

AGENDA

1. **Call To Order**
2. **Superintendent's Reports**
 - a. Policy Updates 2
 - b. BILT Updates for 26-27
 - i. Updated Pay Structure for BILT (Building Instructional Leadership Team)
 - ii. BILT Job Description 28
 - iii. BILT Summer Institute Dates
 - c. Online School Pay Structure
 - d. Connexus Energy Savings
3. **Curriculum and Instruction Reports**
 - a. Elementary Instructional Model Update 30
Lara
 - b. Secondary Schedule Update
Shawn
 - c. Online School Update
Shawn
 - i. 6th Grade
Shawn
 - ii. Accelerated Education Platform and Curriculum
Shawn
4. **Human Resource and Operations Reports**
5. **Budget, Finance, and Operations Reports**
 - a. January Financials
 - b. BFC Update
Nathan Plack
6. **School Board**
7. **Adjourn**

608 INSTRUCTIONAL SERVICES – SPECIAL EDUCATION

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

I. PURPOSE

The purpose of this policy is to set forth the position of PACT Charter School board on the need to provide special educational services to some students in PACT Charter School.

II. GENERAL STATEMENT OF POLICY

PACT Charter School board recognizes that some students need special education and further recognizes the importance of providing a free appropriate public education and delivery system for students in need of special education.

III. CHILDREN BIRTH THROUGH AGE SIX EXPERIENCING DEVELOPMENTAL DELAYS

- A. "Child with a disability" means a child identified under federal and state special education law as deaf or hard-of-hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two (2) and by the rules of the Commissioner of the Minnesota Department of Education for all other children. A licensed physician, an advanced practice registered nurse, a physician assistant, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability.
- B. In addition to Paragraph A., at PACT Charter School discretion, every child from age three (3) through age six (6), who needs special instruction and services, as determined by the rules of the Commissioner of the Minnesota Department of Education for children ages three (3) through six (6), because the child has a substantial delay or has a diagnosed physical or mental condition or disorder with a high probability of resulting in developmental delay is a child with a disability.

[NOTE: The 2024 Minnesota legislature revised these provisions in part to account for the responsibilities of the new Department of Children, Youth, and Families. The provisions quote Minnesota Statutes, section 125A.02.]

IV. RESPONSIBILITIES

- A. PACT Charter School board accepts its responsibility to identify, evaluate, and provide special education and related services for disabled children who are properly the responsibility of the charter school and who meet the criteria to qualify for special education and related services as set forth in Minnesota and federal law.
- B. PACT Charter School shall ensure that all qualified children with a disability are provided special education and related services that are appropriate to their educational needs.
- C. When such services require or result from interagency cooperation, PACT Charter School shall participate in such interagency activities in compliance with applicable federal and state law.
- D. PACT Charter School may conduct an assessment for developmental adapted physical education, as defined in Minnesota Rules, part 3525.1352, as a stand-alone evaluation

without conducting a comprehensive evaluation of the student in accordance with prior written notice provisions in Minnesota Statutes, section 125A.091, subdivision 3a. A parent or guardian may request that the school conduct a comprehensive evaluation of the parent's or guardian's student.

[NOTE: The 2024 Minnesota legislature enacted paragraph D. This provision is permissive, not mandatory. A school board can decide whether to add it to a policy.]

Legal References: Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124E.03 (Applicable Law)
Minn. Stat. § 124E.10 (Charter Contract)
Minn. Stat. § 124E.21 (Special Education Aid)
Minn. Stat. Ch. 125A (Special Education and Special Services)
Minn. Rules 3525.0210, Subp. 15 (Definitions)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

PACT Charter School

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612 DEVELOPMENT OF PARENT AND FAMILY ENGAGEMENT POLICIES FOR TITLE I PROGRAMS

[Note: This policy reflects federal statutory changes made by the Every Student Succeeds Act (ESSA), which require charter schools to meet with parents and jointly develop parent and family engagement policies. This policy lists the required components of the parent and family engagement policies described herein and serves as a framework for their development. The policies and these components are mandatory for the charter school to receive federal funds under this program.]

I. PURPOSE

The purpose of this policy is to encourage and facilitate involvement by parents of students participating in Title I in the educational programs and experiences of students. The policy shall provide the framework for organized, systematic, ongoing, informed, and timely parental involvement in relation to decisions about the Title I services within PACT Charter School.

II. GENERAL STATEMENT OF POLICY

- A. The policy of PACT Charter School is to plan and implement, with meaningful consultation with parents of participating children, programs, activities, and procedures for the engagement of parents and families in its Title I programs.
- B. The policy of PACT Charter School is to fully comply with 20 United States Code, section 6318 which requires the charter school to develop jointly with, agree upon with, and distribute to parents of children participating in Title I programs written parent and family engagement policies.

III. DEVELOPMENT OF CHARTER SCHOOL LEVEL POLICY

The school board directs the administration to develop jointly with, agree upon with, and distribute to parents and family members of participating children a written parent and family engagement policy that will be incorporated into PACT Charter School's Title I plan. The policy will establish the expectations for meaningful parent and family involvement and describe how PACT Charter School will:

- A. Involve parents and family members in the joint development of PACT Charter School's Title I plan and the development of support and improvement plans;
- B. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within PACT Charter School in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- C. Coordinate and integrate parent and family engagement strategies with similar strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs;
- D. Use the findings of such evaluations to design evidence-based strategies for more effective parental involvement and to revise, if necessary, PACT Charter School parent and family engagement policies; and
- E. Involve parents in the activities of the schools for the purposes of developing, revising, and reviewing the parent and family engagement policy.

IV. DEVELOPMENT OF SCHOOL LEVEL POLICY

PACT Charter School board directs the administration to develop (or amend an existing parental involvement policy) jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents and families, that shall describe the means for carrying out the federal requirements of parent and family engagement. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

- A. As a component of this policy, PACT Charter School shall jointly develop with parents a school/parent compact which outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact shall:
1. Describe PACT Charter School's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet state student academic achievement standards;
 2. Describe the ways each parent will be responsible for supporting his or her child's learning by volunteering in his or her child's classroom and participating, as appropriate, in decisions relating to his or her child's education and use of extracurricular time.
 3. Address the importance of communication between teachers and parents on an on-going basis through the use of:
 - a. Annual parent-teacher conferences to discuss the compact and the child's achievement;
 - b. Frequent progress reports to the parents; and
 - c. Reasonable access to staff, opportunities to volunteer, participate in the child's class, and observe in the child's classroom.
 - d. Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
- B. To ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student academic achievement, the policy will describe how PACT Charter School will:
1. Provide assistance to participating parents in understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;
 2. Provide materials and training to assist parents in working with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
 3. Educate school staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and school;
 4. Coordinate and integrate parental involvement programs and activities with

other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children to the extent feasible and appropriate;

5. Ensure, to the extent practicable, that information about school and parent meetings, programs, and activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and
 6. Provide such other reasonable support for parental involvement activities as requested by parents.
- C. The policy will also describe the process to be taken if PACT Charter School chooses to:
1. Involve parents in the development of training for school staff to improve the effectiveness of such training;
 2. Provide necessary literacy training with funds received under Title I programs if all other funding has been exhausted;
 3. Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
 4. Train parents to enhance the involvement of other parents;
 5. Arrange meetings at a variety of times between teachers or other educators, who work directly with participating children, and parents who are unable to attend such conferences at school in order to maximize parental involvement and participation in school-related activities;
 6. Adopt and implement model approaches to improving parental involvement;
 7. Develop appropriate roles for community-based organizations and business in parental involvement activities; and
 8. Establish a parent advisory council to provide advice on all matters related to parental involvement in Title I programs.
- D. To carry out the requirements of parent and family engagement, PACT Charter School, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language that is understandable by the parents.
- E. PACT Charter School shall inform parents and parent organizations of the existence of family engagement in education programs. The policies will be updated periodically to meet the changing needs of parents and the school.

Legal References: 20 U.S.C. § 6318 (Parent and Family Engagement)

Cross References: None

Resources: [U.S. Department of Education: *Parent and Family Engagement Non-Regulatory Guidance \(January 2025\)*](#)

PACT Charter School

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613 GRADUATION REQUIREMENTS

[NOTE: The requirements set forth in this policy govern the graduation standards that Minnesota public schools must require for a high school diploma for all students.]

I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from PACT Charter School.

II. GENERAL STATEMENT OF POLICY

The policy of PACT Charter School is that all students must demonstrate, as determined by PACT Charter School, their satisfactory completion of the credit requirements and their understanding of academic standards. PACT Charter School must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

- A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by PACT Charter School.
- B. "English language learners" or "English learners" or "ELL" or "EL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.
- C. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- D. "Required standard" means a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, health, and the arts. Locally developed academic standards in health apply until statewide rules implementing statewide health standards under Minnesota Statutes, section 120B.021, subdivision 3, are required to be implemented in the classroom.

[NOTE: The 2024 Minnesota legislature enacted this change. Paragraphs B and C are flipped to create alphabetical order.]

- E. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

IV. CHARTER SCHOOL ASSESSMENT COORDINATOR

The Executive Director of Teaching and Learning shall be named PACT Charter School's Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

V. ASSESSMENT GRADUATION REQUIREMENTS

- A. Graduation Requirements

Students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

1. Achievement and career and college readiness in mathematics, reading, and writing, consistent with paragraph (k) and to the extent available, to monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and, based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student; and
2. Consistent with this paragraph and Minnesota Statutes, section 120B.125 (*see Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
3. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.

[NOTE: Minnesota Statutes 120B.303 includes the reference to paragraph (k) found in subparagraph 1. above. This statute no longer has a paragraph (k). MSBA has informed the Minnesota Revisor's Office, which replied that it will seek correction during the 2025 legislative session.]

B. Targeted Instruction Plan

1. A student must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
2. Consistent with Minnesota Statutes, sections 120B.13, 124D.09, 124D.091, 124D.49, and related sections, an enrolling school or district must actively encourage a student in grade 11 or 12 who is identified as academically ready for a career or college to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.
3. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.

[NOTE: The revisions in Paragraphs A and B align the model policy language with Minnesota Statutes, 120B.303.]

- C. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

Students must successfully complete, as determined by PACT Charter School, the following high school level credits for graduation:

A. Credit Requirements

1. Four credits of language arts sufficient to satisfy all academic standards in English language arts;
2. Three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;
3. Three credits of science, including one credit to satisfy all the earth and space science standards for grades 9 through 12, one credit to satisfy all the life science standards for grades 9 through 12, and one credit to satisfy all the chemistry or physics standards for grades 9 through 12;
4. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, in either grade 11 or 12 for students beginning in grade 9 in the 2025-2026 school year and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship under Minnesota Statutes, section 120B.21, subdivision 1a, and a combination of other credits encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;

[NOTE: This revision includes the 2024 change on implementation of the government and citizenship requirement to the 2025-26 school year.]

5. One credit in the arts sufficient to satisfy all of the state or local academic standards in the arts;
6. Credit sufficient to satisfy the state standards in physical education; and
7. A minimum of seven elective credits.
8. Students who begin grade 9 in the 2024-2025 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or 12. A teacher of a personal finance course that satisfies the graduation requirement must have a field license or out-of-field permission in agricultural education, business, family and consumer science, social studies, or math.

[Note: The revisions above align the policy language with Minnesota law, including changes enacted by the 2024 Minnesota legislature concerning physical education credit and state standards in health. Paragraph 8 was enacted in 2023; it affects students who begin grade 9 in the 2024-25 school year.]

B. Credit equivalencies

1. A one-half credit of economics taught in a school's agricultural, food, and natural resources education or business education program or department may fulfill a one-half credit in social studies under Paragraph A.4., above, if the credit is sufficient to satisfy all of the academic standards in economics.
2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph A.3, above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the charter school. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph A.3, above, if the credit meets the state chemistry or physics academic standards as approved by the charter school. A student must satisfy

either all of the chemistry academic standards or all of the physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph A.3, above.

3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph A.2 or Paragraph A.5, above.
4. A computer science credit may fulfill a mathematics credit requirement under Paragraph A.2, above, if the credit meets state academic standards in mathematics.
5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph A.2 or Paragraph A.3, above, if the credit meets the state academic standards in mathematics or science.
6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

[NOTE: The revisions above align the policy language with Minnesota law, including changes enacted by the 2024 Minnesota legislature. Starting in the 2026-27 school year, a high school must offer an ethnic studies course; in elementary and middle schools by the 2027-28 school year.]

VII. GRADUATION STANDARDS REQUIREMENTS

- A. All students must demonstrate their understanding of the following academic standards:
 1. Charter School Standards, Health (K-12);
 2. Charter School Standards, Career and Technical Education (K-12); and
 3. Charter School Standards, World Languages (K-12).
- B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis.* A charter school must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.

* Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual charter school needs.
- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
 1. Minnesota Academic Standards, English Language Arts K-12;
 2. Minnesota Academic Standards, Mathematics K-12;
 3. Minnesota Academic Standards, Science K-12;
 4. Minnesota Academic Standards, Social Studies K-12; and
 5. Minnesota Academic Standards, Physical Education K-12.

- D. State standards in the Arts K-12 are available, or PACT Charter School may choose to develop their own standards.
- E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minnesota Statutes, section 120B.07, upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- C. The principal’s decision shall be in writing and may be subject to review by the executive director and school board.

PACT Charter School Graduation Credit Requirements

Graduation Year	2026 and beyond
Course	Credits
Language Arts	4
Social Studies	3.5
Math	3
Science	3
World Language	2
Physical Education (PE)	1
Health	0.5
Fine Arts	1
Personal Finance	0.5
Electives (Advisory is required for full time students)	7
Minimum Requirements	25

The minimum credits needed to graduate can vary per graduation year due to local and/or state requirement changes. Students are required to meet credit requirements according to the chart below. There are 30 credits available for full-time students during their high school years, 9th through 12th grade. One credit is equivalent to a full-year or completion of two semesters of a course that meets daily.

Further Graduation Requirement information:

- Actual credit values for transfer students may differ from these requirements. The intent for transfer students is for them to have taken the equivalent of the coursework listed above.
 - CIS/PSEO credits are calculated at a ratio of 4:1 PACT credits.
 - A 3-credit CIS/PSEO course is adequate to meet a one-year PACT graduation requirement in a specific area, although it will transfer to PACT as 0.75 credits. The additional 0.25 credits need to be met through electives.
 - The total number of credits required for graduation is the same for all PACT students.
 - Pre-High School Students who successfully complete a high school course will be given high school credit.
 - The Fine Arts requirement may be met by taking two semesters (or a combination of two) of music, dance, theater, visual arts, or media arts. PACT has numerous elective options (over four years) that meet these requirements.
 - Advisory is worth .75 a credit each year for a total of 3 credits. Any deficiencies in Advisory credit must be made up through elective credits.
 - 3 credits of Math with a minimum of Algebra 2.
 - 3.5 credits of Social Studies need to be met in the following:
 - US History (1 credit)
 - Geography (0.5 credit)
 - World History (1 credit)
 - Government and Citizenship (0.5 credit)
 - Economics (0.5 credit)
 - 3 credits of Science need to be met in the following:
 - Biology (1 credit)
 - Physics or Chemistry (1 credit)
 - Earth Science (1 credit)
 - Health and PE requirements may be taken anytime throughout grades 9-12.
 - Personal Finance (.5 credit)

- World Language credits can be satisfied by receiving a passing score on the ACTFL proficiency test.

If graduation requirements are not entirely met, a student may participate in graduation activities without receiving a diploma if they meet the following criteria:

- They are no more than 1.0 credit short.

Diplomas will be issued to students upon successful completion of all requirements.

Legal References: Minn. Stat. § 120B.018 (Definitions)
 Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)
 Minn. Stat. § 120B.021 (Required Academic Standards)
 Minn. Stat. § 120B.023 (Benchmarks)
 Minn. Stat. § 120B.024 (Credits)
 Minn. Stat. § 120B.07 (Early Graduation)
 Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
 Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
 Minn. Stat. § 120B.30 (General Requirements; Statewide Assessments)
 Minn. Stat. § 120B.303 (Assessment Graduation Requirements)
 Minn. Stat. § 120B.307 (College and Career Readiness)
 Minn. Stat. § 124E.03 (Applicable Law)
 Minn. Rules Part 3501.0660 (Academic Standards For Kindergarten through Grade 12)
 Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
 Minn. Rules Part 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12))
 Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
 Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)
 Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
 Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (Charter School Mission Statement)
 MSBA/MASA Model Policy 601 (Charter School Curriculum and Instruction Goals)
 MSBA/MASA Model Policy 614 (Charter School Testing Plan and Procedure)
 MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
 MSBA/MASA Model Policy 616 (Charter School System Accountability)

PACT Charter School

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616 CHARTER SCHOOL SYSTEM ACCOUNTABILITY

[NOTE: Minnesota Statutes, section 120B.11 requires charter schools to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. Model Policies 601, 603, and 616 address these statutory requirements. In addition, Model Policies 613-615 and 618-620 provide procedures to further implement the requirements of Minnesota Statutes, section 120B.11.]

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process that promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding implementation of the Minnesota K-12 Academic Standards and federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota K-12 Academic Standards and federal law requires accountability for PACT Charter School. PACT Charter School established a system to transition to the graduation requirements of the Minnesota K-12 Academic Standards. PACT Charter School also established a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. PACT Charter School will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

- A. "Comprehensive Achievement and Civic Readiness" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school; and prepare students to be lifelong learners.
- B. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the charter school.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

- A. PACT Charter School must adopt a plan, budget, and process, consistent with Minnesota Statutes, section 120B.11, to review curriculum, instruction, and student achievement and strive for comprehensive achievement and civic readiness.
- B. Comprehensive Continuous Improvement of Student Achievement
 - 1. PACT Charter School Advisory Committee will meet annually to advise and assist PACT Charter School in the implementation of PACT Charter School's system accountability and comprehensive continuous improvement process aligning with the budget process.
 - 2. PACT Charter School's administration, working in cooperation with committees of the charter school [Committees include, but are not limited to: Instructional Cabinet, Building Instructional Leadership Teams, and the Teaching and Learning Department], will provide active community participation in:
 - a. Reviewing PACT Charter School's instructional and curriculum plan,

with emphasis on implementing the Minnesota K-12 Academic Standards;

- b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Making recommendations regarding the evaluation process that will be used to measure charter school progress toward its goals; and,
 - d. Advising the school board about development of the annual budget.
3. PACT Charter School's Advisory Committee shall meet the following criteria:
- a. PACT Charter School's Advisory Committee shall ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and school academic standards consistent with Minnesota Statutes, section 120B.11, subdivision 2..
 - b. PACT Charter School's Advisory Committee shall make recommendations to the school board on charter school-wide standards, assessments, and program evaluation.
 - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting PACT Charter School's improvement plan.
 - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Charter School Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
4. Translation services should be provided to the extent appropriate and practicable.

C. Annual Public Report

1. PACT Charter School must publish an annual report approved by the board of directors. The annual report must at least include information on school enrollment, student attrition, governance and management, staffing, finances, management agreements with a CMO or EMO, academic performance, innovative practices and implementation, and future plans. PACT Charter School may combine this report with the reporting required under Minnesota Statutes, section 120B.11 governing comprehensive achievement and civic readiness.
2. PACT Charter School must post the annual report on the school's official website. PACT Charter School also must distribute the annual report by publication, mail, or electronic means to its authorizer, school employees, and parents and legal guardians of students enrolled in the charter school.
3. The reports are public data under Minnesota Statutes, chapter 13.

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

Minn. Stat. § 120B.018 (Definitions)
 Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)
 Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
 Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)
 Minn. Stat. § 120B.36 (School Accountability)
 Minn. Stat. § 122A.40 (Employment; Contracts; Termination)
 Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)
 Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other Agreements)
 Minn. Stat. § 123B.147 (Principals)
 Minn. Stat. § 124E.03 (Applicable Law)
 Minn. Stat. § 124E.16 (Reports)
 Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)
 Minn. Rules Parts 3501.0660 (Academic Standards for Kindergarten through Grade 12 [Language Arts])
 Minn. Rules Parts 3501.07 (Academic Standards for Mathematics)
 Minn. Rules Parts 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12)
 Minn. Rules Parts 3501.0960 (Academic Science Standards for Kindergarten through Grade 12)
 Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)
 Minn. Rules Parts 3501.13 (Academic Standards for Social Studies)
 Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

MSBA/MASA Model Policy 104 (Charter School Mission Statement)
 MSBA/MASA Model Policy 601 (Charter School Curriculum and Instruction Goals)
 MSBA/MASA Model Policy 613 (Graduation Requirements)
 MSBA/MASA Model Policy 614 (Charter School Testing Plan and Procedure)
 MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
 MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
 MSBA/MASA Model Policy 619 (Staff Development for Standards)
 MSBA/MASA Model Policy 620 (Credit for Learning)

PACT Charter School

Original Creation Date: March 2026
Last Approved By: PACT Charter School Board of Directors
Last Approved Date:
Year Reviewed:

618 ASSESSMENT OF STUDENT ACHIEVEMENT

I. PURPOSE

The purpose of this policy is to institute a process for the establishment and revision of assessments to measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.

II. GENERAL STATEMENT OF POLICY

PACT Charter School has established a procedure by which students shall complete Graduation Requirements. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. PACT Charter School strives to continually enhance student achievement of Graduation Requirements.

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Benchmark" means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. "Career and college ready," for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.
- D. "Cultural competence," "cultural competency," or "culturally competent," for purposes of statewide accountability, means the ability of families and educators to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.
- E. "Elective standards" means a locally adopted expectation for student learning in career and technical education and world languages.
- F. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
- G. "Required standard" means a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, health, and the arts. Locally developed academic standards in health apply until statewide rules implementing statewide health standards are required to be implemented in the classroom.

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The Superintendent shall establish criteria by which student performance of local academic standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.
- B. The Superintendent shall ensure that students and parents or guardians are provided with notice of the process by which academic standards will be assessed.

- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of assessments under the Minnesota Academic Standards.

V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

A. Benchmarks

PACT Charter School will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard.

[NOTE: Charter schools are required to formally establish a periodic review cycle for academic standards and related benchmarks in world languages and career and technical education.]

B. Statewide Academic Standards Testing

1. PACT Charter School will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards.
2. PACT Charter School will administer annually, in accordance with the process determined by the Minnesota Department of Education (MDE), the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:
 - a. computer-adaptive reading and mathematics assessments in grades 3 through 8;
 - b. state-developed high school reading and mathematics tests aligned with state academic standards;
 - c. a high school writing test aligned with state standards when it becomes available; and
 - c. science assessments. Annual science assessments are required in one (1) grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
3. PACT Charter School will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
4. PACT Charter School may use a student's performance on a statewide assessment as one of multiple criteria to determine grade promotion or retention. PACT Charter School may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
5. PACT Charter School must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the charter school may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.

6. Students who do not meet or exceed the Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments administered during high school, shall be informed that admission to a public school is free and available to any resident under twenty-one (21) years of age or who meets the requirements of Minnesota Statutes, section 120A.20, subdivision 1, paragraph (c). The charter school will determine how this notice is given.

C. Student Participation

1. The Commissioner of the Minnesota Department of Education (“Commissioner”) must create and publish a form for parents and guardians that:
 - a. explains the need for state academic standards;
 - b. identifies the state assessments that are aligned with state standards;
 - c. identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;
 - d. states that students who receive a college ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area;
 - e. summarizes the provisions in Minnesota Statutes, section 120B.306, subdivision 1; and
 - f. notifies a parent of the right to not have the parent’s child participate in the state and locally required assessments, and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.
2. PACT Charter School must post the form created by the Commissioner on PACT Charter School’s website and include it in PACT Charter School’s student handbook.
3. PACT Charter School may provide a student’s parent access to the student’s individual student performance data and achievement report that is made available under Minnesota Statutes, section 120B.305, paragraph (b), clause (1), when the performance data and report is available to the charter school.

[NOTE: The 2024 Minnesota legislature enacted subparagraph C.3.]

VI. RIGOROUS COURSE OF STUDY WAIVER

- A. Upon receiving a student’s application signed by the student’s parent or guardian, PACT Charter School must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:
 1. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of PACT Charter School; or an approved preparatory program for employment or postsecondary education that is equally or more rigorous than the corresponding state or local academic standard required by PACT Charter School;
 2. would be precluded from participating in the rigorous course of study, learning

opportunity, or preparatory employment or postsecondary education program if the student were required to achieve the academic standard to be waived; and

3. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or postsecondary education program.
- B. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard required for graduation.
 - C. A student who satisfactorily completes a postsecondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

VII. CAREER EXPLORATION ASSESSMENT

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.
- B. On an annual basis, PACT Charter School must use the career exploration elements to help students, beginning no later than grade 9, and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. PACT Charter School must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.
- C. Though not a high school graduation requirement, all students, except those eligible for alternative assessments, will be encouraged to participate in a nationally recognized college entrance exam.
- D. A student who demonstrates attainment of required state academic standards, which include career and college readiness benchmarks on high school assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, PACT Charter School must pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The charter school may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. PACT Charter School must waive the cost for a student who is unable to pay.

- E. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
- F. In developing, supporting, and improving students' academic readiness for a career or college, PACT Charter School must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.30 (General Requirements; Statewide Assessments)
Minn. Stat. § 120B.302 (General Requirements; Test Design)
Minn. Stat. § 120B.305 (Assessment Reporting Requirements)
Minn. Stat. § 120B.306 (District Assessment Requirements)
Minn. Stat. § 120B.307 (College and Career Readiness)
Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)
Minn. Rules Parts 3501.0660 (Academic Standards for Kindergarten through Grade 12 [Language Arts])
Minn. Rules Parts 3501.0750 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.0960 (Academic Science Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1350 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (Charter School Mission Statement)
MSBA/MASA Model Policy 601 (Charter School Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (Charter School Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (Charter School System Accountability)

PACT Charter School

Original Creation Date: March 2026
Last Approved By: PACT Charter School Board of Directors
Last Approved Date:
Year Reviewed:

618-632 - TELE-RELATED SERVICES POLICY

I. PURPOSE

This tele-related services policy provides a comprehensive protocol for the use of web-based tele-related services to students within PACT Charter School. Tele-related service is the application of telecommunications technology for the delivery of professional services at a distance by linking a professional to a student for assessment, intervention, and/or consultation.

Tele-related services are provided to students for the purpose of consultation, evaluation, and service delivery in the areas of Occupational Therapy, Physical Therapy, Mental Health, School Psychology and Speech/Language Pathology.

II. GENERAL STATEMENT OF POLICY

1. **Applicability:** This policy applies to all providers utilizing a web-based platform to deliver tele-related services.
2. **Roles and Responsibilities:** PACT Charter School providers who deliver tele-related services must possess specialized knowledge and skills in selecting assessments and interventions that are appropriate to the technology and take into consideration student and disorder variables. Assessment and therapy procedures and materials may need to be modified or adapted to accommodate the lack of physical contact with the student. These modifications are reflected in the interpretation and documentation of the service. The Charter School is responsible for defining tele-related services in a school that will:
 - a. Ensure the tele-related services professional meet all state requirements to practice in the school.
 - b. Ensure the tele-related services professional has knowledge, skills and training in the use of tele-related services.
3. **Student safety before, during, and after the tele-related service is provided:** The student shall receive related services from an appropriately certified/licensed related service provider to assure safety during a tele-related services session.
4. **Discontinuing tele-related services:** Students who have been determined appropriate candidates for tele-related services will follow the same Minnesota eligibility criteria for entrance and exit from services as students receiving face-to face services.
5. **Privacy and Security:** The professional must ensure student confidentiality when tele-related services are utilized. This includes demonstrating knowledge of:
 - a. Health Insurance Portability and Accountability Act (HIPAA);
 - b. Health Information Technology for Economic and Clinical Health Act of 2009 (HITEH);
 - c. Family Education Rights and Privacy Act of 1974 (FERPA);
 - d. State and federal regulations pertaining to electronic storage of information for local computer servers and local area networks;
 - e. Type of technology utilized;
 - f. Knowledge of the tele-related services software and hardware applications.
6. **Required Documentation:**
 - a. **Type of service provided:** This information is documented in the Individualized Education Program (IEP) and on the Medical Assistance (MA) billing activity logs.

- b. Time service begins and time service ends: This information is documented on the Medical Assistance activity logs.
7. Description of provider's basis for determining tele-related services is appropriate: Services are based on the unique needs of each individual student; tele-related services may not be appropriate in all circumstances or for all students. Candidacy for receiving services via tele-related services will be assessed prior to initiating services. The student's education, culture, age, and ability will be used to determine eligibility.
 - a. Code of Ethics: Providers who hold the appropriate licensure or equivalent shall evaluate the effectiveness of services provided and they shall provide services only when benefit can be expected.
 - b. Providers shall make use of technology and instrumentation consistent with accepted professional guidelines in their areas of practice. If proper technology is not available, an appropriate referral may be made.
8. Mode of Transmission: The PACT Charter School IT department determines the web-based platform that is secure and encrypted as specified by the Health Insurance Portability & Accountability Act of 1996 Privacy & Security rules. Providers shall ensure that all technology and instrumentation used to provide services are in proper working order and properly calibrated.
9. Location of originating and distant site: The originating site is the location of the student at the time the provider is providing the service via a tele-related services session. Documentation of the site occurs on the IEP and on the Medical Assistance activity log.

The distant site is the location where the provider is located while providing the tele-related services service. Documentation of location occurs on the IEP and on the Medical Assistance activity log.

PACT Charter School

Original Creation Date: April 2020

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: July 11, 2024

Year Reviewed: 2024-2025

619 STAFF DEVELOPMENT FOR STANDARDS

I. PURPOSE

The purpose of this policy is to establish opportunities for staff development that advance the staff's ability to work effectively with the Assessment Graduation Requirements and with students as they progress to achievement of those Assessment Graduation Requirements and meet the requirements of federal law.

II. GENERAL STATEMENT OF POLICY

PACT Charter School is committed to developing staff policies and processes for continuous improvement of curriculum, instruction, and assessment to ensure effective implementation of the Assessment Graduation Requirements and federal law at all levels.

III. STAFF DEVELOPMENT

- A. The district and building level instructional leadership teams shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Assessment Graduation Requirements and federal law at all levels. The Committee will advise the school board on the planning of staff development opportunities.
- B. PACT Charter School shall place a high priority on staff development including activities, programs, and other efforts to implement the Assessment Graduation Requirements effectively and to upgrade that implementation continuously.
- C. Staff development plans for PACT Charter School shall address identified needs for Assessment Graduation Requirements implementation throughout all levels of the charter school programs.
- D. In service, staff meeting, and building level staff development plans and programs shall focus on improving implementation of the Assessment Graduation Requirements at all levels for all students, including those with special needs.

IV. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Paraprofessionals

PACT Charter School will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles and responsibilities, and building orientation. Training will be provided within the first sixty (60) days a paraprofessional begins supervising or working with students.

Additionally, with regard to paraprofessionals providing support to special education students, PACT Charter School will ensure that annual training opportunities are required to enable the paraprofessional to further develop the knowledge and skills that are specific to the students with whom the paraprofessional works, including understanding disabilities, the unique and individual needs of each student according to the student's disability and how the disability affects the student's education and behavior, following lesson plans, and implementing follow-up instructional procedures and activities.

B. Teachers/Administrators

PACT Charter School will provide high quality and ongoing professional development activities as required by state and federal laws.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements

for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.303 (Assessment Graduation Requirements)
Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)
Minn. Stat. § 122A.16 (Qualified Teacher Defined)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Rules Parts 3501.0660 (Academic Standards for Kindergarten through Grade 12 [Language Arts])
Minn. Rules Parts 3501.07 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.0960 (Academic Science Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.13 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (Charter School Mission Statement)
MSBA/MASA Model Policy 601 (Charter School Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 616 (Charter School System Accountability)

PACT Charter School

Original Creation Date: March 2026

Last Approved By: PACT Charter School Board of Directors

Last Approved Date:

Year Reviewed:

622 - Musical Instrument Rental Policy

The PACT School Board allocates funds to purchase specific musical instruments intended for students enrolled in instrumental music courses at PACT Charter School. These instruments are essential for the proper instrumentation of the school band. Given their high cost, parents or students seldom purchase band instruments. The availability of instruments will be subject to budgetary constraints and prioritization. Parents and students interested in renting an instrument for a semester or the school year must pay the following fees (which may be adjusted annually based on costs). The fees are applicable for each semester the student utilizes the instrument.

- Students who **utilize a school-owned band instrument** both at school and at home will be assessed a non-refundable fee of **\$50 per semester**. This fee must be paid by the conclusion of the second week of each semester during which the instrument will be utilized.
- Students who **utilize a school-owned band instrument, including percussion and music lab students, which is kept exclusively at school for classroom purposes**, will incur a non-refundable preventative maintenance fee of **\$25 per semester**. This fee must be paid by the conclusion of the second week of the semester, during which the instrument will be utilized.

Rationale

Using school-owned instruments is a privilege. Fees help partially offset the costs of instrument purchase and routine maintenance.

Responsibility/Liability

When renting an instrument from the school, both the student and parent/guardian accept responsibility and liability for the instrument, which includes maintaining it in good condition, excluding normal wear. The instrumental music instructor retains the right to recall the instrument at any time due to it not being effectively used, adequately maintained, or non-payment of fees. Should the instrument sustain damage, the parent/guardian will be responsible for all repair costs beyond the student's rental fee, including potential full replacement.

Notes:

- The same conditions apply, and a new agreement must be signed.
- There is no reduction in the fee if the instrument is not used during the summer.

PACT Charter School

Original Creation Date: August 2009

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: June 6, 2024

Year Reviewed: 2024-2025



PACT
Charter School

Building Instructional Leadership Team
Member (BILT)

February 2026

Immediate Supervisor	Work Day	FLSA Status	Stipend
Building Principal and Executive Director of Teaching and Learning	School Year plus Summer BILT Institute	Exempt	\$2000

Position Summary

The Building Instructional Leadership Team Member is responsible for working towards the learning, communication, collaboration, implementation and feedback of the district and building goals for an aligned student experience and instructional excellence.

Responsibilities and Expectations

- Demonstrates understanding and alignment with district and building goals.
- Dedicated to learning about and responsible for communicating site and district goals to colleagues.
- Provides collaborative feedback to colleagues.
- Understands how PLCs work and demonstrates a willingness to train, monitor, and support others.
- Instrumental in implementing a school climate that results in academic and personal success for students.
- Responsible for planning and implementation of professional development when applicable.
- Responsible for gathering feedback and sharing feedback through BILT.
- Support building colleagues in the implementation of school board and teaching and learning curricula and serves as a resource to all teachers, especially new teachers.
- Engages in the continuous improvement model as it relates to BILT work.
- Committed to attending all meetings, including those scheduled in the summer and outside the work day, and actively participating in the work.
- Comfortable with challenging the status quo, willing to take risks, and doing things differently.

Work Requirements and Characteristics

Education and Experience	Skill Requirements
<p>Required:</p> <ul style="list-style-type: none"> • Bachelor's degree in education or related field • Valid Minnesota Teaching License • At least three years of successful classroom teaching • At least one year at PACT • Knowledge of MTSS • Experience in assessment analysis, PLC leadership, and continuous improvement <p>Preferred:</p> <ul style="list-style-type: none"> • Master's degree in education or related field 	<ul style="list-style-type: none"> • Deep understanding of high impact instructional practices • Strong communication and facilitation skills • Proficiency in data-driven decision making • Highly organized, adaptable, and solution-oriented • Collaborative in the educational environment

Hazardous Working Conditions and/or Exposure	See Physical Demands & Working Environment Chart
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This position description reflects an accurate summarization of the current duties and responsibilities assigned to the position and may be subject to other duties as assigned.



PACT
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Elementary Instructional Model: Flexible Grouping

We Imagined...

- A dynamic school, not a static school
- A united school, not a school where content is taught in isolation
- A school that is ready for growth and acceleration
(because, let's face it... our students were ready)
- A school where staff believe that ALL students are their students
- A school where collective efficacy is the norm

What is our district goal?

Growth to proficiency.

Growth past proficiency.

What is our district goal?

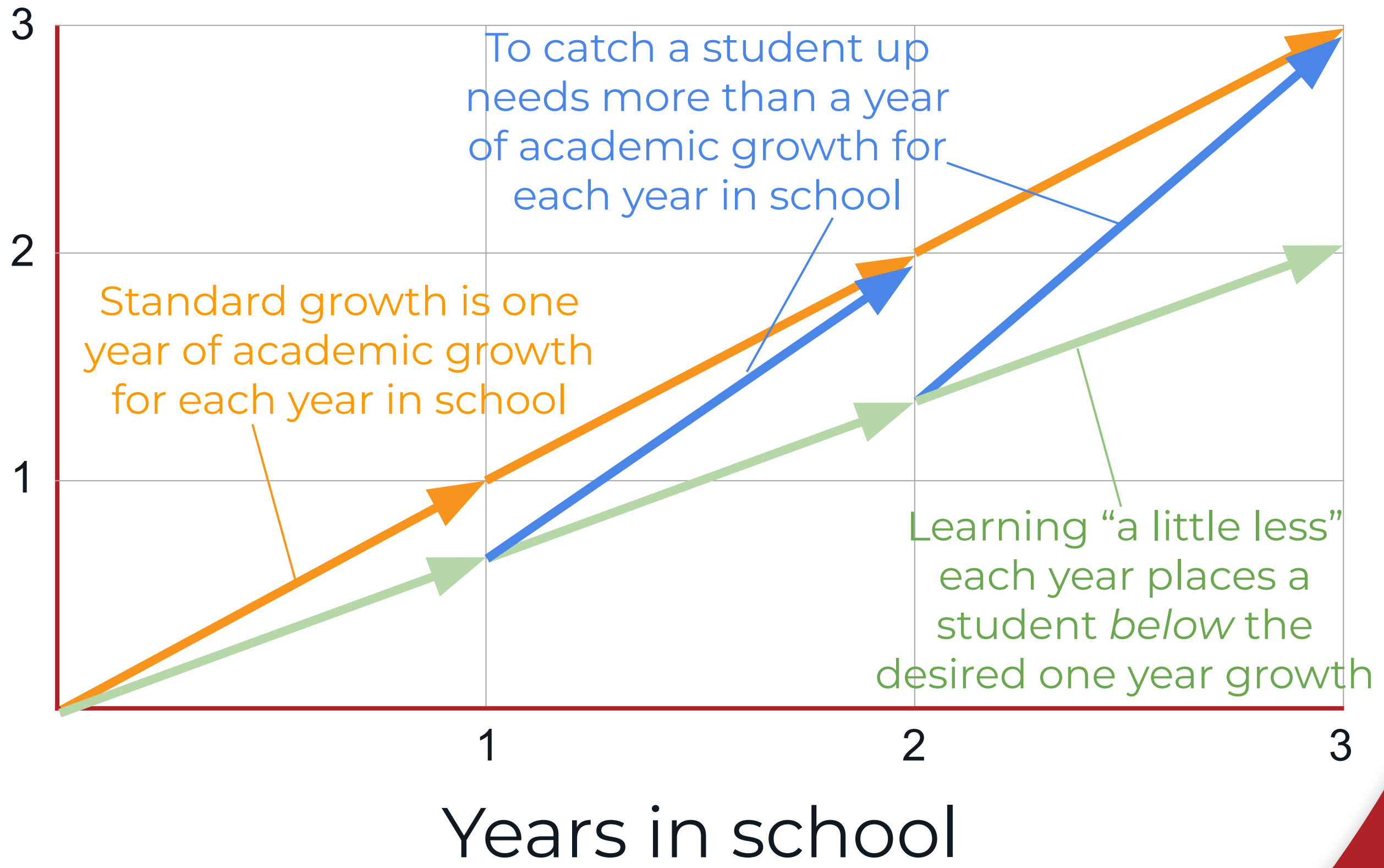
FastBridge categorizes growth into four types based on growth percentiles:

- Flat: 15th percentile and below
- Modest: 15th–40th percentile
- Typical: 40th–75th percentile
- Aggressive: 75th percentile and above

For students who are on grade level, the goal is at least one year's worth of growth (typical) in one year's time.

For students who are below grade level, the goal is more than a year's worth of growth (aggressive) in one year's time. Otherwise, we will never close the gap.

Annual Academic Growth



Alternate Pathways

Goal: To maximize instructional learning opportunities and achievement for all students.



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Flexible Grouping

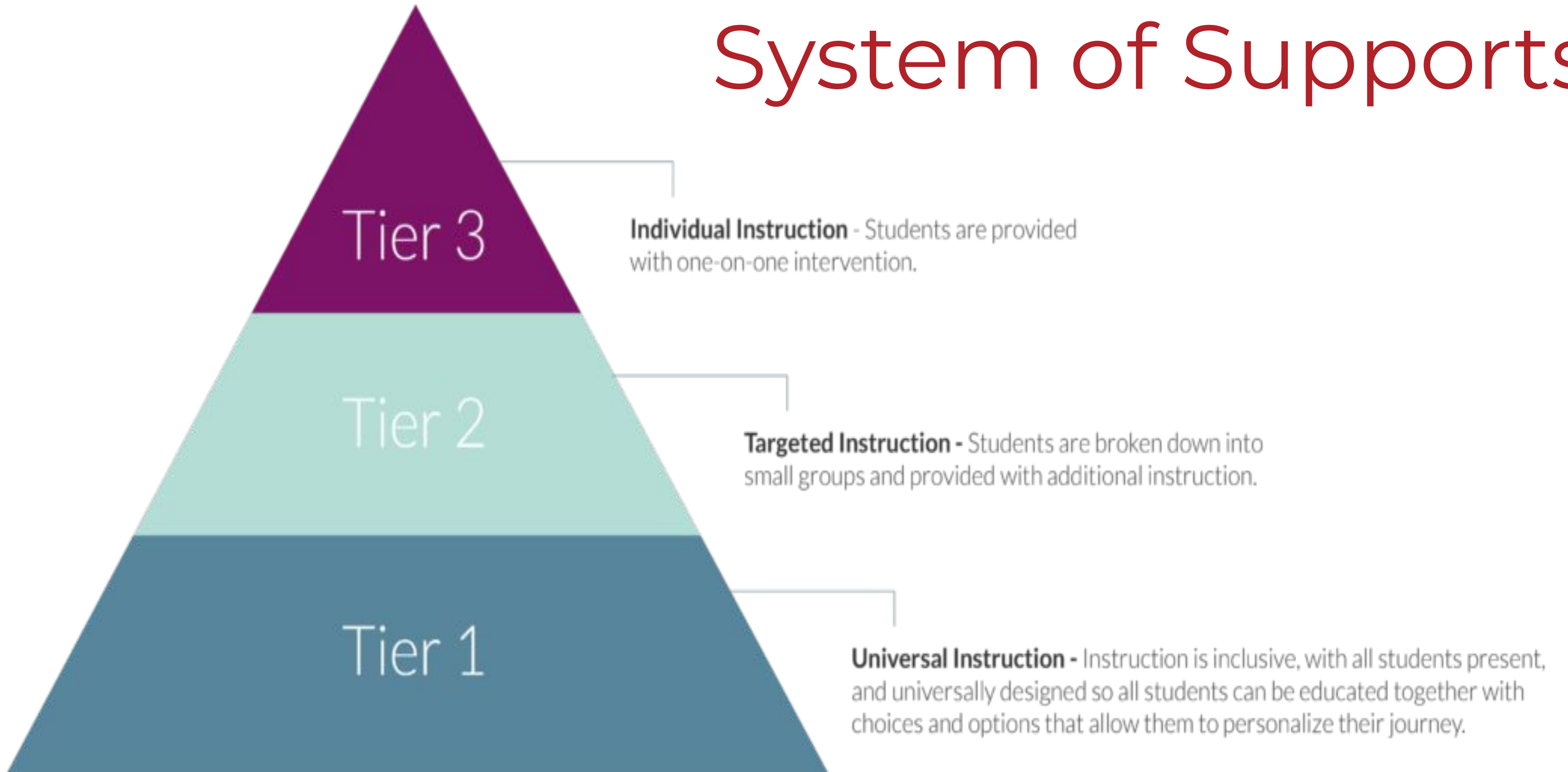
A teaching strategy that groups students based on individual needs, interests, and/or abilities, rather than their age or grade level. Groups can be fluid, as progress is monitored and accounted for throughout the school year.



Flexible Grouping Unpacked:

- Replace heterogeneous classroom instruction with targeted, ability based groupings for core subjects.
- Instruction aligned to skill level rather than strictly to their grade level placement.
 - Students performing below grade level
 - Students performing at grade level
 - Students performing above grade level.
- Structured & Flexible
- Data-Driven
- Instructional Precision & Reduction of Learning Gaps
- Increased Personalization & Engagement
- Expanded Opportunities
- Appropriate Pacing
- Targeted Feedback

MTSS: Multi-Tiered System of Supports



Benefits

(4th & 5th Grade Teacher Perspectives)

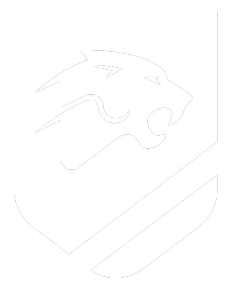
- Teachers Love It.
 - Easier to lesson plan
 - Pacing can be adjusted - for intervention & challenge
 - We know ALL the students!
 - Helps with lunchroom, recess, etc.
 - Professional collaboration & cohesiveness
 - Data driven decision making
 - Partnership with Families - Triangulation



Benefits

(4th & 5th Grade Teacher Perspectives)

- Students Love It.
 - Hands are up.
 - Students who didn't have the opportunity to speak up in class are now engaged.
 - Partner work/Group work is better. No one is “embarrassed” by working with peers at different skill levels.



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Benefits

(4th & 5th Grade Teacher Perspectives)

- Parents Love It.
 - “My kids used to sit there in class. Now they are involved in the learning. They know what’s going on.”
 - “Last year my daughter used to come home and tell us she was bored. We haven’t heard her say that this year.
 - Positive Conference Format Change Feedback



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Areas for Further Refinement (4th & 5th Grade Teacher Perspectives)

- There is still a large range of skill levels in the Developing classes.
 - Teaching both Content AND Confidence/Motivation
 - Classroom Management
- Students being pulled for EL, SpEd, Tier 3 Interventions, Speech, being absent, etc.
- Hallway travel & Lockers: Elementary expectations in a middle school model
- Being more intentional about Homeroom community efforts
- Setting into Routines at Beginning of Year



“Having high expectations
is an act of love.”



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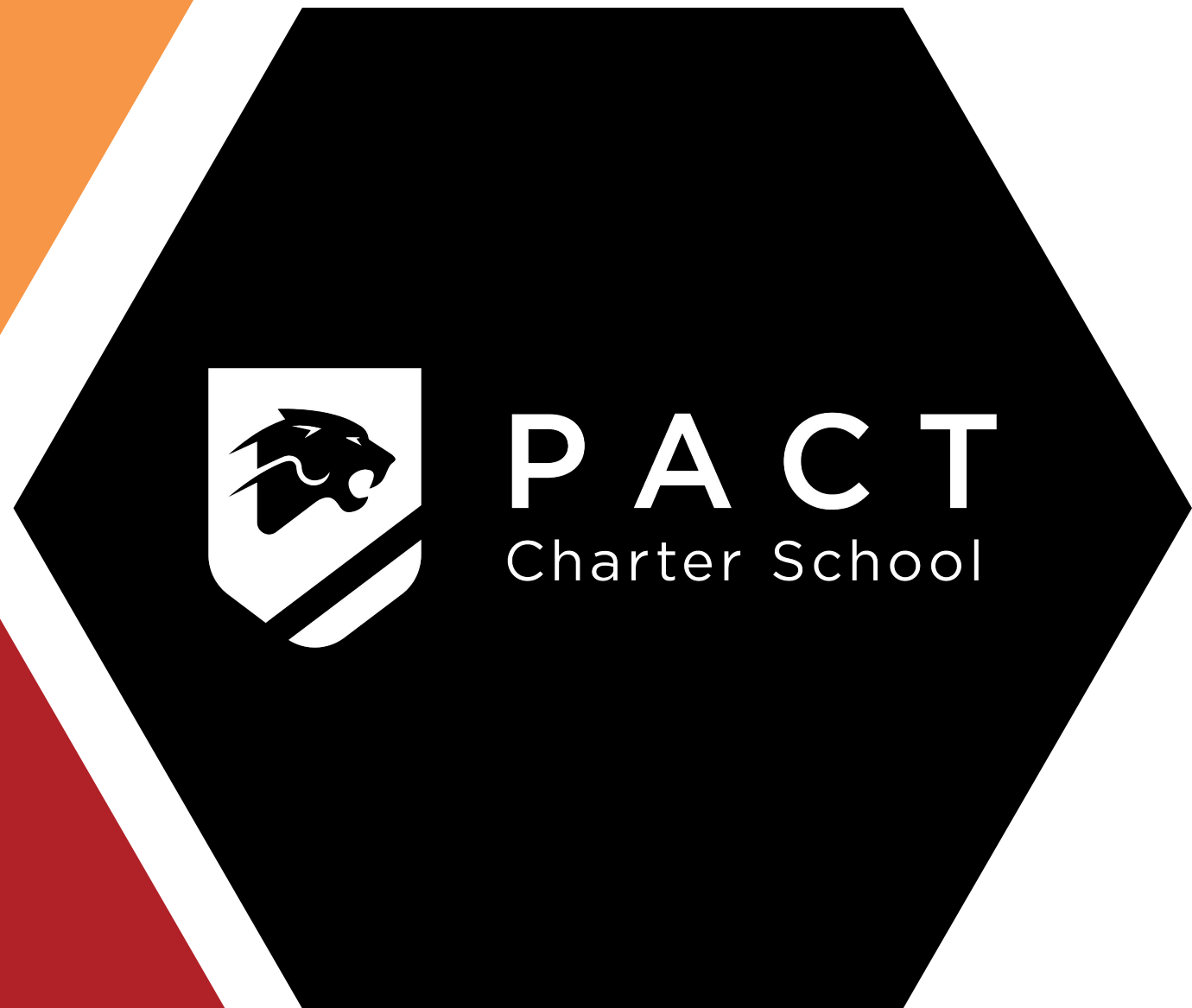
Is my child being
challenged?

Are my child's needs
being met?



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YES!



Thank you!

GO PACT!