

Adopted:	Crosslake Community Schools District 4059 MSBA/MASA Policy 302 Online and In-Person School's Policy
Approved:	Required Osprey Wilds, Three-Year Review

Policy 302 – SCHOOL LEADERS QUALIFICATIONS

(DRAFT – recommended for adoption September 28, 2026)

I. PURPOSE

The purpose of this policy is to establish, by action of the Board of Directors, the qualifications for all persons who hold administrative, supervisory, or instructional leadership roles at CCS, as Minnesota charter law requires. These qualifications are the basis for job descriptions, hiring, and performance evaluations of those roles.

II. GENERAL STATEMENT OF POLICY

Every covered role requires a minimum of a four-year degree from an accredited institution, or equivalent experience, plus the role-appropriate competencies in Section III.

III. COMPETENCY AREAS

As appropriate to the specific position, qualifications include demonstrated competence in: 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.

IV. ROLE-SPECIFIC QUALIFICATIONS

A. District Superintendent — the Board's single employee. Valid Minnesota superintendent license (or, if unlicensed, an annual board-approved professional development plan with a minimum of 25 hours of competency-based training); advanced degree in educational leadership preferred; competence across all Section III areas, with emphasis on financial management, legal/compliance, special education oversight, and board and authorizer relationships. First-year charter leader training (charter school law, board/management relationships, charter contract and authorizer relationships) as required by statute.

B. Principals (In-Person PreK–8; Online K–8; Online 9–12) — valid Minnesota principal license (CCS aligns administrator titles with licensure); instructional leadership experience; for online principals, experience or training in online program delivery; competence in instruction and assessment, curriculum, personnel management, child development, and parent/community relationships.

C. Other supervisory and instructional leadership roles (e.g., District Teaching & Learning Coordinator; HR/Business Manager; Student Support Services Manager;

Technology Manager; Special Education Manager) — four-year degree or equivalent experience plus licensure/credentials appropriate to the role (the contracted Director of Special Education holds a Minnesota special education director license through Paul Bunyan Education Cooperative), and the Section III competencies matched to the position's duties.

V. IMPLEMENTATION

The HR/Business Manager maintains job descriptions consistent with this policy; hiring committees use it in screening; evaluations of covered roles under Policy 302.5 measure performance against it. Required training certifications are kept in personnel files, and leader professional development completed each year is documented in the district's annual report.

Legal References: Minn. Stat. § 124E.12, subd. 2 (School Leader Qualifications);
Minn. Stat § 124E.12, subd. 2(b) (Professional Development Plan for Unlicensed Leaders);
Minn. Stat § 124E.12, subd. 6 (Leader Training and Documentation)

Cross References: Policy 302.5 (School Leader Evaluation); CCS job descriptions;
CCS–Osprey Wilds charter contract