

**Board of Directors Meeting**  
**Bdote Learning Center**  
**3216 E 29<sup>th</sup> St. Minneapolis, MN 55406**  
**January 24, 2021**  
**4:30-6:00 p.m.**

**ZOOM meeting [link](#) (At bottom of Board members page on Bdote website)**

**AGENDA**

1. **Opening Items**
  - a. Record Attendance and Guests:
  - b. Call Meeting to Order:
  - c. Approve November 22, 2021 Minutes
  - d. Statement of Conflict of Interest
  
2. **Public comment**
  - a. Each speaker must sign up in the Zoom chat with 2 minutes to speak.
  
4. **Finance**
  - a. Approve November, 2021 Financials and Check Register, Michael Dudero
  
5. **Director's Report - Karen Terhaar**
  - a. General state of school
  - b. Wellness clinic in January
  
6. **Committee Reports**
  
7. **New business**
  - a. Approval of new hire, Hylan McLaughlin School Social Worker
  - b. Board officers and committee assignments
  - c. MOU with MIIN
  - d. Board Election - one seat remains open
  - e. WBWF report
  
8. **Old Business**
  - a. Board Training

**CLOSED SESSION TO DISCUSS PRELIMINARY CONSIDERATION OF  
STAFFING ISSUE.**

9. Next Regular Board Meeting: January 24, 2022

10. **Adjourn**

# **Board documents for 1/24/22**

**Board of Directors Meeting  
Bdote Learning Center  
3216 E 29<sup>th</sup> St. Minneapolis, MN 55406  
November 22, 2021  
4:30-6:00 p.m.**

**ZOOM meeting link (At bottom of Board members page on Bdote website)**

**MINUTES**

1. **Opening Items**
  - a. Record Attendance and Guests:
  - b. Call Meeting to Order:
  - c. Approve October 25, 2021 Minutes
  - d. Approve Special meeting, Oct. 21, 2021 Minutes
  - e. Statement of Conflict of Interest

*The meeting was called to order at 5:06 PM due to tech difficulties.*

*Attendance: Jewell, Barry, Arthur, Tedi, Mary, BLC Director Karen Terhaar*

*Guests: IQS cadre: Walt and Luli; Irene Zamora*

*Meeting minutes approved October:*

*Motion: Barry – second Mary*

*Motion to approve October 25, 2021 minutes passed.*

*Special meeting of October 21, 2021 minutes approved*

*Motion made Jewell – Second – Barry*

*No conflict of interest*

2. **Public comment**
  - a. Each speaker must sign up in the Zoom chat with 2 minutes to speak.

*Irene Zamora -Special Ed teacher at Bdote 6 yrs in Special Ed*

*Issue: concerns (mentioned others who are concerned regarding special education needs not being met) Irene is concerned that a co-worker is not providing services to her assigned students. She has concerns about students being serviced in the areas of reading and writing.*

4. **Finance**
  - a. Approve October, 2021 Financials and Check Register, Michael Dudero

*Karen: Concerns are in regard to transportation costs. They are high and impacts cash flow  
The number of students doesn't cover the cost of teachers*

*Reimbursements not coming back as they should*  
*Mick not unusual for these costs to be high -*  
*Mick gave finance report*  
*Finance report motion made by Tedi*  
*Motion seconded – Jewell*  
*The motion to accept the finance report carried*

5. **Director’s Report - Karen Terhaar**
  - a. General state of school
  - b. Parent meeting - AIPAC
  - c. Closure due to COVID

*Chrome books were purchased for 1-1 use for students and teachers*  
*Virtual learning options*  
*PD days in December for kids and teachers - IQS offered to pay for training*  
*Motion by Barry – second by Arthur to accept report. Motion carried.*

6. **Committee Reports**  
*No committee reports this month.*

7. **New business**
  - a. Change in calendar dates due to school closure and error in calendar
  - b. Board Elections

*School changes/swap for spring break five days*  
*Motion made by Barry, seconded by Tedi; motion carried.*

*Board Nominees approved*  
*Motion made by Barry seconded by Tedi*  
*Motion carried*

8. **Old Business**
  - a. Board Training

*All new members w/in last year need to complete 2 out of 3 trainings send to Kashina*  
*All board members on longer than a year need to complete one training per year*  
*Motion made to adjourn meeting by Jewell*

9. **Next Regular Board Meeting: December 27, 2021**

**10. Adjourn**

*Meeting Adjourned 6:21 pm*



**-November 2021-**  
**Financial Statements**

**Prepared By:**  
Nichole Schmidt



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## **Bdote Learning Center Executive Summary**

*To accompany the November 2021 financial statements, as presented to the School Board*

\*\* As of month-end, 42% of the year was complete.

### **Enrollment**

- Current Approved Budget – 96 ADM
- Current School Enrollment – 100 ADM
- Difference - **+4 students**

### **Statement of Activities**

Cash at the end of November was \$45k. The prior year state receivable that is owed to the School through month end was \$51k. The current year state receivable that is owed to the School through month end was \$122k. For a grand total of approx. \$173k being held back from Bdote.

Line of Credit Summary:

- Propel NonProfits has now been combined all Bdote loans into **one revolving loan** for a total amount of \$400,000
- Through the end of November, there is a balance of \$10,000 outstanding

The beginning fund balance for this fiscal year is \$169,310.

### **Schedule of Budget and Actual Revenue and Expenses**

The % of Budget column is where the School was for the month of November compared to the Original Budget:

- Total Revenues were 37% through month end
  - Two IDEAS payments – the 15<sup>th</sup> & 30<sup>th</sup>
  - SERVS Draws
  - CLICS/Food Service Payments
  - PY Holdback payment
  - Donations
- Total Expenditures were 36% through month end
  - Normal monthly payments as well as 2 payrolls and coinciding benefits also went out
  - Repayment of Principal and Interest was made on the Line of Credit
  - 2 months of payments were made to transportation expense

Total Net **Income** through month end was \$36,796 bringing the ending fund balance to a positive \$206,106.

### **Items of Importance:**

- The Original Budget for FY22 is included within these financial statements

**No assurance is provided on these financial statements and supplementary information. See selected information.**

## Bdote Learning Center Balance Sheet - November 2021

	ALL FUNDS 06/30/2021	ALL FUNDS 11/30/2021	General Fund	Food Service
	Total	Total	FD 01	FD 02
<b>ASSETS:</b>				
Current Assets:				
Cash	69,301	45,252	75,566	(30,315)
Accounts Receivable	0	-	-	-
Due from Prior Year	266,237	51,272	51,272	-
<i>Estimated CY State Aid Receivable</i>	0	122,755	122,755	-
Due from Federal	136,321	74,459	69,687	4,771
Due from State Issued Grants	0	-	-	-
Prepays	18,162	11,506	11,506	-
<b>Total Current Assets</b>	<b>490,022</b>	<b>305,244</b>	<b>330,787</b>	<b>(25,543)</b>
<b>TOTAL ASSETS</b>	<b>490,022</b>	<b>305,244</b>	<b>330,787</b>	<b>(25,543)</b>
<b>LIABILITIES:</b>				
Current Liabilities:				
Salaries and Wages Payable	47,620	-	-	-
Accounts Payable	37,489	84,758	84,758	-
Payroll Liabilities	35,604	4,380	3,486	894
Unearned Revenue	0	-	-	-
Line of Credit	200,000	10,000	10,000	-
<b>Total Current Liabilities</b>	<b>320,713</b>	<b>99,138</b>	<b>98,243</b>	<b>894</b>
<b>FUND BALANCE</b>				
Beginning Fund Balance	162,891	168,524	169,310	-
Beginning Restricted Fund Balance	786	786	-	-
Net Income	5,632	36,796	63,234	(26,437)
<b>Ending Fund Balance</b>	<b>169,310</b>	<b>206,106</b>	<b>232,543</b>	<b>(26,437)</b>
<b>TOTAL LIABILITIES AND FUND BALANCE</b>	<b>490,022</b>	<b>305,244</b>	<b>330,786</b>	<b>(25,543)</b>

No assurance is provided on these financial statements and supplementary information. See selected information.

**Bdote Learning Center**  
November 2021 Income Statement

42% of Fiscal Year 2021-2022 Complete

Board  
Approved -  
June 2021

	YTD Actual	Original FY22 Budget	% of Budget
<b>FUND 01</b>		<b>96 ADM</b>	
<b>DISTRICT REVENUE - GENERAL FUND</b>			
Local & Other	87,708	143,700	61%
State - Gen. Ed. Aid	506,271	1,001,775	51%
State - Special Education	214,341	857,473	25%
State - ADSIS	-	149,799	0%
State - HHM Transportation (Receivable)	-	255,000	0%
State - Lease Aid	53,914	132,188	41%
State - Indian Ed	-	50,403	0%
State - Other	18,394	23,371	79%
State - Qcomp	19,177	28,635	67%
State - MIAC	-	55,179	0%
Estimated State Holdback Recognized (Receivable)	122,755	-	NA
Federal - CARES/CRF	20,525	93,109	22%
Federal - Title	21,801	55,787	39%
Federal - Title VI	-	22,400	0%
Federal - Special Education	2,164	30,324	7%
Federal - ANA Grant (2 years of Grant Awards)	159,129	322,709	49%
<b>TOTAL DISTRICT REVENUE - GENERAL FUND</b>	<b>1,226,178</b>	<b>3,221,852</b>	<b>38%</b>
<b>DISTRICT EXPENDITURES - GENERAL FUND</b>			
<b>Administration/District Support</b>			
Salary & Benefits	88,386	184,438	48%
Purchased Services	43,078	131,543	33%
Supplies & Equipment	11,479	55,723	21%
Other Fees	-	-	0%
<b>Total Administration/District Support Expenditures</b>	<b>142,943</b>	<b>371,704</b>	<b>38%</b>
<b>Elementary Education</b>			
Salary & Benefits	158,832	483,928	33%
Purchased Services	9,446	40,398	24%
Supplies & Equipment	33,192	16,257	204%
Other Fees	-	-	0%
<b>Total Elementary Expenditures</b>	<b>201,470</b>	<b>540,583</b>	<b>37%</b>
<b>Federal Title</b>			
Salary & Benefits	21,801	52,322	42%
Purchased Services	-	2,332	0%
Supplies & Equipment	-	1,133	0%
Other Fees	-	-	0%
<b>Total Federal Title Expenditures</b>	<b>21,801</b>	<b>55,787</b>	<b>39%</b>
<b>State Special Education</b>			
Salaries/Wages and Benefits	257,621	815,320	32%
Purchased Services	10,286	51,500	20%
Supplies & Equipment	-	-	0%
HHM Transportation	-	262,650	0%
Transportation	5,423	61,800	9%
Other Fees	-	-	0%
<b>Total State Special Education Expenditures</b>	<b>273,330</b>	<b>1,191,270</b>	<b>23%</b>

No assurance is provided on these financial statements and supplementary information. See selected information.

	YTD Actual	Original FY22 Budget	% of Budget
<b>Federal Special Education</b>			
Salaries/Wages and Benefits	703	4,059	17%
Purchased Services	-	24,205	0%
Supplies & Equipment	1,461	2,060	71%
Other Fees	-	-	0%
<b>Total Federal Special Education Expenditures</b>	<b>2,164</b>	<b>30,324</b>	<b>7%</b>
<b>Instructional/Pupil Support</b>			
Salary & Benefits	33,737	80,968	42%
Purchased Services (Includes Transportation)	108,984	176,948	62%
Intercession	-	15,000	0%
Supplies & Equipment	-	1,061	0%
Other Fees	-	-	0%
<b>Total Instructional Support Expenditures</b>	<b>142,721</b>	<b>273,977</b>	<b>52%</b>
<b>Building &amp; Operations</b>			
Salaries/Wages and Benefits	16,708	40,098	42%
Purchased Services	12,716	82,400	15%
Facilities Lease	71,315	171,155	42%
Supplies & Equipment	1,279	4,244	30%
Other Fees (Includes Building Insurance)	10,939	15,450	71%
<b>Total Building &amp; Operations Expenditures</b>	<b>112,956</b>	<b>313,347</b>	<b>36%</b>
<b>Q-Camp</b>			
Salaries/Wages and Benefits	4,286	6,000	71%
Purchased Services	-	-	0%
Supplies & Equipment	-	-	0%
Other Fees	-	-	0%
<b>Total Q-Camp Expenditures</b>	<b>4,286</b>	<b>6,000</b>	<b>71%</b>
<b>ADSS</b>			
Salaries/Wages and Benefits	101,944	244,665	42%
Purchased Services	-	5,000	0%
Supplies & Equipment	-	-	0%
Other Fees	-	-	0%
<b>Total ADSS Expenditures</b>	<b>101,944</b>	<b>249,665</b>	<b>41%</b>
<b>ANA Grant</b>			
Salaries/Wages and Benefits	155,689	163,340	95%
Purchased Services	2,612	-	0%
Supplies & Equipment	829	-	0%
Other Fees	-	-	0%
<b>Total ANA Expenditures</b>	<b>159,129</b>	<b>163,340</b>	<b>97%</b>
<b>Fiscal and Other Fixed Cost Programs</b>			
Purchased Services	-	-	0%
First Nations Expenses (Non Salaries/Benefits)	-	-	0%
MIAC Expenses (Non Salaries/Benefits)	-	-	0%
Transfers to Other Funds	-	13,923	0%
<b>Total Fiscal and Other Fixed Cost Programs Expenditures</b>	<b>-</b>	<b>13,923</b>	<b>0%</b>
<b>TOTAL DISTRICT EXPENDITURES - GENERAL FUND</b>	<b>1,162,944</b>	<b>3,209,920</b>	<b>36%</b>
<b>GENERAL FUND (01) - NET INCOME</b>	<b>63,234</b>	<b>11,932</b>	

No assurance is provided on these financial statements and supplementary information. See selected information.

	YTD Actual	Original FY22 Budget	% of Budget
<b>FUND 02</b>			
<b>DISTRICT REVENUE - FOOD SERVICE FUND</b>			
Local & Other	-	-	0%
State	398	2,000	20%
Federal	21,188	106,872	20%
Transfer from General Fund	-	13,923	
<b>TOTAL DISTRICT REVENUE - FOOD SERVICE FUND</b>	<b>21,586</b>	<b>122,795</b>	<b>18%</b>
<b>DISTRICT EXPENDITURES - FOOD SERVICE FUND</b>			
Salaries/Wages and Benefits	28,399	47,192	60%
Purchased Services	19,624	75,603	26%
Supplies & Equipment	-	-	0%
<b>TOTAL DISTRICT EXPENDITURES - FOOD SERVICE FUND</b>	<b>48,024</b>	<b>122,795</b>	<b>39%</b>
<b>FOOD SERVICE FUND (02) - NET INCOME</b>	<b>(26,437)</b>		
<b>TOTAL REVENUES - ALL FUNDS</b>	<b>1,247,764</b>	<b>3,344,647</b>	<b>37%</b>
<b>TOTAL EXPENDITURES - ALL FUNDS</b>	<b>1,210,960</b>	<b>3,332,715</b>	<b>36%</b>
<b>NET INCOME (LOSS) - ALL FUNDS</b>	<b>36,796</b>	<b>11,932</b>	
Beginning Fund Balance 7/1/2021	169,310	189,512	
<b>Ending Fund Balance</b>	<b>206,106</b>	<b>201,444</b>	

Fund balance ↓

6.04%

No assurance is provided on these financial statements and supplementary information. See selected information.

**BDO LEARNING CENTER**  
**Payment Reg by Bank and Check**

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Red	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
WNB		5737		Wire	1005		Public Employees Retirement Association		No	Yes	No	11/30/2021	4,530.20
WNB		5738		Wire	1007		Minnesota Department of Revenue		No	Yes	No	11/30/2021	2,735.41
WNB		5739		Wire	1028		Internal Revenue Service		No	Yes	No	11/30/2021	15,534.94
WNB		5740		Wire	1041		Minnesota TRA		No	Yes	No	11/30/2021	5,636.97
WNB		5741		Wire	1181		AXA Equitable		No	Yes	No	11/30/2021	217.00
WNB		5742		Wire	1181		AXA Equitable		No	Yes	No	11/30/2021	217.00
WNB		5743		Wire	1005		Public Employees Retirement Association		No	No	No	11/30/2021	4,614.95
WNB		5744		Wire	1007		Minnesota Department of Revenue		No	No	No	11/30/2021	2,494.55
WNB		5745		Wire	1028		Internal Revenue Service		No	No	No	11/30/2021	14,455.68
WNB		5746		Wire	1041		Minnesota TRA		No	No	No	11/30/2021	5,085.58
WNB		5747		Wire	1005		Public Employees Retirement Association		No	Yes	No	11/30/2021	219.89
WNB		5748		Wire	1007		Minnesota Department of Revenue		No	Yes	No	11/30/2021	72.57
WNB		5749		Wire	1018		Minnesota UJ Fund		No	Yes	No	11/30/2021	5,499.00
WNB		5750		Wire	1026		State of Minnesota		No	Yes	No	11/30/2021	200.40
WNB		5751		Wire	1026		State of Minnesota		No	Yes	No	11/30/2021	43.50
WNB		5752		Wire	1026		State of Minnesota		No	Yes	No	11/30/2021	243.90
WNB		5753		Wire	1028		Internal Revenue Service		No	Yes	No	11/30/2021	345.49
WNB		5754		Wire	1319		Alienus		No	Yes	No	11/30/2021	227.67
WNB		5755		Wire	1319		Alienus		No	Yes	No	11/30/2021	227.67
WNB		5756		Wire	1319		Alienus		No	Yes	No	11/30/2021	24.50
WNB		5757		Wire	1377		Propel Nonprofit		No	Yes	No	11/30/2021	10,113.98
WNB		5758		Wire	2232		CliftonLarsonAllen		No	Yes	No	11/30/2021	6,251.66
WNB		5668	9613	Check	1402		Community Bridge		No	Yes	No	11/04/2021	10,791.60
WNB		5669	9614	Check	2112		Monarch Bus Service, Inc.		Yes	Yes	No	11/10/2021	16,904.26
WNB		5721	9615	Check	1350		Access		Yes	Yes	No	11/18/2021	73.75
WNB		5714	9616	Check	1268		Access Networks		Yes	No	No	11/18/2021	3,057.00
WNB		5709	9617	Check	1180		AWS Service Center		Yes	Yes	No	11/18/2021	234.00
WNB		5733	9618	Check	4454		Business Essentials		Yes	Yes	No	11/18/2021	1,136.06
WNB		5711	9619	Check	1237		By Word of Mouth, Ltd		Yes	Yes	No	11/18/2021	2,649.34
WNB		5713	9620	Check	1284		Canon Financial Services, Inc.		Yes	Yes	No	11/18/2021	449.31
WNB		5708	9621	Check	1166		Capernaum Pediatric Therapy, Inc.		Yes	Yes	No	11/18/2021	1,515.40
WNB		5706	9622	Check	1149		Carol Charing Thunder	Ind/Sole Proprietor	Yes	Yes	No	11/18/2021	53.97
WNB		5705	9623	Check	1134		CDW Government		Yes	Yes	No	11/18/2021	29,219.00
WNB		5712	9624	Check	1250		Century Link		Yes	Yes	No	11/18/2021	882.95
WNB		5703	9625	Check	1068		Church of St Albert the Great		Yes	Yes	No	11/18/2021	16,182.42
WNB		5719	9626	Check	1320		Colonial Life		Yes	Yes	No	11/18/2021	2,711.66
WNB		5723	9627	Check	1402		Community Bridge		Yes	No	No	11/18/2021	5,290.00
WNB		5715	9628	Check	1278		CSTMN - BIN #170065		Yes	Yes	No	11/18/2021	15,447.72
WNB		5704	9629	Check	1131		Delta Dental of Minnesota		Yes	Yes	No	11/18/2021	2,385.43

# BDOLE LEARNING CENTER Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
WNB		5727	9630	Check	1 1426		DHH Consulting LLC		Yes	Yes	No	11/18/2021	1,392.18
WNB		5716	9631	Check	1 1294		Dustin Peyton		Yes	No	No	11/18/2021	15.12
WNB		5710	9632	Check	1 1233		Gopher		Yes	Yes	No	11/18/2021	771.40
WNB		5722	9633	Check	1 1357		Illuminate Education, Inc.		Yes	Yes	No	11/18/2021	30.00
WNB		5726	9634	Check	1 1425		Jeremy Red Eagle		Yes	Yes	No	11/18/2021	200.00
WNB		5728	9635	Check	1 1488		Karen Terhaar		Yes	Yes	No	11/18/2021	400.00
WNB		5724	9636	Check	1 1407		Ken Danielson		Yes	Yes	No	11/18/2021	200.00
WNB		5707	9637	Check	1 1164		Korissa Howes		Yes	Yes	No	11/18/2021	67.59
WNB		5732	9638	Check	1 2234		Loffler		Yes	Yes	No	11/18/2021	510.32
WNB		5718	9639	Check	1 1310		METLIFE - GROUP BENEFITS		Yes	Yes	No	11/18/2021	2,147.57
WNB		5731	9640	Check	1 2112		Monarch Bus Service, Inc.		Yes	Yes	No	11/18/2021	16,904.26
WNB		5729	9641	Check	1 1503		Navigate Care Consulting		Yes	Yes	No	11/18/2021	1,480.00
WNB		5717	9642	Check	1 1302		Office of Child Support Enforcement		Yes	Yes	No	11/18/2021	150.00
WNB		5730	9643	Check	1 1515		PreferredOne Insurance Company		Yes	Yes	No	11/18/2021	20,343.32
WNB		5734	9644	Check	1 488		Skyler Kuczaboski		Yes	No	No	11/18/2021	60.50
WNB		5725	9645	Check	1 1424		TeachersASAP		Yes	Yes	No	11/18/2021	680.51
WNB		5720	9646	Check	1 1345		T-Mobile		Yes	Yes	No	11/18/2021	1,005.31
WNB		5735	9647	Check	1 1225		State of Minnesota		Yes	Yes	No	11/18/2021	25.00
WNB		5736	9648	Check	1 1833		Niizhoogabaw Wahpapat		Yes	Yes	No	11/19/2021	1,158.84

Bank Total: \$235,518.28  
Report Total: \$235,518.28









**Bdote Learning Center  
Historical and Forecasted Financial Statements  
Selected Information**

**For the Five Months Ended November 30th, 2021 and Year Ending June 30th, 2022**

The school presents governmental fund financial statements using the current financial resources measurement focus and the modified accrual basis of accounting. As required by state statute, the school operates as a nonprofit corporation under Minnesota Statutes §317A. However, state law also requires that the school comply with Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS) which mandates the use of a governmental fund accounting structure.

The accompanying historical financial statements and forecasted financial statements include the following departures from accounting principles generally accepted in the United States of America and the guidelines for presentation of a forecast established by the AICPA:

- The historical and forecasted financial statements omit substantially all of the disclosures required by accounting principles generally accepted in the United States of America.
- The financial statements are not a complete presentation of governmental fund financial statements in accordance with the above standards.

The effects of these departures have not been determined.

**Summary of Significant Assumptions**

These financial forecasts present, to the best of management's knowledge and belief, the School's expected financial position and results of operations for the forecast periods. Accordingly, the forecasts reflect its judgment as of June 28th, 2021 the date of these forecasts; of the expected conditions and its expected course of action. The assumptions disclosed herein are those that management believes are significant to the forecasts. There will usually be differences between the forecasted and actual results, because events and circumstances frequently do not occur as expected, and those differences may be material.

**Balance Sheet Assumptions**

1 Estimated State Aids Receivable	90 Days
2 Due from Federal	30 Days
3 Due from State Issued Grants	30 Days
4 Payables are expected to be paid at net	60 Days
5 Payroll Payables are expected to be paid at net	30 Days

**Statement of Operations Assumptions**

1 Revenue is expect to grow at a rate of	9%
2 Salaries, benefits, and taxes are expected to increase by	9%
3 All other expenses are expected to increase	7%

No assurance is provided.

**Director's Report  
Bdote Board Meeting  
December 17, 2021**

This semester has been challenging as COVID continues to require our vigilance and attention. We have quarantined classrooms, closed school, and had 3 classes on distance learning the past few months. Distance learning was also a challenge in and of itself. While a small number of families actually prefer DL, we have worked hard to be prepared, with some circumstances getting in the way. We were able to get devices in the hands of all kids, while Designs for Learning spent all their Bdote-assigned time getting access points up to keep the wifi connected for teachers. The hot spots were messy with T-Mobile, as there was an unauthorized account that no one had access to and that took Designs for Learning a long time to figure out.

On December 16 & 17 we had professional development around technology, the use of Google Suite, and Google Classroom, to ensure teachers and staff are adequately prepared, should DL become necessary in the future. This training was also pertinent to everyday teaching. Our authorizer, IQS, paid for this training, as they have some funds set aside for this sort of support. There will be follow-up in January for any teachers who are interested in classroom support while they try new things related to the use of Google Suite.

We have had personnel challenges that I am working through. These are issues mainly related to staff interactions with other staff. We need to have our Personnel Committee meet regularly again. Staff members will benefit from a well-understood protocol/procedure for complaints. When I first began this position I was told of a school culture that included some friction between Dakota vs. Ojibwe. It seems this does, indeed, get in the way of healthy exchanges and I welcome any advice and support in working through this.

Transportation continues to be a source of frustration and time. We have lost drivers for our Bdote routes and do not have enough primary drivers as well as back ups to have two Bdote routes. We have often had a driver out at the last minute, with no one to cover the route. I would like to have one Bdote route going forward with the other van as back up and available for field trips. It has been challenging to staff the driving positions, and provide adequate time off, as it is a 9+ hour shift if someone covers both am and pm routes. Driving has to be a split shift or it does not work. We are able to arrange routes with our provider, CST, and keep one route for Bdote.

I hope to begin the second half of the year in January with fewer staff meetings and more time for committee meetings to continue work in the areas of curriculum, instruction and strategic planning. Staff are tapped out after weekly meetings and language tables. If we free up some time each week that has been staff meetings, we will have more time for committee meetings.

COVID tests went home with students before break, as an effort to help families with a testing opportunity before school resumes in January. A vaccination clinic will be held at Bdote either

the third or fourth Friday in January. This will include an opportunity for other vaccinations, if needed, and wellness check. Thank you to the parent group, Hinhan Loud Hawk and Bdote grandparent Christine McDonald for making this happen!



## MEMORANDUM OF AGREEMENT

BETWEEN

BDOTE LEARNING CENTER

AND

MIDWEST INDIGENOUS IMMERSION NETWORK

This Memorandum of Agreement (Agreement) is made effective as of signature hereof (the "Effective Date") by and between Dustin Burnette, Midwest Indigenous Immersion Network, (hereinafter called "MIIN") and Bdote Learning Center, (hereinafter called "Bdote or BLC" and shall establish the conditions and material obligations of the parties hereto, under which BLC shall provide curriculum materials to MIIN as set forth in Paragraph 2, below. Collectively MIIN and BLC are referred to as the "Parties" and each is a "Party."

1. Term. The term of this Agreement commences on 12/3/2021 and ends upon termination of the parties or either party.
2. Duties of the Parties. The purpose of this agreement is to: provide a procedure for the exchange of curriculum materials for use by MIIN in disseminating curriculum materials to Ojibwe language medium programs; identify persons responsible for implementing this agreement; and to ensure that the BLC is properly acknowledged for the use of the information and data.
  - A. BLC shall:
    - 1) Provide curriculum materials to MIIN.
  - B. MIIN shall:
    - 1) Provide the BLC with curriculum materials collected from other Ojibwe language medium programs.

2) Consult with and solicit the input of the BLC on the dissemination of the curriculum materials collected.

3) Shall acknowledge the BLC in any publications or presentations resulting from the dissemination of the curriculum materials collected.

3. Parties' Representatives. The representatives of the parties who shall serve as the principal contacts for the purposes of this contract are:

**If to the BLC:**

**With copies to:**

3216 E 29<sup>th</sup> St  
Minneapolis, MN  
55406

**If to MIIN:**

4. Use of Data and Rights in Materials. The curriculum materials provided by the BLC shall be used only for the purpose of use in the dissemination of curriculum materials to Ojibwe language medium programs. MIIN hereby agrees not to share the data with any other individuals or entities. All third parties other than Ojibwe language medium programs requesting use of the curriculum materials provided herein shall be referred to the BLC. The BLC will retain all rights in the curriculum materials it shares with MIIN.

5. Indemnity. MIIN shall indemnify, defend, and hold the BLC harmless from and against any and all expenses, costs, damages, liabilities and fees, including reasonable attorney fees and court costs, which arise from any claim, action or suit which is threatened or filed by any third party or parties and which arises directly and solely from MIIN performing the duties in conformance with this Agreement.

6. Injunctive Relief. MIIN acknowledges that his failure to carry out any obligation under this agreement, or a breach by MIIN of any provision herein, will constitute immediate and irreparable damage to the BLC, which cannot be fully and adequately compensated in money damages and which will warrant preliminary and other injunctive

relief, an order for specific performance, and other equitable relief. MIIN further agrees that no bond or other security shall be required in obtaining such equitable relief, and MIIN hereby consents to the issuance of such injunction and to the ordering of specific performance. MIIN understands that the BLC may take other action and enforce all available remedies against the Researcher. If a court were to determine that any provision contained in this Article is unreasonable, overly broad or otherwise unenforceable, such provision shall be amended to the extent necessary to make it enforceable.

7. Governing Law. This Agreement shall be governed and controlled in all respects in accordance with the law of the State of Minnesota.

8. Dispute Resolution. The parties shall file or maintain any action, claim or suit arising in connection with this Agreement solely in the courts of the State of Minnesota.

9. Non-waiver. No term or provision of this Agreement shall be deemed waived and no breach or default shall be deemed excused, unless such waiver or consent shall be in writing and signed by the Party claimed to have waived or consented.

10. Survival. The provisions of this Agreement that by their sense and context are intended to survive termination or expiration of this Agreement, shall survive.

11. Severability. If any provision of this Agreement is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision or the remaining provisions of this Agreement.

12. Entire Agreement. This Agreement sets forth the entire agreement between the parties with respect to the subject matter of this Agreement and supersedes any prior conversations or writings. No subsequent amendment to this Agreement shall be binding upon BLC or MIIN unless reduced to writing and signed by both Parties.

13. Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all such counterparts shall together constitute the same instrument.

14. Force Majeure. Neither BLC or MIIN shall be deemed in default or otherwise responsible for delays or failures in performance which result from acts of God, terrorism or war, pandemic, civil disturbances, governmental action or inaction, fires, earthquakes, unavailability of materials, power or communication or other causes beyond the reasonable control of either Party.



15. Consultation. Employee acknowledges that she has been offered the opportunity to consult with counsel of her choice or has had an adequate opportunity to consult with such counsel and has declined to do so, in the negotiation and preparation of this Agreement. This Agreement has been prepared by counsel for MIIN as a convenience to the Parties, and no provision of this Agreement, whether unclear, ambiguous, or otherwise shall be construed adversely to MIIN merely by virtue of the fact of its preparation by counsel for MIIN.

**THIS PORTION LEFT INTENTIONALLY BLANK**

The Parties have made this Agreement operative as of the Effective Date, and hereby agree to all terms of this contract.

**BDOLE LEARNING CENTER**

Approved by Bdote Learning Center Board of Directors On: \_\_\_\_\_

By: \_\_\_\_\_ Date: \_\_\_\_\_

**Bdote Learning Center Board of Directors Chair**

By: *K. A. Haas* Date: \_\_\_\_\_

**Bdote Learning Center Executive Director**

**MIIN**

By: \_\_\_\_\_ Date: \_\_\_\_\_

**Dustin Burnette**



## 2020-21 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the Combined 2020-21 WBWF and A&I Annual Summary & Progress Report. You can copy your responses from this template into the electronic form.

**District or Charter Name:** Bdote Learning Center

**Grades Served:** K-8

**WBWF Contact:** Karen Terhaar

**A&I Contact:** Karen Terhaar

**Title:** Executive Director

**Title:** Executive Director

**Phone:** 612-729-9266

**Phone**612-729-9266

**Email:** karent@bdote.org

**Email:** karent@bdote.org

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2020-21 school year (SY)?

Yes       No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2020-21 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2020-21 SY. No charter schools should complete this section.

***Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.***

## World's Best Workforce

### Annual Report

MDE understands this past school year (2020-21) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

**WBWF Requirement:** For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

**A&I Requirement:** Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
- Provide the direct website link to the A&I materials.

### Annual Public Meeting

**These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2020-21 school year.**

**WBWF Requirement:** School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

**A&I Requirement:** The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2020-21 school year.

The report was submitted on December 27, 2021. <https://bdote.org/board-agendas-2016-20>

### District Advisory Committee

**The District Advisory Committee should be in place at the start of the school year. Report on your membership list.**

**WBWF Requirement:** The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2020-21 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Graham Hartley	administrator	
Beth Brown	teacher	
Maggie Lorenz	parent	
Kate Beane	parent	

### Equitable Access to Excellent and Diverse Educators

*Staffing should be in place by the start of the 2020-21 school year. Report on your equitable access to excellent and diverse educators for the start of the 2020-21 school year.*

**WBWF Requirement:** WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards, as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

**Respond to the questions below.**

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

- How did the district examine equitable access data?
  - What data did you look at?
  - How frequently do you review the data?
  - Who was included in conversations to review equitable access data?

**Limit response to 200 words.**

*Bdote Learning Center is a charter school, focusing on teaching a place-based curriculum through an indigenous lens. Native students from across the metro area are provided transportation to this Native-majority school. The staff is a majority Native licensed and non-licensed staff with educational backgrounds that provide an environment where students’ native heritage is not only recognized, but it is affirmed daily in the most authentic way.*

*Teachers are licensed and not only bring the necessary tools to teach young students, they have lived experiences in Native culture, which brings the most authentic, effective experience for students. Many students transfer to Bdote from a neighborhood school. When enrolled in Bdote, behaviors that were inhibiting learning in another school disappear and the student finds success in this school.*

*Bdote Learning Center complies with state regulations regarding licensure, ensuring teaching staff receive the license necessary for their area of instruction.*

*We review our enrollment data annually, and our requirements for licensed teaching staff includes language proficiency in either Dakota or Ojibwe. Teacher licenses are reviewed and updated annually through collaboration with PELSB.*

- What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
  - What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

**Limit response to 200 words.**

*The school is a language immersion school, so we recruit Dakota and Ojibwe speakers to ensure the highest quality delivery of instruction occurs in our classrooms. Collaboration among staff is necessary to provide in-field licensed teachers for content areas. Teachers are surveyed on their needs and Professional Development is determined based on licensing needs as well as experience with experiential learning and working with Native children. Most recently we have made an effort to train all staff on the use of tools (Google Suite – Google Classroom) to best prepare all staff in the challenges of distance learning.*

*Our school is nearly 100% Native, so we do not see the typical achievement gap within our school that other schools experience. We are well aware of the state-wide gap in performance and graduation of Native children and review that data annually. To prepare students for high school and beyond, Bdote Learning Center focuses on instruction through an Indigenous lens. This environment affirms native children daily, keeping them in school and engaged. Our parent feedback tells us that our students love the school and don't want to be anywhere else. For children who are part of any "gap", this is extremely important.*

*We have set goals to improve our literacy outcomes, with a phonics-based curriculum that was implemented as a response to the loss during distance learning. During the 2020-21 school year, much work was completed, and training of staff on a Dakota and Ojibwe literacy program that was designed by staff who speak these languages and assessed in collaboration with the Wilder Research Foundation.*

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district.
  - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

**Limit response to 200 words.**

*The population of staff very much reflects the student population at Bdote Learning Center. With over 90% of students reflecting Native American heritage, and staff at 85% Native, the environment is balanced.*

- What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

**Limit response to 200 words.**

*Our goal at Bdote Learning Center is to have fluent speakers of Dakota and Ojibwe. Because we are a language immersion school, classroom teachers must be fluent in Dakota or Ojibwe. This has occurred mostly through recruiting efforts within these communities. A strength of BLC is that the high*

*percentage of Native staff allows for recruiting to take place more readily, as Native staff know the community and have connections that non-Native staff do not. We reach out to institutes of higher learning in Minnesota as well as North and South Dakota to recruit fluent speakers and we table events in the community to bring awareness to our school. Even with this effort, it has been challenging to fill positions.*

## **Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data**

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

For this 2020-21 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

## **Goals and Results**

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures. Please fill out the table below with your specific SMART goals.

**All Students Ready for School**

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p><i>60% of students are proficient on the Minneapolis EKA End of Year Kindergarten Assessment (EKA).</i></p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p><b>Unable to report</b></p> <p><b>Due to COVID and loss of leadership at school.</b></p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

**Narrative is required. 200-word limit.**

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

*The participation rate for the FASTBridge assessment was too low to use for purposes of goal setting and assessment of results. We have responded to this loss by increasing our literacy efforts this school year, and carefully monitoring results.*

*The end of year assessments in Dakota and Ojibwe were also disrupted with literacy assessment work to be completed in partnership with the Wilder Foundation put on hold. This project will continue in 2022, however.*



**All Students in Third Grade Achieving Grade-Level Literacy**

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>The number of 3-8 grade students in the low risk category on the Fastbridge will increase by 2%.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>The Fastbridge assessment was not given during the pandemic due to the absence of an online version that worked for our school.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

**Narrative is required. 200-word limit.**

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

*No students participated in the Fastbridge assessment and a low percentage of students participated in the MCA assessment during the year of distance learning 2020-21. We have reviewed the MCA data and have set goals for the 2021-22 school year accordingly.*

*The results of assessments do not demonstrate gaps or discrepancies based on race within our school at BLC. Our goals are targeted for all students, based on their performance and test results.*

*In a response to our low English test scores of 2020-21, we have implemented a research-based literacy curriculum, Barton Reading. This is a curriculum that is Orton-Gillingham based, MDE approved and shown to result in positive results not only for students displaying characteristics of dyslexia, but for all students. BLC students were negatively impacted by distance learning, many finding it challenging to attend regularly and to grow in the area of literacy. This implementation of a targeted curriculum is a response to our unfavorable test data. The test data does not reflect the language of instruction: Dakota and Ojibwe.*

**Close the Achievement Gap(s) Between Student Groups**

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>Due to three time change in leadership, this goal was not found</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

**Narrative is required. 200-word limit.**

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

*The aim of Bdote Learning Center is to provide an authentic educational experience through an Indigenous lens. Research shows that students who are in classrooms where the teacher shares their racial and ethnic background do better than when they are not exposed to that diversity in teaching staff. Children at Bdote are seen and affirmed every day in ways they never would be seen in the neighborhood school. This is an important step in closing the achievement gap.*

*Strategies in place include experiential learning in indigenous ways and traditions. Students learn math and science concepts while engaging in hands-on learning that is relevant to Native ways. This affirmation sets the stage for success.*

**All Students Career and College-Ready by Graduation**

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>Due to three time change in leadership, the school is not able to locate this goal.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

**Narrative is required. 200-word limit.**

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

*While Bdote Learning Center does not enroll high school students, therefore we do not graduate students, we do prepare them for graduation as they leave our school at grade 8.*

*We use our local assessments in the Dakota and Ojibwe languages, as well as Fastbridge data in English, to help us set goals and adjust curriculum and instruction. Literacy skills in the native language and target language transfer, so our response to assessment results affects literacy in both languages.*

**All Students Graduate**

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year.  N/A K-8 school	Provide the result for the 2020-21 school year that directly ties back to the established goal.	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

**Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.** For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

**Narrative is required. 200-word limit.**

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

Type response here



**-December 2021-**  
**Financial Statements**

**Prepared By:**  
Nichole Schmidt



**CliftonLarsonAllen**

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## **Bdote Learning Center Executive Summary**

**To accompany the December 2021 financial statements, as presented to the School Board**

\*\* As of month-end, 50% of the year was complete

### **Enrollment**

- Current Approved Budget – 96 ADM
- Current Working Budget – 100 ADM
- Current School Enrollment – 100 ADM
- Difference from actual to working - **0 students**

### **Statement of Activities**

Cash at the end of December was \$40k. The prior year state receivable that is owed to the School through month end was \$51k. The current year state receivable that is owed to the School through month end was \$147k. For a grand total of approx. \$198k being held back from Bdote.

Line of Credit Summary:

- Through the end of December, the line of credit has been paid off
- We can now apply for the new FY22 line of credit in January as the old one is paid in full

The beginning fund balance for this fiscal year is \$169,310.

### **Schedule of Budget and Actual Revenue and Expenses**

The % of Budget column is where the School was for the month of December compared to the Working Budget:

- Total Revenues were 53% through month end
  - Two IDEAS payments – the 15<sup>th</sup> & 30<sup>th</sup>
  - SERVS Draws
  - CLICS/Food Service Payments
  - PY Holdback payment
  - Donations
- Total Expenditures were 51% through month end
  - 2 payrolls and coinciding benefits went out
  - Previous month invoices went out as cash was available
  - Repayment of Principal and Interest was made on the Line of Credit

Total Net **Income** through month end was \$46,748 bringing the ending fund balance to a positive \$216,057.

### **Items of Importance:**

- The Working Budget has now been added within these financial statements

**No assurance is provided on these financial statements and supplementary information. See selected information.**

## Bdote Learning Center Balance Sheet - December 2021

	ALL FUNDS 06/30/2021	ALL FUNDS 12/31/2021	General Fund	Food Service
	Total	Total	FD 01	FD 02
<b>ASSETS:</b>				
Current Assets:				
Cash	69,301	40,804	79,889	(39,086)
Accounts Receivable	0	-	-	-
Due from Prior Year	266,237	51,204	51,204	-
<i>Estimated CY State Aid Receivable</i>	0	147,821	147,821	-
Due from Federal	136,321	78,438	73,666	4,771
Due from State Issued Grants	0	-	-	-
Prepays	18,162	11,505	11,505	-
<b>Total Current Assets</b>	<b>490,022</b>	<b>329,772</b>	<b>364,086</b>	<b>(34,314)</b>
<b>TOTAL ASSETS</b>	<b>490,022</b>	<b>329,772</b>	<b>364,086</b>	<b>(34,314)</b>
<b>LIABILITIES:</b>				
Current Liabilities:				
Salaries and Wages Payable	47,620	-	-	-
Accounts Payable	37,489	76,075	74,530	1,545
Payroll Liabilities	35,604	37,641	36,747	894
Unearned Revenue	0	-	-	-
Line of Credit	200,000	-	-	-
<b>Total Current Liabilities</b>	<b>320,713</b>	<b>113,716</b>	<b>111,277</b>	<b>2,439</b>
<b>FUND BALANCE</b>				
Beginning Fund Balance	162,891	168,524	169,310	-
Beginning Restricted Fund Balance	786	786	-	-
Net Income	5,632	46,748	83,501	(36,753)
<b>Ending Fund Balance</b>	<b>169,310</b>	<b>216,057</b>	<b>252,811</b>	<b>(36,753)</b>
<b>TOTAL LIABILITIES AND FUND BALANCE</b>	<b>490,022</b>	<b>329,772</b>	<b>364,086</b>	<b>(34,314)</b>

No assurance is provided on these financial statements and supplementary information. See selected information.



**Bdote Learning Center**  
December 2021 Income Statement

50% of Fiscal Year 2021-2022 Complete Board  
Approved -  
June 2021

	YTD Actual	Original FY22 Budget	Working FY22 Budget	% of Working Budget
<b>FUND 01</b>		<b>96 ADM</b>	<b>100 ADM</b>	
<b>DISTRICT REVENUE - GENERAL FUND</b>				
Local & Other	114,178	143,700	143,700	79%
State - Gen. Ed. Aid	668,175	1,001,775	1,031,016	65%
State - Special Education	214,341	857,473	715,175	30%
State - ADSIS	-	149,799	139,149	0%
State - HHM Transportation (Receivable)	-	255,000	452	0%
State - Lease Aid	53,914	132,188	135,605	40%
State - Indian Ed	-	50,403	50,403	0%
State - Other	18,394	23,371	20,595	89%
State - Qcomp	19,177	28,635	25,895	74%
State - MIAC	-	55,179	-	0%
Estimated State Holdback Recognized (Receivable)	147,821	-	-	0%
Federal - CARES/CRF	20,525	93,109	93,109	22%
Federal - Title	26,161	55,787	58,511	45%
Federal - Title VI	-	22,400	-	0%
Federal - Special Education	2,566	30,324	18,691	14%
Federal - ANA Grant (2 years of Grant Awards)	197,241	322,709	322,709	61%
<b>TOTAL DISTRICT REVENUE - GENERAL FUND</b>	<b>1,482,493</b>	<b>3,221,852</b>	<b>2,755,010</b>	<b>54%</b>
<b>DISTRICT EXPENDITURES - GENERAL FUND</b>				
<b>Administration/District Support</b>				
Salary & Benefits	106,299	184,438	211,528	50%
Purchased Services	45,174	131,543	110,000	41%
Supplies & Equipment	14,352	55,723	50,000	29%
Other Fees	-	-	-	0%
<b>Total Administration/District Support Expenditures</b>	<b>165,825</b>	<b>371,704</b>	<b>371,528</b>	<b>45%</b>
<b>Elementary Education</b>				
Salary & Benefits	179,863	483,928	350,773	51%
Purchased Services	7,743	40,398	15,000	52%
Supplies & Equipment	34,032	16,257	40,000	85%
Other Fees	-	-	-	0%
<b>Total Elementary Expenditures</b>	<b>221,639</b>	<b>540,583</b>	<b>405,773</b>	<b>55%</b>
<b>Federal Title</b>				
Salary & Benefits	26,161	52,322	52,322	50%
Purchased Services	-	2,332	2,332	0%
Supplies & Equipment	-	1,133	3,857	0%
Other Fees	-	-	-	0%
<b>Total Federal Title Expenditures</b>	<b>26,161</b>	<b>55,787</b>	<b>58,511</b>	<b>45%</b>
<b>State Special Education</b>				
Salaries/Wages and Benefits	348,367	815,320	681,842	51%
Purchased Services	12,876	51,500	51,500	25%
Supplies & Equipment	-	-	-	0%
HHM Transportation	-	262,650	100,000	0%
Transportation	5,423	61,800	45,000	12%
Other Fees	-	-	-	0%
<b>Total State Special Education Expenditures</b>	<b>366,665</b>	<b>1,191,270</b>	<b>878,342</b>	<b>42%</b>

No assurance is provided on these financial statements and supplementary information. See selected information.

	YTD Actual	Original FY22 Budget	Working FY22 Budget	% of Working Budget
<b>Federal Special Education</b>				
Salaries/Wages and Benefits	1,105	4,059	4,059	27%
Purchased Services	-	24,205	12,572	0%
Supplies & Equipment	1,461	2,060	2,060	71%
Other Fees	-	-	-	0%
<b>Total Federal Special Education Expenditures</b>	<b>2,566</b>	<b>30,324</b>	<b>18,691</b>	<b>14%</b>
<b>Instructional/Pupil Support</b>				
Salary & Benefits	40,484	80,968	80,968	50%
Purchased Services (Includes Transportation)	127,021	176,948	176,948	72%
Intercession	-	15,000	10,000	0%
Supplies & Equipment	-	1,061	1,061	0%
Other Fees	-	-	-	0%
<b>Total Instructional Support Expenditures</b>	<b>167,505</b>	<b>273,977</b>	<b>268,977</b>	<b>62%</b>
<b>Building &amp; Operations</b>				
Salaries/Wages and Benefits	20,049	40,098	40,098	50%
Purchased Services	13,967	82,400	82,400	17%
Facilities Lease	85,578	171,155	171,155	50%
Supplies & Equipment	1,279	4,244	4,244	30%
Other Fees (Includes Building Insurance)	11,753	15,450	15,450	76%
<b>Total Building &amp; Operations Expenditures</b>	<b>132,626</b>	<b>313,347</b>	<b>313,347</b>	<b>42%</b>
<b>Q-Comp</b>				
Salaries/Wages and Benefits	5,307	6,000	6,000	88%
Purchased Services	-	-	-	0%
Supplies & Equipment	-	-	-	0%
Other Fees	-	-	-	0%
<b>Total Q-Comp Expenditures</b>	<b>5,307</b>	<b>6,000</b>	<b>6,000</b>	<b>88%</b>
<b>ADSiS</b>				
Salaries/Wages and Benefits	113,458	244,665	226,915	50%
Purchased Services	-	5,000	5,000	0%
Supplies & Equipment	-	-	-	0%
Other Fees	-	-	-	0%
<b>Total ADSiS Expenditures</b>	<b>113,458</b>	<b>249,665</b>	<b>231,915</b>	<b>49%</b>
<b>ANA Grant</b>				
Salaries/Wages and Benefits	191,431	163,340	163,340	117%
Purchased Services	3,462	-	-	0%
Supplies & Equipment	2,348	-	-	0%
Other Fees	-	-	-	0%
<b>Total ANA Expenditures</b>	<b>197,241</b>	<b>163,340</b>	<b>163,340</b>	<b>121%</b>
<b>Fiscal and Other Fixed Cost Programs</b>				
Purchased Services	-	-	-	0%
First Nations Expenses (Non Salaries/Benefits)	-	-	-	0%
MIAC Expenses (Non Salaries/Benefits)	-	-	-	0%
Transfers to Other Funds	-	13,923	32,598	0%
<b>Total Fiscal and Other Fixed Cost Programs Expenditures</b>	<b>-</b>	<b>13,923</b>	<b>32,598</b>	<b>0%</b>
<b>TOTAL DISTRICT EXPENDITURES - GENERAL FUND</b>	<b>1,398,992</b>	<b>3,209,920</b>	<b>2,749,022</b>	<b>51%</b>
<b>GENERAL FUND (01) - NET INCOME</b>	<b>83,501</b>	<b>11,932</b>	<b>5,988</b>	

No assurance is provided on these financial statements and supplementary information. See selected information.

	YTD Actual	Original FY22 Budget	Working FY22 Budget	% of Working Budget
<b>FUND 02</b>				
<b>DISTRICT REVENUE - FOOD SERVICE FUND</b>				
Local & Other	-	-	-	0%
State	491	2,000	2,000	25%
Federal	27,396	106,872	86,269	32%
Transfer from General Fund	-	13,923	32,598	
<b>TOTAL DISTRICT REVENUE - FOOD SERVICE FUND</b>	<b>27,887</b>	<b>122,795</b>	<b>120,867</b>	<b>23%</b>
<b>DISTRICT EXPENDITURES - FOOD SERVICE FUND</b>				
Salaries/Wages and Benefits	36,224	47,192	65,867	55%
Purchased Services	28,416	75,603	55,000	52%
Supplies & Equipment	-	-	-	0%
<b>TOTAL DISTRICT EXPENDITURES - FOOD SERVICE FUND</b>	<b>64,641</b>	<b>122,795</b>	<b>120,867</b>	<b>53%</b>
<b>FOOD SERVICE FUND (02) - NET INCOME</b>	<b>(36,753)</b>	<b>-</b>	<b>-</b>	
<b>TOTAL REVENUES - ALL FUNDS</b>	<b>1,510,380</b>	<b>3,344,647</b>	<b>2,875,877</b>	<b>53%</b>
<b>TOTAL EXPENDITURES - ALL FUNDS</b>	<b>1,463,632</b>	<b>3,332,715</b>	<b>2,869,889</b>	<b>51%</b>
<b>NET INCOME (LOSS) - ALL FUNDS</b>	<b>46,748</b>	<b>11,932</b>	<b>5,988</b>	
Beginning Fund Balance 7/1/2021	169,310	189,512	169,310	
<b>Ending Fund Balance</b>	<b>216,057</b>	<b>201,444</b>	<b>175,298</b>	
Fund balance %		6.04%	6.11%	

No assurance is provided on these financial statements and supplementary information. See selected information.

# BDOTE LEARNING CENTER

## Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
WEST		5770		Wire	1	1227	The Hanover Insurance Group		No	Yes	No	12/31/2021	814.80
WEST		5771		Wire	1	1345	T-Mobile		No	Yes	No	12/31/2021	795.84
WEST		5772		Wire	1	1374	American National Bank		No	Yes	No	12/31/2021	14.33
WEST		5773		Wire	1	1379	USPS		No	Yes	No	12/31/2021	56.12
WEST		5774		Wire	1	1381	Speedway		No	Yes	No	12/31/2021	400.00
WEST		5775		Wire	1	1394	Target		No	Yes	No	12/31/2021	165.10
WEST		5776		Wire	1	1394	Target		No	Yes	No	12/31/2021	182.79
WEST		5777		Wire	1	14111	Five Below		No	Yes	No	12/31/2021	999.34
WEST		5778		Wire	1	1418	Cub Foods		No	Yes	No	12/31/2021	57.00
WEST		5779		Wire	1	1429	Dollar Tree		No	Yes	No	12/31/2021	23.77
WEST		5780		Wire	1	1430	Box Lunch		No	Yes	No	12/31/2021	91.92
WEST		5781	1322	Check	1	1431	Friendship Academy		Yes	Yes	No	12/13/2021	400.00
Bank Total: <span style="border: 1px solid black; padding: 2px;">\$4,001.01</span>													
WNB		5782		Wire	1	1007	Minnesota Department of Revenue		No	Yes	No	12/13/2021	64.80
WNB		5783		Wire	1	1028	Internal Revenue Service		No	Yes	No	12/13/2021	283.06
WNB		5784		Wire	1	1041	Minnesota TRA		No	Yes	No	12/13/2021	293.04
WNB		5785		Wire	1	1005	Public Employees Retirement Association		No	Yes	No	12/31/2021	5,648.58
WNB		5786		Wire	1	1007	Minnesota Department of Revenue		No	Yes	No	12/31/2021	3,106.96
WNB		5787		Wire	1	1028	Internal Revenue Service		No	Yes	No	12/31/2021	17,444.97
WNB		5788		Wire	1	1041	Minnesota TRA		No	Yes	No	12/31/2021	5,568.06
WNB		5789		Wire	1	1005	Public Employees Retirement Association		No	No	No	12/31/2021	4,911.68
WNB		5790		Wire	1	1007	Minnesota Department of Revenue		No	No	No	12/31/2021	2,815.93
WNB		5791		Wire	1	1028	Internal Revenue Service		No	No	No	12/31/2021	16,045.05
WNB		5792		Wire	1	1041	Minnesota TRA		No	No	No	12/31/2021	5,868.29
WNB		5793		Wire	1	1026	State of Minnesota		No	Yes	No	12/31/2021	243.90
WNB		5794		Wire	1	1026	State of Minnesota		No	Yes	No	12/31/2021	243.90
WNB		5795		Wire	1	1181	AXA Equitable		No	Yes	No	12/31/2021	217.00
WNB		5796		Wire	1	1181	AXA Equitable		No	Yes	No	12/31/2021	217.00
WNB		5797		Wire	1	1319	Alerus		No	Yes	No	12/31/2021	227.67
WNB		5798		Wire	1	1319	Alerus		No	Yes	No	12/31/2021	28.00
WNB		5799		Wire	1	1319	Alerus		No	Yes	No	12/31/2021	191.92
WNB		5800		Wire	1	1319	Alerus		No	Yes	No	12/31/2021	566.44
WNB		5802		Wire	1	2232	Delta Dental of Minnesota		No	Yes	No	12/17/2021	2,145.99
WNB		5759	9649	Check	1	1131	Jeremy Red Eagle		No	Yes	No	12/17/2021	350.00
WNB		5762	9650	Check	1	1425	Kenneth Danielson		Yes	Yes	No	12/17/2021	250.00
WNB		5761	9651	Check	1	1407	Office of Child Support		Yes	Yes	No	12/17/2021	150.00
WNB		5760	9652	Check	1	1302	Enforcement		Yes	Yes	No	12/17/2021	150.00

# BDOTE LEARNING CENTER

## Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
WNB		5763	9653	Check	1	1515	PreferredOne Insurance Company		Yes	Yes	No	12/17/2021	21,875.94
WNB		5767	9654	Check	1	1428	Andrea Adams		Yes	No	No	12/22/2021	65.47
WNB		5768	9655	Check	1	2015	BerganKDV, Ltd		Yes	Yes	Yes	12/22/2021	11,250.00
WNB		5768	9655	Check	1	2015	BerganKDV, Ltd		Yes	Yes	Yes	12/31/2021	(11,250.00)
WNB		5766	9656	Check	1	1402	Community Bridge		Yes	No	No	12/22/2021	7,247.30
WNB		5764	9657	Check	1	1278	CSTMN - BIN #170065		Yes	Yes	No	12/22/2021	11,585.60
WNB		5765	9658	Check	1	1308	Sharon Lovegren	Ind/Sole Proprietor	Yes	Yes	No	12/22/2021	142.50
Bank Total:												\$129,770.91	
Report Total:												\$133,771.92	

No assurance is provided on these financial statements and supplementary information. See selected information.



# BDO LEARNING CENTER

## Receipt Listing Report with Detail by Deposit

CLA

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
2013	4226	WNB	CR1221	2021	Credit A	12/15/21		Wire	1	Miscellaneous Customer						
12.15.21	IDEAS Payment			4226	B	01	121	000		FY21 Literacy Incentive				68.52	0.00	0.00
				4226	R	01	005	000	000	211				80,857.63	0.00	0.00
										FY22 General Education Aid					\$80,926.15	\$0.00
															\$80,926.15	\$0.00
2014	4226	WNB	CR1221	2022	Credit A	12/30/21		Wire	1	Miscellaneous Customer						
12.30.21	IDEAS Payment			4226	R	01	005	000	000	211				81,046.53	0.00	0.00
				4226	R	02	005	770	000	709	479			1,251.83	0.00	0.00
										FIN709 SFSP					\$82,298.36	\$0.00
															\$82,298.36	\$0.00
2015	4226	WNB	CR1221	2023	Credit A	12/29/21		Wire	1	Miscellaneous Customer						
12.29.21	CLIGS Payment			4226	R	02	005	770	000	709	479			3.96	0.00	0.00
										FIN709 SFSP					\$3.96	\$0.00
															\$3.96	\$0.00
2016	4226	WNB	CR1221	2024	Credit A	12/30/21		Wire	1	Miscellaneous Customer						
12.30.21	Alerus Refund			4226	B	01	215	092		Miscellaneous Customer				100.00	0.00	0.00
										12.30.21 Alerus Refund					\$100.00	\$0.00
															\$100.00	\$0.00
2017	4226	WNB	CR1221	2025	Credit A	12/17/21		Wire	1	Miscellaneous Customer						
12.17.21	ANA Draw			4226	R	01	005	000	206	599	400			10,607.16	0.00	0.00
				4226	R	01	005	000	205	599	400			20,891.39	0.00	0.00
										FY22 ANA SEDS					\$31,498.55	\$0.00
										FY22 ANA EMI					\$31,498.55	\$0.00
2018	4226	WNB	CR1221	2026	Credit A	12/23/21		Wire	1	Miscellaneous Customer						
12.23.21	SWIFT Payment			4226	R	02	005	770	000	705	476			1,731.13	0.00	0.00
				4226	R	02	005	770	000	701	472			3,220.85	0.00	0.00
				4226	R	02	005	770	000	701	300			93.25	0.00	0.00
										FY22 State Lunch						

# BDO LEARNING CENTER

## Receipt Listing Report with Detail by Deposit

CLA

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
2018	4226	WNB	CR1221													
12.23.21	SWIFT Payment	2026	Credit A	12/23/21	4226	R 01 005 000 011 155 400	Wire	1	M	Miscellaneous Customer						
															4,564.21	0.00
															\$9,609.44	\$0.00
															\$9,609.44	\$0.00
															\$233,738.74	\$0.00

Receipt Total: 4,564.21 0.00  
 \$9,609.44 \$0.00  
 Deposit Total: \$9,609.44 \$0.00  
 Report Total: \$233,738.74 \$0.00



**Bdote Learning Center  
Historical and Forecasted Financial Statements  
Selected Information**

**For the Six Months Ended December 31st, 2021 and Year Ending June 30th, 2022**

The school presents governmental fund financial statements using the current financial resources measurement focus and the modified accrual basis of accounting. As required by state statute, the school operates as a nonprofit corporation under Minnesota Statutes §317A. However, state law also requires that the school comply with Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS) which mandates the use of a governmental fund accounting structure.

The accompanying historical financial statements and forecasted financial statements include the following departures from accounting principles generally accepted in the United States of America and the guidelines for presentation of a forecast established by the AICPA:

- The historical and forecasted financial statements omit substantially all of the disclosures required by accounting principles generally accepted in the United States of America.
- The financial statements are not a complete presentation of governmental fund financial statements in accordance with the above standards.

The effects of these departures have not been determined.

**Summary of Significant Assumptions**

These financial forecasts present, to the best of management's knowledge and belief, the School's expected financial position and results of operations for the forecast periods. Accordingly, the forecasts reflect its judgment as of June 28th, 2021 the date of these forecasts, of the expected conditions and its expected course of action. The assumptions disclosed herein are those that management believes are significant to the forecasts. There will usually be differences between the forecasted and actual results, because events and circumstances frequently do not occur as expected, and those differences may be material.

**Balance Sheet Assumptions**

1 Estimated State Aids Receivable	90 Days
2 Due from Federal	30 Days
3 Due from State Issued Grants	30 Days
4 Payables are expected to be paid at net	60 Days
5 Payroll Payables are expected to be paid at net	30 Days

**Statement of Operations Assumptions**

1 Revenue is expect to grow at a rate of	9%
2 Salaries, benefits, and taxes are expected to increase by	9%
3 All other expenses are expected to increase	7%

No assurance is provided.

