

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. Staff and Salary Changes 58
 - c. January Financials 59
 - d. BFC Minutes 60
 - e. Board Minutes 62
 - f. Enrollment Update 64
5. **Reports from Organizations**
 - a. PACT Student Council Representative
6. **Recognitions and Retirements**
 - a. PACT Employee of the Month 65
7. **Teaching and Learning**
 - a. PACT Spotlight Presentation (secondary) 66
 - b. Teaching and Learning Report 79
8. **Administrative Reports and Recommendations**
 - a. Superintendent Report
 - i. Online School
Dr. Nathan Flansburg
 - ii. Online Teacher Pay Stipend FY27
Dr. Nathan Flansburg
 - iii. BILT Stipend
Dr. Nathan Flansburg
 - iv. Revised FY26 Budget 80
Bridget Peterson
 - b. Human Resource and Operations Services 85
 - c. Elementary Principal Report 87
 - d. Secondary Principal Report

- e. Communication and Community Engagement Report 90
- 9. **Other Board Action**
 - a. Board Chair Report
 - b. Other Board Reports
 - i. Board Elections
Ryan
Reminder to the community that we have four (4) open positions — two teachers and two parents — self-nominations are currently open. Contact Kris Foltz, election manager, with any questions.
- 10. **Adjourn**

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. BYLAWS

ARTICLE I. PURPOSE

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

ARTICLE II. MISCELLANEOUS

Section 1. Definitions.

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

(b) Chief Administrator. Synonymous with Superintendent.

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

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

ARTICLE III. OFFICES

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

ARTICLE IV. MEETINGS OF THE BOARD

Section 1. Annual Meeting.

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

Section 2. Regular Meetings.

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

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

Section 3. Special Meetings.

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

Section 4. Emergency Meetings.

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

Section 5. Quorum and Adjourned Meetings.

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

Section 6. Voting.

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

Section 7. Open Meeting Law.

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

ARTICLE V. BOARD OF DIRECTORS

Section 1. General Powers.

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

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

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

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

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

(d) Tenure. Each Director shall hold office for a three (3) year term or until a successor has been duly elected and qualified or until the director dies, resigns, is removed, or the term otherwise expires. Directors may stand for reelection. There are no limits to the number of terms a Director may serve. Any parents or teachers nominated and elected as a director must have at least one (1) year of experience at PACT. Community Members and the Treasurer are exempt from the one-year requirement though they should demonstrate an interest in the organization.

(e) Term Limits.

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

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

(f) Qualifications.

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

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

A. Employee Termination

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

B. Teacher Who Is Also a Parent

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

C. Community Member Who Becomes an Employee or a Parent

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

D. A parent whose Child is Unenrolled

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

Section 3. Change of Governance Structure.

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

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

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

AND

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

(c) Process & Procedures to Change Governance Structure.

Requests & Petitions to Change Structure

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

Special Board Meeting to Solicit Community Comment

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

Board Meeting

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

Effective Date of Change in Governance Structure

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

Section 4. Nomination Process and Eligible Voters.

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

Section 5. Resignation and Removal.

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

Section 6. Filling Vacancies.

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

Section 7. Compensation.

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

Section 8. Waiver of Meeting Notice.

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

Section 9. Presence at Meetings Electronically.

Members of the Board of Directors or any committee, as applicable, may participate in a meeting of the Board of Directors or any committee by means of interactive technology provided that all requirements set forth in Minnesota Statutes section 13D.02, as amended, are met ('absent' participant must be able to be seen and heard

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

Section 10. Conflict of Interest.

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

Section 11. Board Committees.

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

IV. INDEMNIFICATION AND INSURANCE

Section 1. Indemnification.

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

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

Section 2. Insurance.

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

V. FINANCIAL MATTERS.

Section 1. Contracts.

The Board of Directors may authorize any officer or officers, agent or agents of the Corporation to enter into any contract or execute and deliver any instrument in the name and on behalf of the Corporation, and any such authority may be general or confined to specific instances. Unless so authorized by the Board of Directors or these Bylaws, no officer, agent or

employee shall have any power or authority to bind the Corporation by any contract or engagement, or to pledge its credit or to render it financially liable for any purpose or to any amount.

Section 2. Loans and Pledges.

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

Section 3. Authorized Signatures.

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

Section 4. Deposits.

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

VI. RULES OF ORDER

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

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

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

VII. BOARD PROCEDURES

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

- A. To establish guidelines by which the business of the charter school board can be conducted in a regular and internally consistent manner;
 - B. To organize the meetings so all necessary matters can be brought to the charter school board and decisions of the charter school board can be made in an orderly and reasonable manner;
 - C. To insure that members of the charter school board have the necessary information to make decisions on substantive issues and to insure adequate discussion of decisions to be made; and
 - D. To insure that meetings and actions of the charter school board are conducted so as to be informative to the staff and the public, and to produce a clear record of actions taken and decisions made.
- A. Charter school board members need not rise to gain the recognition of the chair.
 - B. A motion will be adopted or carried if it receives the affirmative votes of a majority of

those actually voting on the matter. Abstentions are considered acquiescence to the vote of the majority. It should be noted that some motions by statute or Robert's Rules of Order require larger numbers of affirmative votes.

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

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

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

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

XIII. ORDER OF THE REGULAR CHARTER SCHOOL BOARD MEETING

- A. The charter school board shall conduct an orderly charter school board meeting. The charter school board will, at all regular charter school board meetings, follow an agenda order similar to:

1. Call To Order / Pledge of Allegiance
 2. Approval of Agenda and Consent Agenda Items
 3. Reports From Organizations
 4. Recognitions
 5. Teaching and Learning
 6. Administrative Reports And Recommendations
 7. Other Board Action
 8. Adjourn
- B. Items in this order may be considered as part of a consent agenda.
- C. The charter school board may depart from the order of business with the consent of the majority of directors present.

IX. MEETING AGENDA PROCEDURES

- A. The preparation of the charter school board of directors' meeting agenda will be created to ensure that the charter school board can accomplish its business as efficiently and expeditiously as possible.
- B. While all charter school board members may provide input, it shall be the responsibility of the board chair and Superintendent to develop, prepare, and arrange the order of items for the tentative school board meeting agenda for each board meeting.
- C. Persons wishing to place an item on the agenda must make a request to the board chair or Superintendent in a timely manner. The person making the request is encouraged to state the person's name, address, purpose of the item, action desired, and pertinent background information. The chair and Superintendent shall determine whether to place the matter on the tentative agenda.
- [Note: The Minnesota Commissioner of Administration has issued an opinion that a government entity is limited to acting only on those matters specifically included in the notice of a special meeting.]***
- D. The tentative agenda and supporting documents shall be sent to the board members three (3) days prior to the scheduled school board meeting.
- E. Items may only be added to the agenda by a motion adopted at the meeting. If an added item is acted upon, the minutes of the school board meeting shall include a description of the matter.
- F. At least one copy of any printed materials, including electronic communications, relating to the agenda items of the meeting prepared or distributed by or at the direction of the charter school board or its employees and: (i) distributed at the meeting to all members of the governing body; (ii) distributed before the meeting to all members; or (iii) available in the meeting room to all members shall be available in the meeting room for inspection by the public while the school board considers their subject matter. This does not apply to materials classified by law as other than public

or to materials relating to the agenda items of a closed meeting.

X. CONSENT AGENDAS

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

XI. AMENDMENTS

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

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

Cross References: MSBA/MASA Model Policy 204 (Charter School Board Meeting Minutes)
MSBA/MASA Model Policy 206 (Public Participation in Charter School Board Meetings/Complaints about Persons at Charter School Board Meetings and Data Privacy Considerations)

Original Creation Date: July 1994

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: March 5, 2026

Year Reviewed: 2025-2026

533 WELLNESS

[NOTE: All charter schools that participate in the National School Lunch and School Breakfast Programs are required by the Healthy, Hunger-Free Kids Act of 2010 (Act) to have a wellness policy that includes standards and nutrition guidelines for foods and beverages made available to students on campus during the school day, as well as specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. The Act requires the involvement of parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the public in the development, implementation, and periodic review and update of the wellness policy. The Act also requires a plan for measuring implementation of the policy and reporting wellness policy content and implementation issues to the public, as well as the designation of at least one person charged with responsibility for the implementation and oversight of the wellness policy to ensure the charter school is in compliance with the policy.]

I. PURPOSE

The purpose of this policy is to set forth methods that promote student wellness, prevent and reduce childhood obesity, and assure that school meals and other food and beverages sold and otherwise made available on the school campus during the school day are consistent with applicable minimum local, state, and federal standards.

II. GENERAL STATEMENT OF POLICY

- A. The school board recognizes that nutrition promotion and education, physical activity, and other school-based activities that promote student wellness are essential components of the educational process and that good health fosters student attendance and learning.
- B. The school environment should promote students' health, well-being, and ability to learn by encouraging healthy eating and physical activity.
- C. PACT Charter School encourages the involvement of parents, students, representatives of the school food authority, teachers, school health professionals, the school board, school administrators, and the general public in the development, implementation, and periodic review and update of PACT Charter School's wellness policy.
- D. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.
- E. All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- F. Qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

III. WELLNESS GOALS

[NOTE: The Act requires that wellness policies include goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness.]

- A. Nutrition Promotion and Education

1. PACT Charter School will encourage and support healthy eating by students and engage in nutrition promotion that is:
 - a. offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health;
 - b. part of health education classes, as well as classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects, where appropriate; and
 - c. enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, and field trips.
2. PACT Charter School will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte/snack lines, vending machines, fundraising events, concession stands, and student stores.

B. Physical Activity

1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health and physical education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities, such as watching television;
2. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate; and
3. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

C. Communications with Parents

1. PACT Charter School recognizes that parents and guardians have a primary role in promoting their children's health and well-being.
2. PACT Charter School will support parents' efforts to provide a healthy diet and daily physical activity for their children.
3. PACT Charter School encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.
4. PACT Charter School will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.

IV. STANDARDS AND NUTRITION GUIDELINES

[NOTE: The Act requires that charter schools have standards, selected by the charter school, for all foods available on the school campus during the school day with the objective of promoting student health and reducing childhood obesity. For foods and beverages sold to students during the school day on school campus, the Act requires that charter schools also have nutrition guidelines.]

A. School Meals

[NOTE: The Act specifically requires that the wellness policy contain standards and nutrition guidelines for all foods and beverages sold to students during the school day that are consistent with the meal requirements for lunches and after-school snacks set forth in 7 Code of Federal Regulations, section 210.10 and the meal requirements for breakfasts set forth in 7 Code of Federal Regulations, section 220.8.]

1. PACT Charter School will provide healthy and safe school meal programs that comply with all applicable federal, state, and local laws, rules, and regulations.
2. Food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students.
3. Food service personnel will try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning.
4. Food service personnel will provide clean, safe, and pleasant settings and adequate time for students to eat.
5. Food service personnel will take every measure to ensure that student access to foods and beverages meets or exceeds all applicable federal, state, and local laws, rules, and regulations and that reimbursable school meals meet USDA nutrition standards.
6. Food service personnel shall adhere to all applicable federal, state, and local food safety and security guidelines.
7. PACT Charter School will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.
8. PACT Charter School will provide students access to hand washing or hand sanitizing before they eat meals or snacks.
9. PACT Charter School will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day.
10. PACT Charter School will discourage tutoring, club, or organizational meetings or activities during mealtimes unless students may eat during such activities.

B. School Food Service Program/Personnel

1. PACT Charter School shall designate an appropriate person to be responsible for PACT Charter School's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA guidelines.
2. As part of PACT Charter School's responsibility to operate a food service program, PACT Charter School will provide continuing professional development for all food service personnel in schools.

C. Competitive Foods and Beverages

1. All foods and beverages sold on school grounds to students, outside of reimbursable meals, are considered "competitive foods." Competitive foods include items sold a la carte in the cafeteria, from vending machines, school stores, and for in-school fundraisers.
2. All competitive foods will meet the USDA Smart Snacks in School (Smart Snacks) nutrition standards and any applicable state nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits.
3. Before and Aftercare (child care) programs must also comply with the charter school's nutrition standards unless they are reimbursable under USDA school meals program, in which case they must comply with all applicable USDA standards.

D. Other Foods and Beverages Made Available to Students

1. Student wellness will be a consideration for all foods offered, but not sold, to students on the school campus, including those foods provided through:

- a. Celebrations and parties

PACT Charter School will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.

[NOTE: Healthy party ideas are available from the USDA.]

- b. Classroom snacks brought by parents

PACT Charter School will provide to parents a list of suggested foods and beverages that meet Smart Snacks nutrition standards.

2. Rewards and incentives

Schools will not use foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment.

3. Fundraising

PACT Charter School will make available to parents and teachers a list of suggested healthy fundraising ideas.

E. Food and Beverage Marketing in Schools

1. School-based marketing will be consistent with nutrition education and health promotion.
2. Schools will restrict food and beverages marketing to the promotion of only those foods and beverages that meet the Smart Snacks nutrition standards.

V. WELLNESS LEADERSHIP AND COMMUNITY INVOLVEMENT

A. Wellness Coordinator

[NOTE: The Act requires that local school wellness policies identify the position of the local education agency or school official(s) responsible for the implementation and oversight of the local school wellness policy.]

1. The Superintendent will designate a charter school official to oversee the charter school's wellness-related activities (Wellness Coordinator). The Wellness Coordinator will ensure that each school implements the policy. The Executive Director of Human Resources and Operations will serve as the Wellness Coordinator for PACT Charter School.
2. The principal of each school, or a designated school official, will ensure compliance within the school and will report to the Wellness Coordinator regarding compliance matters upon request.

B. Public Involvement

1. The Wellness Coordinator will permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the wellness policy.
2. The Wellness Coordinator will hold meetings, from time to time, for the purpose of discussing the development, implementation, and periodic review and update of the wellness policy.

VI. POLICY IMPLEMENTATION AND MONITORING

A. Implementation and Publication

1. After approval by the school board, the wellness policy will be implemented throughout the charter school.
2. The charter school will post its wellness policy on its website, to the extent it maintains a website.

B. Annual Reporting

The Wellness Coordinator will annually inform the public about the content and implementation of the wellness policy and make the policy and any updates to the policy available to the public.

C. Triennial Assessment

1. At least once every three (3) years, the charter school will evaluate compliance with the wellness policy to assess the implementation of the policy and create a report that includes the following information:
 - a. the extent to which schools under the jurisdiction of PACT Charter School are in compliance with the wellness policy;
 - b. the extent to which PACT Charter School's wellness policy compares to model local wellness policies; and
 - c. a description of the progress made in attaining the goals of PACT Charter School's wellness policy.
2. The Wellness Coordinator will be responsible for conducting the triennial assessment.

3. The triennial assessment report shall be posted on the charter school's website or otherwise made available to the public.

D. Recordkeeping

[NOTE: The Act requires charter schools to retain records to document compliance with the requirements of 7 Code of Federal Regulations, section 210.30.]

PACT Charter School will retain records to document compliance with the requirements of the wellness policy. The records to be retained include, but are not limited to:

1. PACT Charter Schools written wellness policy.
2. Documentation demonstrating compliance with community involvement requirements, including requirements to make PACT Charter School's wellness policy and triennial assessments available to the public.
3. Documentation of the triennial assessment of the local school wellness policy for each school under PACT Charter School's jurisdiction efforts to review and update the wellness policy (including an indication of who is involved in the update and methods PACT Charter School uses to make stakeholders aware of their ability to participate on the Wellness Committee).

Legal References: Minn. Stat. § 121A.215 (Local School District Wellness Policy; Website)
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
42 U.S.C. § 1758b (Local School Wellness Policy)
42 U.S.C. § 1771 *et seq.* (Child Nutrition Act)
7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
7 C.F.R. § 210.10 (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)

Resources: Minnesota Department of Education, www.education.state.mn.us
Minnesota Department of Health, www.health.state.mn.us
County Health Departments
Action for Healthy Kids Minnesota, www.actionforhealthykids.org
United States Department of Agriculture, www.fns.usda.gov

PACT Charter School

Original Creation Date: December 8, 2008

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Year Reviewed: 2025-2026

534 SCHOOL MEALS POLICY

[NOTE: In 2021, the Minnesota legislature amended Minnesota Statutes, section 124D.111, to require that Minnesota charter schools that participate in the national school lunch program adopt a school meals policy. In 2023, the Minnesota legislature amended the statute to create the free school meals program].

[NOTE: This MSBA/MASA model policy is drafted to be consistent for all grade levels. However, charter schools may vary the meal charge policy for elementary, middle, and high schools.]

[NOTE: Charter schools must follow appropriate debt collection practices when attempting to recover unpaid a la carte item or second meal charges.]

I. PURPOSE

The purpose of this policy is to ensure that students receive healthy and nutritious meals through PACT Charter School's nutrition program and that PACT Charter School employees, families, and students have a shared understanding of expectations regarding meal charges. The policy of PACT Charter School is to provide meals to students in a respectful manner and to maintain the dignity of students by prohibiting lunch shaming or otherwise ostracizing the student. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for a la carte items or second meals as well as to maintain the financial integrity of the school nutrition program.

II. PAYMENT OF MEALS

Upon enrollment students are assigned a meal account in PACT's Student Information System (SIS). Families can add funds to their student's account through the SIS. When a student's meal account balance reaches a predetermined amount, the SIS sends an automated email notice to the student's guardian.

- A. If the charter school participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage below the federal percentage determined for all meals to be reimbursed at the free rate via the Community Eligibility Provision must participate in the free school meals program.
- B. Free School Meals Program
 1. The free school meals program is created within the Minnesota Department of Education.
 2. Each school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage at or above the federal percentage determined for all meals to be reimbursed at the free rate must participate in the federal Community Eligibility Provision in order to participate in the free school meals program.
 3. Each school that participates in the free school meals program must:
 - a. participate in the United States Department of Agriculture School Breakfast Program and the United States Department of Agriculture National School Lunch Program; and

- b. provide to all students at no cost up to two (2) federally reimbursable meals per school day, with a maximum of one (1) free breakfast and one (1) free lunch.
- c. A student who has been determined eligible for free and reduced-price meals must always be served a reimbursable meal even if the student has an outstanding debt.

[NOTE: While subparagraph 3. above is inherent given subparagraph 2., MSBA recommends that school boards consider including subparagraph 3., which is stated in Minnesota Statutes, section 124D.111.]

- C. Once a meal has been placed on a student's tray or otherwise served to a student, the meal may not be subsequently withdrawn from the student by the cashier or other school official, whether or not the student has an outstanding meal balance.
- D. An entry to a student's meal account is only made upon that student entering their pre-assigned PIN. This will generate a journal entry of a meal or ala carte item served and the corresponding cost subtracted from the account balance. Currently, with one meal served at no charge to each student each day, only extra milk, or a single milk purchased without a school meal, will be charged to the account. Funds are transferred between sibling accounts by school personnel when it is necessary to offset another sibling's negative balance. This may be done with or without prior parent or guardian permission.
- E. If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the students' accounts. Funds may not be transferred between sibling accounts unless written permission is received from the parent or guardian.
- F. A student may purchase a second breakfast at the nonprogram price if the student has already selected a reimbursable breakfast.
- G. A student may purchase a second lunch at the nonprogram price if the student has already selected a reimbursable lunch.

[NOTE: New paragraphs F and G apply if a school receives school breakfast aid under Minnesota Statutes, section 124D.111 or school lunch aid under Minnesota Statutes, section 124D.111 respectively.]

III. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION

- A. The Student Information System will send an automated email to families when their student's meal account balances are low or fall below zero.
- B. Families will be notified of an outstanding negative balance by the school's business office or Food Service Director at the end of each school year. Full payment is expected no later than June 30th of that year.
- C. Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program, including, but not limited to, dumping meals, withdrawing a meal that has been served, announcing or listing students' names publicly, providing alternative meals not specifically related to dietary needs; providing nonreimbursable meals; or affixing stickers, stamps, or pins.

IV. UNPAID MEAL CHARGES

- A. PACT Charter School will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free or reduced-price meals for their children.
- B. PACT Charter School will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.
- C. Negative balances of more than **\$25.00**, not paid prior to **June 30 of that school year**, will be turned over to the Superintendent. In some instances, PACT Charter School does use a collection agency to collect unpaid school meal debts after reasonable efforts first have been made by the charter school to collect the debt. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.
- D. PACT Charter School may not enlist the assistance of non-charter school employees, such as volunteers, to engage in debt collection efforts.
- E. PACT Charter School will not impose any other restriction prohibited under Minnesota Statutes, section 123B.37 due to unpaid student meal balances. PACT Charter School will not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to materials, technology, or other items provided to students due to an unpaid student meal balance.

V. COMMUNICATION OF POLICY

- A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:
 - 1. all households at or before the start of each school year;
 - 2. students and families who transfer into the charter school, at the time of enrollment; and
 - 3. all charter school personnel who are responsible for enforcing this policy.
- B. PACT Charter School will post this policy on PACT Charter School's website, or the website of the organization where the meal is served, in addition to providing the required written notification described above.
- C. If PACT Charter School contracts with a third party for its meal services, it will provide the vendor with its school meals policy. PACT Charter School will ensure that any third-party provider with whom the charter school enters into either an original or modified contract after July 1, 2021, adheres to the charter school's school meals policy.

Legal References: Minn. Stat. § 123B.37 (Prohibited Fees)
 Minn. Stat. § 124D.111 (School Meals Policies; Lunch Aid; Food Service Accounting)
 42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
 7 C.F.R. § 210 *et seq.* (School Lunch Program Regulations)
 7 C.F.R. § 220.8 (School Breakfast Program Regulations)

Cross References: None

Resources: USDA Policy Memorandum SP 46-2016, [Unpaid Meal Charges: Local Meal Charge Policies](#) (2016) (accessed 10/29/25)

USDA Policy Memorandum SP 47-2016, [Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments](#) (2016) (accessed 10/29/25)
USDA Policy Memorandum SP 23-2017, [Unpaid Meal Charges: Guidance and Q&As](#) (2017) (accessed 10/29/25)

PACT Charter School

Original Creation Date: November 2, 2023

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: March 5, 2026

Year Reviewed: 2025-2026

537 - Concussion Management Policy

I. PURPOSE

The purpose of this policy is to work with the school and sports communities to make information available about the nature and risks of concussions; to rely on the training of coaches and officials regarding concussions through the appropriate governing body; and to authorize the removal of athletes when a concussion is exhibited or suspected.

II. POLICY STATEMENT

PACT Charter School coaches and referees/officials, whether paid or volunteer, shall complete initial and ongoing training on concussions as set forth below. PACT Charter School will make available to youth athletes and their parents/guardians concussion information. This policy applies to middle school and high school students participating in PACT-sponsored athletic activities.

III. DEFINITIONS

1. "Concussion" means a complex pathophysiological process affecting the brain, induced by traumatic biokinetic forces caused by a direct blow to either the head, face, or neck, or elsewhere on the body with an impulsive force transmitted to the head, that may involve the rapid onset of short-lived impairment of neurological function and clinical symptoms, loss of consciousness, or prolonged post-concussive symptoms.
2. "Youth athlete" means a young person through age 18 who actively participates in athletic activity, including a sport. This includes middle school and high school student-athletes.
3. "Youth athletic activity" means any sport or other athletic activity related to competition, practice, or training exercises that are intended for youth athletes and at which a coach or official is officially presiding.

IV. POLICY

1. PACT Charter School shall provide information to all youth athletes and their parents/guardians regarding the nature, risks, and effects of concussions. The information provided shall be consistent with current medical knowledge from the Centers for Disease Control and Prevention.
2. The appropriate governing body shall provide school coaches and officials involved in youth athletic activities training related to concussions.
3. A coach, trainer, or school official shall remove a youth athlete from participating in any youth athletic activity when a concussion is exhibited or suspected. Once removed, the youth athlete may not return to participation until he or she no longer exhibits symptoms of a concussion and is evaluated by a trained provider who gives written permission to return to participation.
4. A coach, trainer, or school official will complete a Student Injury Form for the health office when a concussion is exhibited or suspected.

5. In alignment with MSHSL concussion guidance, if a player shows any symptoms or signs of a concussion, the following must be applied:

- The player is not allowed to return to play in the current game or practice.
- The player should not be left alone; regular monitoring for deterioration is essential over the initial few hours after injury.
- The player should be evaluated after the injury by a qualified medical provider familiar with current concussion treatment guidelines.
- Return to play must follow a medically supervised stepwise process.
- A player should never return to play while symptomatic. "When in doubt, sit them out!"

V. PROCEDURE

1. Information regarding concussions shall be made available at the start of each school year to youth athletes and their parents/guardians, through website links or otherwise, and shall include the following:

- The nature and risks of concussions associated with the athletic activity;
- The signs, symptoms, and behaviors consistent with a concussion;
- The need to alert appropriate medical professionals for urgent diagnosis and treatment when a youth athlete is suspected or observed to have received a concussion; and
- The need for a youth athlete who sustains a concussion to follow proper medical direction and protocols for treatment and return to play.

2. If a parent/guardian of a youth athlete must sign a consent form to allow participation in the youth athletic activity, the form must include information about the nature and risks of concussions.

3. Each school coach and school official involved in youth athletic activities must receive initial online training and online training at least once every three school years related to concussions through the "Concussion in Youth Sports" online training program on the Centers for Disease Control and Prevention website, as directed by the appropriate governing body of the sport.

4. Return-to-Play Protocol (MSHSL Aligned)

- Return to sport following a concussion requires resolution of all symptoms and completion of a stepwise exercise process.
- 24 hours is recommended at steps 1–3 and 24 hours is required at steps 4–6.
- To participate in practice and competition, full school attendance is required.

5. The athlete may return to competition only when the following criteria are met:

- Free of all symptoms or signs at rest and during exercise.

- Completed the stepwise return to sport protocol.
- Returned to school for full days (also required to return to full school before team practice – i.e. Step 4).
- Cleared by a medical professional and clearance form completed.

6. Steps required to return to sport after a concussion (recommend 24 hours at steps 1–3; required 24 hours at steps 4–6):

1. Very light aerobic exercise that does not make symptoms worse during exercise; regular activities of daily living and school (e.g., walking).
2. Aerobic exercise such as walking or stationary cycling at slow to medium pace, no resistance training.
3. Sport specific exercise—away from the team environment (running, change of direction and/or individual training drills away from the team environment). Light resistance training.
4. Non-contact training drills; exercise to high intensity including more challenging training drills; can integrate into a team environment.
5. Full contact training.
6. Game play.

NOTE: If sport specific training involves any risk of inadvertent head impact, medical clearance should occur prior to Step 3.

7. The final return to competition decision is based on clinical judgment and the athlete may return only with a written medical clearance from a health care provider who is registered, licensed, certified, or otherwise statutorily authorized by the state to provide medical treatment; is trained and experienced in evaluating and managing concussions; and is practicing within the person’s medical training and scope of practice.

Legal Reference

Minn. Stat. §121A.38 (Concussion Procedures)

PACT Charter School

Original Creation Date: September 28, 2015

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: March 5, 2026

Year Reviewed: 2025-2026

538 - Chemical Use & Abuse Policy

PURPOSE

PACT Charter School recognizes that chemical use and abuse create a serious threat to students' and employees' physical and mental well-being and significantly impede the learning process. Chemical use and abuse also create significant problems for society in general.

POLICY STATEMENT

Under PACT Charter School's 418 - Drug-Free Workplace Policy, controlled substances, toxic substances, and alcohol are prohibited in the school setting. PACT Charter School wishes to establish a program to educate and assist employees, students, and others in understanding the goals of achieving drug-free schools and workplaces.

PROGRAM FOR STUDENTS

1. **Instructional Program-** PACT Charter School will provide students an instructional program in chemical abuse and the prevention of chemical dependency. The program will educate students about the dangers of chemical abuse, address the consequences of the illegal use of chemicals, promote a sense of individual responsibility, and encourage students to seek advice from and to confide in a trusted adult regarding concerns about illegal drugs or alcohol use.
2. **Pre-Assessment Team-** In compliance with state statutes, PACT Charter School will establish a chemical abuse pre-assessment team, including the school social worker(s) or counselor(s) and administration. The team is responsible for addressing reports of student chemical abuse problems and making recommendations for appropriate responses in individual cases. Within forty-five (45) days after receiving an individual reported case, the team shall decide whether to provide the student and, in the case of a minor or a dependent student, the student's parent(s) with information about school and community services connection with chemical abuse. Under state statute, a minor student may give consent for medical, mental and other health services to determine the presence of or to treat conditions associated with alcohol and other drug abuse, and the approval of no other person is required.
3. **Pre-Assessment Team Records-** Notwithstanding the Records Management Act, Minn. Stat. §138.163, if the pre-assessment team decides not to provide the student and, in the case of a minor, the student's parent(s) with information about the school or community services in connection with chemical abuse, the pre-assessment team records must be destroyed no later than six months after the determination is made. If the team decides to provide the student and, in the case of a minor or a dependent student, the student's parent(s) with such information, the pre-assessment team records must be destroyed no later than six months after the student is no longer enrolled in PACT Charter School.
4. **Disciplinary Consequences-** Students who abuse, possess, or distribute illicit chemicals will be suspended in compliance with PACT Charter School's student discipline policy and the Pupil Fair Dismissal Act, Minn. Stat. §121A.40-121A.56, and may be proposed for expulsion.

DRUG-FREE AWARENESS AND PREVENTION PROGRAM

1. **Prevention Program-** The Director or his/her designee will maintain a drug-free awareness and prevention program to inform employees, students, and others about: (1) the dangers and health risks of chemical abuse in the workplace/school, (2) the school's 418 - Drug-Free Workplace Policy, and (3) any available drug or alcohol counseling, treatment, rehabilitation, re-entry and/or assistance programs available to employees and/or students.
2. **Notice of Conviction** The Director or his/her designee will notify any federal granting agency required to be notified under the Drug-Free Workplace Act within ten (10) days after receiving notice of a conviction of an employee for a criminal drug statute violation occurring in the workplace. To facilitate the giving of such notice, any employee aware of such a conviction shall report the conviction to the Director. Notice to the federal granting agency within ten days is required by the Drug-Free Workplace Act, 41 U.S.C.A. § 8103.

Legal References:

Minn. Stat. §§121A.25-121A.29 (Chemical Abuse)

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

Minn. Stat. §144.343 (Pregnancy, Venereal Disease, Alcohol or Drug Abuse, Abortion)

41 U.S.C. §§8101-8106 (Drug-Free Workplace Act)

20 U.S.C. §§7101-7165 (Safe and Drug-Free Schools and Communities Act)

34 C.F.R. Part 84 (Governmentwide Requirements for Drug-Free Workplace)

PACT Charter School

Original Creation Date: December 2015

Last Approved By: PACT Charter School Board of Directors

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Year Reviewed: 2023-2024

540 - Education for Homeless Children & Unaccompanied Youth Policy

Purpose

PACT Charter School recognizes that children and youth who experience homelessness have the right to receive a free, appropriate public education, ensured by the McKinney-Vento Homeless Education Assistance Improvements Act of 2001. PACT Charter School will make every effort to provide families the opportunity to maintain education stability for their student, which is key to their educational trajectory and success.

Policy Statement

Homeless students in the district will have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held. A liaison for students in homeless situations will be designated by the Administration to carry out duties as required by law. PACT Charter School will work to ensure that homeless students are not stigmatized nor segregated by their status as homeless.

Definition of Homeless Children or Youth

Children and youth who lack a fixed, regular, and adequate nighttime residence and include those who are:

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- living in motels, hotels, trailer parks, or camping grounds due to the lack of adequate alternative accommodations;
- living in emergency or transitional shelters;
- awaiting foster care placement;
- living in a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodation for human beings;
- living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- residing in a migratory situation and children who qualify as homeless because of living circumstances as described above.

Definition of Unaccompanied Youth

- Youth not in the physical custody of a parent or guardian.

Homeless Education

The Homeless Education Program is designed to serve homeless children and youth at PACT Charter School, District number 4008.

According to the best interest of the homeless student, the district either:

- continues the student's education at PACT Charter School for the duration of homelessness and, if the student becomes permanently housed during an academic year, for the remainder of that academic year; or
- works with the public school that non-homeless students who live in the attendance area where the student lives (with or without parents) are eligible to attend.

Right of Appeal

If the district sends the student to a school other than PACT Charter School if requested by the student's parent or guardian, it shall provide the parent or guardian with a written explanation, including a statement of the right to appeal the placement. If the student is an unaccompanied youth, a notice of the right to appeal is provided to the student.

ESSA: Title X, Part C, Sec. 722(g)(3)(A), (B)

Support Components

The School Social Worker will be the liaison for homeless students and unaccompanied youth. The liaison for homeless students will provide enrollment support and coordinate services within the school district, and through the community, agencies to ensure that each homeless child or youth enrolled at PACT Charter School has equal access to education at PACT Charter School.

Records and Enrollment

Homeless students will enroll, attend classes, and participate fully in school activities. If critical enrollment records, including immunization and medical records, are not immediately available for homeless children, the Liaison and school staff will work with these children and other agencies to obtain them promptly.

Parents or guardians of homeless students or unaccompanied youth shall request enrollment at PACT Charter School by following the application and lottery process.

Attendance

School staff will monitor attendance, ensure that families know that transportation is available, and work with parents to address any attendance issues.

Transportation

Homeless students and unaccompanied youth will be provided transportation services comparable to those of other students. Reasonable individual accommodations will also be considered. Transportation requirements will be coordinated through the Liaison, the Transportation Director and administration.

If it is in the best interest of the homeless student to attend PACT Charter School, transportation is provided to and from school at the request of the parent/guardian or, in the case of an unaccompanied student, the Homeless Liaison. If the student's temporary housing is outside the PACT Charter School district, transportation will be provided to and from the closest available bus stop or to the school (at the school's discretion). Transportation may come in the form of negotiated gas cards, reimbursement, school bus, eligible public transit (such as public bus or cab), or other reasonable transportation as determined by the school.

For the school to reasonably provide the requested transportation, the parent or guardian must submit a completed Homeless Transportation Request Form giving the school at least five calendar days notice of change in residence. If the student is unaccompanied, the Homeless Liaison will work with the student to communicate housing changes at least five days in advance with the Transportation Director.

Success in School

In-service training may be provided to assist staff in such areas as identification of homeless students, awareness of the rights and needs of homeless students, and strategies for working with homeless students and families.

Supplemental services and programs will be identified and made available. Assessment of educational needs may be expedited to help provide appropriate programs and services. Eligible homeless students will be enrolled in available school food programs.

Dispute Resolution

School District Placement of Children and Youths in Homeless Situations

Note: Unlike traditional public school districts, PACT Charter School accepts all applicants who complete a valid application through the enrollment and lottery process. If the administration recommends placement outside of PACT Charter School, all parties will agree, or institute the following appeals process.

For all three levels of the dispute resolution process, the child/youth would continue to attend the school in which they are enrolled while the dispute process is being carried out. The first level of appeal is to the district homeless liaison, if unresolved, the case is appealed to the Administrator, and if the dispute continues to be unresolved, the final appeal may be made to the School Board.

Level I

If a school district seeks to place a homeless child or youth in a school other than PACT Charter School or the school requested by the parent, the child's/youth's parent shall be informed of their right to appeal the decision made by the school district and provided:

- Written notice of the decision made by PACT Charter School, explaining why the school sought to place the child/youth in a school other than PACT Charter School, or the school requested by the parent;
- Written information of the parent's right to appeal;
- A written description of the dispute resolution process; and
- A written summary of the McKinney-Vento law.

If a parent wishes to appeal the decision related to a student's placement:

The parent must file a request for dispute resolution with the homeless liaison. If the homeless liaison is unavailable, Administration may initiate the dispute resolution process.

The homeless liaison must log the complaint, including the date and time, with a written description of the situation and the reason for the dispute, and forward a copy of the complaint to the liaison's immediate supervisor. Within three (3) working days of receipt of the complaint, the liaison must decide on the claim and inform the parent in writing of the result.

If the parent wishes to appeal the decision, the district homeless liaison shall provide the parent with an appeals package containing:

- the parent's grievance,
- the judgment rendered at Level I, and
- any additional information from the parent and/or homeless liaison.

Level II

If the dispute remains unresolved after a Level I appeal:

The parent may appeal the decision to the Administrator using the appeals package provided at Level I.

The Administrator will arrange for a personal conference to be held with the parent within three (3) working days of the parent's receipt of the Level I appeals package.

The Administrator will provide a decision in writing to the parent with supporting evidence and reasons, within three (3) working days of the personal conference with the parent.

A copy of the appeals package, along with the written decision, is to be shared with the district's homeless liaison.

If the dispute remains unresolved, the process then moves to Level III.

Level III

If the dispute remains unresolved:

The Administrator shall forward all written documentation and related paperwork to a School Board representative for review, within three (3) working days of notifying the parent of the decision rendered at Level II.

At the next regularly scheduled or special meeting of the school board, the board shall accept or reject the recommendation. The parent and/or the district's homeless liaison acting on behalf of the parent may exercise the option of presenting information relative to the complaint at the meeting, as appropriate to the structure and agenda of the meeting.

The School Board's determination shall be the final resolution for placement of a homeless child.

Legal References:

McKinney-Vento Homeless Education Assistance Improvements Act of 2001, P.L. 107-110, 42 U.S.C. Sections 11431-11435.

Every Student Succeeds Act of 2015, P.L. 114-95, Title IX, Section 1177.

Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g; 34 CFR Part 99 (2000).

PACT Charter School

Original Creation Date: 2008

Last Approved By: PACT Charter School Board of Directors

Last Approved Date:

Year Reviewed:

551 - Extended Field Trip Policy

Guidelines for Extended Field trips:

Extended field trips are trips that involve one or more overnight stays. Extended field trips are optional for parents/students.

All students of PACT Charter School are expected to follow school policies (found in the PACT Family Handbook), including discipline, courtesy, and respect for others.

The following guidelines are intended to convey clear expectations for students, staff, and chaperones, in order to ensure everyone's safety.

Model professional and respectful behavior on the trip at all times. This includes:

- A. No excessive noise in the plane, hotel room, etc.
- B. No physical aggression, verbal abuse, harassment (bullying) against any person.
- C. No possessing weapons of any kind.
- D. No insubordination - any student refusing to follow directions given by school staff and/or chaperones will be sent home.
- E. No use of profanity, obscene gestures; no possession of unacceptable material, such as pornography.
- F. No use of or possession of drugs, alcohol, tobacco, e-cigs, etc.
- G. No males in female rooms or females in male rooms without chaperone supervision.
- H. Curfews must be held and any violation (sneaking out) will not be tolerated.

Dress Code

Clothing will follow the **504 - Dress Code Policy**. When swimwear is necessary, males may only wear swim trunks and females may only wear one-piece swimsuits. The staff responsible for the trip, have the authority to determine the appropriateness of swimwear.

Hotel Arrangements

- A. Students, staff, and chaperones represent PACT Charter School at all times while on the trip. They will be held accountable if there is any vandalism or theft to the hotel room. The student and their parents would be responsible for any damage or loss to the hotel caused by the students' actions.
- B. Room accommodations
 - 1. Students and chaperones may not room with students of the opposite gender (unless it is their own child with no other students in the room)
 - 2. Same-gender chaperones will be given a room key to be able to enter the room at their discretion.

Determining Groups and Group Expectations

1. While the school will work to provide workable student groups, they do reserve the right to make the final determination of these groups.
 2. Students are expected to stay with their group at all times. Students should never, under any circumstances, go off alone or with anyone that they do not know.
- B. Students (9th grade and higher) may be allowed to go off in their groups together (without a chaperone), but must be sure they are in contact with their chaperone at designated times. One student in each group must keep a cell phone on in case they need to be reached by the chaperone.

Funding for Extended Field Trips

The organizers of the trip will come up with an estimated cost. Interested students will make a non-refundable deposit in advance of the trip to ensure there is enough interest. Students must pay for their cost of the field trip prior to the day of the trip. Student fees for extended field trip costs shall include expenses for adult chaperones.

Chaperones

There shall be a minimum of one chaperone for each group of 6-10 students traveling out-of-state, out-of-country, or participating in in-state activities where the group stays overnight.

Entertainment & Electronics

Students will be allowed to use their cell phones or other electronic devices on extended field trips. The staff organizer of the trip has the discretion to limit their use.

Videos/DVDs used for Secondary-only trips where a choice of activities is available must be rated "G" or "PG". PG-13 is acceptable for Senior only trips. Videos/DVDs used for K-12 extended field trips must meet Elementary guidelines and be rated "G" or Approved

Medications

Emergency cards MUST be completed and on file for each student and kept by the responsible staff person during the entire trip. This includes a listing of any and all applicable health conditions and necessary medications, as outlined in the instructions on the Medication Permission Forms.

Termination of Privileges / Early Cancellation of Trip

Attendance at any PACT Charter School function is a privilege, not a right (regardless of who pays for it). While the termination of the trip due to disciplinary concerns is not desired, it may become

necessary. The responsible staff member has full authority to make such a decision if they deem it necessary. *(Note: Administration will be contacted prior to this decision being enforced.)* All expenses associated with this early termination, including any transportation costs, will be the responsibility of the student and/or parent(s).

Any student who is determined to be a safety risk to the other students may have their trip canceled. This may include cancellation of the trip prior to departure. Any funds forfeited as a result of this cancellation are the responsibility of the student and their parent(s).

Policy Review Prior to the Trip

Administration or a designee will formally review this policy and any other policies mentioned herein with all participating staff, chaperones, and students prior to the first day of the extended field trip.

All staff and chaperones will formally acknowledge they have fully reviewed and will enforce this policy while on the extended field trip.

All students will formally acknowledge they have fully reviewed and will comply with this policy while on the extended field trip.

PACT Charter School

Original Creation Date: November 19, 2007

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: October 5, 2023

Year Reviewed: 2023-2024

552 - Senior Retreat Policy

PURPOSE

PACT Charter School to promote a senior trip based on the following guidelines.

Senior trip guidelines:

- Whenever possible, trips will happen early in the fall of the senior year
- Trips will be limited to four days total (including a maximum of two school days)
- Trips will be local (within one day's driving distance from PACT)
- Efforts will be made to keep costs to a minimum for students and the school (in order to allow the maximum number of students to attend)
- All seniors will be encouraged to attend (including students new to the school)
- Standard field trip guidelines and school policies will apply

The purpose(s) of the senior trip will be:

- To provide opportunities for students to create and deepen relationships and set the tone for their final year of high school
- To serve as a celebration as students take on the freedoms and responsibilities of approaching adulthood
- To provide a time for seniors to develop a vision for what their senior year and future can be
- To strengthen the leadership qualities (positive character) of the seniors within the school population

PACT Charter School

Original Creation Date: October 29, 2009

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: February 1, 2018

Year Reviewed: 2017-2018

602 - Elementary Gifted and Talented Policy

Disclaimer: *While this policy builds on the premise that, in an ideal situation, gifted and talented students would be educated in a separate classroom as identified in this program, it is understood that it requires additional revenue that may only sometimes be available. As a result, the program may need to be modified to accommodate available funds.*

PURPOSE

The purpose of Gifted and Talented Education Programs and Services, working in partnership with stakeholders, is to advocate for students with outstanding gifts and talents and to prepare them for a changing world by developing their gifts and talents within an atmosphere of mutual respect, trust, and adequate resources.

GUIDING PRINCIPLES

Gifted and talented learners have particular academic, social, and emotional needs that require a supportive educational environment that provides:

- Opportunities to progress through challenging curricula using flexible teaching methods,
- Many and varied resources and levels of service support, extend, and expand rather than supplant grade and course curricula,
- Opportunities to interact with each other for social and emotional benefit,
- Self-esteem and self-confidence enhanced by successful completion of rigorous academic work and attainment of high expectations,
- Appropriate and challenging educational experiences.

CHARACTERISTICS OF G/T PROGRAMS AND SERVICES AT PACT CHARTER SCHOOL

- Promote independent learning fostering student self-growth
- Develop the talent(s) of participants
- Nurture the academic, social, and emotional growth of gifted students and provide appropriate resources and services for them
- Recognize the diverse needs of participants and provide a continuum of services to meet those needs
- Provide a variety of grouping arrangements and effective practices
- Assure that qualified gifted and talented staff are trained and prepared to teach G/T students

STUDENT IDENTIFICATION

There are numerous accepted definitions for gifted students. PACT is choosing to define G/T based on a definition provided by the 1971 U.S. Commissioner of Education, Sidney P. Marland, Jr., "*Students*

that are gifted and talented may have high achievement or potential in general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, visual or performing arts, or psychomotor ability." A more simplistic way to define G/T was made by the National Association for Gifted Children, which states, "a gifted person is someone who shows, or has the potential for showing, an exceptional level of performance in one or more areas of expression."

The following items will be considered during the student identification process.:

1. MAP test results;
2. A nonverbal assessment, possibly the Naglieri Nonverbal Ability Test (NNAT-I) or the (COGAT) which stands for the Cognitive Abilities Test. The COGAT contains three tests: verbal, quantitative, and nonverbal.
3. MCA test results;
4. Recommendations may include:
 1. Parents and other adults may nominate students
 2. A teacher recommendation will be required. Teachers will be asked to submit student checklists. **Note:** *Students should not be excluded from potential nomination because of test scores, school performance, special education placement, or other criteria. Students may enter the program at the beginning of each quarter.*
5. If a student's scores and evaluations indicate giftedness (based on parameters established by PACT Charter School), the adults working with the student (which may consist of teachers, parents, and paraprofessionals) will meet to discuss the student's placement. A student may not take the test for giftedness more than once a school year.
6. Students in grades 2-6 will be able to participate in a reading/social studies block. Students in grades 3-6 will be able to participate in a math/science block as well. Approximately the top seven percent of students would qualify for the program. Each block would be sixty minutes per week. The students in the reading/social studies block would be pulled during reading time, and the students in the math/science block would be pulled during math time.

EXITING THE PROGRAM

If students do not meet the expectations of the program, they will exit the program. Likewise, students will exit the program if they begin to struggle with their regular classroom work. It is recommended that a meeting be held with the parent/guardian(s) and student (grades 4-6) before exiting the student from the program.

CURRICULUM AND INSTRUCTION

Gifted students at PACT may be served on different levels, based on the Treffinger model.

Level 1: (regular classroom): Students are all individuals who need a challenging program that includes opportunities for them to develop their abilities, skills, and talents. Gifts and talents in all students are nurtured to spark their interests. These needs are addressed in regular classrooms through differentiated instruction.

Level 2: (regular classroom): Students show giftedness through certain talents or abilities in specific areas. They may demonstrate varying degrees of success in different academic areas. These students can access options such as flexible math groupings, differentiated instruction, or curriculum compacting.

Level 3: (pull out): Students show outstanding ability in specific areas and need a strong, challenging, differentiated program. These students may need to pursue a more in-depth curriculum or progress at a faster rate. Program options for these students may include the reading/social studies block, the math/science block, content differentiation, or a Personalized Education Plan (P.E.P.).

Level 4: (pull out): Students need an individualized program that might involve the acceleration of content. Additional options that may be appropriate include the reading/social studies block, the math/science block, content differentiation, a Personalized Education Plan (P.E.P.), or grade acceleration. Teachers and/or will advise parents/guardians and students about outside enrichment activities.

DEFINING BLOCKS

1. When students attend the reading/social studies block and/or the math/science block, they should not be responsible for completing all of the regular classroom coursework they missed. The classroom teacher will be responsible for compacting the curriculum whenever appropriate to ensure that attendance at the G/T classes will not be detrimental to the student's regular coursework.
2. The blocks' instruction, objectives, and strategies may differ from those in the regular education classroom. The block instructor will be responsible for sending home newsletters monthly, informing families of content covered and possible outside activities to build on the knowledge gained.

ASSESSMENT

Students must also be assessed in the program. If a licensed teacher teaches the blocks, the teacher will write progress reports for each student. If a paraprofessional teaches the blocks, the classroom teacher would need to assess the projects as an extension of the regular classroom activities.

CONSIDERATIONS FOR CURRICULUM INCLUDE (but are not limited to)

1. Math/Science Block
 1. Participate in the Continental Math League. The Continental Math League problems require independent thinking. Practice books would be purchased. Students in grade 3 would compete in three meets per year, and students in grades 4-6 can compete in five meets per year. Note: The meets take place at the school.
 2. Participate in the Stock Market Game. Students in grades 4-6 could participate in groups of five and spend a virtual \$100,000 in the stock market. They make decisions by analyzing data.
 3. Participation in Future Problem Solving. Future problem-solving competitions take place once a year. The students are scored on scenario writing, community problem-solving, action-based problem-solving, and teamwork. Students in grade 3 can participate non-competitively, and students in grades 4-6 can participate competitively.
2. Reading/Social Studies Block

1. Participation in the Junior Great Books Program. The program works on critical thinking, reading carefully, listening intently, and speaking and writing persuasively. The students would read a story and discuss/journal about the story.
2. Participation in the National Current Events League. The students can participate in four events annually, which are held at the school. Practice sheets are available. This is available for students in grades 4-6.
3. Possible after-school options.
 1. Destination ImagiNation is a program for grades 2-6. The students are given a challenge that they must complete as a team. The team then attends a competition
 2. Odyssey of the Mind is another program that encourages problem-solving. The student's complete improvisational activities as a team at a competition
 3. Participation in the Knowledge Master Open (KMO). Open to all students – not just those identified as Gifted and Talented.

INSTRUCTOR – (The key will be consistency and accountability)

1. If funds are available, the preferred option is to have a licensed teacher instruct the G/T students. This person would receive training in working with G/T students. This would allow for the most effective instruction and assessment.
2. The second option would have a part-time paraprofessional lead the program.
3. The third option would be to have a volunteer lead the program. Of course, volunteers are encouraged to assist with the program regardless of who leads it.
4. The last option would be to try and incorporate some of these things into the regular classroom, done by the regular classroom instructor.

PROFESSIONAL DEVELOPMENT

1. One teacher per grade level will be designated as the designated G/T Liaison and be offered additional training. If a paraprofessional leads the program, they would then report to the G/T Liaison and/or the Curriculum Coordinator. All G/T instructors, whether licensed teachers or paraprofessionals, will be offered opportunities to attend training. At least one professional development activity a year designed specifically for teaching G/T will be paid for by the school. The paraprofessional should be evaluated to ensure their competency in instruction before being placed in this position.
2. In addition, all staff members should attend a seminar on the nature of giftedness and the accompanying educational and psychological needs. Teachers should receive training on how to recognize giftedness in the student population. The information should be reviewed annually. Teachers should also be given time to plan differentiated lessons for their classrooms.
3. In preparation for the implementation of this program, during the 2009 summer, a teacher will need to write/adapt the curriculum for the program.

SOCIO-EMOTIONAL GUIDANCE AND COUNSELING

1. The school social worker/guidance counselor should be trained to help gifted learners through problems of perfectionism and isolation. Gifted students should also be told about the available counseling and guidance services. The social worker/guidance counselor should be able to

effectively work with parents and teachers in better understanding and addressing the socio-emotional needs of gifted students.

2. The G/T students should be taught how to appropriately advocate for themselves and solve some of their own academic and socio-emotional problems. The instructor in charge of the blocks should provide opportunities for students to participate in regular group discussions around issues related to giftedness. Bethel University education students could serve as mentors for gifted students.
3. If a teacher leads the gifted program, he/she should be available to talk to parents at conferences.

IMPLEMENTATION CONSIDERATIONS

1. Orientation should be held with all new students to the program at the beginning of each semester.
2. Parents should receive a sign-off form indicating their understanding of this policy.

PROGRAM DESIGN

The annual budget should include funding specifically for gifted education programming.

Programming documents, including a clearly articulated philosophy statement, goals, and objectives, should be developed and updated to reflect a current mission and intended outcomes. General education programming and gifted education programming should be examined for congruency and areas in which suitable differentiation can be developed. A curriculum audit should be conducted to determine where, when, and how the basic academic skills and knowledge are delivered in the general curriculum to adapt and modify curriculum and instruction for gifted learners. The program should be reviewed internally and externally at least once every three years to determine if it follows best practices in the field. The instructional groups should remain fluid, allowing for changes in students' strengths and weaknesses.

One teacher per grade level should be designated as the gifted leader and receive additional training. (Each gifted leader may lead a cluster classroom, where at least four gifted learners are intentionally placed together.) The paraprofessional would report to the gifted leaders, the Curriculum Coordinator, or the Elementary Curriculum Committee.

Note: The paraprofessional should be evaluated to ensure his/her competency in instruction. The paraprofessional should be engaged in recognized professional development activities in gifted education at least once a year.

School administration must be involved in decision-making that reflects and supports gifted education programming.

PROGRAM EVALUATION

Parents, teachers, administrators, and students should be surveyed to identify issues of concern with the program. The surveys should be carefully developed to encourage honest responses and address important evaluation questions. Teachers, administrators, and parents should improve the program

using survey information. Practices that are ineffective or inefficient should be changed as soon as possible.

Surveys should be available in numerous languages, as should all information for parents.

PACT Charter School

Original Creation Date: Unknown

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: July 11, 2023

Year Reviewed: 2023-2024

602 ORGANIZATION OF CHARTER SCHOOL CALENDAR AND SCHOOL DAY

I. PURPOSE

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

II. GENERAL STATEMENT OF POLICY

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

III. CALENDAR RESPONSIBILITY

- A. The school calendar shall be adopted annually by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff, and parents.

[NOTE: The annual school calendar must include at least 425 hours of instruction for a kindergarten student, 935 hours of instruction for a student in grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12, not including summer school. The school calendar for all-day kindergarten must include at least 850 hours of instruction for the school year. If a voluntary prekindergarten program is offered by the charter school, a prekindergarten student must receive at least 350 hours of instruction for the school year.]

IV. SCHOOL DAY RESPONSIBILITY

- A. The Superintendent shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.
- B. In developing the student day schedule, the Superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.
- C. Proposed changes in the school day shall be subject to review and approval by the school board.

V. E-LEARNING DAYS

- A. An "e-learning day" is a school day where a school offers full access to online instruction provided by students' individual teachers due to emergency situations.
- B. PACT Charter School may designate up to five (5) e-learning days in one (1) school year.
- C. An e-learning day is counted as a day of instruction and included in the hours of instruction pursuant to Paragraph III.A., above.
- D. PACT Charter School board may adopt an e-learning day plan after consulting with the exclusive representative of the teachers. The e-learning day plan developed by the charter school will include accommodations for students without Internet access at home and for digital device access for families without the technology or with an insufficient amount of technology for the number of children in the household. The plan must also provide accessible options for students with disabilities.

- E. PACT Charter School must notify parents and students of its e-learning day plan at the beginning of each school year.
- F. When an e-learning day is declared by PACT Charter School, notice must be provided to parents and students at least two (2) hours prior to the normal school start time that students will need to follow the e-learning day plan for that day.
- G. On an e-learning day, each student's teacher must be accessible both online and by telephone during normal school hours to assist students and parents.
- H. When PACT Charter School declares an e-learning day, it must continue to pay the full wages for scheduled work hours and benefits of all school employees for the duration of the e-learning period. During the e-learning period, school employees must be allowed to work from home to the extent practicable, be assigned to work in an alternative location, or be retained on an on-call basis for any potential need.

Legal References: Minn. Stat. § 10.55 (Juneteenth)
Minn. Stat. § 120A.40 (School Calendar)
Minn. Stat. § 120A.41 (Length of School Year; Hours of Instruction)
Minn. Stat. § 120A.414 (E-Learning Days)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120A.42 (Conduct of School on Certain Holidays)
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123A.30 (Agreements for Secondary Education)
Minn. Stat. § 123A.35 (Cooperation and Combination)
Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)
Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)
Minn. Stat. § 124E.25 (Payment of Aids to Charter Schools)
Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)
Minn. Stat. § 645.44 (Words and Phrases Defined)

Cross References: MSBA/MASA Model Policy 425 (Staff Development)
PACT Policy 633 (Four Day School Week)

PACT Charter School

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

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

- A. Instruction must be provided in at least the following subject areas:
 - 1. basic communication skills including reading and writing, literature, and fine arts;
 - 2. mathematics and science;
 - 3. social studies, including history, geography, economics, government, and citizenship;
 - 4. health and physical education;
 - 5. the arts;
 - 6. career and technical education; and
 - 7. world languages.
- B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.
- C. PACT Charter School must establish and regularly review its own standards for career and technical education (CTE) programs. Standards must align with CTE frameworks developed by the Minnesota Department of Education, standards developed by national CTE organizations, or recognized industry standards.
- D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the charter school and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- F. The Superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- G. PACT Charter School may not discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class or state protected class when the included contribution is in alignment with standards and benchmarks adopted under Minnesota Statutes, sections 120B.021 and 120B.023.

III. REQUIRED ACADEMIC STANDARDS

- A. The following subject areas are required for statewide accountability:
 - 1. language arts;
 - 2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of

mathematics in grades 9 through 12, the grade 8 standards include the completion of algebra;

3. science, including earth and space science, life science, and the physical sciences, including chemistry and physics;
 4. social studies, including history, geography, economics, and government and citizenship that includes civics;
 5. physical education;
 6. health, for which locally developed academic standards apply; and
 7. the arts.
- B. Elementary and middle schools must offer at least three (3) and require at least two (2) of the following five (5) arts areas: dance, media arts, music, theater, and visual arts. High schools must offer at least three (3) and require at least one (1) of the following five (5) arts areas: media arts, dance, music, theater, and visual arts.

IV. PARENTAL CURRICULUM REVIEW

PACT Charter School shall have a procedure for a parent, guardian, or an adult student, eighteen (18) years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student as defined in district policy 627 - Alternative Learning Plan. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

V. CPR AND AED INSTRUCTION

PACT Charter School will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum.

- A. In PACT Charter School's discretion, training and instruction may result in CPR certification.
- B. CPR and AED instruction must include CPR and AED training that have been developed:
 1. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 2. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
- C. PACT Charter School may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
- D. A school administrator may waive this curriculum requirement for a high school

transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

VI. COLLEGE AND CAREER PLANNING

- A. PACT Charter School shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as teamwork, collaboration, creativity, communication, critical thinking, and good work habits;
 2. emphasize academic rigor and high expectations and inform the student, and the student's parent or guardian if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
 3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
 4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
 5. help students access education and career options;
 6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
 7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
 8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
 9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the charter school to ensure that the student's course-taking schedule keeps the student on track for graduation, making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.
- B. PACT Charter School may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.

- C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. Charter schools must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college ready.
- D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, charter schools must recognize the unique possibilities of each student and ensure that the contents of each student’s plan reflect the student’s unique talents, skills, and abilities as the student grows, develops, and learns.
- E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.
- F. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under twenty-one (21) years of age or who meets the requirements of the compulsory attendance law. A student’s plan under this provision shall continue while a student is enrolled.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.101 (Curriculum)
Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.20 (Parental Curriculum Review)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks Implement, Supplement Statewide Academic Standards)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)
Minn. Stat. § 124D.58 – 65 (Education for English Learners Act)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 605 (Alternative Programs)
PACT Policy 627 (Alternative Learning Plan)

PACT Charter School

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

607 ORGANIZATION OF GRADE LEVELS

I. PURPOSE

The purpose of this policy is to address the grade level organization of schools within the charter school.

II. GENERAL STATEMENT OF POLICY

- A. The policy of PACT Charter School is to address the groupings of grade levels as recognized in Minnesota Statutes, section 120A.05, as follows:

Elementary: Grades prekindergarten through 5

Secondary: Grades 6 through 12

Online: Grades 6 through 12

- B. The Superintendent may seek school board approval to administer certain programs on a nongraded basis or a design different from that indicated. Program proposals that seek school board approval must meet all state requirements and reflect the rationale for the modification.
- C. PACT Charter School may request documentation that verifies a student falls within the school's minimum and maximum age requirements for admission to publicly funded prekindergarten, preschool, kindergarten, or grades 1 through 12. Documentation may include a passport, a hospital birth record or physician's certificate, a baptismal or religious certificate, an adoption record, health records, immunization records, immigration records, previously verified school records, early childhood screening records, Minnesota Immunization Information Connection records, or an affidavit from a parent.

III. DEFINITIONS

- A. "Kindergarten" means a program designed for students five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter first grade the following school year.
- B. "Prekindergarten" means a program designed for students younger than five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter kindergarten the following school year. In line with Minnesota Statutes, section 124D.1, a voluntary prekindergarten program is for eligible four-year-old children.

Legal References: Minn. Stat. § 120A.05, Subds. 9, 10a, 11, 13, 17 (Public Schools)
Minn. Stat. § 120A.20, Subd. 4 (Verification of Age for Admission to Public School)
Minn. Stat. § 124E.07 (Board of Directors)

Cross References: None

PACT Charter School

Original Creation Date: February 2026

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: March 5, 2026

Year Reviewed: 2025-2026

629 - HOMEBOUND INSTRUCTIONAL SERVICES POLICY

I. PURPOSE

The purpose of this policy is to establish clear guidelines for the delivery of Homebound Instructional Services (HIS) to PACT Charter School students who are unable to attend school due to medical or other qualifying reasons. This policy outlines the conditions under which services are provided, the roles and responsibilities of school staff and Homebound Instructors (HBI), and the procedures for service delivery in home, hospital, or library settings. The goal is to ensure that all eligible students continue to receive equitable access to education, maintain academic progress, and transition smoothly back to school upon recovery, in accordance with Minnesota state regulations and individual student needs.

II. GENERAL STATEMENT OF POLICY

PACT Charter School provides Homebound Instructional Services (HIS) to students in grades 1–12 who are unable to attend school due to medical or other qualifying reasons. Services are delivered in the home, hospital, or library by qualified instructors and are available only on days when school is in session. HIS is a temporary support designed to maintain academic progress and is provided in accordance with school procedures, state regulations, and applicable IEPs.

III. DEFINITIONS

- A. Homebound Instructional Services (HIS):** Temporary educational services provided to students who are unable to attend school due to medical or other qualifying conditions. Instruction is delivered in the home, hospital, or library setting by a licensed Homebound Instructor.
- B. Homebound Instructor (HBI):** A licensed educator assigned by PACT Charter School to deliver instructional services to students receiving HIS. HBIs may be current school employees or contracted for this purpose.
- C. Student Contact Day:** Any day when school is in session according to the PACT Charter School calendar. HIS is not provided on holidays, weekends, vacation days, or PACT release days.
- D. PACT Release Day:** A scheduled non-instructional day for students, often used for professional development or staff planning. HIS is not provided on these days.
- E. IEP (Individualized Education Program):** A legally binding education plan developed for students receiving special education services. For eligible students, HIS must be reflected in their IEP.
- F. Hospital Instruction:** HIS provided in a hospital setting, subject to the student's medical condition and approval from medical staff.
- G. Temporary Instructional Arrangement:** A short-term educational plan to support academic continuity during a student's medically necessary absence from school.
- H. Designated Adult:** A parent, guardian, or other responsible adult who must be

present during any in-home HIS sessions.

IV. 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.

B. 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.

V. 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 occurs 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.

VI. 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:
 - i. Student and parent/guardian names
 - ii. Hospital or home address and phone number
 - iii. Relevant medical information
 - iv. School contact person and contact information (i.e., phone number and email address)
 - v. A brief overview of education needs
 - vi. A copy of the student's schedule with subjects and teachers' names listed
 - vii. 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.

VII. 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:
 - i. Informing the student's teacher(s) of his or her homebound status and requesting work for the student.
 - ii. Having assignments, books, course materials, etc., readily available to the HBI in a timely and helpful manner.
 - iii. Sharing with the HBI the requirements necessary for the student to achieve a passing grade for each class.
 - iv. Registering the student for the appropriate classes if the HIS cross semesters (secondary).
 - v. Recording homebound attendance and grades.
 - vi. 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.
 - vii. Planning for the student's return to school (i.e. informing teachers of any special health conditions, arranging for special transportation, etc.).
 - viii. 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.

VIII. 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 does 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:
 - a. 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.
 - b. 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.
 - c. The options for grading a homebound student include the following:
 - i. *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.*
 - ii. *A "pass" grade is calculated the same as a "C" letter grade on the electronic grading program.*
 - iii. *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.*
 - 1. 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.*
 - 2. Give a letter grade for an entire course, based on the assignments completed. *Note: Recommended for a long-term period of HIS.*
 - 3. Give a "pass" or "fail" grade rather than a letter grade.
- 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.

PACT Charter School

Original Creation Date: March 29, 2010

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: March 5, 2026

Year Reviewed: 2025-2026

633 - Academic Calendar and Four Day School Week Guidelines Policy

I. PURPOSE

PACT Charter School recognizes the value of flexible scheduling to support student learning, teacher effectiveness, family needs, and responsible fiscal management. This policy establishes guidelines for the implementation, monitoring, and evaluation of four-day school weeks while ensuring compliance with state and federal requirements.

II. POLICY STATEMENT

The School Board affirms its commitment to maintaining a four-day school week model to the greatest extent possible. The four-day week shall be designed to:

- A. **Support Academic Excellence** – Provide sufficient instructional time to meet or exceed state standards.
- B. **Promote Student Well-Being** – Allow for balance between academic rigor, extracurricular involvement, and personal/family time.
- C. **Enhance Staff Retention and Recruitment** – Provide a schedule that supports teacher preparation, collaboration, and professional development.
- D. **Ensure Fiscal Responsibility** – Manage resources efficiently while maintaining high-quality educational opportunities.
- E. **Engage Families and Community** – Provide transparent communication and opportunities for input regarding calendar decisions.

III. DEFINITIONS

- A. **Four-Day School Week:** A calendar in which students attend classes four instructional days per week, with the fifth day reserved for professional development, enrichment, intervention, or community partnerships.
- B. **Instructional Hours:** The total number of minutes required by state law to be delivered annually to students.
- C. **Enrichment/Intervention Day:** PACT families will provide enrichment and/or intervention on the non-instructional day(s) to support students academically, socially, or emotionally. Parents are strongly encouraged to use the non-instructional school days as opportunities to enhance and further their child(ren)s academic learning.

IV. SCOPE

This policy applies to all PACT district schools and programs operating under the four-day week model, including general education, special education, extracurricular programs, and partnerships with outside organizations.

V. IMPLEMENTATION GUIDELINES

A. Calendar Development

- a. The school calendar shall be approved annually by the Board of Directors.
- b. Calendars must meet or exceed the minimum instructional hours required by law.

B. Instructional Quality

- a. Teachers will adapt curriculum pacing and instructional strategies to align with longer daily schedules and a shorter calendar year.
- b. Professional development will include strategies for maximizing instructional time.
- c. Regular assessments will monitor student progress and ensure no loss of learning outcomes.

C. Student Support Services

- a. Special education, English language learner services, and intervention supports must remain accessible under the four-day structure.
- b. Enrichment and remedial opportunities may be provided on the non-instructional day as needed.

D. Staff Professional Development

- a. The non-instructional day may be designated for professional learning communities, professional development/learning, curriculum planning, and collaboration.
- b. Staff schedules will remain aligned with contractual agreements and professional expectations.

E. Community and Family Engagement

- a. Families will be notified of any changes to the calendar structures at least six months prior to implementation.

VI. LEGAL COMPLIANCE

This policy shall be implemented in accordance with all state and federal laws governing instructional time and special education services. If state or federal requirements change, the policy and calendar will be revised to maintain compliance.

VII. EVALUATION AND REVIEW

The PACT Charter School Board of Directors will review the effectiveness of the four-day week at least once every three years. Metrics may include:

- A. Student academic performance (standardized test results, growth measures).
- B. Attendance and discipline data.
- C. Staff recruitment and retention rates.

D. Family and community feedback.

E. Financial efficiency outcomes.

Adjustments to the calendar will be considered/made if the model is shown to negatively impact student outcomes or district operations.

PACT Charter School

Original Creation Date: August 1, 1995

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: March 5, 2026

Year Reviewed: 2025-2026

Agenda Date	Last Name/Agency	First Name	Position	Current Pay Rate	New Pay Rate	% Increase or decrease	Fiscal Year	Effective Date of change	Payroll Effective Date
3/5/2026	Paul	Dorbor	Part Time Weekend Custodian		\$18.64		2025-2026 School Year	2/14/2026	2/25/2026
3/5/2026	Serritslev	Melissa	Resignation: Admin Float	\$23.90			2025-2026 School Year	3/10/2026	3/25/2026
3/5/2026	Tossey	Jason	Teacher	\$48,417.00	\$64,191.60 (1.2x Overage)		2025-2026 School Year	1/20/2026	2/15/2026
3/5/2026	Churchill	Sharon	Teacher	\$56,165.00	\$86,009.76 (1.2x Overage)		2025-2026 School Year	1/20/2026	2/15/2026

**School Board
Approval:**

Date:

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 01/01/2026-01/31/2026 Period: 202607-202607 Void Status: Y

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	
VIL		CAPITA		CAPITAL BANK & TRUST		Wire	
			B 01 215 006	TSA		\$2,914.53	
			B 01 215 006	VOID		(\$2,914.53)	
PO#:	Voucher #:	38804	Invoice	Invoice No: S2026100	1/31/2026	VOID	Paid Amt: (\$2,914.53)
							Check Amount: (\$2,914.53)
VIL		ASSURI		ASSURITY		Wire	
			B 01 215 011	125 PreTax Emp Elect		\$269.62	
			B 01 215 011	VOID		(\$269.62)	
PO#:	Voucher #:	39074	Invoice	Invoice No: S2026130	1/9/2026		Paid Amt: \$269.62
			B 01 215 011	125 PreTax Emp Elect		\$269.62	
			B 01 215 011	VOID		(\$269.62)	
PO#:	Voucher #:	39074	Invoice	Invoice No: S2026130	1/31/2026	VOID	Paid Amt: (\$269.62)
							Check Amount: \$0.00
							Report Total: (\$2,914.53)



Facilitated by: Tracy Peters, BFC vice-chair and PACT COO

Submitted by: Tracy Peters, BFC vice-chair and PACT COO

ATTENDANCE

Name	Position	Arrival	Departure
Tracy Peters	Committee Vice-Chair COO Parent	5:49 pm	7:04 pm
Nathan Plack	Treasurer Parent	5:49 pm	7:04 pm
Ryan Carlson	Member Parent	5:49 pm	7:04 pm
Jay Rosenthal	Member Parent	5:49 pm	7:04 pm
Brad Lawrence	Member Community Member	5:49 pm	7:04 pm
Sara Whitby	Member Parent	5:49 pm	7:04 pm
Sarah Schlake	Guest	5:49 pm	7:04 pm
Shane Ewanika	Member Parent	5:49 pm	7:04 pm
Bridget Peterson	Contracted CFO	5:49 pm	7:04 pm
Nathan Flansburg	Superintendent	5:49 pm	7:04 pm

I. CALL TO ORDER | PACT PLEDGE

Ms. Peters called the February 17, 2026 BFC meeting to order at 5:49 p.m.

II. ADMINISTRATIVE BUSINESS

A. Approval of Reviewed Claims

Ryan Carlson recommended the approval of claims batches A0126-A, A0126-B, A0126-C, and A0126-D. Brad Lawrence seconded the recommendation.

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

Documents provided in the packet. Bridget Peterson, CFO highlighted the following:

- Cash Balance as of the reporting period is steady at \$5,411,214.00 for June 30, 2026.

- Projected Days Cash on Hand (at June 30, 2026) is 114 days.
- Projected Days Cash on Hand with Receivables (at June 30, 2026) is 150 days.

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

C. Enrollment Update

Dr. Flansburg shared an update on how PACT enrolled 25 additional 7th graders. PACT is currently 16 students below original enrollment. He shared additional information about the online school.

D. Revised Budget FY26

Ms. Peterson spoke to the revised FY26 Budget at the high level. She still plans to dig in to specific funding codes to determine if funds need to be re-allocated

E. FY27 Budget

Dr. Flansburg highlighted FY27 Budget needs with the understanding that more discussion will come next month.

F. Nutrition IFB

Ms. Peters shared that PACT received notice of termination of their Nutrition vendor and PACT has begun the IFB process for soliciting a replacement vendor.

VII. ADJOURNMENT

The meeting adjourned at 7:04 p.m.

Regular School Board Meeting
Thursday, February 5, 2026 7:00 PM Central

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

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

Present: 8, Absent: 1.
Chad Lucas - absent
Nathan Plack - Zoom

1. Call To Order

2. Roll Call

3. Pledge of Allegiance

4. Approval of Agenda and Consent Agenda

Approve the full agenda as presented. This motion, made by Jason Busch and seconded by Ann Ostendorf, Carried.

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

Yea: 8, Nay: 0, Absent: 1

4.a. Policy Updates

4.b. Human Resource Services

4.b.i. Staff and Salary Changes

4.c. December Financials

4.d. BFC Minutes

4.e. Board Minutes

4.f. Enrollment Update

5. Reports from Organizations

5.a. PACT Student Council Representative - Elementary

6. Recognitions and Retirements

6.a. PACT Employee of the Month

7. Teaching and Learning

7.a. PACT Spotlight Presentation - First Grade

7.b. Teaching and Learning Report

7.c. DAC Update

8. Administrative Reports and Recommendations

8.a. Superintendent Report

8.b. PACT - Substance Church License Agreement

Recommend approval of the licensee agreement between PACT Charter School and Substance Church as presented. This motion, made by Nicole Rhoad and seconded by Jason Busch, Carried.

Chad Lucas: Absent, Ryan Heineman: Abstain (With Conflict), Ann Ostendorf: Abstain (With Conflict), Jason Busch: Yea, Nicole Kallod: Yea, Amanda Mackereth: Yea, Nathan Plack: Yea, Nicole Rhoad: Yea, Danae Trauth: Yea
Yea: 6, Nay: 0, Absent: 1, Abstain (With Conflict): 2

8.c. Update on PACT online MDE site approval.

8.d. Human Resource and Operations Services

8.e. Elementary Principal Report

8.f. Secondary Principal Report

8.g. Communication and Community Engagement Report

9. Other Board Action

9.a. Board Chair Report

9.b. Board Elections

9.c. Other Board Reports

10. Adjourn

Motion to adjourn meeting at 8:18. This motion, made by Jason Busch and seconded by Amanda Mackereth, Carried.

Chad Lucas: Absent, Jason Busch: Yea, Ryan Heineman: Yea, Nicole Kallod: Yea, Amanda Mackereth: Yea, Ann Ostendorf: Yea, Nathan Plack: Yea, Nicole Rhoad: Yea, Danae Trauth: Yea
Yea: 8, Nay: 0, Absent: 1

PACT K-12 Enrollment Report

Feb-26

Grade Level	Budget	Enrolled	Enrolled vs. Budget	Grade Capacity	Enrolled vs. Grade	Waitlist
K	110	110	0	110	0	114
1	115	115	0	115	0	77
2	115	115	0	115	0	71
3	116	116	0	116	0	69
4	116	116	0	116	0	90
5	116	116	0	116	0	54
6	120	120	0	120	0	102
7	122	145	23	122	23	0
8	122	122	0	122	0	34
9	128	124	-4	128	-4	0
10	128	111	-17	128	-17	0
11	114	104	-10	128	-24	0
12	70	63	-7	128	-65	0
PSEO	-25	-20	5	0	-20	0
Totals	1467	1457	-10	1564	-107	611

Monthly Activity - January

Grade Level	Enrolled January	Added	Withdrew	Total
K	110	0	0	110
1	114	1	0	115
2	114	1	0	115
3	116	0	0	116
4	115	1	0	116
5	116	0	0	116
6	120	0	0	120
7	140	5	0	145
8	122	0	0	122
9	125	0	1	124
10	111	0	0	111
11	104	1	1	104
12	64	0	1	63
PSEO	-20	0	0	-20
Totals	1451	9	3	1457
				1457

*3 student spots held for medical leave

EMPLOYEE OF THE MONTH

February 2026

This certificate is presented to

Paul Bjork

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





PACT
Charter School

Secondary School Counseling

Supporting students' academic, career, and social-emotional development.





Introduction

- Paul Bjork, MS
 - Secondary School Counselor
 - Student Last Names: A - Ld
 - 3rd year at PACT
- Jill Kaminski, MA
 - Secondary School Counselor
 - Student Last Names: Le - Z
 - 3rd year at PACT

School Counseling Overview

- A comprehensive program that focuses on all students' academic, career, and social-emotional development.
 - American School Counseling Association (ASCA) National Model
- Test administration for ACT, AP, ASVAB, and PSAT/NMSQT
- Section 504 case management
- Course registration and scheduling
- Student and Teacher Assistance Team (STAT)
- Scholarship Program



ASCA National Model

Academic Development

- Support and maximize each student's ability to learn and succeed.

Career Development

- Career exploration and planning for a successful transition to postsecondary education and/ or the world of work.

Social-Emotional Development

- Promote the development of self-awareness, self-management, social awareness, relationship skills, and responsible decision making.



Academic Development

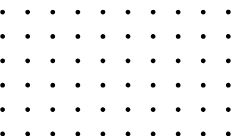
- Meet with students to set academic goals and monitor progress towards graduation.
- Partner with teachers to identify academically at-risk students.
- Provide academic counseling to address barriers to learning (skills, motivation, attendance, etc.)
- Guide students through course registration and planning.
- Explore CIS, PSEO, and STEP programs with students.*

**College in the Schools (CIS), Postsecondary Enrollment Options (PSEO), Secondary Technical Education Program (STEP)*



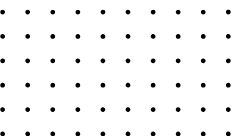
Career Development

- Meet with students to discuss career interests, identify strengths, and steps to achieve post-high school goals.
- Utilize the Minnesota Career Information System (MCIS) to explore careers and reflect on interests and strengths.
- Host college and military representatives at PACT.
- Annual trip to the MN National College Fair.
- Provide guidance on financial aid and scholarship opportunities.



Social-Emotional Development

- Individual and group counseling using solution-focused approaches.
- Advocate for student mental health as part of the district mental health team.
- Partner with faculty to identify students in need of support and provide early intervention.
- Implement BRISC (Brief Intervention for School Clinician).
- Respond to student mental health crisis.
- Connect new students through the New Student Ambassador Program.





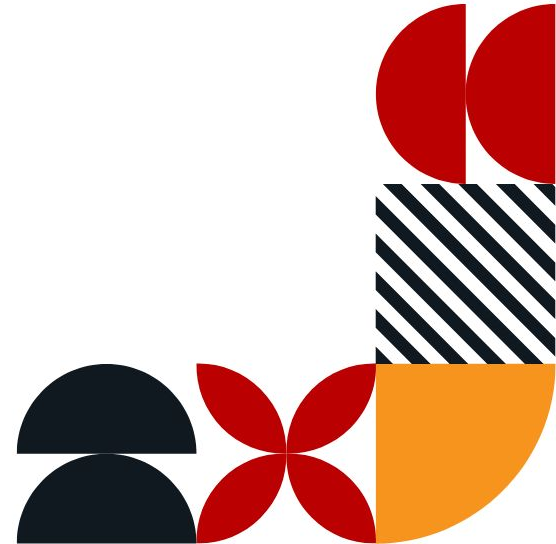
2025-2026 Highlights

- Student Ambassador program – welcomed 60 new students since the beginning of the school year.
- 2,062 college credits being taken through CIS and PSEO courses this school year.



2025-2026 Highlights: continued

- 89% of the senior class qualified for the MN State Direct Admission Program
- 18 college and military representative visits to campus
 - Lunch visits, presentations, classroom visit
 - Cookies & Cocoa - University of Northwestern



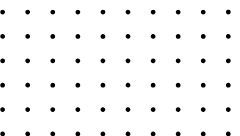
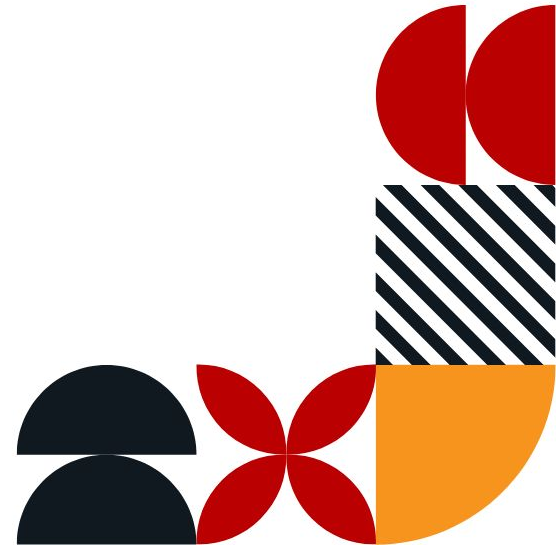
2025-2026 Highlights: continued

- Completed all Junior and Senior meetings (Academic, Career, and Postsecondary planning).
 - Looking forward to meeting with the Freshman and Sophomore students this spring.
- 3 students qualified for College Board's National Recognition Program.

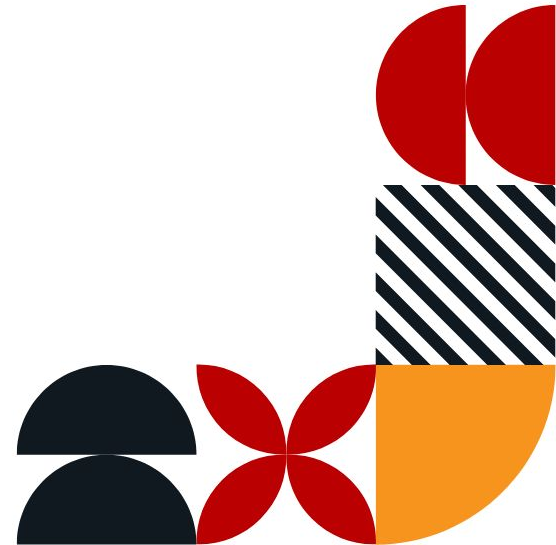


Looking Ahead

- Course Registration for 2026-2027 – March 9
- PACT Scholarship Program – March 16
 - \$9,500 available through 10 scholarships
- ACT Testing – April 14
 - 36 students registered
- Commencement – May 21
 - 64 graduates



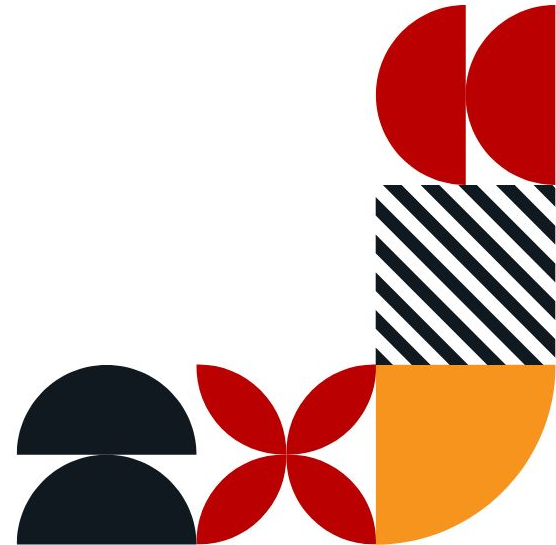
Our Experience at PACT





PACT
Charter School

Questions?





To: PACT Charter School Board of Directors
From: Teresa Widen, Executive Director of Teaching and Learning | Literacy Lead
Teaching and Learning Highlights: February 2026

Winter Assessment & Data Cycles

- **K-12 Screening:** Completed Winter FASTBridge (Reading/Math). BILT and PLC teams are currently using this data to adjust tiered interventions and individualize student support.
- **English Language Learners:** Completed WIDA ACCESS testing, measuring proficiency in Reading, Writing, Listening, and Speaking to track annual growth.

Strategic Literacy & Community Outreach

- **Higher-Ed Partnership:** Presented “*Unlocking Potential: Understanding and Supporting Students with Dyslexia*” to University of Northwestern elementary education majors. Key themes included MN READ Act compliance, evidence-based Structured Literacy, and the “protective factor” of supportive teachers.
- **Secondary Literacy Focus:** March professional development will focus on cross-content literacy. The Teaching and Learning staff will lead a workshop on Morphology, specifically decoding and understanding multisyllabic words to support secondary reading comprehension.

Curriculum & Future Planning

- **Math Review (Team 2):** The team will be finalizing the vision/outcome statements and co-creating a rigorous evaluation rubric. This will lead to a curated list of core resources for the 2026-2027 pilot.
- **State Mandates (Mental Health and Cannabis):** Secondary administrators and Health teachers, as well as the Mental Health team, are evaluating MDE-approved supplemental curricula for the 2026-2027 implementation.
- **Pilots & Adoption:** K-12 Social Studies and Health pilots are underway for the 2026-2027 adoption recommendation.
- **AI Steering Committee:** The initial meeting will establish foundational knowledge, explore policy compliance, and focus on data security related to AI integration at PACT Charter School.
- **Online School:** Shifted focus to enrollment marketing and professional development planning for the upcoming launch.

Upcoming Feedback Loops

Recommendations for the Math rubric, Online school progress, and MDE supplemental curriculum will be presented to the District Advisory Committee (DAC) and the Board in the coming months for formal feedback.



PACT

Charter School

	FY26- Adopted	FY26 - Revised	Difference
Enrollment			
Full Day K	110	110	0
1	115	115	0
2	115	115	0
3	116	116	0
4	116	116	0
5	116	116	0
6	120	120	0
7	122	132	10
8	122	122	0
9	128	124	-4
10	128	113	-15
11	114	91	-23
12	70	61	-9
Less: PSEO	-25	0	25
Total ADM	1,467	1,451	-16
Total Pupil Unit	1,599	1,580	-19

REVENUES

State Aid

General Aid	\$12,721,510	\$12,616,839	-\$104,671
Endowment Fund	81,897	99,471	17,574
Compensatory	421,305	469,457	48,152
LEP	72,779	97,136	24,357
Charter Additional	211,042	208,507	-2,534
Lease Aid	2,100,823	2,075,594	-25,229
Special Ed	2,752,609	2,970,019	217,409
ADSIS	114,821	101,584	-13,236
Literacy Incentive Aid	51,791	68,391	16,600
Student Support Aid	20,000	48,044	28,044
Library Aid	20,000	16,260	-3,740
Unemployment Aid	0	59,448	59,448
Cybersecurity Grant	0	15,000	15,000
Total State Aid	\$18,568,577	\$18,845,750	\$277,174

Federal Aid

Title I Part A Improving Basic Programs	\$145,244	\$184,922	\$39,678
Title II Part A Teacher Training & Recru	21,684	27,941	6,257
Title III	0	11,164	11,164
Federal Special Education Aid	166,421	160,948	-5,473
Federal Special Ed Aid - Preschool Age	6,800	247	-6,553
CEIS Sped Regular	30,568	30,321	-247
Total Federal	\$370,717	\$415,543	\$44,826



PACT

Charter School

	FY26- Adopted	FY26 - Revised	Difference
Local Aid and Donation			
MA Billing	\$0	\$30,000	\$30,000
Interest	\$40,000	\$125,965	\$85,965
Gifts and Bequests	10,000	40,165	30,165
Rental Income	0	41,665	41,665
Fees for Service	20,000	25,000	5,000
Athletic & extracurricular activity fee	232,200	232,200	0
Total Other Revenue	\$302,200	\$494,995	\$192,795
General Fund Revenue	\$19,241,494	\$19,756,288	\$514,795
Food Service Revenue			
Fees	\$7,171	\$7,243	\$72
State	332,726	336,054	3,327
Federal	285,031	287,881	2,850
Food Service Revenue	\$624,928	\$631,178	\$6,249
Community Service Revenue			
Fees	\$110,200	\$110,200	\$0
Community Service Revenue	110,200	110,200	0
TOTAL REVENUE - SCHOOLWIDE	\$19,976,622	\$20,497,666	\$521,044



PACT
Charter School

FY26- Adopted **FY26 - Revised** **Difference**

EXPENSES

Administration & Operations

100 Salaries	\$2,402,837	\$2,432,311	\$29,474
200 Benefits	865,021	875,632	10,611
305 Contracted Services	422,134	422,134	0
320 Communication	34,782	47,340	12,558
329 Postage	5,100	5,100	0
330 Utilities	281,400	281,400	0
340 Insurance	119,700	119,700	0
350 Repairs & Maintenance	174,094	174,094	0
360 Transportation	943,940	981,698	37,759
366 Professional Development	5,669	5,669	0
370 Building Lease	2,458,292	2,458,292	0
401 General Supplies	296,229	296,229	0
405/406 Purchased Software Non-instructional	0	65,000	65,000
530 Furniture & Equipment	68,250	38,250	-30,000
550 Technology Equipment	105,000	150,000	45,000
820 Dues & Membership	132,265	167,977	35,712
Total Administration & Operations	\$8,314,714	\$8,520,826	\$206,112

Instructional

100 Salaries	\$3,446,404	\$3,665,846	\$219,442
200 Benefits	1,240,705	1,319,704	78,999
305 Contracted Services	10,500	10,500	0
360 Transportation - Field Trips	35,464	35,464	0
366 Travel & Conferences	18,895	25,000	6,105
369 Field Trips	28,156	28,156	0
394 PSEO CIS Tuition	158,731	158,731	0
401 General Supplies	53,923	59,315	5,392
405 Purchased Software Non-instructional	0	15,000	15,000
406 Purchased Software - Instructional	0	75,125	75,125
430 Instructional Supplies	210,000	100,000	-110,000
460 Textbooks & Bookmarks	90,449	140,000	49,551
461 Standardized Tests	203,670	20,000	-183,670
500 Furniture & Equipment	47,250	47,250	0
Total Instructional	\$5,544,148	\$5,700,091	-\$134,119



PACT

Charter School

	FY26- Adopted	FY26 - Revised	Difference
Activities/Athletics			
100 Salaries	\$346,875	\$331,875	-\$15,000
200 Benefits	69,375	66,375	-3,000
305 Contracted Services	72,015	75,616	3,601
360 Transportation	76,824	109,824	33,000
369 Registration	30,833	30,833	0
401 General Supplies	108,783	48,783	-60,000
580 Lease	10,500	10,500	0
820 Dues and Memberships	41,961	41,961	0
Total Activities/Athletics	\$757,167	\$715,767	-\$41,400
Title Programs			
100 Salaries	\$93,012	\$106,176	\$13,164
200 Benefits	33,484	38,223	4,739
Total Title Programs	\$126,496	\$144,399	\$17,903
ADSIS Program			
100 Salaries	\$146,902	\$129,523	-\$17,379
200 Benefits	52,885	46,628	-6,257
430 Instructional Supplies	5,250	5,250	0
Total ADSIS Program	\$205,037	\$181,401	-\$23,636
Special Education			
100 Salaries	\$1,993,592	\$2,178,975	\$185,383
200 Benefits	717,693	784,431	66,738
305 Contracted Services	20,698	20,698	0
360 Transportation	298,303	321,362	23,059
394 Payments to Other Agencies	223,318	164,801	-58,517
405 Purchased Software - Non-instructional	0	6,000	6,000
406 Purchased Software - Instructional	0	4,000	4,000
433 Instructional Supplies	23,550	23,550	0
500 Equipment	4,000	4,000	0
820 Dues & Membership	4,200	5,000	800
Total Special Education	\$3,285,354	\$3,512,816	\$227,463
Total General Fund	\$18,232,915	\$18,775,300	\$542,385
Food Service Fund			
100 Salaries	\$78,282	\$80,630	\$2,348
200 Benefits	15,656	19,802	4,146
401 Supplies	15,507	15,507	0
490 Food	462,200	462,200	1
500 Equipment	15,750	15,750	0
820 Dues & Membership	2,100	2,100	0
Total Food Service Fund	\$589,494	\$595,989	\$6,495



PACT
Charter School

	FY26- Adopted	FY26 - Revised	Difference
Community Service Fund			
100 Salaries	\$105,000	\$97,692	-\$7,308
200 Benefits	37,800	35,169	-2,631
401 Supplies	15,000	15,000	0
490 Food	2,000	2,000	0
Total Community Service Fund	\$159,800	\$149,862	-\$9,938
TOTAL EXPENSES - SCHOOLWIDE	\$18,982,209	\$19,521,150	\$248,879
ANNUAL SURPLUS/(DEFICIT)	\$994,413	\$976,516	\$17,898
CUMULATIVE FUND BALANCE	\$5,535,401	\$5,517,504	
FUND BALANCE %	29%	28%	
Debt Service Coverage Ratio	1.50	1.50	

Individual Fund Summary FY25-26

	Beginning Fund Balance 7/1/2025	Projected Revenue	Projected Expenditures	Projected Ending Fund Balance 06/30/2026	Projected Profit (Loss)	Projected Fund Balance % of Exp.
General Fund	\$4,437,690	\$19,756,288	\$18,775,300	\$5,418,678	\$980,988	29%
Food Service Fund	103,298	631,178	595,989	138,487	35,189	23%
Community Ed Fund	0	110,200	149,862	-39,662	-39,662	-26%
Total	\$4,540,988	\$20,497,666	\$19,521,150	\$5,517,504	\$976,516	



RE: March 5, 2026 Operations Update

Board Members,

Please find below the March Operations memo highlighting key updates across Activities, Transportation, Facilities, Community Education, Payroll/HR, and Food Service.

Activities

- We approved the switch to Bound for the 2026–2027 school year. Bound will serve as our new platform for scheduling (teams and facilities), registration, and ticketing.
- Our Spring Activities Meeting took place and went very well.
- Spring Activities Registration is now open.
- We successfully wrapped up the Dance season, along with the girls' regular season.
- Dr. Flansburg approved adjustments to spring activity fees:
 - Trap & skeet fees will be aligned to match other spring sports.
 - A \$75 increase was approved to cover half of the increased golf course costs.

Transportation

- PACT has added a para to the PM Peach Route to support student behavior and have already seen great improvements.
- The Transportation Coordinator is working with both bus companies to improve communication so we are reliably notified when buses are running late.

Facilities

- PM facilities coverage through CADY Building Maintenance continues to run smoothly with minimal issues.
- The team completed a walkthrough of both campuses with the Critical Resources Group on February 3.
- Substance Church onboard is complete; they are occupying spaces as needed. IT and Tracy continue to coordinate with the church for small needs, and the transition has gone well despite an accelerated timeline.

Middle School Activities

- Middle school girls basketball has shown improvement, including wins against teams they lost to earlier in the year.
- PACT is actively working to find coaches for spring middle school sports offerings, as we currently do not have MS spring offerings at PACT.

Community Education

- Community Ed is working on identifying advisors for Q4 clubs and summer offerings.
- Planning is underway for summer programming, along with additional offerings and partnerships for next school year.

Payroll/HR

- Midyear teacher assignment letters have been sent. The first check on the new salary schedule has been paid with very minimal corrections needed.
- HR is reviewing a new staff handbook that will be brought to the April Board meeting.

Food Service

- PACT does not need to complete an Invitation for Bid (IFB) for a midyear vendor change.
- Thank you to Jenelle for agreeing to support our Food Service Director in navigating the IFB process for the 2026–2027 school year.

IT

- Completed the buildout of an online school inside Infinite Campus with ongoing improvements to continue.
- Electrical transformer installation- Dates are set; IT will oversee installation alongside electricians and Substance church.
- Self-serve visitor kiosk (SC): Kiosk is configured and working at the SC entrance. Visitors scan their ID and face; the system checks against Raptor before the front desk unlocks the door. A printed badge is produced for verification prior to entry, adding an additional security layer.



To: PACT Charter School Board of Directors

From: Dr. Lara Bronson, PACT Elementary Principal

Elementary Highlights: February - March, 2026

1. Partnering with Families: On Friday, February 20, I hosted the second “Principal Perk-Up” of the year. Topics families were interested in discussing were the Multi-Tiered System of Supports we offer at PACT, and how formalized assessments vary across grade levels.
2. Activity with PACT Boosters Club: A handful of Elementary Staff and family members attended the “Paint the Town Red” gala held on Saturday, February 28, 2026.
3. Activity with PTO: We are thankful for the dinner and breakfast the PACT PTO provided for our teachers during Parent Teacher Conferences.
4. Parent Teacher Conferences: 88% of PACT families attended conferences in February, and we received positive feedback about the new “open house” format in the gym for grades 4-5.
5. Field Trips: On February 6, the Kindergarten team brought their students to Stages Theater to see “Giraffes Can’t Dance.” On Monday, March 2, the First Grade students visited the MN Children’s Museum.
6. Friendship Day: Friendship Day was celebrated on Thursday, February 12. Our Safety Patrols, led by Safety Patrol Advisor Jody Krueger, delivered over 1,000 balloons across the school to make this day extra special for students. Students worked hard to decorate their boxes and enjoyed distributing cards to their peers and teachers.
7. 100th Day of School: Many grade levels celebrated the 100th day of school on Tuesday, February 25th. Kindergartners dressed like grandmas and grandpas at the old age of 100! In the midst of the fun, an academic focus within Math lessons all centered on the number 100.
8. Professional Development: Teachers recently received professional development by attending the following sessions: “Key Learning Signs for Early Onset Mental Illness in Children and Adolescents,” “Communication Plan: School-to-Home,” and “Inquiry-Based Instruction.”
9. Silent Dismissal Update: I am very grateful for the families who are faithfully following PACT arrival and dismissal procedures for our operations to run smoothly and safely. Mr. Chue Yang and I are reviewing other platforms to be considered for the upcoming school year that are similar to Silent Dismissal, but that offer better point-to-point integration with Infinite Campus.
10. Something fun! I visited Ms. Jankowski’s Character Corner last week, and students were learning about the character trait of “Cooperation” in multidisciplinary ways! With music, they sang about how peanut butter and jelly cooperate to make the perfect sandwich, with science they explored how the organs in our body cooperate with one another to help us be healthy, and with literacy, they explored how letters cooperate with one another to form words - and words cooperate with one another to make sentences. At the end of the lesson, they self reflected on which friend they cooperated with during their stations.



To: PACT Charter School Board of Directors

Principal Update

Community Engagement

We had a wonderful opportunity to connect with our school community through two key events this period. Parent-teacher conferences were a great success, and we are grateful to the PTO for providing dinner and supporting our staff. We also hosted an online Preview Night, welcoming prospective families and sharing PACT's distinctive vision, including our commitment to character development and parent partnership. Both events allow us to introduce who we are at PACT and ensure we are a good fit for interested families.

Online Campus Update

The lottery was held on Monday for our online campus, and we are excited to move into the next phase of planning! Next steps include connecting with staff who are interested in teaching, confirming course offerings, and sharing that information with our community.

School Spirit & Student Achievement

We are incredibly proud of Fayth Lindahl for her outstanding fourth place finish at State. Our DECA team is also competing at State this week, with much to celebrate: our team was recognized as a new state chapter, honored for our membership campaign with 28 members, and Mr. Tossey was recognized by fellow advisors as one of the state's outstanding advisors. Sending six students to State in our very first year didn't happen by accident. We are so thankful for Mr. Tossey and the hard work our DECA students have put in this year.

Principal Perk Up

Last Friday, we welcomed families for our Principal Perk Up, gathering feedback as we develop our Portrait of a Graduate. Parents shared that they want their students to have integrity as people, contribute positively as citizens, and be intentional communicators. As always, we are deeply grateful for our parent partners and their willingness to come alongside us in shaping our hopes for our students as they graduate from PACT.

Professional Development

Professional development this month looked like spending time in classrooms conducting observations, allowing us to support our teachers and celebrate the great work happening at PACT every day.

Our BILT team has also begun important conversations around grading practices and what standard procedures will look like for students next year. These discussions are focused on building consistency and clarity across our school in the areas of formative vs. summative grades, late work policies, extra credit, and testing retakes. We look forward to landing on shared expectations that serve both students and staff well as we continue to grow.



PACT School Board of Directors:

Update from the Office of Communication and Community Engagement for February 2026:

Enrollment and Marketing

- Enrollment for the **2025-2026 school year** is full in grades K-6 and 8. Following the mid-year expansion of grade 7, we have filled 26 of the 30 seats we opened. There were no withdrawals across K-12 in February.
- Enrollment for the **2026-2027 school year** continues to have strong waitlists with 797 students (K-12) – an increase of 30 over the past month. Registration for new families began on February 1, 2026, and we saw very few families change their minds about attending PACT.
- So far, 35 students have applied to the **2026-2027 PACT Online Campus**. The lottery application deadline is March 1, 2026. Approximately 28 people attended the online preview night on February 12, 2026. There is considerable interest in grade 6.
- **Kindergarten Preview Night** will be held on March 23, 2026, for incoming families. Invitations have been sent, and we look forward to welcoming the Class of 2039 to PACT.
- **Grade 6 Preview Night** will be held on April 7, 2026, for families transitioning from the Elementary Campus to the Secondary Campus for the 2026-2027 school year. The evening will include a meet-and-greet with staff, a building tour, an overview of academic and behavioral expectations, and an opportunity for students to explore and try band instruments. The purpose of the event is to foster a strong sense of community, support a smooth transition to the Secondary Campus, and reinforce the value of continuing a PACT education.

Publications

- **Elementary and Secondary Yearbooks** are looking great. The ordering window closed on January 31, 2026, with 306 yearbooks sold at each campus, about 60 more than last year. The Principals and I are reviewing yearbook progress each week, and yearbook students have been receptive to edits and suggestions.

Website

- Significant progress has been made on the **Secondary Campus academic pages**, including expanding course catalogs into a comprehensive, user-friendly digital format.
- Content development has begun on the **Online Campus website**.

Communications

- ParentSquare has asked me to serve as a **Minnesota ParentSquare Ambassador**, and I have been working with their team in that role. On February 24, 2026, I served as a guest speaker on a ParentSquare webinar, where I shared how we have used the platform to better connect with the remaining 10% of families who were previously difficult to reach.
- A **98-inch monitor** has been ordered and will be installed in the Secondary cafeteria above the interior windows overlooking the gym. This placement will allow us to display announcements in a high-visibility area where students regularly gather. The monitor will run on the same platform as the current hallway displays.

Community Engagement

- The final **Principal Perk-Ups** of the school year happened in February.

Respectfully submitted by Christine Erntson, Director of Communication and Community Engagement.