

Working Session of the Board
Thursday, August 7, 2025 4:30 PM Central

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

1. Call To Order
2. Superintendent's Reports
 - 2.a. BoardBook Training for the Board
 - 2.b. City of Ramsey Partnership
 - 2.c. City of Ramsey Police Department Partnership
 - 2.d. Board Handbook
 - 2.e. Policy Updates
3. Teaching and Learning Reports
 - 3.a. MSHSL Eligibility
4. Human Resource and Operations Reports
 - 4.a. Maintenance Contract
5. Budget, Finance, and Operations Reports
 - 5.a. BFC Update
6. School Board
7. Adjourn



P A C T
Charter School

PACT Charter School

School Board

Handbook

Note to Users:

This handbook is designed as a place for your board to house essential information, guidelines, and best practices to support your role as a board member.

Throughout this handbook, you will find sections labeled District Customization that are highlighted in blue. These highlighted sections indicate areas where your district should tailor the content to reflect the unique policies, procedures, and norms of your district.

We encourage the board as a team to carefully review and customize these sections to ensure that the handbook accurately represents your board's practices and provides the most relevant information to you and your board. Once you have entered your district's information, remove this page and the notes contained in the blue highlighted sections to finalize the handbook.

PACT Charter School Board Handbook



P A C T
Charter School

Last Updated:

August 2025

Introduction	1
Navigating this Handbook	1
Handbook Maintenance and Review Procedure	1
District Information	2
District Identity	3
Leadership Directory	3
District Facilities	4
Strategic Framework	4
References for Further Information	4
Board Membership	6
Post Election Procedures	7
Canvass and Declaration of Results	7
Certification of Results	7
Issuance of Certificate of Election	7
Campaign Financial Report Certification of Filing	7
Taking Office	7
Official Oath of Office	7
Ceremonial Oath of Office	7
Organizational Meeting	7
District Intake Paperwork	8
Board Organization	8
Eligibility Requirements	8
Term of Office	8
Filling Vacancies	8
Board Composition	8
Board Offices	9
Board Compensation	10
Expense Reimbursement	10
Learning the Job	11
Learning from Board Colleagues	11
Mentorship	11
Ongoing Professional Development	12
Individual Board Membership	12
Duties as an Individual Board Member	12
Board Time Commitment	12
Conflict of Interest	13
Working as a Board Team	13
Duties of the Board	13
Board Governance Model	14
Standards for Board Leadership	15
Attributes of High-Performing Board Teams	15
School Board Self-Evaluation	15
Role of the Superintendent	16
Hiring a Superintendent	16
Duties of the Superintendent	16
Tenets of an Effective Board-Superintendent Relationship	16
Evaluating the Superintendent	16

Board Communication Guide	17
Communication Between Board Members	17
Communication with the Superintendent	18
Communication with District Administrators and Staff	18
Communication with Constituents Including Staff, Students, Parents, and Community	19
Engaging with the Community	19
Communication with the Media	20
Communication on Social Media	20
Using a District Email	21
Reference for Further Information	22
Board Meetings and Governance	23
Meetings of the Board	24
Types of Meetings	24
Open Meeting Law	25
Closed Meetings	25
Meetings Conducted by Interactive Technology	25
Meeting Operations	25
Attendance of Meetings	25
Acceptable Dress Code	25
Location of Meetings	26
Addressing Others	26
Presentations	26
Voting	26
Quorum of the Board	26
Parliamentary Procedure During Meetings	26
Presiding Officer	26
Superintendent's Role in Board Meetings	26
Board Committees	27
Election of Board Officers	27
Guide to Board Meeting Roles and Responsibilities	27
Data Privacy	27
Public Comments to the Board	28
Agenda and Minutes	28
Agenda Procedures	28
Consent Agenda	29
Meeting Minutes	29
References for Further Information	29

Introduction

Navigating This Handbook

The purpose of this handbook is to outline the board's operating procedures and norms. It also includes important information on policies, meetings, committees, partnerships, and communication. Its ongoing guidance is meant to enable each board member to fulfill essential governance duties and to exercise their responsibilities as a board member, while also providing expectations and standards of behavior for the conduct of the board.

Handbook Maintenance and Review Procedure

- Annually, the handbook will undergo a review by the board. As part of this review, the board will:
 - Review mutual expectations of board norms;
 - Seek input and feedback regarding best practices, as needed;
 - Check the MSBA website for suggested handbook updates;
 - Adopt the updated handbook by a majority vote of the board.
- Board members may propose additions/revisions to the handbook by sending an email to the chair and Superintendent requesting to add "handbook discussion" as a topic for an upcoming working session.
- The handbook may be updated to reflect adopted policy changes without further board action;
- Hyperlinks within the handbook may be updated without further board action;
- The date this handbook was last reviewed, updated, and/or revised, is included on the cover page of this handbook.

District Information

The effectiveness of your decisions as a board member hinges on your knowledge of the district's schools, staff, students, and the communities they inhabit. Recognizing the specific needs and aspirations of PACT will empower you to advocate for policies and initiatives that truly enhance our educational outcomes. By engaging with this information, you will not only enhance your ability to make informed decisions but also build trust and credibility with fellow board members, the community, staff, and students alike. Let this knowledge serve as the foundation of your tenure, guiding your decisions and initiatives to foster an environment where every student can succeed.



District Identity

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

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

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

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

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

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

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

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

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

On October 6, 2022, PACT broke ground on its new Secondary Campus located at 7633 - 161st Avenue Northwest next to Central Park in Ramsey and is just 3 miles from the current location.

Deciding it was time to get students off the waiting list and into the classrooms, PACT leadership took action in 2021. It retained the services of **J.B. Vang Development Management Services** to assist with the expansion project and **Pope Design Group** for architecture and design.

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

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

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

Demographics –

Race/Ethnicity	Count	Percent
American Indian	1	0.1%
Asian	9	0.6%
Black or African American	150	10.7%
Hispanic or Latino	67	4.8%
Native Hawaiian or Pacific Islander	4	0.3%
Other Indigenous Peoples	4	0.3%
White	1,090	77.7%
Two or more races	78	5.6%
All students	1,403	100.0%

	Count	Percent
English learner	100	7.1%
Special education	218	15.5%
Free/Reduced-Price meals	419	29.9%
Homeless	1	0.1%

Leadership Directory

Board Members

Name	Board Position	Email Address
Ryan Heineman	Chair Parent	r.heineman.brd@pactcharter.org
Jason Tossey	Vice-Chair Secondary Teacher	j.tossey.brd@pactcharter.org
Nathan Plack	Treasurer Parent	n.plack.brd@pactcharter.org
Ann Ostendorf	Secretary Elementary Teacher	a.ostendorf.brd@pactcharter.org

Jason Busch	Director Parent	j.busch.brd@pactcharter.org
Chad Lucas	Director Parent	c.lucas.brd@pactcharter.org
Nicole Rhoad	Director Community Member	n.rhoad.brd@pactcharter.org
Amanda Mackereth	Director Secondary Teacher	a.mackereth.brd@pactcharter.org
Danae' Heckmann	Director Elementary Teacher	d.heckmann.brd@pactcharter.org
Nicole Kallod	Director Elementary Teacher	n.kallod.brd@pactcharter.org

Superintendent's Office

Name	Position	Email Address
Dr. Nathan Flansburg	Superintendent	n.flansburg@pactcharter.org
Jessica LePage	Administrative Assistant	j.lepage@pactcharter.org

Leadership Cabinet

Name	Position	Email Address
Shawn Lohse	Secondary Principal	s.lohse@pactcharter.org
Lara Bronson	Elementary Principal	l.bronson@pactcharter.org
AnnaRae Klopfer	Director of Special Education	a.klopfer@pactcharter.org
Tracy Peters	Executive Director of Human Resources and Operations (COO)	t.peters@pactcharter.org
Christine Ernston	Director of Communications and Community Engagement	c.ernston@pactcharter.org
Chue Yang	Director of Information Technology	c.yang@pactcharter.org
Teresa Widen	Executive Director of Teaching and Learning and Literacy Lead	t.widen@pactcharter.org

District Facilities

Building	Address	Phone Number
Elementary Campus	7250 East Ramsey Pkwy NW, Ramsey, MN 55303	763-712-4200
Secondary Campus	7720 161st Ave. NW, Ramsey, MN 55303	763-712-4200

Schedule a Facility Visit or Tour

You have the same right as a parent or community member to visit the schools as long as you adhere to the procedures the district has for visitors. You may also visit the schools in an official capacity with the board's authority or to fulfill a specific duty required of you as a board member. In any event, be sure to communicate with the Superintendent and building administrator to schedule your visit.

You should use school visits to build good working relations with building principals and staff, to celebrate the positive accomplishments of the schools, and to show your pride as a member of the board. Look for opportunities to visit when a school is hosting a special event or recognition program for students and staff.

Strategic Roadmap

Strategic Roadmap 2025-2030



PACT
Charter School

MISSION

Our Core Purpose

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

VISION

What We Intend to Create and Experience

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

CORE VALUES

Drivers of our actions

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

Citizenship: Being a responsible member of a community.

Gratitude: Showing appreciation and thanks.

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

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

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

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

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

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

STRATEGIC DIRECTIONS

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

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

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

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

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

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

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

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

References for Further Information

- *District Strategic Roadmap*
- *District Operational Plan (DOP)*
- *Comprehensive Achievement and Civic Readiness Reports*
- *School Improvement Plan*
- *Student Performance Data*
- *District Report Card*
- [*District Budget and Finance*](#)
- *District Technology Plan*
- *District Emergency Plan*
- *Long Term Facilities Maintenance Plan*
- *Employee Handbook*
- *Family/Student Handbook*
- *Chain of Communication/Organizational Chart*
- *District Calendar*
- [*Board & Committee Meeting Calendar*](#)
- [*Minutes of 24-25 board meetings*](#)
- *List of curricular and extracurricular programs*

Board Membership

When considering your governance role, embracing the procedural steps that underpin the integrity of the democratic process is paramount. From post-election procedures to the establishment of board offices, each action reflects your commitment to transparency and accountability. By being diligent in these duties, you acknowledge the trust placed in you by constituents. Prioritizing effective governance ensures you serve the community and prioritize the needs of students.



Post-Election Procedures

Canvass and Declaration of Results

Between the third and tenth days after a district election, the board must canvass the returns and declare the results of the election. [Minn. Stat. 205A.10, Subd. 3.](#)

Certification of Results

The district clerk shall certify the results of the district election to the county auditor. [Minn. Stat. 205A.10, Subd. 3.](#)

Issuance of Certificate of Election

After canvassing the election and the time for contesting an election has passed (seven days after the canvassing board has declared the result of the election), the board shall issue a certificate of election to the candidate for each office who received the largest number of votes cast for the office. If there is a contest, the certificate of election to that office must not be issued until the outcome of the contest has been determined by the proper count. [Minn. Stat. 205A.10, Subd. 3](#); [Minn. Stat. 204C.40, Subd. 2.](#)

Campaign Financial Report Certification of Filing

The Certification of Filing is due no later than seven days after the general election. [Minn. Stat. 211A.05.](#)

Taking Office

Board members take office the first Monday in January. [Minn. Stat. 123B.14, Subd. 1.](#)

Official Oath of Office

The official oath of office is administered once elections have been canvassed, the candidates have turned in their certificate of campaign filing report, and the seven-day contest period has ended. When the contest period ends, the school election officer should give each winning candidate the certificate of election. Each winning candidate then has thirty days to sign the official oath and acceptance of office form in front of a notary. By signing this document, the individual officially becomes a board member on the first Monday in January. [Minn. Stat. 358.05.](#)

Ceremonial Oath of Office

The ceremonial oath of office is usually administered at the organizational meeting on the first Monday in January (or as soon thereafter as practicable). While the official oath of office is required, the ceremonial oath of office is optional.

Organizational Meeting

On the first Monday in January (or as soon as practicable thereafter) each year, newly elected board members' terms of office begin, and boards must meet to organize for the year. [Minn. Stat. 123B.14, Subd. 1.](#) During this meeting, ceremonial oaths of office may be administered, officers are elected, committee assignments are established, and meeting schedules are adopted. This process lays the groundwork for the board's operations, emphasizing collaboration and effective governance to serve the district and its stakeholders.

For more regarding organizational meetings see, [MSBA's First Monday in January Handbook.](#)

District Intake Paperwork

New School Board Member Onboarding To-Do List

Documents & Information (Provided by Board Clerk):

- ☐ Receive a copy of the Board Handbook
- ☐ Receive a copy of the School Calendar and Board Meeting Calendar
- ☐ Receive MSBA (Minnesota School Boards Association) login information
- ☐ Receive MSBA contact information
 - ☐ Phone: 507-934-2450
 - ☐ Online Inquiry Form: MSBA Website
- ☐ Receive access to district electronic resources
- ☐ Set up your district email account

Administrative Tasks:

- ☐ Complete all onboarding paperwork
- ☐ Complete background check
- ☐ Submit contact information:
 - ☐ Home address
 - ☐ Cell phone number
 - ☐ Recent photo for internal use/website
 - ☐ Meetings to Schedule (Coordinate with Board Clerk):
 - ☐ Schedule a meeting with the Board Chair and Superintendent
 - ☐ Schedule a one-on-one meeting with your assigned Board Mentor

Board Organization

Eligibility Requirements

To run for a board seat, you must be (1) at least 21 years old, (2) an eligible voter, (3) a district resident for at least 30 days prior to election/appointment, and (4) not convicted of a felony. [Minn. Stat. 123B.09](#); [Minn. Stat. 204B.06, Subd. 1.](#)

Term of Office

Board members are elected to three-year terms and take office on July 1. The term of a member who has been appointed to fill a vacancy will be for the remainder of the predecessor's term until the date of the district's next general election. There is no limit on the number of consecutive terms a board member can serve. [Minn. Stat. 123B.09.](#)

Filling Vacancies

A vacancy on the board can occur for a number of reasons including when a member dies, resigns, or ceases to be a resident of the district. All vacancies will be filled according to [Minn. Stat. 123B.09.](#)

Board Offices

Officers of the board include chair, vice-chair (optional), clerk, and treasurer. These positions are determined annually at the organizational meeting. All board members, regardless of office, maintain

equal rights and equal voices. See the Election of Board Officers section on page 27 for information regarding nominating and voting procedures.

Role of the Chair

- The chair, when present, shall preside at all meetings of the board, countersign all orders upon the treasurer for claims allowed by the board, represent the district in all actions, and perform all duties a chair usually performs.
- In case of absence, inability, or refusal of the clerk to draw orders for the payment of money authorized by a vote of the majority of the board to be paid, the chair may draw the orders, or the office of the clerk may be declared vacant by the chair and treasurer and filled by appointment.

Role of the Vice-Chair (optional)

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

Role of the Clerk

- The clerk shall keep a record of all meetings in the books provided.
- Within three days after an election, the clerk shall notify all persons elected of their election.
- On or before September 15 of each year, the clerk shall:
 - o file with the board a report of the revenues, expenditures, and balances in each fund for the preceding fiscal year.
 - o make and transmit to the Commissioner of the Minnesota Department of Education (Commissioner) certified reports, showing:
 - revenues and expenditures in detail, and such other financial information required by law, rule, or as may be called for by the Commissioner;
 - length of school term and enrollment and attendance by grades; and
 - other items of information as called for by the Commissioner.
- The clerk shall enter into the clerk's record book copies of all reports, the teachers' term reports, the proceedings of any meeting, and keep an itemized account of all expenses of the district.
- The clerk shall furnish to the county auditor, on or before September 30 of each year, an attested copy of the clerk's record, showing the amount of proposed property tax levy voted by the district or the board for school purposes.
- The clerk shall draw and sign all orders upon the treasurer for the payment of money for bills allowed by the board for salaries of officers and for teachers' wages and all claims, to be countersigned by the chair.
- The clerk shall perform such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.
- The clerk shall perform the duties of the chair in the event of the chair's and the vice-chair's temporary absences.
- By resolution, the board may combine the duties of clerk and treasure in a single person in the Office of Business Affairs. Typically, that single person almost always delegates at least some duties to others.

Role of the Treasurer

- The treasurer shall deposit the funds of the district in the official depository.
- The treasurer shall make all reports which may be called for by the board and perform all duties a treasurer usually performs.
- In the event there are insufficient funds on hand to pay valid orders presented to the treasurer, the treasurer shall receive, endorse, and process the orders in accordance with [Minn. Stat. 123B.12](#).
- By resolution, the board may combine the duties of clerk and treasure in a single person in the Office of Business Affairs. Typically, that single person almost always delegates at least some duties to others.

Associated Policy – [Policy 202- Charter School Board Officers](#)

Expense Reimbursement

Associated Policy -

 [214 - Out of State Travel by Charter School Board Members](#)

 [412 - Expense Reimbursement .pdf](#)

Learning the Job

Learning from Board Colleagues

One of the most valuable resources at your disposal, outside of this handbook, is the wealth of experience and knowledge possessed by your fellow board members and district staff. Engaging with them can significantly enhance your understanding of board operations, policies, and educational best practices. Your colleagues on the board bring diverse backgrounds and perspectives that can provide invaluable insights. Here are a few ways to leverage their experience:

Workshops and Retreats – Participate actively in board workshops and retreats. These sessions are designed not only to address key issues but also to foster team building and collective learning.

Committee Participation – Join board committees that align with your interests and expertise. Working closely with other members on specific topics will deepen your understanding and contribute to your professional growth.

Informal Meetings – Work with the Superintendent to schedule informal meetings with key staff members to discuss specific areas of interest. These one-on-one interactions can offer a more personalized learning experience and help you build strong working relationships.

Mentorship

The district recognizes the importance of supporting new board members as they transition into their roles. To facilitate this, the district has implemented a mentorship program designed to provide guidance, support, and valuable insights. Each new board member will be paired with an experienced mentor who will help them navigate their responsibilities and become effective contributors to the board. This mentor will be a seasoned board member with a deep understanding of the district's

operations, policies, and culture. The assignment will be made by the board chair in consultation with the Superintendent to ensure a good match based on experience and areas of expertise.

To support you in this transition, you and your mentor will use the [MSBA New Board Member Orientation Year At-a-Glance](#) to guide you through your first year. This program aims to provide you with the knowledge, tools, and support necessary to become an effective and confident board member. Mentor and mentee should schedule a time before each school board meeting to check-in regarding the upcoming agenda, policies, and procedures.

Our orientation program is structured to ensure you receive a balanced combination of printed materials, hands-on training, and personal mentorship. Throughout the year, you will engage in various learning sessions, attend MSBA training events, and participate in board meetings and district activities. These experiences are designed to deepen your understanding of board operations, district policies, and educational goals. By the end of your first year, you will have a solid foundation to effectively contribute to the board's mission of providing quality education for all students. Mentors are encouraged to attend the workshops and trainings with the mentees to make the information more relevant and specific to the district.

Ongoing Professional Development

Continuous learning is crucial for effective governance. Board members are encouraged to participate in school board and related workshops and activities sponsored by local, state, and national school boards associations, as well as in the activities of other educational groups. Each board member shall receive training in school finance and management developed in consultation with the Minnesota School Boards Association. [Minn. Stat 123B.09, Subd. 2](#). Below is a full list of MSBA's Learning to Lead Phase Workshops.

- [Learning to Lead – School Board Basics: Phase I Workshop](#)
- [Leadership Foundations – School Finance and Management: Phase II Workshop](#)
- [Building a High-Performance School Board Team: Phase III Workshop](#)
- [Representing Your Community Through Policy and Engagement: Phase IV Workshop](#)

Other MSBA Professional Development Opportunities – To learn more about these opportunities, see the [Workshops and Events](#) section of the MSBA website.

In District Workshops	Events
Mutual Expectations Workshop School Board Self-Evaluation Workshop Superintendent Search Workshop Superintendent Evaluation Workshop	Leadership Conference Summer Seminar Delegate Assembly Day at the Capitol Advocacy Tour Coffee and Conversation Series Board Chair Chat Monthly Webinars
Regional Workshops	
Officers' Workshop Negotiations Seminars	

Associated Policy –  [212 - Charter School Board Member Development and Training](#)

MSBA Series of Publications – New board members automatically receive the following publications to stay current on education related news.

- **eClippings** – Receive daily links to K-12 news from around the state.
- **Leader Newsletter** – Monthly updates regarding MSBA news and events, topical news items, administrative topics, and much more.
- **Journal Magazine** – Bimonthly magazine includes school features, exploration of leadership issues, in-depth stories on education trends, and a directory of vendors.

Individual Board Membership

Duties as an Individual Board Member

The position of board member carries with it a profound responsibility to uphold the highest ethical standards. A commitment to integrity, transparency, and accountability will not only enhance the effectiveness of educational policies but also strengthen the community's confidence in the board's decision-making. Remember that your actions and decisions will help shape the future of our students, schools, and community. Let the Code of Ethics in District Policy 209 guide you in navigating the complexities of governance with unwavering moral clarity and purposeful dedication.

Associated Policy –  **209 - Code of Ethics**

Board Time Commitment

The time required to complete your board responsibilities will most vary by time of year. It will depend on how many meetings are scheduled, which committees you serve on, what issues are going on in the district at the time, and how much time you need to prepare for upcoming meetings. For example, if the district is going through a building project, hiring a Superintendent, or developing the district budget, the time needed for board meetings may be more extensive. On average, however, you can anticipate spending about nine to twelve hours a month on board service.

Conflict of Interest

As a board member, you are expected to uphold the highest standards of integrity by actively avoiding any conflicts of interest in your official capacity. This means refraining from any personal financial involvement in district transactions such as sales, leases, or contracts you oversee or participate in. If a potential conflict arises, you must fully disclose your interests and abstain from decision-making processes related to those interests. You will operate under stringent guidelines to ensure that any exceptions to this rule are handled transparently, with unanimous consent and clear documentation. This approach maintains the community's trust and ensures all decisions are made solely in the best interest of the district and its stakeholders.

Associated Policy –  **210 - Conflict of Interest - Charter School Board Members**

Working as a Board Team

At the heart of educational excellence lies the steadfast commitment of the board, entrusted with duties that shape the very fabric of our district's future. Defined by statute, yet driven by a passion for progress, the board's responsibilities encompass a profound dedication to nurturing thriving learning environments and supporting the endeavors of our administration. Crucial to fulfilling these responsibilities is the collaborative spirit of board teamwork, where collective wisdom and shared vision pave the path toward transformative change. By fostering an environment of mutual respect and collaboration, the board can harness its collective strength to address challenges, capitalize on opportunities, and ultimately, advance the educational journey of every student in our district.

Duties of the Board

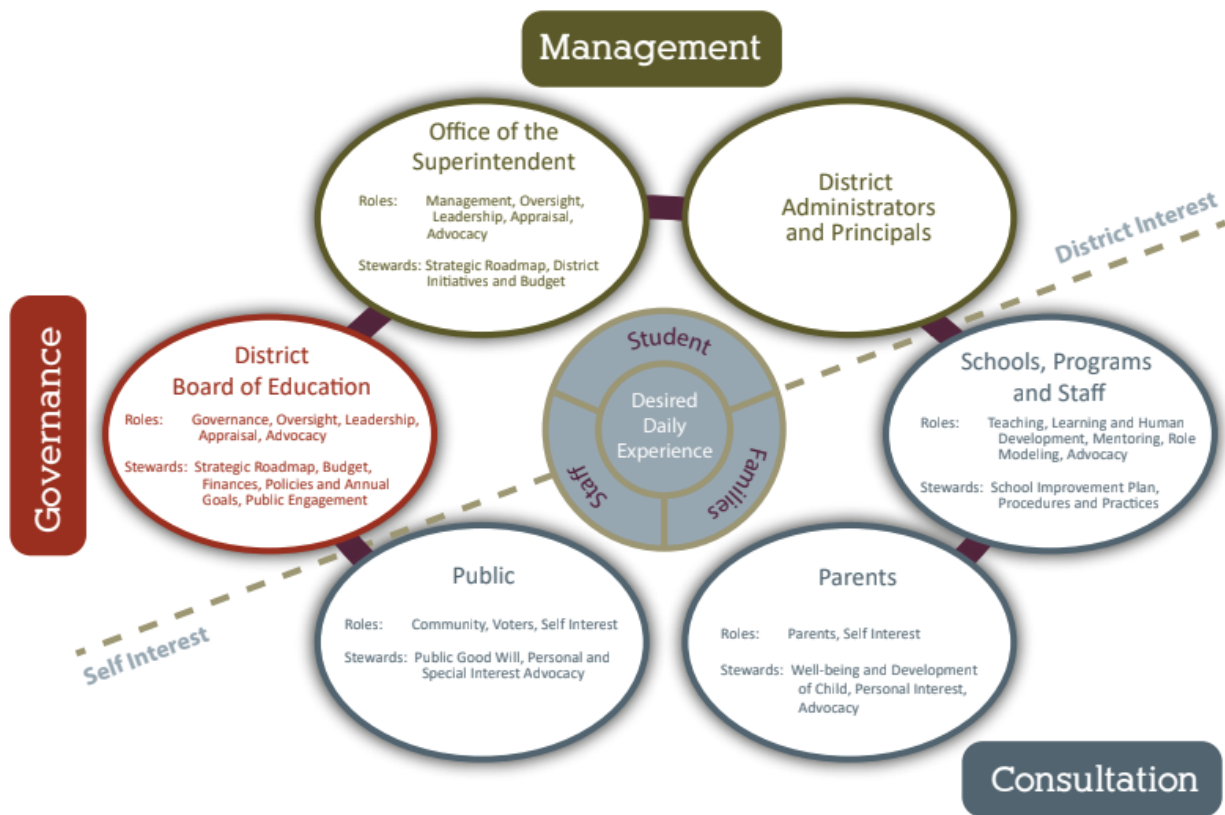
- The board has powers and duties specified by statute. The board's authority includes implied powers in addition to specific powers granted by the legislature.
- The board exercises administrative functions. It also has certain powers of a legislative character and other powers of a quasi-judicial character.
- The board shall supervise and manage the schools of the district; adopt rules for their organization, government, and instruction; prescribe textbooks and courses of study; and make and authorize contracts.
- The board shall have the general charge of the business of the district, its facilities and property, and of the interest of the schools.
- The board, among other duties, shall perform the following in accordance with applicable law:
 - provide by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the district;
 - conduct the business of the schools and pay indebtedness and proper expenses;
 - employ and contract with necessary qualified teachers and discharge the same for cause;
 - provide services to promote the health of its pupils;
 - provide school buildings and erect needed buildings;
 - purchase, sell, and exchange district property and equipment as deemed necessary by the board for school purposes;
 - provide for payment of claims against the district, and prosecute and defend actions by or against the district, in all proper cases;
 - employ and discharge necessary employees and contract for other services;
 - provide for transportation of pupils to and from school, as governed by statute; and
 - procure insurance against liability of the district, its officers, and employees.
- The board, at its discretion, may perform the following:

- provide library facilities, public evening schools, adult and continuing education programs, summer school programs, and intersession classes of flexible school year programs;
- furnish school lunches for pupils and teachers on such terms as the board determines;
- enter into agreements with one or more other independent districts to provide for agreed upon educational services;
- lease rooms or buildings for school purposes;
- authorize the use of school facilities for community purposes that will not interfere with their use for school purposes;
- authorize cocurricular and extracurricular activities;
- receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose; and
- perform other acts as the board shall deem to be reasonably necessary or required for the governance of the schools.

Associated Policy –  201 - Legal Status of the Charter School Board of Directors.pdf

Board Governance Model

The TeamWorks Governance Model delineates the distinct roles and responsibilities of the board and the Superintendent, ensuring both governance and management functions are clearly articulated and understood. It outlines the board's role in setting expectations and parameters through policy adoption, budgeting, contracting, and focusing on student achievement for all. It also highlights the Superintendent's responsibilities in providing leadership and supervision, thus ensuring policies and strategies set by the board are effectively implemented.



Standards for Board Leadership

The board is responsible to the community to govern efficiently and lead effectively to provide students an equitable education that results in high achievement. To assist in this journey, see the [Standards for School Board Leadership](#) developed by the MSBA. This document outlines best practices for board members and provides the standards we should strive to meet as part of a high-performing board team.

Attributes of High-Performing Board Teams

1. Everyone clearly understands the mission, goals, and role of the board; everyone knows who is, and who should be, doing what.
2. Board members are skilled in group leadership and/or membership functions.
3. Board members have a high degree of trust in one another.
4. Interaction occurs in a supportive atmosphere. Suggestions, comments, ideas, information, and criticism are all offered in a manner that is helpful. Respect is shown for varying team viewpoints.
5. Expectations for the group and its members are high. Goals are stretched.
6. The board is not dominated by an individual or sub-group; everyone participates and has the opportunity to influence the discussion.

7. The board has established procedures for operation including decision-making, conflict resolution, and meeting management.
8. The board is future focused. Decisions are made with long-term consequences and benefits in mind.
9. The board evaluates its performance periodically.

School Board Self-Evaluation

School Board self-evaluations can be an invaluable tool for assessing and enhancing the effectiveness of our governing body. This process allows us to reflect on our collective performance, identifying strengths, challenges, and opportunities for improvement. Engaging in a self-evaluation enables us to gain insights into individual contributions and understand the dynamics and overall functioning of the board. It also fosters open communication, promotes accountability, and strengthens teamwork among board members. By participating in the process, we can gain insights that will empower us to make informed decisions, enhance our effectiveness in serving the community, and contribute to the continuous improvement of the board's performance and impact.

Role of the Superintendent

The board employs a Superintendent to lead and manage the district. The Superintendent is an ex-officio, non-voting member of the board and the chief executive officer of the school system. The Superintendent's duties and responsibilities are derived largely from three sources: statute, the employment contract, and the job description. Superintendents are responsible for the management of the schools, the administration of all board policies, and are directly accountable to the board. The Superintendent must annually evaluate each principal assigned responsibility for supervising a school building in the district. Also, the Superintendent may delegate responsibilities to other district personnel but shall continue to be accountable for actions taken under such delegation. [Minn. Stat. 123B.143.](#)

Hiring a Superintendent

One of the most critical responsibilities of the board is the hiring of a Superintendent. The selection of the Superintendent is a decision that shapes the future of the district, influencing the quality of education, the effectiveness of school management, and the overall success of students. The importance of this decision cannot be overstated. The Superintendent's vision and leadership directly impact educational outcomes and the district's ability to achieve its strategic goals. Therefore, it is imperative that the board conducts a thorough and meticulous search process, considering candidates' experience, leadership style, and alignment with the district's values and objectives. This decision requires careful deliberation and a commitment to finding a leader who will foster a positive educational environment, promote innovation, and address the diverse needs of the school community. In essence, the hiring of a Superintendent is not just a routine administrative task but a defining moment that sets the course for the district's future.

Duties of the Superintendent

District Customization – Insert the duties outlined in your Superintendent's employment contract and job description.  304 - Superintendent Contract, Duties, and Evaluation

Tenets of an Effective Board-Superintendent Relationship

Understanding and fostering a productive relationship between the board and the Superintendent is critical for the success of our educational institution. The [17 Tenets of an Effective Board-Superintendent Relationship](#) provides a comprehensive guide outlining key principles and best practices for maintaining a collaborative and effective partnership. This document highlights essential responsibilities and expectations for both the board members and the Superintendent, promoting a clear understanding of each party's role in governance and administration. By adhering to these tenets, our board can ensure decisions are made efficiently, communication remains open and transparent, and the strategic goals of our district are met.

Evaluating the Superintendent

Evaluation of a Superintendent's performance is one of the board's most important responsibilities. The evaluation of the Superintendent is an inherent managerial right of the board. Done correctly, an evaluation is a useful governance tool that helps drive school improvement. In fact, a high-quality evaluation process enhances positive school-Superintendent relationships, improves communication, clarifies leadership roles, creates common understandings, and provides a mechanism for accountability and communication. PACT Charter School evaluates the Superintendent based on the work of the District Operational Plan (DOP) which is annually approved by the Board and aligned to the Strategic Roadmap of the District.

Board Communication Guide

Communication Between Board Members

Adhering to guidelines for effective and lawful communication with your fellow board members is crucial. While open and collaborative communication is vital for the board's success, remember that discussions outside of official board meetings must be handled carefully to avoid violating the Minnesota Open Meeting Law (OML). This law requires any gathering of a quorum of board members, where official business is discussed, must be conducted in public and notice must be provided to ensure transparency. (See exceptions in the Closed Meeting Chart on pages 25.) Therefore, while informal discussions can be valuable for building relationships and exchanging ideas, avoid veering into areas of official board business unless they are part of a scheduled public meeting.

Building Collaborative Relationships – School governance is founded on the belief that a group of very different people representing various constituencies in their district can make better decisions than any one person alone. That diversity is the board's strength. It's best to be open-minded about the opinions of your fellow board members. Your goal should not be to change them to your point of view, but rather to determine the best solution to an issue by working together to try and accommodate all views. You want the students to be the "winners" — not one board member or another.

Addressing Team Dysfunction – Open communication is critical to the proper functioning of the board. If you feel the board is not functioning well, it may be appropriate to suggest a workshop where the board reviews its ground rules, board policies on board operations, and board/administrative relations that establish how the leadership team will function. If these ground rules and policies are not effective, then consider modifications to them. The board may want to hire a facilitator to assist with

discussions to improve the board's working relations. MSBA can help with a custom board in-service tailored to the board's specific situation.

Guidelines for interacting outside a board meeting

- **Do Not Discuss Board Business.** Focus on topics such as general education trends, personal updates, or board training and development without steering into specifics of pending decisions or board business.
- **Be Cautious with Written Communication.** Exercise caution with emails, texts, and social media interactions among board members. Avoid group messages or email chains discussing board business that could be construed as a meeting.
- **Be Transparent with Your Intentions.** Always make the purpose of any gathering clear, ensuring it is social or educational in nature and not meant for making decisions or deliberations that should be reserved for official meetings.
- **Consider Public Perception.** When planning to meet outside of formal board meetings, consider how such gatherings might be perceived by the public. It's crucial to remember any appearance of conducting board business or decision-making outside of the designated public meetings could undermine community trust and confidence.

Associated Policy – 205 - Open Meetings and Closed Meetings

Situation	District Protocol
I have general questions about board governance and/or operation.	Contact the Board Chair and/or Superintendent
I have a concern or questions regarding board governance.	Contact the Board Chair and/or Superintendent
I have a concern or questions regarding district operations.	Contact the Superintendent

Communication with the Superintendent

You need to establish a productive working relationship with the Superintendent. To do this, you need to communicate with that individual. If you have questions, it is better to call the Superintendent and discuss them before the board meeting rather than surprise the Superintendent at a public meeting. If the questions are concerns or relate to negative feelings from the community, Superintendents appreciate knowing about them in advance of the board meeting so they can come prepared to address them. It is appropriate to call the Superintendent, set up a meeting to discuss questions, or send an email for simple questions or requests. When contacting the Superintendent, it is important for you to keep the scope of such contacts within reason, to permit adequate time to receive a response, and to generally remain cognizant of the Superintendent's other responsibilities and demands on their time.

Disagreements with the Superintendent – Always treat your fellow board members, the Superintendent, and other administrators with respect. However, don't be afraid to disagree on an issue. In fact, a discussion about an issue that reflects two or more views usually results in a better decision than if everyone agrees with the first solution offered. Be certain to debate the issue, not the person, and maintain decorum in debate.

Situation	District Protocol
I have general questions about the district.	<i>Contact the Board Chair and/or Superintendent</i>
What if I disagree with a report or presentation to the board from the Superintendent or other staff member?	<i>Contact the Board Chair and/or Superintendent and request a follow up meeting or seek additional information.</i>

Communication with District Administrators and Staff

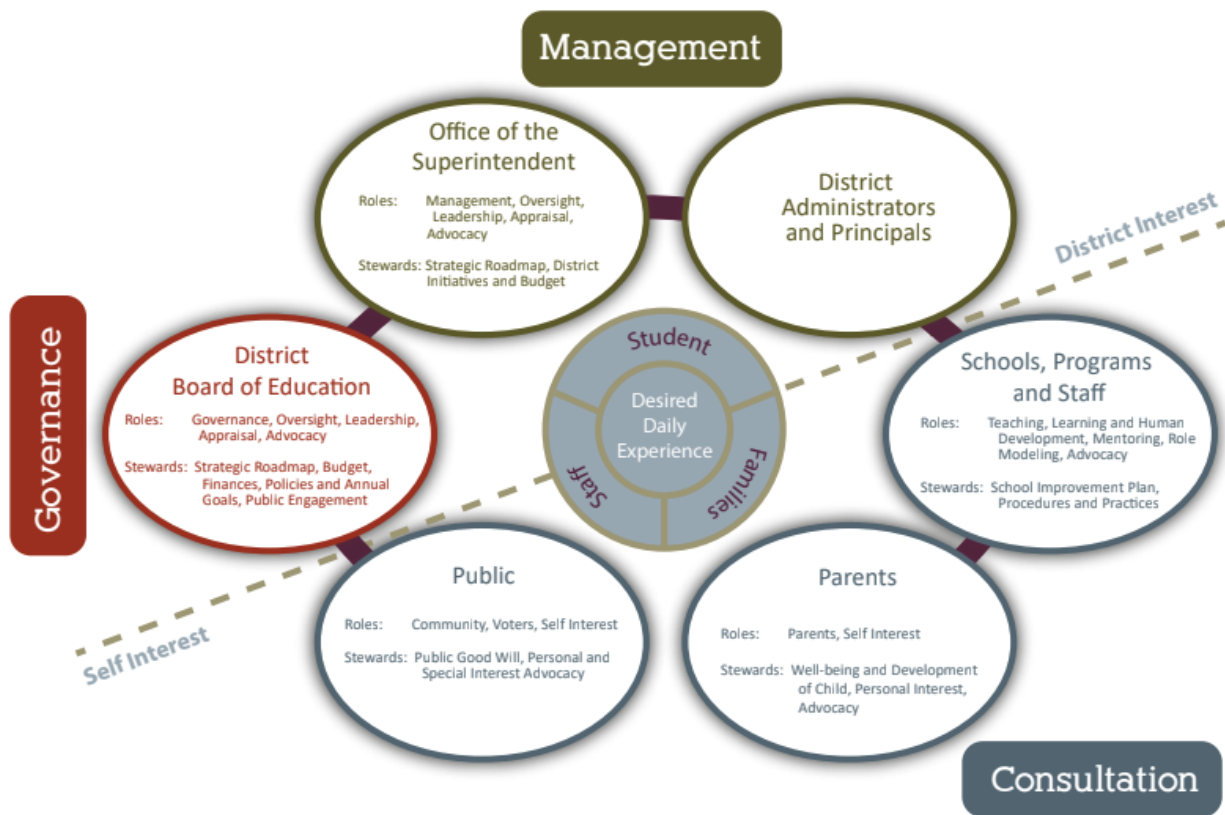
You will likely come in contact with district employees, including administrators, teachers, and other staff members. While there's nothing wrong with talking to district staff, keep in mind that complaints should follow the chain of communication. Additionally, understand individual board members do not have authority to direct the work of district staff members. Directing requests through the Superintendent can assist with appropriate prioritization, identifying information that may be readily available, and determining when it may be appropriate to have the full board weigh in regarding certain requests and project ideas.

Discussing Your Child with Staff – This can be a tricky area. No matter what you say about “speaking as a parent, not a board member,” it may be difficult for some teachers to separate your role on the board from your role as a parent. Some board members have indicated their significant others frequently take the lead in speaking to their children’s teachers. Make sure you’re not using your position as a board member to secure special treatment for your child. If there are issues you wish to discuss with a teacher, you should follow the normal procedures for contacting your child’s teacher to discuss them. Keep in mind that you do not relinquish your parental rights now that you’re a board member.

Communication with Constituents Including Staff, Students, Parents, and Community

Identify the person contacting you and ensure you have their contact information. Seek to understand the situation or interest but, generally, do not agree or commit to resolve it personally as that is not the role of individual board members. Here are some general expectations:

- Do not agree to confidentiality or commit to limit your options of notification.
- Do not get involved in staff employment or contractual issues.
- Do not attempt to work with a parent who is working on behalf of an organized group rather than on behalf of their own student.
- When applicable, redirect the person to the appropriate staff person or administrator to address the concern. The chain of communication is defined within the TeamWorks Governance Framework:



- Be alert to patterns of like concerns and notify the Superintendent's office of the possibility.
- If the concern raises governance or public relations questions, contact the board chair in addition to the Superintendent.
- Avoid forming and communicating opinions about a board decision before the board has discussed it in a board meeting.

Situation	District Protocol
If I get a phone call, email, or stopped in public from a constituent with concerns regarding the district.	<i>Share the email with the Chair and Superintendent to ensure your reply has accurate information and to ensure clear communication and transparency.</i>
If I get a phone call, email, or stopped in public from a constituent regarding the board's decisions.	<i>Speak as one board. Once a decision has been made, the board supports the decisions of the board.</i>
If I get an email that is addressed to the entire board with concerns from a constituent.	<i>The Chair or Superintendent will respond on behalf of the board.</i>
There is a situation that requires the district's legal counsel to be contacted.	<i>The Superintendent will respond on behalf of the District.</i>

Engaging with the Community

Be proactive. The board can engage key stakeholders by inviting and appointing them to participate in standing and ad hoc committees, advisory panels, focus groups, forums, and surveys to describe a vision for the district, set its goals, plan strategically, align resources with goals, and other actions offering them an opportunity to learn about public education and to influence governance decisions. Encourage all members of the community to visit their schools. Invite them to extracurricular activities, schedule a grandparents' day, and offer tours. In public education, familiarity often breeds support.

Use a variety of means to engage community members, inform them about the district, and learn about their interests, priorities, and concerns. Print and electronic media, social media (be mindful of emerging trends for younger parents), the district's website, and face-to-face conversations all play important roles in a year-round district campaign to inform and to be informed.

While accentuating the positive — student successes and district progress — don't neglect the negative. Be the first to let the community know about clouds looming on the horizon, and what the board is doing to dispel them. The board should be ambassadors for the district by scheduling dialogues with a cross section of the community — preferably in their neighborhoods as well as in online forums. And be prepared to address negative comments and feedback in a positive, proactive manner.

In addition, consider the varying expectations of the district's constituents. The parents of seniors may have far different expectations than the parents of kindergartners, and elderly community members with no students in the district may want completely different types of communication.

Communication with the Media

It's important to handle media interactions with care to maintain the veracity and unified voice of the board. Maintaining a unified voice is crucial as it ensures all board communications are consistent, clear, and reflect the collective decisions and strategic direction of the board. This unified approach helps to build trust and credibility with the community, stakeholders, and the media.

Situation	District Protocol
If I am approached by the media regarding a concern or board decision.	<i>Do not reply. Forward the request to the Chair and Superintendent. The Superintendent will work the Director of Communications and Community Engagement to respond on behalf of the District.</i>

Communication on Social Media

Social media plays a significant role in board members' responsibilities. To use social media effectively while avoiding potential pitfalls, remember your posts should reflect well on your role and set a good example for students and the community. Be careful not to share personal, confidential, or legally protected information about students, employees, or board members. Opt for face-to-face or telephone conversations for private matters instead of using social media. Control your emotions and avoid posting in anger or frustration, as negative statements can have lasting consequences and may lead to legal issues. Always use polite language and refrain from abusive, profane, or offensive comments. Additionally, avoid posting on behalf of the district or sharing commercial messages linked to the district. Use social media primarily for listening, making announcements, and gathering feedback rather than

conducting board business. Finally, ensure you comply with all relevant laws and district policies, including those related to acceptable use, harassment, discrimination, and privacy. Your online actions should always reflect the values and responsibilities of your position within the district.

Situation	District Protocol
I know about an upcoming district event that should be featured on social media.	<i>Share this information with the Director of Communication and Community Engagement.</i>
I saw a post containing false or misleading information regarding the board or district.	<i>Share with the Chair, Superintendent and Director of Communication and Community Engagement. They will determine the district response.</i>

Using a District Email

You should use a district email account for your board communications. While this creates another account to monitor, the extra effort is well worth it. As an elected official, your communications related to your office are presumed to be public data unless a provision of law makes part or all of the email private. Your emails may contain private personnel data ([Minn. Stat. 13.43](#)), private educational data ([Minn. Stat. 13.32](#)), correspondence with a private individual ([Minn. Stat. 13.601](#)), or protected medical information.

Members of the public may request access to public government data for any reason. Government entities must respond to these requests, and any work required to separate private data from public data, known as redaction, cannot be charged to the requester. The government entity must keep public data readily accessible, and redacting private data is its responsibility. Often, decisions about redaction need to be made by legal counsel, which adds to the expense.

If you use a personal or work email account, access to the public data may require you to turn over the personal or work device on which the emails are stored. If you use a district email address, the district's computer system can be searched to respond to public data requests. As a result, you do not have to worry about your personal or work devices being unavailable or about your personal or work information being shared with others.

Using a separate email account also separates your board work from personal or business correspondence. This reduces the number of emails that need to be searched in preparation for responding to a public data request, saving the district time and money.

Another reason this separation is helpful is in how you think about your emails related to board work. Remembering the presumed public status of what you write in emails to other board members, the Superintendent, and other district personnel about board work can save you from explanations and embarrassment. Public data may end up on the local news or social media, so it is wise to keep this in mind as you compose emails related to board work.

A final consideration is the potential to violate the OML. If a two-way communication about board business occurs among a quorum of the board (or a quorum of a board committee), it results in an OML violation, and the emails create a record of the violation.

Communicating with Board Members Via Email – To ensure OML compliance, you are strongly discouraged from using email to communicate with other board members about issues within the board’s realm of authority, except for procedural elements like establishing meeting dates and locations. Generally, you should use email only for one-way communications to and from the board chair or Superintendent to distribute information.

Situation	District Protocol
I have questions regarding an email I received from the board chair or Superintendent.	<i>Email the Chair and/or Superintendent directly seeking clarification.</i>
Another board member emailed me regarding board business.	<i>Board members cannot discuss Board issues outside of the meeting of the Board as to ensure transparency for the community. Notify the Chair and Superintendent of this email request.</i>
I have important information that everyone on the board needs to know before the next board meeting.	<i>Share with the Chair and Superintendent and they will determine the best way to share information to ensure quorum is not established with the communication.</i>

References for Further Information

Policy 200 Series:

-  [201 - Legal Status of the Charter School Board of Directors.pdf](#)
-  [202 - Charter School Board Officers.pdf](#)
-  [203 - Operation of the Charter School Board - Governing Rules & Bylaws](#)
-  [204 - Charter School Board Meeting Minutes](#)
-  [205 - Open Meetings and Closed Meetings](#)
-  [206 - Public Participation in Charter School Board Meetings_ Complaints About Persons at Charter ...](#)
-  [207 - Public Hearings](#)
-  [208 - Development, Adoption and Implementation of Policies](#)
-  [209 - Code of Ethics](#)
-  [210 - Conflict of Interest - Charter School Board Members](#)
-  [211 - Criminal or Civil Action Against Charter School, Charter School Board Member, Employee, or ...](#)
-  [212 - Charter School Board Member Development and Training](#)
-  [213 - Charter School Board Committees](#)

Board Meetings and Governance

Board meetings are pivotal gatherings that dictate the course of educational policies and decisions within a district. Governed by a structured framework, these meetings encompass various types, from regular sessions to emergency convenings, each serving distinct purposes and following legal mandates outlined in Minnesota statutes. Moreover, the operational norms, roles of board officers, and adherence to parliamentary procedures shape the conduct of these meetings, ensuring efficiency, transparency, and accountability. In this comprehensive overview, we delve into the intricacies of board meetings, covering everything from meeting types and legal obligations to procedural guidelines and public participation protocols.



Meetings of the Board

Types of Meetings

Regular Board Meeting – Regular meetings of the board are held according to an established schedule. The schedule must be kept on file at the district office. No additional notice required unless the date, time, or place of the regular meeting is changed. [Minn. Stat. 13D.04, Subd. 1.](#)

Special Meeting – The board may hold a special meeting to conduct business as needed. A special meeting can provide extra time for presentations, such as review of building-level outcomes, or to deal with an issue that arises but is not likely to be ongoing. A special meeting requires three days' notice (posted on the district's main bulletin board and either published in the official newspaper or mailed/delivered to those persons requesting notice) of the date, time, place, and purpose of the meeting. Board discussion and action must fall within the posted purpose(s) of the meeting. [Minn. Stat. 13D.04, Subd. 2.](#)

Emergency Meeting – The board may hold an emergency meeting called to deal with a situation that requires immediate board consideration and possible action, such as a response to a school fire, a school safety issue, etc. The board determines when an emergency meeting is needed. Good faith effort must be made to notify the news media that have requested notice in the same manner as notice is given to board members. If the situation allows for a three-day notice, hold a special meeting. [Minn. Stat. 13D.04, Subd. 3.](#)

Business: At business meetings, boards take action on policies, contracts, bid awards, personnel appointments, etc. This meeting may be a regular, a special, or an emergency meeting.

Work or Study Session: A work or study session is a meeting of the board with selected staff or presenters to study and discuss in depth matters which potentially will come before the board. This meeting may be a regular or a special meeting.

Retreat/Workshop: This is a leadership team meeting for board members and the Superintendent, often led by a professional facilitator and dealing with evaluation and/or development issues. This is usually a special meeting.

Committee: Board committee meetings are covered by the OML. Other committee meetings that include board members may also be covered by the OML. [Minn. Stat. 13D.01, Subd. 1.](#)

Organizational Meeting – The first meeting in July will be devoted to business required for the proper organization of the board. The agenda may include:

- Seating new members including administering the ceremonial oath of office
- Electing officers for chair, vice-chair (optional), and secretary
- Setting the dates, time, and location(s) for regular board meetings
- Establishing standing committees and committee members
- Determining time, place, and manner for public comments
- Designating district depositories via annual designations
- Selecting the official newspaper and the district's legal counsel via annual designations

Open Meeting Law (OML)

The Open Meeting Law ([Minn. Stat. Ch. 13D.](#)) is intended to preserve the rights of the public to observe actions and decisions of its representatives. To satisfy this, all meetings of the board will be open to the public for attendance, and a schedule of the board's regular meetings and working sessions will include times and locations and shall be kept on file at the district office. (See the Closed Meeting Law Chart link below for exceptions). Additionally, the board will ensure a schedule of meetings is posted on the district's website. The OML applies to all meetings of the public body and, in general, meetings of its committees and subcommittees. For the law to apply, a quorum (a majority of the members of the board) must be present. Although the responsibility to ensure meetings are properly noticed lies with the board, this operational activity is typically carried out by the staff member who functions as the clerk to the board.

Closed Meetings

Minnesota's OML requires all board meetings to be open to the public with few exceptions. A public body must begin in an open meeting and state on the record the specific grounds permitting the meeting to be closed and describe the subject to be discussed. A majority vote is needed to close the meeting, with the time and place announced at the public meeting before going into closed session. Please review [Minn. Stat. 13D.05](#) before proceeding to close a meeting. For specific questions, consult with legal counsel.

For more information regarding closed meetings, see [MSBA's Closed Meeting Law Chart](#).

Meetings Conducted by Interactive Technology

In the ever-evolving landscape of governance, technology has become an indispensable tool for facilitating communication and collaboration. Section 13D.02 of the Minnesota Statutes acknowledges this reality by outlining the conditions under which meetings governed by section 13D.01 can be conducted using interactive technology.

For more information regarding remote meetings, see [Minn. Stat. 13D.02 Meetings Conducted by Interactive Technology](#).

Meeting Operations

Attendance of Meetings

All board members are expected to attend all meetings. However, it is recognized that scheduling conflicts will occur.

Contact the Board Chair as well as the Board Clerk via email to notify of any scheduling conflicts that may occur.

Acceptable Dress Code

Board members of PACT Charter School are expected to dress in a manner that reflects professionalism and respect for the school community. While business casual attire is the standard for board meetings and official functions, members may wear more casual clothing, such as jeans or school spirit wear,

provided it remains neat and appropriate. As public representatives of the school, board members are encouraged to model high standards of appearance, using sound judgment to align with the setting and audience of each event.

Location of Meetings

Meetings are held at the PACT Secondary Campus in the Media Center.

Addressing Others

Board members should consistently address one another with professionalism, respect, and courtesy, recognizing that diverse perspectives strengthen governance when shared in a constructive and collaborative manner. Even in moments of disagreement, members are expected to engage in civil discourse, listen actively, and focus on the issues rather than personal differences. Using respectful language, appropriate titles, and maintaining a tone of mutual regard helps foster a productive environment and models the values expected throughout the school community.

Presentations

When district staff are invited to present to the PACT Charter School Board of Directors, a clear and respectful process ensures effective communication and professionalism. Staff should coordinate with the Superintendent or their designee in advance to be placed on the agenda, and presentations should be concise, focused, and aligned with the board's strategic priorities or informational needs. When addressing the board, presenters should speak clearly, maintain a professional tone, and address the full board, typically beginning with, "Madam/Mister Chair and members of the Board." During the presentation, board members may take notes and may hold questions until the conclusion unless the Chair invites dialogue throughout. Following the presentation, the Board Chair will facilitate any board questions or comments. Board members are expected to engage with presenters respectfully, focusing on clarifying information or requesting relevant follow-up, not evaluating job performance or engaging in operational directives. This process fosters mutual respect, clear communication, and purposeful interaction between the board and district staff.

Voting & Parliamentary Procedure During Meetings

Each elected member of the board will have one vote. A roll call vote will be taken when required by law or when requested by any board member.

The PACT Charter School Board of Directors adheres to **Robert's Rules of Order** to ensure that all voting procedures are conducted in an organized, transparent, and democratic manner. This structured approach provides a clear framework for making motions, engaging in debate, and bringing issues to a vote, allowing each board member an equal opportunity to participate in decision-making. By following these established parliamentary procedures, the board ensures fairness, consistency, and clarity in its actions, while maintaining order and respect throughout meetings. This practice supports effective governance and aligns with the board's commitment to accountability and professionalism.

Quorum of the Board

In order for a board meeting to be official and before any action can be taken by the board, at least a quorum of board members must be present. In the absence of a quorum, the only official action that the board may take is to adjourn the meeting. The gathering of a quorum constitutes a meeting if "members

discuss, decide, or receive information as a group on issues relating to the official business of the district.”

Associated Policies –  **203 - Operation of the Charter School Board - Governing Rules & Bylaws**

Presiding Officer

The chair will preside over all board meetings. If the chair is unable to preside, the vice-chair (if one has been appointed), will perform the duties of the chair. Should both the chair and vice-chair be unable to preside, the clerk will perform the duties of the chair. In the unlikely event that the chair, vice-chair, and clerk are unable to preside, the treasurer will perform the duties of the chair.

Superintendent’s Role in Board Meetings

The Superintendent is a key person at all board meetings. The Superintendent and chair commonly plan the meeting agenda together. The Superintendent makes certain the meeting room is set up as required and all tools needed are available, such as audio or visual recording equipment, internet access, microphones, etc. Each item on the agenda is introduced by the chair; however, for discussion or action items, the Superintendent or a designee is often asked to explain the issue. The Superintendent’s recommendation should be solicited before a vote is taken.

Board Committees

Committees may be established to address recurring needs of the board. Committees are in place to make the board’s work more efficient and effective. They serve in advisory capacities and bring recommendations to the full board for decision making. Board committees should meet as often as necessary to accomplish their work and should meet only when there is substantive work to be done.

Associated Policy –  **213 - Charter School Board Committees**

Election of Board Officers

Minnesota law is silent on the method of electing officers, except that the election must be by open vote and not by any form of secret ballot. [Minn. Stat. 13D.01, Subd. 4](#). Subsequently, the board may establish its own procedures, including procedures for nominating officers and voting procedures. The board will establish procedures in advance of the meeting so that everyone will know what to expect from the outset. The board must follow the procedures, but the procedures can be changed if the majority of the board members agree.

For more information regarding officer elections, see [MSBA’s First Monday in January Handbook](#).

 **202 - Charter School Board Officers.pdf**

Guide to Board Meeting Roles and Responsibilities

Effective management and clear understanding of roles are essential for the smooth operation of board meetings. The [Guide to Board Meeting Roles and Responsibilities](#) provides a detailed outline of the duties and expectations for board members, the chair, the Superintendent, and administrative staff before, during, and after meetings. This comprehensive guide helps ensure all participants are well-prepared, meetings are conducted efficiently, and follow-up actions are clearly defined. It covers everything from agenda preparation and legal advice to maintaining a positive meeting atmosphere and accurate record-keeping.

Data Privacy

It's essential to understand how data privacy relates to board meetings. When discussing district matters in board meetings, we encourage open dialogue. However, we need reasonable restrictions to ensure orderly proceedings and protect individuals' privacy and due process rights. These rights extend to both employees and students of the district. For employees, this includes the privacy of their personnel data. Similarly, students have privacy rights concerning their educational data. To uphold these privacy rights, we have procedures in place for handling agenda items and complaints.

Associated Policies

 [406 - Public and Private Personnel Data.pdf](#)

 [513 – Protection and Privacy of Pupil Records .pdf](#)

Public Comments to the Board

The board recognizes the value of participation by the public in deliberations and decisions on district matters. However, the board retains the right to determine whether and how public comment may occur.

The PACT Charter School Board of Directors holds a monthly Listening Session from 6:30 to 7:00 p.m. prior to the start of each regular board meeting. This dedicated time provides an open forum for parents, staff, students, and community members to share comments, concerns, or suggestions directly with the board in a respectful and constructive manner. While the board listens attentively during these sessions, it typically does not respond or engage in dialogue at that time. All speakers are expected to maintain a tone of civility and adhere to appropriate decorum, comments should be focused, courteous, and free of personal attacks or disruptive behavior. This process fosters transparent communication and reflects the board's commitment to community engagement and respectful governance.

Associated Policy –  [206 - Public Participation in Charter School Board Meetings_ Complaints Abou...](#)

Agendas and Minutes

Agenda Procedures

The board will conduct business during meetings through an adopted agenda that advances board work and district goals. The agenda serves as a roadmap for the meeting, outlining topics such as reports, presentations, discussions, and decisions. It is expected all board members will read the agenda and any supporting documents prior to the meeting. Each board member has the right to request additions, amendments, or revisions to the agenda prior to its adoption, and the board will determine if those changes are to be made.

The agenda for each PACT Charter School Board of Directors meeting is collaboratively developed by the Board Chair and the Superintendent, ensuring that all items align with the strategic goals, governance

responsibilities, and operational priorities of the district. This partnership allows for a balanced and well-organized meeting structure that addresses both policy-level decisions and school-level updates. During the meeting, the Board Chair is responsible for guiding the agenda, maintaining the flow of discussion, keeping time, and ensuring that all members have the opportunity to contribute in accordance with established protocols. This structured approach promotes efficiency, transparency, and focused decision-making.

Associated Policy –  [203 - Operation of the Charter School Board - Governing Rules & Bylaws](#)

Consent Agenda

The Superintendent, in consultation with the board chair, may place items on the consent agenda. A consent agenda is a part of the agenda that includes items typically approved together in one motion. These items may include meeting minutes, routine reports, personnel appointments, and other administrative matters. By grouping these items together, the board can streamline the meeting process and focus on more substantive discussions. If any board member wishes to discuss or vote separately on an item listed in the consent agenda, they can request to have it removed for individual consideration.

Associated Policy –  [203 - Operation of the Charter School Board - Governing Rules & Bylaws](#)

Meeting Minutes

Minutes will be carefully recorded to include all actions of the board and all votes taken at a board meeting by the board's clerk or designee. Minutes do not include discussion or editorial comments.

Associated Policy –  [204 - Charter School Board Meeting Minutes](#)

419 TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES; VAPING AWARENESS AND PREVENTION INSTRUCTION

[NOTE: Minnesota Statutes, section 144.416 requires that entities that control public places must make reasonable efforts to prevent smoking in public places, including the posting of signs or any other means which may be appropriate. Additionally, Minnesota Statutes, section 120B.238 requires that vaping prevention instruction be provided as set forth in this policy.]

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

II. GENERAL STATEMENT OF POLICY

- A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.
- D. The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, tobacco-related devices, or electronic delivery devices. The school district will not promote or allow promotion of tobacco products or electronic delivery devices on school property or at school-sponsored events.

III. DEFINITIONS

- A. "Electronic delivery device" means any product containing or delivering nicotine, lobelia, or any other substance, whether natural or synthetic, intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of aerosol or vapor from the product. Electronic delivery devices includes but is not limited to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.

- B. "Heated tobacco product" means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.
- C. "Tobacco" means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- D. "Tobacco-related devices" means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors aerosol or vapor of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.
- E. "Smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.
- F. "Vaping" means using an activated electronic delivery device or heated tobacco product.

IV. EXCEPTIONS

- A. Pursuant to state statute 144.4165, nothing in this section shall prohibit the lighting of tobacco by an adult as a part of a traditional Indian spiritual or cultural ceremony. An American Indian student may carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices. For purposes of this section, an Indian is a person who is a member of an Indian Tribe as defined in section 260.755, subdivision 12.
- B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off-campus events sponsored by the school district.
- C. An American Indian student or staff member may use tobacco, sage, sweetgrass, and cedar to conduct individual or group smudging in a public school. The process for conducting smudging is determined by the building or site administrator. Smudging must be conducted under the direct supervision of an appropriate staff member, as determined by the building or site administrator.

V. VAPING PREVENTION INSTRUCTION

- A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8.
- B. The school district may use instructional materials based upon the Minnesota

Department of Health's school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district's locally developed health standards.

VI. ENFORCEMENT

- A. All individuals on school premises shall adhere to this policy.
- B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.
- C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.
- D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.
- E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.
- F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.
- G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

VII. DISSEMINATION OF POLICY

- A. This policy shall appear in the student handbook.
- B. The school district will develop a method of discussing this policy with students and employees.

Legal References: Minn. Stat. § 120B.238 (Vaping Awareness and Prevention)
Minn. Stat. § 121A.08 (Smudging Permitted)
Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)
Minn. Stat. § 609.685 (Sale of Tobacco to Persons Under Age 21)
2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 506 (Student Discipline)

PACT Charter School

Creation Date: August 7, 2025

Last Approved By: PACT Charter School Board of Directors

Last Approved Date:

Year Reviewed:

420 STUDENTS AND EMPLOYEES WITH SEXUALLY TRANSMITTED INFECTIONS AND DISEASES AND CERTAIN OTHER COMMUNICABLE DISEASES AND INFECTIOUS CONDITIONS

[Note: Minnesota Statutes section 121A.23 provides that school districts must have a program that incorporates the provisions contained in this policy.]

I. PURPOSE

Public concern that students and staff of the school district be able to attend the schools of the district without becoming infected with serious communicable or infectious diseases, including, but not limited to, Human Immunodeficiency Virus (HIV), Acquired Immunodeficiency Syndrome (AIDS), Hepatitis B, and Tuberculosis, requires that the school board adopt measures effectively responding to health concerns while respecting the rights of all students, employees, and contractors, including those who are so infected. The purpose of this policy is to adopt such measures.

II. GENERAL STATEMENT OF POLICY

A. Students

The policy of the school board is that students with communicable diseases not be excluded from attending school in their usual daily attendance setting so long as their health permits and their attendance does not create a significant risk of the transmission of illness to students or employees of the school district. A procedure for minimizing interruptions to learning resulting from communicable diseases will be established by the school district in its IEP and Section 504 team process, if applicable, and in consultation with community health and private health care providers. Procedures for the inclusion of students with communicable diseases will include any applicable educational team planning processes, including the review of the educational implications for the student and others with whom the student comes into contact.

B. Employees

The policy of the school board is that employees with communicable diseases not be excluded from attending to their customary employment so long as they are physically, mentally, and emotionally able to safely perform tasks assigned to them and so long as their employment does not create a significant risk of the transmission of illness to students, employees, or others in the school district. If a reasonable accommodation will eliminate the significant risk of transmission, such accommodation will be undertaken unless it poses an undue hardship to the school district.

C. Circumstances and Conditions

1. Determinations of whether a contagious individual's school attendance or job performance creates a significant risk of the transmission of the illness to students or employees of the school district will be made on a case by case basis. Such decisions will be based upon the nature of the risk (how it is transmitted), the duration of the risk (how long the carrier is infectious), the severity of the risk (what is the potential harm to third parties), and the probabilities the disease will be transmitted and will cause varying degrees of harm. When a student is disabled, such a determination will be made in consultation with the educational planning team.
2. The school board recognizes that some students and some employees, because of special circumstances and conditions, may pose greater risks for the transmission of infectious conditions than other persons infected with the same illness. Examples include students who display biting behavior, students or employees who are unable to control their bodily fluids, who have oozing

skin lesions, or who have severe disorders which result in spontaneous external bleeding. These conditions need to be taken into account and considered in assessing the risk of transmission of the disease and the resulting effect upon the educational program of the student or employment of the employee by consulting with the Commissioner of Health, the physician of the student or employee, and the parent(s)/guardian(s) of the student.

D. Students with Special Circumstances and Conditions

The school nurse and administration, along with the infected individual's physician, the infected individual or parent(s)/guardian(s), and others, if appropriate, will weigh risks and benefits to the student and to others, consider the least restrictive appropriate educational placement, and arrange for periodic reevaluation as deemed necessary by the state epidemiologist. The risks to the student shall be determined by the student's physician.

E. Extracurricular Student Participation

Student participation in nonacademic, extracurricular, and non-educational programs of the school district are subject to a requirement of equal access and comparable services.

F. Precautions

The school district will develop routine procedures for infection control at school and for educating employees about these procedures. The procedures shall be developed through cooperation with health professionals taking into consideration any guidelines of the Minnesota Department of Education and the Minnesota Department of Health. (These precautionary procedures shall be consistent with the school district's procedures regarding blood-borne pathogens developed pursuant to the school district's employee right to know policy.)

G. Information Sharing

1. Employee and student health information shall be shared within the school district only with those whose jobs require such information and with those who have a legitimate educational interest (including health and safety) in such information and shall be shared only to the extent required to accomplish legitimate educational goals and to comply with employees' right to know requirements.
2. Employee and student health data shall be shared outside the school district only in accordance with state and federal law and with the school district's policies on employee and student records and data.

H. Reporting

If a medical condition of student or staff threatens public health, it must be reported to the Minnesota Commissioner of Health.

I. Prevention

The school district shall, with the assistance of the Commissioners of Health and Education, implement a program to prevent and reduce the risk of sexually transmitted diseases in accordance with Minnesota Statutes section 121A.23 that includes:

1. planning materials, guidelines, and other technically accurate and updated information;

2. a comprehensive, developmentally appropriate, technically accurate, and updated curriculum that includes helping students to abstain from sexual activity until marriage;
3. cooperation and coordination among school districts and Service Cooperatives;
4. a targeting of adolescents, especially those who may be at high risk of contracting sexually transmitted diseases and infections, for prevention efforts;
5. involvement of parents and other community members;
6. in-service training for district staff and school board members;
7. collaboration with state agencies and organizations having a sexually transmitted infection and disease prevention or sexually transmitted infection and disease risk reduction program;
8. collaboration with local community health services, agencies and organizations having a sexually transmitted infection and disease risk reduction program; and
9. participation by state and local student organizations.
10. The program must be consistent with the health and wellness curriculum.
11. The school district may accept funds for sexually transmitted infection and disease prevention programs developed and implemented under this section from public and private sources, including public health funds and foundations, department professional development funds, federal block grants, or other federal or state grants.

J. Vaccination and Screening

The school district will develop procedures regarding the administration of Hepatitis B vaccinations and Tuberculosis screenings in keeping with current state and federal law. The procedures shall provide that the Hepatitis B vaccination series be offered to all who have occupational exposure at no cost to the employee.

Legal References: Minn. Stat. § 121A.23 (Programs to Prevent and Reduce the Risks of Sexually Transmitted Infections and Diseases)
Minn. Stat. § 144.441 (Tuberculosis Screening in Schools)
Minn. Stat. § 142 (Testing in School Clinics)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)
29 C.F.R. 1910.1030 (Bloodborne Pathogens)
Kohl by Kohl v. Woodhaven Learning Center, 865 F.2d 930 (8th Cir.), *cert. denied*, 493 U.S. 892 (1989)
School Board of Nassau County, Fla. v. Arline, 480 U.S. 273 (1987)
16 EHLR 712, OCR Staff Memo, April 5, 1990

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)
MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

PACT Charter School

Creation Date: August 7, 2025

Last Approved By: PACT Charter School Board of Directors

Last Approved Date:

Year Reviewed:

421 GIFTS TO EMPLOYEES AND SCHOOL BOARD MEMBERS

I. PURPOSE

The purpose of this policy is to avoid the appearance of impropriety or the appearance of a conflict of interest with respect to gifts given to school district employees and school board members.

II. GENERAL STATEMENT OF POLICY

- A. The school district recognizes that students, parents, and others may wish to show appreciation to school district employees. The policy of the school district, however, is to discourage gift-giving to employees and to encourage donors instead to write letters and notes of appreciation or to give small tokens of gratitude as memorabilia.
- B. A violation of this policy occurs when any employee solicits, accepts, or receives, either by direct or indirect means, a gift from a student, parent, or other individual or organization of greater than nominal value.
- C. A violation of this policy occurs when any employee solicits, accepts, or receives a gift from a person or entity doing business with or seeking to do business with the school district. Employees may accept items of insignificant value of a promotional or public relations nature or a plaque with a resale value of \$5 or less with an inscription recognizing an individual for an accomplishment. The superintendent has discretion to determine what value is "insignificant."
- D. Teachers may accept from publishers free samples of textbooks and related teaching materials.
- E. This policy applies only to gifts given to employees where the donor's relationship with the employee arises out of the employee's employment with the school district. It does not apply

to gifts given to employees by personal friends, family members, other employees, or others unconnected to the employee's employment with the school district.
- F. An elected or appointed member of a school board, a school superintendent, a school principal, or a district school officer, including the school business official, may not accept a gift from an interested person.

III. DEFINITIONS

- A. "Gift" means money, real or personal property, a service, a loan, a forbearance or forgiveness of indebtedness, or a promise of future employment that is given without something of equal or greater value being received in return.
- B. "Interested person" means a person or a representative of a person or association that has a direct financial interest in a decision that a school board member, a superintendent, a school principal, or a district school officer is authorized to make.
- C. "Financial interest" means any ownership or control in an asset which has the potential to produce a monetary return.

IV. PROCEDURES

Any employee considering the acceptance of a gift shall confer with the administration for guidance related to the interpretation and application of this policy.

V. VIOLATIONS

Employees who violate the provisions of this policy may be subject to discipline, which may include reprimand, suspension, and/or termination or discharge.

Legal References: Minn. Stat. § 10A.07 (Conflicts of Interest)
Minn. Stat. § 10A.071 (Prohibition of Gifts)
Minn. Stat. § 15.43 (Acceptance of Advantage by State Employee; Penalty)
Minn. Stat. § 471.895 (Certain Gifts by Interested Persons Prohibited)

Cross References: MSBA/MASA Model Policy 209 (Code of Ethics)
MSBA/MASA Model Policy 210 (Conflict of Interest – School Board Members)
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)

PACT Charter School

Creation Date: August 7, 2025

Last Approved By: PACT Charter School Board of Directors

Last Approved Date:

Year Reviewed:

422 POLICIES INCORPORATED BY REFERENCE

PURPOSE

Certain policies as contained in this policy reference manual are applicable to employees as well as to students. To avoid undue duplication, the school district provides notice by this section of the application and incorporation by reference of the following policies that also apply to employees:

Model Policy 505	Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees
Model Policy 507	Corporal Punishment
Model Policy 510	Student Activities
Model Policy 511	Student Fundraising
Model Policy 517	Student Recruiting
Model Policy 518	DNR-DNI Orders
Model Policy 519	Interviews of Students by Outside Agencies
Model Policy 522	Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process
Model Policy 524	Internet Acceptable Use and Safety Policy
Model Policy 525	Violence Prevention
Model Policy 535	Service Animals in Schools

Employees are charged with notice that the above cited policies are also applicable to employees; however, employees are also on notice that the provisions of the various policies speak for themselves and may be applicable although not specifically listed above.

Legal References: None

Cross References: None

PACT Charter School

Creation Date: August 7, 2025

Last Approved By: PACT Charter School Board of Directors

Last Approved Date:

Year Reviewed:

423 EMPLOYEE-STUDENT RELATIONSHIPS

I. PURPOSE

The school district is committed to an educational environment in which all students are treated with respect and dignity. Every school district employee is to provide students with appropriate guidance, understanding, and direction while maintaining a standard of professionalism and acting within accepted standards of conduct.

II. GENERAL STATEMENT OF POLICY

- A. This policy applies to all school district employees at all times, whether on or off duty and on or off of school district locations.
- B. At all times, students will be treated by teachers and other school district employees with respect, courtesy, and consideration and in a professional manner. Each school district employee is expected to exercise good judgment and professionalism in all interpersonal relationships with students. Such relationships must be and remain on a teacher-student basis or an employee-student basis.
- C. Teachers must be mindful of their inherent positions of authority and influence over students. Similarly, other school district employees also may hold positions of authority over students of the school district and must be mindful of their authority and influence over students.
- D. Sexual relationships between school district employees and students, without regard to the age of the student, are strictly forbidden and may subject the employee to criminal liability.
- E. Other actions that violate this policy include, but are not limited to, the following:
 - 1. Dating students.
 - 2. Having any interaction/activity of a sexual nature with a student.
 - 3. Committing or attempting to induce students or others to commit an illegal act or act of immoral conduct which may be harmful to others or bring discredit to the school district.
 - 4. Supplying alcohol or any illegal substance to a student, allowing a student access to such substances, or failing to take reasonable steps to prevent such access from occurring.
- F. School district employees shall, whenever possible, employ safeguards against improper relationships with students and/or claims of such improper relationships.

[Note: Such safeguards may include the following: avoiding altogether or minimizing physical contact, keeping doors open when talking or meeting with students one-on-one, and/or making sure that such meetings with a student take place in rooms with windows and/or others nearby.]
- G. Excessive informal and social involvement with individual students is unprofessional, is not compatible with employee-student relationships, and is inappropriate.
- H. School district employees will adhere to applicable standards of ethics and professional conduct in Minnesota law.

III. REPORTING AND INVESTIGATION

- A. Complaints and/or concerns regarding alleged violations of this policy shall be handled in accordance with Policy 103 (Complaints – Students, Employees, Parents, Other Persons) unless other specific complaint procedures are provided within any other policy of the school district.
- B. All employees shall cooperate with any investigation of alleged acts, conduct, or communications in violation of this policy.

IV. SCHOOL DISTRICT ACTION

Upon receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. It also may include reporting to appropriate state or federal authorities, including the Minnesota Professional Educator Licensing and Standards Board or the appropriate licensing authority and appropriate agencies responsible for investigating reports of maltreatment of minors and/or vulnerable adults. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and school district policies.

V. SCOPE OF LIABILITY

Employees are placed on notice that if an employee acts outside the performance of the duties of the position for which the employee is employed or is guilty of malfeasance, willful neglect of duty, or bad faith, the school district is not required to defend and indemnify the employee for damages in school-related litigation.

Legal References: Minn. Stat. § 13.43, Subd. 16 (Personnel Data)
Minn. Stat. § 122A.20, Subd. 2 (Suspension or Revocation of Licenses)
Minn. Stat. § 122A.40, Subds. 5(b) and 13(b) (Employment; Contracts; Termination)
Minn. Stat. §§ 609.341-609.352 (Definitions)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)
Minn. Rules Part 8710.2100 (Code of Ethics for Minnesota Teachers)

Cross References: MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)
MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 421 (Gifts to Employees and School Board Members)
MSBA/MASA Model Policy 507 (Corporal Punishment)

PACT Charter School

Creation Date: August 7, 2025

Last Approved By: PACT Charter School Board of Directors

Last Approved Date:

Year Reviewed:

424 LICENSE STATUS

[Note: The provisions of this policy substantially reflect legal requirements.]

I. PURPOSE

The purpose of this policy is to ensure that qualified teachers are employed by the school district and to fulfill its duty to ascertain the licensure status of its teachers. A school board that employs a teacher who does not hold a valid teaching license or permit places itself at risk for a reduction in state aid. This policy does not negate a teacher's duty and responsibility to maintain a current and valid teaching license.

II. GENERAL STATEMENT OF POLICY

- A. A qualified teacher is one holding a valid license to perform the particular service for which the teacher is employed by the school district.
- B. No person shall be a qualified teacher until the school district verifies, through the Minnesota education licensing system available on the Minnesota Professional Educator Licensing and Standards Board website, that the person is a qualified teacher consistent with state law.
- C. The school district has a duty to ascertain the licensure status of its teachers and ensure that the school district's teacher license files are up to date. The school district shall establish a procedure for annually reviewing its teacher license files to verify that every teacher's license is current and appropriate to the particular service for which the teacher is employed by the school district.
- D. The school district must annually report to the Professional Educator Licensing and Standards Board: (1) all new teacher hires and terminations, including layoffs, by race and ethnicity; and (2) the reasons for all teacher resignations and requested leaves of absence. The report must not include data that would personally identify individuals.

III. PROCEDURE

- A. The superintendent or the superintendent's designee shall establish a schedule for the annual review of teacher licenses.
- B. Where it is discovered that a teacher's license will expire within one year from the date of the annual review, the superintendent or the superintendent's designee will advise the teacher in writing of the approaching expiration and that the teacher must complete the renewal process and file the license with the superintendent prior to the expiration of the current license. However, failure to provide this notice does not relieve a teacher from his/her duty and responsibility of ensuring that his/her teaching license is valid, current and appropriate to his/her teaching assignment.
- C. If it is discovered that a teacher's license has expired, the superintendent will immediately investigate the circumstances surrounding the lack of license and will take appropriate action. The teacher shall be advised that the teacher's failure to have the license reinstated will constitute gross insubordination, inefficiency and willful neglect of duty which are grounds for immediate discharge from employment.
- D. The duty and responsibility of maintaining a current and valid teaching license appropriate to the teaching assignment as required by this policy shall remain with the teacher, notwithstanding the superintendent's failure to discover a lapsed license or license that does not support the teaching assignment. A teacher's failure to comply with this policy may be grounds for the teacher's immediate discharge from employment.

Legal References: Minn. Stat. § 122A.16 (Qualified Teacher Defined)
Minn. Stat. § 122A.22 (District Verification of Teacher Licenses)
Minn. Stat. § 122A.40 (Employment; Contracts; Termination – Immediate Discharge)
Minn. Stat. § 127A.42 (Reduction of Aid for Violation of Law)
Vettleson v. Special Sch. Dist. No. 1, 361 N.W.2d 425 (Minn. App. 1985)
Lucio v. School Bd. of Independent Sch. Dist. No. 625, 574 N.W.2d 737 (Minn. App. 1998)
In the Matter of the Proposed Discharge of John R. Statz (Christine D. VerPloeg), June 8, 1992, *affirmed*, 1993 WL 129639 (Minn. App. 1993)

Cross References: None

PACT Charter School

Creation Date: August 7, 2025
Last Approved By: PACT Charter School Board of Directors
Last Approved Date:
Year Reviewed:

425 STAFF DEVELOPMENT AND MENTORING

[NOTE: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

II. ADVISORY STAFF PROFESSIONAL DEVELOPMENT TEAMS

- A. The administration will establish an Advisory Staff Development Committee (Building Instructional Leadership Team - BILT) to develop a Staff Development Plan, assist Site Professional Development Teams in developing a site plan consistent with the goals of the Staff Development Plan, and evaluate staff development efforts at the site level.
 - 1. The majority of the membership of the Advisory Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education.
 - 2. Members of the Advisory Staff Development Committee shall be appointed by the school administration. The school administration shall appoint replacement members of the Advisory Staff Development Committee as soon as possible following the resignation, death, serious illness, or removal of a member from the Committee.

III. DUTIES OF THE ADVISORY STAFF DEVELOPMENT COMMITTEE

- A. The Advisory Staff Development Committee will develop a Staff Development Plan annually
- B. The Staff Development Plan must contain the following elements:
 - 1. Staff development outcomes that are consistent with the education outcomes as may be determined periodically by the school board;
 - 2. The means to achieve the Staff Development outcomes;
 - 3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minnesota Statutes, section 122A.187;
 - 4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:
 - a. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;
 - b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;
 - c. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
 - d. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and

teach nonviolent alternatives for conflict resolution;

- e. Effectively deliver digital and blended learning and curriculum and engage students with technology; and
- f. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.

5. The Staff Development Plan also must:

- a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;
- b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;
- c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minnesota Statutes, section 120B.125;
- d. Ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and
- e. Reinforce national and state standards of effective teaching practice.

6. Staff development activities must:

- a. Focus on the school classroom and research-based strategies that improve student learning;
- b. Provide opportunities for teachers to practice and improve their instructional skills over time;
- c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
- d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
- e. Align with state and local academic standards;
- f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;
- g. Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and
- h. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.

7. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.
 8. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.
- C. The Advisory Staff Development Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and outcomes of the Staff Development Plan.
 - D. The Executive Director of Teaching and Learning will evaluate staff development efforts at the site level and will report to the school board on an annual basis the extent to which staff at the site have met the outcomes of the Staff Development Plan.
 - E. In addition to developing a Staff Development Plan, the Staff Development Advisory Committee also must develop teacher mentoring programs for teachers new to the profession or school district. Teacher mentoring programs must be included in or aligned with the school district's teacher evaluation under Minnesota Statutes, sections 122A.40, subdivision 8 or 122A.41, subdivision 5.
 - F. The Advisory Staff Development Committee shall assist the school district in preparing any reports required by the Minnesota Department of Education (MDE) relating to staff development or teacher mentoring including, but not limited to, the reports referenced in Section VII. below.

IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM

- A. Each Site Professional Development Team (BILT) shall develop a site plan, consistent with the goals of the Staff Development Plan. The school board will receive updates on professional development from the Executive Director of Teaching and Learning.

V. STAFF DEVELOPMENT FUNDING

- A. Unless the school district is in statutory operating debt or out of bond compliance or a majority of the school board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the school district will reserve an amount equal to at least two percent of its basic revenue for: (1) teacher development and evaluation under Minnesota Statutes, section 122A.40, subdivision 8 or 122A.41, subdivision 5; (2) principal development and evaluation under section 123B.147, subdivision. 3; (3) professional development under section 122A.60; (4) in-service education for programs under section 120B.22, subdivision 2; and (5) teacher mentorship under section 122A.70, subdivision 1. To the extent extra funds remain, staff development revenue may be used for development plans, including plans for challenging instructional activities and experiences under section 122A.60, and for curriculum development and programs, other in-service education, teacher's workshops, teacher conferences, the cost of substitute teachers for staff development purposes, preservice and in-service education for special education professionals and paraprofessionals, and other related costs for staff development efforts. The school district also may use the revenue reserved for staff development for grants to the school district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. To receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.
- B. The school district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.

- C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minnesota Statutes, section 122A.61.

VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

- A. On an annual basis, the Executive Director of Teaching and Learning and the Chief Finance Officer, shall prepare a projected budget setting forth proposals for allocating staff development and mentoring funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.
- B. Upon approval of the budget by the school board, the Executive Director of Teaching and Learning shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the school board and/or superintendent for consistency with the Staff Development Plan on a regular basis.
- C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed for approval by administration. Staff development funds should be used in alignment of district-wide priorities. Failure to timely submit such requests may be cause for denial of the request.
- D. The school district may use staff development revenue, special grant programs established by the legislature, or another funding source to pay a stipend to a mentor who is not on an improvement plan. Other initiatives using such funds. or funds available under Minnesota Statutes, sections 124D.861 and 124D.862, may include:

VII. PARAPROFESSIONALS, TITLE I AIDES, AND OTHER INSTRUCTIONAL SUPPORT STAFF

- A. The school district must provide a minimum of eight hours of paid orientation or professional development annually to all paraprofessionals, Title I aides, and other instructional support staff. Six of the eight hours must be completed before the first instructional day of the school year or within 30 days of hire.
- B. The orientation or professional development must be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year.
- C. For paraprofessionals who provide direct support to students, at least 50 percent of the professional development or orientation must be dedicated to meeting the requirements of this section. Professional development for paraprofessionals may also address the requirements of Minnesota Statutes, section 120B.363, subdivision 3.
- D. A school administrator must provide an annual certification of compliance with this requirement to the MDE Commissioner.

VIII. REPORTING

- A. The Executive Director of Teaching and Learning shall prepare a report of the previous fiscal year's staff development activities as part of the school district's comprehensive achievement and civic readiness report.
 - 1. The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff

involved in instruction who participate in effective staff development activities.

2. The report will provide a breakdown of expenditures for:
 - a. Curriculum development and curriculum training programs;
 - b. Staff development training models, workshops, and conferences; and
 - c. The cost of releasing teachers or providing substitute teachers for staff development purposes.

The report also must indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).

3. The report will be signed by the Superintendent and the Executive Director of Teaching and Learning.

- B. To the extent the school district receives a grant for mentorship activities described in Section V.D., by June 30 of each year after receiving a grant, the site staff development committee must submit a report to the Professional Educator Licensing and Standards Board on program efforts that describes mentoring and induction activities and assesses the impact of these programs on teacher effectiveness and retention.

Legal References: Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.22, Subd. 2 (Violence Prevention Education)
Minn. Stat. § 121A.642 (Paraprofessional Training)
Minn. Stat. § 122A.187 (Expiration and Renewal)
Minn. Stat. § 122A.40, Subds. 7, 7a and 8 (Employment; Contracts; Termination - Additional Staff Development and Salary)
Minn. Stat. § 122A.41, Subds. 4, 4a and 5 (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Stat. § 122A.70 (Teacher Mentorship and Retention of Effective Teachers)
Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 124D.861 (Achievement and Integration for Minnesota)
Minn. Stat. § 124D.862 (Achievement and Integration Revenue)
Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)
Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

Cross References: None.

PACT Charter School

Creation Date: August 7, 2025

Last Approved By: PACT Charter School Board of Directors

Last Approved Date:

Year Reviewed:

482—Nepotism Policy

~~DEFINITIONS~~

- ~~“Immediate Family”~~ means the employee’s spouse, registered domestic partner, child, parent, brother, and sister, brother in law, sister in law, mother and father in law, son and daughter in law, grandparent, grandchild, or step-relatives or domestic partner relatives in one of these relationships.
- ~~Relatives beyond “immediate family”~~—A relative may include aunt, uncle, niece, nephew, first or second cousins.
- ~~Nepotism~~—Nepotism is favoritism shown to relatives by those with power or influence, especially in hiring, or favoring the relative in scheduling, promotions, salary or compensation, disciplinary issues, etc.

~~POLICY STATEMENT~~

The immediate family members and those living together as domestic partners of current employees will not be employed by the school under any of the following circumstances:

1. Where one of the parties would have authority, or practical power, to supervise, appoint, remove, or discipline the other;
2. Where one party would be responsible for auditing the work of the other; or,
3. Where other circumstances exist which would place the parties in a situation of actual or reasonably foreseeable conflict between the interest of one or both parties and the best interests of the school.

In other cases where a conflict or the potential for conflict arises, even if there is no supervisory relationship involved, the parties may be separated by reassignment or terminated from employment.

If two employees marry or begin living together as domestic partners, and as a result, the circumstances prohibited exist, only one of the employees will be permitted to stay employed with the school. The decision as to which employee will remain with the school must be made by the two employees within thirty (30) calendar days of the date they marry or begin living together as domestic partners. If no decision has been made during this time, the most recently hired employee will be terminated.

In considering the employment of an employee’s “immediate family” or a relative beyond “immediate family” members, the school must ensure that the relative has:

- ~~The appropriate education and or credential for the job~~
- ~~Outside work experience related to the position, and that,~~
- ~~The position is an existing and vital position with a published job description, determined pay and performance expectations~~

The position opening must be posted and the potential candidates vetted in accordance with the human resource policies and procedures of the school.

A potential employee has the responsibility to notify the hiring agent of any relationship to current employees.

All incoming employees shall be required to read and sign PACT’s nepotism policy upon employment.

426 NEPOTISM POLICY

[NOTE: Charter schools are required by Minnesota's charter school law to have a policy addressing this issue.]

I. PURPOSE

The purpose of this policy is to establish consistent employment guidelines and to prevent situations in which an individual may have or be perceived to have unfair influence over the career development, work assignments, work direction, performance reviews, or compensation of a family member who is also employed by the charter school.

II. GENERAL STATEMENT OF POLICY

The charter school may employ family members of current employees. However, to be hired, transferred, or promoted, close family members may *not* be assigned to the following:

- A. Positions where one can influence the employment conditions or career of the other. This includes decisions involving hiring, termination, compensation, performance evaluation, discipline, promotional opportunities, and work assignments; or
- B. Positions where one reports to, directs the work of, or otherwise has direct or indirect supervision of another close family member.

III. DEFINITIONS

A. Close Family Member

A close family member means the employee's parent, spouse, child (including adopted child), sibling, grandmother, grandfather, grandchildren, niece, nephew, aunt, uncle, first cousin, all step relatives including stepchild, stepmother, stepfather, stepsister and stepbrother, in-law relationships including father- and mother-in-law, daughter- and son-in-law, brother- and sister-in-law, ward of the employee or employee's spouse, domestic partner, or person cohabitating in the employee's household regardless of the degree of relationship.

B. Direct or Indirect Supervision

Direct or indirect supervision means the authority to make, participate in, or recommend employment- and/or compensation-related decisions involving a close family member, including, but not limited to, decisions concerning hiring, promotion, transfer, discipline, termination, salary, evaluation, grievance resolution, or other similar personnel actions.

IV. APPLICATION TO BOARD MEMBERS

Board members are not considered to have direct or indirect supervision except in situations when they are called upon to act specifically on matters of employment status or compensation for an applicant or employee. In such cases, board members shall abstain from the action when a close family member is involved.

V. NEPOTISM

The board must adopt a nepotism policy that prohibits the employment of immediate family members of a board member, a school employee, or a teacher who provides instruction under a contract between the charter school and a cooperative. The board may waive this policy if: (1) the position is publicly posted for 20 business days; and (2) a two-thirds majority of the remaining board of directors who are not immediate family members of an applicant vote to approve the hiring. A board member, school employee, or teacher under contract with a

cooperative must not be involved in an interview, selection process, hiring, supervision, or evaluation of an employee who is an immediate family member.

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

VI. EXCEPTIONS; SPECIAL CIRCUMSTANCES

In exceptional circumstances, a direct or indirect supervision relationship may exist between employees who are close family members. Such circumstances may be necessitated by factors such as the unique qualifications or responsibilities of the individuals involved, the lack of other available appropriate supervisory personnel, or whether the position for which the close family member is being considered is temporary in nature. Any exception must be reviewed and approved in writing by the charter school's chief administrator. Any direct or indirect supervision relationship approved by the chief administrator shall be reported to the board of directors. All employment decisions affecting the subordinate employee, including, but not limited to, selection, hiring, discipline, performance review, compensation, or leave, must be assigned to other supervisory personnel or, if no other supervisory personnel exist, to the charter school's board of directors. Exceptions involving the charter school's chief administrator and a close family member of the chief administrator shall be approved in writing by the charter school's board of directors.

VII. ADDRESSING EXISTING CONFLICTS AND CHANGES IN RELATIONSHIP BETWEEN EMPLOYEES

Any charter school employee involved in a direct or indirect supervision relationship with a close family member that existed *prior to* the original approval date of this policy or that arises *after* the adoption of this policy shall promptly notify the charter school's chief administrator of such relationship. The chief administrator shall make suitable arrangements for the transfer of one of the employees, assignment of a different supervisor, or a determination that an exception is necessary under Section V. of this policy. Any direct or indirect supervision relationship approved by the chief administrator under Section V. shall be reported to the board of directors. The chief administrator shall promptly notify the charter school's board of directors of any direct or indirect supervision relationship which arises concerning a close family member of the chief administrator. All such direct or indirect supervision relationships involving the chief administrator shall be resolved by the board of directors in accordance with this policy.

VIII. COMPLIANCE WITH EQUAL OPPORTUNITY AND DISCRIMINATION LAWS

Nothing in this policy shall be construed as discouraging the employment of close family members for positions that do not involve direct or indirect supervision. Nothing in this policy shall be construed to otherwise limit the employment opportunities of any person employed by the charter school.

Legal References: Minn. Stat. § 124E.07, Subd. 6 (Board of Directors)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)

Cross References: MSBA/MASA Model Policy 210.1 (Conflict of Interest – Charter School Board Members)
MSBA/MASA Model Policy 401 (Equal Employment Opportunity)

PACT Charter School

Original Creation Date: September 24, 2013

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: July 11, 2024

Year Reviewed: 2024-2025

427 - Workload Limits for Certain Special Education Teachers

[Note: Charter schools are required by Minnesota Rules 3525.2340, subpart 4.B., to have a policy for determining the workload limits of special education staff who provide services to students who receive direct special education services 60 percent or less of the instructional day.]

I. PURPOSE

The purpose of this policy is for PACT Charter School to establish general parameters for determining the workload limits of special education staff who provide services to children with disabilities receiving direct special education services 60 percent or less of the instructional day.

II. POLICY STATEMENT

- A.** The Director of Special Services, in consultation with the building administrator and Superintendent, shall determine the workload limits for PACT special education teachers.
- B.** In determining workload limits for special education staff, PACT Charter School shall consider the following factors: student contact minutes, evaluation and reevaluation time, indirect services, management of IEPs, travel time, and other services required in the IEPs of eligible students.

III. DEFINITIONS

- A. Special Education Staff and Teachers:** "Special education staff" and "special education teacher" both mean a teacher employed by the school district who is licensed under the rules of the Minnesota Professional Educator Licensing and Standards Board to instruct children and youth with specific disabling conditions.
- B. Direct Services:** "Direct services" means special education services provided by a special education teacher when the services are related to instruction, including cooperative teaching.
- C. Indirect Services:** "Indirect services" means special education services provided by a special education teacher which include ongoing progress reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with children and youth with disabilities to monitor and observe.
- D. Workload:** "Workload" means a special education teacher's total number of minutes required for all due process responsibilities including direct and indirect services, evaluation and reevaluation time, management of Individual Education Program (IEP) plans, travel time, parental contact, and other services required in the IEPs.

Legal References: Minn. Stat. § 179A.07, Subd. 1 (Inherent Managerial Policy)
Minn. Rule 3525.0210, Subps. 14, 27, 44, and 49 (Definitions)
Minn. Rule 3525.2340, Subp. 4.B. (Case Loads for School-Age Educational Service Alternatives)

PACT Charter School

Original Creation Date: May 2021

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: May 6, 2021

Year Reviewed: 2023-24

421 - Payroll Guidelines Policy

POLICY STATEMENT

One of the goals of the Human Resource Department of PACT Charter School is to pay every employee accurately and on time.

POLICY

The representatives in the Human Resource Office have the responsibility for preparing the payroll for all employees. A Human Resource representative distributes all payroll-related information. All compensation is processed on a semi-monthly basis.

The Human Resource representatives are responsible for the maintenance and verification of gross earnings. The Office is responsible for maintaining W-4 and Earned Income Credit records for withholding purposes. The Office maintains records of other payroll deductions including retirement contributions, insurance, and any other deductions. The Human Resource Office assists in the preparation and issuance of all federal and state income tax withholding statements (W-2 forms).

Functions of the Human Resource Office include preparation and distribution of payroll, setting up direct deposit services, administration of the time and attendance management system, paid time off, holiday and leave balances, processing the paperwork for external vendor payments and processing mandated and voluntary deductions, pre-tax deductions, and employer contribution deductions.

The Human Resource Office will process all payroll tax information and file the returns in a timely manner. They will also prepare federal, state and other wage reports in a timely manner. (Quarterly)

The Human Resource Office will prepare, mail and investigate returned W-2 information.

PRACTICE

The Human Resource Office provides information relating to payrolls or individual employees' earnings only to authorized individuals. The Human Resource Office furnishes state and federal agencies with statistical information upon request. Other information includes earnings statements for individuals seeking wage verification and sick leave and paid time off records. All Human Resource documents and reports are confidential in nature and must be contained in a secured area.

PAY PERIOD – PAYDAY

Payday is scheduled semi-monthly per the pay schedule for a total of 24 pay periods in the fiscal year. If the pay date falls on a weekend or banking holiday, payday will be the prior business day.

Payroll checks and direct deposits of pay will not be released until the scheduled payday for each pay period. Employees are encouraged to use the online Employee Self Serve (ESS) option.

All electronic timesheets not properly completed and approved by the due date may not be processed until the next payroll.

LICENSED STAFF PAYROLL OPTIONS

Licensed staff members being paid on the 24 pay period schedule are eligible to elect a lump sum payment of the final five (5) payroll periods of the fiscal year. Licensed staff members must opt-in to receive this payment **no later** than the All-Staff Orientation in August so the payroll system can be set up properly.

TIMESHEETS - TIME REPORTING (HOURLY EMPLOYEE)

Overtime will be paid to any hourly employee working greater than 40 hours in one week. The normal work week will be from Monday to Sunday for the purposes of calculating overtime. The calculation for overtime is based on working time; therefore a holiday is not included in the total. Holidays paid time off and any other authorized leave may be paid on the basis of the employee's normal workday, the proportion of full-time equivalency and approved scheduled work hours.

EMPLOYEES RESPONSIBILITY (HOURLY EMPLOYEE)

1. Employees are required to clock in/out on a daily basis.
2. At the end of the pay period, the electronic timesheet should be submitted and verified by their supervisor for approval.

SUPERVISOR'S RESPONSIBILITY (HOURLY EMPLOYEE)

1. The supervisor will review the electronic timesheet for accuracy, approve the timesheet and submit it to Human Resources for processing.
2. The normal work week will be from Monday to Sunday for the purposes of calculating overtime. Overtime is based on working time, therefore holidays or other non-work time such as PTO is not included in the total.
3. The supervisor, under the guidance of the Administration, must authorize all overtime work for nonexempt employees in advance.
4. Significant changes between scheduled hours and hours worked as indicated on the electronic timesheet, should be approved by the supervisor. Timesheets through Time and Attendance will be available on the PACT Charter School website: <https://pact.charter.k12.mn.us/>.
5. The supervisor determines the scheduled workdays.

UNEMPLOYMENT COMPENSATION PROCEDURES

PACT Charter School has ten days to reply to the Unemployment Compensation Office. It is PACT Charter School's policy to challenge all unwarranted benefit claims. Upon receipt of a Claims Application Form, The Human Resource Office will complete the information requested.

OVERTIME

Eligible non-exempt employees are paid overtime at the rate of time and one-half, whenever they work in excess of 40 hours in a pay period week (Monday through Sunday).

COMPENSATING TIME OFF

PACT Charter School requires that all leave time (PTO, FMLA or any other leave authorized) be taken in one half or full-day increments. All leave time requires an Absence Management (formerly known as AESOP) absence request. The employee will complete the Absence Management (formerly known as AESOP) absence request for all prearranged absences and a Human Resource representative will complete the Absence Management (formerly known as AESOP) request for short notice absences (i.e. same day or emergency.)

Jury Duty: When serving on a jury, please note the dates you served on the front of the electronic timesheet. The employee must also provide Human Resources with a signed letter or statement indicating the dates they are called for Jury duty.

AUTHORIZATION

No person's names may be placed on payroll without proper documentation on file with Human Resources, refer to the New Hire Checklist.

ELECTRONIC DIRECT DEPOSIT OF PAY

Electronic direct deposit is available for all employees. To begin the process, an employee must complete a Direct Deposit Authorization Form, with a voided check or voided savings deposit form attached. The information provided to Human Resources should have the routing and account number listed. An employee Direct Deposit Authorization Form is available from a Human Resources representative. Initial direct deposits and changes to direct deposits may take up to two pay periods to pre-note, per validation of account number with the bank.

DEDUCTIONS

Insurance, Medical, and Dependent Care Deductions

Currently, deductions are authorized for group medical and dental insurance, employer-sponsored dependent care and medical care. Group dental, medical and life insurance may be partially or fully sponsored by PACT Charter School. Direct deposit notices and paycheck summaries will reflect the employee and employer-sponsored premiums. All deductions are taken out pretax.

Tax-Deferred Retirement, PERA and TRA

All employees are eligible for participation in the 403(B) Retirement/Investment Plan. Brochures describing the 403B Plan are available in the Human Resource Office. The 403B plan deductions are withdrawn pretax on a per pay period basis. To initiate 403B deductions, an employee must complete a 403B Model Salary Deferral Agreement. The employee must elect to participate in the 403B retirement plan and on the Model Salary Deferral Agreement must elect a defined percentage of their gross income or flat dollar amount to be deducted. The employee must also complete a 403B Retirement Plan Application. Payments to the 403B Retirement Plan will be processed each payroll by the Human Resources Office.

Salary retirement deductions are calculated on the gross dollars less the retirement amount. Also, the gross dollars earned on the employee's W-2 form are the gross dollars earned less the retirement amount or the taxable gross.

The retirement contribution is not taxable income for the purpose of calculating withholding taxes or W-2 wages.

Public Employees Retirement Association, (PERA) or Teacher's Retirement Association, (TRA) contributions are reflected on the employee's paycheck. The employee will contribute a defined percentage of their gross wages to PERA or TRA through payroll deductions. PACT Charter School will contribute the employer portion of the contributions. The legislation will determine the percentages that the employee and employer must contribute. The Human Resource Office will generate the Salary Deduction Report for PERA and TRA, reporting the employee and employer contributions. The Salary Reduction Report will be filed electronically with PERA and TRA.

Public Employees Retirement Association, (PERA) and Teacher Retirement Association (TRA) payments will be processed using electronic filing and electronic funds transfer. PERA and TRA reporting and payments are processed for each payroll. PERA and TRA reporting must be completed in the required timeline or the employer may be subject to penalties and late fees.

Tax-Deferred Retirement, 403B Contributions

All employees are eligible for participation in the 403(B) Retirement/Investment Plan. Brochures describing the 403B Plan are available in the Human Resource Office. The 403B plan deductions are withdrawn pretax. To initiate 403B deductions, an employee must complete a 403B Model Salary Deferral Agreement. The employee must elect to participate in the 403B retirement plan and on the Model Salary Deferral Agreement must elect a defined percentage of their gross income or flat dollar amount to be withdrawn. The employee must also complete a 403B Retirement Plan Application. Payments will be made using the account payable process (check request) or using our current accounting software voucher system. Payments to the 403B Retirement Plan will be processed each payroll.

Social Security (Medicare)

The federal government establishes guidelines for certain deductions. PACT Charter School must withhold Social Security and Medicare taxes. These are known as FICA (Federal Insurance Contributions Act) taxes. The FICA tax actually consists of two taxes: Social Security, also known as Old Age Survivor's Disability Insurance (OASDI) tax and Medicare tax. The federal government will determine the percentage that the employee and employer need to contribute. The tax is calculated by multiplying an employee's gross wages for a pay period by the tax rates. PACT Charter School is required to pay a matching amount of FICA (Medicare and OASDI/Social Security) taxes on each employee.

The employer deducts Social Security taxes/OASDI (Old Age Survivors Disability Insurance), from the employee's paycheck, matches that contribution, and sends wage reports and taxes to the Internal Revenue Service (IRS) and Social Security. All reports are filed electronically each payroll and the payments are processed through electronic funds transfer. Reporting must be completed within 3 business days after the payroll pay date or the employer may be subject to penalties and late fees.

Federal Withholding Taxes

Federal income tax will be withheld on a graduated basis to a greater or lesser degree, dependent on the marital status and number of exemptions claimed by the individual on their W-4 form filed in the Human Resource Office. Special withholding based on a percentage of taxable wages or an additional set dollar amount, rather than by exemptions, is available. Special withholding can only be used if the

resultant tax exceeds the normal tax, which would be withheld for the employee. Employees claiming 10 or greater exemptions will be reported to the Internal Revenue Service.

The employer deducts federal taxes from the employee's paycheck and sends the wage reports and taxes to the Internal Revenue Service (IRS). All reports are filed electronically each payroll and the payments are processed through electronic funds transfer.

Tax tables will be updated periodically based on the Internal Revenue Service requirements. Reporting must be completed within 3 business days after the payroll pay date or the employer may be subject to penalties and late fees.

DECEASED EMPLOYEE EARNINGS

Any earnings due to an employee at the time of death will be paid to the employee's estate. A certified death certificate and or letter of administration or testamentary, (decedent's personal representative/s), must be presented at the Human Resource Office to secure this payment.

EARNINGS RECORD

Human Resource Office maintains a record of contributions, deductions, and earnings for all employees. This information is available to any employee desiring their earnings record. Employees may secure this data by using the Employee Self Serve option available on the PACT Charter School website under the staff resources, via mail or in person, but not by telephone. Employees have the option of using Employee Self Serve to see their past earnings statements.

DIRECT DEPOSIT REJECTIONS

If the Direct Deposit has been rejected or has failed to be deposited, the Human Resource Office will be notified of the rejection by the financial institution. The employee should complete a blank Direct Deposit Replacement Form. Direct deposit rejections are usually a result of an employee not reporting bank changes to the Human Resource department. It may take ten business days or greater to replace a lost, stolen, destroyed check or failed direct deposit.

EMPLOYEE STATUS

All former employees who were processed through payroll in the past, and return to PACT Charter School for any form of paid duty, will be processed through payroll. This may include occasional duties such as scorebook keeper, officiating, etc. It is the employee's responsibility to inform Human Resources if they have any changes in deductions, direct deposit, etc. If Human Resources is not notified of any changes, the payment information will be processed through payroll with all deductions, direct deposit, etc., remains the same as it was prior to the employee's term of their past position.

ADVANCES

PACT Charter School will not grant payroll advances for persons currently on payroll.

PAYROLL CHANGES

Payroll changes will be completed and updated per PACT Charter School guidelines.

PAYROLL APPROVAL

The Superintendent of Schools will approve all payroll deductions by reviewing the Payroll Register for each payroll. The Payroll Register will be signed and dated by the Superintendent of Schools verifying that he/she has reviewed the information and provides approval.

W-2 INFORMATION

Description

A W-2 Wage and Tax statement is provided by PACT Charter School to each employee who received a salary, wages, and other payments through the payroll system during the prior calendar year. This includes paychecks dated January 1 - December 31st.

- Regular employees will receive their W-2's electronically through the Employee Self Serve (ESS) option unless otherwise specified. Employees will be notified when W-2s are available and are able to print them at any point after that time.
- Temporary, on-call/as needed and seasonal employees who are active in the payroll system at the end of the year will have their W-2's mailed to them prior to January 31st.
- For those who are inactive, terminated or separated from PACT Charter School during the past year, the W-2 will be mailed prior to January 31st.
- For those who are inactive, termed or separated from PACT Charter School, that had previously elected the electronic W-2, the option will be deactivated and their W-2 will be mailed prior to January 31st.

PACT Charter School will send out reminders to all active employees to confirm that all the information listed on their paycheck is accurate and up to date. It is the employee's responsibility to check their paycheck to confirm whether the address is correct. If not correct, the employee should visit the Human Resource Office to complete an updated address/emergency contact form.

Updating Contact Information

Employees can verify their personal contact information by logging in to the PACT Charter School website and visiting Employee Self Service.

- Address changes must be made by the last payroll in December in order for the change to be reflected on the W-2.
- The Human Resource representative will update the HRSmart system with any changes provided by the employee, making every effort to ensure employee information is up to date, on the Employee Paycheck Data screen on the HRSmart System.
- Human Resources will confirm the local address with all separating employees through the exit interview process.
- Human Resources will make every effort to be familiar with the W-2, so they can help employees who have questions.
- Regulations
- By law, employers are required to distribute W-2's by January 31st.

Contact Person

If you are an employee, contact a Human Resource representative.

Lost or Missing W-2

1. All requests for Replacement W-2s must be submitted in writing using the W-2 Replacement Form.
2. Every effort will be made to handle W-2 Replacement requests in a timely fashion.
3. Mail, fax or deliver the W-2 Replacement Request Form to the Human Resource Office. The forms will be available in the Human Resource Office at PACT Charter School, 7250 East Ramsey Parkway, Ramsey, MN 55303.

4. A replacement W-2 form will be printed or copied and mailed first class to the address of your choice or held at the PACT Charter School Human Resource Office, 7250 East Ramsey Parkway, Ramsey, MN to be picked up.
5. W-2's can **only** be picked up by the individual named on the W-2, with picture ID.

Please Note: Due to confidentiality issues, Human Resources cannot accept phone requests for or fax W-2's to employees.

PACT Charter School

Original Creation Date: March 24, 2009

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: May 7, 2020

Year Reviewed: 2019-2020

424 - Health Insurance Policy

PURPOSE

The purpose of this policy is to comply with terms of the Minnesota Health Insurance Transparency and Accountability Act applicable to charter schools.

POLICY STATEMENT

PACT Charter School will follow the guidelines set forth in this policy when procuring group health insurance coverage for its employees.

REQUESTS FOR PROPOSALS

PACT Charter School will request sealed proposals for group health insurance coverage from a minimum of three sources at least every two years. Requests for proposals shall occur at a reasonable time before the date specified by the administration for opening the sealed proposals.

SEALED BIDS

- A. The administration will open all sealed proposals at the same time on the date specified by administration. This date shall be a reasonable time prior to the plan's renewal date.
- B. The administration will make a recommendation to the school board on which bid appears to be in the best of interest of the school.
- C. The administration will notify employees covered by the group health insurance before the effective date of the changes in group health contract.
- D. Upon the opening of the proposals, the content of the proposals becomes public data under Minn. Stat. Chapter 13

Legal References:

Minn. Stat. §124E.12 (Charter School Law)

PACT Charter School

Original Creation Date: March 23, 2015

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: July 11, 2024

Year Reviewed: 2024-2025

425429 - Whistleblower Policy

~~The Whistleblower Policy (refer to the Minnesota Statute section §181.932) is intended to create an ethical and open work environment and to ensure that PACT Charter School has a governance and accountability structure that supports its mission. It is also intended to encourage and enable the PACT Charter School board of directors, officers, employees and volunteers of PACT Charter School to raise serious concerns about the occurrence of illegal or unethical actions within PACT Charter School before turning to outside parties for resolution. If any stakeholder reasonably believes that some policy, practice, or activity of PACT Charter School violates the law, a written complaint must be filed by that stakeholder with the Superintendent of Schools or a School Board Representative.~~

~~PACT Charter School intends to adhere to all laws and regulations that apply to PACT Charter School. The underlying purpose of this policy is to support PACT Charter School's goal of legal compliance. The support of all stakeholders is necessary for achieving compliance with various laws and regulations. An employee is protected from retaliation only if the employee brings the alleged unlawful activity, policy, or practice to the attention of PACT Charter School and provides PACT Charter School with a reasonable opportunity to investigate and correct the alleged unlawful activity. These protections are only available to employees that comply with this requirement.~~

I. Purpose

PACT Charter School is committed to maintaining the highest standards of ethical conduct, transparency, and accountability. This policy is intended to support an environment where stakeholders feel safe in reporting concerns related to violations of law, unethical conduct, or other improper activities. It ensures compliance with applicable state and federal whistleblower protection laws, including but not limited to Minnesota Statutes §181.931–181.935 and relevant federal laws.

II. General Statement of Policy

- A. Under Minnesota law, employees are protected from retaliation for reporting in good faith any activity, policy, or practice that they reasonably believe violates the law, poses a danger to public health or safety, or constitutes fraud or mismanagement of public funds. Similarly, federal laws provide additional protection to employees and stakeholders who report violations involving federal funds, fraud, or safety violations.
- B. It is the policy of PACT Charter School to encourage all stakeholders, including school board members, officers, employees, volunteers, and contractors, to report suspected misconduct internally so that the school may address and correct inappropriate conduct and actions. No stakeholder will suffer adverse employment action, retaliation, harassment, or discrimination as a result of making a good-faith report of misconduct.

III. Reporting Concerns

- A. Any stakeholder who reasonably believes that a policy, practice, or activity of PACT Charter School is in violation of local, state, or federal law or regulation should file a written report with:
 - 1. The Superintendent of Schools, or
 - 2. The Executive Director of Human Resources and Operations, or
 - 3. A Designated School Board Representative
- B. If the concern involves the Superintendent or Board, with the Minnesota Office of the Legislative Auditor (OLA) or another appropriate state or federal agency.
- C. Reports may be submitted anonymously; however, providing identifying information may facilitate a more effective investigation.

IV. Scope of Protected Activities

- A. This policy covers, but is not limited to, reports involving:
 - 1. Fraud, waste, or abuse of funds
 - 2. Violation of federal or state laws or regulations
 - 3. Violations of school policy
 - 4. Discrimination, harassment, or unethical behavior
 - 5. Danger to public health or safety
 - 6. Improper accounting or financial practices

V. No Retaliation

- A. In accordance with Minn. Stat. §181.932 and applicable federal laws, PACT Charter School prohibits retaliation against any individual who makes a good-faith disclosure of suspected unlawful or unethical conduct. Retaliation includes, but is not limited to:
 - 1. Discharge, demotion, suspension
 - 2. Harassment or intimidation
 - 3. Denial of benefits
 - 4. Any other adverse employment action
- B. Any employee who believes they have been subject to retaliation should promptly report the incident to the Superintendent, a School Board Representative, or HR. Violations of this anti-retaliation provision will result in disciplinary action, up to and including termination.

VI. Investigation and Resolution

- A. All reports made under this policy will be investigated promptly, thoroughly, and confidentially to the extent possible. The results of the investigation and any corrective actions taken will be communicated to the appropriate parties as needed. Records will be maintained in accordance with data privacy laws and best practices.

VII. Compliance and Recordkeeping

- A. The school will comply with all relevant federal and state statutes governing whistleblower protections, including:
 - 1. Minn. Stat. §181.931–181.935
 - 2. Sarbanes-Oxley Act (SOX)
 - 3. Dodd-Frank Wall Street Reform and Consumer Protection Act
 - 4. Whistleblower Protection Act (for federally funded programs)

PACT Charter School

Original Creation Date: September 24, 2009

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: July 11, 2024

Year Reviewed: 2024-2025

426 – Complaints: Students, Employees, Parents, and Other Persons

PURPOSE

PACT Charter School takes all concerns or complaints seriously by students, employees, parents, or other persons. If a specific complaint procedure is provided within any other policy of the charter school, the specific procedure shall be followed for such a complaint. If a specific complaint procedure is not provided, the purpose of this policy is to provide a procedure that may be used.

GENERAL STATEMENT OF POLICY

1. Students, employees, parents, or other persons, may report concerns or complaints to the charter school. While written reports are encouraged, a complaint may be made orally. When appropriate, people are encouraged to follow the charter school's organizational structure and file a complaint at the Superintendent of Schools level. A complaint regarding the Superintendent of Schools must be filed with the board chair.
2. Any employee receiving a complaint will use professional judgment to determine whether their immediate supervisor or an administrator should be informed of the complaint. Depending upon the nature and seriousness of the complaint, the supervisor or other administrator receiving the complaint shall determine the nature and scope of the investigation or follow-up procedures. If the complaint involves serious allegations, the matter shall promptly be referred to the Superintendent of Schools, who shall determine whether an internal or external investigation should be conducted. In either case, the Superintendent of Schools shall determine the nature and scope of the investigation and designate the person responsible for the investigation or follow-up relating to the complaint. The designated investigator shall ascertain details concerning the complaint and respond in a reasonably prompt manner to the appropriate administrator concerning the status or outcome of the matter.
3. The Board Officers shall review any formal written complaints involving the Superintendent of Schools, who shall determine whether an internal or external investigation should be conducted. The Board Officers shall be responsible for the investigation or follow-up relating to the complaint. The Board Officers shall determine the nature and scope of the investigation. The Board Officers shall ascertain details concerning the claim and respond in a reasonably prompt manner concerning the status or outcome of the matter.
4. The appropriate administrator, the Board Chair, or a designee (which could be the designated investigator), as necessary, shall respond to the complaining party concerning the outcome of the investigation. The response to the complaining party shall be consistent with the rights of others under the applicable provisions of Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act) or other laws.

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

Cross References: 508 - Bullying Policy and 514 - Harassment and Violence Policy.

PACT Charter School

Original Creation Date: August 1998

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: July 11, 2024

Year Reviewed: 2024-2025

431 - Exit Survey Policy

POLICY STATEMENT

PACT Charter School will provide all terminating/resigning employees the option of completing an exit survey before they depart from PACT Charter School.

PRACTICE:

The Human Resource Specialist will contact the employee to schedule a time to complete the exit survey, discuss the individual's employment experience at PACT Charter School, or be sent the exit survey.

The purpose of this exit survey is as follows:

1. To allow the exiting employee an opportunity to provide candid, open, and honest feedback to PACT Charter School.
2. To provide PACT Charter School with additional information to continuously improve the quality of work-life at PACT Charter School.
3. To inform the School Board of Directors how successful current operation and administrative processes are at PACT Charter School.
4. To thank employees for their service and dedication to PACT Charter School.

The administration will periodically review a summary of all exit interviews conducted, with a minimum of three exit surveys included in the summary. Information from the exit interview will be analyzed, and a summary will be provided to the Board of Directors annually by the Superintendent of Schools.

PACT Charter School

Original Creation Date: January 11, 2013

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: October 7, 2021

Year Reviewed: 2021-2022

431 - SOCIAL MEDIA USAGE FOR EMPLOYEES & STAKEHOLDERS IN LEADERSHIP ROLES

I. POLICY STATEMENT

- A. The purpose of this policy is to establish clear and consistent guidelines governing the personal and professional use of social media by employees of PACT Charter School. The intent is to ensure that all communications conducted via social media reflect the professionalism, integrity, and character values upheld by the PACT community.

II. PURPOSE

- A. PACT Charter School acknowledges the utility of social media as a tool for advancing institutional objectives, including promoting school-related activities, enhancing communication efforts, and fostering engagement with the broader community. Accordingly, employee use of social media shall be consistent with applicable federal and state laws, district policies, and the school's mission and character-building philosophy.
- B. Employees are expected to conduct themselves in a manner that exemplifies professionalism and represents the school positively at all times, including during non-working hours. Given the increasingly indistinct boundary between personal and professional spheres in online environments, employees must exercise sound judgment and uphold responsible digital conduct.

III. DEFINITIONS

- A. **Social Media:** Online platforms that facilitate user-generated content and interaction, including but not limited to blogs, podcasts, forums, video-sharing services (e.g., YouTube), and social networking sites (e.g., Facebook, X/Twitter, Instagram, TikTok, Snapchat, Threads, and any future emerging platforms).
- B. **District-Approved Social Media:** Officially sanctioned digital platforms operated under the direction of PACT Charter School for the dissemination of school-related content, subject to the institution's communication standards.
- C. **Personal Social Media:** Any social media accounts maintained by an employee that are not directly affiliated with PACT Charter School or utilized for official school purposes.

IV. Guidelines for Use

- A. A. General Use of Social Media
 - 1. All employees are expected to maintain the highest standards of integrity, professionalism, and character in their online communications.

2. Employees shall refrain from posting content that is obscene, defamatory, discriminatory, harassing, or otherwise inconsistent with the values and expectations of PACT Charter School.
3. Confidential information pertaining to students, families, or staff must not be disclosed on any social media platform.

B. Use in the Classroom Setting

1. Prior approval must be obtained from the appropriate administrative authority before initiating any classroom-related social media accounts.
2. Content shared via such accounts shall support instructional objectives, reinforce character education, and strengthen community engagement.
3. Employees must respect student data privacy restrictions and shall not post photographs, videos, or identifying information of students who have opted out of media disclosure.
4. Employees must comply with all applicable copyright and fair use regulations and ensure proper attribution of intellectual property.

C. Personal Use of Social Media

1. Employees shall not represent personal views as those of PACT Charter School.
2. The use of PACT-issued email addresses for personal social media accounts is prohibited.
3. Engaging in personal social media communications or relationships with students that may be deemed inappropriate or unprofessional is strictly forbidden.
4. Any conduct on social media that undermines public trust in the school, its staff, or its mission may result in disciplinary action.

D. Official School Social Media Account

1. Only employees authorized by the PACT Communications Office may establish and manage official PACT-branded social media accounts.
2. All such accounts must be registered with the Communications Office and adhere to approved branding, messaging, and content standards.
3. Account managers shall be responsible for ensuring that published content is accurate, appropriate, and reviewed on a regular basis.

E. Branding and Communications Standard

1. Employees managing official PACT social media accounts shall comply with the PACT Brand Guidelines. This includes the proper use of logos, email

signatures, and approved visual elements (e.g., exact HEX color code: #12128). Full branding resources are available on the PACT Charter School website under the Communications section.

V. Employee Responsibilities

- A. Employees shall maintain transparency and honesty in their digital communications and shall not misrepresent their identity or role within the school.
- B. Staff must remain cognizant that their conduct, both during and outside of duty hours, may be perceived as representative of PACT Charter School.
- C. Employees shall prioritize student safety, promote ethical digital behavior, and model appropriate use of technology.
- D. Staff are prohibited from engaging in political campaigning, product endorsements, or commercial promotion on behalf of the school.
- E. The privacy of students, families, and colleagues shall be respected at all times; employees must refrain from posting personal information or internal communications.

VI. Violations and Disciplinary Action

- A. Failure to adhere to this policy may result in disciplinary measures, up to and including termination of employment. Each case will be assessed based on its nature, severity, and impact on students, staff, and the school's reputation.

PACT Charter School

Original Creation Date: January 29, 2014

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: June 2, 2022

Year Reviewed: 2021-2022

501 SCHOOL WEAPONS POLICY

[NOTE: Charter schools are required by statute to have a policy addressing these issues. ATTENTION: This policy incorporates certain provisions of the Minnesota Citizens' Personal Protection Act (often referred to as the "conceal and carry" law).]

I. PURPOSE

The purpose of this policy is to assure a safe school environment for students, staff, and the public.

II. GENERAL STATEMENT OF POLICY

No student or nonstudent, including adults and visitors, shall possess, use, or distribute a weapon when in a school location except as provided in this policy. The charter school will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

III. DEFINITIONS

- A. "Dangerous Weapon" means any firearm, whether loaded or unloaded, or any device designed as a weapon and capable of producing death or great bodily harm, any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm, or any fire that is used to produce death or great bodily harm. As used in this definition, "flammable liquid" means any liquid having a flash point below 100 degrees Fahrenheit and having a vapor pressure not exceeding 40 pounds per square inch (absolute) at 100 degrees Fahrenheit but does not include intoxicating liquor. As used in this subdivision, "combustible liquid" is a liquid having a flash point at or above 100 degrees Fahrenheit.
- B. "Possession" means having a weapon on one's person or in an area subject to one's control in a school location.
- C. "School Location" includes any school building or grounds, whether leased, rented, owned, or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the charter school.
- D. "Weapon"
 - 1. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.
 - 2. No person shall possess, use, or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.
 - 3. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm

and/or intimidate and such use will be treated as the possession and use of a weapon.

IV. EXCEPTIONS

- A. A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal's office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher, or head coach of the weapon's location.
- B. It shall not be a violation of this policy if a nonstudent (or student where specified) falls within one of the following categories:
 - 1. active licensed peace officers;
 - 2. military personnel, or students or nonstudents participating in military training, who are on duty performing official duties;
 - 3. persons authorized to carry a pistol under Minnesota Statutes, section 624.714 while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle;
 - 4. persons who keep or store in a motor vehicle pistols in accordance with Minnesota Statutes, sections 624.714 or 624.715 or other firearms in accordance with Minnesota Statutes, section 97B.045;
 - a. Section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so. Section 624.715 defines an exception to the pistol permit requirements for "antique firearms which are carried or possessed as curiosities or for their historical significance or value."
 - b. Section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case without any portion of the firearm exposed; (2) unloaded and in the closed trunk; or (3) a handgun carried in compliance with Sections 624.714 and 624.715.
 - 5. firearm safety or marksmanship courses or activities for students or nonstudents conducted on school property;
 - 6. possession of dangerous weapons, BB guns, or replica firearms by a ceremonial color guard;
 - 7. a gun or knife show held on school property;
 - 8. possession of dangerous weapons, BB guns, or replica firearms with written permission of the principal or other person having general control and supervision of the school or the director of a child care center; or
 - 9. persons who are on unimproved property owned or leased by a child care center, school or charter school unless the person knows that a student is currently present on the land for a school-related activity.

C. Policy Application to Instructional Equipment/Tools

While the charter school does not allow the possession, use, or distribution of weapons by students or nonstudents, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students or nonstudents. Such equipment and tools, when properly possessed, used, and stored, shall not be considered in violation of the rule against the possession, use, or distribution of weapons. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

D. Firearms in School Parking Lots and Parking Facilities

A charter school may not prohibit the lawful carry or possession of firearms in a school parking lot or parking facility. For purposes of this policy, the "lawful" carry or possession of a firearm in a school parking lot or parking facility is specifically limited to nonstudent permit-holders authorized under Minnesota Statutes, section 624.714 to carry a pistol in the interior of a vehicle or outside the motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle. Any possession or carry of a firearm beyond the immediate vicinity of a permit-holder's vehicle shall constitute a violation of this policy.

V. CONSEQUENCES FOR STUDENT WEAPON POSSESSION/USE/ DISTRIBUTION

A. The charter school does not allow the possession, use, or distribution of weapons by students. Consequently, the minimum consequence for students willfully possessing, using, or distributing weapons shall include:

1. immediate out-of-school suspension;
2. confiscation of the weapon;
3. immediate notification of police;
4. parent or guardian notification; and
5. recommendation to the Superintendent of dismissal for a period of time not to exceed one year.

B. Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The charter school board may modify this requirement on a case-by-case basis.

C. The appropriate school official shall, as soon as practicable, refer to the criminal justice or juvenile delinquency system, as appropriate, a student who brings a firearm to school unlawfully.

D. Administrative Discretion

While the charter school does not allow the possession, use, or distribution of weapons by students, the Superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

VI. CONSEQUENCES FOR WEAPON POSSESSION/USE/DISTRIBUTION BY NONSTUDENTS

A. Employees

1. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, or discharge as deemed appropriate by the school board.
2. Sanctions against employees, including nonrenewal, suspension, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and charter school policies.
3. When an employee violates the weapons policy, law enforcement may be notified, as appropriate.

B. Other Nonstudents

1. Any member of the public who violates this policy shall be informed of the policy and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations. In addition, if the person is a student in another charter school, that charter school may be contacted concerning the policy violation.
2. If appropriate, law enforcement will be notified of the policy violation by the member of the public and may be asked to provide an escort to remove the member of the public from the school location.

VII. REPORTS OF DANGEROUS WEAPON AND ACTIVE SHOOTER INCIDENTS IN SCHOOL ZONES

- A. The charter school must electronically report to the Commissioner of the Minnesota Department of Education incidents involving the use or possession of a dangerous weapon in school zones, as required under Minnesota Statutes, section 121A.06.
- B. The school district must electronically file an after-action review report for active shooter incidents and active shooter threats to the Minnesota Fusion Center as required under Minnesota Statutes, section 121A.06.
 1. "Active shooter incident" means an event involving an armed individual or individuals on campus or an armed assailant in the immediate vicinity of the school.
 2. "Active shooter threat" means a real or perceived threat that an active shooter incident will occur.

Legal References: Minn. Stat. § 97B.045 (Transportation of Firearms)
 Minn. Stat. § 121A.05 (Referral to Police)
 Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
 Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
 Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)
 Minn. Stat. § 152.01, Subd. 14(a) (Definition of a School Zone)
 Minn. Stat. § 609.02, Subd. 6 (Definition of Dangerous Weapon)
 Minn. Stat. § 609.605 (Trespass)
 Minn. Stat. § 609.66 (Dangerous Weapons)
 Minn. Stat. § 624.714 (Carrying of Weapons without Permit; Penalties)
 Minn. Stat. § 624.715 (Exemptions; Antiques and Ornaments)
 18 U.S.C. § 921 (Definition of Firearm)
In re C.R.M., 611 N.W.2d 802 (Minn. 2000)
In re A.D., 883 N.W.2d 251 (Minn. 2016)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of Charter School Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 903 (Visitors to Charter School Buildings and Sites)

PACT Charter School

Creation Date: TBD

Last Approved By: PACT Charter School Board of Directors

Last Approved Date:

Year Reviewed:

502 SEARCH OF STUDENT LOCKERS, DESKS, PERSONAL POSSESSIONS, AND STUDENT'S PERSON

[Note: Charter schools are required by statute to have a policy addressing these issues.]

I. PURPOSE

The purpose of this policy is to provide for a safe and healthful educational environment by enforcing the charter school's policies against contraband.

II. GENERAL STATEMENT OF POLICY

A. Lockers and Personal Possessions Within a Locker

Pursuant to Minnesota statutes, school lockers are the property of the charter school. At no time does the charter school relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

B. Desks

School desks are the property of the charter school. At no time does the charter school relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant.

C. Personal Possessions and Student's Person

The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

D. A violation of this policy occurs when students use lockers and desks for unauthorized purposes or to store contraband. A violation occurs when students carry contraband on their person or in their personal possessions.

III. DEFINITIONS

- A. "Contraband" means any unauthorized item possession of which is prohibited by charter school policy and/or law. It includes, but is not limited to, weapons and "look-alikes," alcoholic beverages, controlled substances and "look-alikes," overdue books and other materials belonging to the charter school, and stolen property.
- B. "Personal possessions" includes, but is not limited to, purses, backpacks, bookbags, packages, and clothing.
- C. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of charter school policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent or staff member, a student's suspicious behavior, a

student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.

- D. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g., to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

IV. PROCEDURES

- A. School officials may inspect the interiors of lockers and desks for any reason at any time, without notice, without student consent, and without a search warrant.
- B. School officials may inspect the personal possessions of a student and/or a student's person based on a reasonable suspicion that the search will uncover a violation of law or school rules. A search of personal possessions of a student and/or a student's person will be reasonable in its scope and intrusiveness.
- C. As soon as practicable after a search of personal possessions within a locker pursuant to this policy, the school officials must provide notice of the search to students whose possessions were searched unless disclosure would impede an ongoing investigation by police or school officials.
- D. Whenever feasible, a search of a person shall be conducted in private by a school official of the same sex. A second school official of the same sex shall be present as an observer during the search of a person whenever feasible.
- E. A strip search is a search involving the removal of coverings or clothing from private areas. Mass strip searches, or body cavity searches, are prohibited. Strip searches will be conducted only in circumstances involving imminent danger.
- F. A school official conducting any other search may determine when it is appropriate to have a second official present as an observer.
- G. This policy must be disseminated to parents and students in the way that other policies of general application to students are disseminated. The charter school shall provide a copy of this policy to a student the first time that the student is given the use of a locker.

V. DIRECTIVES AND GUIDELINES

School administration may establish reasonable directives and guidelines which address specific needs of the charter school, such as use of tape in lockers, standards of cleanliness and care, posting of pin-ups and posters which may constitute sexual harassment, etc.

VI. SEIZURE OF CONTRABAND

If a search yields contraband, school officials will seize the item and, where appropriate, turn it over to legal officials for ultimate disposition.

VII. VIOLATIONS

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to discipline in accordance with the charter school's Student Discipline Policy, which may include suspension, exclusion, or expulsion, and the student may, when

appropriate, be referred to legal officials.

Legal References: U. S. Const., amend. IV
Minn. Const., art. I, § 10
Minn. Stat. § 121A.72 (School Locker Policy)
New Jersey v. T.L.O., 469 U.S. 325 (1985)
G.C. v. Owensboro Public Schools, 711 F.3d 623 (6th Cir. 2013)

Cross References: MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 506 (Student Discipline)

PACT Charter School

Creation Date: TBD

Last Approved By: PACT Charter School Board of Directors

Last Approved Date:

Year Reviewed:

504 - Dress Code Policy

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

10. Students are encouraged to **keep a sweater or sweatshirt in their locker** in case they get cold or are asked to modify clothing due to dress code violations.
- C. If clothes are found to be inappropriate, students will be REQUIRED to modify clothing. Any student receiving multiple warnings may be subject to disciplinary action (see 506 - Discipline Policy).

Original Creation Date: Unknown

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: July 7, 2022

Year Reviewed: 2022-2023

505 DISTRIBUTION OF NONSCHOOL-SPONSORED MATERIALS ON SCHOOL PREMISES BY STUDENTS AND EMPLOYEES

I. PURPOSE

The purpose of this policy is to protect the exercise of students' and employees' free speech rights, taking into consideration the educational objectives and responsibilities of the charter school.

II. GENERAL STATEMENT OF POLICY

- A. PACT charter school recognizes that students and employees have the right to express themselves on school property. This protection includes the right to distribute, at a reasonable time and place and in a reasonable manner, nonschool-sponsored material.
- B. To protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of the charter school, the school board adopts the following regulations and procedures regarding distribution of nonschool-sponsored material on school property and at school activities.

III. DEFINITIONS

- A. "Distribute" or "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placing material in internal staff or student mailboxes.
- B. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower that individual in the esteem of the community.
- C. "Material and substantial disruption" of a normal school activity means:
 - 1. Where the normal school activity is an educational program of the charter school for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.
 - 2. Where the normal school activity is voluntary in nature (including school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

For expression to be considered disruptive, specific facts must exist upon which the likelihood of disruption can be forecast including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

- D. "Minor" means any person under the age of eighteen (18).
- E. "Nonschool-sponsored material" or "unofficial material" includes all materials or objects intended for distribution, except school newspapers, employee newsletters, literary magazines, yearbooks, and other publications funded and/or sponsored or authorized by the school. Examples of nonschool-sponsored materials include, but are not limited to, leaflets, brochures, buttons, badges, flyers, petitions, posters, and underground newspapers whether written by students or employees or others, and tangible objects.

- F. "Obscene to minors" means:
1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
 2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and
 3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.
- G. "School activities" means any activity sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and other theatrical productions, and in-school lunch periods.

IV. GUIDELINES

- A. Students and employees of the charter school have the right to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, nonschool-sponsored material.
- B. Requests for distribution of nonschool-sponsored material will be reviewed by the administration on a case-by-case basis. However, distribution of the materials listed below is always prohibited. Material is prohibited that:
1. is obscene to minors;
 2. is libelous or slanderous;
 3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;
 4. advertises or promotes any product or service not permitted to minors by law;
 5. advocates violence or other illegal conduct;
 6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religious, or ethnic origin);
 7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.
- C. Distribution by students and employees of nonschool-sponsored materials on charter school property are subject to reasonable time, place, and manner restrictions set forth below. In making decisions regarding the time, place, and manner of distribution, the administration will consider factors including, but not limited to, the following:

1. whether the material is educationally related;
2. the extent to which distribution is likely to cause disruption of or interference with the charter school's educational objectives, discipline, or school activities;
3. whether the materials can be distributed from the office or other isolated location so as to minimize disruption of traffic flow in hallways;
4. the quantity or size of materials to be distributed;
5. whether distribution would require assignment of charter school staff, use of charter school equipment, or other resources;
6. whether distribution would require that nonschool persons be present on the school grounds;
7. whether the materials are a solicitation for goods or services not requested by the recipients.

V. TIME, PLACE, AND MANNER OF DISTRIBUTION

- A. No nonschool-sponsored material shall be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.
- B. Distribution of nonschool-sponsored material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school, and school parking lots. Distribution shall not impede entrance to or exit from school premises in any way.
- C. No one shall coerce a student or staff member to accept any publication.
- D. The time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

VI. PROCEDURES

- A. Any student or employee wishing to distribute (as defined in this policy) nonschool-sponsored material must first submit for approval a copy of the material to the principal at least 24 hours in advance of desired distribution time, together with the following information:
 1. Name and phone number of the person submitting the request and, if a student, the room number of his or her first-period class.
 2. Date(s) and time(s) of day intended for distribution.
 3. Location where material will be distributed.
 4. If material is intended for students, the grade(s) of students to whom the distribution is intended.
- B. Within one school day, the principal will review the request and render a decision. In the event that permission to distribute the material is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.
- C. If the person submitting the request does not receive a response within one school day, the person shall contact the office to verify that the lack of response was not due to an inability to locate the person.

- D. If the person is dissatisfied with the decision of the principal, the person may submit a written request for appeal to the executive director. If the person does not receive a response within three (3) school days (not counting Saturdays, Sundays, and holidays) of submitting the appeal, the person shall contact the office of the executive director to verify that the lack of response is not due to an inability to locate the person.
- E. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the school board, or the individual reviewing the material submitted.

VII. DISCIPLINARY ACTION

- A. Distribution by any student of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place, and manner of distribution as described above will be halted and disciplinary action will be taken in accordance with the charter school's Student Discipline Policy.
- B. Distribution by any employee of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place, and manner of distribution as described above will be halted and appropriate disciplinary action will be taken, in accordance with any individual contract, collective bargaining agreement, charter school policies and procedures, and/or governing statute.
- C. Any other party violating this policy will be requested to leave the school property immediately and, if necessary, the police will be called.

VIII. NOTICE OF POLICY TO STUDENTS AND EMPLOYEES

A copy of this policy will be published in student handbooks and posted in school buildings.

IX. IMPLEMENTATION

The charter school administration may develop any additional guidelines and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.

Legal References: U. S. Const., amend. I
Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988)
Bethel Sch. Dist. No. 403 v. Fraser, 478 U.S. 675 (1986)
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503 (1969)
Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987)
Roark v. South Iron R-1 School Dist., 573 F.3d 556 (8th Cir. 2009)
Victory Through Jesus Sports Ministry Foundation v. Lee's Summit R-7 School Dist., 640 F.3d 329 (8th Cir. 2011), cert. denied 565 U.S. 1036 (2011)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of Charter School Employees)
 MSBA/MASA Model Policy 506 (Student Discipline)
 MSBA/MASA Model Policy 512 (School-Sponsored Student Publications)
 MSBA/MASA Model Policy 904 (Distribution of Materials on Charter School Property by Nonschool Persons)

Creation Date: TBD

Last Approved By: PACT Charter School Board of Directors

Last Approved Date:

Year Reviewed:

~~534—Attendance Policy~~

~~PURPOSE~~

~~The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communication between teachers and students, and establishes regular habits of dependability critical to the student's future. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.~~

~~This policy also recognizes that class attendance is a joint responsibility shared by the student, parent or guardian, teacher, and administrators. All parties are responsible for promoting regular attendance, punctuality, and compliance with the Minnesota Department of Education Regulations and the Mandatory Attendance Laws of the State of Minnesota (Statutes 120A). This policy will assist students in attending class.~~

~~GENERAL STATEMENT OF POLICY~~

~~Every child between seven (7) and seventeen (17) years of age must receive instruction during the school year unless the child has graduated.~~

~~Minnesota statute requires that any student who is at least 17 years of age who seeks to withdraw from school together with parent/guardian must:~~

- ~~• attend a meeting with school personnel to discuss the educational opportunities available to the student, including alternative educational opportunities and~~
- ~~• complete a school withdrawal form.~~

~~Once a pupil under the age of seven is enrolled in kindergarten or a higher grade in a public school, the pupil is subject to compulsory attendance. The parent, guardian, or any other individual having charge of any person that is of compulsory age must send such person to school unless he/she meets the legitimate exemptions as defined in statute.~~

~~Legal References:~~

~~Minn. Stat. § 120A.05 (Definitions)~~

~~Minn. Stat. § 120A.22 (Compulsory Instruction)~~

~~Minn. Stat. § 120A.24 (Reporting)~~

~~Minn. Stat. § 120A.26 (Enforcement and Prosecution)~~

~~Minn. Stat. § 120A.28 (School Boards and Teachers, Duties)~~

~~Minn. Stat. § 120A.30 (Attendance Officers)~~

~~Minn. Stat. § 120A.34 (Violations; Penalties)~~

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

~~Minn. Stat. § 260A.02 (Definitions)~~

~~Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is Continuing Truant)~~

~~Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)~~

~~Minn. Stat. § 260C.201 (Disposition; Children in Need of Protection or Services or Neglected and in Foster Care)~~

~~Goss v. Lopez, 419 U.S. 565, 95 S.Ct. 729 (1975)~~

~~Slocum v. Holton Board of Education, 429 N.W.2d 607 (Mich. App. Ct. 1988)~~

~~Campbell v. Board of Education of New Milford, 475 A.2d 289 (Conn. 1984)~~

~~Hamer v. Board of Education of Township High School District No. 113, 66 Ill. App.3d 7, 383 N.E.2d 231 (1978)~~

~~Gutierrez v. School District R-1, 585 P.2d 935 (Co. Ct. App. 1978)~~

~~Knight v. Board of Education, 38 Ill. App. 3d 603, 348 N.E.2d 299 (1976)~~

~~Dorsey v. Bale, 521 S.W.2d 76 (Ky. 1975)~~

~~Adapted from Wayzata School District "Policy 503 Compulsory Attendance."~~

PACT Charter School

Original Creation Date: February 11, 2014

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: September 5, 2024

Year Reviewed: 2024-2025

~~534-R COMPULSORY ATTENDANCE REGULATIONS~~

~~I. ABSENCES~~

~~Regular attendance is consistent with the provisions of the compulsory school attendance law.~~

~~Students and their parents/guardians are expected to abide by that law. Parents/guardians are to notify the school on or before the day of absence.~~

~~A. Excused Absences:~~

~~1. Illness (physical/mental)~~

~~2. Serious illness in the student's immediate family~~

~~3. Funerals of immediate family members~~

~~4. Religious instruction (not to exceed three hours a week)~~

~~5. Catastrophes, such as fire~~

- ~~6. Official school field trip or other school-sponsored outing~~
- ~~7. Medical and dental appointments scheduled during the school day~~
- ~~8. Religious holidays~~
- ~~9. American Indian cultural practice, observance, or ceremony~~
- ~~10. Suspensions (OSS/ISS)~~
- ~~11. Court appearances~~
- ~~12. A student's condition requiring ongoing treatment for a mental health diagnosis.~~
- ~~13. Pre-approved vacations or family trips.~~

~~B. Pre-approved vacations or family trips (VAC):~~

~~Please plan family vacations around the school calendar to preserve in-class instruction time. If that is not possible, vacations require prior approval from the administration. Please email either ec-attendance@pactcharter.org (elementary absences) and sc-attendance@pactcharter.org (secondary absences) and reference the vacation dates and how schoolwork will be completed. Your student must be caught up when they join their classmates upon return.~~

~~C. Unexcused Absences (AU): An unexcused absence is an absence that does not meet the above criteria. These absences may occur with or without the knowledge of the student's parent or guardian.~~

~~D. Tardy (TE/TU): Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.~~

~~1. Elementary—At the elementary level, a student is tardy if he/she is not at school at the official start time or leaves early before the official end time.~~

~~2. Secondary—At the secondary level, tardiness between periods will be handled in accordance with procedures developed at the site level.~~

~~E. Excessive Absences: Absences that are excessive and/or interfere with the student's educational program may be interpreted as truancy and follow-up procedures may be implemented. As a general guideline, 11 excused absences in a school year will be viewed as excessive (including following the pre-approved vacation procedure). Parents/guardians need to be aware that if students are absent 15 or more consecutive~~

~~days, students may be unenrolled.~~

~~F. Truancy: Any student who is absent from school without permission or without a valid reason is considered truant. Habitual truants will be referred for intervention.~~

~~II. PARENT/GUARDIAN NOTIFICATION~~

~~Parents/guardians will be notified of their child's attendance according to the schedule below:~~

~~A. Unexcused Absences: Parents will be notified anytime a student has an unexcused absence.~~

~~B. Three Unexcused Absences: After three (3) unexcused absences, the parent/guardian will be notified.~~

~~C. Five Unexcused Absences: After five (5) unexcused absences, the parent/guardian will be notified. A meeting with parent/guardian, student (when applicable), and administration will be required.~~

~~D. Six Unexcused Absences: When the student has six (6) unexcused absences, the school will send a report to the student's home county. The county truancy office will contact the parent(s) for the next required steps which may include a parent/student meeting, parent group, and a hearing for continued truancy. Early interventions include an explanation of compulsory school attendance laws and consequences of continued unexcused absences, the benefits of education, and the services available to assist families. Some families will be assigned to a Contracted Community Agency (CCA) at this time. The CCA will provide direct services to assist the family in getting their child to school and refer the family to other services needed to remove attendance barriers.~~

~~E. Excessive: When absences become excessive, parent/guardian may be notified. Excessive absences will be reviewed. Parents/guardians may be notified by letter and/or request for an attendance meeting to support student attendance and education.~~

~~F. Tardy Letters:~~

~~a. Elementary: After 6 and 10 unexcused tardies elementary parent/guardian will be notified.~~

~~b. Secondary: Unexcused Tardies Per Semester of the Same Class Period:~~

~~i. At 3-4: Student will receive lunch detention.~~

~~ii. At 5-6: Student will receive after-school detention.~~

~~iii. At 7+: Student will receive a non-school Friday detention; hours will adjust based on the number of tardies.~~

~~III. MEDICAL AND DENTAL APPOINTMENTS DURING THE SCHOOL DAY~~

~~A. Infrequent absences: Parents and guardians are encouraged to schedule therapy appointments and medical consultations for their children outside of regular school hours whenever possible. In cases where scheduling appointments outside of school hours is not feasible, parents and guardians must notify the school in advance and provide appropriate documentation from a licensed healthcare professional.~~

~~B. Regular or ongoing appointments: In circumstances where a student with chronic medical conditions or disabilities necessitates ongoing virtual therapy or medical treatments during school hours, the school will work with the parents/guardians to determine a plan.~~

~~Infinite Campus Attendance Codes:~~

~~ADM—Administration~~

~~AE—Excused Absence~~

~~AU—Unexcused Absence~~

~~VAC—Pre-Approved Vacation~~

~~M—Medically Excused~~

~~TE—Tardy Excused~~

~~TEB—Tardy Excused Bus~~

~~EE—Early Release Excused~~

~~TU—Tardy Unexcused~~

~~EU—Early Release Unexcused~~

~~OSS/ISS—Suspension~~

~~CNS—Counselor's Office~~

~~OFC—Office~~

~~EXC—Extracurricular~~

~~FT—Field Trip~~

~~SS—Support Services~~

~~PSEO/STEP—Post Secondary Options~~

503 STUDENT ATTENDANCE

[NOTE: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

- A. The charter school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.
- B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending class.

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, it is the student's responsibility to request any missed assignments due to an absence.

2. Parent or Guardian's Responsibility

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

3. Teacher's Responsibility

It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, it is the teacher's responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

4. Administrator's Responsibility

- a. It is the administrator's responsibility to require students to attend all assigned classes and study halls. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance, and to prepare a list of the previous day's absences stating the status of each. Finally, it is the

administrator's responsibility to ensure the student's parents or guardians are informed of attendance and to work cooperatively with them and the student to solve attendance problems.

- b. In accordance with the Minnesota Compulsory Instruction Law, Minnesota Statutes, section 120A.22, the students of the charter school are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and charter school standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

B. Attendance Procedures

Attendance procedures shall be presented to the charter school board for review and approval. When approved by the school board, the attendance procedures will be included as an addendum to this policy.

1. Excused Absences

- a. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school. A note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse.
- b. Legitimate Exceptions

The following reasons shall be sufficient to constitute excused absences:

- (1) the child's physical or mental health is such as to prevent attendance at school or application to study for the period required, which includes:
 - (a) child illness, medical, dental, orthodontic, or counseling appointments, including appointments conducted through telehealth
 - (b) family emergencies;
 - (c) the death or serious illness or funeral of an immediate family member;
 - (d) active duty in any military branch of the United States;
 - (e) the child has a condition that requires ongoing treatment for a mental health diagnosis; or
 - (f) Religious instruction (not to exceed three hours a week)
 - (g) Catastrophes, such as fire
 - (h) Official school field trip or other school-sponsored event
 - (i) Religious holidays

- (j) American Indian cultural practice, observance, or ceremony
- (k) Court appearances
- (l) Pre-approved vacations or family trips
- (2) that the child has already completed state and charter school standards required for graduation from high school.

c. Consequences of Excused Absences

Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.

2. Unexcused Absences

a. The following are examples of absences which will not be excused:

- (1) Truancy. An absence by a student which was not approved by the parent and/or the charter school.
- (2) Any absence in which the student failed to comply with any reporting requirements of the charter school's attendance procedures.
- (3) Work at home.
- (4) Work at a business, except under a school-sponsored work release program.
- (5) Vacations with family.
- (6) Personal trips to schools or colleges.
- (7) Any other absence not included under the attendance procedures set out in this policy.

b. Consequences of Unexcused Absences

- (1) Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.
- (2) Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.
- (3) In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.

C. Tardiness

- 1. Definition: Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.

2. Procedures for Reporting Tardiness

- a. Students tardy at the start of school must report to the school office for an admission slip.
- b. Tardiness between periods will be handled by the teacher.

3. Excused Tardiness

Valid excuses for tardiness are:

- a. Illness.
- b. Serious illness in the student's immediate family.
- c. A death or funeral in the student's immediate family or of a close friend or relative.
- d. Medical, dental, orthodontic, or mental health treatment.
- e. Court appearances occasioned by family or personal action.
- f. Physical emergency conditions such as fire, flood, storm, etc.
- g. Any tardiness for which the student has been excused in writing by an administrator or faculty member.

4. Unexcused Tardiness

- a. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.
- b. Tardiness letters will be sent home:
Elementary: After 6 and 10 unexcused absences, elementary parents/guardians will be notified.
Secondary: unexcused tardies per semester of the same class period:
 - i. At 3-4: Student will receive lunch detention.
 - ii. At 5-6: Student will receive after-school detention.
 - iii. At 7+: Student will receive a non-school Friday detention; hours will adjust based on the number of tardies.

D. Participation in Extracurricular Activities and School-Sponsored On-the-Job Training Programs

- 1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.
- 2. School-initiated absences will be accepted and participation permitted.
- 3. A student may not participate in any activity or program if he or she is absent for more than half the school day.
- 4. If a student is suspended from any class, he or she may not participate in any activity or program that day.

III. RELIGIOUS OBSERVANCE ACCOMMODATION

Reasonable efforts will be made by the charter school to accommodate any student who wishes to be excused from a curricular activity for a religious observance. Requests for accommodations should be directed to the building principal.

IV. DISSEMINATION OF POLICY

- A. Copies of this policy shall be made available to all students and parents at the commencement of each school year.
- B. The charter school will provide annual notice to parents of the charter school's policy relating to a student's absence from school for religious observance.

V. REQUIRED REPORTING

A. Continuing Truant

Minnesota Statutes, section 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minnesota Statutes, section 120A.22 and is absent from instruction in a school, as defined in Minnesota Statutes, section 120A.05, without valid excuse within a single school year for:

- 1. Three days if the child is in elementary school; or
- 2. Three or more class periods in three days if the child is in middle school, junior high school, or high school.

B. Reporting Responsibility

When a student is initially classified as a continuing truant, Minnesota Statutes, section 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following:

- 1. That the child is truant;
- 2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;
- 3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minnesota Statutes section 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minnesota Statutes, section 120A.34;
- 4. That this notification serves as the notification required by Minnesota Statutes, section 120A.34;
- 5. That alternative educational programs and services may be available in the child's enrolling or resident district;
- 6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
- 7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minnesota Statutes, chapter 260C;
- 8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege

pursuant to Minnesota Statutes, section 260C.201; and

9. That it is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

C. Habitual Truant

1. A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school.
2. A charter school attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minnesota Statutes, chapter 260A.

Legal References: Minn. Stat. § 120A.05 (Definitions)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 120A.34 (Violations; Penalties)
Minn. Stat. § 120A.35 (Absence from School for Religious Observance)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 124E.03, Subd. 2(g) and (j) (Applicable Law)
Minn. Stat. § 260A.02 (Definitions)
Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is a Continuing Truant)
Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)
Minn. Stat. § 260C.201 (Dispositions; Children in Need of Protection or Services or Neglected and in Foster Care)
Goss v. Lopez, 419 U.S. 565 (1975)
Slocum v. Holton Bd. of Educ., 429 N.W.2d 607 (Mich. App. Ct. 1988)
Campbell v. Bd. of Educ. of New Milford, 475 A.2d 289 (Conn. 1984)
Hamer v. Bd. of Educ. of Twp. High Sch. Dist. No. 113, 66 Ill. App.3d 7, 383 N.E.2d 231 (1978)
Gutierrez v. Sch. Dist. R-1, 585 P.2d 935 (Co. Ct. App. 1978)
Knight v. Bd. of Educ., 38 Ill. App. 3d 603, 348 N.E.2d 299 (1976)
Dorsey v. Bale, 521 S.W.2d 76 (Ky. 1975)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)

PACT Charter School

Original Creation Date: February 11, 2014

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: September 5, 2024

Year Reviewed: 2024-2025