 | 0.00 |
| | | | | | | | 4008 | R | 04 | 005 | 505 | 000 | 000 | 050 | K-2 Intro to Sports | 3,919.99 | 0.00 |
| | | | | | | | 4008 | R | 04 | 005 | 505 | 000 | 000 | 050 | K-5 Stem | 2,706.63 | 0.00 |
| | | | | | | | | | | | | | | Receipt Total: | \$89,459.13 | \$0.00 | |
| | | | | | | | | | | | | | | Deposit Total: | \$89,459.13 | \$0.00 | |
| 3286 | 4008 | VIL | C0825A | | | | | | | | | | | | | | |
| August ParentSquare | | | | 3918 | Credit | A | 08/29/25 | Check | 1 | Misc | | | | | | | |
| | | | | | | | 4008 | R | 01 | 100 | 203 | 020 | 000 | 050 | 4th Grade Fee | 580.00 | 0.00 |
| | | | | | | | 4008 | R | 01 | 100 | 201 | 900 | 000 | 050 | Kindergarten Fees | 820.00 | 0.00 |
| | | | | | | | 4008 | R | 01 | 100 | 203 | 020 | 000 | 050 | 1st Grade Fee | 290.00 | 0.00 |
| | | | | | | | 4008 | R | 01 | 100 | 203 | 020 | 000 | 050 | 2nd Grade Fee | 760.00 | 0.00 |
| | | | | | | | 4008 | R | 01 | 100 | 203 | 020 | 000 | 050 | 3rd Grade Fee | 600.00 | 0.00 |
| | | | | | | | 4008 | R | 01 | 300 | 211 | 900 | 000 | 050 | Field Trips - 6th Grade | 1,404.00 | 0.00 |
| | | | | | | | 4008 | R | 01 | 300 | 211 | 900 | 000 | 050 | Field Trips - 6th Grade | 54.00 | 0.00 |
| | | | | | | | 4008 | R | 01 | 300 | 211 | 900 | 000 | 050 | Field Trips - 6th Grade | 27.00 | 0.00 |
| | | | | | | | 4008 | R | 01 | 100 | 203 | 020 | 000 | 050 | 5th Grade Fee | 570.00 | 0.00 |
| | | | | | | | | | | | | | | Receipt Total: | \$5,105.00 | \$0.00 | |
| | | | | | | | | | | | | | | Deposit Total: | \$5,105.00 | \$0.00 | |
| | | | | | | | | | | | | | | Report Total: | \$4,432,506.28 | \$0.00 | |



P A C T
Charter School

PACT Charter School Monthly Financials

SEPTEMBER 2025

EdFinMN

FINANCE AND ACCOUNTING SERVICES FOR CHARTER
SCHOOL AND EDUCATION SUPPORT ORGANIZATIONS

PACT Charter School Financial Highlights

SEPTEMBER 2025

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:

- \$5,585,329 Cash balance at end of the month
- \$536,092 State Receivables which represents an initial estimate for the beginning of the accrual for the current year hold back
- \$512,211 State Receivables which represents the remaining amount due to the school from the state 10% holdback of the prior school year
- \$267,327 Salary and Benefits Payables estimated. This is for summer salaries as of month-end.
- \$2,326 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: 1467 ADM
- Revised Budget: 1467 ADM
- Actual ADM 1440
- 25% Percent of the fiscal year completed
- 24% YTD revenue as a percent of budget based on the revised projection.
- 16% YTD expenses as a percent of budget based on the revised projection.
- \$5,545,281 Projected year end fund balance
- 29% Projected ending fund balance as a % of expense budget

Cash Flow:

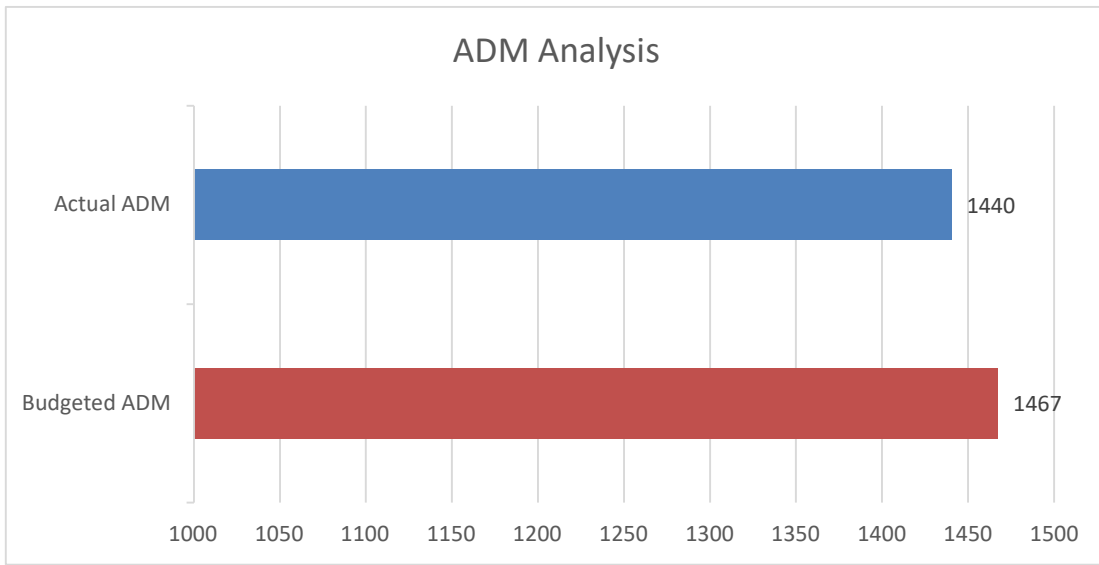
- Estimated cash balance as of June 30, 2026
\$ 4,749,022
- Days cash on hand projected as of June 30, 2026
100

Debt Covenant Ratios:

- **Required debt service coverage ratio at June 30, 2026: = / >**
1.10
- Projected debt service coverage ratio at June 30, 2026:
1.50

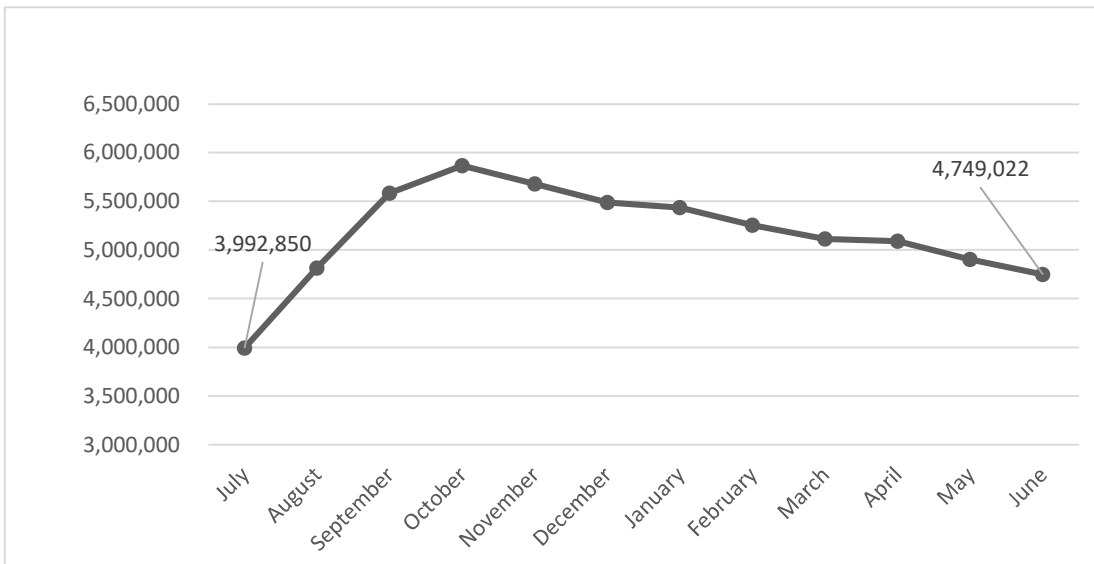
- **Required days cash on hand (cash only) at June 30, 2026: = / >**
45
- Projected days cash on hand without receivables at June 30, 2026:
100
- Projected days cash on hand with receivables at June 30, 2026:
148

Enrollment/ADM's



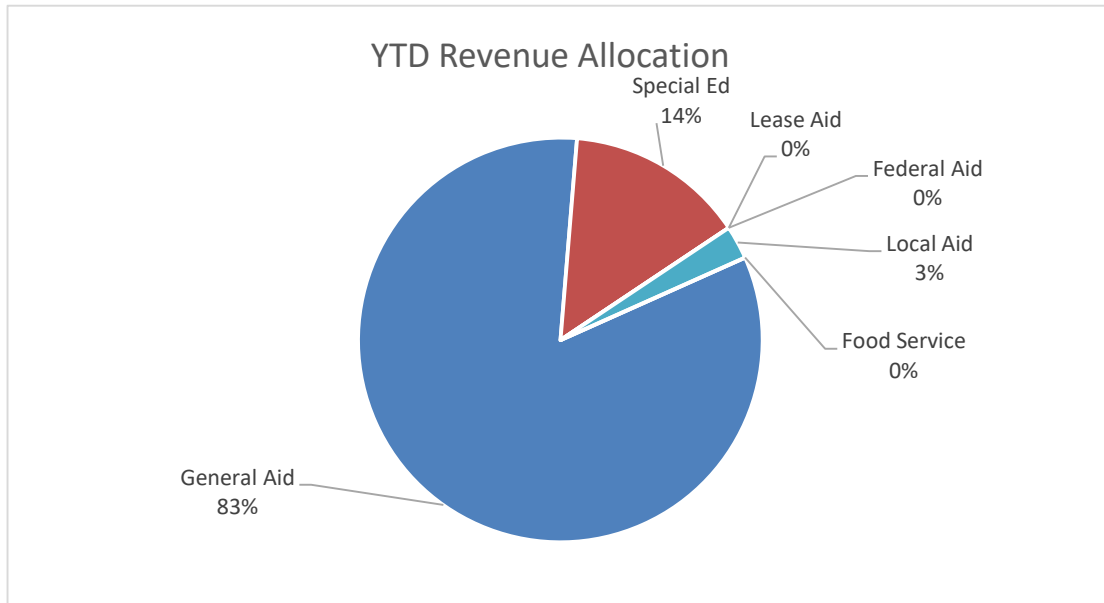
Monitoring the school's budgeted ADM vs. the actual ADM is one of the most important analytical revenue reviews. Variance from the budgeted ADM must be reviewed and understood.

Cash Flow Projection



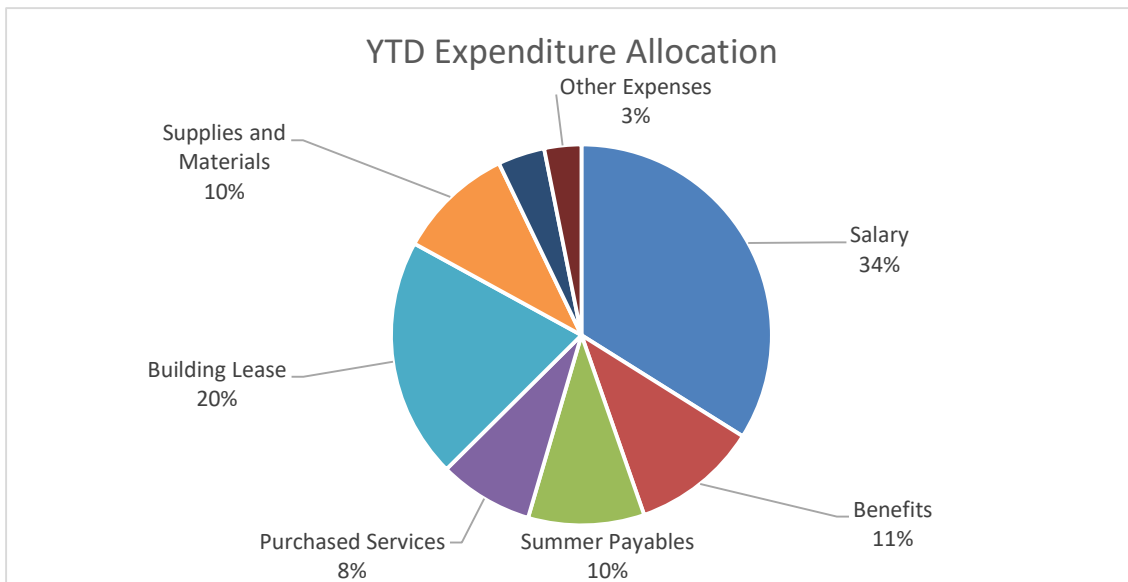
PACT Charter School's cash balance is expected to increase during fiscal 2026.

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 September 30, 2025**

| Assets | As of Month-End |
|--|------------------------|
| Cash | 5,585,329 |
| MDE Receivable - Current year estimate | 536,092 |
| MDE Receivable - Prior year | 512,211 |
| Federal Receivable | (1,632) |
| Total Assets | \$ 6,632,000 |
| | |
| Liabilities | |
| Salary and Benefits Payable | \$ 267,327 |
| Accounts Payable | 2,326 |
| Deferred Revenue | 6,253 |
| | \$ 275,906 |
| | |
| Fund Balance | |
| Beginning - Unaudited | \$ 4,550,447 |
| Change in Fund Balance | 1,805,647 |
| Ending- Projected | \$ 6,356,094 |
| Total Liabilities and Fund Balance | \$ 6,632,000 |

Current year based on estimated, primarily for ADM numbers.

**PACT Charter School
Income Statement Summary
As of September 30, 2025**

| Revenue | Adopted Budget - 1467 ADM | Revised Budget - 1467 ADM | Monthly Activity | Year to Date | % of Budget |
|-------------------------------|--------------------------------------|--------------------------------------|-------------------------|---------------------|--------------------|
| State Aids | \$ 18,901,723 | \$ 18,901,723 | \$ 1,417,844 | \$ 4,642,249 | 24.6% |
| Federal Aids | 655,748 | 655,748 | - | - | 0.0% |
| Local | 419,571 | 419,571 | 39,804 | 154,907 | 36.9% |
| Total | \$ 19,977,042 | \$ 19,977,042 | \$ 1,457,649 | \$ 4,797,156 | 24.0% |
| | | | | | |
| Expense | | | | | |
| Salary | \$ 8,612,904 | \$ 8,612,904 | \$ 704,319 | \$ 1,014,957 | 11.8% |
| Benefits | 2,994,819 | 2,994,819 | 206,433 | 321,407 | 10.7% |
| Summer Payables | - | - | - | 294,967 | NA |
| Purchased Services | 3,019,356 | 3,019,356 | 111,404 | 239,921 | 7.9% |
| Supplies and Materials | 1,487,611 | 1,487,611 | 87,313 | 295,459 | 19.9% |
| Building Lease | 2,458,292 | 2,458,292 | 203,638 | 610,913 | 24.9% |
| Capital Expenditures | 231,000 | 231,000 | 92,334 | 119,515 | 51.7% |
| Other Expenses | 178,226 | 178,226 | 3,574 | 94,369 | 52.9% |
| Total | \$ 18,982,208 | \$ 18,982,208 | \$ 1,409,013 | \$ 2,991,509 | 15.8% |
| | | | | | |
| Change in Fund Balance | \$ 994,834 | \$ 994,834 | \$ 48,635 | \$ 1,805,647 | |
| Beginning Fund Balance | \$ 4,550,447 | \$ 4,550,447 | \$ 4,550,447 | \$ 4,550,447 | |
| Ending- Projected | \$ 5,545,281 | \$ 5,545,281 | \$ 4,599,082 | \$ 6,356,094 | |
| | | | | | |
| FB as a % of Exp | 29% | 29% | | | |
| Debt Service Coverage Ratio | 1.50 | 1.50 | | | |

**PACT Charter School
Detail Revenue
As of September 30, 2025**

25% Year Complete

| | Adopted Budget - 1467 ADM | Revised Budget - 1467 ADM | Monthly Activity | Year to Date | % of Budget |
|--|------------------------------|------------------------------|---------------------|---------------------|-------------|
| General Fund | | | | | |
| State Aid | | | | | |
| General Aid | \$ 13,215,594 | \$ 13,215,594 | \$ 1,368,109 | \$ 3,380,481 | 26% |
| Endowment | 81,897 | 81,897 | 49,735 | 49,735 | 61% |
| Special Education | 2,753,029 | 2,753,029 | - | 675,941 | 25% |
| ADSIS | 114,821 | 114,821 | - | - | 0% |
| Lease Aid | 2,100,823 | 2,100,823 | - | - | 0% |
| Literacy Incentive | 51,791 | 51,791 | - | - | 0% |
| Library Aid | 20,000 | 20,000 | - | - | 0% |
| Student Support Aid | 20,000 | 20,000 | - | - | 0% |
| Long Term Facility Maintenance | 211,042 | 211,042 | - | - | 0% |
| State Aid Receivables* | - | - | - | 536,092 | N/A |
| Total State Aid | \$ 18,568,997 | \$ 18,568,997 | \$ 1,417,844 | \$ 4,642,249 | 25% |
| Federal Aid | | | | | |
| Title I | \$ 145,244 | \$ 145,244 | \$ - | \$ - | 0% |
| Title II | 21,684 | 21,684 | - | - | 0% |
| Special Education | 166,421 | 166,421 | - | - | 0% |
| Special Education - Preschool Age | 6,800 | 6,800 | - | - | 0% |
| Special Education - CEIS | 30,568 | 30,568 | - | - | 0% |
| | \$ 370,717 | \$ 370,717 | \$ - | \$ - | 0% |
| Local Aid and Donation | | | | | |
| Interest | \$ 40,000 | \$ 40,000 | \$ 7,029 | \$ 21,082 | 52.7% |
| Donations and Other | 10,000 | 10,000 | 6,138 | 11,195 | 111.9% |
| Student Activity Fees | 20,000 | 20,000 | - | - | 0.0% |
| Athletic and Activity Fees | 232,200 | 232,200 | 17,108 | 85,776 | 36.9% |
| Fees for Services | - | - | 3,249 | 8,602 | N/A |
| | \$ 302,200 | \$ 302,200 | \$ 33,524 | \$ 126,655 | 42% |
| Total General Fund Revenue | \$ 19,241,914 | \$ 19,241,914 | \$ 1,451,369 | \$ 4,768,904 | 25% |
| Food Service Fund | | | | | |
| State Revenue | \$ 332,726 | \$ 332,726 | \$ - | \$ - | 0% |
| Federal Revenue | 285,031 | 285,031 | - | - | 0% |
| Food Sales | 7,171 | 7,171 | - | (100) | -1% |
| Total Food Service Revenue | \$ 624,928 | \$ 624,928 | \$ - | \$ (100) | 0% |
| Community Service Fund | | | | | |
| Community Service Fees | \$ 110,200 | \$ 110,200 | \$ 6,280 | \$ 28,352 | 26% |
| Total Community Service Revenue | \$ 110,200 | \$ 110,200 | \$ 6,280 | \$ 28,352 | 26% |
| Total Revenue- All Funds | \$ 19,977,042 | \$ 19,977,042 | \$ 1,457,649 | \$ 4,797,156 | 24% |

**PACT Charter School
Detail Expense
As of September 30, 2025**

FYTD: 25%

| | Adopted Budget - 1467 ADM | Revised Budget - 1467 ADM | Monthly Activity | Year to Date | % of Budget |
|---|------------------------------|------------------------------|-------------------|---------------------|-------------|
| Admin and Operations | | | | | |
| 100 Salaries | \$ 2,402,837 | \$ 2,402,837 | \$ 130,333 | \$ 340,544 | 14% |
| 200 Benefits | 865,021 | 865,021 | 35,533 | 123,401 | 14% |
| 305 Contracted Services | 422,134 | 422,134 | 27,047 | 64,985 | 15% |
| 320 Communication | 34,782 | 34,782 | 4,741 | 11,221 | 32% |
| 329 Postage | 5,100 | 5,100 | - | 1,991 | 39% |
| 330 Utility | 281,400 | 281,400 | 13,938 | 55,805 | 20% |
| 340 Insurance | 119,700 | 119,700 | - | 25,476 | 21% |
| 350 Repairs & Maintenance | 174,094 | 174,094 | 12,336 | 13,983 | 8% |
| 360 Transportation | 943,940 | 943,940 | 6,519 | 6,636 | 1% |
| 366 Professional Development | 5,669 | 5,669 | 331 | 500 | 9% |
| 401 General Supplies | 296,229 | 296,229 | 5,815 | 16,746 | 6% |
| 405 Purchased Software (405/406) | - | - | 6,640 | 22,475 | 0% |
| 500 Furniture & Equipment | 68,250 | 68,250 | (19,619) | 2,524 | 4% |
| 555 Technology Equipment | 105,000 | 105,000 | 101,608 | 101,608 | 97% |
| 570 Building Lease | 2,458,292 | 2,458,292 | 203,638 | 610,913 | 25% |
| 820 Dues & Memberships | 132,265 | 132,265 | 604 | 84,904 | 64% |
| Total Admin and Operations | \$ 8,314,713 | \$ 8,314,713 | \$ 529,464 | \$ 1,483,712 | 18% |
| Instructional Support and Services | | | | | |
| 100 Salaries | \$ 3,446,404 | \$ 3,446,404 | 372,355 | 437,956 | 13% |
| 200 Benefits | 1,240,705 | 1,240,705 | 117,214 | 135,779 | 11% |
| 1XX/2XX Summer Payable | - | - | - | 188,359 | NA |
| 305 Contracted Services | 10,500 | 10,500 | 4 | 4 | 0% |
| 360 Transportation - Field Trips | 35,464 | 35,464 | - | - | 0% |
| 366 Professional Development | 18,895 | 18,895 | 3,697 | 10,505 | 56% |
| 369 Field Trips and Registration | 28,156 | 28,156 | 1,272 | 2,548 | 9% |
| 394 PSEO-CIS Tuition Payments | 158,731 | 158,731 | 543 | 543 | 0% |
| 401 General Supplies | 53,923 | 53,923 | 3,230 | 16,832 | 31% |
| 406 Instructional Software License | - | - | - | 54,105 | 0% |
| 430 Instructional Supplies | 210,000 | 210,000 | 25,738 | 133,762 | 64% |
| 460 Textbooks & Workbooks | 90,449 | 90,449 | - | 2,801 | 3% |
| 461 Standardized Tests | 203,670 | 203,670 | - | - | 0% |
| 500 Furniture & Equipment | 47,250 | 47,250 | 7,345 | 9,383 | 20% |
| 820 Dues & Memberships | - | - | - | 95 | 0% |
| 898 Scholarships | - | - | 1,000 | 1,000 | 0% |
| Total Instructional Support and Services | \$ 5,544,147 | \$ 5,544,147 | \$ 532,398 | \$ 993,673 | 18% |

ESSER/COVID

PACT Charter School
Detail Expense
As of September 30, 2025

FYTD: 25%

| | Adopted Budget - 1467 ADM | Revised Budget - 1467 ADM | Monthly Activity | Year to Date | % of Budget |
|--|------------------------------|------------------------------|---------------------|---------------------|-------------|
| Activities | | | | | |
| 100 Salaries | \$ 346,875 | \$ 346,875 | \$ 13,760 | \$ 17,225 | 5% |
| 200 Benefits | 69,375 | 69,375 | 1,532 | 2,092 | 3% |
| 305 Contracted Services | 72,015 | 72,015 | 5,944 | 6,608 | 9% |
| 335 Operating Leases | - | - | - | 3,000 | 0% |
| 360 Transportation | 76,824 | 76,824 | 8,197 | 8,197 | 11% |
| 369 Registrations | 30,833 | 30,833 | 2,682 | 2,682 | 9% |
| 401 General Supplies | 108,783 | 108,783 | 3,058 | 3,306 | 3% |
| 580 Lease | 10,500 | 10,500 | 3,000 | 6,000 | 57% |
| 820 Dues and Memberships | 41,961 | 41,961 | 1,970 | 8,370 | 20% |
| Total Activities | 757,166 | 757,166 | 40,143 | 57,481 | 8% |
| ADSIS Program | | | | | |
| 100 Salaries | \$ 146,902 | \$ 146,902 | \$ 10,163 | \$ 17,403 | 12% |
| 200 Benefits | 52,885 | 52,885 | 3,260 | 5,684 | 11% |
| 401 General Supplies | 5,250 | 5,250 | - | - | 0% |
| Total ADSIS Program | 205,037 | 205,037 | 13,423 | 23,087 | 11% |
| Special Education | | | | | |
| 100 Salaries | \$ 1,993,592 | \$ 1,993,592 | \$ 158,749 | \$ 181,732 | 9% |
| 200 Benefits | 717,693 | 717,693 | 43,246 | 48,437 | 7% |
| 1XX/2XX Summer Payable | - | - | - | 106,608 | NA |
| 305 Contracted Services | 20,698 | 20,698 | 26 | 26 | 0% |
| 360 Transportation - SPED & HHM | 298,303 | 298,303 | 16,627 | 16,627 | 6% |
| 394 Payments to Other Agencies | 223,318 | 223,318 | 7,365 | 7,970 | 4% |
| 405 Purchased Software | 4,200 | 4,200 | - | 350 | 8% |
| 430 Instructional Supplies | - | - | - | 2,251 | 0% |
| 433 Instructional Supplies- Ind | 23,550 | 23,550 | - | - | 0% |
| 820 Dues & Memberships | 4,000 | 4,000 | - | - | 0% |
| Total Special Education | \$ 3,285,354 | \$ 3,285,354 | \$ 226,013 | \$ 364,001 | 11% |
| Title Programs | | | | | |
| 100 Salaries | \$ 93,012 | \$ 93,012 | \$ 9,278 | \$ 10,105 | 11% |
| 200 Benefits | 33,484 | 33,484 | 3,506 | 3,824 | 11% |
| Total Title Programs | 126,496 | 126,496 | 12,783 | 13,929 | 11% |
| Total General Fund Expenditures | \$ 18,232,913 | \$ 18,232,913 | \$ 1,354,224 | \$ 2,935,881 | 16% |
| Food Service Fund | | | | | |
| 100 Salaries | \$ 78,282 | \$ 78,282 | \$ 8,837 | \$ 9,149 | 12% |
| 200 Benefits | 15,656 | 15,656 | 2,143 | 2,190 | 14% |
| 305 Contracted Expense | - | - | - | 480 | 0% |
| 401 General Supplies | 15,507 | 15,507 | - | - | 0% |
| 490 Food | 462,200 | 462,200 | 41,239 | 41,239 | 9% |
| 495 Milk | - | - | 1,592 | 1,592 | 0% |
| 500 Furniture & Equipment | 15,750 | 15,750 | - | - | 0% |
| 820 Dues & Memberships | 2,100 | 2,100 | - | - | 0% |
| Total Food | \$ 589,495 | \$ 589,495 | \$ 53,811 | \$ 54,650 | 9% |
| Community Ed Fund | | | | | |
| 100 Salaries | \$ 105,000 | \$ 105,000 | \$ 844 | \$ 844 | 1% |
| 200 Benefits | 37,800 | 37,800 | 134 | 134 | 0% |
| 401 General Supplies | 17,000 | 17,000 | - | - | 0% |
| Total Community Ed | 159,800 | 159,800 | 978 | 978 | 1% |
| Total Expense- All Funds | \$ 18,982,208 | \$ 18,982,208 | \$ 1,409,013 | \$ 2,991,509 | 16% |

PACT Charter School
CashFlow
As of September 30, 2025

9 Months Remaining

| Cash Receipts | Revised Budget | Monthly Activity | Year to Date | October | November | December | January | February | March | April |
|--------------------------|-----------------------|-------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| State Aids- CY | \$ 18,568,997 | \$ 1,417,844 | \$ 4,106,157 | \$ 1,351,600 | \$ 1,353,222 | \$ 1,351,600 | \$ 1,351,600 | \$ 1,353,222 | \$ 1,401,335 | \$ 1,351,600 |
| State Aids- PY | 512,211 | - | - | 382,069 | - | - | 46,416 | 7,368 | - | 77,854 |
| Federal | 370,717 | - | - | 92,679 | - | - | 92,679 | - | - | 92,679 |
| Local | 412,400 | 39,804 | 155,006 | 27,169 | 27,169 | 27,169 | 27,169 | 27,169 | 27,169 | 27,169 |
| Food Service | 624,928 | - | (100) | 65,975 | 65,975 | 65,975 | 65,975 | 65,975 | 65,975 | 65,975 |
| Total Inflows | \$ 20,489,253 | \$ 1,457,649 | \$ 4,261,064 | \$ 1,919,493 | \$ 1,446,366 | \$ 1,444,744 | \$ 1,583,840 | \$ 1,453,734 | \$ 1,494,479 | \$ 1,615,278 |
| Expense | | | | | | | | | | |
| Salary | \$ 8,612,904 | \$ 704,319 | \$ 1,014,957 | \$ 717,742 | \$ 717,742 | \$ 717,742 | \$ 717,742 | \$ 717,742 | \$ 717,742 | \$ 717,742 |
| Benefits | 2,994,819 | 198,135 | 321,407 | 249,568 | 249,568 | 249,568 | 249,568 | 249,568 | 249,568 | 249,568 |
| Purchased Services | 3,019,356 | 111,404 | 239,921 | 308,826 | 308,826 | 308,826 | 308,826 | 308,826 | 308,826 | 308,826 |
| Supplies and Materials | 1,487,611 | 87,313 | 295,459 | 132,461 | 132,461 | 132,461 | 132,461 | 132,461 | 132,461 | 132,461 |
| Building Lease | 2,458,292 | 203,638 | 610,913 | 205,264 | 205,264 | 205,264 | 205,264 | 205,264 | 205,264 | 205,264 |
| Capital Expenditures | 231,000 | 92,334 | 119,515 | 12,387 | 12,387 | 12,387 | 12,387 | 12,387 | 12,387 | 12,387 |
| Other Expenses | 178,226 | 3,574 | 94,369 | 9,317 | 9,317 | 9,317 | 9,317 | 9,317 | 9,317 | 9,317 |
| Accounts Payable | - | - | - | 2,326 | - | - | - | - | - | - |
| Total Outflows | \$ 18,982,208 | \$ 1,400,716 | \$ 2,696,542 | \$ 1,637,893 | \$ 1,635,567 | \$ 1,635,567 | \$ 1,635,567 | \$ 1,635,567 | \$ 1,635,567 | \$ 1,635,567 |
| Change in Cash | \$ 281,600 | \$ (189,200) | \$ (190,822) | \$ (51,727) | \$ (181,832) | \$ (141,087) | \$ (20,289) | | | |
| Beginning | \$ 5,585,329 | \$ 5,866,929 | \$ 5,677,729 | \$ 5,486,907 | \$ 5,435,180 | \$ 5,253,348 | \$ 5,112,261 | | | |
| Line of Credit | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | | |
| Ending- Projected | \$ 5,866,929 | \$ 5,677,729 | \$ 5,486,907 | \$ 5,435,180 | \$ 5,253,348 | \$ 5,112,261 | \$ 5,091,972 | | | |

PACT Charter School
CashFlow
As of September 30, 2025

9 Months Remaining

| Cash Receipts | Revised Budget | Monthly Activity | Year to Date | May | June | Total | Remaining |
|----------------------|-----------------------|-------------------------|---------------------|---------------------|---------------------|----------------------|---------------------|
| State Aids- CY | \$ 18,568,997 | \$ 1,417,844 | \$ 4,106,157 | \$ 1,353,222 | \$ 1,351,600 | \$ 16,325,158 | \$ 2,243,839 |
| State Aids- PY | 512,211 | - | - | - | - | 513,707 | - |
| Federal | 370,717 | - | - | - | 37,072 | 315,109 | 55,608 |
| Local | 412,400 | 39,804 | 155,006 | 27,169 | 27,169 | 399,530 | - |
| Food Service | 624,928 | - | (100) | 65,975 | 65,975 | 593,677 | 31,251 |
| Total Inflows | \$ 20,489,253 | \$ 1,457,649 | \$ 4,261,064 | \$ 1,446,366 | \$ 1,481,816 | \$ 18,147,182 | \$ 2,330,698 |

| Expense | | | | | | | |
|------------------------|----------------------|---------------------|---------------------|---------------------|---------------------|----------------------|---------------------|
| Salary | \$ 8,612,904 | \$ 704,319 | \$ 1,014,957 | \$ 717,742 | \$ 717,742 | \$ 7,474,635 | \$ 1,138,269 |
| Benefits | 2,994,819 | 198,135 | 321,407 | 249,568 | 249,568 | 2,567,522 | 427,297 |
| Purchased Services | 3,019,356 | 111,404 | 239,921 | 308,826 | 308,826 | 3,019,356 | - |
| Supplies and Materials | 1,487,611 | 87,313 | 295,459 | 132,461 | 132,461 | 1,487,611 | - |
| Building Lease | 2,458,292 | 203,638 | 610,913 | 205,264 | 205,264 | 2,458,292 | - |
| Capital Expenditures | 231,000 | 92,334 | 119,515 | 12,387 | 12,387 | 231,000 | - |
| Other Expenses | 178,226 | 3,574 | 94,369 | 9,317 | 9,317 | 178,226 | - |
| Accounts Payable | - | - | - | - | - | 2,326 | - |
| Total Outflows | \$ 18,982,208 | \$ 1,400,716 | \$ 2,696,542 | \$ 1,635,567 | \$ 1,635,567 | \$ 17,418,967 | \$ 1,565,566 |

Change in Cash \$ (189,200) \$ (153,750)

| | | | |
|--------------------------|---------------------|---------------------|--------------------------|
| Beginning | <u>\$ 5,091,972</u> | <u>\$ 4,902,772</u> | Days Cash on Hand |
| Line of Credit | <u>\$ -</u> | <u>\$ -</u> | |
| Ending- Projected | <u>\$ 4,902,772</u> | <u>\$ 4,749,022</u> | |

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NOTES TO THE FINANCIAL STATEMENTS

SEPTEMBER 2025

- The financials statements are drafted on an accrual basis of accounting.
 - The financial statements are drafted based on information received from the school's leadership.
 - The numbers are subject to change based on timing of information received from the school.
 - The school's budget is based on full accrual projections as of the end of the fiscal year.
 - This report is unaudited and is prepared for internal use only.
-



PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 09/01/2025-9/30/2025 Period: 202603-202603 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type | | |
|------|------------|-------|--------------|----------------------------|---------------|---------------|------------|--|
| VIL | 1003 | | | MN DEPT. OF REVENUE | | Wire | | |
| | | | B 01 215 002 | MN TAX WITHHELD | | | \$3,879.18 | |
| PO#: | Voucher #: | 38139 | Invoice | Invoice No: S2026040 | 9/2/2025 | Paid Amt: | \$3,879.18 | |
| | | | B 01 215 002 | MN TAX WITHHELD | | | \$6,020.84 | |
| PO#: | Voucher #: | 38158 | Invoice | Invoice No: S2025244 | 9/2/2025 | Paid Amt: | \$6,020.84 | |
| | | | B 01 215 002 | MN TAX WITHHELD | | | \$125.59 | |
| PO#: | Voucher #: | 38423 | Credit | Invoice No: DT090225 | 9/2/2025 | Paid Amt: | (\$125.59) | |
| | | | B 01 215 002 | MN TAX WITHHELD | | | \$125.58 | |
| PO#: | Voucher #: | 38203 | Credit | Invoice No: Z202604P0 | 9/2/2025 | Paid Amt: | (\$125.58) | |
| | | | B 01 215 002 | MN TAX WITHHELD | | | \$47.86 | |
| PO#: | Voucher #: | 38152 | Invoice | Invoice No: S20252413 | 9/2/2025 | Paid Amt: | \$47.86 | |
| | | | | | | Check Amount: | \$9,696.71 | |
| VIL | 1003 | | | MN DEPT. OF REVENUE | | Wire | | |
| | | | B 01 215 002 | MN TAX WITHHELD | | | \$8.22 | |
| PO#: | Voucher #: | 38176 | Invoice | Invoice No: S202604S0 | 9/2/2025 | Paid Amt: | \$8.22 | |
| | | | | | | Check Amount: | \$8.22 | |
| VIL | 1004 | | | IRS | | Wire | | |
| | | | B 01 215 003 | FICA | | | \$85.66 | |
| PO#: | Voucher #: | 38177 | Invoice | Invoice No: S202604S0 | 9/2/2025 | Paid Amt: | \$85.66 | |
| | | | | | | Check Amount: | \$85.66 | |
| VIL | CAPITA | | | CAPITAL BANK & TRUST | | Wire | | |
| | | | B 01 215 006 | TSA | | | \$2,569.41 | |
| PO#: | Voucher #: | 38135 | Invoice | Invoice No: S2026040 | 9/2/2025 | Paid Amt: | \$2,569.41 | |
| | | | B 01 215 006 | TSA | | | \$1,673.34 | |
| PO#: | Voucher #: | 38156 | Invoice | Invoice No: S2025244 | 9/2/2025 | Paid Amt: | \$1,673.34 | |
| | | | | | | Check Amount: | \$4,242.75 | |
| VIL | MSRS | | | MN STATE RETIREMENT SYSTEM | | Wire | | |
| | | | B 01 215 005 | PERA WITHHELD | | | \$200.00 | |
| PO#: | Voucher #: | 38157 | Invoice | Invoice No: S2025244 | 9/2/2025 | Paid Amt: | \$200.00 | |
| | | | B 01 215 000 | GENERAL | | | \$250.00 | |
| | | | B 01 215 005 | PERA WITHHELD | | | \$1,692.00 | |
| PO#: | Voucher #: | 38137 | Invoice | Invoice No: S2026040 | 9/2/2025 | Paid Amt: | \$1,942.00 | |
| | | | | | | Check Amount: | \$2,142.00 | |

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 09/01/2025-9/30/2025 Period: 202603-202603 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type |
|------|------------|-------|--------------|-----------------------|---------------|---------------------------|
| VIL | | PERA | | PERA | | Wire |
| | | | B 01 215 005 | PERA WITHHELD | | \$7,117.24 |
| PO#: | Voucher #: | 38138 | Invoice | Invoice No: S2026040 | 9/2/2025 | Paid Amt: \$7,117.24 |
| | | | | | | Check Amount: \$7,117.24 |
| VIL | | TRA | | TRA | | Wire |
| | | | B 01 215 004 | TRA WITHHELD | | \$463.35 |
| PO#: | Voucher #: | 38204 | Credit | Invoice No: Z202604P0 | 9/2/2025 | Paid Amt: (\$463.35) |
| | | | B 01 215 004 | TRA WITHHELD | | \$463.37 |
| PO#: | Voucher #: | 38424 | Credit | Invoice No: DT090225 | 9/2/2025 | Paid Amt: (\$463.37) |
| | | | B 01 215 004 | TRA WITHHELD | | \$31,934.62 |
| PO#: | Voucher #: | 38159 | Invoice | Invoice No: S2025244 | 9/2/2025 | Paid Amt: \$31,934.62 |
| | | | | | | Check Amount: \$31,007.90 |
| VIL | | TRA | | TRA | | Wire |
| | | | B 01 215 004 | TRA WITHHELD | | \$288.51 |
| PO#: | Voucher #: | 38153 | Invoice | Invoice No: S20252413 | 9/2/2025 | Paid Amt: \$288.51 |
| | | | | | | Check Amount: \$288.51 |
| VIL | | TRA | | TRA | | Wire |
| | | | B 01 215 004 | TRA WITHHELD | | \$8,582.41 |
| PO#: | Voucher #: | 38140 | Invoice | Invoice No: S2026040 | 9/2/2025 | Paid Amt: \$8,582.41 |
| | | | | | | Check Amount: \$8,582.41 |
| VIL | | ABANK | | ASSOCIATED BANK | | Wire |
| | | | B 01 215 000 | GENERAL | | \$50.96 |
| PO#: | Voucher #: | 38175 | Credit | Invoice No: S202604S0 | 9/2/2025 | Paid Amt: (\$50.96) |
| | | | B 01 215 000 | GENERAL | | \$41.67 |
| PO#: | Voucher #: | 38202 | Credit | Invoice No: Z202604P0 | 9/2/2025 | Paid Amt: (\$41.67) |
| | | | B 01 215 000 | GENERAL | | \$41.67 |
| PO#: | Voucher #: | 38422 | Credit | Invoice No: DT090225 | 9/2/2025 | Paid Amt: (\$41.67) |
| | | | B 01 215 000 | GENERAL | | \$1,498.42 |
| PO#: | Voucher #: | 38134 | Invoice | Invoice No: S2026040 | 9/2/2025 | Paid Amt: \$1,498.42 |
| | | | B 01 215 000 | GENERAL | | \$6,741.23 |
| PO#: | Voucher #: | 38155 | Invoice | Invoice No: S2025244 | 9/2/2025 | Paid Amt: \$6,741.23 |
| | | | | | | Check Amount: \$8,105.35 |
| VIL | 1003 | | | MN DEPT. OF REVENUE | | Wire |
| | | | B 01 215 002 | MN TAX WITHHELD | | \$10,864.61 |
| | | | B 02 215 002 | MN TAX WITHHELD | | \$65.90 |

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 09/01/2025-9/30/2025 Period: 202603-202603 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type | | | |
|------|------------|-------|---------|----------------------------|----------------------|-----------|---------------|-------------|--|
| VIL | 1003 | | | MN DEPT. OF REVENUE | | Wire | | | |
| | | | B 04 | 215 002 | MN TAX WITHHELD | | \$8.51 | | |
| PO#: | Voucher #: | 38268 | Invoice | Invoice No: | S2026050 | 9/10/2025 | Paid Amt: | \$10,939.02 | |
| | | | | | | | Check Amount: | \$10,939.02 | |
| VIL | 1004 | | | IRS | | Wire | | | |
| | | | B 01 | 215 001 | FEDERAL TAX WITHHELD | | \$20,195.13 | | |
| | | | B 02 | 215 001 | FEDERAL TAX WITHHELD | | \$93.23 | | |
| | | | B 04 | 215 001 | FEDERAL TAX WITHHELD | | \$15.32 | | |
| | | | B 01 | 215 003 | FICA | | \$48,111.32 | | |
| | | | B 02 | 215 003 | FICA | | \$420.66 | | |
| | | | B 04 | 215 003 | FICA | | \$35.38 | | |
| PO#: | Voucher #: | 38270 | Invoice | Invoice No: | S2026050 | 9/10/2025 | Paid Amt: | \$68,871.04 | |
| | | | | | | | Check Amount: | \$68,871.04 | |
| VIL | ABANK | | | ASSOCIATED BANK | | Wire | | | |
| | | | B 01 | 215 000 | GENERAL | | \$8,228.72 | | |
| PO#: | Voucher #: | 38262 | Invoice | Invoice No: | S2026050 | 9/10/2025 | Paid Amt: | \$8,228.72 | |
| | | | | | | | Check Amount: | \$8,228.72 | |
| VIL | CAPITAL | | | CAPITAL BANK & TRUST | | Wire | | | |
| | | | B 01 | 215 006 | TSA | | \$3,732.78 | | |
| PO#: | Voucher #: | 38263 | Invoice | Invoice No: | S2026050 | 9/10/2025 | Paid Amt: | \$3,732.78 | |
| | | | | | | | Check Amount: | \$3,732.78 | |
| VIL | MSRS | | | MN STATE RETIREMENT SYSTEM | | Wire | | | |
| | | | B 01 | 215 000 | GENERAL | | \$300.00 | | |
| | | | B 01 | 215 005 | PERA WITHHELD | | \$1,892.00 | | |
| PO#: | Voucher #: | 38266 | Invoice | Invoice No: | S2026050 | 9/10/2025 | Paid Amt: | \$2,192.00 | |
| | | | | | | | Check Amount: | \$2,192.00 | |
| VIL | PERA | | | PERA | | Wire | | | |
| | | | B 01 | 215 005 | PERA WITHHELD | | \$12,312.57 | | |
| | | | B 02 | 215 005 | PERA WITHHELD | | \$384.89 | | |
| PO#: | Voucher #: | 38267 | Invoice | Invoice No: | S2026050 | 9/10/2025 | Paid Amt: | \$12,697.46 | |
| | | | | | | | Check Amount: | \$12,697.46 | |
| VIL | TRA | | | TRA | | Wire | | | |
| | | | B 01 | 215 004 | TRA WITHHELD | | \$42,197.79 | | |
| | | | B 04 | 215 004 | TRA WITHHELD | | \$41.18 | | |
| PO#: | Voucher #: | 38269 | Invoice | Invoice No: | S2026050 | 9/10/2025 | Paid Amt: | \$42,238.97 | |
| | | | | | | | Check Amount: | \$42,238.97 | |

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 09/01/2025-9/30/2025 Period: 202603-202603 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type |
|------|------------|-------|--------------|-----------------------|---------------|---------------------------|
| VIL | 1003 | | | MN DEPT. OF REVENUE | | Wire |
| | | | B 02 215 002 | MN TAX WITHHELD | | \$34.31 |
| PO#: | Voucher #: | 38272 | Invoice | Invoice No: S202605S0 | 9/12/2025 | Paid Amt: \$34.31 |
| | | | | | | Check Amount: \$34.31 |
| VIL | 1004 | | | IRS | | Wire |
| | | | B 02 215 001 | FEDERAL TAX WITHHELD | | \$24.46 |
| | | | B 01 215 003 | FICA | | \$109.12 |
| | | | B 02 215 003 | FICA | | \$100.70 |
| PO#: | Voucher #: | 38274 | Invoice | Invoice No: S202605S0 | 9/12/2025 | Paid Amt: \$234.28 |
| | | | | | | Check Amount: \$234.28 |
| VIL | PERA | | | PERA | | Wire |
| | | | B 01 215 005 | PERA WITHHELD | | \$97.48 |
| | | | B 02 215 005 | PERA WITHHELD | | \$92.16 |
| PO#: | Voucher #: | 38271 | Invoice | Invoice No: S202605S0 | 9/12/2025 | Paid Amt: \$189.64 |
| | | | | | | Check Amount: \$189.64 |
| VIL | TRA | | | TRA | | Wire |
| | | | B 01 215 004 | TRA WITHHELD | | \$2.89 |
| PO#: | Voucher #: | 38273 | Invoice | Invoice No: S202605S0 | 9/12/2025 | Paid Amt: \$2.89 |
| | | | | | | Check Amount: \$2.89 |
| VIL | 1003 | | | MN DEPT. OF REVENUE | | Wire |
| | | | B 01 215 002 | MN TAX WITHHELD | | \$11,814.90 |
| | | | B 02 215 002 | MN TAX WITHHELD | | \$125.47 |
| | | | B 04 215 002 | MN TAX WITHHELD | | \$17.93 |
| PO#: | Voucher #: | 38330 | Invoice | Invoice No: S2026060 | 9/25/2025 | Paid Amt: \$11,958.30 |
| | | | | | | Check Amount: \$11,958.30 |
| VIL | 1004 | | | IRS | | Wire |
| | | | B 01 215 001 | FEDERAL TAX WITHHELD | | \$21,884.05 |
| | | | B 02 215 001 | FEDERAL TAX WITHHELD | | \$231.70 |
| | | | B 04 215 001 | FEDERAL TAX WITHHELD | | \$33.76 |
| | | | B 01 215 003 | FICA | | \$51,394.24 |
| | | | B 02 215 003 | FICA | | \$821.46 |
| | | | B 04 215 003 | FICA | | \$93.72 |
| PO#: | Voucher #: | 38333 | Invoice | Invoice No: S2026060 | 9/25/2025 | Paid Amt: \$74,458.93 |
| | | | | | | Check Amount: \$74,458.93 |
| VIL | ABANK | | | ASSOCIATED BANK | | Wire |
| | | | B 01 215 000 | GENERAL | | \$11,108.31 |

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 09/01/2025-9/30/2025 Period: 202603-202603 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type |
|------|------------|-------|--------------|----------------------------|---------------|---------------------------|
| VIL | ABANK | | | ASSOCIATED BANK | | Wire |
| | | | B 02 215 000 | GENERAL | | \$123.34 |
| PO#: | Voucher #: | 38325 | Invoice | Invoice No: S2026060 | 9/25/2025 | Paid Amt: \$11,231.65 |
| | | | | | | Check Amount: \$11,231.65 |
| VIL | CAPITA | | | CAPITAL BANK & TRUST | | Wire |
| | | | B 01 215 006 | TSA | | \$3,143.83 |
| PO#: | Voucher #: | 38326 | Invoice | Invoice No: S2026060 | 9/25/2025 | Paid Amt: \$3,143.83 |
| | | | | | | Check Amount: \$3,143.83 |
| VIL | MSRS | | | MN STATE RETIREMENT SYSTEM | | Wire |
| | | | B 01 215 000 | GENERAL | | \$300.00 |
| | | | B 01 215 005 | PERA WITHHELD | | \$2,094.06 |
| PO#: | Voucher #: | 38328 | Invoice | Invoice No: S2026060 | 9/25/2025 | Paid Amt: \$2,394.06 |
| | | | | | | Check Amount: \$2,394.06 |
| VIL | PERA | | | PERA | | Wire |
| | | | B 01 215 005 | PERA WITHHELD | | \$15,937.45 |
| | | | B 02 215 005 | PERA WITHHELD | | \$760.08 |
| PO#: | Voucher #: | 38329 | Invoice | Invoice No: S2026060 | 9/25/2025 | Paid Amt: \$16,697.53 |
| | | | | | | Check Amount: \$16,697.53 |
| VIL | TRA | | | TRA | | Wire |
| | | | B 01 215 004 | TRA WITHHELD | | \$42,511.93 |
| | | | B 04 215 004 | TRA WITHHELD | | \$85.70 |
| PO#: | Voucher #: | 38332 | Invoice | Invoice No: S2026060 | 9/25/2025 | Paid Amt: \$42,597.63 |
| | | | | | | Check Amount: \$42,597.63 |
| VIL | 1003 | | | MN DEPT. OF REVENUE | | Wire |
| | | | B 01 215 002 | MN TAX WITHHELD | | \$53.71 |
| PO#: | Voucher #: | 38334 | Invoice | Invoice No: S202606S0 | 9/26/2025 | Paid Amt: \$53.71 |
| | | | | | | Check Amount: \$53.71 |
| VIL | 1004 | | | IRS | | Wire |
| | | | B 01 215 001 | FEDERAL TAX WITHHELD | | \$107.03 |
| | | | B 01 215 003 | FICA | | \$266.04 |
| PO#: | Voucher #: | 38336 | Invoice | Invoice No: S202606S0 | 9/26/2025 | Paid Amt: \$373.07 |
| | | | | | | Check Amount: \$373.07 |
| VIL | TRA | | | TRA | | Wire |
| | | | B 01 215 004 | TRA WITHHELD | | \$309.68 |
| PO#: | Voucher #: | 38335 | Invoice | Invoice No: S202606S0 | 9/26/2025 | Paid Amt: \$309.68 |
| | | | | | | Check Amount: \$309.68 |

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 09/01/2025-9/30/2025 Period: 202603-202603 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type |
|------|------------|-------|---------|-------------------------------------|--|----------------------------|
| VIL | 1011 | | | Medica | | Wire |
| | | | | B 01 215 016 | Health Insurance Premiums | \$93,861.60 |
| PO#: | Voucher #: | 38425 | Invoice | Invoice No: DT090225 | 9/2/2025 | Paid Amt: \$93,861.60 |
| | | | | | | Check Amount: \$93,861.60 |
| VIL | HEALYC | | | HEALTHIEST YOU | | Wire |
| | | | | B 01 215 012 | TELA-MEDICINE | \$540.00 |
| PO#: | Voucher #: | 38426 | Invoice | Invoice No: 205090085596 | 9/3/2025 | Paid Amt: \$540.00 |
| | | | | | | Check Amount: \$540.00 |
| VIL | USBANI | | | US BANK | | Wire |
| | | | | E 01 005 850 000 348 570 | ESCROW ACCT #142347000 Rent Sept 2025 | \$203,637.50 |
| PO#: | Voucher #: | 38427 | Invoice | Invoice No: DT090425 | 9/4/2025 | Paid Amt: \$203,637.50 |
| | | | | | | Check Amount: \$203,637.50 |
| VIL | CENTEI | | | CENTERPOINT ENERGY | | Wire |
| | | | | E 01 005 810 000 000 330 | GAS UTILITY ACCT #5959697-3 | \$174.93 |
| PO#: | Voucher #: | 38429 | Invoice | Invoice No: DT08112025 | 9/8/2025 | Paid Amt: \$174.93 |
| | | | | | | Check Amount: \$174.93 |
| VIL | CENTEI | | | CENTERPOINT ENERGY | | Wire |
| | | | | E 01 005 810 000 000 330 | GAS UTILITY ACCT #6403409231-8 | \$175.61 |
| PO#: | Voucher #: | 38428 | Invoice | Invoice No: DT081125 | 9/8/2025 | Paid Amt: \$175.61 |
| | | | | | | Check Amount: \$175.61 |
| VIL | DELTAD | | | DELTA DENTAL | | Wire |
| | | | | B 01 215 007 | EMPLOYEE DENTAL INS. | \$8,685.17 |
| PO#: | Voucher #: | 38438 | Invoice | Invoice No: DT090825 | 9/8/2025 | Paid Amt: \$8,685.17 |
| | | | | | | Check Amount: \$8,685.17 |
| VIL | CONNE | | | CONNEXUS ENERGY | | Wire |
| | | | | E 01 005 810 000 000 330 | ELECTRIC UTILITY ACCT #679773-326781 | \$84.83 |
| PO#: | Voucher #: | 38439 | Invoice | Invoice No: DT081825 | 9/10/2025 | Paid Amt: \$84.83 |
| | | | | | | Check Amount: \$84.83 |
| VIL | MNASS | | | MN ASSOC. OF CHARTER SCHOOLS | | Wire |
| | | | | E 01 005 010 000 000 820 | MACS Membership Fees | \$603.75 |
| PO#: | Voucher #: | 38442 | Invoice | Invoice No: DT091025 | 9/10/2025 | Paid Amt: \$603.75 |
| | | | | | | Check Amount: \$603.75 |
| VIL | HARTFC | | | THE HARTFORD | | Wire |
| | | | | B 01 215 009 | POLICY #0GL 896002 EMP LIFE/AD&D/LTD I | \$1,328.18 |
| PO#: | Voucher #: | 38443 | Invoice | Invoice No: DT091225 | 9/12/2025 | Paid Amt: \$1,328.18 |
| | | | | | | Check Amount: \$1,328.18 |

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 09/01/2025-9/30/2025 Period: 202603-202603 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type |
|------|------------|--------|--------------------------|--------------------------------------|---------------|--------------------------|
| VIL | | VILLAG | | VILLAGE BANK | | Wire |
| | | | E 01 005 110 000 000 305 | Returned ACH Item Fee | | \$10.00 |
| PO#: | Voucher #: | 38444 | Invoice | Invoice No: DT091225 | 9/12/2025 | Paid Amt: \$10.00 |
| | | | | | | Check Amount: \$10.00 |
| VIL | | ACEINC | | ACE SOLID WASTE, INC. | | Wire |
| | | | E 01 005 810 000 000 330 | TRASH/RECYCLE: SEPT ACCT#3067-11015! | | \$1,217.46 |
| PO#: | Voucher #: | 38445 | Invoice | Invoice No: 12280795T067 | 9/18/2025 | Paid Amt: \$1,217.46 |
| | | | | | | Check Amount: \$1,217.46 |
| VIL | | ACEINC | | ACE SOLID WASTE, INC. | | Wire |
| | | | E 01 005 810 000 000 330 | TRASH/RECYCLE: SEPT ACCT#3067-24554 | | \$1,318.92 |
| PO#: | Voucher #: | 38446 | Invoice | Invoice No: 12279233T067 | 9/18/2025 | Paid Amt: \$1,318.92 |
| | | | | | | Check Amount: \$1,318.92 |
| VIL | | COMPA | | COMPANION | | Wire |
| | | | B 01 215 012 | LIFE & SHORT--TERM DISABILITY | | \$1,223.31 |
| PO#: | Voucher #: | 38447 | Invoice | Invoice No: DT091825 | 9/18/2025 | Paid Amt: \$1,223.31 |
| | | | | | | Check Amount: \$1,223.31 |
| VIL | | CONNE | | CONNEXUS ENERGY | | Wire |
| | | | E 01 005 810 000 000 330 | ELECTRIC UTILITY ACCT #679773-326143 | | \$5,701.64 |
| PO#: | Voucher #: | 38440 | Invoice | Invoice No: DT082825 | 9/22/2025 | Paid Amt: \$5,701.64 |
| | | | | | | Check Amount: \$5,701.64 |
| VIL | | CONNE | | CONNEXUS ENERGY | | Wire |
| | | | E 01 005 810 000 000 330 | ELECTRIC UTILITY ACCT #679773-277848 | | \$5,264.29 |
| PO#: | Voucher #: | 38441 | Invoice | Invoice No: DT08282025 | 9/22/2025 | Paid Amt: \$5,264.29 |
| | | | | | | Check Amount: \$5,264.29 |
| VIL | | VILLAG | | VILLAGE BANK | | Wire |
| | | | E 01 005 110 000 000 305 | ACH Manager HV | | \$71.10 |
| PO#: | Voucher #: | 38448 | Invoice | Invoice No: DT093025 | 9/30/2025 | Paid Amt: \$71.10 |
| | | | | | | Check Amount: \$71.10 |
| VIL | 46608 | ACESEC | | ACE SECURITY TECHNOLOGIES | | Check |
| | | | E 01 005 810 000 000 401 | Keys | | \$50.00 |
| PO#: | Voucher #: | 38161 | Invoice | Invoice No: A-108417 | 9/4/2025 | Paid Amt: \$50.00 |
| | | | | | | Check Amount: \$50.00 |
| VIL | 46609 | ADVIRR | | ADVANCED IRRIGATION INC. | | Check |
| | | | E 01 005 810 510 000 350 | Service Call - Stuck Valve | | \$250.00 |
| PO#: | Voucher #: | 38162 | Invoice | Invoice No: 81962070725 | 9/4/2025 | Paid Amt: \$250.00 |
| | | | | | | Check Amount: \$250.00 |

PACT Charter School

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 09/01/2025-9/30/2025 Period: 202603-202603 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type |
|-------------|-------------------|--------------|--------------------------|---|-----------------|----------------------------------|
| VIL | 46610 | AMERTI | | AMERICAN STUDENT TRANSPORTATION | | Check |
| | | | E 01 005 760 000 723 360 | ESY SpEd Summer Transportation 6/23 - 8/7 | | \$16,627.04 |
| PO#: | Voucher #: | 38163 | Invoice | Invoice No: 619465 | 9/4/2025 | Paid Amt: \$16,627.04 |
| | | | | | | Check Amount: \$16,627.04 |
| VIL | 46611 | BATPLL | | BATTERIES PLUS BULBS | | Check |
| | | | E 01 005 810 000 000 401 | Batteries for Golf Cart & Autoscrubber | | \$1,310.20 |
| PO#: | Voucher #: | 38164 | Invoice | Invoice No: P85037804 | 9/4/2025 | Paid Amt: \$1,310.20 |
| | | | | | | Check Amount: \$1,310.20 |
| VIL | 46612 | 1061 | | CANION CREATIONS LLC | | Check |
| | | | E 01 300 230 346 000 430 | Curriculum | | \$788.00 |
| PO#: | Voucher #: | 38165 | Invoice | Invoice No: 38457 | 9/4/2025 | Paid Amt: \$788.00 |
| | | | | | | Check Amount: \$788.00 |
| VIL | 46613 | COLBO | | COLLEGE BOARD | | Check |
| | | | E 01 300 790 000 000 394 | Clep Registration & Proctoring Fee | | \$418.00 |
| PO#: | Voucher #: | 38166 | Invoice | Invoice No: CL2507115924A | 9/4/2025 | Paid Amt: \$418.00 |
| | | | | | | Check Amount: \$418.00 |
| VIL | 46614 | EDFINM | | EdFinMN LLC | | Check |
| | | | E 01 005 110 000 000 305 | September Accounting Services | | \$10,250.00 |
| PO#: | Voucher #: | 38167 | Invoice | Invoice No: 2594 | 9/4/2025 | Paid Amt: \$10,250.00 |
| | | | | | | Check Amount: \$10,250.00 |
| VIL | 46615 | HEINEN | | HEINEMANN | | Check |
| | | | E 01 300 211 000 000 430 | MATH EXPRESSIONS | | \$2,709.45 |
| PO#: | Voucher #: | 38168 | Invoice | Invoice No: 956349645 | 9/4/2025 | Paid Amt: \$2,709.45 |
| | | | | | | Check Amount: \$2,709.45 |
| VIL | 46616 | JOSTEN | | JOSTENS, INC | | Check |
| | | | E 01 300 211 372 000 401 | Diplomas | | \$323.90 |
| PO#: | Voucher #: | 38169 | Invoice | Invoice No: 37155628 | 9/4/2025 | Paid Amt: \$323.90 |
| | | | | | | Check Amount: \$323.90 |
| VIL | 46617 | SHI | | SHI INTERNATIONAL CORP | | Check |
| | | | E 01 005 108 000 000 405 | Acrobat PRO DE Subription Licesenses | | \$240.00 |
| PO#: | Voucher #: | 38170 | Invoice | Invoice No: B22111779 | 9/4/2025 | Paid Amt: \$240.00 |
| | | | E 01 005 105 000 000 320 | Fax Numbers | | \$2,622.00 |
| PO#: | Voucher #: | 38171 | Invoice | Invoice No: B20109278 | 9/4/2025 | Paid Amt: \$2,622.00 |
| | | | E 01 005 105 281 000 555 | 200 Lenovo 100e Chromebooks | | \$47,200.00 |

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 09/01/2025-9/30/2025 Period: 202603-202603 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type | | | |
|------|------------|-------|--------------------------|--------------------------------|---------------|---------------|-------------|--|--|
| VIL | 46617 | SHI | | SHI INTERNATIONAL CORP | | Check | | | |
| | | | E 01 005 108 000 000 405 | Licenses | | | \$6,400.00 | | |
| PO#: | Voucher #: | 38172 | Invoice | Invoice No: B20119019 | 9/4/2025 | Paid Amt: | \$53,600.00 | | |
| | | | | | | Check Amount: | \$56,462.00 | | |
| VIL | 46618 | 1062 | | Karen Nelson | | Check | | | |
| | | | B 01 215 000 | 9.10.25 Payroll | | | \$1,714.26 | | |
| PO#: | Voucher #: | 38201 | Invoice | Invoice No: DT09102025 | 9/11/2025 | Paid Amt: | \$1,714.26 | | |
| | | | | | | Check Amount: | \$1,714.26 | | |
| VIL | 46619 | ACESE | | ACE SECURITY TECHNOLOGIES | | Check | | | |
| | | | E 01 005 810 000 000 401 | 6 BB7 Keys | | | \$38.00 | | |
| PO#: | Voucher #: | 38206 | Invoice | Invoice No: A-108466 | 9/15/2025 | Paid Amt: | \$38.00 | | |
| | | | | | | Check Amount: | \$38.00 | | |
| VIL | 46620 | 1051 | | ADAM SCHAAK | | Check | | | |
| | | | E 01 005 105 000 000 366 | Reimbursement - Mileage | | | \$65.03 | | |
| PO#: | Voucher #: | 38207 | Invoice | Invoice No: DT090225 | 9/15/2025 | Paid Amt: | \$65.03 | | |
| | | | | | | Check Amount: | \$65.03 | | |
| VIL | 46621 | ARCC | | ANOKA-RAMSEY COMMUNITY COLLEGE | | Check | | | |
| | | | E 01 300 211 000 000 898 | PACT PTO Scholarship | | | \$1,000.00 | | |
| PO#: | Voucher #: | 38210 | Invoice | Invoice No: DT081125 | 9/15/2025 | Paid Amt: | \$1,000.00 | | |
| | | | | | | Check Amount: | \$1,000.00 | | |
| VIL | 46622 | 1063 | | Bryan Morben | | Check | | | |
| | | | E 01 300 292 032 000 305 | Football Official | | | \$130.00 | | |
| PO#: | Voucher #: | 38209 | Invoice | Invoice No: DT090525 | 9/15/2025 | Paid Amt: | \$130.00 | | |
| | | | | | | Check Amount: | \$130.00 | | |
| VIL | 46623 | BSNSP | | BSN SPORTS, LLC | | Check | | | |
| | | | E 01 300 292 063 000 401 | Volleyballs | | | \$737.20 | | |
| PO#: | Voucher #: | 38211 | Invoice | Invoice No: 930724102 | 9/15/2025 | Paid Amt: | \$737.20 | | |
| | | | | | | Check Amount: | \$737.20 | | |
| VIL | 46624 | BUCKE | | BUCKEYE CLEANING CENTERS | | Check | | | |
| | | | E 01 005 810 000 000 401 | Facilities Supplies | | | \$66.43 | | |
| PO#: | Voucher #: | 38212 | Invoice | Invoice No: 90695437 | 9/15/2025 | Paid Amt: | \$66.43 | | |
| | | | E 01 005 810 000 000 401 | Facilities Supplies | | | \$383.37 | | |
| PO#: | Voucher #: | 38213 | Invoice | Invoice No: 90695436 | 9/15/2025 | Paid Amt: | \$383.37 | | |
| | | | | | | Check Amount: | \$449.80 | | |

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 09/01/2025-9/30/2025 Period: 202603-202603 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type | | | |
|------|------------|-------|---------|--------------------------------------|---------------------------------|-----------|--------------|---------------|------------|
| VIL | 46625 | 1064 | | Cady Building Maintenance Inc | | Check | | | |
| | | | E 01 | 005 810 000 000 305 | September Cleaning | | \$7,790.00 | | |
| PO#: | Voucher #: | 38214 | Invoice | Invoice No: 4993496 | 9/15/2025 | Paid Amt: | \$7,790.00 | Check Amount: | \$7,790.00 |
| VIL | 46626 | CARRO | | CAROLINE ROWE | | Check | | | |
| | | | E 01 | 300 292 060 000 305 | Girls Soccer Official | | \$87.00 | | |
| PO#: | Voucher #: | 38215 | Invoice | Invoice No: DT090625 | 9/15/2025 | Paid Amt: | \$87.00 | Check Amount: | \$87.00 |
| VIL | 46627 | 1065 | | Chad Norwide | | Check | | | |
| | | | E 01 | 300 292 030 000 305 | Boys Soccer Official | | \$87.00 | | |
| PO#: | Voucher #: | 38216 | Invoice | Invoice No: DT082125 | 9/15/2025 | Paid Amt: | \$87.00 | Check Amount: | \$87.00 |
| VIL | 46628 | 1052 | | Claudia D. Hawley, Inc | | Check | | | |
| | | | E 01 | 005 405 000 740 394 | Audiology Consulting | | \$625.00 | | |
| | | | E 01 | 100 405 000 740 394 | Audiology Consulting | | \$250.00 | | |
| | | | E 01 | 300 405 000 740 394 | Audiology Consulting | | \$125.00 | | |
| PO#: | Voucher #: | 38218 | Invoice | Invoice No: 3538 | 9/15/2025 | Paid Amt: | \$1,000.00 | Check Amount: | \$1,000.00 |
| VIL | 46629 | COLBO | | COLLEGE BOARD | | Check | | | |
| | | | E 01 | 300 790 000 000 394 | CLEP - July Test & Proctoring | | \$125.00 | | |
| PO#: | Voucher #: | 38219 | Invoice | Invoice No: CINV006083 | 9/15/2025 | Paid Amt: | \$125.00 | Check Amount: | \$125.00 |
| VIL | 46630 | 1066 | | Cory Stroup | | Check | | | |
| | | | E 01 | 300 292 032 000 305 | Football Official | | \$130.00 | | |
| PO#: | Voucher #: | 38220 | Invoice | Invoice No: DT090525 | 9/15/2025 | Paid Amt: | \$130.00 | Check Amount: | \$130.00 |
| VIL | 46631 | COUHO | | COUNTRYSIDE HOME DELIVERY | | Check | | | |
| | | | E 02 | 005 770 000 710 495 | MILK DELIVERY 8/20/25 & 8/27/25 | | \$1,032.00 | | |
| | | | E 02 | 005 770 000 710 495 | MILK DELIVERY 8/20/25 & 8/27/25 | | (\$1,032.00) | | |
| | | | E 02 | 005 770 000 701 495 | MILK DELIVERY 8/20/25 & 8/27/25 | | \$1,032.00 | | |
| PO#: | Voucher #: | 38221 | Invoice | Invoice No: 0047 - ELEM | 9/15/2025 | Paid Amt: | \$1,032.00 | | |
| | | | E 02 | 005 770 000 710 495 | MILK DELIVERY 8/20/25 & 8/27/25 | | \$560.00 | | |
| | | | E 02 | 005 770 000 710 495 | MILK DELIVERY 8/20/25 & 8/27/25 | | (\$560.00) | | |
| | | | E 02 | 005 770 000 701 495 | MILK DELIVERY 8/20/25 & 8/27/25 | | \$560.00 | | |
| PO#: | Voucher #: | 38222 | Invoice | Invoice No: 0047 - SEC | 9/15/2025 | Paid Amt: | \$560.00 | Check Amount: | \$1,592.00 |

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 09/01/2025-9/30/2025 Period: 202603-202603 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type | | | |
|------|------------|--------|---------|-----------------------------|---------------------------------------|---------------|------------|--|--|
| VIL | 46632 | DZEOR | | DZEVO ORUC | | Check | | | |
| | | | E 01 | 300 292 030 000 305 | Boys Soccer Official | \$87.00 | | | |
| | | | E 01 | 300 292 060 000 305 | Girls Soccer Official | \$87.00 | | | |
| PO#: | Voucher #: | 38223 | Invoice | Invoice No: DT090825 | 9/15/2025 | Paid Amt: | \$174.00 | | |
| | | | | | | Check Amount: | \$174.00 | | |
| VIL | 46633 | EAGRID | | EAGLE RIDGE ACADEMY | | Check | | | |
| | | | E 01 | 300 292 063 000 369 | Volleyballs Tournament Fee for C & JV | \$450.00 | | | |
| PO#: | Voucher #: | 38224 | Invoice | Invoice No: INV-09042025PCS | 9/15/2025 | Paid Amt: | \$450.00 | | |
| | | | | | | Check Amount: | \$450.00 | | |
| VIL | 46634 | ERIEIC | | ERIC EICHACKER | | Check | | | |
| | | | E 01 | 300 292 060 000 305 | Girls Soccer Official | \$87.00 | | | |
| PO#: | Voucher #: | 38225 | Invoice | Invoice No: DT082525 | 9/15/2025 | Paid Amt: | \$87.00 | | |
| | | | | | | Check Amount: | \$87.00 | | |
| VIL | 46635 | FASTEN | | FASTENAL COMPANY | | Check | | | |
| | | | E 01 | 005 810 000 000 401 | Socket Set Screw | \$28.11 | | | |
| PO#: | Voucher #: | 38226 | Invoice | Invoice No: MNTC8223477 | 9/15/2025 | Paid Amt: | \$28.11 | | |
| | | | | | | Check Amount: | \$28.11 | | |
| VIL | 46636 | JWOOD | | JWOOD SPORTS FLOORING LLC | | Check | | | |
| | | | E 01 | 005 810 510 000 350 | SEC - Recoat Gym Floor | \$5,200.00 | | | |
| PO#: | Voucher #: | 38228 | Invoice | Invoice No: DT08182025 | 9/15/2025 | Paid Amt: | \$5,200.00 | | |
| | | | | | | Check Amount: | \$5,200.00 | | |
| VIL | 46637 | KAUAS | | KAUFMAN & ASSOCIATES | | Check | | | |
| | | | E 01 | 005 105 000 000 305 | SCHOOL ASSESSMENT CONSULTANT | \$7,980.00 | | | |
| PO#: | Voucher #: | 38229 | Invoice | Invoice No: PCS_250821 | 9/15/2025 | Paid Amt: | \$7,980.00 | | |
| | | | | | | Check Amount: | \$7,980.00 | | |
| VIL | 46638 | KIRKLU | | KIRK KLUEMPKE | | Check | | | |
| | | | E 01 | 300 292 060 000 305 | Girls Soccer Official | \$87.00 | | | |
| PO#: | Voucher #: | 38230 | Invoice | Invoice No: DT082825 | 9/15/2025 | Paid Amt: | \$87.00 | | |
| | | | | | | Check Amount: | \$87.00 | | |
| VIL | 46639 | KURDEI | | KURT DEILE | | Check | | | |
| | | | E 01 | 300 292 030 000 305 | Boys Soccer Official | \$149.00 | | | |
| PO#: | Voucher #: | 38231 | Invoice | Invoice No: DT082125 | 9/15/2025 | Paid Amt: | \$149.00 | | |
| | | | E 01 | 300 292 060 000 305 | Girls Soccer Official | \$87.00 | | | |
| PO#: | Voucher #: | 38232 | Invoice | Invoice No: DT082825 | 9/15/2025 | Paid Amt: | \$87.00 | | |
| | | | | | | Check Amount: | \$236.00 | | |

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 09/01/2025-9/30/2025 Period: 202603-202603 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type | | | |
|------|------------|--------|---------|-----------------------------|-----------------------|------------|---------------|------------|--|
| VIL | 46640 | MARKA | | MARK KASE | | Check | | | |
| | | | E 01 | 300 292 030 000 305 | Boys Soccer Official | \$149.00 | | | |
| PO#: | Voucher #: | 38233 | Invoice | Invoice No: | DT082125 | 9/15/2025 | Paid Amt: | \$149.00 | |
| | | | | | | | Check Amount: | \$149.00 | |
| VIL | 46641 | MARWE | | MARK WEBER | | Check | | | |
| | | | E 01 | 300 292 060 000 305 | Girls Soccer Official | \$87.00 | | | |
| PO#: | Voucher #: | 38234 | Invoice | Invoice No: | DT082525 | 9/15/2025 | Paid Amt: | \$87.00 | |
| | | | | | | | Check Amount: | \$87.00 | |
| VIL | 46642 | 1067 | | Melinda Boone | | Check | | | |
| | | | E 01 | 300 292 060 000 305 | Girls Soccer Official | \$87.00 | | | |
| PO#: | Voucher #: | 38235 | Invoice | Invoice No: | DT090625 | 9/15/2025 | Paid Amt: | \$87.00 | |
| | | | | | | | Check Amount: | \$87.00 | |
| VIL | 46643 | HILGEN | | MERRY HILGER | | Check | | | |
| | | | E 01 | 300 292 030 000 305 | Boy Soccer Official | \$87.00 | | | |
| | | | E 01 | 300 292 060 000 305 | Girls Soccer Official | \$87.00 | | | |
| PO#: | Voucher #: | 38236 | Invoice | Invoice No: | DT090825 | 9/15/2025 | Paid Amt: | \$174.00 | |
| | | | | | | | Check Amount: | \$174.00 | |
| VIL | 46644 | 1068 | | Michael Andrus | | Check | | | |
| | | | E 01 | 300 292 032 000 305 | Football Official | \$130.00 | | | |
| PO#: | Voucher #: | 38237 | Invoice | Invoice No: | DT090525 | 9/15/2025 | Paid Amt: | \$130.00 | |
| | | | | | | | Check Amount: | \$130.00 | |
| VIL | 46645 | MICSTU | | MICHAEL STUEDEMANN | | Check | | | |
| | | | E 01 | 300 292 060 000 305 | Girls Soccer Official | \$87.00 | | | |
| PO#: | Voucher #: | 38238 | Invoice | Invoice No: | DT082325 | 9/15/2025 | Paid Amt: | \$87.00 | |
| | | | | | | | Check Amount: | \$87.00 | |
| VIL | 46646 | MNSTA1 | | MN STATE HIGH SCHOOL LEAGUE | | Check | | | |
| | | | E 01 | 005 298 064 000 820 | MSHSL Membership Dues | \$1,970.00 | | | |
| PO#: | Voucher #: | 38240 | Invoice | Invoice No: | 043821 | 9/15/2025 | Paid Amt: | \$1,970.00 | |
| | | | | | | | Check Amount: | \$1,970.00 | |
| VIL | 46647 | MOHAD | | MOHAMED JAVED ADAM | | Check | | | |
| | | | E 01 | 300 292 060 000 305 | Girls Soccer Official | \$87.00 | | | |
| PO#: | Voucher #: | 38227 | Invoice | Invoice No: | DT082325 | 9/15/2025 | Paid Amt: | \$87.00 | |
| | | | | | | | Check Amount: | \$87.00 | |

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 09/01/2025-9/30/2025 Period: 202603-202603 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type |
|------|------------|---------|--------------------------|--|---------------|------------------------|
| VIL | 46648 | OFFICE | | OFFICE OF MN IT SERVICES | | Check |
| | | | E 01 005 105 000 000 320 | ACCT #400D00045 - SCH PH SRVC - JULY 2 | | \$59.49 |
| PO#: | Voucher #: | 38239 | Invoice | Invoice No: W25070760 | 9/15/2025 | Paid Amt: \$59.49 |
| | | | | | | Check Amount: \$59.49 |
| VIL | 46649 | ROBLAI | | ROBERT LARSON | | Check |
| | | | E 01 300 292 030 000 305 | Boys Soccer Official | | \$149.00 |
| PO#: | Voucher #: | 38208 | Invoice | Invoice No: DT082825 | 9/15/2025 | Paid Amt: \$149.00 |
| | | | | | | Check Amount: \$149.00 |
| VIL | 46650 | 1069 | | Seth Beccard | | Check |
| | | | E 01 300 292 032 000 305 | Football Official | | \$130.00 |
| PO#: | Voucher #: | 38241 | Invoice | Invoice No: DT090525 | 9/15/2025 | Paid Amt: \$130.00 |
| | | | | | | Check Amount: \$130.00 |
| VIL | 46651 | staples | | STAPLES | | Check |
| | | | E 02 005 770 000 701 401 | Paper Bags | | \$14.17 |
| PO#: | Voucher #: | 38245 | Invoice | Invoice No: 6029591809 | 9/15/2025 | Paid Amt: \$14.17 |
| | | | E 01 100 203 000 000 401 | EL Supplies | | \$743.40 |
| PO#: | Voucher #: | 38255 | Invoice | Invoice No: 6038796824 | 9/15/2025 | Paid Amt: \$743.40 |
| | | | E 02 005 770 000 701 401 | Foam Bowls | | \$32.50 |
| PO#: | Voucher #: | 38242 | Invoice | Invoice No: 6029591804 | 9/15/2025 | Paid Amt: \$32.50 |
| | | | E 02 005 770 000 701 401 | Lunch Trays | | \$150.00 |
| PO#: | Voucher #: | 38243 | Invoice | Invoice No: 6029591806 | 9/15/2025 | Paid Amt: \$150.00 |
| | | | E 02 005 770 000 701 401 | Lunch Trays | | \$120.00 |
| PO#: | Voucher #: | 38244 | Invoice | Invoice No: 6029591808 | 9/15/2025 | Paid Amt: \$120.00 |
| | | | E 02 005 770 000 701 401 | Lunch Trays | | \$166.65 |
| PO#: | Voucher #: | 38246 | Invoice | Invoice No: 6031208104 | 9/15/2025 | Paid Amt: \$166.65 |
| | | | E 02 005 770 000 701 401 | Napkins | | \$27.20 |
| PO#: | Voucher #: | 38247 | Invoice | Invoice No: 6031208106 | 9/15/2025 | Paid Amt: \$27.20 |
| | | | E 01 005 105 000 000 401 | Office Chair | | \$323.47 |
| PO#: | Voucher #: | 38248 | Invoice | Invoice No: 6038796819 | 9/15/2025 | Paid Amt: \$323.47 |
| | | | E 01 100 203 000 000 401 | EL Supplies | | \$154.74 |
| PO#: | Voucher #: | 38249 | Invoice | Invoice No: 6038796821 | 9/15/2025 | Paid Amt: \$154.74 |
| | | | E 01 100 203 000 000 401 | EL Supplies | | \$15.96 |
| PO#: | Voucher #: | 38250 | Invoice | Invoice No: 6038796826 | 9/15/2025 | Paid Amt: \$15.96 |
| | | | E 01 100 203 000 000 401 | EL Supplies | | \$736.21 |
| PO#: | Voucher #: | 38251 | Invoice | Invoice No: 6038796830 | 9/15/2025 | Paid Amt: \$736.21 |
| | | | E 01 100 203 000 000 401 | EL Supplies | | \$23.92 |
| PO#: | Voucher #: | 38252 | Invoice | Invoice No: 6038796835 | 9/15/2025 | Paid Amt: \$23.92 |

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 09/01/2025-9/30/2025 Period: 202603-202603 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type |
|------|------------|---------|---------|---|---------------|--------------------------|
| VIL | 46651 | staples | | STAPLES | | Check |
| | | | E 01 | 100 203 000 000 401 EL Supplies | | \$28.85 |
| PO#: | Voucher #: | 38253 | Invoice | Invoice No: 6038796839 | 9/15/2025 | Paid Amt: \$28.85 |
| | | | | | | Check Amount: \$2,537.07 |
| VIL | 46652 | TEAPAY | | TEACHER SYNERGY, LLC | | Check |
| | | | E 01 | 100 201 103 000 430 6th Grade Reading Module | | \$220.00 |
| PO#: | Voucher #: | 38060 | Invoice | Invoice No: 305989039 | 9/15/2025 | Paid Amt: \$220.00 |
| | | | | | | Check Amount: \$220.00 |
| VIL | 46654 | TRODAI | | TROY DAMMER | | Check |
| | | | E 01 | 300 292 060 000 305 Girls Soccer Official | | \$87.00 |
| PO#: | Voucher #: | 38257 | Invoice | Invoice No: DT082825 | 9/15/2025 | Paid Amt: \$87.00 |
| | | | | | | Check Amount: \$87.00 |
| VIL | 46655 | TYEBIA | | TYE BIASCO | | Check |
| | | | E 01 | 300 292 030 000 305 Boys Soccer Official | | \$149.00 |
| PO#: | Voucher #: | 38258 | Invoice | Invoice No: DT082825 | 9/15/2025 | Paid Amt: \$149.00 |
| | | | E 01 | 300 292 060 000 305 Girls Soccer Official | | \$87.00 |
| PO#: | Voucher #: | 38259 | Invoice | Invoice No: DT090625 | 9/15/2025 | Paid Amt: \$87.00 |
| | | | | | | Check Amount: \$236.00 |
| VIL | 46656 | 1070 | | Tyler Hasse | | Check |
| | | | E 01 | 300 292 032 000 305 Football Official | | \$130.00 |
| PO#: | Voucher #: | 38260 | Invoice | Invoice No: DT090525 | 9/15/2025 | Paid Amt: \$130.00 |
| | | | | | | Check Amount: \$130.00 |
| VIL | 46657 | OFFEQI | | U.S. BANK EQUIPMENT FINANCE | | Check |
| | | | E 01 | 100 203 000 000 560 COPIERS LEASE 7/25/25 - 9/25/25 | | \$5,300.30 |
| PO#: | Voucher #: | 38261 | Invoice | Invoice No: 563419951 | 9/15/2025 | Paid Amt: \$5,300.30 |
| | | | | | | Check Amount: \$5,300.30 |
| VIL | 46658 | HOLIDA | | WEX BANK | | Check |
| | | | E 01 | 005 760 000 733 440 Fuel | | \$125.47 |
| PO#: | Voucher #: | 38217 | Invoice | Invoice No: 106838621 | 9/15/2025 | Paid Amt: \$125.47 |
| | | | | | | Check Amount: \$125.47 |
| VIL | 46659 | 1071 | | Barbara Umolac | | Check |
| | | | B 01 | 215 000 9.10.25 Payroll | | \$806.99 |
| PO#: | Voucher #: | 38275 | Invoice | Invoice No: DT091025 | 9/15/2025 | Paid Amt: \$806.99 |
| | | | | | | Check Amount: \$806.99 |

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 09/01/2025-9/30/2025 Period: 202603-202603 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type |
|------|------------|--------|--------------------------|--|---------------|---------------------------------|
| VIL | 46660 | AMERTI | | AMERICAN STUDENT TRANSPORTATION | | Check |
| | | | E 01 300 292 032 733 360 | Football Transportation 8/29/25 | | \$798.98 |
| PO#: | Voucher #: | 38279 | Invoice | Invoice No: AST619550 | 9/22/2025 | Paid Amt: \$798.98 |
| | | | E 01 300 292 060 733 360 | Girls Soccer Transportation 9/2/25 | | \$579.08 |
| PO#: | Voucher #: | 38280 | Invoice | Invoice No: AST619561 | 9/22/2025 | Paid Amt: \$579.08 |
| | | | E 01 300 292 030 733 360 | Boys Soccer Transportation 8/26/25 | | \$482.50 |
| PO#: | Voucher #: | 38277 | Invoice | Invoice No: AST619528 | 9/22/2025 | Paid Amt: \$482.50 |
| | | | E 01 300 292 063 733 360 | Volleyball Transportation 8/28/25 | | \$1,082.03 |
| PO#: | Voucher #: | 38278 | Invoice | Invoice No: AST619549 | 9/22/2025 | Paid Amt: \$1,082.03 |
| | | | | | | Check Amount: \$2,942.59 |
| VIL | 46661 | ANOKA | | ANOKA AREA CHAMBER OF COMMERCE | | Check |
| | | | E 01 005 050 000 000 366 | Annual Meeting | | \$25.00 |
| PO#: | Voucher #: | 38276 | Invoice | Invoice No: 35147 | 9/22/2025 | Paid Amt: \$25.00 |
| | | | | | | Check Amount: \$25.00 |
| VIL | 46662 | APOLL | | APOLLO WATER SERVICES, LLC | | Check |
| | | | E 01 005 810 000 000 401 | Monthly Water Treatment | | \$300.00 |
| PO#: | Voucher #: | 38281 | Invoice | Invoice No: AR083039 | 9/22/2025 | Paid Amt: \$300.00 |
| | | | | | | Check Amount: \$300.00 |
| VIL | 46663 | ARVIG | | ARVIG | | Check |
| | | | E 01 005 105 281 000 320 | ACCT #3073439 / Internet Serivces 7/28 - 9/2 | | \$1,457.83 |
| PO#: | Voucher #: | 38282 | Invoice | Invoice No: DT082829 | 9/22/2025 | Paid Amt: \$1,457.83 |
| | | | | | | Check Amount: \$1,457.83 |
| VIL | 46664 | BRIYOK | | BRIAN YOKOM | | Check |
| | | | E 01 300 292 030 000 305 | Boys Soccer Official | | \$87.00 |
| PO#: | Voucher #: | 38283 | Invoice | Invoice No: DT090925 | 9/22/2025 | Paid Amt: \$87.00 |
| | | | | | | Check Amount: \$87.00 |
| VIL | 46665 | BUCKE | | BUCKEYE CLEANING CENTERS | | Check |
| | | | E 01 005 810 000 000 401 | ELEM Fac Supplies | | \$1,165.78 |
| PO#: | Voucher #: | 38285 | Invoice | Invoice No: 90698451 | 9/22/2025 | Paid Amt: \$1,165.78 |
| | | | E 01 005 810 000 000 401 | SEC Fac Supplies | | \$50.48 |
| PO#: | Voucher #: | 38284 | Invoice | Invoice No: 90697597 | 9/22/2025 | Paid Amt: \$50.48 |
| | | | | | | Check Amount: \$1,216.26 |
| VIL | 46666 | CDWGC | | CDW GOVERNMENT INC. | | Check |
| | | | E 01 005 105 281 000 555 | Laptops (26) | | \$19,389.76 |
| PO#: | Voucher #: | 38286 | Invoice | Invoice No: AF68I3L | 9/22/2025 | Paid Amt: \$19,389.76 |

PACT Charter School

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 09/01/2025-9/30/2025 Period: 202603-202603 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type |
|------|------------|------------|---------|---|---------------|---------------------------|
| VIL | 46666 | CDWGC | | CDW GOVERNMENT INC. | | Check |
| | | | | E 01 005 105 281 000 555 Credit | | \$1,026.26 |
| PO#: | Voucher #: | 38287 | Credit | Invoice No: AF68I2C | 9/22/2025 | Paid Amt: (\$1,026.26) |
| | | | | | | Check Amount: \$18,363.50 |
| VIL | 46667 | 1072 | | Chris Atemkeng | | Check |
| | | | | E 01 300 292 030 000 305 Boys Soccer Official | | \$87.00 |
| PO#: | Voucher #: | 38288 | Invoice | Invoice No: DT090925 | 9/22/2025 | Paid Amt: \$87.00 |
| | | | | | | Check Amount: \$87.00 |
| VIL | 46668 | CHRIPE | | CHRISTIAN PEREZ | | Check |
| | | | | E 01 300 292 030 000 305 Boys Soccer Official | | \$87.00 |
| | | | | E 01 300 292 060 000 305 Girls Soccer Official | | \$87.00 |
| PO#: | Voucher #: | 38289 | Invoice | Invoice No: DT091325 | 9/22/2025 | Paid Amt: \$174.00 |
| | | | | | | Check Amount: \$174.00 |
| VIL | 46669 | CORME | | CORPORATE MECHANICAL, INC. | | Check |
| | | | | E 01 005 810 540 000 350 SEC HVAC Work | | \$401.00 |
| PO#: | Voucher #: | 38290 | Invoice | Invoice No: W86898 | 9/22/2025 | Paid Amt: \$401.00 |
| | | | | | | Check Amount: \$401.00 |
| VIL | 46670 | COLLE | | CPM EDUCATIONAL PROGRAM | | Check |
| | | | | E 01 300 211 000 000 430 SEC Curriculum | | \$12,310.00 |
| PO#: | Voucher #: | 38291 | Invoice | Invoice No: 2501890-IN | 9/22/2025 | Paid Amt: \$12,310.00 |
| | | | | | | Check Amount: \$12,310.00 |
| VIL | 46671 | DATUM | | DATUM STORAGE SOLUTIONS | | Check |
| | | | | E 01 005 105 000 000 401 PC Cart | | \$373.29 |
| PO#: | Voucher #: | 38292 | Invoice | Invoice No: 2966548 | 9/22/2025 | Paid Amt: \$373.29 |
| | | | | | | Check Amount: \$373.29 |
| VIL | 46672 | 1035 | | FIRST DAKOTA INDEMNITY COMPANY | | Check |
| | | | | E 01 005 110 000 000 270 Workers Comp - 4th Installment | | \$3,646.00 |
| PO#: | Voucher #: | 38314 | Invoice | Invoice No: 3789609 | 9/22/2025 | Paid Amt: \$3,646.00 |
| | | | | | | Check Amount: \$3,646.00 |
| VIL | 46673 | FOLLE1REM1 | | FOLLETT CONTENT SOLUTIONS, LLC | | Check |
| | | | | E 01 100 620 182 000 470 EL Library Books | | \$845.45 |
| PO#: | Voucher #: | 38293 | Invoice | Invoice No: 609038 | 9/22/2025 | Paid Amt: \$845.45 |
| | | | | | | Check Amount: \$845.45 |

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 09/01/2025-9/30/2025 Period: 202603-202603 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type |
|------|------------|--------|---------|------------------------------------|--|--------------------------|
| VIL | 46674 | GROTH | | GROTH MUSIC SCHOOL-SERVICE | | Check |
| | | | E 01 | 300 258 362 000 430 | SEC Band Supply | \$5.50 |
| PO#: | Voucher #: | 38294 | Invoice | Invoice No: 3797009 | 9/22/2025 | Paid Amt: \$5.50 |
| | | | | | | Check Amount: \$5.50 |
| VIL | 46675 | 1054 | | HMH Education Company | | Check |
| | | | E 01 | 100 203 000 000 430 | EL Curriculum | \$1,049.94 |
| PO#: | Voucher #: | 38295 | Invoice | Invoice No: 956370853 | 9/22/2025 | Paid Amt: \$1,049.94 |
| | | | | | | Check Amount: \$1,049.94 |
| VIL | 46676 | 1073 | | Hugo Perez | | Check |
| | | | E 01 | 300 292 030 000 305 | Boys Soccer Official | \$149.00 |
| | | | E 01 | 300 292 060 000 305 | Girls Soccer Official | \$87.00 |
| PO#: | Voucher #: | 38296 | Invoice | Invoice No: DT091325 | 9/22/2025 | Paid Amt: \$236.00 |
| | | | | | | Check Amount: \$236.00 |
| VIL | 46677 | JWPEP | | J.W. PEPPER & SON, INC. | | Check |
| | | | E 01 | 300 258 358 000 430 | SEC Music Curriculum | \$629.59 |
| PO#: | Voucher #: | 38301 | Invoice | Invoice No: 367738054 | 9/22/2025 | Paid Amt: \$629.59 |
| | | | E 01 | 300 258 358 000 430 | SEC Music Curriculum | \$65.00 |
| PO#: | Voucher #: | 38302 | Invoice | Invoice No: 367743288 | 9/22/2025 | Paid Amt: \$65.00 |
| | | | E 01 | 300 258 358 000 430 | SEC Music Curriculum | \$50.00 |
| PO#: | Voucher #: | 38303 | Invoice | Invoice No: 367744424 | 9/22/2025 | Paid Amt: \$50.00 |
| | | | E 01 | 300 258 358 000 430 | SEC Music Curriculum | \$65.00 |
| PO#: | Voucher #: | 38300 | Invoice | Invoice No: 367737946 | 9/22/2025 | Paid Amt: \$65.00 |
| | | | | | | Check Amount: \$809.59 |
| VIL | 46678 | JASHOI | | JASON HOFSTEDT | | Check |
| | | | E 01 | 300 292 030 000 305 | Boys Soccer Official | \$87.00 |
| PO#: | Voucher #: | 38297 | Invoice | Invoice No: DT091625 | 9/22/2025 | Paid Amt: \$87.00 |
| | | | | | | Check Amount: \$87.00 |
| VIL | 46679 | JESEVE | | JESSICA EVERSON | | Check |
| | | | E 01 | 100 203 000 000 369 | Reimbursement - Field Trip Food Supplies | \$41.12 |
| PO#: | Voucher #: | 38298 | Invoice | Invoice No: DT090725 | 9/22/2025 | Paid Amt: \$41.12 |
| | | | | | | Check Amount: \$41.12 |
| VIL | 46680 | HEDBE. | | JOEL HEDBERG | | Check |
| | | | E 01 | 005 105 000 000 366 | MILEAGE REIMB | \$98.42 |
| PO#: | Voucher #: | 38299 | Invoice | Invoice No: DT083025 | 9/22/2025 | Paid Amt: \$98.42 |
| | | | | | | Check Amount: \$98.42 |

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 09/01/2025-9/30/2025 Period: 202603-202603 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type | | | |
|------|------------|--------|---------|----------------------------|-----------------------------------|---------------|------------|--|--|
| VIL | 46681 | KODJK | | KODJO KAVI | | Check | | | |
| | | | E 01 | 300 292 030 000 305 | Boys Soccer Official | \$87.00 | | | |
| PO#: | Voucher #: | 38304 | Invoice | Invoice No: DT090925 | 9/22/2025 | Paid Amt: | \$87.00 | | |
| | | | | | | Check Amount: | \$87.00 | | |
| VIL | 46682 | KOTTKI | | KOTTKES' BUS SERVICE, INC. | | Check | | | |
| | | | E 01 | 005 760 000 720 360 | Gen Ed Transportation | \$4,687.50 | | | |
| PO#: | Voucher #: | 38305 | Invoice | Invoice No: 23359 | 9/22/2025 | Paid Amt: | \$4,687.50 | | |
| | | | | | | Check Amount: | \$4,687.50 | | |
| VIL | 46683 | KRAUAI | | KRAUS-ANDERSON INSURANCE | | Check | | | |
| | | | E 01 | 005 105 000 000 305 | PREMIER HR CONSULT SRVC - OCTOBER | \$600.00 | | | |
| PO#: | Voucher #: | 38306 | Invoice | Invoice No: 52290 | 9/22/2025 | Paid Amt: | \$600.00 | | |
| | | | | | | Check Amount: | \$600.00 | | |
| VIL | 46684 | LEARN/ | | LEARNING A-Z | | Check | | | |
| | | | E 01 | 100 203 131 000 430 | ELEM Curriculum | \$819.00 | | | |
| PO#: | Voucher #: | 38307 | Invoice | Invoice No: CI-00260994 | 9/22/2025 | Paid Amt: | \$819.00 | | |
| | | | | | | Check Amount: | \$819.00 | | |
| VIL | 46685 | 1074 | | Lucciano Perez | | Check | | | |
| | | | E 01 | 300 292 030 000 305 | Boys Soccer Official | \$149.00 | | | |
| | | | E 01 | 300 292 060 000 305 | Girls Soccer Official | \$87.00 | | | |
| PO#: | Voucher #: | 38308 | Invoice | Invoice No: DT091325 | 9/22/2025 | Paid Amt: | \$236.00 | | |
| | | | | | | Check Amount: | \$236.00 | | |
| VIL | 46686 | METRO | | METRO SALES, INC. | | Check | | | |
| | | | E 01 | 005 105 000 000 401 | Staples | \$221.94 | | | |
| PO#: | Voucher #: | 38309 | Invoice | Invoice No: INV2872731 | 9/22/2025 | Paid Amt: | \$221.94 | | |
| | | | E 01 | 100 203 000 000 560 | ELEM Copier System | \$2,045.00 | | | |
| PO#: | Voucher #: | 38310 | Invoice | Invoice No: INV2873055 | 9/22/2025 | Paid Amt: | \$2,045.00 | | |
| | | | | | | Check Amount: | \$2,266.94 | | |
| VIL | 46687 | TRUEM | | MRI SOFTWARE LLC | | Check | | | |
| | | | E 01 | 005 110 000 000 305 | Background Checks | \$229.91 | | | |
| PO#: | Voucher #: | 38311 | Invoice | Invoice No: MRIUS2514168 | 9/22/2025 | Paid Amt: | \$229.91 | | |
| | | | E 01 | 005 110 000 000 305 | Background Checks | \$134.43 | | | |
| PO#: | Voucher #: | 38312 | Invoice | Invoice No: MRIUS2514169 | 9/22/2025 | Paid Amt: | \$134.43 | | |
| | | | | | | Check Amount: | \$364.34 | | |

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 09/01/2025-9/30/2025 Period: 202603-202603 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type | | | |
|------|------------|--------|---------|---|---------------------------------|-----------|---------------|------------|--|
| VIL | 46688 | ROBLAI | | ROBERT LARSON | | Check | | | |
| | | | E 01 | 300 292 030 000 305 | Boys Soccer Official | | \$87.00 | | |
| PO#: | Voucher #: | 38315 | Invoice | Invoice No: | DT091625 | 9/22/2025 | Paid Amt: | \$87.00 | |
| | | | | | | | Check Amount: | \$87.00 | |
| VIL | 46689 | SCHOL | | SCHOLASTIC INC | | Check | | | |
| | | | E 01 | 100 203 000 000 430 | EL Curriculum | | \$2,901.27 | | |
| PO#: | Voucher #: | 38316 | Invoice | Invoice No: | M7633361 | 9/22/2025 | Paid Amt: | \$2,901.27 | |
| | | | | | | | Check Amount: | \$2,901.27 | |
| VIL | 46690 | SCHMA | | SCHOOL MATE | | Check | | | |
| | | | E 01 | 100 203 000 000 401 | EL Planners | | \$357.60 | | |
| PO#: | Voucher #: | 38317 | Invoice | Invoice No: | IN000641450 | 9/22/2025 | Paid Amt: | \$357.60 | |
| | | | | | | | Check Amount: | \$357.60 | |
| VIL | 46691 | CLASSF | | SCHOOL SPECIALTY, LLC | | Check | | | |
| | | | E 01 | 100 203 000 000 430 | EL Science Kits | | \$949.44 | | |
| PO#: | Voucher #: | 38318 | Invoice | Invoice No: | 308104779257 | 9/22/2025 | Paid Amt: | \$949.44 | |
| | | | | | | | Check Amount: | \$949.44 | |
| VIL | 46692 | STAPLE | | STAPLES | | Check | | | |
| | | | E 02 | 005 770 000 701 401 | Lunch Trays - Remaining Balance | | \$22.20 | | |
| PO#: | Voucher #: | 38324 | Invoice | Invoice No: | 6019307639A | 9/22/2025 | Paid Amt: | \$22.20 | |
| | | | | | | | Check Amount: | \$22.20 | |
| VIL | 46693 | TWCED | | TCEC METRO, LLC | | Check | | | |
| | | | E 01 | 100 420 000 740 394 | ECES - DD Consultant 8/24/25 | | \$115.00 | | |
| PO#: | Voucher #: | 38323 | Invoice | Invoice No: | 14176 | 9/22/2025 | Paid Amt: | \$115.00 | |
| | | | | | | | Check Amount: | \$115.00 | |
| VIL | 46694 | 1075 | | The Pioneer Manufacturing Company | | Check | | | |
| | | | E 01 | 005 810 000 000 401 | Athletic Field Paint | | \$283.68 | | |
| PO#: | Voucher #: | 38313 | Invoice | Invoice No: | INV-268487 | 9/22/2025 | Paid Amt: | \$283.68 | |
| | | | | | | | Check Amount: | \$283.68 | |
| VIL | 46695 | TRAHOI | | TRANSPERFECT REMOTE INTERPRETING, INC. | | Check | | | |
| | | | E 01 | 005 105 000 000 305 | Remote Interpreting Service | | \$50.00 | | |
| PO#: | Voucher #: | 38319 | Invoice | Invoice No: | 128911 | 9/22/2025 | Paid Amt: | \$50.00 | |
| | | | | | | | Check Amount: | \$50.00 | |
| VIL | 46696 | TRIEDU | | TRIUMPH EDUCATIONAL CONSULTING | | Check | | | |
| | | | E 01 | 005 405 000 740 394 | AUDIOLOGY CONSULTANT - AUGUST | | \$225.00 | | |
| PO#: | Voucher #: | 38320 | Invoice | Invoice No: | 5826-DN | 9/22/2025 | Paid Amt: | \$225.00 | |

PACT Charter School

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 09/01/2025-9/30/2025 Period: 202603-202603 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type | | |
|------|------------|---------|--------------------------|---|---------------|--------------|----------------------|-------------------|
| VIL | 46696 | TRIEDU | | TRIUMPH EDUCATIONAL CONSULTING | | Check | | |
| | | | E 01 005 405 000 740 394 | AUDIOLOGY CONSULTANT - AUGUST | | \$942.50 | | |
| PO#: | Voucher #: | 38321 | Invoice | Invoice No: 5827-DN | 9/22/2025 | | Paid Amt: | \$942.50 |
| | | | E 01 005 405 000 740 394 | AUDIOLOGY CONSULTANT - AUGUST | | \$975.00 | | |
| PO#: | Voucher #: | 38322 | Invoice | Invoice No: 5828-DN | 9/22/2025 | | Paid Amt: | \$975.00 |
| | | | | | | | Check Amount: | \$2,142.50 |
| VIL | 46697 | ADRENAL | | ADRENALINE SPORTS CENTER | | Check | | |
| | | | E 01 300 240 354 000 580 | Contact Payment #2, Facility use for Activities | | \$3,000.00 | | |
| PO#: | Voucher #: | 38337 | Invoice | Invoice No: PACT-2025-2 | 9/29/2025 | | Paid Amt: | \$3,000.00 |
| | | | | | | | Check Amount: | \$3,000.00 |
| VIL | 46698 | AMERTI | | AMERICAN STUDENT TRANSPORTATION | | Check | | |
| | | | E 01 300 292 060 733 360 | Girls Soccer Transportation 9.11.25 | | \$657.83 | | |
| PO#: | Voucher #: | 38342 | Invoice | Invoice No: AST619620 | 9/29/2025 | | Paid Amt: | \$657.83 |
| | | | E 01 300 292 030 733 360 | Boys Soccer Transportation 9.6.25 | | \$894.08 | | |
| PO#: | Voucher #: | 38339 | Invoice | Invoice No: AST619590 | 9/29/2025 | | Paid Amt: | \$894.08 |
| | | | E 01 300 292 063 733 360 | Volleyball Transportation 9.6.25 | | \$1,248.45 | | |
| PO#: | Voucher #: | 38340 | Invoice | Invoice No: AST619592 | 9/29/2025 | | Paid Amt: | \$1,248.45 |
| | | | E 01 300 292 063 733 360 | Volleyball Transportation 9.4.25 | | \$539.70 | | |
| PO#: | Voucher #: | 38341 | Invoice | Invoice No: AST619569 | 9/29/2025 | | Paid Amt: | \$539.70 |
| | | | E 01 300 292 032 733 360 | Football Transportation 9.9.25 | | \$731.75 | | |
| PO#: | Voucher #: | 38344 | Invoice | Invoice No: AST619602 | 9/29/2025 | | Paid Amt: | \$731.75 |
| | | | E 01 005 760 000 720 360 | Field Trip Transportation | | \$1,630.65 | | |
| PO#: | Voucher #: | 38345 | Invoice | Invoice No: AST619600 | 9/29/2025 | | Paid Amt: | \$1,630.65 |
| | | | E 01 300 292 060 733 360 | Girls Soccer Transportation 9/4/25 | | \$657.83 | | |
| PO#: | Voucher #: | 38338 | Invoice | Invoice No: ATS619579 | 9/29/2025 | | Paid Amt: | \$657.83 |
| | | | E 01 300 292 030 733 360 | Boy Soccer Transportation 9.12.25 | | \$525.00 | | |
| PO#: | Voucher #: | 38343 | Invoice | Invoice No: AST619628 | 9/29/2025 | | Paid Amt: | \$525.00 |
| | | | | | | | Check Amount: | \$6,885.29 |
| VIL | 46699 | BSNSP | | BSN SPORTS, LLC | | Check | | |
| | | | E 01 300 292 030 000 401 | Boys Soccer Jerseys | | \$539.57 | | |
| PO#: | Voucher #: | 38346 | Invoice | Invoice No: 930934279 | 9/29/2025 | | Paid Amt: | \$539.57 |
| | | | E 01 300 292 063 000 401 | Volleyball Jerseys | | \$971.70 | | |
| PO#: | Voucher #: | 38347 | Invoice | Invoice No: 931044883 | 9/29/2025 | | Paid Amt: | \$971.70 |
| | | | | | | | Check Amount: | \$1,511.27 |
| VIL | 46700 | BUCKE | | BUCKEYE CLEANING CENTERS | | Check | | |
| | | | E 01 005 810 000 000 401 | SEC Cleaning Supplies | | \$681.34 | | |
| PO#: | Voucher #: | 38348 | Invoice | Invoice No: 90701114 | 9/29/2025 | | Paid Amt: | \$681.34 |

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 09/01/2025-9/30/2025 Period: 202603-202603 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type | | | |
|------|------------|---------|--------------------------|--|---------------|---------------|------------|--|--|
| VIL | 46700 | BUCKE | | BUCKEYE CLEANING CENTERS | | Check | | | |
| | | | E 01 005 810 000 000 401 | EL Cleaning Supplies | | | \$160.56 | | |
| PO#: | Voucher #: | 38349 | Invoice | Invoice No: 90701115 | 9/29/2025 | Paid Amt: | \$160.56 | | |
| | | | | | | Check Amount: | \$841.90 | | |
| VIL | 46701 | CITVIEW | | CITY VIEW ELECTRIC INC. | | Check | | | |
| | | | E 01 005 810 510 000 350 | SEC Repairs | | | \$3,499.21 | | |
| PO#: | Voucher #: | 38350 | Invoice | Invoice No: 49330 | 9/29/2025 | Paid Amt: | \$3,499.21 | | |
| | | | | | | Check Amount: | \$3,499.21 | | |
| VIL | 46702 | DEPTHI | | DEPARTMENT OF HUMAN SERVICES | | Check | | | |
| | | | E 01 100 400 000 372 305 | SFY2025 IEP Admin Fee | | | \$26.00 | | |
| PO#: | Voucher #: | 38351 | Invoice | Invoice No: 00000887588 | 9/29/2025 | Paid Amt: | \$26.00 | | |
| | | | | | | Check Amount: | \$26.00 | | |
| VIL | 46703 | 1076 | | Elizabeth Holmes | | Check | | | |
| | | | E 02 005 770 000 701 490 | Reimbursement - Hamburger Buns for Lunch | | | \$56.97 | | |
| PO#: | Voucher #: | 38359 | Invoice | Invoice No: DT091725 | 9/29/2025 | Paid Amt: | \$56.97 | | |
| | | | | | | Check Amount: | \$56.97 | | |
| VIL | 46704 | 1053 | | Five Star Technology Solutions | | Check | | | |
| | | | E 01 005 810 000 000 305 | Elevator License | | | \$100.00 | | |
| PO#: | Voucher #: | 38352 | Invoice | Invoice No: 37790 | 9/29/2025 | Paid Amt: | \$100.00 | | |
| | | | | | | Check Amount: | \$100.00 | | |
| VIL | 46705 | GROTH | | GROTH MUSIC SCHOOL-SERVICE | | Check | | | |
| | | | E 01 300 258 358 000 305 | Instrument Repair | | | \$4.20 | | |
| PO#: | Voucher #: | 38353 | Invoice | Invoice No: 3801708 | 9/29/2025 | Paid Amt: | \$4.20 | | |
| | | | | | | Check Amount: | \$4.20 | | |
| VIL | 46706 | 1054 | | HMH Education Company | | Check | | | |
| | | | E 01 100 203 000 000 430 | EL Reading Curriculum | | | \$226.20 | | |
| PO#: | Voucher #: | 38356 | Invoice | Invoice No: 956386807 | 9/29/2025 | Paid Amt: | \$226.20 | | |
| | | | | | | Check Amount: | \$226.20 | | |
| VIL | 46707 | HOMED | | HOME DEPOT CREDIT SERVICES | | Check | | | |
| | | | E 01 005 810 000 000 401 | EL FAC Supplies | | | \$79.88 | | |
| PO#: | Voucher #: | 38354 | Invoice | Invoice No: 9510820 | 9/29/2025 | Paid Amt: | \$79.88 | | |
| | | | E 01 005 810 000 000 401 | SEC FAC Supplies | | | \$20.60 | | |
| PO#: | Voucher #: | 38355 | Invoice | Invoice No: 2015086 | 9/29/2025 | Paid Amt: | \$20.60 | | |
| | | | | | | Check Amount: | \$100.48 | | |

PACT Charter School

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 09/01/2025-9/30/2025 Period: 202603-202603 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type | | | |
|------|------------|--------|---------|---------------------------------------|--|---------------|-------------|--|--|
| VIL | 46708 | JWPEP | | J.W. PEPPER & SON, INC. | | Check | | | |
| | | | E 01 | 300 258 358 000 430 | Band Music | | \$75.00 | | |
| PO#: | Voucher #: | 38357 | Invoice | Invoice No: 367752232 | 9/29/2025 | Paid Amt: | \$75.00 | | |
| | | | | | | Check Amount: | \$75.00 | | |
| VIL | 46709 | LEOVAI | | LEONARD VAN LUYK | | Check | | | |
| | | | E 01 | 300 292 030 000 305 | Boys Soccer Official | | \$62.00 | | |
| PO#: | Voucher #: | 38358 | Invoice | Invoice No: DT091625 | 9/29/2025 | Paid Amt: | \$62.00 | | |
| | | | | | | Check Amount: | \$62.00 | | |
| VIL | 46710 | METRO | | METRO SALES, INC. | | Check | | | |
| | | | E 01 | 005 105 000 000 401 | Staples | | \$64.82 | | |
| PO#: | Voucher #: | 38362 | Invoice | Invoice No: INV2884998 | 9/29/2025 | Paid Amt: | \$64.82 | | |
| | | | | | | Check Amount: | \$64.82 | | |
| VIL | 46711 | MGFC | | MINNETONKA GAME & FISH CLUB-TREASURER | | Check | | | |
| | | | E 01 | 300 292 039 000 369 | Trap & Skeet Range Fees | | \$2,232.00 | | |
| PO#: | Voucher #: | 38364 | Invoice | Invoice No: DT091625 | 9/29/2025 | Paid Amt: | \$2,232.00 | | |
| | | | | | | Check Amount: | \$2,232.00 | | |
| VIL | 46712 | NJFLAN | | NATHAN FLANSBURG | | Check | | | |
| | | | E 01 | 005 640 000 316 366 | Reimbursement - Plane Ticket | | \$496.97 | | |
| PO#: | Voucher #: | 38360 | Invoice | Invoice No: DT09182025 | 9/29/2025 | Paid Amt: | \$496.97 | | |
| | | | | | | Check Amount: | \$496.97 | | |
| VIL | 46713 | 1078 | | North Star DAPE Consulting | | Check | | | |
| | | | E 01 | 100 404 000 740 394 | DAPE Services 8/28/25 - 9/5/25 | | \$150.00 | | |
| | | | E 01 | 300 404 000 740 394 | DAPE Services 8/28/25 - 9/5/25 | | \$75.00 | | |
| PO#: | Voucher #: | 38377 | Invoice | Invoice No: 1004 | 9/29/2025 | Paid Amt: | \$225.00 | | |
| | | | | | | Check Amount: | \$225.00 | | |
| VIL | 46714 | OFFICE | | OFFICE OF MN IT SERVICES | | Check | | | |
| | | | E 01 | 005 105 000 000 320 | ACCT #400D00045 - SCH PH SRVC - August | | \$59.71 | | |
| PO#: | Voucher #: | 38361 | Invoice | Invoice No: W25080765 | 9/29/2025 | Paid Amt: | \$59.71 | | |
| | | | | | | Check Amount: | \$59.71 | | |
| VIL | 46715 | 1077 | | PACT Panthers PTO | | Check | | | |
| | | | E 01 | 300 292 068 000 401 | Lifting Shirts for S&C Summer Camp | | \$810.00 | | |
| PO#: | Voucher #: | 38363 | Invoice | Invoice No: 00012 | 9/29/2025 | Paid Amt: | \$810.00 | | |
| | | | | | | Check Amount: | \$810.00 | | |
| VIL | 46716 | PREMIE | | PREMIER KITCHEN INC. | | Check | | | |
| | | | E 02 | 005 770 000 705 490 | Elem Breakfast 8/15/25 - 8/31/25 | | \$13,373.81 | | |
| PO#: | Voucher #: | 38365 | Invoice | Invoice No: 40267 | 9/29/2025 | Paid Amt: | \$13,373.81 | | |

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 09/01/2025-9/30/2025 Period: 202603-202603 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type |
|------|------------|--------|---------|--------------------------------|---------------------------------------|---------------------------|
| VIL | 46716 | PREMIE | | PREMIER KITCHEN INC. | | Check |
| | | | E 02 | 005 770 000 705 490 | Elem Breakfast 9/1/25 - 9/15/25 | \$27,808.40 |
| PO#: | Voucher #: | 38366 | Invoice | Invoice No: 40268 | 9/29/2025 | Paid Amt: \$27,808.40 |
| | | | | | | Check Amount: \$41,182.21 |
| VIL | 46717 | PRIOR1 | | PRIORITY ONE TECHNOLOGIES | | Check |
| | | | E 01 | 005 105 281 000 555 | Technology: Server Project | \$36,044.00 |
| PO#: | Voucher #: | 38367 | Invoice | Invoice No: 4792 | 9/29/2025 | Paid Amt: \$36,044.00 |
| | | | | | | Check Amount: \$36,044.00 |
| VIL | 46718 | REGEN' | | REGENTS OF THE UNIV OF MN | | Check |
| | | | E 01 | 100 640 191 306 366 | Functional Phonics Resources Services | \$3,200.00 |
| PO#: | Voucher #: | 38376 | Invoice | Invoice No: 0290082327 | 9/29/2025 | Paid Amt: \$3,200.00 |
| | | | | | | Check Amount: \$3,200.00 |
| VIL | 46719 | ROBHIL | | ROBERT B HILL CO. | | Check |
| | | | E 01 | 005 810 000 000 401 | WATER SOFTENER SALT | \$106.74 |
| PO#: | Voucher #: | 38368 | Invoice | Invoice No: 437281 | 9/29/2025 | Paid Amt: \$106.74 |
| | | | E 01 | 005 810 000 000 401 | WATER SOFTENER SALT | \$106.74 |
| PO#: | Voucher #: | 38369 | Invoice | Invoice No: 437284 | 9/29/2025 | Paid Amt: \$106.74 |
| | | | | | | Check Amount: \$213.48 |
| VIL | 46720 | SCHIND | | SCHINDLER ELEVATOR CORPORATION | | Check |
| | | | E 01 | 005 810 510 000 350 | SEC Yearly Elevator Maintenance | \$2,986.05 |
| PO#: | Voucher #: | 38370 | Invoice | Invoice No: 4607227746 | 9/29/2025 | Paid Amt: \$2,986.05 |
| | | | | | | Check Amount: \$2,986.05 |
| VIL | 46721 | CLASSF | | SCHOOL SPECIALTY, LLC | | Check |
| | | | E 01 | 100 203 000 000 430 | Science Kit Sand | \$14.93 |
| PO#: | Voucher #: | 38371 | Invoice | Invoice No: 208136308166 | 9/29/2025 | Paid Amt: \$14.93 |
| | | | | | | Check Amount: \$14.93 |
| VIL | 46722 | TWCED | | TCEC METRO, LLC | | Check |
| | | | E 01 | 100 420 000 740 394 | ECSE - DD Consultant 9/4/25 | \$172.50 |
| PO#: | Voucher #: | 38374 | Invoice | Invoice No: 14267 | 9/29/2025 | Paid Amt: \$172.50 |
| | | | E 01 | 005 420 000 740 394 | SCHOOL PSYCHOLOGIST SERVICE 8/26/25 | \$1,435.00 |
| | | | E 01 | 100 420 000 740 394 | SCHOOL PSYCHOLOGIST SERVICE 8/26/25 | \$1,890.00 |
| | | | E 01 | 300 420 000 740 394 | SCHOOL PSYCHOLOGIST SERVICE 8/26/25 | \$385.00 |
| PO#: | Voucher #: | 38375 | Invoice | Invoice No: 14268 | 9/29/2025 | Paid Amt: \$3,710.00 |
| | | | | | | Check Amount: \$3,882.50 |

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 09/01/2025-9/30/2025 Period: 202603-202603 Void Status: N

| Bank | Check No | Code | Rcd | Vendor | Pmt/Void Date | Pmt Type |
|-------------|-------------------|--------------|--------------------------|-----------------------------------|------------------|-------------------------------------|
| VIL | 46723 | THREEI | | THREE RIVERS PARK DISTRICT | | Check |
| | | | E 01 100 203 900 000 369 | 6th Grade Field Trip | | \$1,230.50 |
| PO#: | Voucher #: | 38372 | Invoice | Invoice No: 7230643 | 9/29/2025 | Paid Amt: \$1,230.50 |
| | | | | | | Check Amount: \$1,230.50 |
| VIL | 46724 | TRAPE1 | | TRACY PETERS | | Check |
| | | | E 01 005 050 000 000 366 | REIMBURSEMENT - MILEAGE | | \$142.94 |
| PO#: | Voucher #: | 38256 | Invoice | Invoice No: DT090325 | 9/29/2025 | Paid Amt: \$142.94 |
| | | | | | | Check Amount: \$142.94 |
| VIL | 46725 | TURNIT | | TURNITIN, LLC | | Check |
| | | | E 01 300 211 381 000 430 | Assignment tool & AI checker | | \$3,079.30 |
| PO#: | Voucher #: | 38373 | Invoice | Invoice No: IN-TII-64872 | 9/29/2025 | Paid Amt: \$3,079.30 |
| | | | | | | Check Amount: \$3,079.30 |
| | | | | | | Report Total: \$1,011,461.74 |

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 |
|--------------------------|------|-------|--------|--------------|------------|--------------|-------------------------------|----------|----------|-------------------------------|--------|----------|----------|-----------------------|--------------------|------------------|
| 3287 | 4008 | VILM | C0925A | | | | | | | | | | | | | |
| 9.30.25 Interest | | | | | | | | | | | | | | | | |
| | | | | 3919 | Credit | A | 09/30/25 | Check | 1 | Interest Earned | | | | | | |
| | | | | | | | 4008 R 01 005 000 000 000 092 | | | Interest Earnings | | | | | 6,946.98 | 0.00 |
| | | | | | | | | | | | | | | Receipt Total: | \$6,946.98 | \$0.00 |
| | | | | | | | | | | | | | | Deposit Total: | \$6,946.98 | \$0.00 |
| 3288 | 4008 | VIL | C0925A | | | | | | | | | | | | | |
| September Merch Deposits | | | | | | | | | | | | | | | | |
| | | | | 3920 | Credit | A | 09/30/25 | Check | 1 | Misc | | | | | | |
| | | | | | | | 4008 R 01 300 292 032 000 050 | | | Football | | | | | 3,827.47 | 0.00 |
| | | | | | | | 4008 R 01 300 298 034 000 050 | | | Robotics | | | | | 600.00 | 0.00 |
| | | | | | | | 4008 R 01 300 292 030 000 050 | | | Soccer Boys | | | | | 390.00 | 0.00 |
| | | | | | | | 4008 R 01 300 292 060 000 050 | | | Soccer Girls | | | | | 130.00 | 0.00 |
| | | | | | | | 4008 R 01 300 292 063 000 050 | | | Volleyball | | | | | 5,356.96 | 0.00 |
| | | | | | | | 4008 R 04 005 505 000 000 050 | | | K-2 Art Club | | | | | 5,039.99 | 0.00 |
| | | | | | | | 4008 R 04 005 505 000 000 050 | | | 2-5 Elementary Robotics | | | | | 1,100.00 | 0.00 |
| | | | | | | | | | | | | | | Receipt Total: | \$16,444.42 | \$0.00 |
| | | | | | | | | | | | | | | Deposit Total: | \$16,444.42 | \$0.00 |
| 3289 | 4008 | VIL | C0925A | | | | | | | | | | | | | |
| September ParentSquare | | | | | | | | | | | | | | | | |
| | | | | 3921 | Credit | A | 09/30/25 | Check | 1 | Misc | | | | | | |
| | | | | | | | 4008 R 01 100 203 900 000 050 | | | Field Trip Fee - Grade 6 | | | | | 1,159.71 | 0.00 |
| | | | | | | | 4008 R 01 100 203 020 000 050 | | | Grade 4 Fees | | | | | 110.00 | 0.00 |
| | | | | | | | 4008 R 01 100 203 020 000 050 | | | Grade 2 Fees | | | | | 30.00 | 0.00 |
| | | | | | | | 4008 R 01 100 203 020 000 050 | | | Grade 3 Fees | | | | | 30.00 | 0.00 |
| | | | | | | | 4008 R 01 100 203 020 000 050 | | | Grade 1 Fees | | | | | 35.00 | 0.00 |
| | | | | | | | 4008 R 01 300 211 900 000 050 | | | Jostens Creativity Workshop | | | | | 20.00 | 0.00 |
| | | | | | | | 4008 R 01 100 203 020 000 050 | | | Grade 5 Fees | | | | | 50.00 | 0.00 |
| | | | | | | | 4008 R 01 300 211 900 000 050 | | | Field Trip Fee - College Fair | | | | | 384.00 | 0.00 |
| | | | | | | | 4008 R 01 300 211 369 000 050 | | | PSAT/NMSQT Test Fee | | | | | 270.00 | 0.00 |
| | | | | | | | 4008 R 01 005 108 000 000 050 | | | Chromebook Screen Replace | | | | | 90.00 | 0.00 |
| | | | | | | | 4008 R 01 005 108 000 000 050 | | | Chromebook Insurance | | | | | 30.00 | 0.00 |
| | | | | | | | 4008 R 01 100 201 900 000 050 | | | Gr K FT Student Pmts | | | | | 1,105.50 | 0.00 |
| | | | | | | | 4008 R 01 100 201 905 000 050 | | | Kindergarten Fees | | | | | 10.00 | 0.00 |
| | | | | | | | | | | | | | | Receipt Total: | \$3,324.21 | \$0.00 |
| | | | | | | | | | | | | | | Deposit Total: | \$3,324.21 | \$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 |
|-------------------------|------|-------|--------|--------------|------------|--------------|----------|----------|----------|--------------------|--------|----------|----------|-----------------------|-------------------|------------------|
| 3290 | 4008 | VILM | C0925A | | | | | | | | | | | | | |
| 9.4.25 Huddle Deposit | | | | 3922 | Credit V | 09/04/25 | | Check | 1 | Misc | | | | | | |
| | | | | | | 4008 R 01 | 300 292 | 063 000 | 060 | Volleyball Tickets | | | | | 157.50 | 0.00 |
| | | | | | | | | | | | | | | Receipt Total: | \$157.50 | \$0.00 |
| Original Receipt # 3922 | | | | 3924 | Credit V | 09/04/25 | | Check-V | 1 | Misc | | | | | | |
| | | | | | | 4008 R 01 | 300 292 | 063 000 | 060 | | | | | | (157.50) | 0.00 |
| | | | | | | | | | | | | | | Receipt Total: | (157.50) | \$0.00 |
| | | | | | | | | | | | | | | Deposit Total: | \$0.00 | \$0.00 |
| 3291 | 4008 | VIL | C0925A | | | | | | | | | | | | | |
| 9.11.25 Huddle Deposit | | | | 3923 | Credit A | 09/11/25 | | Check | 1 | Misc | | | | | | |
| | | | | | | 4008 R 01 | 005 292 | 032 000 | 060 | Football Tickets | | | | | 1,233.00 | 0.00 |
| | | | | | | | | | | | | | | Receipt Total: | \$1,233.00 | \$0.00 |
| | | | | | | | | | | | | | | Deposit Total: | \$1,233.00 | \$0.00 |
| 3292 | 4008 | VIL | C0925A | | | | | | | | | | | | | |
| 9.4.25 Huddle Deposit | | | | 3925 | Credit A | 09/04/25 | | Check | 1 | Misc | | | | | | |
| | | | | | | 4008 R 01 | 300 292 | 063 000 | 060 | Volleyball Tickets | | | | | 157.50 | 0.00 |
| | | | | | | | | | | | | | | Receipt Total: | \$157.50 | \$0.00 |
| | | | | | | | | | | | | | | Deposit Total: | \$157.50 | \$0.00 |
| 3293 | 4008 | VIL | C0925A | | | | | | | | | | | | | |
| 9.18.25 Huddle Deposit | | | | 3926 | Credit A | 09/18/25 | | Check | 1 | Misc | | | | | | |
| | | | | | | 4008 R 01 | 300 292 | 063 000 | 060 | Volleyball Tickets | | | | | 399.25 | 0.00 |
| | | | | | | | | | | | | | | Receipt Total: | \$399.25 | \$0.00 |
| | | | | | | | | | | | | | | Deposit Total: | \$399.25 | \$0.00 |
| 3294 | 4008 | VIL | C0925A | | | | | | | | | | | | | |
| 9.25.25 Huddle Deposit | | | | 3927 | Credit A | 09/25/25 | | Check | 1 | Misc | | | | | | |
| | | | | | | 4008 R 01 | 005 292 | 032 000 | 060 | Football Tickets | | | | | 435.00 | 0.00 |
| | | | | | | | | | | | | | | Receipt Total: | \$435.00 | \$0.00 |
| | | | | | | | | | | | | | | Deposit Total: | \$435.00 | \$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 |
|-----------------------|------|-------|--------|--------------|------------|--------------|--------------------------|----------|----------|-----------------------------|--------|----------|----------|-----------------------|---------------------|------------------|
| 3295 | 4008 | VIL | C0925A | | | | | | | | | | | | | |
| 9.10.25 Cobra | | | | | | | | | | | | | | | | |
| | | | 3928 | Credit | A | 09/10/25 | | Check | 1 | Misc | | | | | | |
| | | | | | | 4008 | R 01 005 000 000 000 099 | | | HSA ER and EE contribution: | | | | | 739.21 | 0.00 |
| | | | | | | | | | | | | | | Receipt Total: | \$739.21 | \$0.00 |
| | | | | | | | | | | | | | | Deposit Total: | \$739.21 | \$0.00 |
| 3296 | 4008 | VIL | C0925A | | | | | | | | | | | | | |
| 9.12.25 ACH Return | | | | | | | | | | | | | | | | |
| | | | 3929 | Credit | A | 09/12/25 | | Check | 1 | Misc | | | | | | |
| | | | | | | 4008 | B 01 215 000 | | | Payroll Return | | | | | 806.99 | 0.00 |
| | | | | | | | | | | | | | | Receipt Total: | \$806.99 | \$0.00 |
| | | | | | | | | | | | | | | Deposit Total: | \$806.99 | \$0.00 |
| 3297 | 4008 | VIL | C0925A | | | | | | | | | | | | | |
| 9.12.25 ACH Return | | | | | | | | | | | | | | | | |
| | | | 3930 | Credit | A | 09/12/25 | | Check | 1 | Misc | | | | | | |
| | | | | | | 4008 | B 01 215 000 | | | Payroll Return | | | | | 1,714.26 | 0.00 |
| | | | | | | | | | | | | | | Receipt Total: | \$1,714.26 | \$0.00 |
| | | | | | | | | | | | | | | Deposit Total: | \$1,714.26 | \$0.00 |
| 3298 | 4008 | VIL | I0925A | | | | | | | | | | | | | |
| 9.15.25 IDEAS Payment | | | | | | | | | | | | | | | | |
| | | | 3931 | Credit | A | 09/15/25 | | Check | 1 | IDEAS Payment | | | | | | |
| | | | | | | 4008 | R 01 005 000 000 000 201 | | | Endow Fund Apportion | | | | | 49,735.34 | 0.00 |
| | | | | | | 4008 | R 01 005 000 000 000 211 | | | General Education Aid | | | | | 679,394.76 | 0.00 |
| | | | | | | | | | | | | | | Receipt Total: | \$729,130.10 | \$0.00 |
| | | | | | | | | | | | | | | Deposit Total: | \$729,130.10 | \$0.00 |
| 3299 | 4008 | VIL | C0925A | | | | | | | | | | | | | |
| 9.18.25 SWIFT Deposit | | | | | | | | | | | | | | | | |
| | | | 3934 | Credit | A | 09/18/25 | | Check | 1 | Misc | | | | | | |
| | | | | | | 4008 | B 01 122 000 | | | FIN401 | | | | | 39,119.14 | 0.00 |
| | | | | | | | | | | | | | | Receipt Total: | \$39,119.14 | \$0.00 |
| | | | | | | | | | | | | | | Deposit Total: | \$39,119.14 | \$0.00 |
| 3300 | 4008 | VIL | C0925A | | | | | | | | | | | | | |
| 9.25.25 SWIFT Deposit | | | | | | | | | | | | | | | | |
| | | | 3932 | Credit | A | 09/25/25 | | Check | 1 | Misc | | | | | | |
| | | | | | | 4008 | B 01 122 000 | | | FIN414 | | | | | 7,595.36 | 0.00 |
| | | | | | | 4008 | B 01 122 000 | | | FIN419 | | | | | 91,042.14 | 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 | | | | | |
|------------------------|------|-------|--------|--------------|------------|--------------|----------|----------|----------|---------------|--------|----------|----------|----------------|----------------|------------------|-----|-------------------------------|-------------------|------------|------|
| 3300 | 4008 | VIL | C0925A | | | | | | | | | | | | | | | | | | |
| 9.25.25 SWIFT Deposit | | | | 3932 | Credit | A | 09/25/25 | Check | 1 | Misc | | | | | | | | | | | |
| | | | | | | | | | | 4008 | B | 01 | 122 | 000 | FIN425 | | | | | | |
| | | | | | | | | | | | | | | | 9,800.23 | 0.00 | | | | | |
| Receipt Total: | | | | | | | | | | | | | | | \$108,437.73 | \$0.00 | | | | | |
| Deposit Total: | | | | | | | | | | | | | | | \$108,437.73 | \$0.00 | | | | | |
| 3301 | 4008 | VIL | C0925A | | | | | | | | | | | | | | | | | | |
| 9.30.25 School Deposit | | | | 3933 | Credit | A | 09/30/25 | Check | 1 | Misc | | | | | | | | | | | |
| | | | | | | | | | | 4008 | E | 01 | 005 | 105 | 800 | 000 | 305 | Volunteer Background Cks | 168.00 | 0.00 | |
| | | | | | | | | | | 4008 | R | 04 | 005 | 505 | 000 | 000 | 050 | Art Club | 140.00 | 0.00 | |
| | | | | | | | | | | 4008 | R | 01 | 005 | 000 | 000 | 000 | 093 | Gym Rental - ARAA | 40.00 | 0.00 | |
| | | | | | | | | | | 4008 | R | 01 | 005 | 292 | 032 | 000 | 060 | Admissions - Football/Volleyt | 3,278.00 | 0.00 | |
| | | | | | | | | | | 4008 | R | 01 | 100 | 203 | 020 | 000 | 050 | EL Classroom Fees | 45.00 | 0.00 | |
| | | | | | | | | | | 4008 | R | 01 | 005 | 000 | 000 | 000 | 099 | Host Family Refereals | 250.00 | 0.00 | |
| | | | | | | | | | | 4008 | R | 01 | 300 | 292 | 063 | 000 | 060 | Volleyball Parent Pass | 45.00 | 0.00 | |
| | | | | | | | | | | 4008 | R | 01 | 300 | 292 | 031 | 000 | 060 | Basketball | 40.00 | 0.00 | |
| | | | | | | | | | | 4008 | R | 01 | 005 | 000 | 000 | 000 | 096 | Connexus Energy Cash Back | 2,543.46 | 0.00 | |
| | | | | | | | | | | 4008 | R | 01 | 005 | 000 | 000 | 000 | 099 | Damage Repo Ref 11.20.23 | 100.00 | 0.00 | |
| | | | | | | | | | | 4008 | R | 01 | 300 | 292 | 060 | 000 | 096 | Reibursement for Gsoc B | 63.81 | 0.00 | |
| | | | | | | | | | | 4008 | R | 01 | 300 | 292 | 030 | 000 | 050 | Boys Soccer Registration | 125.00 | 0.00 | |
| | | | | | | | | | | 4008 | R | 01 | 300 | 292 | 032 | 000 | 050 | Boys Football Registration | 90.00 | 0.00 | |
| | | | | | | | | | | 4008 | R | 01 | 300 | 292 | 063 | 000 | 050 | Volleyball Registraion | 937.50 | 0.00 | |
| | | | | | | | | | | 4008 | R | 01 | 005 | 000 | 000 | 000 | 093 | Titan's AAU Gym Rental | 2,100.00 | 0.00 | |
| | | | | | | | | | | 4008 | R | 01 | 005 | 000 | 000 | 000 | 096 | Charities & Aid Foundation | 20.00 | 0.00 | |
| | | | | | | | | | | 4008 | R | 01 | 005 | 000 | 000 | 000 | 093 | B & B - Rental | 225.00 | 0.00 | |
| Receipt Total: | | | | | | | | | | | | | | | \$10,210.77 | \$0.00 | | | | | |
| Deposit Total: | | | | | | | | | | | | | | | \$10,210.77 | \$0.00 | | | | | |
| 3302 | 4008 | VIL | C0925A | | | | | | | | | | | | | | | | | | |
| 9.30.25 IDEAS Payment | | | | 3935 | Credit | A | 09/30/25 | Check | 1 | IDEAS Payment | | | | | | | | | | | |
| | | | | | | | | | | 4008 | R | 01 | 005 | 000 | 000 | 000 | 211 | General Education Aid | 688,714.15 | 0.00 | |
| | | | | | | | | | | 4008 | B | 01 | 121 | 000 | | | | | Gen Ed Aid FY | 484,005.43 | 0.00 |
| | | | | | | | | | | 4008 | B | 01 | 121 | 000 | | | | | SpEd Aid FY25 | 103,769.67 | 0.00 |
| | | | | | | | | | | 4008 | B | 01 | 121 | 000 | | | | | Lease Aid FY25 | 79,368.75 | 0.00 |
| | | | | | | | | | | 4008 | B | 01 | 121 | 000 | | | | | LT Fac Maint FY25 | 8,754.02 | 0.00 |
| | | | | | | | | | | 4008 | B | 01 | 121 | 000 | | | | | Literacy FY25 | 2,071.62 | 0.00 |
| | | | | | | | | | | 4008 | B | 01 | 121 | 000 | | | | | Library Aid FY25 | 958.08 | 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 |
|-----------------------|---------------|-------|--------|--------------|------------|--------------|--------------------------|----------|----------|----------------------|--------|----------|----------|-----------------------|----------------|------------------|
| 3302 | 4008 | VIL | C0925A | | | | | | | | | | | | | |
| 9.30.25 | IDEAS Payment | | | 3935 | Credit A | 09/30/25 | | Check | 1 | IDEAS Payment | | | | | | |
| | | | | | | 4008 | B 01 121 000 | | | Student Support FY25 | | | | 1,015.76 | | 0.00 |
| | | | | | | 4008 | B 01 121 000 | | | PARA Training FY25 | | | | 194.66 | | 0.00 |
| Receipt Total: | | | | | | | | | | | | | | \$1,368,852.14 | \$0.00 | |
| Deposit Total: | | | | | | | | | | | | | | \$1,368,852.14 | \$0.00 | |
| | | | | | | | | | | | | | | | | |
| 3303 | 4008 | VIL | C0925A | | | | | | | | | | | | | |
| 9.30.25 | Interest | | | 3936 | Credit A | 09/30/25 | | Check | 1 | Interest Earned | | | | | | |
| | | | | | | 4008 | R 01 005 000 000 000 092 | | | Interest Earnings | | | | | 82.10 | 0.00 |
| Receipt Total: | | | | | | | | | | | | | | \$82.10 | \$0.00 | |
| Deposit Total: | | | | | | | | | | | | | | \$82.10 | \$0.00 | |
| Report Total: | | | | | | | | | | | | | | \$2,288,032.80 | \$0.00 | |



*Facilitated by: Greg Danger, BFC chair and PACT COO
Submitted by: Tracy Peters, BFC vice-chair and PACT COO*

ATTENDANCE

| Name | Position | Arrival | Departure |
|------------------|-------------------------------------|----------------|------------------|
| Greg Danger | Committee Chair Parent | 5:40 p.m. | 8:17 p.m. |
| Tracy Peters | Committee Vice-Chair COO Parent | 5:40 p.m. | 8:17 p.m. |
| Nathan Plack | Treasurer Parent | 5:40 p.m. | 8:17 p.m. |
| Brad Lawrence | Member Community Member | 5:40 p.m. | 7:10 p.m. |
| Jay Rosenthal | Member Parent | 5:40 p.m. | 8:17 p.m. |
| Shane | Guest Parent | 5:40 p.m. | 8:17 p.m. |
| Andrew McDonough | Guest Kraus-Anderson | 5:40 p.m. | 7:45 p.m. |
| Peter Meidal | Member Parent | 5:40 p.m. | 8:17 p.m. |
| Ryan Carlson | Member Parent | 5:40 p.m. | 6:55 p.m. |
| Nathan Flansburg | Superintendent | 5:40 p.m. | 8:17 p.m. |

I. CALL TO ORDER | PACT PLEDGE

Mr. Danger called the October 13, 2025, Budget and Finance Committee (BFC) meeting to order at 5:40 p.m.

II. ADMINISTRATIVE BUSINESS

A. Approval of Reviewed Claims

Mr. Carlson recommended the approval of claims batches A0925-A, A0925-B, A0925-C, A0925-D. Jay Rosenthal seconded the recommendation.

B. PACT Board Financial Report /Supplemental Information Designated Funds Report

Documents provided in the packet. Dr. Flansburg highlighted the following:

- Cash Balance as of the reporting period is steady at \$4,749,022 for July 31, 2025.
- Projected Days Cash on Hand (at June 30, 2026) is 100 days.
- Projected Days Cash on Hand with Receivables (at June 30, 2026) is 148 days.

Brad Lawrence recommended the approval of the financials as presented. Ryan Carlson seconded the recommendation.

C. Staff Health Insurance Renewal

Andrew McDonough presented Health Insurance bids and renewals. While there was no formal vote, BFC members unanimously agreed on a proposal to be presented to the board on October 15th.

D. S&P Ratings Update

PACT was expecting to receive a double downgrade, but S&P responded in no change, except for the negative outlook, which was changed to stable.

VII. ADJOURNMENT

The meeting adjourned at 8:17 p.m.

Regular School board meeting
Thursday, October 2, 2025 7:00 PM Central

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

Jason Busch: Absent
Ryan Heineman: Present
Nicole Kallod: Present
Chad Lucas: Present
Amanda Mackereth: Present
Ann Ostendorf: Present
Nathan Plack: Present
Nicole Rhoad: Absent
Danae Trauth: Present

Present: 7, Absent: 2.

1. Call To Order
2. Roll Call

3. Pledge of Allegiance
4. Approval of Agenda and Consent Agenda

4.a. Policy Updates

Motion at approve the agenda and the consent agenda. This motion, made by Ann Ostendorf and seconded by Nathan Plack, Carried.

Jason Busch: Absent, Nicole Rhoad: Absent, Ryan Heineman: Yea, Nicole Kallod: Yea, Chad Lucas: Yea, Amanda Mackereth: Yea, Ann Ostendorf: Yea, Nathan Plack: Yea, Danae Trauth: Yea

Yea: 7, Nay: 0, Absent: 2

4.b. Title I Partent and Family Engagement Plan

4.c. Human Resource Services

4.d. BFC Minutes

4.e. Board Minutes

4.f. Enrollment Update

4.g. Staff Contract Calendar

5. Reports from Organizations
- 5.a. PACT Student Council Representative

6. Recognitions and Retirements

6.a. PACT Employee of the Month

7. Teaching and Learning

7.a. PACT Spotlight Presentation

7.b. Teaching and Learning Report

7.c. DAC Update

8. Administrative Reports and Recommendations

8.a. Superintendent Report

Motion to accept policies as presented. This motion, made by Amanda Mackereth and seconded by Danae Trauth, Carried.

Jason Busch: Absent, Nicole Rhoad: Absent, Ryan Heineman: Yea, Nicole Kallod: Yea, Chad Lucas: Yea, Amanda Mackereth: Yea, Ann Ostendorf: Yea, Nathan Plack: Yea, Danae Trauth: Yea
Yea: 7, Nay: 0, Absent: 2

8.b. Human Resources and Operations

8.b.i. Proposal for Fees and Pay Adjustment

Motion to accept the proposal for Fees and Pay Adjustment with the adjustment to calendar dates for Science Olympia. This motion, made by Amanda Mackereth and seconded by Nathan Plack, Carried.

Jason Busch: Absent, Nicole Rhoad: Absent, Ryan Heineman: Yea, Nicole Kallod: Yea, Chad Lucas: Yea, Amanda Mackereth: Yea, Ann Ostendorf: Yea, Nathan Plack: Yea, Danae Trauth: Yea
Yea: 7, Nay: 0, Absent: 2

8.b.ii. Human Resources and Operations Report

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

Motion to adjourn. This motion, made by Nicole Kallod and seconded by Amanda Mackereth, Carried.

Jason Busch: Absent, Nicole Rhoad: Absent, Ryan Heineman: Yea, Nicole Kallod: Yea, Chad Lucas: Yea, Amanda Mackereth: Yea, Ann Ostendorf: Yea, Nathan Plack: Yea, Danae Trauth: Yea
Yea: 7, Nay: 0, Absent: 2

504 - Dress Code Policy

I. PURPOSE

The purpose of this policy is to provide a safe and productive learning environment with limited distractions and contribute to an atmosphere of respect for everyone in the building through a dress code expectation policy.

II. GENERAL STATEMENT OF POLICY

- A. All clothing is subject to the discretion of the staff, Discipline Liaison, ISC Monitor, or Administration.
- B. Apparel distracting the learning environment (or a potential danger to themselves or others) is prohibited. Dress for school should be modest, respectful, clean, and in good condition. It should also allow for safe movements in the hallways, stairwells, and in all classes. Apparel that is a distraction to the learning environment includes but is not limited to:
 1. **All clothing** with double meanings, or innuendos about drugs, images of weapons, alcohol, tobacco, violence, sex, or gangs. No messages that target any groups or individuals in a demeaning manner are allowed.
 2. **Head coverings** (i.e., hats, skullcaps, bandanas, scarves) should not be worn in class. **Hats and bandanas will be permitted only on the last day of the week and during spirit week** (excluding field trips, unless the weather dictates otherwise) or for religious or medical needs, and should not be a distraction to the learning environment. Sweatshirt hoods are not allowed to be worn on the head.
 3. **Pajamas and costumes** are not to be worn to school except for designated spirit days.
 4. **Shirts** must provide coverage of the upper body, regardless of movement. Shirts must cover all undergarments at all times (including dress for physical education classes). Sleeveless garments that cover the torso are allowed if straps cover undergarments.
 5. **See-through clothing** is allowed when undergarments are covered by a tank or tee (but not a camisole with spaghetti straps). For example, a tank or tee must be worn to cover the midriff and undergarments under sheer clothing. Camisoles may be worn under non-sheer fabric.
 6. **Pants** must be worn in a manner that undergarments are not visible regardless of movement, including through holes or spots. Pants with exposed holes higher than fingertips must be repaired or covered.
 7. **Shorts/Skirts/Dresses** must be at least fingertip length (includes the height of a slit in clothing).
 8. **Shoes** are to be worn at all times.
 9. Students are encouraged to **keep a sweater or sweatshirt in their locker** in case they get cold or are asked to modify clothing due to dress code violations.
- C. If clothes are found to be inappropriate, students will be REQUIRED to modify clothing.

Any student receiving multiple warnings may be subject to disciplinary action (see [506 - Discipline Policy](#)).

Original Creation Date: Unknown

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: October 2, 2025

Year Reviewed: 2022-2023

508 EXTENDED SCHOOL YEAR FOR CERTAIN STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS

[Note: The provisions of this policy substantially reflect statutory and regulatory requirements.]

I. PURPOSE

The purpose of this policy is to ensure that the school district complies with the overall requirements of law as mandated for certain students subject to individualized education programs (IEPs) when necessary to provide a free appropriate public education (FAPE).

II. GENERAL STATEMENT OF POLICY

A. Extended School Year Services Must Be Available to Provide a FAPE. The school district shall provide extended school year (ESY) services to a student who is the subject of an IEP if the student's IEP team determines the services are necessary during a break in instruction in order to provide a FAPE.

B. Extended School Year Determination. At least annually, the IEP team must determine that a student is in need of ESY services if the student meets any of the following conditions:

1. There will be significant regression of a skill or acquired knowledge from the student's level of performance on an annual goal that requires more than the length of the break in instruction to recoup unless the IEP team determines a shorter time for recoupment is more appropriate; OR

2. Services are necessary for the student to attain and maintain self-sufficiency because of the critical nature of the skill addressed by an annual goal, the student's age and level of development, and the timeliness for teaching the skill; OR

3. The IEP team otherwise determines, given the student's unique needs, that ESY services are necessary to ensure the pupil receives a FAPE.

C. Required Factors Schools Must Consider in Making ESY Determinations. The IEP team must decide ESY eligibility using information including:

1. Prior observations of the student's regression and recoupment over the summer;

2. Observations of the student's tendency to regress over extended breaks in instruction during the school year; and

3. Experience with other students with similar instructional needs.

D. Additional Factors to Consider, Where Relevant. In making its determination of ESY needs, the following factors must be considered, where relevant:

1. The student's progress and maintenance of skills during the regular school year.

2. The student's degree of impairment.
3. The student's rate of progress.
4. The student's behavioral or physical problems.
5. The availability of alternative resources.
6. The student's ability and need to interact with nondisabled peers.
7. The areas of the student's curriculum which need continuous attention.
8. The student's vocational needs.

E. No Unilateral Decisions.

In the course of providing ESY services to children with disabilities, the school district may not unilaterally limit the type, amount, or duration of those services.

F. Services to Nonresident Students Temporarily Placed in School District.

A school district may provide ESY services to nonresident children with disabilities temporarily placed in the school district in accordance with applicable state law.

Legal References:

Minn. Stat. § 125A.14 (Extended School Year)

Minn. Rules Part 3525.0755

20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)

34 C.F.R. Part 300 (Assistance to States for the Education of Children with Disabilities)

Cross References: None

PACT Charter School

Original Creation Date: September 4, 2025

Last Approved By: PACT Charter School Board of Directors

Last Approved Date:

Year Reviewed: 2025-2026

510 SCHOOL ACTIVITIES

I. PURPOSE

The purpose of this policy is to impart to students, employees, and the community the school district's policy related to the student activity program.

II. GENERAL STATEMENT OF POLICY

School activities provide additional opportunities for students to pursue special interests that contribute to their physical, mental, and emotional well-being. They are of secondary importance in relation to the formal instructional program; however, they complement the instructional program in providing students with additional opportunities for growth and development.

III. RESPONSIBILITY

- A. The PACT School Board expects all students who participate in school-sponsored activities to represent the school and community in a responsible manner. All rules pertaining to student conduct and student discipline extend to school activities.
- B. The PACT School Board expects all spectators at school sponsored activities, including parents, employees, and other members of the public, to behave in an appropriate manner at those activities. Students and employees may be subject to discipline and parents and other spectators may be subject to sanctions for engaging in misbehavior or inappropriate, illegal, or unsportsmanlike behavior at these activities or events.
- C. The Superintendent, or their designee, shall be responsible for disseminating information needed to inform students, parents, staff, and the community of the opportunities available within the school activity program and the rules of participation.
- D. Those students who participate in Minnesota State High School League (MSHSL) activities must also abide by the league rules. Those employees who conduct MSHSL activities shall be responsible for familiarizing students and parents with all applicable rules, penalties, and opportunities.
- E. The Superintendent, or their designee, shall be responsible for conducting an annual evaluation of school activity programs and presenting the results and any recommendations to the school board.
- F. The administration will manage student activity funds in accordance with state requirements and regulations to administer this policy.

IV. NON-SPONSORED STUDENT ACTIVITIES

Students may participate in non-sponsored student activities on a voluntary basis outside of instructional time. Non sponsored activities may use school district logos only with permission of a school principal or site leader.

Legal References: Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)

Cross References: MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 713 (Student Activity Accounting)

Original Creation Date: September 4, 2025

Last Approved By: PACT Charter School Board of Directors

Last Approved Date:

Year Reviewed: 2025-2026

705 - PURCHASING, PROCUREMENT, and CONTRACTING

PURPOSE

This policy establishes procedures for carrying out purchasing, procurement, and contracting functions for PACT Charter School. Its purpose is to efficiently use public funds and ensure compliance with all applicable state and federal laws, including Minn. Stat. 124E.26, Subd. 4, regarding procurement using state funds.

GENERAL STATEMENT OF POLICY

It is the policy of the PACT School Board of Directors to utilize resources to the greatest benefit of our student's education and to establish procedures for all expenditures made with charter school funds to ensure efficiency, economy, legal compliance, internal control, ethical behavior by all staff members, and fairness in dealing with vendors.

CONFLICT OF INTEREST

Notwithstanding anything in this policy to the contrary, PACT Charter School shall not enter into any contract or agreement that does not align with the provisions of Section III.

- **Minn. Stat. 124E.14:** No member of the PACT School Board of Directors, employee, officer, or agent of PACT Charter School shall participate in selecting, awarding, or administering a contract if a conflict of interest exists. A conflict exists when:
 - the board member, employee, officer, or agent;
 - the immediate family member of the board member, employee, officer, or agent;
 - the partner of the board member, employee, officer, or agent; or
 - an organization that employs, or is about to employ any individual in clauses (1) to (3),

has a financial or other interest in the entity with which PACT Charter School is contracting. A violation of this prohibition renders the contract void. The foregoing does not apply to compensation paid to a teacher employed as a teacher by PACT or a teacher who provides instructional services to PACT through a cooperative formed under chapter 308A when the teacher also serves on the PACT School Board of Directors.

1. **Minn. Stat. 124E.07, Subd. 3(e):** A contractor providing facilities, goods, or services to PACT Charter School must not serve on the PACT School Board of Directors. In addition, an individual is prohibited from serving as a member of the 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 PACT 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 School Board of Directors if no conflict of interest exists under this paragraph, consistent with this section.
2. **Minn. Stat. 124E.10, Subd. 2(a):** PACT Charter School must disclose to the commissioner any potential contract, lease, or service purchase from the school's authorizer or a current board member, employee, contractor, volunteer, or agent of PACT's authorizer. The contract, lease, or purchase must be accepted through an open bidding process and be separate from the school contract. PACT must document the open bidding process. An authorizer must not enter into a contract to provide management and financial services to a school it authorizes,

unless the school documents receiving at least two competitive bids. This paragraph does not apply to a charter school or an authorizer when contracting for legal services from a lawyer who provides professional services to the charter school or authorizer and who is subject to the Minnesota Rules of Professional Conduct.

3. **GENERAL PROCUREMENT PROVISIONS**

- **Authorization:** The Superintendent, in conjunction with the School Board of Directors (hereinafter referred to as the "board"), is responsible for overseeing the procurement process, including the establishment of procedures, internal controls, quality assurance, methods of greatest economy, and compliance with all applicable laws. To be valid, all contracts must be approved by the board.

Individual school employees may incur expenditures in the following amounts without prior board approval so long as such expenditures are consistent with the school's board-approved budget, provided that in all cases, the board retains authority to disapprove any expenditure for any reason at the sole discretion of the board:

- Any school employee may purchase goods (but not services) for use in connection with school operations where the expenditure is less than \$1,000. PACT may issue credit or debit cards to individual employees for these expenditures.
- In addition to the foregoing, the superintendent may execute a purchase or procurement that requires the expenditure of up to \$75,000.
- **Scope:** Purchasing procedures apply to the procurement of equipment, supplies, and services, including services provided by vendors and by individuals engaged by the school as independent contractors (i.e., individuals who receive a form 1099 rather than a form W-2). Purchasing procedures do not apply to hiring employees (i.e., individuals who receive a W-2).
- **Documentation:** The superintendent shall design and implement procedures to create and preserve documentation, establishing that all procurement is implemented in accordance with this policy. The superintendent will provide such documentation to the board upon their request.
- **Economy:** Good business practice dictates that products will be purchased for the lowest price for acceptable quality. Lower prices can be achieved through researching prices, cultivating business relationships, negotiating price contracts, buying in quantity, competitive quotation, or formal bid process.
- **Best Value:** The school shall endeavor in all cases to obtain the best value in all purchase or procurement decisions, taking into account the price, quality, and quantity of the goods or services being purchased or procured, along with consideration of other criteria, which may include, but are not limited to:
 - the vendor's or contractor's knowledge or expertise with respect to services as evidenced by performance on previous projects;
 - the quality and timeliness of the vendor's or contractor's performance on previous projects;
 - the level of customer satisfaction with the vendor's or contractor's performance on previous projects;
 - the vendor's or contractor's record of performing previous projects on budget and ability to minimize cost overruns;
 - the vendor's or contractor's ability to minimize change orders;
 - the vendor's or contractor's ability to prepare appropriate project plans;
 - the vendor's or contractor's technical capabilities;
 - the individual qualifications of the contractor's key personnel; or
 - the vendor's or contractor's ability to assess and minimize risks.

PURCHASES OF GOODS USING STATE FUNDS

The following will govern purchases of goods using state funds. The school shall not break up any purchase into smaller component purchases to avoid the threshold in this Section V. In all cases, the school shall endeavor to complete each purchase in a manner that obtains the best value for the school, considering the factors enumerated in Section IV, above.

1. **Purchases Less than \$25,000.** The superintendent shall be responsible for implementing purchases within these limits. When reasonably practicable, the superintendent shall use processes to obtain competitive market rates or purchase at reasonably competitive prices or rates.
2. **Purchases of \$25,000 - \$175,000.** Charter schools can use "competitive procurement," which means a sealed bidding process, or they can use "direct negotiations" between two or more vendors. Prior to any purchase of \$25,000 or above, the superintendent shall follow a competitive procurement process or obtain bids or quotations from at least two sellers or vendors or, if market conditions for a purchase are such that sellers or vendors will not respond to a request for bids or quotations, shall otherwise endeavor to compare the prices of a least two sellers or vendors, in all cases endeavoring to ensure that each of the bids, quotes, or comparison prices reflects substantially equal quantity and quality.
3. **Purchases greater than \$175,000** a competitive procurement process using sealed bid is required.
 - a. To solicit bids or quotations the superintendent (i) shall post a request for bids or quotations on a public portion of PACT's website, or utilize another public posting mechanism as reasonably determined by the superintendent, and (ii) shall deliver solicitations to two or more potential vendors. The superintendent shall provide a reasonable time period, and in no event fewer than five (5) business days, for response to any solicitation of or posting for bids or quotations.
 - b. If, after such a reasonable time period, the superintendent has yet to receive two or more bids or quotations for the goods to be purchased, the superintendent shall use reasonably prudent inquiry to ascertain the price for such goods from two or more vendors.
 - c. If, after complying with all of the foregoing, the superintendent is able to locate only a single seller, vendor, or supplier from which to purchase any particular good, the superintendent shall, to the extent reasonably practicable, endeavor to negotiate for the most favorable price that may be obtained from such vendor.

PROCUREMENT OF SERVICES USING STATE FUNDS

The following will govern procurement of services using state funds. The school shall not break up any procurement into smaller component purchases to avoid the threshold in this Section VI. In all cases, the school shall endeavor to complete each purchase in a manner that obtains the best value for PACT, taking into account the factors enumerated in Section IV, above.

In determining the amount of a contract for services, the total cost of the contract under its stated term shall apply. For contracts that have an annual price but a multi-year term, or include an automatic annual renewal (or so-called "evergreen") provision, the total of all years shall apply. Under no circumstances will PACT enter into a multi-year or automatic annual renewal agreement with an outside term greater than five (5) years; provided that the foregoing limit will not apply to a lease for school facilities.

1. **Procurement Less than \$25,000.** The superintendent shall be responsible for implementing procurement within these limits. When reasonably practicable, the

superintendent shall use processes to obtain "best value" prices or rates and maintain records documenting efforts to obtain "best value." The foregoing shall apply to contracts for services where the total cost of services cannot be determined because the cost is dependent upon periodic or "as-needed" requests for services by PACT, at its discretion, and the following are true: (a) the contract does not require an advance payment or deposit, and (b) the contract or the services may be terminated without cause at any time by PACT.

2. **Procurement of \$25,000 Or More.** Prior to entering into an agreement to procure a service of \$25,000 or more, the superintendent shall obtain bids or quotations from at least two vendors or contractors, if market conditions for acquiring a particular service are such that vendors or contractors will not respond to a request for bids or quotations, shall otherwise endeavor to compare the prices of a least two vendors or contractors, in all cases endeavoring to ensure that each of the bids, quotes, or comparison prices reflects substantially equal quantity and quality consistent with the "best value" factors outlined above in this Section VI.
3. To solicit bids or quotations the superintendent (i) shall post a request for bids or quotations on a public portion of PACT's website or utilize another public posting mechanism as reasonably determined by the superintendent, and (ii) shall deliver solicitations directly to two or more potential vendors or contractors. The superintendent shall provide a reasonable time period and in no event fewer than five (5) business days for response to any solicitation of or posting for bids or quotations.
4. If, after such a reasonable time period, the superintendent has not received two or more bids or quotations for the service to be procured, the superintendent shall use reasonably prudent inquiry to ascertain the price for such goods from two or more vendors or contractors.
5. If (i) after complying with all of the foregoing the superintendent is able to locate only a single vendor or contractor from which to procure a particular service, or (ii) due to the nature of the services being procured, the market for such services is such that there is only one vendor or contractor to supply such service, the superintendent shall, to the extent reasonably practicable, endeavor to negotiate for the most favorable price that may be obtained from such vendor or contractor.

1. **USE OF FEDERAL FUNDS** [Effective October 1, 2024]

1. **Procurement Methods.** There are three types of procurement methods 1) informal (for micro-purchases and simplified acquisitions) 2) formal (through sealed bids or proposals) and 3) noncompetitive. For all of these methods, the recipient or subrecipient must maintain and use documented procurement procedures.
2. **Informal Procurement Methods for Small Purchases.**
 1. Micro-purchases: the aggregate amount of the procurement transaction does not exceed \$10,000, which may be increased to \$50,000 on an annual basis if the recipient or sub-recipient self-certifies and provides supporting documentation. Micro-purchases may be awarded without soliciting competitive price or rate quotes if the recipient or subrecipient considers the price reasonable based on research, experience, purchase history, or other information; and maintains documentation to support its conclusion.
 2. Simplified Acquisitions: for procurement transactions in which the aggregate dollar amount of the procurement transaction is higher than the micro-purchase threshold (\$10,000, or \$50,000, if applicable), but lower than \$250,000. In simplified acquisitions, the price or rate quotes must be obtained from an adequate number of qualified sources. The recipient or subrecipient may exercise judgment in determining what number is adequate.
3. **Formal Procurement Methods.** The recipient or subrecipient is required to use one of the following formal procurement methods when the value of the procurement transaction exceeds the simplified acquisition threshold of the recipient or subrecipient. This method requires competition and public notice.
 1. Sealed Bids. Preferred for procuring construction services. Bids are publicly solicited through an invitation and a firm fixed-priced contract (lump sum or unit price) is

awarded to the responsible bidder whose bid conforms with all the material terms and conditions of the invitation and is the lowest in price. Sealed bids are appropriate when:

- A complete, adequate and realistic specification or purchase description is available;
- Two or more responsible bidders have been identified as willing and able to compete effectively for the business; and
- The procurement lends itself to a firm-fixed-price contract, and the selection of the successful bidder can be made principally on price

If sealed bids are used, the following requirements apply:

- Bids must be solicited from an adequate number of qualified sources, providing them with sufficient response time prior to the date set for opening the bids. Unless specified by the Federal agency, the recipient or subrecipient may exercise judgment in determining what number is adequate;
 - The invitation for bids must define the items or services with specific information, including any required specifications, for the bidder to properly respond;
 - All bids will be opened at the time and place prescribed in the invitation for bids.
 - A firm-fixed-price contract is awarded in writing to the lowest responsive bid and responsible bidder. When specified in the invitation for bids, factors such as discounts, transportation cost, and life-cycle costs must be considered in determining which bid is the lowest. Payment discounts must only be used to determine the low bid when the recipient or subrecipient determines they are a valid factor based on prior experience.
 - The recipient or subrecipient must document and provide a justification for all bids it rejects.
1. Proposals. Used when conditions are not appropriate for using sealed bids. This procurement method may result in either a fixed-price or cost-reimbursement contract. They are awarded in accordance with the following requirements:
 - Requests for proposals require public notice, and all evaluation factors and their relative importance must be identified. Proposals must be solicited from multiple qualified entities. To the maximum extent practicable, any proposals submitted in response to the public notice must be considered.
 - The recipient or subrecipient must have written procedures for conducting technical evaluations and making selections.
 - Contracts must be awarded to the responsible offeror whose proposal is most advantageous to the recipient or subrecipient considering price and other factors; and
 - The recipient or subrecipient may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby the offeror's qualifications are evaluated, and the most qualified offeror is selected, subject to negotiation of fair and reasonable compensation. The method, where the price is not used as a selection factor, can only be used to procure architectural/engineering (A/E) professional services. The method may not be used to purchase other services provided by A/E firms that are a potential source to perform the proposed effort.
- **Noncompetitive Procurement.** There are specific circumstances in which the recipient or subrecipient may use a noncompetitive procurement method. The noncompetitive procurement method may only be used if one of the following circumstances applies:
 - The aggregate amount of the procurement transaction does not exceed the micro-purchase threshold (see paragraph (a)(1) of this section);

- The procurement transaction can only be fulfilled by a single source;
- The public exigency or emergency for the requirement will not permit a delay resulting from providing public notice of a competitive solicitation;
- The recipient or subrecipient requests in writing to use a noncompetitive procurement method, and the Federal agency or pass-through entity provides written approval; or
- After soliciting several sources, competition is determined inadequate.
- **Contracting with small and minority firms, women’s business enterprises, and labor surplus area firms, pursuant to 2 CFR § 200.321.** Non-Federal entities will take all necessary affirmative steps to assure that small and minority firms and women’s business enterprises are used when possible. Affirmative steps include:
 - Placing qualified small and minority business and women’s business enterprises on solicitation lists;
 - Assuring that small and minority business and women’s business enterprises are solicited whenever they are potential sources;
 - Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority business, and women’s’ business enterprises;
 - Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority business, and women’s business enterprises;
 - Using the services and assistance of the Small Business Administration, and the Minority Business Development Agency of the Department of Commerce.
 - Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in a-e above.
- **Contract Cost, Price, and Monitoring by the non–Federal Entity.**
 - The non–Federal entity must perform a cost or price analysis in connection with every procurement action in excess of the Simplified Acquisition Threshold including contract modifications. The method and degree of analysis is dependent on the facts surrounding the particular procurement situation, but as a starting point, the non–Federal entity must make independent estimates before receiving bids or proposals.
 - The non–Federal entity must negotiate profit as a separate element of the price for each contract in which there is no price competition and in all cases where cost analysis is performed. To establish a fair and reasonable profit, consideration must be given to the complexity of the work to be performed, the risk borne by the contractor, the contractor’s investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.
 - Costs or prices based on estimated costs for contracts under the Federal award are allowable only to the extent that costs incurred or cost estimates included in negotiated prices would be allowable for the non–Federal entity under federal regulations. The non–Federal entity may reference its own cost principles that comply with the Federal cost principles.
 - The cost plus a percentage of cost and percentage of construction cost methods of contracting must not be used.
 - The non–Federal entity is responsible for oversight of the operations of the Federal award supported activities. The non–Federal entity must monitor its activities under Federal awards to assure compliance with applicable Federal requirements and performance expectations are being achieved. Monitoring by the non–Federal entity must cover each program, function or activity. See also 2 C.F.R § 200.332.

RECORDS TO BE MAINTAINED

- **Public Data.** All records of PACT Charter School expenditures are considered “public data” under Minn. Stat. Chapter 13 (the “**Minnesota Government Data Practices Act**” or the “**Act**”). PACT will create, maintain, and preserve such records in accordance with the Act.
- **Record Retention Requirements for Federal Awards.** The recipient and subrecipient must retain all Federal award records for three years from the date of submission of their final financial report. For awards that are renewed quarterly or annually, the recipient and subrecipient must retain records for three years from the date of submission of their quarterly or annual financial report, respectively. Records to be retained include but are not limited to, financial records, supporting documentation, and statistical records. Federal agencies or pass-through entities may not impose any other record retention requirements except for the following:
 - If submitted for negotiation. When a proposal, plan, or other computation must be submitted to the Federal Government to form the basis for negotiation of an indirect cost rate (or other standard rates), then the three-year retention period for its supporting records starts from the date of submission.
 - If not submitted for negotiation. When a proposal, plan, or other computation is not required to be submitted to the Federal Government to form the basis for negotiation of an indirect cost rate (or other standard rates), then the three-year retention period for its supporting records starts from the end of the fiscal year (or other accounting period) covered by the proposal, plan, or other computation.
 - The records must be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken if any litigation, claim, or audit is started before the expiration of the three-year period.
 - When the recipient or subrecipient is notified in writing by the Federal agency or pass-through entity, cognizant agency for audit, oversight agency for audit, or cognizant agency for indirect costs to extend the retention period.
 - The records for property and equipment acquired with the support of Federal funds must be retained for three years after final disposition.
 - The three-year retention requirement does not apply to the recipient or subrecipient when records are transferred to or maintained by the Federal agency.
 - The records for program income earned after the period of performance must be retained for three years from the end of the recipient's or subrecipient's fiscal year in which the program income is earned. This only applies if the Federal agency or pass-through entity requires the recipient or subrecipient to report on program income earned after the period of performance in the terms and conditions of the Federal award.
 - The records for indirect cost rate computations or proposals, cost allocation plans, and any similar accounting computations of the rate at which a particular group of costs is chargeable (such as computer usage chargeback rates or composite fringe benefit rates) must be retained according to the applicable option below:

Original Creation Date: October 11, 1994

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: March 6, 2025

Year Reviewed: 2024-2025

Title I Parent and Family Engagement Plan 2025-2026



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.
 - Activity/Activities – Title I Parent Advisory Panel / District Advisory Committee (DAC)/PACT School Board
 - Date/Dates – September 3, 2025, September 11, 2025, October 2, 2025
 - Contact Persons – Johanna Santiago (Interventionist), Michelle Jones (Interventionist), Teresa Widen (DAC Administrative Lead), Jacq Washburn (Parent Liaison)
 - 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/Activities – Reading Intervention Informational Parent Meeting
 - Date/Dates – October 14, 2025
 - Contact Person(s) – Teresa Widen (Executive Director of Teaching and Learning), Johanna Santiago, Michelle Jones
 - 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.
 - Activity/Activities/Dates – Elementary Open House/August 21, 2025; DAC Meetings/August 2025 - May 2026; Volunteer training/August-September, 2025-2026, as needed
 - Contact Person(s) – Teresa Widen, Adam Schaak (Community Education Coordinator)
 - 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.
 - Activity/Activities – Title I Parent Advisory Panel (September 3, 2025 and as needed), DAC meetings, PACT School Board meetings
 - Date/Dates – Monthly meetings August 2025 – October 2025, and as needed

- Contact Person(s) – Teresa Widen, Jenelle Moehn (Assistant Director of Teaching and Learning), Johanna Santiago, Michelle Jones
 - 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 – Teachers and Interventionists are available at Open House, conferences, and upon request; Reading Intervention Informational Parent Meeting.
 - Date/Dates – August 21, 2025, September 23 & 25, 2025, and February 10 & 12, 2026, October 14, 2025
 - Contact Person(s) – Teresa Widen, Johanna Santiago, Michelle Jones, 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.
 - Activity/Activities – Goal setting conferences/ student-led conferences, quarterly report cards, teachers available upon request
 - Date/Dates – September 23 & 25, 2025, and February 10 & 12, 2026

- Contact Person(s) – Classroom teachers, Johanna Santiago, Michelle Jones, 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.
 - Activity/Activities - Goal setting conferences / student-led conferences, quarterly report cards, teachers available upon request
 - Date/Dates – September 23 & 25, 2025, and February 10 & 12, 2026
 - 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.
 - Activity/Activities – Conferences; Teacher Resources
 - Date/Dates - September 23 & 25, 2025, and February 10 & 12, 2026; Ongoing
 - Contact Person(s) – Classroom teachers, Johanna Santiago, Michelle Jones
 - 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/Activities – Staff development
 - Date/Dates – August 2025 - June 2026, Designated Staff Development Days
 - 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 – DAC meetings, Back-to-School Bash, Elementary Math/Literacy Night
 - Date/Dates - Throughout the 2025-2026 school year, September 12, 2025, January 29, 2026.
 - 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.
 - Activity/Activities – ParentSquare communications; Monthly newsletters; parent/teacher conferences – interpreters available upon request, PACT website – pactcharter.org, Multilingual Information Night - Winter 2026
 - Date/Dates - September 23 & 25, 2025, and February 10 & 12, 2026
 - Contact Person(s) – Johanna Santiago, Michelle Jones, Kayla Marks (English Language Teacher), Marie Dillon (English Language 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.
 - Activity/Activities – DAC meetings, Parent Volunteer Training/Teacher Assistant training, ParentSquare Volunteer Group
 - Date/Dates – DAC/Aug. 2025- May 2026; Volunteer training/as needed
 - Contact Person(s) – Adam Schaak, Teresa Widen, Jacq Washburn
 - 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.

- Activity/Activities – Interpreters available upon request, ParentSquare Communication
- Date/Dates - 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 2, 2025 and will be in effect for the period of the 2025-2026 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 14, 2025.



Signature of Title I Authorized Representative

Date

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

Johanna Santiago - Staff/Parent

Michelle Jones - Staff

Teresa Widen - Staff

Jenelle Moehn - Staff

Jamie Wilson - Parent

| Agenda Date | Last Name/Agency | First Name | Position | Current Pay Rate | New Pay Rate | Fiscal Year | Effective Date of change | Payroll Effective Date |
|-------------|------------------|------------|--|------------------|----------------------|-----------------------|--------------------------|------------------------|
| 10/2/2025 | Carey | Sara | Community Ed Instructor | | \$25/hour | 2025-2026 School Year | 09/05/2025 | 9/25/2025 |
| 10/2/2025 | Gray | Dalonda | Food Service Server | | \$14.86/hour | 2025-2026 School Year | 09/03/2025 | 9/25/2025 |
| 10/2/2025 | Landis | Catherine | Interventionist Teacher | | \$ 62,288.00 | 2025-2026 School Year | 09/04/2025 | 9/25/2025 |
| 10/2/2025 | Landis | Catherine | Resignation: Interventionist Teacher | \$ 62,288.00 | | 2025-2026 School Year | 09/05/2025 | 9/25/2025 |
| 10/2/2025 | Beverly | Jenna | Resignation: MS Volleyball Coach | \$1925/season | | 2025-2026 School Year | 08/03/2025 | 8/25/2025 |
| 10/2/2025 | Ellingson | Mark | Resignation: MS Volleyball Coach | \$1925/season | | 2025-2026 School Year | 09/03/2025 | 9/25/2025 |
| 10/2/2025 | Suggs | Mark | Behavior Paraprofessional | | \$31.69/hour | 2025-2026 School Year | 09/16/2025 | 10/10/2025 |
| 10/2/2025 | Suggs | Mark | Middle School Boys Basketball Coach | | \$2117.50 /season | 2025-2026 School Year | 10/20/2025 | 11/10/2025 |
| 10/2/2025 | Anderson | Alyssa | Termination: Paraprofessional | \$21.09/hour | | 2025-2026 School Year | 09/11/2025 | 9/25/2025 |
| 10/2/2025 | Andrew | Perovich | In-House Building Substitute Teacher | | \$202.38/day | 2025-2026 School Year | 09/17/2025 | 10/10/2025 |
| 10/2/2025 | Piper | Karsten | Speech Coach | | \$4000/season | 2025-2026 School Year | 10/01/2025 | 10/24/2025 |
| 10/2/2025 | Justin | Dziedzic | In-House Building Substitute Teacher | | \$202.38/day | 2025-2026 School Year | 09/22/2025 | 10/10/2025 |
| 10/2/2025 | Janet | Quinn | On-Call Substitute Teacher | | \$175/day | 2025-2026 School Year | 09/23/2025 | 10/10/2025 |
| 10/2/2025 | Steve | Ellis | Resignation: Middle School Basketball coach | \$2117.50/season | | 2025-2026 School Year | 09/18/2025 | 10/10/2025 |
| 10/2/2025 | Nathan | Johnson | On-Call Substitute Teacher | | \$175/day | 2025-2026 School Year | 09/25/2025 | 10/10/2025 |
| 10/2/2025 | Eveeh | Thao | In-House Building Substitute Teacher | | \$202.38/day | 2025-2026 School Year | 10/01/2025 | 10/24/2025 |

**School Board
Approval:**

Date:



*Facilitated by: Greg Danger, BFC chair and PACT COO
Submitted by: Tracy Peters, BFC vice-chair and PACT COO*

ATTENDANCE

| Name | Position | Arrival | Departure |
|------------------|-------------------------------------|----------------|------------------|
| Greg Danger | Committee Chair Parent | 6:11 p.m. | 7:10 p.m |
| Tracy Peters | Committee Vice-Chair COO Parent | 6:11 p.m. | 7:10 p.m |
| Nathan Plack | Treasurer Parent | 6:11 p.m. | 7:10 p.m |
| Brad Lawrence | Member Community Member | 6:11 p.m. | 7:10 p.m |
| Nathan Flansburg | Superintendent | 6:11 p.m. | 7:10 p.m |

I. CALL TO ORDER | PACT PLEDGE

Mr. Danger called the September 15, 2025, Budget and Finance Committee (BFC) meeting to order at 6:05 p.m.

II. ADMINISTRATIVE BUSINESS

A. Approval of Reviewed Claims

Mr. Danger recommended the approval of claims batches A0725-A, A0725-B, A0825-A, A0825-B, A0825-C, A0825-D. Brad Lawrence seconded the recommendation.

B. PACT Board Financial Report /Supplemental Information Designated Funds Report

Documents provided in the packet. Dr. Flan highlighted the following:

- Cash Balance as of the reporting period is steady at \$3,992,850 for July 31, 2025.
- Projected Days Cash on Hand (at June 30, 2026) is 73 days.
- Projected Days Cash on Hand with Receivables (at June 30, 2026) is 134 days.

Brad Lawrence recommended the approval of the financials as presented. Greg Danger seconded the recommendation.

C. Staff Health Insurance Renewal

PACT has received the initial renewal and has gone out for new bids. The October BFC meeting will be moved up to October 13th, so that KA will be able to share the results of those bids and proposed fee structures to be presented to the board on October 15th.

D. S&P Ratings Update

PACT had another follow-up call with S&P after not receiving our score. S&P shared that we dropped off their radar after a series of things happening on their side. This might actually be in PACT's favor, as PACT has finished even stronger than what was originally presented as a proposal. We should receive final ratings prior to the next meeting.

VII. ADJOURNMENT

The meeting adjourned at 7:10 p.m.

Regular Meeting of the Board
Thursday, September 4, 2025 7:00 PM Central

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

Jason Busch: Present
Danae Heckmann: Present
Ryan Heineman: Present
Nicole Kallod: Present
Chad Lucas: Present
Amanda Mackereth: Present
Ann Ostendorf: Present
Nathan Plack: Present
Nicole Rhoad: Present

Present: 9.

Nicole Rhoad — attended via Zoom

1. Call To Order

2. Roll Call

3. Pledge of Allegiance

4. Approval of Agenda and Consent Agenda

Motion to accept this month's agenda and consent agenda items. This motion, made by Jason Busch and seconded by Chad Lucas, Carried.

Jason Busch: Yea, Danae Heckmann: Yea, Ryan Heineman: Yea, Nicole Kallod: Yea, Chad Lucas: Yea, Amanda Mackereth: Yea, Ann Ostendorf: Yea, Nathan Plack: Yea, Nicole Rhoad: Yea

Yea: 9, Nay: 0

4.a. Policy Updates

4.b. Human Resource Services

4.c. BFC Minutes

4.d. Board Minutes

4.e. Enrollment Update

4.f. June Financials

4.f.i. Financial Report - June 2025

4.f.ii. Supplemental Report - Deposits - June 2025

4.f.iii. Supplemental Report - Check Register - June 2025

5. Reports from Organizations

5.a. PACT Student Council Representative

5.b. Community Education - PACT Spotlight

6. Recognitions and Retirements

6.a. PACT Employee of the Month

7. Teaching and Learning

7.a. PACT Spotlight Presentation

7.a.i. Community Education

7.b. Teaching and Learning Report

7.b.i. Year-long Staff Professional Development Plan (action)

Motion to approve year long staff professional development plan. This motion, made by Ann Ostendorf and seconded by Jason Busch, Carried.

Jason Busch: Yea, Danae Heckmann: Yea, Ryan Heineman: Yea, Nicole Kallod: Yea, Chad Lucas: Yea, Amanda Mackereth: Yea, Ann Ostendorf: Yea, Nathan Plack: Yea, Nicole Rhoad: Yea
Yea: 9, Nay: 0

8. Administrative Reports and Recommendations

8.a. Superintendent Report

8.a.i. Policy 203 - Operation of the Charter School Board

Motion to approve and waive the second reading as presented. This motion, made by Ann Ostendorf and seconded by Chad Lucas, Carried.

Jason Busch: Yea, Danae Heckmann: Yea, Ryan Heineman: Yea, Nicole Kallod: Yea, Chad Lucas: Yea, Amanda Mackereth: Yea, Ann Ostendorf: Yea, Nathan Plack: Yea, Nicole Rhoad: Yea
Yea: 9, Nay: 0

8.a.ii. BFC Member Recommendation - Peter Meidal

Motion to approve Peter Meidal as new BFC member. This motion, made by Jason Busch and seconded by Nathan Plack, Carried.

Jason Busch: Yea, Danae Heckmann: Yea, Ryan Heineman: Yea, Nicole Kallod: Yea, Chad Lucas: Yea, Amanda Mackereth: Yea, Ann Ostendorf: Yea, Nathan Plack: Yea, Nicole Rhoad: Yea
Yea: 9, Nay: 0

8.b. Human Resource and Operations Services

8.b.i. Coaching Stipends

Motion to approve the requested stipends for 2025 football season. This motion, made by Ann Ostendorf and seconded by Amanda Mackereth, Carried.

Jason Busch: Yea, Danae Heckmann: Yea, Ryan Heineman: Yea, Nicole Kallod: Yea, Chad Lucas: Yea, Amanda Mackereth: Yea, Ann Ostendorf: Yea, Nathan Plack: Yea, Nicole Rhoad: Yea
Yea: 9, Nay: 0

8.b.ii. Snow Removal Bid Recommendation (action)

Motion to approve snow removal bid. This motion, made by Jason Busch and seconded by Nathan Plack, Carried.

Jason Busch: Yea, Danae Heckmann: Yea, Ryan Heineman: Yea, Nicole Kallod: Yea, Chad Lucas: Yea, Amanda Mackereth: Yea, Ann Ostendorf: Yea, Nathan Plack: Yea, Nicole Rhoad: Yea
Yea: 9, Nay: 0

8.b.iii. Community Education Fees

Motion to approve Community Education Fees. This motion, made by Amanda Mackereth and seconded by Ann Ostendorf, Carried.

Jason Busch: Yea, Danae Heckmann: Yea, Ryan Heineman: Yea, Nicole Kallod: Yea, Chad Lucas: Yea, Amanda Mackereth: Yea, Ann Ostendorf: Yea, Nathan Plack: Yea, Nicole Rhoad: Yea
Yea: 9, Nay: 0

8.b.iv. Game day pay

Motion to approve Game Day pay. This motion, made by Jason Busch and seconded by Ann Ostendorf, Carried.

Jason Busch: Yea, Danae Heckmann: Yea, Ryan Heineman: Yea, Nicole Kallod: Yea, Chad Lucas: Yea, Amanda Mackereth: Yea, Ann Ostendorf: Yea, Nathan Plack: Yea, Nicole Rhoad: Yea
Yea: 9, Nay: 0

8.c. Special Services Report

8.d. Elementary Principal Report

8.e. Secondary Principal Report

8.f. Communication and Community Engagement Report

9. Other Board Action

9.a. Board Chair Report

9.b. Other Board Reports

10. Adjourn

Motion to adjourn. This motion, made by Jason Busch and seconded by Amanda Mackereth, Carried.

Jason Busch: Yea, Danae Heckmann: Yea, Ryan Heineman: Yea, Nicole Kallod: Yea, Chad Lucas: Yea, Amanda Mackereth: Yea, Ann Ostendorf: Yea, Nathan Plack: Yea, Nicole Rhoad: Yea
Yea: 9, Nay: 0

PACT K-12 Enrollment
September 2025



PACT
Charter School

| Grade Level | Enrolled | Total Seats | Grade Level Waitlist |
|---------------------|-----------------|--------------------|-----------------------------|
| Kindergarten (K) | 110 | 110 | 115 |
| First Grade (1) | 115 | 115 | 80 |
| Second Grade (2) | 115 | 115 | 84 |
| Third Grade (3) | 116 | 116 | 66 |
| Fourth Grade (4) | 116 | 116 | 93 |
| Fifth Grade (5) | 116 | 116 | 52 |
| Sixth Grade (6) | 120 | 120 | 102 |
| Seventh Grade (7) | 122 | 122 | 63 |
| Eighth Grade (8) | 120 | 122 | 41 |
| Ninth Grade (9) | 125 | 128 | 30 |
| Tenth Grade (10) | 113 | 128 | 0 |
| Eleventh Grade (11) | 104 | 128 | 0 |
| Twelfth Grade (12) | 65 | 128 | 0 |

| | | | |
|------------------------------|-------------|-------------|------------|
| Total K-12 Enrollment | 1457 | 1564 | 726 |
|------------------------------|-------------|-------------|------------|



2025-2026 Staff Contract Calendar

Important Dates:

AUGUST

- 14-15 New Teacher Training
- 19 Secondary Back-to-School Open House
- 21 Elementary Back-to-School Open House
- 25 First Day of School

SEPTEMBER (Character Trait: Respect)

- 23 Evening Conferences (all)
- 25 Evening Conferences (all)

OCTOBER (Character Trait: Citizenship)

- 16-17 MEA Break
- 23 End of Quarter 1

NOVEMBER (Character Trait: Gratitude)

- 24-28 Thanksgiving Break

DECEMBER (Character Trait: Compassion)

- 22-31 Winter Break

JANUARY (Character Trait: Integrity)

- 1-2 Winter Break
- 15 End Semester 1
- 19 Martin Luther King, Jr. Day

FEBRUARY (Character Trait: Cooperation)

- 10 Evening Conferences (all)
- 12 Evening Conferences (all)
- 16 Presidents Day

MARCH (Character Trait: Self-Control)

- 19 End of Quarter 3
- 30-31 Spring Break

APRIL (Character Trait: Responsibility)

- 1-3 Spring Break

MAY (Character Trait: Perseverance)

- 21 Last Day of School (K-12)
- 21 End Semester 2
- 21 Class of 2026 Commencement

| July 2025 | | | | |
|-----------|----|----|----|----|
| 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 | 30 | 31 | |

| August 2025 | | | | |
|-------------|----|----|----|----|
| 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 |

| September 2025 | | | | |
|----------------|----|----|----|----|
| 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 | | | |

| October 2025 | | | | |
|--------------|----|----|----|----|
| 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 |

| November 2025 | | | | |
|---------------|----|----|----|----|
| 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 |
| | | | | |

| December 2025 | | | | |
|---------------|----|----|----|----|
| M | T | W | T | F |
| 1 | 2 | 3 | 4 | 5 |
| | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |

| January 2026 | | | | |
|--------------|----|----|----|----|
| 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 |

| February 2026 | | | | |
|---------------|----|----|----|----|
| 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 |
| | | | | |

| March 2026 | | | | |
|------------|----|----|----|----|
| 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 | | | |

| April 2026 | | | | |
|------------|----|----|----|----|
| 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 | |

| May 2026 | | | | |
|----------|----|----|----|----|
| 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 |

| June 2026 | | | | |
|-----------|----|----|----|----|
| 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 | | | |

Color Key:

| | |
|--|---|
| ■ Non-Contract Day | ■ Full Day |
| ■ Important date | ■ 1/2 Day |

Student Contact Days per Quarter:

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

The first 5 school days canceled for weather are e-Learning days for grades 6-12. Grades K-5 do not make up those dates. Make-up days after that are April 24 and May 8.

Required Evening Events:

- Back-to-School Open House
- Fall Conferences
- Spring Conferences
- Grade Level/Campus Concerts/Events
- Literacy Night (Elementary)
- Graduation (Secondary)
- Other Events as Assigned

Violet: Good evening PACT School Board members and guests,

My name is Violet and I am in 4th grade. We're so excited to have the opportunity to share some of our plans for the elementary student council this year!

Caleb: Hi! My name is Caleb and I am in 5th grade. I would like to start off by reading the speech I shared with my class to earn the role of a student council representative.

—

Thank you for coming to my presentation. First of all I just want to say I really hope I can make these school lunches better.

Also I love student council even though I've never been one. This is a chance to make the school a better place than it already is. When you walk in with a frown on your face I want you to walk out with a smile.

This is my last year in elementary school so I want to make it the best. I want you and you and even you to go to school excited to learn! I want the students and the teachers to have the best year possible. So please vote for me . (Bow)

—

Violet: We are so excited to be part of the student council this year! I would like to share some of our plans that we are very excited to do.

- During our first meeting on Monday we created get-to-know-me posters that are hung up on a bulletin board, so that other students within the school know who the student council representatives are, a couple of fun facts about us, and who to go to if they have an idea or a question about what the student council does.
- We also planned spirit week themes for an upcoming week in October. We voted on each one to make it fair for everyone. Spirit weeks are great because classmates get extra excited for the week ahead, since they get to wear fun outfits and see their friends dressed up too. I really like the theme of ____
 - Caleb: My favorite theme is _____

- Starting next month, we are going to be collecting donations for families in need. We know that some families do not have as much as others. We want to give back and help those within our school community. It does not feel like it now, but since the cold months are right around the corner, we hope to receive donations of coats, snowpants, boots, hats, and gloves. A donation bin will be placed in the front office for these items.

Caleb: We also plan to do additional service projects such as creating tie blankets for a local hospital to bring some comfort to children in need. We also will be collecting donations to give to an animal shelter, which I am excited to do.

We are really excited for the year ahead where we are going to make a positive impact within our school and our community.

Violet: Thank you so much for listening to us share about all the things we are planning to do as PACT Student Council!

EMPLOYEE OF THE MONTH

September 2025

This certificate is presented to

Kaylie Brase

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

Dr. Nathan Flansburg
Superintendent of Schools





October 2025

School Board of Directors:

It is my distinct pleasure to present Ms. Kaylie Brase, Fifth Grade Teacher, as the October 2025 Employee of the Month. Ms. Brase works joyfully and selflessly to support students, families, and colleagues at the Elementary Campus. We are beyond thankful for the efforts she puts forth to develop her students' independence, responsibility, sense of belonging, and academic success.

Ms. Brase is a leader. She serves as the Fifth Grade representative of PACT's Building Instructional Leadership Team and recently volunteered to also serve on PACT's Building and Operations Committee. These efforts showcase her commitment to PACT's teaching and learning initiatives as well as our day-to-day operations.

The PACT staff have expressed the following about Ms. Brase:

- Ms. Brase's students absolutely adore her, and it's clear why—she brings warmth, patience, and a deep sense of care into everything she does. (Josh Moeschl, Fifth Grade Teacher)
- It is clear that Ms. Brase has intentionally created a space where students feel safe, are excited to learn, and know how to work together in small groups on tasks that are just right for them. She exudes joy with her genuine smile, care for others, and enthusiasm to see the best in everyone. (Teresa Widen, Director of Teaching and Learning)
- Her ability to see people and help meet their needs is uncanny to me. She is generous with both her time and resources. She can be quoted for saying to those who work with her, "What's mine is yours." This statement displays not only generosity, but also the depth of her kindness and heart to see the people around her succeed and thrive. (Anna Wirtjes, Fifth Grade Teacher)
- She approaches every situation with positivity and a smile that brightens the day of everyone around her. She often seeks out feedback and collaboration, modeling what it means to be a lifelong learner and team player. (Jenelle Moehn, Assistant Director of Teaching and Learning)

In summary, Ms. Brase is an asset to our organization. Her commitment to PACT shines through daily.

Please join me in congratulating Ms. Kaylie Brase as our October 2025 Employee of the Month.

Sincerely,

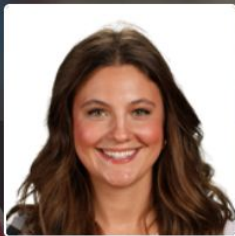
Dr. Nathan Flansburg
Superintendent of Schools



P A C T
Charter School

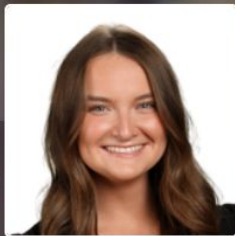
2nd Grade Spotlight

Meet the Teachers



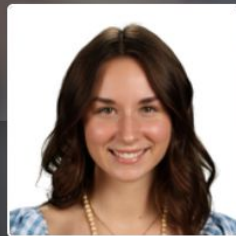
**Miranda
Barthel**

Grade 2 Teacher



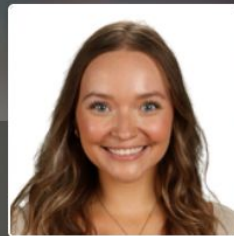
Elise Haus

Grade 2 Teacher



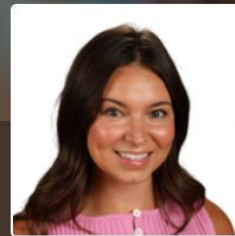
Kaia Kennedy

Grade 2 Teacher



Taylor Perrier

Grade 2 Teacher



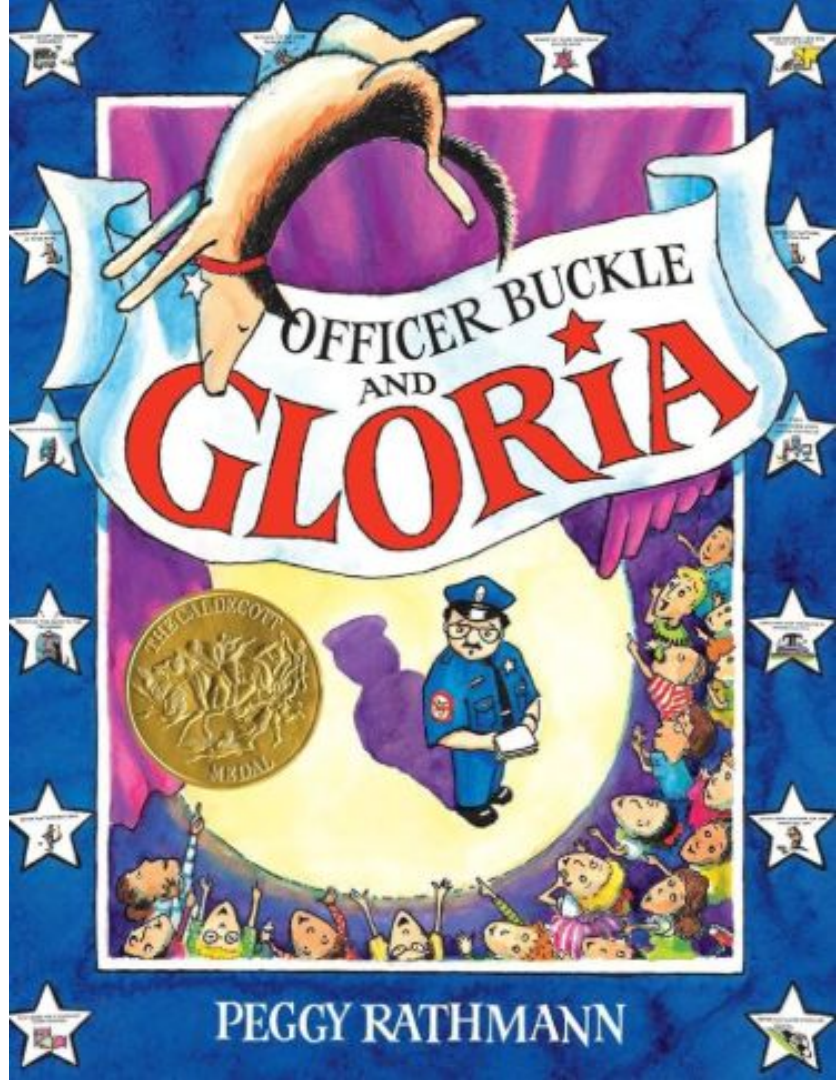
**Brooke
Thoennes**

Grade 2 Teacher



PACT
Charter School





Officer _____'s
Safety Tip # 7 :



Officer _____'s
Safety Tip # 12 :

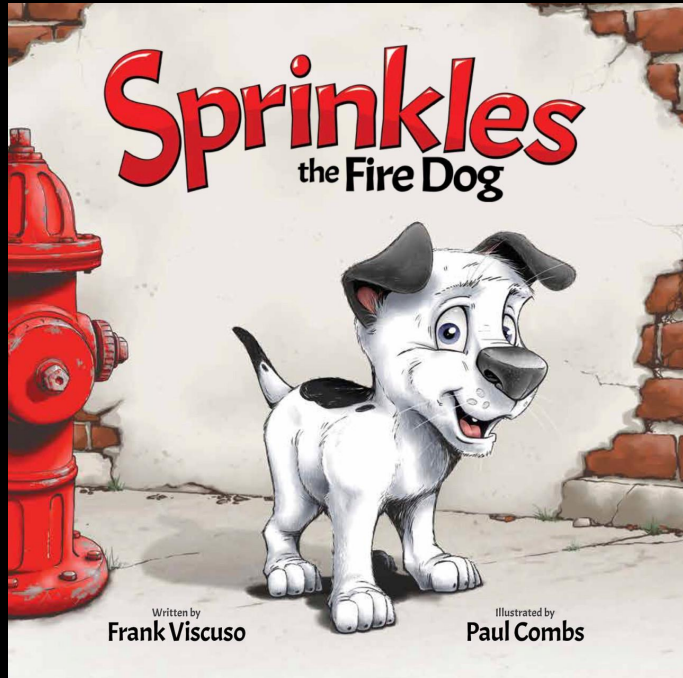


Officer _____'s
Safety Tip # 1 :



PACT
Charter School

October is Fire Safety Month!



We are honored this month to have more special readers from our community joining us to teach about fire safety and share their love of reading!



PACT
Charter School



Annie Wesp- PACT Parent
Andover Fire Department



Scott Perrier- Taylor's Dad
Anoka Champlin Fire Department



PACT
Charter School



To: PACT Charter School Board of Directors

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

Teaching and Learning Highlights: September 2025

- PACT Charter School, as part of the Elementary and Secondary Education Act (ESEA), has been awarded Title III federal funds**, which allows us to support our EL teachers, students, families and EL programming. These funds must be spent in three different categories: teacher professional development, family literacy and engagement, and supplemental materials to support EL students. PACT Charter School will be sending our EL teachers to the MnTESOL conference in November as well as funding two advanced education courses through the Bureau of Education & Research (BER). We are in the midst of planning our EL Family Literacy and Engagement meeting on December 2nd. This will be a time of connecting with families, sharing how we support their child at school with EL services, and how we can partner with families as students progress in their English proficiency. We are also working with our EL teachers to select supplementary curriculum materials to support our EL programming at the secondary campus.
- Our Social Studies and Health Curriculum Review** teams have worked through phase 1 of our process. We created a vision and belief statement for each content area, unpacked the new MN state standards, and conducted a SWOT analysis of our current programming. I want to express gratitude for all the teachers and parents who are serving on the teams. I'm grateful for their time, passion, and commitment to our PACT students and academic rigor.

Phase 2 of our adoption includes:

- Developing curriculum criteria rubrics based on the state standards and best practices
- Determining curriculum programs to be reviewed
- Selecting the top three curriculum resources to be reviewed against the rubrics
- Contacting vendors for samples to review

| Social Studies Curriculum Review Team | | Health Curriculum Review Team | |
|---------------------------------------|------------------|----------------------------------|------------------|
| Teacher | Mackenzie Darula | Teacher | Amy Morgan |
| Parent/DAC member | Jacq Washburn | Teacher | Josh Moeschl |
| Teacher | Nancy Singer | Teacher | Sharon Churchill |
| Parent | Jolene Taylor | Teacher/ Parent/ Board member | Ann Ostendorf |
| Teacher/Parent | Jason Tossey | Teacher | Bennett Olson |
| Teacher | Miranda Barthel | Parent | Jennifer Maas |
| Teacher | Makayl Dahl | | |
| Teacher | Jared Barsness | | |

3. **Literacy Lead update:**

- The teaching and learning department attended a two-day training through Brightworks on the Science of Reading. This train to trainer session equipped us with professional development resources to use K-12 with teachers and paraprofessionals. Session 1 covers the theoretical framework for the Science of Reading; Session 2 focuses on phonemic awareness; Session 3 focuses on phonics; Session 4 focuses on vocabulary and comprehension.
- The Reading Interventionist team is working to define criteria for Tier 3 academic support. This criteria includes the examination of student data profiles including multiple data points such as FastBridge, CORE literacy assessments, Heggerty assessments, and MCA data. Once students qualify for Tier 3 support, their academic progress is regularly monitored and upon reaching grade level expectations students will exit this level of intensive support.

4. **Instructional Cabinet** continues to learn and implement our **MTSS structure of support and the 5D/5D+ framework**. This last month we collaborated with David Bernard, our Brightworks consultant, in defining what Tier 1 instruction is here at PACT. BILT teams at both the elementary and secondary campuses have, or will be, reviewing this definition to continue refine the definition. Our Instructional Cabinet also attended day 3 and 4 of the 5D/5D+ training. Our goal for the Professional Day on October 24th, is to provide clarity on how MTSS and 5D are interrelated. Meaning that all of the work PACT staff are engaging in such as goal setting, flexible student grouping, teacher observation and feedback, PLC work, BILT, etc. are all interrelated and connected to our goal of ensuring that all students develop their character and experience academic rigor on a daily basis.



P A C T

District Advisory Committee (DAC) Board Report October 2, 2025

September 11, 2025 DAC Meeting

We had a robust three-hour meeting where many items were discussed:

1. DAC team members provided feedback on items to include on the district Teaching and Learning website, Elementary Campus site, and Secondary Campus site, which are under development.

2. PACT Professional Development highlights and Workshop Week reflections were shared. DAC reviewed the Year Long Professional Development Plan that was submitted to VOA and aligned with both the District Operational Plan and PACT Strategic Directions.

3. Dr. Flansburg and Ms. Widen presented a District Data Review of FASTBridge, MCA, ACT, and Graduation Rates, reflective of the 2024-25 school year. In alignment with our shared commitment to collective efficacy and continuous improvement, each data set was thoughtfully aligned with the district-wide goals established for the 2025-26 school year.

4. Dr. Bronson and Ms. Fomby shared the MDE approved “Empower Me” lessons for K-12 students. This resource addresses “Erin’s Law”, found in Minnesota Statute, with personal body safety for children lessons which will be piloted in K-5 classrooms during the 2025-26 school year, with district wide implementation possible in the 2026-27 school year.

5. Dr. Flansburg and Ms. Widen presented policies for feedback including:

- Policy 625 - Instructional Material Selection and Use
- Policy 626 - Reconsideration of Textbooks or other Instructional Resources/Materials
- Policy 627 - Alternative Learning Plan and the Alternative Learning Plan Form
- Policy 628 - Instruction of “Controversial Topics”

6. Teresa Widen shared the Title 1 Family Engagement Plan and PACT School Compact for Learning for annual review and feedback.

7. Curriculum Review Teams and Timelines were shared for Social Studies, Health, and Math. Feedback loops will occur at the November DAC meeting for both the Social Studies and Health Teams. The Math team will provide an update for feedback in January.

8. PACT Elementary Campus Volunteer opportunities were shared with DAC members.

Respectfully submitted,

Jacq. Washburn
DAC Parent Liaison

Teresa Widen
DAC Administrative Lead & Executive Director of Teaching and Learning



**District Advisory Committee (DAC) Board Report
October 2, 2025**

625 - INSTRUCTIONAL MATERIAL REVIEW SELECTION AND USE

I. PURPOSE

The purpose of this policy is to provide direction for continuous review, selection and use of textbooks, supplemental books, and other instructional materials.

II. GENERAL STATEMENT OF POLICY

- A. The PACT School Board recognizes that a well-articulated, excellent, and challenging curriculum is a cornerstone to the maximization of learning. The development, maintenance, and improvement of an effective and demanding instructional program involves the contributions of professional staff, parents and other community members.
- B. The Superintendent is directed to facilitate the development of an articulated K-12 curriculum which is consistent with School Board policy in general and the intent of current district objectives. The curriculum will specify in reasonable detail the instructional content appropriate to given grades and subjects. Plans for dissemination of, and compliance with, said curriculum will also be developed and maintained.
- C. The curriculum (including textbooks and supplementary materials) developed in the PACT Charter School District will provide student learning experiences designed to encourage appreciation of cultural, human dignity, and continued growth of individual self-worth for students as well as reduce and/or eliminate stereotyping, prejudice, and discrimination in group activities in alignment with PACT's character traits. The curriculum will also promote learning which will prepare students to live in a pluralistic society.
- D. While ultimate responsibility for determination of the instructional programs, compliant with state law and regulation, rests with the School Board, related authority is delegated to the Superintendent or Superintendent's designee. The School Board will regularly look to the Superintendent for an accounting of the application of that authority.

III. RESPONSIBILITY OF SELECTION

A. Definition:

For the purpose of this statement of policy, the term "resources" will refer to any material(s) (whether acquired or locally produced) with educational content or function that is used for teaching/learning purposes. Examples include curriculum materials, school media center collections, licensed databases, and student resource lists.

B. Objectives:

The School Board affirms that it is the responsibility of its professional staff to utilize resources to support, enrich and help to implement the educational program of the school district. To reach those goals, the professional staff will:

1. Provide resources that enrich and support the goals and objectives of the education programs and curriculum, taking into consideration the varied interests, abilities, learning styles, developmental, and maturity levels of the students served.
2. Provide resources that will stimulate growth in factual knowledge, thinking and analytical skills, literary appreciation, and aesthetic values.
3. Provide resources about issues representing a variety of points of view, so that K-12 students may have an opportunity to develop with guidance the skills of reading, viewing, listening, and analysis, enabling them to make informed judgements in their lives.
4. Provide resources which illustrate the contributions to our national heritage and the world made by various groups in our society.
5. Provide resources about historical and contemporary forces in society to enable users to recognize and understand social, economic, personal and political topics.
6. Utilize professional judgment in the selection of resources appropriate to the educational programs and the school community and aligned with the mission, vision, and character trait values of PACT Charter School.

C. Responsibility for Selection of Resources:

1. Legal responsibility for the operation of the district, including the selection of educational resources, rests with the School Board. The School Board delegates the authority for the selection of resources to the professional staff employed by the district.
2. The selection of non-library classroom textbooks, instructional materials, and licensed databases is the responsibility of the Department of Teaching and Learning.
3. The selection of media center materials is delegated to the licensed media professional. While selection of materials involves the input of many people, including media specialists, teachers, students, supervisors, administrators, and parents/guardians, the responsibility for coordinating and recommending the selection and purchase of instructional materials rests with the licensed media professionals in collaboration with the Teaching and Learning department.
4. All instructional materials, both curricular and supplemental, shall be subject to the reconsideration procedures policy (626)

D. Criteria for Selection of Resources:

The following criteria for the selection of educational resources shall be used as appropriate:

1. Resources shall support, and be consistent with, the educational goals of the district.
2. Resources shall be selected to enrich and support the curriculum and to meet the individual needs and interests of students.
3. Resources shall be appropriate for the age, social development, and maturity of the students.
4. Resources shall provide a variety of points of view.
5. Resources shall be judged as a whole.
6. Resources shall be selected for their strengths rather than rejected for their weaknesses.
7. Resources shall be selected in formats most suitable for intended use.

E. Procedures for Selection of Resources

1. Under the guidance of the Teaching and Learning department, teachers and licensed media specialists shall evaluate available resources and curriculum needs and will consult multiple professional selection resources. When possible, the actual item(s) shall be examined.
2. Gift resources shall be judged by the criteria outlined in Section D. Criteria for Selection of Resources and shall be accepted or rejected on the basis of those criteria.
3. Selection shall be an ongoing process which includes the removal of resources no longer meeting current selection criteria.

Cross References: Policy 626 – Reconsideration of Textbooks or Other Instructional/Supplementary Materials
Policy 627 – Alternative Instruction

PACT Charter School

Creation Date: September 4, 2025

Last Approved By: PACT Charter School Board of Directors

Last Approved Date:

Year Reviewed: 2025-2026

626 - RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL/SUPPLEMENTARY RESOURCES/MATERIALS

I. PURPOSE

The purpose of this policy is to outline a procedure for reconsideration of textbooks or other instructional/supplementary resources/materials.

II. GENERAL STATEMENT OF POLICY

- A. The PACT School Board recognizes individual differences of opinion relating to the instructional program. While there is no law explicitly requiring public charter school districts in Minnesota to provide parents or guardians the option to see reconsideration of textbooks or other instructional supplementary resources and materials, the PACT School Board has requested that the administration provide a process for reconsideration.
- B. Parents/Guardians of current PACT Charter Schools students and district staff members may request an opportunity to review materials and submit a request for reconsideration of the use of certain curriculum including textbooks or other instructional/supplementary resources/materials.
- C. When materials are required as part of the formal curriculum, parents and guardians may request alternative instruction for their child as outlined in School District Policy 627.
- D. No parent/guardian shall determine the reading, viewing, or listening resources for students other than their own children.
- E. The Superintendent or Superintendent's designee shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional/supplementary resources/materials.

III. DEFINITIONS:

- A. The term "resources" will refer to any material(s) (whether acquired or locally produced) with educational content or function that is used for teaching/learning purposes. Examples include curriculum materials, school media center collections, licensed databases, and student resource lists. The following procedure will be used and resolution may be accomplished in any of the following ways.

IV. PROCEDURE FOR RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL/SUPPLEMENTAL MATERIALS

- A. If reconsideration is being requested, resolution shall first be attempted between the concerned party and the professional media personnel and/or the teacher.
- B. If a resolution is not obtained, the concern shall be directed to the building principal. The principal will contact the concerned party, provide the concerned party with a copy of Policy 625 & 627, and arrange a meeting with the concerned party and appropriate

professional staff. The principal will also inform the Executive Director of Teaching and Learning about the request for reconsideration and seek guidance per Policy 625.

- C. The principal and appropriate professional staff shall:
 - 1. Listen to the concerned party's reasons for concern.
 - 2. Explain the school's related policies and procedures and the criteria used for the selection of resources.
 - 3. Explain the place of the resource in the educational program and its intended educational use.
 - 4. Try to resolve the concerned party's concern, up to and including considering and determining protocols to be used with their child(ren).
- D. If a resolution is not reached with the concerned party, the matter will be referred to the Executive Director of Teaching and Learning. The Executive Director will follow up with the concerned party to hear the concern.
- E. After hearing the concern, the Executive Director of Teaching and Learning will review Policy 625 and if the criteria have been met, may affirm the decision of the principal and the matter is resolved. At that time, the specific educational resource/material in question shall not be considered for a further review and/or reconsideration for a period of at least three years from the date of the final action.
- F. If the Executive Director of Teaching and Learning determines that criteria in Policy 625 were not met or there is not consensus with the principal and other involved professional staff, the Executive Director will convene a review committee and the concerned party will be asked to complete the form titled: Request For Reconsideration of Resources or Materials in a timely manner.

V. EDUCATIONAL RESOURCE REVIEW COMMITTEE

- A. If it is determined that an educational resource review committee will be convened, the Executive Director of Teaching and Learning will chair the committee and will identify committee members. The committee shall be identified and convened on an as-needed basis. Each member shall serve on the committee for the duration of the review.
- B. Representatives shall be selected or based on the nature of the concern, but the committee shall include, at a minimum:
 - 1. 1 (one) Media Specialist
 - 2. 1 (one) Parent – Building administration will elect/select parents willing to serve on this committee from the campus the instructional material is located
 - 3. 2 (two) District Advisory Committee (DAC) Parent Members

4. 2 (two) Teachers from either the elementary or secondary campus based on where the text is located. DAC teachers/staff may also serve as the teacher committee members.
5. Site Administrator from the campus where the book is located
6. 1 (one) member of Teaching and Learning department

Staff assigned to the school where the concern originated, and/or those involved in previously hearing directly from the concerned party, may provide input but will not participate as a member of the review committee.

C. Educational Resource Review Committee Procedures

1. The Educational Resource Review Committee Chair shall arrange a Committee meeting and the Committee shall:
 - a) Examine the questioned resource as a whole.
 - b) Discuss the resource in the context of the educational program and the educational use of the resource.
 - c) Hear input from appropriate persons including the individual(s) expressing the concern and professional staff using the resource.
 - d) Reach a decision about the continued use of the resource.
2. Educational Resource Review Committee Resolution
 - a) Upon completion of the review process, the Executive Director of Teaching and Learning shall, within a timely manner, share the written decision of the Resource Review Committee with the Superintendent and provide copies to all appropriate individuals as determined by the Executive Director.
 - b) A copy of the final written report, if applicable, accompanied by any materials related to the proceedings as determined by the Executive Director will be the official record of the review.
 - c) Privacy rights of any members of the Educational Resource Review Committee will be protected to the extent allowed by law.
3. The decision of the Educational Resource Review Committee regarding reconsideration of textbooks or other instructional/supplementary materials shall be final and binding. The specific educational resource/material in question shall not be considered for a further review for a period of at least three years from the date of the final action.

Cross References: Policy 625 – Instructional Material Review Selection and Use
Policy 627 – Alternative Instruction

PACT Charter School

Creation Date: September 4, 2025

Last Approved By: PACT Charter School Board of Directors

Last Approved Date:

Year Reviewed: 2025-2026



PACT
Charter School

PACT CHARTER SCHOOLS
Proposed Alternative Student Learning Plan (627) Form

If a resolution with the classroom teacher was not obtained as a result of the Teacher Level Review, please complete the following form with the requested information. Then send the completed form to the building principal for a Building Level Review. Refer to Policy 625 for more information.

Parent/Guardian:

Phone: _____ Email: _____

Regarding Participation of (student): _____

Elementary Grade/Secondary Course: _____

Please describe the area of content/curriculum for which you are proposing an alternative student learning plan.

What do you see as a potential resolution to be included in the alternative student learning plan?

I understand that:

- The proposed plan is subject to review and may not be approved as presented.
- Any proposed plan must adhere to district policy 627.
- Any cost associated with the approved Alternative Learning Plan is the responsibility of the parent/guardian.

Parent/Guardian Signature: _____

Date: _____

Office Use Only:

Received By: _____ Title: _____

Date: _____



PACT
Charter School

AGREEMENT OF ALTERNATIVE STUDENT LEARNING PLAN

Details are as follows:

Alternative Student Learning Plan agreed upon by the following parties:

Student: _____ Signature: _____

Date: _____

Parent/Guardian: _____ Signature: _____

Date: _____

Teacher: _____ Signature: _____

Date: _____

Administrator: _____ Signature: _____

Title: _____ Date: _____

627 - ALTERNATIVE STUDENT LEARNING PLAN

I. PURPOSE

The purpose of this policy is to give direction when an alternative student learning plan for a unit or lesson is requested by a parent/guardian.

II. GENERAL STATEMENT OF POLICY

- A.** The School Board recognizes that the district has a responsibility to create inclusive classrooms, guided by MN State Standards, and to deliver on the mission of PACT Charter Schools. Teachers have the responsibility to use their professional recommendations in relation to topics and materials as they relate to MN State Standards and PACT Charter Schools approved curriculum. This policy outlines an orderly process for resolution when a parent/guardian has a concern about an instructional topic or material in their child's classroom.
- B.** While ultimate responsibility for determining instructional programs, compliant with state law and regulation, rests with the School Board, related authority is delegated to the Superintendent or Superintendent's designee, who shall be responsible for the development of guidelines and procedures to identify the steps to be followed.

Cross References: Policy 625 – Instructional Material Review Selection and Use
Policy 628 – Instruction of “Controversial Topics”

PACT Charter School

Creation Date: September 4, 2025

Last Approved By: PACT Charter School Board of Directors

Last Approved Date:

Year Reviewed: 2025-2026

628 - INSTRUCTION OF "CONTROVERSIAL TOPICS"

PURPOSE

The purpose of this policy is to provide guidance for the teaching of "controversial topics".

DEFINITIONS

- A. A "controversial topic" involves a topic about which an individual and/or group may urge the district to alter the discussion or learning of said topic in the schools. It may deal with a topic for which society has not found a solution, and it is of sufficient significance that all proposed ways of dealing with it arouses a contrary response, or it may involve a material that contains language or treatment of topics that are objectionable to the citizen challenging the topic.

GENERAL STATEMENT OF POLICY

- B. The school board recognizes that the district has a responsibility to include, in various curricular areas and at both the elementary and secondary campuses, content dealing with topics and using materials, some of which may be considered controversial or raise objections by some members of the community.
- C. Development of rational thinking and preparation for citizenship are the primary reasons for including the study of potentially controversial topics and/or materials in the curriculum.
- D. The district has a responsibility to give the student:
 - 1. an opportunity to study controversial topics or read controversial materials which have political, economic or social significance about which they will begin to have an opinion.
 - 2. access to all relevant information, including the materials that circulate freely in the community.
 - 3. competent instruction balancing the various points-of-view in an atmosphere free from bias and prejudice.
 - 4. the right to form and express their own opinions on controversial topics or materials without jeopardizing their relations with teachers or the schools.
- E. Deliberate effort shall be made by the teacher to achieve balance over time in the viewpoints to which students are exposed. The teacher shall not espouse a biased viewpoint that is intended to influence students' creation of their own viewpoints.
- F. While ultimate responsibility for determining instructional programs, compliant with state law and regulation, rests with the School Board, related authority is delegated to the Superintendent or Superintendent's designee, who shall be responsible for the development of guidelines and procedures to identify the steps to be followed.

GUIDELINES

1. The topic or material is related to the course of study or to relevant current events and provides opportunities for critical thinking, for developing tolerance, and for understanding conflicting points of view.
2. The topic or material should be developmentally appropriate for students in the respective class.
3. Discussion or study of an issue that is initiated by the students, should be related to relevant or current events, or the established curriculum.
4. The topic or material should contribute toward helping students develop techniques for examining other controversial topics or materials.
5. Available information about the topic or material is sufficient to allow alternative points of view to be discussed and evaluated on a factual basis.
6. Multiple sides of the topic or material are given a proper hearing, using established facts as primary evidence.
7. The topic or material has points of view which can be understood and defined by the students.
8. The teacher does not use their position to forward their own religious, political, economic or social bias.
9. Any outside speaker shall be approved by the Principal or administrative designee prior to utilization of the speaker. Upon the request of a student or parent/guardian, the student will be excused from class during a "controversial unit." Alternative student learning may be provided as outlined in Policy 629, Alternative Student Learning.
10. The oral or written presentation of the topic or material does not violate state or federal law.

Cross References: Policy 625 – Instructional Material Review Selection and Use
Policy 627 – Alternative Student Learning Plan
Policy 627 Form - Alternative Student Learning Plan Form

PACT Charter School

Creation Date: September 4, 2025

Last Approved By: PACT Charter School Board of Directors

Last Approved Date:

Year Reviewed: 2025-2026



Date: 10/2/2025
Subject: Proposal for Fees & Pay Adjustment

Dear Board Members,

I am writing to present the proposed fee structure for our upcoming community education programs. These programs are designed to support student engagement, leadership development, and enrichment opportunities across a variety of interests.

Proposed Fees

| Activity | Fee | Season |
|--------------------------|--------|-----------------|
| Middle School Dance Team | \$260* | Winter |
| Community Ed: Domeball | \$300 | January - March |

Rationale

These fees are set to balance affordability for families while ensuring sustainability of program costs, including staffing, materials, facility use, and league participation. The Middle School Dance Team fee was previously approved at \$140, which was in alignment with Community Education fees. However, Mr. Schaak realized that the fee should have actually been in alignment with the MS Activity fee of \$260. Domeball has historically been offered at PACT and will now fall under Community Ed, as it is not a MSHSL activity.

Proposed Pay for Science Olympiad Coach

Science Olympiad Coach pay request for 2024-25 in the amount of \$1700 for year. Two practices per week from mid October to March/April range.

Proposed Pay Adjustment

The Board previously approved Site Supervising fees are for Fall activities. Since the approval, the Activities Director has found it challenging to hire Site Supervisors for soccer games at \$25/game. We would like the Board to consider approving a new rate of \$40/game for soccer games.

We respectfully request the Board’s approval of these proposed fees so that we may proceed with program registration.

Sincerely,
Tracy Peters



RE: October 2, 2025 Operations Update

Dear Board Members,

This memo provides a comprehensive update on key operational areas, including Activities, Community Education, Information Technology, Accounting & Finance, Human Resources, Facilities, and Transportation. Progress has been made in several areas, such as expanding student opportunities, resolving long-standing technical challenges, streamlining financial and HR processes, and strengthening infrastructure support. These updates reflect ongoing efforts to ensure smooth daily operations while laying the groundwork for future growth and efficiency.

Activities

- **Winter Activities:** The Winter Activities Meeting is scheduled for Monday, October 6th.
- **Fall Activities:** Fall sports and programs are moving into the latter half of their seasons.
- **Booster Club:** The Booster Club is preparing a presentation for HOM Furniture regarding a potential Press Box project.

Community Education & MS Activities

- Expanding club offerings at the secondary level and introducing new ones at the elementary level.
- Notable improvement in middle school athletic performance year-over-year.
- Adding a new middle school winter activity: Dance Team.

Information Technology (IT)

- **Parent Square Integration:** Resolved a long-standing issue with Parent Square's SQL script that automates account creation for staff who are also parents. By re-writing the script, we were able to resolve persistent errors. Parent Square has since requested to use this updated script as a model for other schools.
- **Server Backups:** Ongoing configuration of RAID 5 local backup storage for new servers. The system is over 10TB in size, requiring significant time and resources to complete.

- **Cloud Backup:** Gathering bids for cloud backup solutions to complement local storage.
- **MIIC Integration:** Initiated the process of automating MIIC (Minnesota Immunization Information Connection) into Infinite Campus.

Accounting & Finance

- Continued collaboration between PACT and EdFin has highlighted the need to define and implement standardized processes.
- **Kris Foltz** will be providing one day per week of dedicated support until further notice.

Human Resources

- **Payroll:** With two of the most complex payroll cycles completed, the HR team is now focusing on streamlining and improving efficiency in payroll processes.
- **Benefit Deductions & Reconciliation:** Actively reconciling benefit deductions and statements with support from Kris Foltz. This effort will allow the team to prepare in advance of open enrollment elections.

Facilities

- **Fire Marshal Inspection:** The Elementary campus received its scheduled inspection on **September 25, 2025**. Results are expected within 7–10 business days.
- **HVAC Automation:** Three operations team members have been trained by Great River Automation to remotely adjust and monitor HVAC systems at the Secondary campus.

Transportation

- All routes have been finalized.
- The Transportation Coordinator is collaborating with Kottkes to create a bus route app for the pink and peach routes.

Please do not hesitate to reach out with any questions or for further clarification.



To: PACT Charter School Board of Directors

From: Dr. Lara Bronson, PACT Elementary Principal

1. Read 2025!: Our “Reading Celebration” day was held on September 22. 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 an A-Z scavenger hunt around the park. Students went home with bookmarks and a new enthusiasm for reading.
2. Activity with PTO: We are very thankful for the dinners PTO provided to our staff on the evenings of parent-teacher conferences. We look forward to raising school funds through their “Cash Calendar” initiative this month.
3. Conferences: PACT teachers welcomed families on Tuesday, September 23 and Thursday, September 25. We had a phenomenal turnout and look forward to continuing the two-way communication and partnership patterns established since the beginning of the year.
4. 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 for how to achieve these goals were also written and are referred to in Professional Learning Communities (PLC) meetings every week.
5. Calm Corner Success: Classroom teachers continue to see success in their “calm corners” - allowing for students to self-regulate when needed. Some PACT families have communicated with teachers that they have created “calm corners” in their homes for the same purpose.
6. Focus on Safety: In the first month of school, PACT Elementary students have participated in three evacuation drills, one hold drill, and one lockdown drill. We are committed to implementing the new Standard Response Protocols we learned during Workshop Week.
7. “Principal Good News Phone Call of the Day”: Beginning this month, I have asked teachers on a rotating basis to send me names of students who are worthy of formal “shout outs” from the principal. Students come to my office and we make phone calls together to their family members to tell them about the great things they are doing and the character traits they are showing at PACT.
8. Something fun! Speaking of shout outs... Elementary Staff can offer formal “shout outs” to one another for going above and beyond in their work. We read the shout outs at the end of staff meetings. This year I have begun giving staff time to give “Family Partnership Shout Outs” - a time of sharing about the best partnership moments of the past couple of weeks. Teachers are inspiring one another to not only go the extra mile for their students and each other, but to be intentional about positively connecting with families of their students throughout the year.



To: PACT Charter School Board of Directors

Principal Update

FastBridge Scores

- We had our fall FastBridge testing and are using the scores to help us hone in on students that would benefit from intervention. Scores were encouraging, with some grades showing growth of up to 12%, and five of seven grade levels showing significant improvement.

Conferences

- We had incredible turnout for conferences this year. Teachers were proactive in sending out their availability for Tuesday, and most teachers were fully booked. Both conference nights were a great opportunity to welcome our parents in and provide space for discussion about student progress, and a chance for them to have an additional contact point with our new staff. We were so thankful for the PTO for providing meals for staff before conferences on Tuesday and Thursday. Their continued support and generosity is greatly appreciated and valued.

School Pride

- We had our first home varsity football game at Panther Stadium. Student and staff turnout was great and we had far more fans than the stands could hold. We got to cheer on our football players, and at half time, the Pantherettes provided a stellar performance. The Snack Shack made its debut, and it was all around such a good night for the PACT community. We look forward to more nights together under the lights!

Hiring Update

- We made our final hire for the year! Mr. Mark Suggs is our new behavior para at Secondary. With more students on campus this year, it has been beneficial to have more support for our students. Mr. Suggs has over 20 years of experience working with students toward their success and has already been an asset on the Secondary Campus. We have a bonus addition, Dr. Joel Olson, who is a principal intern from Bethel University. He began working with us over the summer, and will now be on campus with us a few times a week, and we are fortunate to have him with us!

Professional Development

- During our first full professional development day, we spent time working on student learning goals, and for the first time, the Secondary Campus has PLCs not only by department, but now by grade level. Our team was impressed with teachers moving beyond what was comfortable and working by grade levels in a cross-curricular way to identify action steps that will help us grow our students in literacy. We look forward to continuing the work and are so thankful for a staff willing to dig in to the data and examine their own practices. Our administrative team has also started teacher observations and we are encouraged by the good work we are seeing in the classroom.



PACT School Board of Directors:

Here is an update from the Office of Communication and Community Engagement for September 2025:

Marketing

Our marketing approach, centered on communication, focuses on building strong, lasting relationships with families and the wider community. Instead of just promoting programs, we strive to foster trust, loyalty, and engagement through clear, consistent, and meaningful communication. We do this by sharing information that addresses our audience's needs, connecting through multiple channels—including email, social media, newsletters, our website, and community events—while maintaining a consistent brand voice and tone. We also promote two-way communication so families feel heard and valued. Through updates, stories, celebrations, and reminders, we keep families informed while showcasing PACT's culture, values, and impact, making sure our community feels like true partners in the educational journey.

In September, our digital interactions on Facebook reached 102,000 views with a reach of 11,500. Meanwhile, on Instagram, we had 93,000 views and a reach of 2,500. To date, our website has had over 297,000 hits since its creation.

Enrollment

Enrollment remains strong across grades K-9, while grades 10-12 currently have immediate openings. Total enrollment for the 2025-2026 school year is 1,460 students. There are 724 students on the K-12 waitlist for the 2025-2026 school year. In September 2025, 10 students withdrew across grades K-12. All seats were filled again, except in grades 10-12, where the waitlists have been exhausted. The 2026-2027 enrollment lottery remains open until November 1, 2025, with 447 applicants currently on the waitlist for 128 available spots.

Website Development

The new website is 80% complete, with priority given to finishing the Secondary Campus site first, as it significantly affects enrollment. Most of the remaining work involves academic content.

Communications

As of September 2025, 58% of students are registered and actively using StudentSquare, and 78% of parents are registered and actively using ParentSquare. Families who have not yet registered still receive all email announcements to stay informed. The district's crisis communication plan is being developed, with messaging frameworks in progress. Advance notifications to parents about safety drills were sent in September to promote transparency and preparedness.

Community Engagement

PACT participated in the Ramsey Happy Days event on September 6, setting up a booth to connect with families and share information about our school. The PACT Dance Team also performed at the community parade. The Back-to-School Bash was held on September 12 at Central Park. This annual event, sponsored by the Panthers Booster Club and PACT Panthers PTO, was a highlight of the year. All proceeds (approximately \$5,000) went directly to support PACT activities.

Respectfully,

Christine Erntson
Director of Communication and Community Engagement

Special Meeting of the Board
Wednesday, October 15, 2025 4:00 PM Central

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

Jason Busch: Absent
Ryan Heineman: Present
Nicole Kallod: Present
Chad Lucas: Present
Amanda Mackereth: Present
Ann Ostendorf: Present
Nathan Plack: Present
Nicole Rhoad: Present
Danae Trauth: Absent

Present: 7, Absent: 2.

Jason Busch: Present

Present: 8, Absent: 1.

1. Call To Order

2. Roll Call

3. Approval of Agenda and Consent Agenda

Motion to Approve the Agenda and Consent Agenda. This motion, made by Ann Ostendorf and seconded by Nathan Plack, Carried.

Jason Busch: Absent, Danae Trauth: Absent, Ryan Heineman: Yea, Nicole Kallod: Yea, Chad Lucas: Yea, Amanda Mackereth: Yea, Ann Ostendorf: Yea, Nathan Plack: Yea, Nicole Rhoad: Yea

Yea: 7, Nay: 0, Absent: 2

4. Administrative Reports and Recommendations

4.a. Minnesota State High School League (MSHSL) Co-op Agreements

4.a.i. Nordic Skiing Co-op

Motion to approve Nordic Skiing co-op with Heritage Christian Academy, Providence Academy, and River Tree School. This motion, made by Ann Ostendorf and seconded by Amanda Mackereth, Carried.

Jason Busch: Absent, Danae Trauth: Absent, Ryan Heineman: Yea, Nicole Kallod: Yea, Chad Lucas: Yea, Amanda Mackereth: Yea, Ann Ostendorf: Yea, Nathan Plack: Yea, Nicole Rhoad: Yea

Yea: 7, Nay: 0, Absent: 2

4.a.ii. Girls Basketball Co-op

Motion to approve Girls basketball co-op with LILA Charter School. This motion, made by Amanda Mackereth and seconded by Ann Ostendorf, Carried.

Jason Busch: Absent, Danae Trauth: Absent, Ryan Heineman: Yea, Nicole Kallod: Yea,

Chad Lucas: Yea, Amanda Mackereth: Yea, Ann Ostendorf: Yea, Nathan Plack: Yea,
Nicole Rhoad: Yea
Yea: 7, Nay: 0, Absent: 2

4.b. Human Resource and Operations Services

4.b.i. Drama Fees

Motion to approve setting drama fees at \$150.00 per session. This motion, made by Ann Ostendorf and seconded by Nicole Rhoad, Carried.

Danae Trauth: Absent, Jason Busch: Yea, Ryan Heineman: Yea, Nicole Kallod: Yea, Chad Lucas: Yea, Amanda Mackereth: Yea, Ann Ostendorf: Yea, Nathan Plack: Yea, Nicole Rhoad: Yea

Yea: 8, Nay: 0, Absent: 1

4.b.ii. Medical Insurance Renewal Options

Recommendation to approve medical insurance: 2026 UHC/ Surest plus \$50 plan as presented with Delta Dental. This motion, made by Ann Ostendorf and seconded by Chad Lucas, Carried.

Danae Trauth: Absent, Jason Busch: Yea, Ryan Heineman: Yea, Nicole Kallod: Yea, Chad Lucas: Yea, Amanda Mackereth: Yea, Ann Ostendorf: Yea, Nathan Plack: Yea, Nicole Rhoad: Yea

Yea: 8, Nay: 0, Absent: 1

5. Adjourn

Motion to adjourn. This motion, made by Jason Busch and seconded by Chad Lucas, Carried.

Danae Trauth: Absent, Jason Busch: Yea, Ryan Heineman: Yea, Nicole Kallod: Yea, Chad Lucas: Yea, Amanda Mackereth: Yea, Ann Ostendorf: Yea, Nathan Plack: Yea, Nicole Rhoad: Yea

Yea: 8, Nay: 0, Absent: 1

**PACT K-12 Enrollment
October 2025**

| Grade Level | Enrolled | Total Seats | Grade Level Waitlist |
|---------------------|-----------------|--------------------|-----------------------------|
| Kindergarten (K) | 110 | 110 | 114 |
| First Grade (1) | 115 | 115 | 80 |
| Second Grade (2) | 114 | 115 | 75 |
| Third Grade (3) | 116 | 116 | 67 |
| Fourth Grade (4) | 116 | 116 | 90 |
| Fifth Grade (5) | 116 | 116 | 52 |
| Sixth Grade (6) | 120 | 120 | 98 |
| Seventh Grade (7) | 122 | 122 | 62 |
| Eighth Grade (8) | 120 | 122 | 35 |
| Ninth Grade (9) | 125 | 128 | 10 |
| Tenth Grade (10) | 113 | 128 | 0 |
| Eleventh Grade (11) | 105 | 128 | 0 |
| Twelfth Grade (12) | 65 | 128 | 0 |

| | | | |
|------------------------------|-------------|-------------|------------|
| Total K-12 Enrollment | 1457 | 1564 | 683 |
|------------------------------|-------------|-------------|------------|

| | | | |
|--|--|--|-----|
| | | | 726 |
|--|--|--|-----|

School Year 2024-2025 Charter School Annual Report Instructions

Required and Suggested Narrative Elements

Revised June 2025

The development of an Annual Report for a charter school is guided by Minnesota Statutes 124E.16, Subd 2, authorizer requests and 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 Web site. Annual Report oversight responsibility was transferred to charter authorizers. This document outlines the required and suggested elements to include when to publish an Annual Report as set forth by authorizer VOA-MN, Minnesota statutes and charter contract provisions.

*A school may combine its Annual Report and World's Best Workforce 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 include at least information on school enrollment, student attrition, governance and management, staffing, finances, academic performance, innovative practices and implementation, and future plans.** A charter school may combine this report with the reporting required under section 120B.11 governing the world's best workforce. A charter school must post the annual report on the school's official Web site. 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...

(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.

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

Minnesota Statutes, section 120B.11. School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness: *In accordance with MS 120B.11 - A school board, at a public meeting, must adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating comprehensive achievement and civic readiness and includes:*

Comprehensive Achievement & Civic Readiness Annual Report and Public Meeting

The school board must 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. In addition, the school board must make their annual report available to the public by posting it on their district's website. Districts submit their annual summary report to the Minnesota Department of Education (MDE). Each year, MDE will give all districts ample notice of when annual 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 2024-2025 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 (MDE.WorldsBestWorkForce@state.mn.us).
- Authorizer VOA-MN expectations coincide with MDE expectations and authorizer evaluation conducted for the three Authorizer Annual Performance Reports.

2024-2025 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 eight required elements in state statute. 124E.16 Subd. 2. *Annual public reports. (a) A charter school must publish an annual report approved by the board of directors. The annual report must include at least information on school enrollment, student attrition, governance and management, staffing, finances, academic performance, innovative practices and implementation, and future plans.* A charter school may combine this report with the reporting required under section 120B.11 governing the world's best workforce. 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 | |
| School Enrollment | |
| Student Attrition or Retention Rates | |
| Governance , including progress meeting VOA-MN Governance Standards in Addendum B of the charter contract. | |
| Management | |
| 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. | |
| <i>Academic Performance (include progress meeting VOA-MN Academic Standards in Addendum B of the charter contract).</i> | |
| CACR Provisions (include progress meeting EACH 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 2024-2025 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]

124E.16 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 include at least information on school enrollment, student attrition, governance and management, staffing, finances, academic performance, innovative practices and implementation, and future plans. A charter school may combine this report with the reporting required under section 120B.11 governing the world's best workforce. A charter school must post the annual report on the school's official website. A charter school also must distribute the annual report by publication, mail, or electronic means to its authorizer, school employees, and parents and legal guardians of students enrolled in the charter school. The reports are public data under chapter 13.

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

In April 2025, PACT Charter School’s Board of Directors adopted the first District Operational Plan (DOP) in the school’s history. This plan will guide the annual work led by administration, to achieve the district’s strategic directions as part of our District Road Map.



**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 Timeframe | Strategies | Measures and Documentation |
|--|---|---|
| <p>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.</p> | <p>Establish a Leadership Team</p> <ul style="list-style-type: none"> • 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. <p>Provide Professional Development</p> <ul style="list-style-type: none"> • 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. <p>Create a Data-Driven Framework</p> <ul style="list-style-type: none"> • 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 students requiring additional support in literacy. <p>Implement Tiered Support Systems</p> <ul style="list-style-type: none"> • 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. <p>Develop Comprehensive Intervention Plans</p> <ul style="list-style-type: none"> • Design and document interventions with clear goals, progress indicators, and timelines. | <p>Join the MDE grant funded MnMTSS 2026 team cohort.</p> <p>Date & Time</p> <p>Introduction to MnMTSS: 6-Session Course June 2025</p> <p>Selected Sessions: Jun 9, 2025 Jun 10, 2025 Jun 11, 2025 Jun 16, 2025 Jun 17, 2025 Jun 18, 2025</p> <p>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 increased levels of implementation.</p> <p>Beginning implementing the MTSS Framework in 26-27 school year.</p> <p>Fully implement all parts of the MTSS Framework by 27-28 school year.</p> <p>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.</p> <p>Develop entrance and exit criteria for Tier 3 intervention support during SY25-26.</p> |

| | | | |
|--|--|--|--|
| | <ul style="list-style-type: none"> • Ensure alignment between interventions and core instruction to support seamless learning experiences. <p>Foster Collaboration and Communication</p> <ul style="list-style-type: none"> • 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. <p>Monitor and Adjust Interventions</p> <ul style="list-style-type: none"> • Conduct frequent progress monitoring to assess the effectiveness of interventions at each tier. • Use data to make informed decisions about continuing, modifying, or intensifying academic supports. <p>Promote a Positive School Climate</p> <ul style="list-style-type: none"> • 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. <p>Ensure Equitable Access</p> <ul style="list-style-type: none"> • 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. <p>Evaluate and Refine the MTSS Framework</p> <ul style="list-style-type: none"> • 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. | <p>Establish best practices through professional development and classroom walkthroughs.</p> | |
|--|--|--|--|

Leader(s)

Cabinet

**Goal #3 Virtual/Online
Timeframe**

Strategies

Measures and Documentation

| | | | |
|--|---|--|--|
| <p>Begin exploring the necessary steps to establish an online school to provide families with greater flexibility and instructional options.</p> | <p>Year 1</p> <ul style="list-style-type: none"> • 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 | <p>Year 1 Write the 5-year plan</p> <p>Year 2 Enrollment goal - 50+ students</p> <p>Year 3 Enrollment goal - 100+ students</p> <p>Year 4 Enrollment goal - 150+ students</p> <p>Year 5 Enrollment goal - 200+ students</p> | <p>Year 1 - SY 25-26 Planning Year</p> <p>Year 2 - SY 26-27 Start with 9th and 10th grade online classes</p> <p>Year 3 - SY 27-28 9th - 12th grade classes</p> <p>Year 4 - SY 28-29 Add 6th - 8th grade online classes</p> <p>Year 5 - SY 29-30 Determine elementary school online options</p> |
|--|---|--|--|

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 |
|--|---|----------------------------|-----------|
| <p>Develop a Portrait of a PACT Graduate</p> | <p>Establish a Clear Vision</p> <ul style="list-style-type: none"> • 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. <p>Engage Stakeholders</p> <ul style="list-style-type: none"> • Involve a diverse group of stakeholders, including students, parents, teachers, administrators, and local employers. | | |

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|--|---|--|--|
| | <ul style="list-style-type: none"> • Host focus groups, surveys, and town hall meetings to gather input and ensure representation of all voices. <p>Research and Benchmark</p> <ul style="list-style-type: none"> • 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. <p>Define Core Competencies</p> <ul style="list-style-type: none"> • 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. <p>Facilitate Collaborative Design Workshops</p> <ul style="list-style-type: none"> • Organize design sessions where stakeholders brainstorm and refine the key elements of the PoG. • Use interactive activities to gather multiple perspectives. <p>Incorporate Student Voice</p> <ul style="list-style-type: none"> • Create opportunities for students to share their aspirations, experiences, and insights. <p>Align with College and Career Readiness</p> <ul style="list-style-type: none"> • 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. <p>Communicate the Vision</p> <ul style="list-style-type: none"> • 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. <p>Integrate the PoG into Curriculum and Instruction</p> | | |
|--|---|--|--|

| | | | |
|--|---|--|--|
| | <ul style="list-style-type: none"> 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. <p>Provide Professional Development</p> <ul style="list-style-type: none"> Train teachers and staff to embed the PoG competencies into their teaching practices through professional development. <p>Celebrate and Showcase Success</p> <ul style="list-style-type: none"> 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 | Strategies | Measures and Documentation | Timeframe |
|---|--|---|--|
| 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 | Strategies | Measures and Documentation | Timeframe |
|---|---|---|--|
| 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 | Strategies | Measures and Documentation | Timeframe |
|--|--|--|-----------|
| 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 | Strategies | Measures and Documentation | Timeframe |
|---|------------|--|-----------|
| Develop a 3-5 year roadmap to improve school safety, security, and crisis preparedness. | | Recommendations for measurement will be determined by Crisis Assessment conducted by Rick Kaufman. | |

Leader(s)

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

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. | <p>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.</p> <p>All principals attend 5D+ (5 Dimensions of Teaching and Learning) rubric training.</p> <p>“Collaboratively Linked Teams” — PLCs and BILT</p> <p>Update Principal Goal Setting Form to drive site-specific goals to focus on disparities between student groups.</p> | <p>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:</p> <ul style="list-style-type: none"> ● MCAs ● FASTs ● ACT ● Formative assessment measures as determined by site and district <p>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.</p> <p>BILT Institute (annually)</p> <p>BILT teams meet 2x monthly to review site data and focus on-site professional development needs.</p> | <p>2025-2026 Principal 5D+ training.</p> <p>Multi-year 2024-2025 and ongoing</p> <p>Goal of summer 2026 to start BILT Institute</p> |

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| | <p>Principals focus on instructional walkthroughs to calibrate their feedback to teachers.</p> <p>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.</p> | <p>BILT teams meet with district leadership teams 3x per year to review site progress toward site growth plans.</p> <p>Site-growth plan outcomes</p> <p>MCA's</p> <p>FASTs</p> <p>ACTs</p> | |
|--|---|--|--|

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
Timeframe

Strategies

Measures and Documentation

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| <p>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.</p> | <p>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.</p> | <p>Annual DCOH as defined in the timeframe.</p> <p>Improve S&P ratings by increasing DCOH</p> <p>Refinance bonds in FY30 or FY31 to improve interest savings.</p> | <p>FY26 \$3.5 million DCOH</p> <p>FY27 \$4.0 million DCOH</p> <p>FY28 \$4.5 million DCOH</p> <p>FY29 \$5.0 million DCOH</p> <p>FY30 \$5.5 million DCOH</p> |
|---|--|---|--|

Leader(s)

Dr. Nathan Flansburg
 Tracy Peters
 Bridget Peterson

| Goal #2 Marketing Timeframe | Strategies | Measures and Documentation | |
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| Marketing and Enrollment | <p>Goal 1: Strategic Marketing Plan</p> <ul style="list-style-type: none"> • Conduct market research and analysis to identify enrollment trends, target demographics, and competitor positioning. • 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. | <p>Goal 1: Measures</p> <ul style="list-style-type: none"> • Year-over-year enrollment growth percentage • Increase in inquiries and applications • Engagement rates on marketing campaigns (click-through rates, impressions) • ROI on paid advertisements • Number of new families citing marketing as a reason for enrollment <p>Goal 1: Documentation</p> <ul style="list-style-type: none"> • 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 | <p>Goal 1:</p> <p>SY25-26</p> |
| | <p>Goal 2: Branding</p> <ul style="list-style-type: none"> • 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. | <p>Goal 2: Measures</p> <ul style="list-style-type: none"> • 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). <p>Goal 2: Documentation</p> <ul style="list-style-type: none"> • Brand Style Guide • Internal and external communications templates. • All items and materials are on-brand, including messaging. | <p>Goal 2:</p> <ul style="list-style-type: none"> • SY25-26 |
| | <p>Goal 3: Social Media</p> <ul style="list-style-type: none"> • Develop a content strategy with engaging posts, including student achievements, staff highlights, and school events. | <p>Goal 3: Measures</p> <ul style="list-style-type: none"> • Growth in followers, engagement, and shares across platforms • Increased post reach and impressions • Number of comments, likes, and reshares from current families | <p>Goal 3:</p> <ul style="list-style-type: none"> • SY25-26 |

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| | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Referral traffic from social media to the website Number of direct inquiries from social media platforms <p>Goal 3: Documentation</p> <ul style="list-style-type: none"> Monthly Social Media Analytics Reports Content Calendar with planned posts and themes Engagement and response time tracking reports Social media advertising performance reports | |
| | <p>Goal 4: New Website</p> <ul style="list-style-type: none"> 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. | <p>Goal 4: Measures</p> <ul style="list-style-type: none"> 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. <p>Goal 4: Documentation</p> <ul style="list-style-type: none"> Google Analytics Reports. Website update and feature implementation log. | <p>Goal 4: Timeline</p> <ul style="list-style-type: none"> February 2025 Summer 2025 SY25-26 |
| | <p>Goal 5: Community Events and Sponsorships</p> <ul style="list-style-type: none"> 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. | <p>Goal 5: Measures</p> <ul style="list-style-type: none"> 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 <p>Goal 5: Documentation</p> <ul style="list-style-type: none"> Event planning guides and post-event reports Sponsorship agreements and partnership records Event attendance and family engagement tracking data | |
| | <p>Goal 6: Testimonials and Word-of-Mouth Campaigns</p> | <p>Goal 6: Measures</p> | <p>Goal 6: Timing</p> |

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| | <ul style="list-style-type: none"> • 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, Niche, and social platforms. • Utilize faculty and staff advocacy by sharing their stories and experiences to enhance school credibility. | <ul style="list-style-type: none"> • 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 <p>Goal 6: Documentation</p> <ul style="list-style-type: none"> • Parent, student, and staff testimonial archive (My PACT Story) • Referral program tracking spreadsheet • Online review monitoring reports • Alumni and family success story publications | <ul style="list-style-type: none"> • Spring 2025 • Summer/Fall 2025 • Summer/Fall 2025 • Summer/Fall 2025 |
| | <p>Goal 7: Parent Satisfaction Surveys</p> <ul style="list-style-type: none"> • 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. | <p>Goal 7: Measures</p> <ul style="list-style-type: none"> • 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) <p>Goal 7: Documentation</p> <ul style="list-style-type: none"> • Annual parent satisfaction survey reports • Summary of feedback and action plans for improvement • Survey trend analysis over multiple years | <p>Goal 7: Timeline</p> <ul style="list-style-type: none"> • FY25 |
| | <p>Goal 8: Retention and Family Engagement</p> <ul style="list-style-type: none"> • Implement a structured onboarding program for new students and families, including students who join PACT mid-year. • Create welcome events and informational sessions for new or interested families. (enrollment preview nights, Kindergarten | <p>Goal 8: Measures</p> <ul style="list-style-type: none"> • 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 involvement <p>Goal 8: Documentation</p> <ul style="list-style-type: none"> • Retention tracking reports with exit reasons • Family engagement event records | <p>Goal 8: Timing</p> <ul style="list-style-type: none"> • Fall 2025 • Fall 2025 |

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| | Preview Night, WEB/LINK orientations) <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Parent communication logs and email analytics • Parent feedback from engagement initiatives | <ul style="list-style-type: none"> • |
|--|---|--|---|

Leader(s)

Christine Erntson
 Dr. Shawn Lohse
 Dr. Lara Bronson

**Goal #3 LTFM Plan
 Timeframe**

Strategies

Measures and Documentation

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| 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 #3 Technology Assessment
 Timeframe**

Strategies

Measures and Documentation

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| 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 | 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. | <ul style="list-style-type: none"> • 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 | FY26 |
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| <p>also ensuring a safe and secure data infrastructure through strong cyber-security measures.</p> | | <ul style="list-style-type: none"> • 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) • 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 <p>–CYBERSECURITY PENTESTING INTERNAL AND EXTERNAL–</p> | |
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Leader(s)

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|---|
| <p>Tracy Peters Chue Yang Toessawat Suparat</p> |
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**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

Timeframe

Strategies

Measures and Documentation

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

Leader(s)

| |
|--------------------------|
| <p>Christine Erntson</p> |
|--------------------------|

**Goal #2 UNW Partnership
Timeframe**

Strategies

Performance Indicators/Documentation

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:

For 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

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 of the charter contract.

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

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

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

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

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

Combining Data Over the Contract Term - Annual school performance results will be combined each successive year of the contract term wherever possible so that fluctuation due to small group size will be minimized and overall performance is accurately reflected. Each school receives an annual “Scorecard” from authorizer that evaluates the school’s performance on the authorizer standards for Academic, Finance, Board Governance, and Management and Operations.

Contract Renewal Eligibility - VOA-MN schools must achieve at least a Satisfactory Rating (70% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area (Academic, Financial, Organizational Performance) to be eligible for a three-year contract renewal and at least an Exemplary Rating (80% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area to be eligible for a five-year contract renewal. All contract renewals will be for either three or five years. Fewer than three years does not provide enough information on which to make a renewal decision. If a school is performing below standard to receive a three-year renewal contract but has agreed to the authorizer terms and conditions set forth in the School Improvement Plan to correct areas of deficiency, VOA-MN may agree to extend a school’s contract (not to exceed five years) to provide additional time for a school to improve performance as an alternative to termination. If sufficient school improvement is not being made by the end of the 1st year of the extension, termination proceedings will commence.

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

Ongoing Authorizer School Monitoring - One of the most important ways VOA-MN gathers information about the schools it authorizes is through on-site visits. Site visits allow the authorizer to observe the school and engage in discussions with school management. VOA-MN conducts two different types of site visits: Formal and Informal. Another important component of VOA-MN authorizer oversight is board meeting observations conducted at least twice per year and more often for schools within their first two years after initial charter approval. Authorizer VOA-MN uses the Board Meeting Observation Rubric and provides timely feedback to the school boards. VOA-MN also closely monitors the monthly board meeting minutes and financials of each authorized school and provides feedback to the school as needed.

In addition to the Formal Site Visit Report that each school is provided, VOA-MN will also annually publish three VOA-MN Charter School Network Reports: Academic Performance, Board Governance, and Financial Management. The cumulative purpose of these reports is to assess the ongoing performance of VOA-MN authorized schools regarding academic success, financial sustainability, and organizational effectiveness. The combination of school performance based on the three VOA-MN Annual School Performance Reports, annual Formal Site Visit Reports, informal site visit observations, authorizer observations of board meetings, and ongoing monitoring of school reporting and compliance provides an accountable oversight mechanism for the authorizer, schools, and other organizations. This collective body of evidence will also form the basis for contract renewal decisions.

SECTION III. School Year 2024-2025 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, 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 Standards:

- Standard 1: The Board of Directors met its governance model requirements laid out in its bylaws and membership requirements as required by Minnesota Statute*.
- Standard 2: The Board of Directors has the necessary knowledge to carry out the responsibilities contained in Minn Stat 124E.07, Subd. 6. (Duties), including knowledge in finance/budget, policy/legal, personnel/employment, and education.
- Standard 3: The Board adheres to an orientation process for bringing on new members.
- Standard 4: The Board of Directors complies with initial and ongoing training requirements set forth in Minn. Stat 124E.07, Subd 7 (Training): governance, financial, and employment policies and practices.
- Standard 5: The Board of Directors completes a self-evaluation each year.
- Standard 8: The Board of Directors adheres to board member election requirements set forth by state statute*.
- Standard 14: The school maintains a high level of parent, teacher and student satisfaction rates based on school conducted surveys and student/faculty retention rates.

Complete Board Roster for 2024-2025 (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) |
|------------------|--|-------------------|--------------------------------------|-------------|-----------------|---------|---------------------------|
| Jason Busch | Parent | Member | Elected | 7/1/2023 | 6/30/2026 | Jaso... | 85% |
| Ryan Heineman | Parent | Chair | Elected | 7/1/2023 | 6/30/2026 | Ryan... | 93% |
| Bradley Lawrence | Parent | Treasurer | Elected | 7/1/2022 | 6/30/2025 | Brad... | 100% |
| Chad Lucas | Parent | Member | Elected | 7/1/2024 | 6/30/2027 | Chad... | 100% |
| Nicole Rhoad | Community | Member | Elected | 7/1/2024 | 6/30/2027 | Nico... | 93% |
| Ann Ostendorf | Teacher | Secretary | Elected | 7/1/2024 | 6/30/2027 | Ann ... | 100% |
| Jason Tossey | Teacher | Vice-Chair | Elected | 7/1/2023 | 6/30/2026 | Jaso... | 100% |
| Amanda Mackereth | Teacher | Member | Appointed | 5/1/2025 | 6/30/2026 | Ama... | 100% |

Board Training for 2024-2025 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.

New law effective date: July 1, 2025

| 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) |
|-------------------|-----------------|---|-------------------------------------|-----------------------------------|
| | | | | |

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|-------------------------|-----------------|--|--|--|
| Amanda Mackereth | 5/1/2025 | 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 2024-2025 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) |
|--------------------------|------------------------|--|---|---|
| Jason Busch | 7/1/2023 | Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. November 11, 2024 | Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. November 11, 2024 | Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. November 11, 2024 |
| Ryan Heineman | 7/1/2023 | Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. November 11, 2024 | Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. November 11, 2024 | Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. November 11, 2024 |
| Bradley Lawrence | 7/1/2022 | Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. November 11, 2024 | Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. November 11, 2024 | Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. November 11, 2024 |
| Chad Lucas | 7/1/2024 | Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. November 11, 2024 | Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. November 11, 2024 | Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. November 11, 2024 |
| Nicold Rhode | 7/1/2024 | Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. November 11, 2024 | Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. November 11, 2024 | Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. November 11, 2024 |
| Ann Ostendorf | 7/1/2024 | Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. November 11, 2024 | Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. November 11, 2024 | Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. November 11, 2024 |
| Jason Tossey | 7/1/2023 | Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. November 11, 2024 | Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. November 11, 2024 | Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. November 11, 2024 |

Board Training for SY 2024-2025 for Ongoing Board Members and the Executive Director in SY 2024-2025 (*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 2024-2025

| Board Member Name | Training Topic | Date of Training | Trainer |
|--------------------------|-----------------------|--------------------------------|--|
| Ann Ostendorf | 11/22/2024 | Legal Professional Development | Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. |
| Chad Lucas | 11/22/2024 | Legal Professional Development | Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. |
| Jason Tossey | 11/22/2024 | Legal Professional | Trevor S. Helmers, Squires, Waldspurger & Mace, |

| | | | |
|---------------|------------|------------------------------------|--|
| | | Development | P.A. |
| Brad Lawrence | 11/22/2024 | Legal Professional Development | Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. |
| Nicole Rhoad | 11/22/2024 | Legal Professional Development | Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. |
| Ryan Heineman | 11/22/2024 | Legal Professional Development | Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. |
| Ann Ostendorf | 11/22/2024 | Financial Professional Development | Bridget Peterson, EDFinMN, Outsourced CFO |
| Chad Lucas | 11/22/2024 | Financial Professional Development | Bridget Peterson, EDFinMN, Outsourced CFO |
| Jason Tossey | 11/22/2024 | Financial Professional Development | Bridget Peterson, EDFinMN, Outsourced CFO |
| Brad Lawrence | 11/22/2024 | Financial Professional Development | Bridget Peterson, EDFinMN, Outsourced CFO |
| Nicole Rhoad | 11/22/2024 | Financial Professional Development | Bridget Peterson, EDFinMN, Outsourced CFO |
| Ryan Heineman | 11/22/2024 | Financial Professional Development | Bridget Peterson, EDFinMN, Outsourced CFO |
| Ann Ostendorf | 3/6/2025 | Board Governance | Dan Hoverman, TeamWorks International |
| Chad Lucas | 3/6/2025 | Board Governance | Dan Hoverman, TeamWorks International |
| Jason Tossey | 3/6/2025 | Board Governance | Dan Hoverman, TeamWorks International |
| Brad Lawrence | 3/6/2025 | Board Governance | Dan Hoverman, TeamWorks International |
| Nicole Rhoad | 3/6/2025 | Board Governance | Dan Hoverman, TeamWorks International |
| Ryan Heineman | 3/6/2025 | Board Governance | Dan Hoverman, TeamWorks International |
| Jason Busch | 3/6/2025 | Board Governance | Dan Hoverman, TeamWorks International |
| Ann Ostendorf | 11/22/2024 | Legal Professional Development | Trevor S. Helmers, Squires, Waldspurger & Mace, P.A. |

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.

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.)

- With the onboarding of a new Superintendent, Dr. Nathan A. Flansburg, and a move towards policy governance, the Board went through an update review of oversight as it pertains to legal, financial, and governance responsibilities to ensure compliance not only with state statute, but to adopt best practices as it pertains to Board oversight of PACT Charter School.

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 board conducted a self-evaluation using a Google Form on July 2, 2025 to review the 24-25 school year.

Board Election

Date of Notice announcing the Board Election: April 17, 2025

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:

April 17-22, 2025

Election Results:

- Danae' Trauth, teacher, board member
- Nicole Kallod, teacher, board member
- Nathan Plack, parent - treasurer of the board

Board Strategic Planning and/or Board Development Plan

- see above: Strategic Road Map (includes strategic directions, and District Operational Plan (DOP).

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 |
|---------------------------------------|--|---------------------------|
|---------------------------------------|--|---------------------------|

| | | |
|-----|-----|-------|
| 304 | 269 | 88.6% |
|-----|-----|-------|

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 Standards:

- 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.
- 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*)

2023-2024 School Management / Administrative Team Information

| Name | Admin License Yes/No | File Folder Number | Position | Years Employed by the School | Returning (R) or Not Returned (NR) in 25/26 |
|-------------------------|----------------------|--------------------|---|------------------------------|---|
| Dr. Nathan A. Flansburg | Yes | 368610 | Superintendent | 1 | R |
| Dr. Shawn Lohse | Yes | 492996 | Principal | 1 | R |
| Dr. Lara Bronson | Yes | 380584 | Principal | 1 | R |
| Tracy Peters | No | | COO/Executive Director of HR and Operations | 1 | R |
| Bridget Peterson | No | | CFO | 1 | R |

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

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

- Superintendent, Dr. Nathan A. Flansburg, joined PACT Charter School as their first ever Superintendent of Schools. Dr. Flansburg completed his 28th year in public education during the 24-25 school year, and his 20th 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.

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

- The superintendent was evaluated on June 12, 2025. Superintendent Flansburg was found by the Board to be exemplary in all identified areas including: Financial Oversight and Fiscal Responsibility, Administrative Leadership, Academic Achievement, Organizational Health and Climate, Operations and Compliance, and Legislative Advocacy and Partnerships.

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.)*

- Superintendent Flansburg participated in the new Charter Leadership Institute as required by state statute for new charter leaders.

First Year Administrator Documentation of Completing a Minimum of 10 Hours of Competency Based (if applicable) Training *(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.)*

- Superintendent Flansburg participated in the new Charter Leadership Institute as required by state statute for new charter leaders.

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 5: "All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement." Finally, this section should briefly describe the teacher evaluation program.

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

- Governance Standard 14: The school maintains a high level of parent, teacher and student satisfaction rates based on school conducted surveys and [student/faculty retention rates](#).
- M/O Standard 8 (former academic standard 4): 4 - The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.
- M/O Standard 7: The school employs highly qualified, appropriately licensed teachers. Data Source: annual site visits, annual submission calendar document review, discussions with school leadership.

FY25 Licensed Staff Information

| Name | Position | Area of Licensure | File Folder Number | Returned (R) or Not Returned (NR) for FY25 |
|------------------------|-------------------------------|--------------------------|---------------------------|---|
| Abbey L Swanson | Special Education Teacher | 1012767 | 6/30/2026 | N |
| Abigail R Tollas | 1st Grade Teacher | 1007474 | 6/30/2027 | R |
| Alan D Swanson | Science - Physics Teacher | 0497025 | 6/30/2027 | N |
| Alison M Wisherd | 1st Grade Teacher | 1000353 | 6/30/2027 | N |
| Amanda C Mackereth | Computer Science Teacher | 0416117 | 6/30/2026 | R |
| Amelia A Eveland | 3rd Grade Teacher | 1025340 | 6/30/2026 | R |
| Amy E Morgan | 3rd Grade Teacher | 0440281 | 6/30/2029 | R |
| Anita M Douglas | Language Arts Teacher | 0494255 | 6/30/2027 | N |
| Ann Kristine Ostendorf | Music Teacher | 0421782 | 6/30/2026 | R |
| AnnaRae J Klopfer | Director of Special Education | 0453230 | 6/30/2026 | R |
| Ashley E Christensen | 6th Grade | 0511821 | 6/30/2025 | R |

| | | | | |
|-----------------------|---------------------------------------|---------|-----------|---|
| | Teacher | | | |
| Bernadette L Campbell | Family/Consumer Science Teacher | 0510028 | 6/30/2025 | R |
| Beth C Olson | Visual Arts Teacher | 0344496 | 6/30/2027 | N |
| Brent Morris | Special Education Teacher | | | R |
| Bridget A Canfield | Language Arts Teacher | 0380165 | 6/30/2027 | R |
| Brooke A Thoennes | 2nd Grade Teacher | 1014335 | 6/30/2025 | R |
| Brooke L Lenneman | Kindergarten Teacher | 1007044 | 6/30/2027 | R |
| Carrie M Thomas | Science - Life and Biology Teacher | 1024697 | 5/22/2025 | N |
| Charles Stuckey | Band Director - Long Term Sub Teacher | 1019524 | 6/30/2025 | N |
| Christal E Ruppert | Language Arts Teacher | 0487516 | 6/30/2026 | N |
| Danae J Heckmann | Art Teacher | 1010116 | 6/30/2027 | R |
| Daniel S Bowler | Science - Middle School Teacher | 0427555 | 6/30/2029 | R |
| Deborah A Hyk | Special Education Teacher | 0329102 | 6/30/2027 | N |
| Doris Dockendorf | Social Worker | 0357849 | 6/30/2028 | R |
| Elise E Hills | 2nd Grade Teacher | 1018191 | 6/30/2026 | R |
| Elizabeth M Jones | Speech Language Pathologist-Tier 2 | 1022577 | 6/30/2025 | R |
| Emily G Kurtz | Kindergarten Teacher | 1018515 | 6/30/2025 | R |
| Emma M Silber | Band Director Teacher | 1004254 | 6/30/2026 | R |
| Erin N Bosman | School Counselor | 1007411 | 6/30/2027 | N |
| Ethan Gavic | 5th Grade Teacher | 1008001 | 6/30/2024 | R |
| Garth G Andersen | Math Teacher | 0322288 | 6/30/2025 | R |

| | | | | |
|----------------------|--|---------|-----------|---|
| Halle G Lidstone | 2nd Grade Teacher | 0501767 | 6/30/2028 | N |
| Hannah M Scholten | 4th Grade Teacher | 0512929 | 6/30/2027 | R |
| Jake D Doetkott | 6th Grade Teacher | 0518233 | 6/30/2026 | R |
| Jamie Plonske | Special Education Teacher | 1037128 | 6/30/2025 | R |
| Jared M Barsness | Social Studies Teacher | 1015251 | 6/30/2026 | R |
| Jason W Tossey | Social Studies Teacher | 0515037 | 6/30/2025 | R |
| Jayme J Lisell | World Language - Spanish Teacher | 0447420 | 6/30/2025 | R |
| Jeff A Bancroft | Physical Education Teacher | 0512743 | 6/30/2027 | N |
| Jena N Jakubiec | 1st Grade Teacher | 1019675 | 6/30/2025 | N |
| Jenelle R Moehn | Assistant Director of Education | 0423052 | 6/30/2026 | R |
| Jenna M Beverly | Dean of Students | 0464307 | 6/30/2028 | R |
| Jennifer E Musokwa | 3rd Grade Teacher | 0472943 | 6/30/2027 | R |
| Jennifer J Roufs | World Language - French Teacher | 0509681 | 6/30/2025 | N |
| Jennifer L Hamernick | Assistant Director of Education | 0390560 | 6/30/2028 | R |
| Jill Kaminski | School Counselor | 1024351 | 6/30/2026 | R |
| Jill Renee Borchers | Special Education Teacher | 0401245 | 6/30/2028 | R |
| Johanna C Santiago | Title 1 Teacher | 0468681 | 6/30/2028 | R |
| Josh M Moeschl | 5th Grade Teacher | 1009138 | 6/30/2029 | R |
| Joshua C Nyquist | Secondary Principal | 0410036 | 6/30/2029 | N |
| Joshua Kirk | Physical Education and | 0517873 | 6/30/2025 | N |

| | | | | |
|-----------------------|---------------------------------------|---------|-----------|---|
| | DAPE Teacher | | | |
| Kalianna L Brase | 5th Grade Teacher | 1025598 | 6/30/2026 | R |
| Karrin A Jensen | Special Education Teacher | 0480150 | 6/30/2026 | R |
| Kasey A Olson | 3rd Grade Teacher | 1003637 | 6/30/2027 | R |
| Kathleen E Molinari | Due Process Coordinator | 0320310 | 6/30/2025 | N |
| Kathy M Tyler | Language Arts Teacher | 0420955 | 6/30/2027 | N |
| Katie L Edwards | Math Teacher | 0479910 | 6/30/2025 | R |
| Kayla E Marks | English Language (EL) Teacher | 0474181 | 6/30/2029 | R |
| Kerry L Oolman | Special Education Teacher | 0471645 | 6/30/2025 | R |
| Kristin J Willers | 6th Grade Teacher | 0421299 | 6/30/2028 | R |
| Kurt Votaw | Physical Education and Health Teacher | | | N |
| Lara J Bronson | Elementary Principal | 0380584 | 6/30/2027 | R |
| Laura L Maday-Montray | Kindergarten Teacher | 0320779 | 6/30/2027 | R |
| Lauren Clements | Speech Pathologist | 1009195 | 6/30/2029 | R |
| Lauren E Miller | Kindergarten Teacher | 0468716 | 6/30/2025 | R |
| Lindsay R Walliczek | Science - Chemistry Teacher | 0510679 | 6/30/2025 | N |
| Lisa A Holmquist | Social Worker | 0413684 | 6/30/2025 | R |
| Lisa A Kermode | Special Education Teacher | 0495025 | 6/30/2026 | R |
| Mackenzie Darula | 1st Grade Teacher | 1007059 | 6/30/2029 | R |
| Makayl E Dahl | Social Studies Teacher | 1004259 | 6/30/2028 | R |
| Mandy M Olson | Math Teacher | 0441223 | 6/30/2029 | R |
| Marcy L Tipton | Special Education | 0292695 | 6/30/2026 | N |

| | | | | |
|------------------------|-------------------------------------|---------|-----------|---|
| | Teacher | | | |
| Marquise Myles | Graphic Arts Teacher | 1031206 | 6/30/2027 | N |
| Micah T Reynolds | Choir Director Teacher | 1023190 | 6/30/2026 | R |
| Michael W Hicks | Special Education Teacher | 1020701 | 6/30/2025 | N |
| Michelle Lynn Goodrich | Special Education Teacher | 0458627 | 6/30/2025 | R |
| Michelle Marie Jones | RTI Teacher | 0334761 | 6/30/2026 | R |
| Miranda L Schoen | 2nd Grade Teacher | 1016085 | 6/30/2025 | R |
| Monica L Zevenbergen | 4th Grade Teacher | 0513098 | 6/30/2026 | N |
| Nancy J Sonntag | Special Education Teacher | 0513823 | 6/30/2026 | R |
| Nancy Lee Lloyd | Special Education - Assessment Team | 0350970 | 6/30/2029 | N |
| Natasha T Tice | Special Education Teacher | 0349816 | 6/30/2026 | R |
| Nathan A Flansburg | Superintendent of Schools | 0368610 | 6/30/2029 | R |
| Nicole R Kallod | 5th Grade Teacher | 1022930 | 6/30/2026 | R |
| Pamela L Backowski | 6th Grade Teacher | 0348297 | 6/30/2026 | R |
| Paul D Bjork | School Counselor | 1026755 | 6/30/2026 | R |
| Robin D Schaible | Library and Media Teacher | 1007142 | 6/30/2025 | R |
| Rochelle Lynn Hale | 1st Grade Teacher | 0410362 | 6/30/2029 | R |
| Ryan M Thompson | Social Studies Teacher | 0485049 | 6/30/2026 | N |
| Samantha Jo Peltier | Dean of Students | 0462486 | 6/30/2027 | R |
| Sarah C Thorsten | Math Teacher | 0500769 | 6/30/2028 | R |
| Scott J Miller | Physical Education and DAPE Teacher | 0469568 | 5/25/2028 | R |

| | | | | |
|--------------------|---------------------------------------|---------|-----------|---|
| Sharon M Churchill | Physical Education and Health Teacher | 0409724 | 6/30/2029 | R |
| Shelby L Spuller | Math Interventionist Teacher | 1017211 | 6/30/2027 | N |
| Stephanie M Leer | 4th Grade Teacher | 0346687 | 6/30/2028 | R |
| Susanna Fomby | Special Education Teacher | 1003094 | 6/30/2026 | R |
| Tanya M Loso | Kindergarten Teacher | 0392773 | 6/30/2027 | R |
| Taylor Perrier | 2nd Grade Teacher | 1032803 | 6/30/2027 | R |
| Timothy C Taylor | Industrial Arts Teacher | 0312019 | 6/30/2028 | N |
| Veronica M Lee | 4th Grade Teacher | 1035204 | 6/30/2027 | R |

FY25 Non-licensed Staff Information

| Name First | Last | Position | License # Does not apply as these positions are non-licensed. | Returned (R) or Not Returned (NR) for FY25 |
|-----------------------|-------------|---------------------------------------|--|---|
| Julie | Howell | Secondary Para | | R |
| Cheryl | Swenson | Secondary Para | | R |
| Timothy | Atkinson | Head Robotics Coach | | R |
| Joel | Hedberg | Operations Coordinator | | R |
| Christine | Erntson | Director of Communication | | R |
| Jennifer | Churchill | Junior High Volleyball coach - Casual | | R |
| David | Anderson | Head Girls Soccer Coach - Casual | | R |
| Julie | Froiland | Secondary Para | | R |
| Denise | Hatchner | Technology | | R |
| Susan | Fisher | Elementary Para | | R |
| Jessica | Muellner | Office staff - Due Process | | R |
| Erik | Rasmussen | Head Boys Soccer | | R |

| | | | | |
|-----------|---------------|---|--|---|
| | | Coach | | |
| Holly | Judisch | para SPED | | R |
| Nathan | Tessum | Girls Varsity Basketball Coach | | R |
| Michael | Edgington | Fall Skeet Coach - Casual | | R |
| Toessawat | Suparat | Technology Coord | | R |
| Scott | Arndt | Custodian | | R |
| Michael | McGilligan | Custodian | | R |
| Timothy | Jindra | coach - volleyball | | R |
| Lynsey | Jorgenson | Para SPED | | R |
| Shelly | Olson | Health Para | | R |
| Jessica | Everson | Lunch Coordinator | | R |
| Nicole | Bjokne | Lunch Coord | | R |
| Matthew | Swinnerton | Secondary Para | | R |
| Tyler | Cowden | Boys Youth Basketball Coach - Casual | | R |
| Gail | Penner | SPED Admin Asst. | | R |
| Jody | Krueger | Elementary Para | | R |
| Jacob | Barthel | Elementary Para | | R |
| Stephen | Schindler | Secondary Para | | R |
| Mellissa | McKie | Elementary Para | | R |
| Jonathan | Cannon | Boys C Team Basketball Coach - Casual | | R |
| Malia | Tsuji | Elementary Para | | R |
| Brandon | Kronwall | Coach - Golf | | R |
| Kelly | Rosen | Receptionist | | R |
| Angela | Adam | Elementary Para | | R |
| Scott | Pacey | Custodian | | R |
| Mark | Lindeman | Custodian | | R |
| Sharon | Konen | Receptionist | | R |
| MacAron | Kukowski | Head Football Coach/Head Strength and Conditioning Coach | | R |
| Jessica | LePage | Receptionist | | R |
| Linda | Dehn-Shreeve | Elementary Para | | R |
| Laura | Johnson | Elementary Para | | R |
| Leann | Roubal | Elementary Para | | R |
| Alyssa | Danger | Elementary Para | | R |
| Thomas | Bauer | Elementary Para | | R |
| Shelia | Volk-DalGLISH | Lunch Coord | | R |

| | | | |
|--------------|-----------------|---|---|
| Alyssa | Anderson | Secondary Para | R |
| Benjamin | Floan | coach - Skeet/track | R |
| Travis | Grawey | Coach - Basketball | R |
| Josie | Burton | Dance Varsity Assistant - Casual | R |
| Ross | Peters | Casual | R |
| Pamela | Lyons | Elementary Para | R |
| Leah | Swenson | Sped Para | R |
| Lucas | Clapp | Assistant Trap and Skeet Coach - Coach | R |
| Curtis | Tessum | Softball Varsity Assistant | R |
| Angel | Schrage | Custodian | R |
| Melissa | Serritslev | Human Resources Assistant | R |
| Carole | Ronsberg | Receptionist | R |
| Erika | Kelly | coach - vollyball | R |
| Benjamin | Mulgrew | Coach - boys soccer | R |
| Anthony | Carlson | Soccer Varsity Assistant - Casual | R |
| Melanie | Aeschliman | Youth Dance Coach - Casual | R |
| Nickolus | Jacobson | coach - volleyball | R |
| Clara | Tice | Elementary Para | R |
| Tracy | Peters | COO | R |
| Gabrielle | Gutzkow | Coach - Dance | R |
| Wendy | Parker-Peniata | Elementary Para | R |
| Sam (Sidney) | Montgomery | Sped Para | R |
| Thomas | Baumler | Elementary Robotics Coach | R |
| Vanessa | Kolbow-Koebnick | Sub Para SPED | R |
| Carissa | Zarich | Health Office Sub - Casual | R |
| Tina | Garcia | Custodian | R |
| Nada | Alshehari | Elementary Para | R |
| Jodi | Johnson | food service | R |
| Chue | Yang | Director of IT | R |
| Joshua | Sumner | JV Baseball Coach | R |
| Ryan | Rassatt | Varsity Baseball Coach | R |
| Norman | Cherrey | Varsity Assistant - Baseball - Casual | R |
| Brian | Cole | Varsity Assistant - Golf - Casual | R |
| Jodi | Solem | Custodian | R |

| | | | | |
|---------------|----------|----------------|--|---|
| Dwaine | Lindberg | Custodian | | R |
| William Billy | Griffin | Football coach | | R |

Faculty Professional Development Description

Include a description of the school faculty professional development to demonstrate compliance with Academic Standard 5: "All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement."

- 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 Standards:

- M/O Standard 10: The school meets / maintains its enrollment goals. Data Source: annual site visits, annual submission calendar document review, discussions with school leadership.
- 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:

714 - Enrollment Policy
[PACT Charter School](#)

Original Creation Date: November 8, 1994
Last Approved By: PACT Charter School Board of Directors
Last Approved Date: September 5, 2024
Year Reviewed: 2024-2025

Applicable State Statute: [124E.11 Charter Schools Admission Requirements and Enrollment.](#)

DEFINITIONS

- Parent – The term “parent” as used in this policy, refers to the legal guardian of a student as defined in State statute.
- PACT Charter School – PACT Charter School may also be known as PACT throughout this document.

1. Enrollment Deadline

The enrollment application opens on September 1 of the previous school year and closes at noon on November 1. The lottery is held the following Monday. To be included in the lottery, PACT must receive all applications for the upcoming school year no later than noon on November 1.

2. Application

Any parent who would like their child's application included in the enrollment lottery must reapply each year before the application deadline. It is the parent's responsibility to update the school with current contact information.

3. Enrollment Preference Status (according to MN Statute):

Preference for possible enrollment will be acknowledged and given to:

- Siblings of students currently enrolled and in attendance at PACT Charter School:
 - Any child of a family unit related biologically, by marriage, or adoption to one or both parents.
 - Any child in placement within a foster-care situation whose foster parents have an enrolled pupil.
- Any child of an employee of PACT Charter School.
- Siblings and foster children of an enrolled pupil's parents will receive enrollment preference ahead of optional statutory enrollment preferences, such as children of employees.

4. Foreign Exchange Students

Foreign exchange students who are placed with an existing PACT family are welcome to enroll at PACT Charter School. They will be subject to the same policies for enrollment as all other students, and efforts will be made to aid with the required paperwork. If a Foreign Exchange student is accepted into PACT, sibling preference does not apply to the host family's students.

ENROLLMENT LOTTERY PROCESS

A. General Information

The lottery application will open for the following school year from September 1 to November 1.

The lottery for all grades kindergarten through 12 will be held the first Monday after the November 1 enrollment deadline to determine placement for the following school year. On that date, all enrollment applications will be assigned a digital, random number and placed sequentially by each grade to comprise the lottery results list from which to fill the next year's class openings. Preference is given to siblings and children of employees working within the school. The lottery is automated through Lotterease, and the enrollment coordinator and at least one witness will oversee it.

Students qualifying for preference any time after the lottery and who were included in the lottery will be placed at the bottom of the lottery "preference section" of that grade's lottery results list when they qualify. Students who qualified for preference before or after the lottery but lost their preference qualification before being offered enrollment will be removed from the "preference section" and placed by lottery number in the "non-preference section" of that grade's lottery list. Students qualifying for preference after the lottery was held who had not submitted an enrollment application (and have therefore not been assigned a lottery number) must submit a completed waitlist enrollment application before being placed in the "preference section" for that grade's lottery list.

Lottery results via Lotterease will be shared on the PACT Charter School website following the lottery. Information on the initial annual lottery results includes (1) lottery results list position, (2) student's first name, (3) student's grade, (4) parent/guardian(s) first name, (5) last two digits of the primary phone number listed for the parent on the submitted application.

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.

Students not offered a seat must re-apply to be included in the following school year's lottery.

Former students who have withdrawn must reapply to be included in the lottery. Openings for the upcoming school year will be filled as they become available.

The PACT Charter School lottery results list is intended for enrollment and distribution of information deemed appropriate by PACT to be of interest to those parties. PACT will not sell, distribute or otherwise disseminate information on the lottery results list. PACT will not use this list for solicitation purposes other than to gather interest and involvement in those things related to enrollment, expansion, or related benefits at PACT.

B. Kindergarten and 1st Grade Age Eligibility

Openings will first be filled by students who have qualified for preference status and have a completed enrollment application on file before the lottery date.

All enrollment applications will be subject to the general lottery process. After the November lottery, new applications will be placed at the bottom of the waitlist unless they have a preference.

Students must be age five before September 1 to be eligible for Kindergarten.

To be eligible to enroll at PACT Charter School in 1st grade, a student must be age six by September 1 of that school year or have completed kindergarten. Midyear enrollees must meet the age requirement or currently be enrolled in 1st grade at another public or private school.

C. Enrollment of New Students

Openings for grades K-12 will be filled on a grade-level basis. The enrollment coordinator will contact the next student on that grade's waiting list who has not already been reached for the current school year.

The enrollment coordinator will notify the appropriate staff when a position is open once the school receives a withdrawal form or confirmed enrollment from another school/district.

When accepting a position, the following must be requested from the student: The student's start date (not to exceed ten school days from the offering date, unless otherwise noted by the school, such as at the beginning of a semester), grade level, transportation needs and siblings who may be on the waiting list or want to be added to it.

Once the decision has been made to enroll, the parent/guardian(s) must provide the name of the student's current school so that PACT staff can request student records and inform staff if the student is receiving services.

E. Enrollment Notification

Lottery results will be posted within 30 days of the enrollment lottery. Following that, contact via text or email will only be made when a space in a classroom opens, and an offer can be made.

Parents have 4 calendar days to accept or reject enrollment. Failure to respond within 4 calendar days is considered a decline in enrollment and will result in the student’s name being removed from the enrollment list. After that time, we will contact the next student on the list.

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.

F. Exceptions to the Lottery Process

As outlined in the agreement between PACT’s authorizer and PACT Charter School, and following MN State Statute 124E.11, the enrollment coordinator shall allow exceptions to the lottery process. An exception will be caused when a position is open within the given grade, the overall enrollment is within the maximum enrollment numbers, and there are no students on the waiting list (within the grade/classroom level), or students on the waiting list have refused or not responded to an enrollment offer. If so, the enrollment coordinator will work with the Director of Communication and Community Engagement to advertise for open positions. Applications will be accepted on a first-come, first-serve basis.

Enrollment Limits

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 is reached.

Student Withdrawal

When the decision is made to withdraw a student from PACT, an online Withdrawal Form must be submitted as soon as the decision is made to withdraw. If more than one student from the same family withdraws, a separate form must be filled out for each student. This form can be found on the PACT Charter School website. If the withdrawal form is not submitted, written communication will be considered official notification.

During August, PACT will recognize a request for records from another school district as an official notification of that student’s withdrawal from PACT. (1) The enrollment coordinator will make reasonable efforts (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/guardian, or the Withdrawal Form is not completed, the attempts to make contact will be documented; and (2) The enrollment coordinator will make reasonable efforts to contact (i.e., phone and written communication) the school that sent the records to request and attempt to confirm the student’s enrollment at that school. (3) A written notice will then be mailed to the parent’s address alerting the parent of the unenrollment action.

NON-DISCRIMINATION

It is the policy of PACT Charter School to maintain a learning and working environment that is free from harassment, violence, or discrimination based on actual or perceived race, color, creed, religion, national origin, sex/gender, marital status, disability, status with regard to public assistance, sexual orientation, age, family care leave status or veteran status. PACT prohibits any form of harassment, violence, or discrimination based on actual or perceived protected class status.

Student Enrollment

| School Year | P K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # Students |
|-------------|--------|----|----|----|----|----|----|----|----|----|----|----|----|----|---------------------|
| 2022-2023 | 0 | 40 | 44 | 44 | 54 | 54 | 54 | 56 | 58 | 64 | 65 | 62 | 63 | 56 | 714 |

| | | | | | | | | | | | | | | | |
|---------------|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|------|
| 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 est | 0 | 110 | 115 | 115 | 116 | 116 | 116 | 120 | 122 | 122 | 128 | 126 | 113 | 70 | 1489 |

Student Demographics

| Demographic Trends | 2022-2023 | 2023-2024 | 2024-2025 |
|---------------------------|------------------|------------------|------------------|
| Total Enrollment | 713 | 1081 | 1404 |
| Male | 361 | 554 | 705 |
| Female | 353 | 540 | 699 |
| African American | 8% | 9.5% | 10.7% |
| Latino | 5% | 3.7% | 4.7% |
| Asian/PI | .1% | .3% | .6% |
| American Indian | .4% | .2% | .2% |
| White | 83.5% | 80% | 78% |
| 2 or more races | 2.5% | 5.3% | 5.5% |
| Special Education | 19.7% | 18.6% | 15.6% |
| LEP | 5.4% | 6.8% | 7.6% |
| F/R Lunch | 25.9% | 32.5% | 29.2% |

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 (%) |
| 2024-25 | 1404 | 1351 | 3.77% |

| 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 (%) |
| 2024-25 | 1349 | 1308 | 96.9% |

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 Standards:

- Charter Contract Provision 7.4 Annual Report. The report must include the extent to which the school is meeting the VOA-MN performance standards/goals contained in Addendum B (“School Accountability & Authorizer Oversight System”) of the Contract. Charter Contract Provision – Addendum B.
- VOA-MN 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 all pupil learning and all student achievement.
- VOA-MN Academic Standard 2 Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.
- VOA-MN Academic Standard 3 The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.
- VOA-MN *Academic Standard 6* The school is meeting their additional statutory purpose(s) (MS 124E.01, Subd 1) *Increase learning opportunities for all pupils.*
- Academic Standard 6: The school is meeting the Comprehensive Achievement and Civic Readiness goals (MS 120B.11;

Charter Contract Addendum B).

Charter Contract 7.2 Methods of Assessment - District Assessment Plan. The school will annually adopt a Board-approved Assessment Plan. The Plan will utilize a variety of assessment techniques to measure student progress towards state standards. These measures include internal and external assessments. The school will submit the board-approved school Assessment Plan to the authorizer by September 1st annually.]

Assessment Plan for 2024-2025

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 FY23 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:

- Standard One: The school maintains a balanced budget (not including a board-approved General Fund balance spend down).
- Standard Four: Schools are expected to have audits that are free of all findings. If the school receives a legal compliance finding for late payment of bills that is also uncovered in the financial analyst's review of the check registers, it will be rated in Standard Four and noted in Standard Five.
- Standard Six: The School provides VOA-MN and school board members with monthly financials. June financial reports may be delayed until year-end journal entries are completed. Monthly financials include at least the following: 1) detailed income/expense report, 2) cash flow projection, 3) check register (including description and explanation for any check sequence gaps), and 4) current enrollment (Average Daily Membership). The board should review and approve the financials at each board meeting.
- Standard Seven: The School develops and maintains a targeted General Fund balance determined by the school board. For the finance report, VOA-MN also determines a standard for fund balance annually based on items such as school funding trends and funding hold-backs.
- Standard Ten: The school is not in Statutory Operating Debt (SOD).

Discussion of school financial health and stability during FY25:

FY25 school budget and a preliminary (unaudited) set of financial statements (Balance Sheet and Statement of Revenues and Expenditures):



PACT
Charter School

PACT Charter School Monthly Financials

JUNE 2025

DRAFT

EdFinMN

FINANCE AND ACCOUNTING SERVICES FOR CHARTER
SCHOOL AND EDUCATION SUPPORT ORGANIZATIONS

PACT Charter School Financial Highlights

JUNE 2025

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:

- \$3,795,155 Cash balance at end of the month
- \$2,120,740 State Receivables which represents an initial estimate for the beginning of the accrual for the current year hold back
- (\$119,259) State Receivables which represents the remaining amount due to PACT from the state 10% holdback of the prior school year
- \$1,152,838 Salary and Benefits Payables estimated. This is for summer salaries as of month-end.
- \$44,122 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: 1251 ADM
- Revised Budget: 1385 ADM
- Actual ADM 1373
- 100% Percent of the fiscal year completed
- 100% YTD revenue as a percent of budget based on the revised projection.
- 95% YTD expenses as a percent of budget based on the revised projection.
- \$3,630,127 Projected year end fund balance
- 20% Projected ending fund balance as a % of expense budget

Cash Flow:

- Estimated cash balance as of June 30, 2025
\$ 3,795,155
- Days cash on hand projected as of June 30, 2025
83

Debt Covenant Ratios:

- Required debt service coverage ratio at June 30, 2025: = / >
1.10
- Projected debt service coverage ratio at June 30, 2025:
1.58

- Required days cash on hand (cash only) at June 30, 2025: = / >
45
- Projected days cash on hand without receivables at June 30, 2025:
83
- Projected days cash on hand with receivables at June 30, 2025:
129

**PACT Charter School
Balance Sheet
As of June 30, 2025**

| Assets | As of Month-End | |
|--|------------------------|-----------|
| Cash | | 3,795,155 |
| MDE Receivable - Current year estimate | | 2,120,740 |
| MDE Receivable - Prior year | | (119,259) |
| Prepays | | 6,430 |
| Total Assets | \$ | 5,803,066 |
| | | |
| Liabilities | | |
| Salary and Benefits Payable | \$ | 1,152,838 |
| Accounts Payable | | 44,122 |
| Deferred Revenue | | 6,253 |
| | \$ | 1,203,213 |
| | | |
| Fund Balance | | |
| Beginning - Audited | \$ | 2,531,647 |
| Change in Fund Balance | | 2,068,206 |
| Ending- Projected | \$ | 4,599,853 |
| Total Liabilities and Fund Balance | \$ | 5,803,066 |

Current year based on estimated, primarily for ADM numbers.

PACT Charter School
Income Statement Summary
As of June 30, 2025

| Revenue | Adopted Budget - 1251 ADM | Revised Budget - 1385 ADM | Monthly Activity | Year to Date | % of Budget |
|-------------------------------|--------------------------------------|--------------------------------------|-------------------------|----------------------|--------------------|
| State Aids | \$ 16,102,315 | \$ 17,862,010 | \$ 1,309,969 | \$ 17,893,112 | 100.2% |
| Federal Aids | 566,861 | 652,926 | 59,035 | 565,458 | 86.6% |
| Local | 374,941 | 309,300 | 5,554 | 344,845 | 111.5% |
| Total | \$ 17,177,517 | \$ 18,824,236 | \$ 1,374,558 | \$ 18,834,216 | 100.1% |
| | | | | | |
| Expense | | | | | |
| Salary | \$ 7,562,761 | \$ 8,167,451 | \$ 1,493,021 | \$ 8,168,664 | 100.0% |
| Benefits | 2,337,500 | 2,623,136 | 426,725 | 2,347,354 | 89.5% |
| Summer Payables | - | - | - | - | NA |
| Purchased Services | 2,801,772 | 2,844,598 | 239,985 | 2,667,541 | 93.8% |
| Supplies and Materials | 1,347,433 | 1,440,153 | 54,374 | 1,008,800 | 70.0% |
| Building Lease | 2,264,488 | 2,264,488 | 203,638 | 2,264,488 | 100.0% |
| Capital Expenditures | 392,000 | 220,000 | 2,849 | 182,667 | 83.0% |
| Other Expenses | 227,063 | 165,930 | 1,115 | 126,495 | 76.2% |
| Total | \$ 16,933,017 | \$ 17,725,756 | \$ 2,421,706 | \$ 16,766,009 | 94.6% |
| Change in Fund Balance | \$ 244,500 | \$ 1,098,480 | \$ (1,047,148) | \$ 2,068,206 | |
| Beginning Fund Balance | \$ 2,531,647 | \$ 2,531,647 | \$ 2,531,647 | \$ 2,531,647 | |
| Ending- Projected | \$ 2,776,147 | \$ 3,630,127 | \$ 1,484,499 | \$ 4,599,853 | |
| | | | | | |
| FB as a % of Exp | 16% | 20% | | | |
| Debt Service Coverage Ratio | 1.28 | 1.58 | | | |

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**PACT Charter School
Detail Revenue
As of June 30, 2025**

100% Year Complete

| | Adopted Budget - 1251 ADM | Revised Budget - 1385 ADM | Monthly Activity | Year to Date | % of Budget |
|-------------------------------------|------------------------------|------------------------------|---------------------|----------------------|-------------|
| General Fund | | | | | |
| State Aid | | | | | |
| General Aid | \$ 11,148,949 | \$ 12,154,985 | \$ - | \$ 10,945,689 | 90% |
| Endowment | 31,511 | 77,041 | - | 71,783 | 93% |
| Special Education | 2,630,472 | 2,746,814 | - | 2,174,394 | 79% |
| ADSIS | - | 118,989 | - | - | 0% |
| Lease Aid | 1,821,204 | 1,999,908 | 1,047,051 | 1,810,714 | 91% |
| Literacy Incentive | 41,403 | 51,791 | - | 46,612 | 90% |
| Library Aid | - | 22,038 | 21,807 | 21,807 | 99% |
| READ Act Literacy Aid | - | 43,175 | - | 43,175 | 100% |
| READ Act Training Aid | - | 38,981 | - | 38,981 | 100% |
| Student Support Aid | - | 23,365 | 23,119 | 23,119 | 99% |
| Long Term Facility Maintenance | 180,576 | 198,528 | 177,790 | 177,790 | 90% |
| Unemployment Aid | - | 56,963 | - | 57,773 | 101% |
| State Aid Receivables* | - | - | - | 2,120,740 | N/A |
| Total State Aid | \$ 15,854,115 | \$ 17,532,578 | \$ 1,269,767 | \$ 17,532,578 | 100% |
| Federal Aid | | | | | |
| Title I | \$ 152,400 | \$ 145,244 | \$ 14,654 | \$ 131,393 | 90% |
| Title II | 13,100 | 21,684 | - | - | 0% |
| Special Education | 162,900 | 166,421 | 22,726 | 136,323 | 82% |
| Special Education - Preschool Age | - | 6,800 | (1,632) | 3,227 | 47% |
| Special Education - CEIS | - | 30,568 | 3,164 | 29,018 | 95% |
| Federal CARES/ESSER | 661 | - | - | - | 0% |
| Total Federal Aid | \$ 329,061 | \$ 370,717 | \$ 38,913 | \$ 299,962 | 81% |
| Local Aid and Donation | | | | | |
| Interest | \$ 80,000 | \$ 40,000 | \$ 7,213 | \$ 45,236 | 113.1% |
| Donations and Other | 35,641 | 10,000 | (1,550) | 23,962 | 239.6% |
| Student Activity Fees | 20,000 | - | - | - | 0.0% |
| Athletic and Activity Fees | 232,200 | 252,200 | 1,454 | 236,391 | 93.7% |
| Fees for Services | - | - | (3,403) | 25,235 | N/A |
| MA Billing | - | - | 1,959 | 11,588 | N/A |
| Total Local Aid and Donation | \$ 367,841 | \$ 302,200 | \$ 5,673 | \$ 342,412 | 113% |
| Total General Fund Revenue | \$ 16,551,017 | \$ 18,205,495 | \$ 1,314,352 | \$ 18,174,952 | 100% |
| Food Service Fund | | | | | |
| State Revenue | \$ 248,200 | \$ 329,432 | \$ 40,202 | \$ 360,534 | 109% |
| Federal Revenue | 237,800 | 282,209 | 20,123 | 265,497 | 94% |
| Food Sales | 7,100 | 7,100 | (119) | 2,433 | 34% |
| Transfer from General | 133,400 | - | - | 30,800 | N/A |
| Total Food Service Revenue | \$ 626,500 | \$ 618,741 | \$ 60,206 | \$ 659,264 | 107% |
| Total Revenue- All Funds | \$ 17,177,517 | \$ 18,824,236 | \$ 1,374,558 | \$ 18,834,216 | 100% |

PACT Charter School
Detail Expense
As of June 30, 2025

FYTD: 100%

| | Adopted Budget - 1251 ADM | Revised Budget - 1385 ADM | Monthly Activity | Year to Date | % of Budget |
|---|------------------------------|------------------------------|---------------------|---------------------|-------------|
| Admin and Operations | | | | | |
| 100 Salaries | \$ 5,195,768 | \$ 2,135,518 | \$ 198,076 | \$ 1,564,207 | 73% |
| 200 Benefits | 1,648,836 | 683,366 | 43,525 | 459,078 | 67% |
| 305 Contracted Services | 522,212 | 402,033 | 18,351 | 352,494 | 88% |
| 320 Communication | 26,000 | 33,126 | 3,072 | 30,863 | 93% |
| 329 Postage | 2,500 | 5,000 | - | 2,975 | 60% |
| 330 Utility | 230,000 | 268,000 | 17,219 | 256,733 | 96% |
| 335 Leases (Copier, etc.) | 500 | - | - | - | 0% |
| 340 Insurance | 114,000 | 114,000 | - | 65,358 | 57% |
| 350 Repairs & Maintenance | 190,000 | 170,681 | 7,198 | 102,786 | 60% |
| 360 Transportation | 862,100 | 898,990 | 8,792 | 897,226 | 100% |
| 366 Professional Development | 52,950 | 5,399 | 6,551 | 11,486 | 213% |
| 369 Field Trip | 8,700 | - | - | - | 0% |
| 401 General Supplies | 265,152 | 282,122 | 2,434 | 99,748 | 35% |
| 500 Furniture & Equipment | 65,000 | 65,000 | (5,646) | 57,494 | 88% |
| 555 Technology Equipment | 211,000 | 100,000 | - | 67,210 | 67% |
| 560 Technology Lease | 28,000 | - | - | - | 0% |
| 570 Building Lease | 2,264,488 | 2,264,488 | 203,638 | 2,264,488 | 100% |
| 600 Misc Expenses | - | - | - | 681 | 0% |
| 820 Dues & Memberships | 68,700 | 125,967 | 1,115 | 76,103 | 60% |
| 899 Misc Expenses | 2,000 | - | - | - | 0% |
| 910 Transfers to Other Funds | 133,400 | - | - | 30,800 | 0% |
| Total Admin and Operations | \$ 11,891,306 | \$ 7,553,690 | \$ 504,323 | \$ 6,339,730 | 84% |
| Instructional Support and Services | | | | | |
| 100 Salaries | \$ - | \$ 3,334,316 | 901,388 | 4,122,585 | 124% |
| 200 Benefits | - | 1,123,944 | 263,005 | 1,212,989 | 108% |
| 1XX/2XX Summer Payable | - | - | - | - | NA |
| 305 Contracted Services | - | 10,000 | 820 | 10,529 | 105% |
| 340 Insurance - Van | - | - | - | - | 0% |
| 350 Repairs & Maintenance | - | - | - | - | 0% |
| 360 Transportation - Field Trips | - | 33,774 | 7,918 | 20,305 | 60% |
| 366 Professional Development | - | 17,995 | 450 | 3,563 | 20% |
| 369 Field Trips and Registration | - | 26,815 | 4,074 | 14,249 | 53% |
| 394 PSEO-CIS Tuition Payments | - | 151,173 | 100,865 | 191,761 | 127% |
| 401 General Supplies | - | 51,356 | 827 | 36,205 | 70% |
| 430 Instructional Supplies | 340,600 | 200,000 | 3,132 | 188,556 | 94% |
| 460 Textbooks & Workbooks | - | 86,142 | - | 87,764 | 102% |
| 461 Standardized Tests | 234,428 | 193,972 | (160) | 13,406 | 7% |
| 500 Furniture & Equipment | - | 45,000 | 2,495 | 40,785 | 91% |
| 555 Technology Equipment | - | - | - | 1,178 | 0% |
| 820 Dues & Memberships | - | - | - | 1,906 | 0% |
| Total Instructional Support and Services | \$ 575,028 | \$ 5,274,487 | \$ 1,284,814 | \$ 5,945,782 | 113% |
| ESSER/COVID | | | | | |
| 100 Salaries | \$ 661 | \$ - | \$ - | \$ - | 0% |
| Total ESSER/COVID | 661 | - | - | - | 0% |

**PACT Charter School
Detail Expense
As of June 30, 2025**

FYTD: 100%

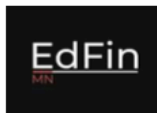
| | Adopted Budget - 1251 ADM | Revised Budget - 1385 ADM | Monthly Activity | Year to Date | % of Budget |
|--|------------------------------|------------------------------|---------------------|----------------------|-------------|
| Activities | | | | | |
| 100 Salaries | \$ 205,232 | \$ 319,902 | \$ 7,963 | \$ 178,396 | 56% |
| 200 Benefits | 25,464 | 63,980 | 876 | 21,319 | 33% |
| 305 Contracted Services | 93,054 | 68,586 | 4,157 | 72,194 | 105% |
| 335 Operating Leases | 1,500 | - | - | - | 0% |
| 360 Transportation | 101,100 | 73,166 | 5,138 | 79,403 | 109% |
| 369 Registrations | 25,400 | 29,365 | 4,785 | 24,790 | 84% |
| 401 General Supplies | 63,603 | 103,603 | 6,651 | 76,249 | 74% |
| 500 Furniture & Equipment | 84,000 | - | - | - | 0% |
| 580 Lease | - | 10,000 | 6,000 | 16,000 | 160% |
| 820 Dues and Memberships | 22,963 | 39,963 | - | 17,005 | 43% |
| Total Activities | 622,316 | 708,565 | 35,570 | 485,355 | 68% |
| ADSIS Program | | | | | |
| 100 Salaries | \$ 113,756 | \$ 157,182 | \$ 38,473 | \$ 174,503 | 111% |
| 200 Benefits | 31,296 | 50,298 | 12,522 | 55,881 | 111% |
| 305 Contracted Services | - | 5,000 | - | - | 0% |
| Total ADSIS Program | 145,052 | 212,480 | 50,995 | 230,384 | 108% |
| Special Education | | | | | |
| 100 Salaries | \$ 1,757,544 | \$ 2,042,389 | \$ 316,122 | \$ 1,938,743 | 95% |
| 200 Benefits | 548,804 | 653,564 | 94,505 | 542,405 | 83% |
| 1XX/2XX Summer Payable | - | - | - | - | NA |
| 305 Contracted Services | 50,012 | 19,712 | 3,380 | 19,483 | 99% |
| 360 Transportation - SPED & HHM | 312,206 | 284,099 | 35,833 | 357,769 | 126% |
| 366 Travel & Conferences | 3,000 | - | 12 | 3,145 | 0% |
| 394 Payments to Other Agencies | 191,538 | 212,684 | 11,371 | 146,872 | 69% |
| 401 General Supplies | 8,450 | - | - | - | 0% |
| 405 Purchased Software | 5,100 | 4,000 | - | 3,995 | 100% |
| 430 Instructional Supplies | 26,000 | 62,000 | 51 | 37,241 | 60% |
| 500 Furniture & Equipment | 4,000 | - | - | - | 0% |
| Total Special Education | \$ 2,906,654 | \$ 3,278,448 | \$ 461,274 | \$ 3,049,652 | 93% |
| Title Programs | | | | | |
| 100 Salaries | \$ 130,200 | \$ 102,958 | \$ 28,376 | \$ 113,442 | 110% |
| 200 Benefits | 35,300 | 32,947 | 11,893 | 43,246 | 131% |
| Total Title Programs | 165,500 | 135,905 | 40,269 | 156,688 | 115% |
| Total General Fund Expenditures | \$ 16,306,517 | \$ 17,163,575 | \$ 2,377,246 | \$ 16,207,591 | 94% |
| Food Service Fund | | | | | |
| 100 Salaries | \$ 159,600 | \$ 75,186 | \$ 2,624 | \$ 76,788 | 102% |
| 200 Benefits | 47,800 | 15,037 | 398 | 12,436 | 83% |
| 305 Contracted Expense | - | - | - | 437 | 0% |
| 401 General Supplies | 12,000 | 14,768 | 163 | 9,796 | 66% |
| 490 Food | 359,100 | 404,190 | 39,342 | 424,438 | 105% |
| 495 Milk | 31,000 | 36,000 | 1,853 | 30,264 | 84% |
| 500 Furniture & Equipment | 15,000 | 15,000 | - | 3,122 | 21% |
| 820 Dues & Memberships | 2,000 | 2,000 | 80 | 1,138 | 57% |
| Total Food | \$ 626,500 | \$ 562,181 | \$ 44,460 | \$ 558,419 | 99% |
| Total Expense- All Funds | \$ 16,933,017 | \$ 17,725,756 | \$ 2,421,706 | \$ 16,766,009 | 95% |

NOTES TO THE FINANCIAL STATEMENTS

JUNE 2025

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- The financials statements are drafted on an accrual basis of accounting.
 - The financial statements are drafted based on information received from the school's leadership.
 - The numbers are subject to change based on timing of information received from the school.
 - The school's budget is based on full accrual projections as of the end of the fiscal year.
 - This report is unaudited and is prepared for internal use only.
-

DRAFT



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 24-25 school year were met and exceeded. Expenditures were down while revenues were up. PACT increased its DCOH to an unaudited 83 DCOH (45 DCOH required) while also increasing our DSCR to a projected 1.58x (1.1x required).

Section IX. Service Learning

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

CONTRACT PROVISION: 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 2023-2024 School Year:

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

The PACT Service-Learning Plan for the 2024-2025 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 **supervisor** 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 2023-2024:

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.

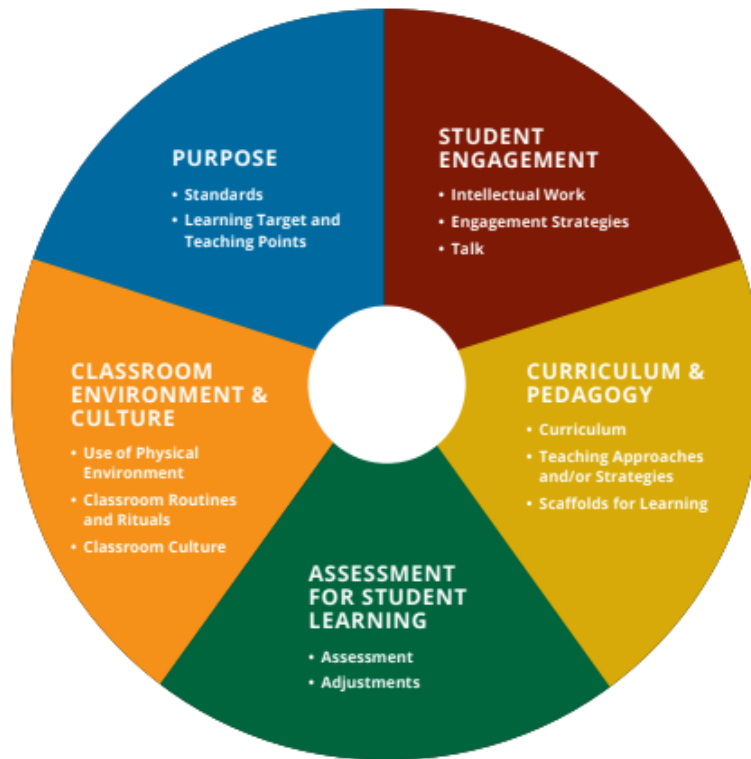
Innovative practices that began during the 2024-2025 academic year include the transition to, and implementation of, the 5 Dimensions of Teaching and Learning, as well as the introduction of the 5D+. The work we are re-establishing as part of the 5 Dimensions of Teaching and Learning is founded on the 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 | <ul style="list-style-type: none"> 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). | <ul style="list-style-type: none"> 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)? |
| Learning Target and Teaching Points | <ul style="list-style-type: none"> 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). | <ul style="list-style-type: none"> 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)? |
| STUDENT ENGAGEMENT | | |
| Intellectual Work | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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? |
| Engagement Strategies | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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.)? |
| Talk | <ul style="list-style-type: none"> Student talk reflects discipline-specific habits of thinking and ways of communicating. Student talk embodies substantive and intellectual thinking. | <ul style="list-style-type: none"> 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? |

| SUBDIMENSION | THE VISION | GUIDING QUESTIONS |
|--|--|--|
| CURRICULUM & PEDAGOGY | | |
| Curriculum | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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? |
| Teaching Approaches and/or Strategies | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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? |
| Scaffolds for Learning | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> How does the teacher differentiate instruction for students with different learning needs—academic background, life experiences, culture and language? |
| ASSESSMENT FOR STUDENT LEARNING | | |
| Assessment | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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? |
| Adjustments | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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? |

| SUBDIMENSION | THE VISION | GUIDING QUESTIONS |
|--|---|---|
| CLASSROOM ENVIRONMENT & CULTURE | | |
| Use of Physical Environment | <ul style="list-style-type: none"> 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.). | <ul style="list-style-type: none"> 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? |
| Classroom Routines and Rituals | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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? |
| Classroom Culture | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> What are sources of status and authority in this classroom (e.g., reasoning and justification, intellectual risk-taking, popularity, aggressiveness, etc.)? |

5 Dimensions of Teaching and Learning™



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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 |
|---------|---|---|---|---|--|
| 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 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.

| Purpose | | 5D+™ Rubric for Instructional Growth and Teacher Evaluation | | | |
|-----------|---|---|--|---|--|
| | | 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. |

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| | | 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. |

| Curriculum & Pedagogy | | 5D+™ Rubric for Instructional Growth and Teacher Evaluation | | | |
|-----------------------|---|---|---|---|---|
| | | 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.]

Future Plans

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 7–10, 2 FTE teachers or adjunct model
- Years 3–5: Add grades, expand staffing and supports
- Financially sustainable with a balanced general fund

NEW!!!!

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.

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

- 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

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

CACR: Comprehensive Achievement and Civic Readiness Report (Needs to be added to meet MDE deadline) **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.]

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 Kindergartner for the 2024-2025 school year attended the Kindergarten Readiness Course.



2025 Kindergarten Readiness



CACR Goals for 24-25:

All Racial and Economic Gaps Between Students are Closed

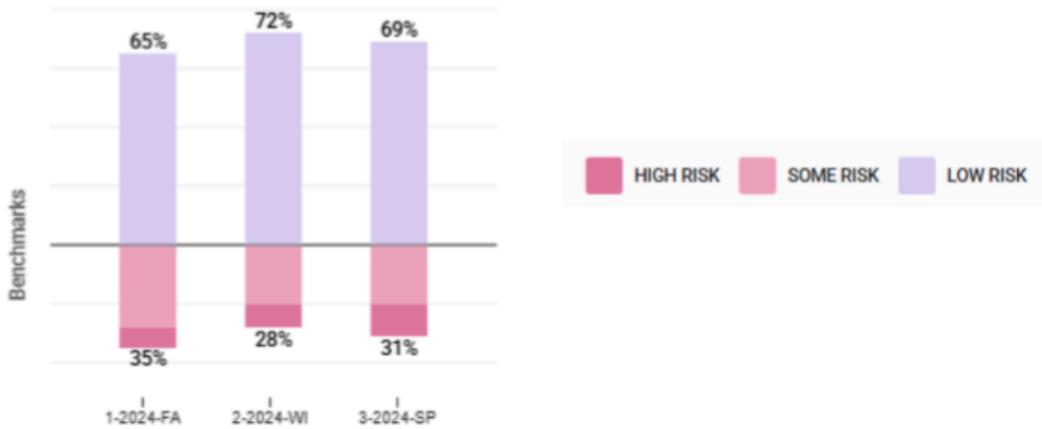
Following the Every Student Succeed Act (ESSA) requirements, PACT will work to close the achievement gaps by reaching reading and math achievement rate of 90%, with no student group below 85%, by the year 2025.



FastBridge Early Reading K-1

DISTRICT

+4% vs 2024-FALL

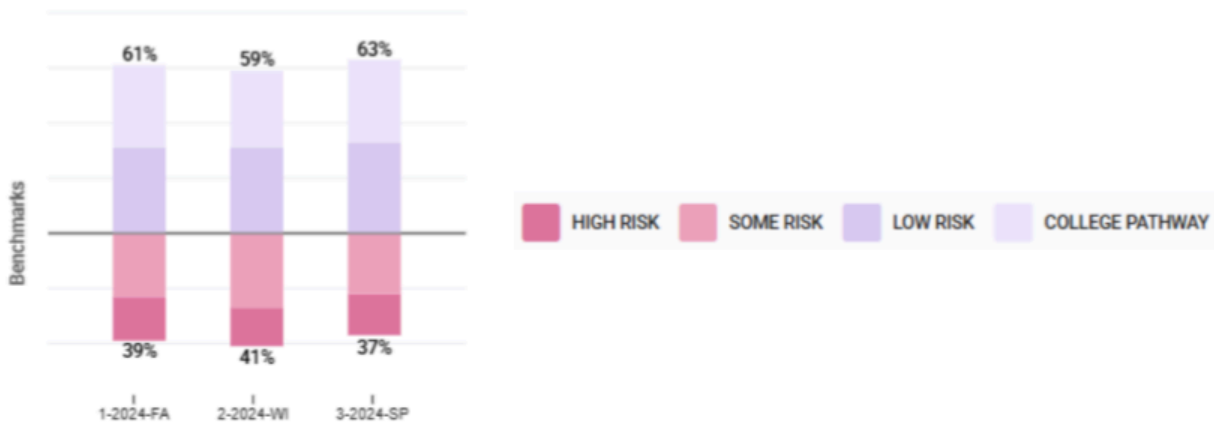


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FastBridge aReading 2-5

PACT CHARTER ELEM...

+2% vs 2024-FALL

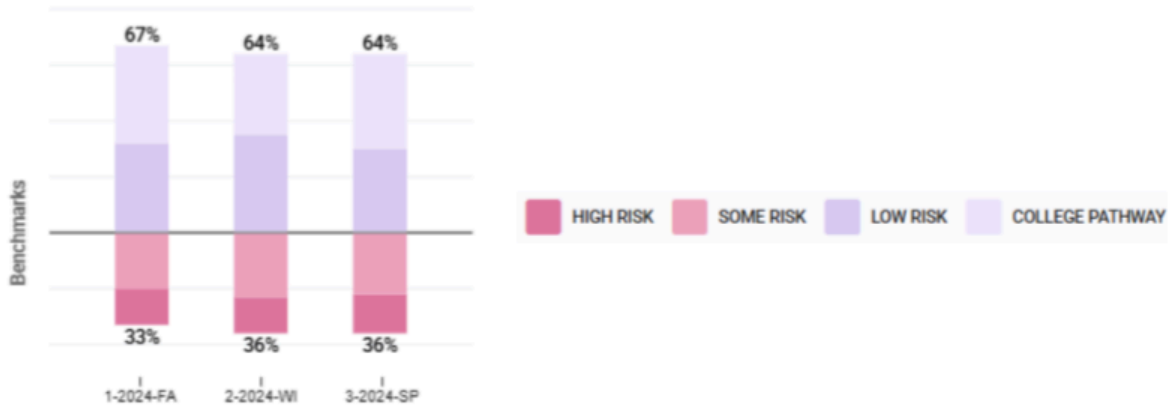


22

FastBridge aReading 6-12

PACT CHARTER SECO...

-3% vs 2024-FALL



FastBridge early Math K-1

DISTRICT

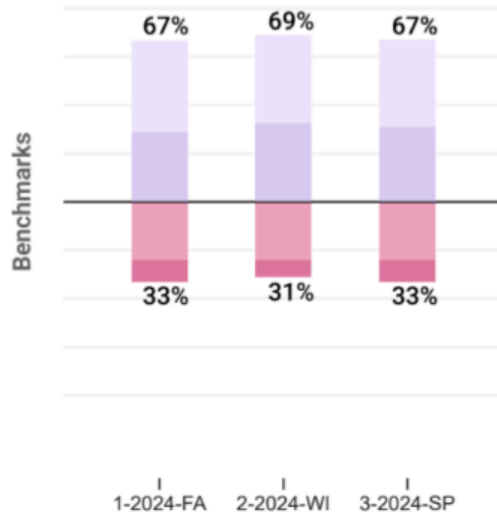
+10% VS 2024-FALL



FastBridge aMath 2-12

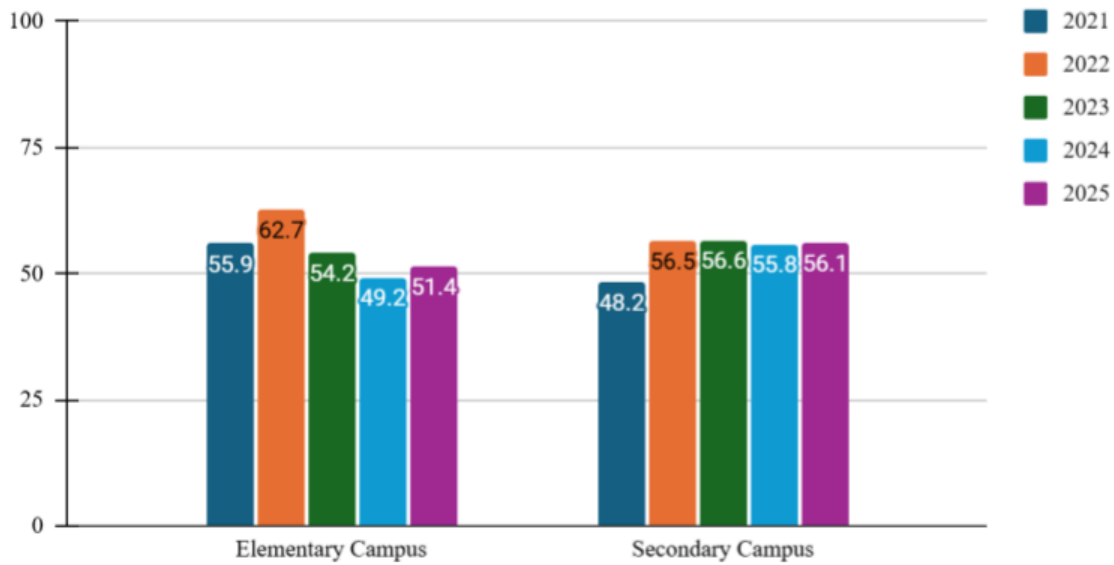
DISTRICT

0% VS 2024-FALL



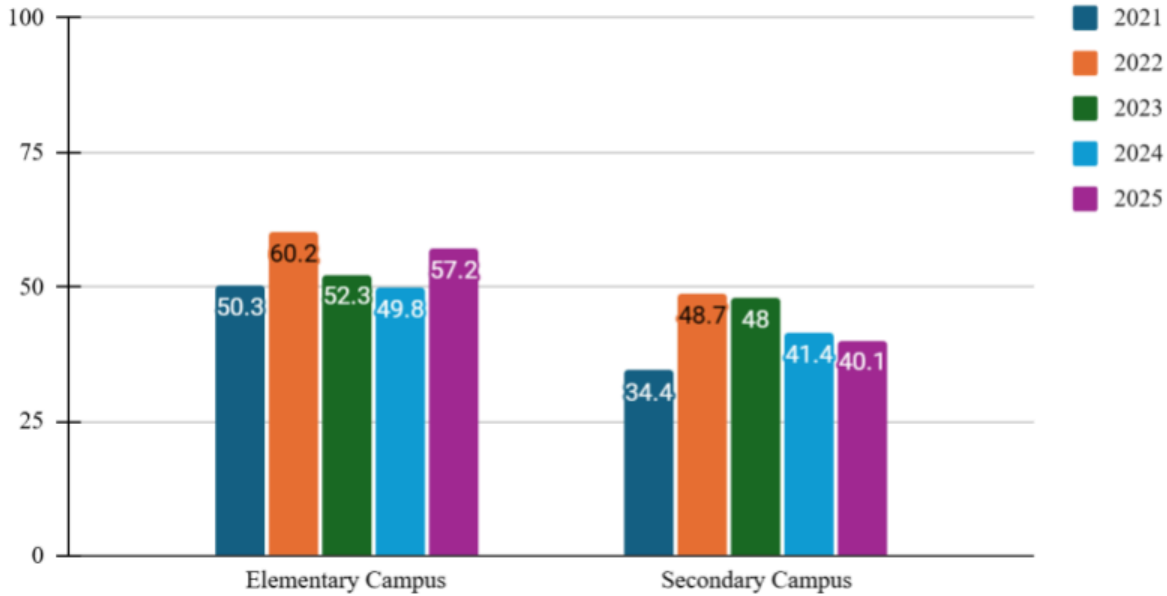
25

MCA Reading Percent Proficient by School 2020-2025

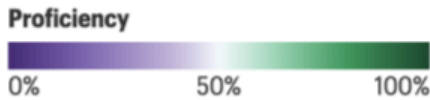


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MCA Mathematics Percent Proficient by School 2020-2025



MCA Data - PACT Charter School



| 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% | — |

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%

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CACR Goals for 24-25:

All Students are Ready for Career and College

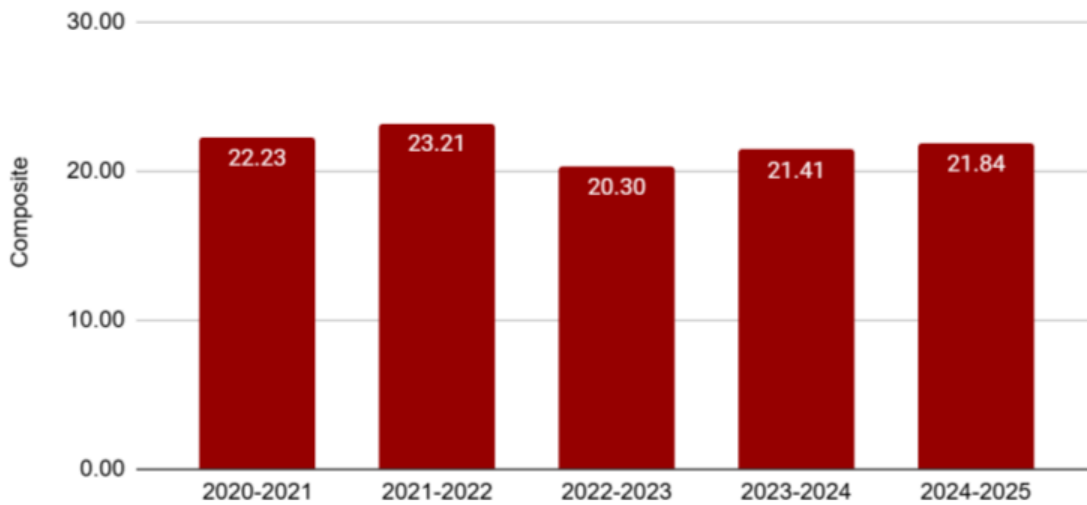
The average ACT composite score for PACT students will increase from 21.41 to 23.5.

Results:

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



ACT Mean Composite Scores for PACT Graduating Class



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CACR Goals for 24-25:

All students Graduate from High School:

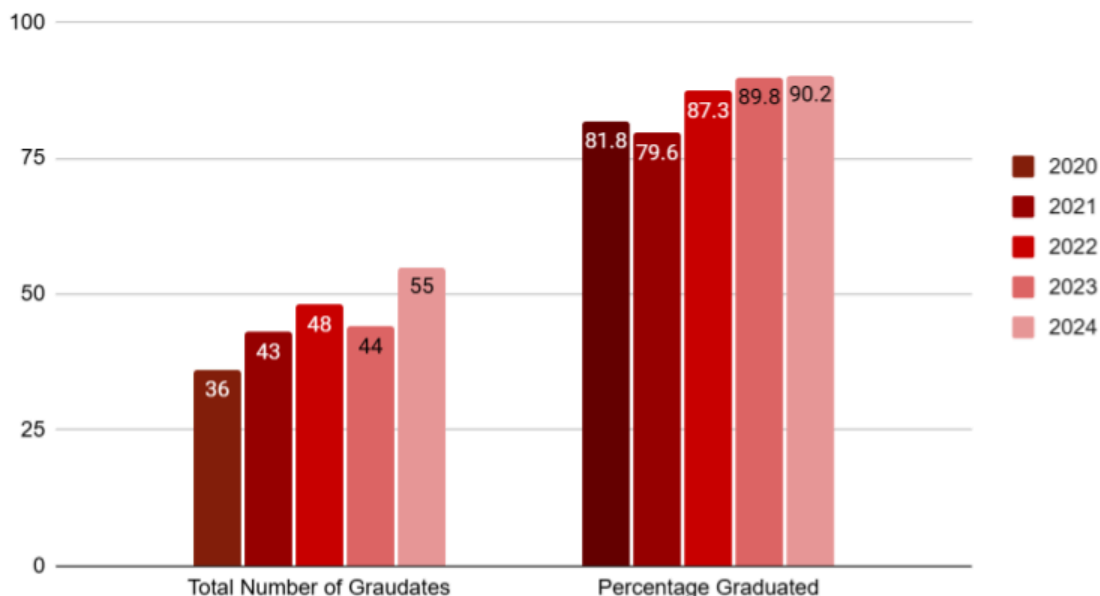
The percentage of students graduating will increase from 87.3% in 2022 to 89% in 2024.

Results:

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



Total Number of PACT Graduates and Percentage Graduated



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.

PACT Elementary Campus: Character Education



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PACT Secondary Campus: Character Education



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PACT Staff Recognition of Exemplary Character



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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.

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

- VOA-MN *Academic Standard 7* The school is meeting the Comprehensive Achievement and Civic Readiness goals (MS 120B.11; Charter Contract Addendum B).

SECTION XIII. ORGANIZATION NONPROFIT STATUS

2024-2025 Nonprofit Annual Meeting Date: November 12, 2024

DOCUMENTS TO INCLUDE

MN Attorney General Filing – proof of “active status”

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

[AG Charity Exemption Form](#)



2026-2027 Academic Family Calendar

Important Dates:

AUGUST

- 18 Secondary Back-to-School Open House
- 20 Elementary Back-to-School Open House
- 24 First Day of School

SEPTEMBER (Character Trait: Respect)

OCTOBER (Character Trait: Citizenship)

- 15-16 MEA Break
- 22 End of Quarter 1

NOVEMBER (Character Trait: Gratitude)

- 23-27 Thanksgiving Break

DECEMBER (Character Trait: Compassion)

- 22-31 Winter Break

JANUARY (Character Trait: Integrity)

- 1 Winter Break
- 14 End Semester 1
- 18 Martin Luther King, Jr. Day

FEBRUARY (Character Trait: Cooperation)

- 15 Presidents Day

MARCH (Character Trait: Self-Control)

- 18 End of Quarter 3
- 29-31 Spring Break

APRIL (Character Trait: Responsibility)

- 1-2 Spring Break

MAY (Character Trait: Perseverance)

- 26 Last Day of School (K-12)
- 26 End Semester 2

| July 2026 | | | | |
|-----------|----|----|----|----|
| 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 |

| August 2026 | | | | |
|-------------|----|----|----|----|
| 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 | | | | |

| September 2026 | | | | |
|----------------|----|----|----|----|
| M | T | W | T | F |
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| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | | |

| October 2026 | | | | |
|--------------|----|----|----|----|
| M | T | W | T | F |
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| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

| November 2026 | | | | |
|---------------|----|----|----|----|
| 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 | | | | |

| December 2026 | | | | |
|---------------|----|----|----|----|
| 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 | 30 | 31 | |

| January 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 |

| February 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 |

| March 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 | 31 | | |

| April 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 |

| May 2027 | | | | |
|----------|----|----|----|----|
| 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 | | | | |

| June 2027 | | | | |
|-----------|----|----|----|----|
| 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 | 30 | | |

Color Key:

- No school
- Important date

Day Counts:

Student days grades K-12 154

The first 5 school days canceled for weather are e-Learning days for grades 6-12. Grades K-5 do not make up those dates. Make-up days after that are April 23 and May 7.

School Office: 763.712.4200

Days: Q1: 38 | Q2: 39 | Q3: 39 | Q4: 38

School Board Approved: TBD

EMPLOYEE OF THE MONTH

October 2025

This certificate is presented to

Daniel Bowler

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

Dr. Nathan Flansburg
Superintendent of Schools





To: PACT Charter School Board of Directors

It is a pleasure to recognize Dan Bowler as our Employee of the Month. He exemplifies warm professionalism, kindness, and an unwavering commitment to students and colleagues alike. With a consistently positive and *can-do* attitude, Mr. Bowler approaches each day with enthusiasm and purpose, modeling the very best of what it means to be an educator.

Mr. Bowler is deeply dedicated to providing engaging, hands-on learning experiences for students—going so far as to visit local lakes to gather specimens for classroom study. His thoughtful attention to detail and willingness to go above and beyond demonstrate a genuine passion for both science and student growth. He embraces the middle school spirit and creates an environment where students learn through modeling and feel comfortable being themselves.

Known for being unflappable and grounded, Mr. Bowler brings joy to every situation and finds humor in the everyday moments. Mr. Bowler is a valued colleague and a true team player, always ready to lend a hand, offer encouragement, and celebrate others' success. He is also always the first to jump in and volunteer when we need extra help covering a class or fun advisory activities.

One of his students shared, “Mr. Bowler is a teacher that you can very clearly see loves his job. He never fails to make me laugh on days when I am down. I am really happy to see him getting recognized for his great teaching. He made class really fun and was the reason I wanted to go to class.”

We extend our sincere appreciation to Mr. Bowler for his outstanding contributions to our school community and for the positive impact he continues to make on students and staff alike. Congratulations on this well-deserved recognition.



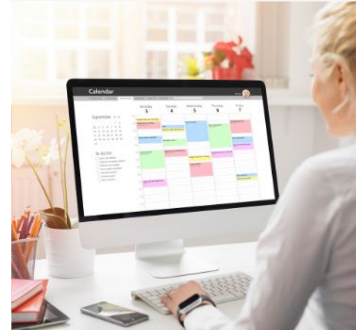
PACT
Charter School

PACT Online Campus

*School Board Presentation
November 6, 2025*

PACT Online: Imagine the Possibilities

- Learning that fits life — not the other way around
- Character, connection, and flexibility in one place
- A new way for Panthers to learn and lead



PACT
Charter School

PACT Online: Imagine Flexibility

At PACT Online Campus, students can...

- Learn anywhere and anytime
- Move at a personalized pace
- Stay rooted in strong academics with an unwavering commitment to our character values
- Build meaningful connections in a flexible, supportive community

Imagine what's possible when education meets flexibility — and students are empowered to make learning their own.



PACT
Charter School

PACT Online: Imagine Growth

At PACT Online Campus, the journey grows with you.

- Starting with grades 7–10 in Fall 2026
- Expanding into a full online middle and high school
- Creating a connected community that grows together
- Empowering students to imagine their future and helping them develop the skills and character to make their dreams a reality.

*Imagine a learning community that supports every student —
because success looks different for everyone.*



PACT
Charter School

PACT Online: Imagine Support

At PACT Online Campus, support is built in — not an afterthought.

- **Teacher Office Hours:** Connect live for extra help, questions, or feedback
- **Special Education Services:** Individualized support to meet student needs
- **English Learner Support:** Personalized guidance for language development
- **Academic & Character Coaching:** Encouraging students to grow with purpose

Imagine a learning community that supports every student — because success looks different for everyone.



PACT
Charter School

PACT Online: Curriculum

As our team began to look at curriculum options available, we identified key characteristics to fit our program:

- **Alignment with PACT values** - rooted in PACT's mission and community
- **Instructional cohesion with PACT Teachers** - bridging on-campus learning with on-campus engagement
- **Rigor** - challenging academics that promote critical thinking
- **Flexibility** - adapts to diverse learners and schedules

With Accelerate Education, PACT Online is ready to deliver flexible, high-quality learning rooted in PACT values.



PACT
Charter School



Curriculum: Accelerate Education

We've researched, networked, and spoken to vendors, and a top choice has emerged: **Accelerate Education**, which offers:

- **Content that can be edited and customized** to meet the needs of our students and teachers.
- The ability to create our own Character Education modules.
- Private labeling, intuitive attendance tracking, and native integration with Schoology as an LMS, and Infinite Campus as an SIS.



PACT
Charter School

Imagine: The PACT Experience

- [“Panther Pathways”](#) - Character Education Sample Lessons
- **Extracurricular Activities:** Extracurricular activities are an opportunity to graft online students into the full experience of what it means to be a Panther. Students will be welcomed into athletics, leadership opportunities, and all activities and events.
- **Parent Partnership:** PACT will provide scheduled checkpoints for online families to gather to discuss the program’s efficacy, student support, and offer feedback about their experience.



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Charter School

Next Steps

At PACT Online Campus, support is built in, not an afterthought.

- **PACT Preview Night:** November 18
- **Apply to PACT Online:** Enrollment Lottery opens on December 1



PACT
Charter School

Thank you!

Questions?





PACT Charter Schools

State of the District Annual Meeting



■ November 6, 2025

2025-2026

One PACT: United in Purpose, Driven by Partnership

Our People and Culture Drive Academic Excellence



Lencioni's Four Disciplines at PACT

- *Build a Cohesive Team*
- *Create Clarity*
- *Over Communicate Clarity*
- *Reinforce Clarity*

Lencioni's Four Disciplines at PACT

- **Build a Cohesive Team**
 - **Trust, healthy conflict, shared commitment**
- Create Clarity
- Over Communicate Clarity
- Reinforce Clarity

Lencioni's Four Disciplines at PACT

- Build a Cohesive Team
- **Create Clarity**
 - **Core values, mission, and success metrics**
- Over Communicate Clarity
- Reinforce Clarity

Lencioni's Four Disciplines at PACT

- Build a Cohesive Team
- Create Clarity
- **Over Communicate Clarity**
 - **Newsletters (PSQ), Walkthroughs, PLCs, Staff Meetings**
- Reinforce Clarity

Lencioni's Four Disciplines at PACT

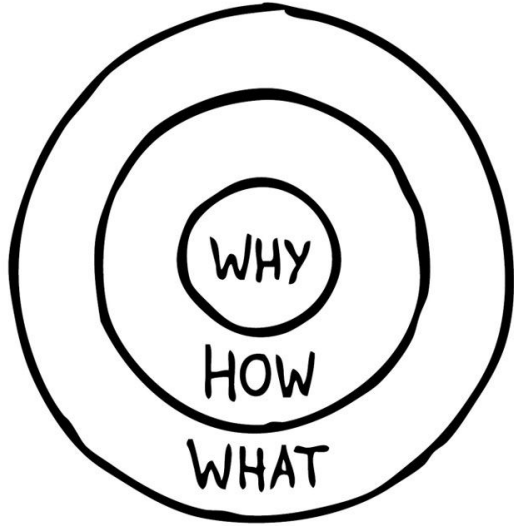
- Build a Cohesive Team
- Create Clarity
- Over Communicate Clarity
- **Reinforce Clarity**
 - **Aligned hiring, PD, and evaluation systems**

Culture Drives Outcomes

- Strong culture = strong academic results
- Culture is shaped by the behaviors we value
- Why do we exist?

Outcomes matter!

Why do we exist?



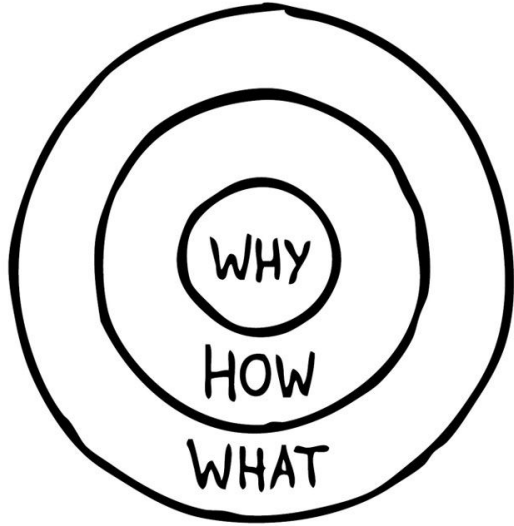
Why - Our Purpose

MISSION

Our Core Purpose

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

Why do we exist?



How - Our Processes

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

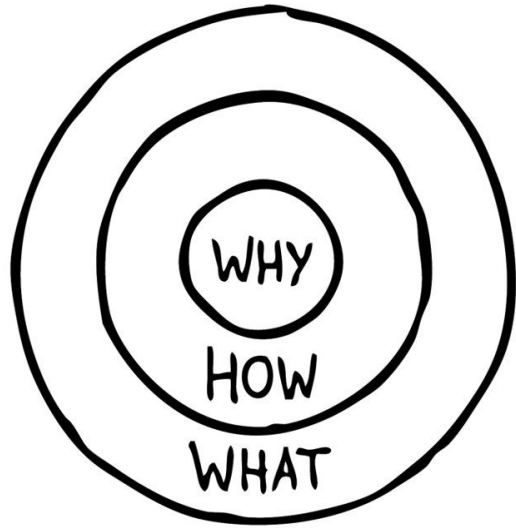
Health & Well-Being: Build awareness and capacity to improve the mental health and well-being of our school district community

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

Why do we exist?



What - Our Outcomes



The purpose of education is to equip students with the knowledge, skills, and understanding necessary to achieve meaningful academic outcomes and lifelong success.



PACT

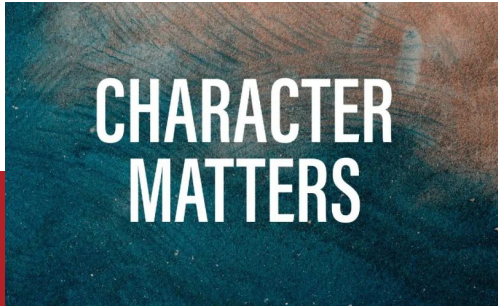
Every Role Matters

- Teachers, support staff, admin, parents
- Partnership mindset: ***"I succeed when you do."***
- United in purpose: For ***every*** student to thrive

2025-2026 Goals

- Collective priorities for the year ahead
 - *5D(5D+) / MTSS / System Crisis Response*
- Opportunities to build culture, instruction, and connection
- Call to action: *How will you lead so students can succeed?*

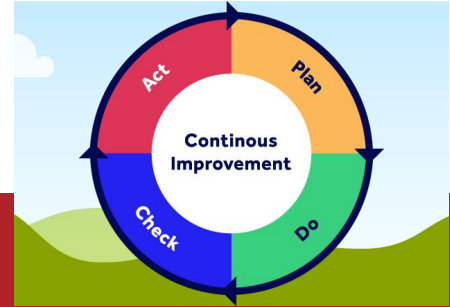
How Will We Succeed?



Character Development



Academic Outcomes



Continuous Improvement

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

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- 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 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.



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Charter School

2025 Kindergarten Readiness



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.

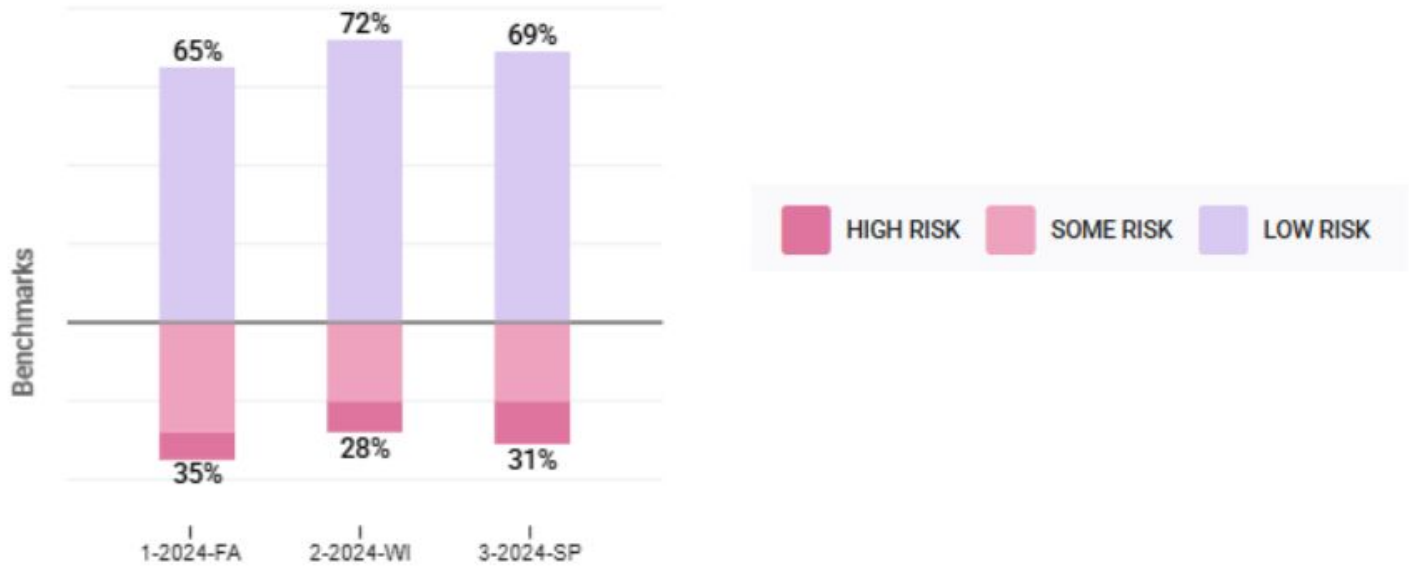


PACT
Charter School

FastBridge Early Reading K-1

DISTRICT

+4% vs 2024-FALL



FastBridge aReading 2-5

PACT CHARTER ELEM...

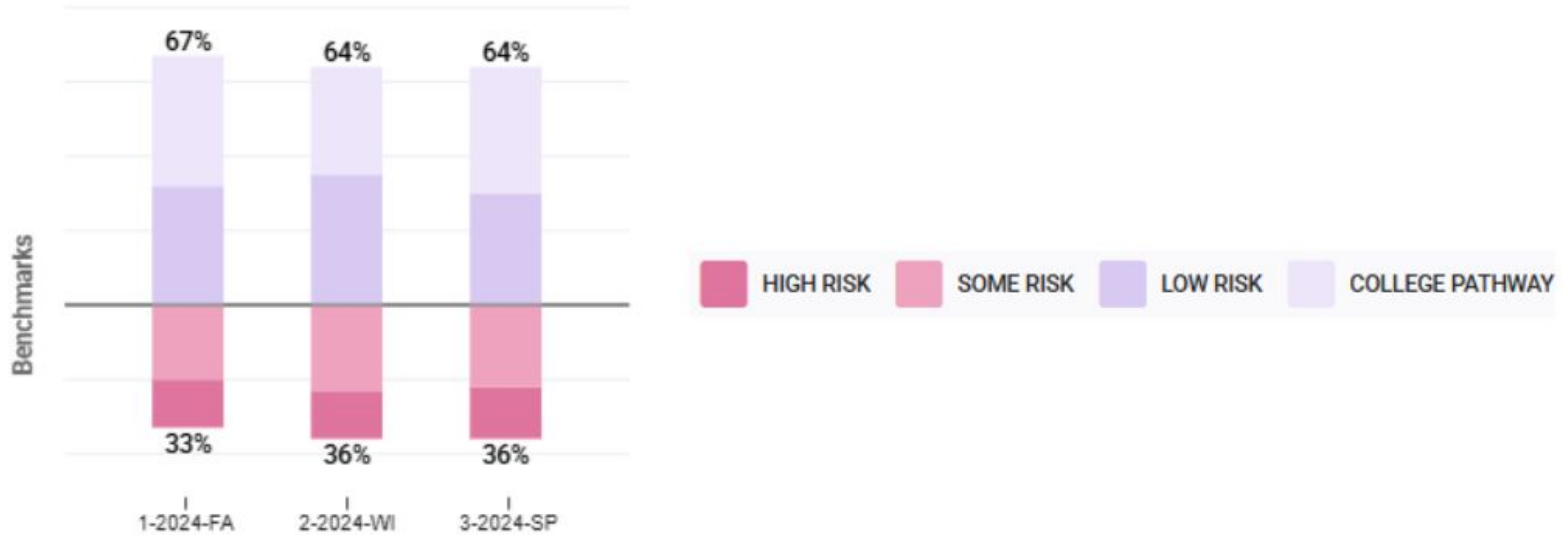
+2% vs 2024-FALL



FastBridge aReading 6-12

PACT CHARTER SECO...

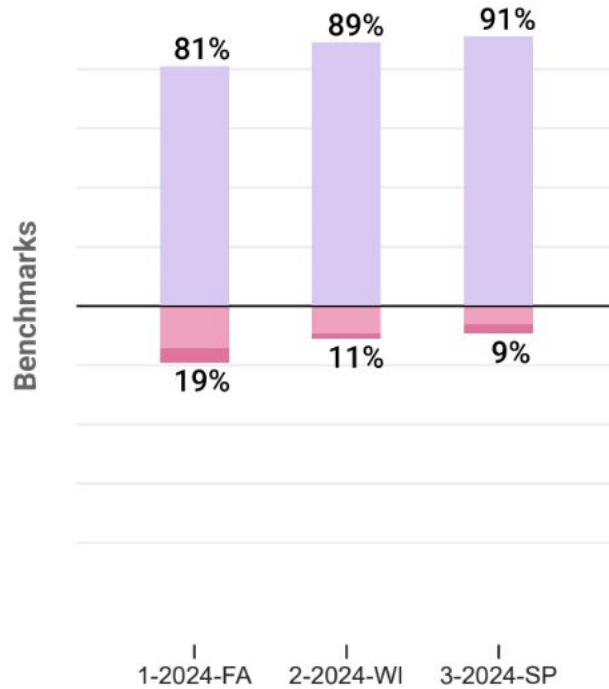
-3% vs 2024-FALL



FastBridge early Math K-1

DISTRICT

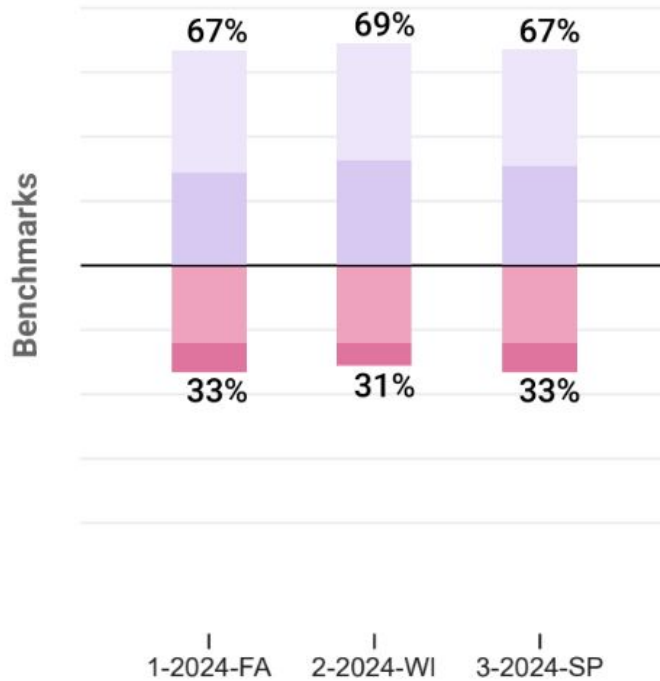
+10% VS 2024-FALL



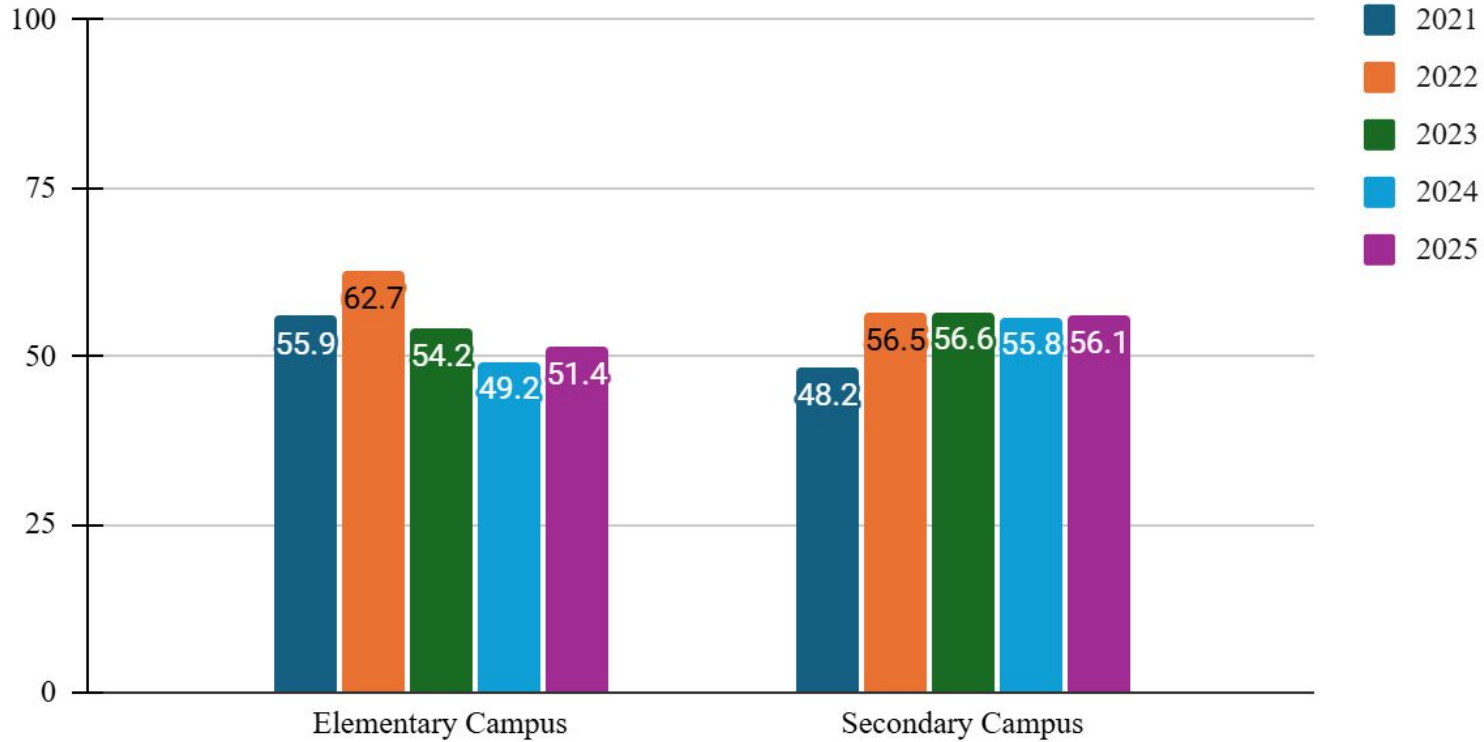
FastBridge aMath 2-12

DISTRICT

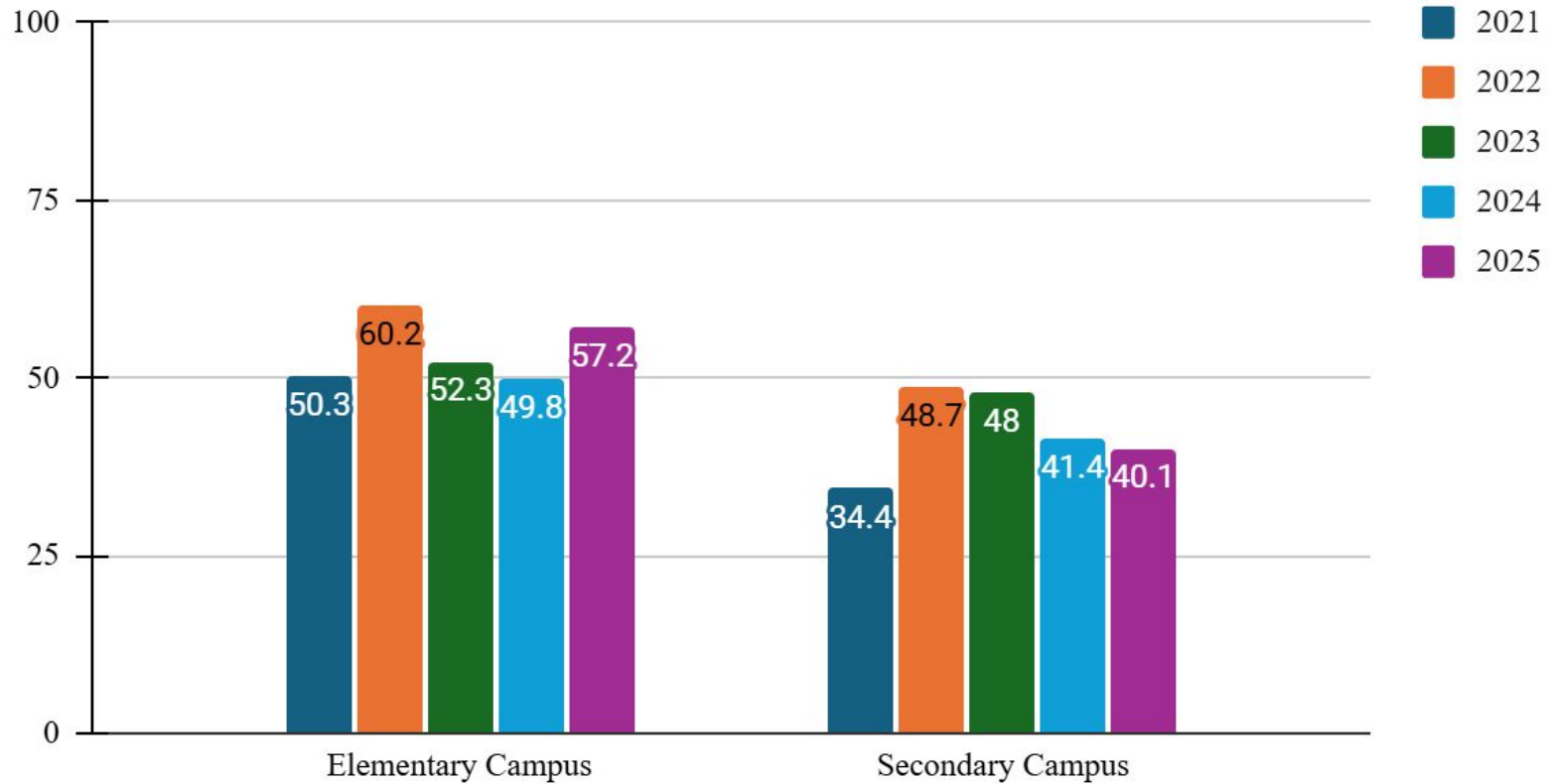
0% VS 2024-FALL



MCA Reading Percent Proficient by School 2020-2025



MCA Mathematics Percent Proficient by School 2020-2025



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% | — |

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%

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.

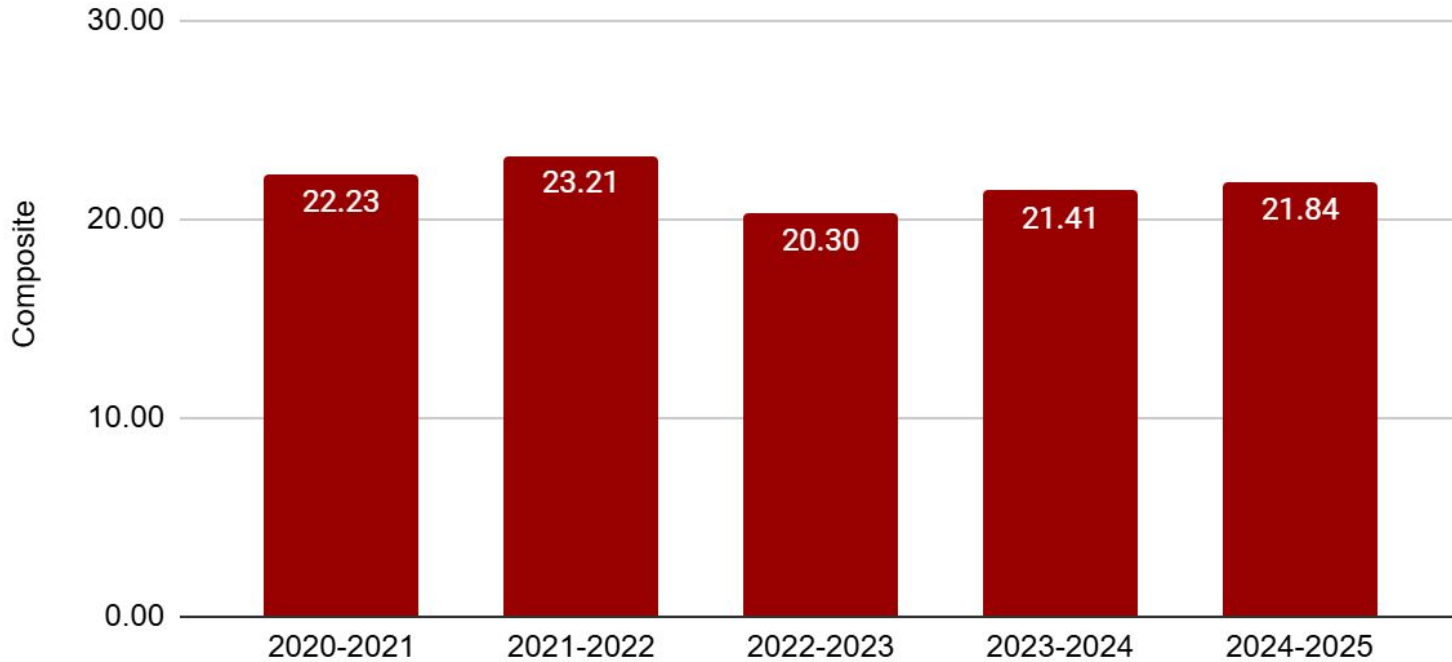
Results:

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



PACT
Charter School

ACT Mean Composite Scores for PACT Graduating Class



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.

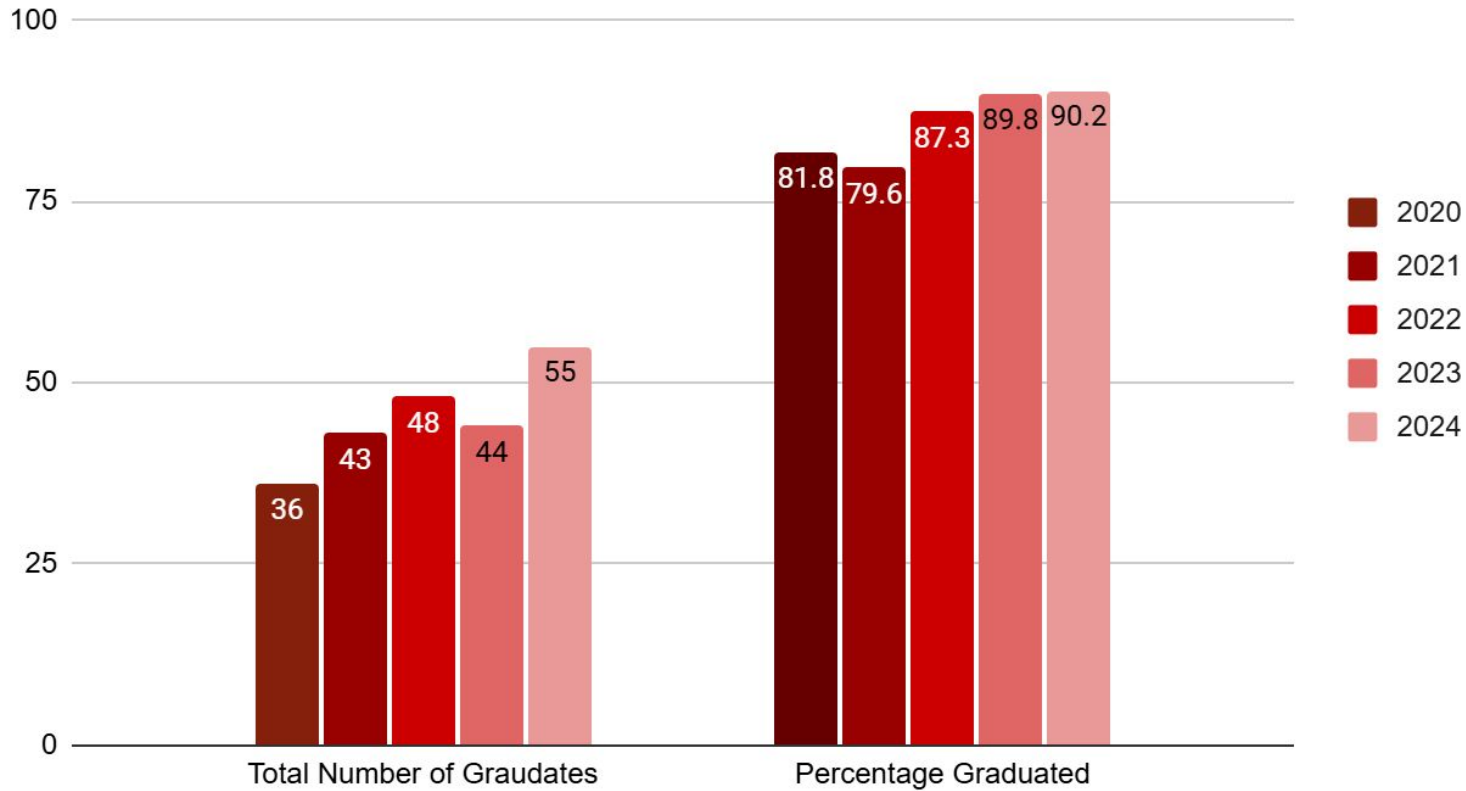
Results:

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



PACT
Charter School

Total Number of PACT Graduates and Percentage Graduated



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.

PACT Elementary Campus: Character Education



PACT Secondary Campus: Character Education



PACT Staff Recognition of Exemplary Character



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.



Financial State of PACT Charter Schools



■ November 6, 2025

2025-2026

Purpose

The importance of the budget

- Legally required and required by state statute.
- Serves as a roadmap for future expenditures and revenues.
- Allocated resources to classroom and support departments.
- Reflects priorities of board, admin team and community.



What goes into a budget?

- Enrollment projections determines revenue
- Staffing models are developed based on enrollment projections
- Bond Covenants

Budget Terminology

- **Bond Covenant** - requirements in the bond documents, how charters differ from traditional districts.
- **Projected Fund Balance** - beginning fund balance plus projected revenue less projected expenditures or beginning fund balance plus/minus profit (loss)
- **Cash on Hand** - actual total cash in all district's bank accounts.
- **Days Cash on Hand (DCOH)** - the number of days the school can operate without any additional revenue.
- **Debt Service Coverage Ratio (DSCR)** - a measurement of cash flow to pay current debt obligations.

Financial Audit FY24

Where we were

- PACT was out of bond compliance in two specific areas:
 - Days Cash on Hand (DCOH) - 45 DCOH required
 - Debt Service Coverage Ratio (DSCR) - 1.1x or greater required
- This was significant and without immediate action would have had negative impact to PACT.
- In short, doing nothing was not an option as it would have been impossible for PACT to meet both DCOH and DSCR at the end of FY25.

Financial Audit FY24

Where we were - June 30, 2024

- Significant Deficit Spending for FY24
- Bond Covenant Requirements
 - Days Cash on Hand as of June 30, 2024 (Audit)
 - 23.6 days
 - Minimum required = 45 days
 - Debt Service Coverage Ratio (DSCR)
 - 0.66x actual (Audit)
 - Minimum required = 1.10x

Financial Audit FY24

Where we were - June 30, 2024

- Bond Covenant Requirements
 - Days Cash on Hand as of June 30, 2024
 - 23.6 days
 - Minimum required = 45 days
 - Actual cash in all accounts = \$930,454 (Audit)
 - Actual cash in all accounts on July 8, 2024
 - \$520,000 = 10.4 days

Where We Are - June 30, 2025

- Bond Covenant Requirements
 - Days Cash on Hand (DCOH)
 - As of June 30, 2025
 - 83 days (unaudited)
 - Minimum required = 45 days

Where we Are - June 30, 2025

- Bond Covenant Requirements
 - Days Cash on Hand (DCOH)
 - As of June 30, 2025
 - Projected DCOH without receivables
 - 83 days (unaudited)
 - Projected DCOH with receivables
 - 129 days (unaudited)

Where we Are - June 30, 2025

- Fund Balance Percentages
 - **Minimum** of 20% or higher
(VOA and Policy requirement)
 - FY25 Projected ending fund balance - 20%

Where we Are - June 30, 2025

- Bond Covenant Requirements
 - Days Cash on Hand (DCOH)
 - As of June 30, 2025
 - Actual cash in all accounts = \$3,795,155
(unaudited)

Where we Are - June 30, 2025

- Bond Covenant Requirements
 - Projected Debt Service Coverage Ratio (DSCR)
 - As of June 30, 2025
 - Projected 1.58x (unaudited)
 - Minimum required 1.1x

Where We Are

- Projected June 30, 2026 (per Sept. financial packet)
 - DCOH - 100 days
 - DSCR - 1.50x

Where we Are - S&P Global Update

- Our credit rating matters
- We were at BB+ prior to construction
 - This is the highest rating a Charter School can attain
- After construction we were at BB-
 - Normal protocol would be to go down two ratings (B) after missing two bond covenants

Where we Are - S&P Global Update

- Our credit rating matters
 - Sustained our BB Rating
 - Improved our outlook from Negative to Stable
 - BB- to BB

Where we Are - S&P Global Update

- Enrollment and Reputation Matters
 - Waiting list to begin FY25 was < 150 students (approximately 120 of which were Kindergarten).
 - Current waiting list - 692 (as of 10/22)
 - Current lottery list for FY27 - 577 (as of 10/22)

Finance Update

To refinance and achieve the highest credit rating possible for a charter school we need to achieve 110 days DCOH (approximately \$5.5+ million).

We can refinance our bonds as early as 2029 (year 7)

We must refinance before year 10 - balloon payment due

Finance Update

- Why does our credit rating and DCOH matter?
- Saving just 1% in interest on a refinanced bond could save the district between \$7 and \$12 million dollars in interest payments depending on interest rates.

Funding inequities

- Charters receive the same state funding per pupil as traditional districts.
 - True
- LTFM is the same
 - False - Charters = \$132 / Traditional = \$380 per student
- School Safety Aid is the same
 - False - Charters = \$0 / Traditional = \$36 per student
- Local Optional Revenue is the same
 - False - Charters = \$0 / Traditional = \$724 per student

Funding inequities

- If we received the same LTFM, School Safety Aid and LOR, this would increase PACT's revenue by approximately \$1.4 million dollars annually.
- This does not include local voter approved referendum.

Charters were created to innovate

- This has become a challenge in recent years as the legislature and MDE have many of the same requirements for charters as traditional districts.
- Despite these challenges, there are still opportunities for us to think outside the box.

Financial Update

- We are in better shape today that we were on June 30, 2024.
- While progress has been made, we are still working toward true financial health.
- We have a ways to go, but there is a path forward to ensure financial health.



PACT Online - Beginning 2026-2027

| School Year (SY) | Total Enrollment |
|-------------------------|-------------------------|
| 2025-2026 Planning Year | 0 |
| 2026-2027 | 50-100 (7th - 10th) |
| 2027-2028 | 100-150 (11th and 12th) |
| 2028-2029 | 150-175 (6th) |
| 2029-2030 | 175-200 |
| TBD | Elementary TBD |

Where are we going?

- Community Education - BEGAN in FY26
- Online Instruction - beginning in FY27
- Early Childhood Education (Pre-K) - TBD

District Operational Plan (DOP) 25-26



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.

District Operational Plan (DOP) 25-26

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 (DOP) 25-26

HIGH QUALITY INSTRUCTION AND ACHIEVEMENT Strategic Direction 1

| Literacy | MnMTSS | Online |
|--|---|--|
| <p>The goal is to ensure that all students achieve reading proficiency at grade level, in alignment with the Minnesota Read Act.</p> | <p>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.</p> | <p>Begin exploring the necessary steps to establish an online school to provide families with greater flexibility and instructional options.</p> |

District Operational Plan (DOP) 25-26

STUDENT CONNECTEDNESS AND BELONGING **Strategic Direction 2**

| Portrait of a Graduate | Instructional Models/Schedules |
|----------------------------------|---|
| Develop a Portrait of a Graduate | 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. |

District Operational Plan (DOP) 25-26

EXCELLENCE IN GOVERNANCE **Strategic Direction 3**

School Board Policies

Update all district policies to align with Minnesota School Board Association (MSBA) model policies and numbering system.

District Operational Plan (DOP) 25-26

HEALTH AND WELL-BEING Strategic Direction 4

| Health & Wellbeing | Safety & Security |
|--|---|
| Enhance the mental health and well-being of the school district community. | Develop a 3-5 year roadmap to improve school safety, security, and crisis preparedness. |

District Operational Plan (DOP) 25-26

PROFESSIONAL GROWTH AND DEVELOPMENT **Strategic Direction 5**

Five Dimensions of Teaching and Learning / 5D+

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.

District Operational Plan (DOP) 25-26

FINANCIAL AND OPERATIONAL EXCELLENCE Strategic Direction 6

| DCOH / DSCR | Marketing | LTFM | Tech Assessment |
|---|--|---|---|
| <p>Implement strategic budgeting practices that ensure fiscal responsibility and operational efficiency, with a goal of 110 DCOH or equal to \$5.5 million dollars. Ensure DSCR is 1.1x or greater.</p> | <p>Marketing and Enrollment to ensure PACT Charter School maintains a positive community perception focusing on our academic outcomes and character trait education.</p> | <p>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.</p> | <p>Develop a Long Term Technology Plan that plans for and addresses the aging computer infrastructure while also ensuring a safe and secure data infrastructure through strong cyber-security measures.</p> |

District Operational Plan (DOP) 25-26

COMMUNITY ENGAGEMENT AND PARTNERSHIPS **Strategic Direction 7**

| Community Connectedness | UNW Designated Partnership |
|--|---|
| Create a strategic community engagement and partnerships plan. | Establish a long term plan for our Designated Partnership with the University of Northwestern, St. Paul |

Thank you & Questions

Shane Ewanika is a proud PACT parent, currently with a sixth-grade student. Mr. Ewanika brings a strong background in finance and advisory for middle market organizations across a broad array of industries, with over 25 years of experience in commercial banking and networking in the Twin Cities. He supports various financial aspects of organizations, consulting on capital strategies, treasury management and other financial services. He has financing experience with working capital, equipment, real estate, construction, SBA, leveraged, tax-exempt, and syndicated financing. He has been in both direct relationship management and leadership capacities.

Mr. Ewanika holds a bachelor's degree with a double major in Economics and Business, from St. Cloud State University. He is an active member of the community and his church. Over his career, he has also served on non-profit finance committees, supporting small businesses and community development.

Mr. Ewanika believes in the PACT mission to develop students of character and academic excellence and can bring his experiences and insights to help achieve the strategic plan and financial excellence, as a member of the Budget and Finance Committee.

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 for in-person learning is open from September 1 to November 1 for the upcoming school year, and for online learning from December 1 to March 1 for the upcoming school year., and for online learning from December 1 to March 1 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: 2024-2025



Date: 10/31/2025

Proposal for Approval: Community Education and Activity Pay Rates

This proposal outlines recommended pay rates and program additions for the 2025–2026 school year. The goal is to support the growth of high school, middle school and community education opportunities while ensuring competitive compensation for staff and event support personnel.

I. New Middle School and Community Education Activities

Middle School Co-Ed Flag Football

- **Description:** A recreational program aimed at introducing middle school students to flag football fundamentals in a fun, inclusive environment.
- **Rationale:** Expands athletic opportunities for middle school students, promotes teamwork and fitness, and supports community engagement.

Middle School Softball

- **Description:** Competitive yet developmental middle school softball program for student-athletes interested in building skills and preparing for high school play.
- **Rationale:** Increases female sports participation and builds continuity between middle school and high school athletics.

Intro to Sports: Co-Ed Volleyball

- **Instructor Compensation:** \$15/hour per instructor, with two instructors per class. (Instructors are the varsity volleyball captains.)
- **Rationale:** This entry-level program introduces students to volleyball basics in a supportive and inclusive environment. The dual-instructor model ensures proper supervision, safety, and individualized instruction.

II. Event Staffing Pay Recommendations

| Position | Proposed Pay Rate | Notes/Rationale |
|--|-------------------|---|
| Site Supervisor (Youth & MSHSL Basketball) | \$18/hour | Aligns with supervisory duties, including safety oversight, facility management, and event coordination. |
| Bookkeeper/Scoreboard/Clock (JV) | \$25/game | Ensures fair compensation for technical accuracy and time commitment. |
| Bookkeeper/Scoreboard/Clock (Varsity) | \$35/game | Reflects higher-level game complexity and visibility. |
| Announcer (Varsity) | \$35/game | Compensates for professional presentation and communication responsibilities during varsity-level contests. |

III. Speech Judges Pay Adjustment

- **Current Rate:** \$70/judge
- **Proposed Rate:** \$85/judge
- **Rationale:**
 - Regional comparison: Other schools pay between \$65 and \$120, with most larger schools offering \$100 per judge.
 - The proposed rate will make our program more competitive in attracting and retaining qualified judges while remaining fiscally responsible.
 - This adjustment acknowledges the preparation and expertise required for quality adjudication in speech competitions.

IV. Recommendation

The Administration recommends the Board approve the following:

1. Establishment of Middle School Co-Ed Flag Football, Middle School Softball, and Community Education Intro to Sports Co-Ed Volleyball programs.
2. Approval of pay rates as outlined above for instructors, supervisors, officials, and judges.