

AGENDA

1. **Call To Order / Roll Call**
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 - c. Board Development Planning
Dr. Nathan Flansburg
 - i. Needs Assessment Review
Dr. Nathan Flansburg



- ii. Friday, August 7, 2026
- 1. **8:00 - 10:00 a.m. - Bridget Peterson - Financial**
- 2. **10:00 - 12:00 p.m. - Trevor Helmers - Legal**
 - d. Family Survey Results 53
Christine Erntson
- 3. **Curriculum and Instruction Reports**
 - a. Mentoring and Induction Program Presentation 79
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- 4. **Human Resource and Operations Reports**
- 5. **Budget, Finance, and Operations Reports**
 - a. No financials due to Fiscal (July 1, 2025 - June 30, 2026) End of Year
 - b. Custodial and Paraprofessional Rates of Pay 99
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Bridget Peterson
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Bridget Peterson
 - c. Budget and Finance Committee Update
Nathan Plack
- 6. **School Board**
- 7. **Adjourn**

101 LEGAL STATUS OF THE CHARTER SCHOOL

I. PURPOSE

A primary purpose of charter schools is to improve all pupil learning and achievement. Additional purposes include to (1) increase learning opportunities for all pupils; (2) encourage the use of different and innovative teaching methods; (3) measure learning outcomes and create different and innovative forms of measuring outcomes; (4) establish new forms of accountability for schools; and (5) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

II. GENERAL STATEMENT OF POLICY

- A. The charter school is subject to the control of the legislature, limited only by constitutional restrictions. The charter school has been created for educational purposes.
- B. The legislature has authority to prescribe the charter school's powers and privileges, its boundaries, and territorial jurisdictions.
- C. The charter school has only the powers conferred on it by the legislature; however, the board of directors' authority to govern, manage, and control the charter school, to carry out its duties and responsibilities, and to conduct the business of the charter school includes implied powers in addition to any specific powers granted by the legislature.

III. NONPROFIT CORPORATION

The charter school must be organized and operated as a nonprofit corporation under Minnesota Statutes Chapter 317A and the provisions of that chapter shall apply to the charter school except as provided in Minnesota Statutes Chapter 124E.

IV. POWERS AND AUTHORITY OF THE CHARTER SCHOOL

A. Funds

- 1. The charter school, through its board of directors, has authority to raise funds for the operation and maintenance of its schools and authority to manage and expend such funds, subject to applicable law.
- 2. The charter school has wide discretion over the expenditure of funds under its control for public purposes, subject to the limitations provided by law.
- 3. Charter school officials occupy a fiduciary position in the management and expenditure of funds entrusted to them.

B. Raising Funds

The charter school has authority to accept gifts and donations for school purposes, subject to applicable law.

C. Property

- 1. The charter school may lease space from: an independent or special school board; other public organization, private, nonprofit, nonsectarian organization; private property owner; or a sectarian organization if the leased space is constructed as a school facility. The charter school must not enter into a lease of real property with a related party unless the lessor is a nonprofit corporation under chapter 317A or a cooperative under Minnesota Statutes chapter 308A, and the lease cost is reasonable under Minnesota Statutes chapter 124E.

2. The charter school shall manage its property in a manner consistent with the educational functions of the school.
3. The charter school may permit the use of its facilities for community purposes which are not inconsistent with, nor disruptive of, its educational mission.

D. Contracts

1. The charter school is empowered to enter into contracts in the manner provided by law.
2. The charter school has authority to enter into installment purchases and leases with an option to purchase, pursuant to Minnesota Statutes section 465.71 or other applicable law.
3. The charter school has authority to make contracts with other governmental agencies and units for the purchase, lease or other acquisition of equipment, supplies, materials, or other property, including real property.
4. The charter school has authority to enter into employment contracts. As a public employer, the charter school, through its designated representatives, shall meet and negotiate with public employees in an appropriate bargaining unit and enter into written collective bargaining agreements with such employees, subject to applicable law.

E. Textbooks, Educational Materials, and Studies

1. The charter school, through its board of directors and administrators, has the authority to determine what textbooks, educational materials, and studies should be pursued.
2. The charter school shall establish and apply the school curriculum.

F. Actions and Suits

The charter school has authority to sue and to be sued.

Legal References: Minn. Const. art. 13, § 1
Minn. Stat. Ch. 124E (Charter Schools)
Minn. Stat. § 124E.03 (Applicable Law)
Minn. Stat. 124E.13 (Facilities)
Minn. Stat. Ch. 179A (Public Employment Labor Relations)
Minn. Stat. Ch. 317A (Nonprofit Corporations)
Minn. Stat. § 465.035 (Public Corporation, Conveyance or Lease of Land)
Minnesota Association of Public Schools v. Hanson, 287 Minn. 415, 178 N.W.2d 846 (1970)
Independent School District No. 581 v. Mattheis, 275 Minn. 383, 147 N.W.2d 374 (1966)
Village of Blaine v. Independent School District No. 12, 272 Minn. 343, 138 N.W.2d 32 (1965)
Huffman v. School Board, 230 Minn. 289, 41 N.W.2d 455 (1950)
State v. Lakeside Land Co., 71 Minn. 283, 73 N.W.970 (1898)

Cross References: MSBA/MASA Model Policy 201 (Legal Status of the Charter School Board)
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 704 (Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System)

MSBA/MASA Model Policy 705 (Investments)
MSBA/MASA Model Policy 706 (Acceptance of Gifts)
MSBA/MASA Model Policy 801 (Equal Access to Charter School Facilities)

Original Creation Date: January 9, 2025

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: February 6, 2025

Year Reviewed: 2024-2025

102 EQUAL EDUCATIONAL OPPORTUNITY

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

I. PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the charter school.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the charter school is to provide equal educational opportunity for all students. The charter school does not unlawfully discriminate on the basis of one or more of the following: race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age. The charter school also makes reasonable accommodation for students with disabilities.
- B. The charter school prohibits harassment and discrimination of any individual based on any of the protected classifications listed above. For information about the types of conduct that constitute violation of the charter school's policy on harassment and violence and the charter school's procedures for addressing such complaints, refer to the charter school's policy on harassment and violence (Policy 413).
- C. The charter school prohibits discrimination of students with a disability, within the intent of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), who need services, accommodations, or programs in order to receive a free appropriate public education. For information as to protections that may apply pursuant to Section 504 and the charter school's corresponding procedures for addressing disability discrimination complaints, refer to the charter school's policy on student disability nondiscrimination (Policy 521).
- D. The charter school prohibits sexual harassment discrimination of any individual on the basis of sex in its education programs or activities. For information as to the protections that apply pursuant to Title IX and charter school's corresponding procedures and processes for addressing sexual harassment and discrimination, refer to the charter school's policy on Title IX sex nondiscrimination (Policy 522).
- E. The charter school shall provide equal opportunity for members of each sex and to members of all races and ethnicities to participate in its athletic program. In determining whether equal opportunity to participate in athletic programs is available for the purposes of this law, at least the following factors shall be considered to the extent that they are applicable to a given situation: whether the opportunity for males and females to participate in the athletic program reflects the demonstrated interest in athletics of the males and females in the student body of the educational institution; whether the opportunity for members of all races and ethnicities to participate in the athletic program reflects the demonstrated interest in athletics of members of all races and ethnicities in the student body of the educational institution; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of each sex; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of all races and ethnicities; the provision of equipment and supplies; scheduling of games and practice times; assignment of coaches; provision of locker rooms; practice and competitive facilities; and the provision of necessary funds for teams of one sex.
- F. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- G. Every charter school employee shall be responsible for complying with this policy.

H. Any student, parent, or guardian having a question regarding this policy should discuss it with the appropriate charter school official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the Superintendent.

Legal References: Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1681 *et seq.* (Title IX of the Education Amendments of 1972)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process)

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Last Approved By: PACT Charter School Board of Directors
Last Approved Date: February 6, 2025
Year Reviewed: 2024-2025

103 COMPLAINTS – STUDENTS, EMPLOYEES, PARENTS, OTHER PERSONS

I. PURPOSE

The charter school takes seriously all concerns or complaints 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 in reference to 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.

II. GENERAL STATEMENT OF POLICY

- A. Students, parents, employees, or other persons may report concerns or complaints to the charter school. While written reports are encouraged, a complaint may be made orally. Any employee receiving a complaint shall advise the Superintendent, their designee, or immediate supervisor of the receipt of the complaint. The supervisor shall make an initial determination as to the seriousness of the complaint and whether the matter should be referred to the Superintendent or their designee. A person may file a complaint at any level of the charter school; i.e., principal, Superintendent, Executive Director of Human Resources and Operations, or board of directors.
- B. Depending upon the nature and seriousness of the complaint, the Superintendent, their designee 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 or their designee, who shall determine whether an internal or external investigation should be conducted. In either case, the Superintendent, or their designee, shall determine the nature and scope of the investigation and designate the person responsible for investigation or follow-up relating to the complaint. The designated investigator shall ascertain details concerning the complaint and respond promptly to the appropriate administrator concerning the status or outcome of the matter.
- C. The appropriate administrator shall respond in writing to the complaining party concerning the outcome of the investigation or follow up, including any appropriate action or corrective measure that was taken. The Superintendent, or designee, shall be copied on the correspondence and consulted in advance of the written response when appropriate. The response to the complaining party shall be consistent with the rights of others pursuant to the applicable provisions of Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act) or other law.
- D. The charter school must include identifying and contact information for the school's authorizer on the school's official website and in other school materials it makes available to the public.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 124E.07, Subd. 7 (Board of Directors)

Cross References: MSBA/MASA Model Policy 206 (Public Participation in Charter School Board Meetings/Complaints about Persons at Charter School Board Meetings and Data Privacy Considerations)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of Charter School Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 514 (Bullying Prohibition)
MSBA School Law Bulletin "I" (School Records – Privacy – Access to Data)

Original Creation Date: January 9, 2025

Last Approved By: PACT Charter School Board of Directors

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Year Reviewed: 2024-2025

104 CHARTER SCHOOL MISSION STATEMENT

I. PURPOSE

The purpose of this policy is to establish a clear statement of the purposes for which the charter school exists.

II. GENERAL STATEMENT OF POLICY

The board of directors believes that a mission statement should be adopted. The mission statement should be based on the beliefs and values of the community, should direct any change effort and should be the basis on which decisions are made. The board of directors, on behalf of and with extensive participation by the community, should develop a consensus among its members regarding the nature of the enterprise the board of directors governs, the purposes it serves, the constituencies it should consider, including student representation, and the results it intends to produce.

III. MISSION STATEMENT

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

IV. PURPOSES

- A. The primary purpose of mission-driven charter schools is to improve the learning, achievement, and success of all students. The additional purposes of charter schools are to:
 - 1. increase quality learning opportunities for all students;
 - 2. encourage the use of different and innovative teaching methods;
 - 3. measure learning outcomes and create different and innovative forms of measuring outcomes;
 - 4. establish new forms of accountability for schools; or
 - 5. create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- B. A charter school must identify the purposes it will address in the charter contract and document the implementation of those purposes in the school's annual report. Documentation of the implementation of those purposes shall be a component of the authorizer's performance review of the school.

[The 2024 Minnesota legislature amended Minnesota Statutes, section 124E.01, which revised Paragraph A and added Paragraph B.]

V. REVIEW

The board of directors will review the charter school's mission every two years, especially when members of the board change. The board of directors will conduct a comprehensive review of the mission and strategic directions, including the beliefs and values of the community, every five to ten years.

Legal References: Minn. Stat. Ch. 124E (Charter Schools)
Minn. Stat. § 124E.01 (Purpose and Applicability)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)

Cross References: None

Original Creation Date: January 9, 2025

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Last Approved Date: February 6, 2025

Year Reviewed: 2024-2025

105 NAME OF THE CHARTER SCHOOL

I. PURPOSE

The purpose of this policy is to clarify the name of the charter school.

II. GENERAL STATEMENT OF POLICY

The official name of the charter school is PACT Charter School. However, the charter school may be referred to by other informal names. To avoid confusion and to encourage consistency in charter school letterheads, signage, publications and other materials, the charter school board intends to establish a uniform name for the charter school.

III. UNIFORM NAME

- A. The name of the charter school shall be PACT Charter School.
- B. The name specified above may be used to refer to the charter school and may be shown on charter school letterheads, signage, publications and other materials.
- C. In official communications, the charter school shall be referred to as PACT Charter School, but inadvertent failure to use the correct name shall not invalidate any legal proceeding or matter or affect the validity of any document.

Legal References: Minn. Stat. § 124E.05 (Authorizers)

Cross References: None

Original Creation Date: January 9, 2025

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Last Approved Date: February 6, 2025

Year Reviewed: 2024-2025

503 STUDENT ATTENDANCE

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. *Note: Attendance is taken weekly for PACT Online Campus.*

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

- (1) 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 4, 2025

Year Reviewed: 2025-2026

509 ADMISSION AND ENROLLMENT

I. GENERAL STATEMENT OF PURPOSE

The purpose of this policy is to define the admission and enrollment procedures for PACT Charter School and to establish a fair, transparent, and consistent process for admitting students in accordance with Minnesota state law. This policy guarantees equal access to educational opportunities for all applicants, supports the school's mission and values, and ensures compliance with relevant statutory requirements regarding open enrollment and lottery procedures.

II. ADMISSION LIMITATIONS

- A. PACT Charter School, established under Minnesota Statutes, section 124E.06, subdivision 3, paragraph (b), may limit admission to:
 - a. pupils within an age group or grade level;
 - b. pupils who are eligible to participate in the graduation incentives program under Minnesota Statutes, section 124D.68; or
 - c. residents of a specific geographic area in which the school is located when the majority of students served by the school are members of underserved populations.
- B. PACT Charter School shall comply with the Minnesota Human Rights Act, which prohibits educational institutions from discriminating against students based on a protected class including race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation or disability.
- C. PACT Charter School must disseminate information about the school's offerings and enrollment procedures to families that reflect the diversity of Minnesota's population and targeted groups. Targeted groups include low-income families and communities, students of color, students at risk of academic failure, and students underrepresented in the school's student body relative to Minnesota's population. The school must document its dissemination activities in the school's annual report. The school's dissemination activities must be a component of the authorizer's performance review of the school.

III. ENROLLMENT

- A. PACT Charter School shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils must be accepted by lot. PACT Charter School must develop and publish, including on its website, a lottery policy and process that it must use when accepting pupils by lot.
- B. Admission to a charter school must be free to any eligible pupil who resides within the state. A charter school must give enrollment preference to a Minnesota resident pupil over pupils that do not reside in Minnesota. A charter school must require a pupil who does not reside in Minnesota to annually apply to enroll in accordance with Minnesota Statutes, section 124E.11, paragraphs (a) to (f).
- C. PACT Charter School must give enrollment preference to a sibling of an enrolled pupil and to a foster child of that pupil's parents and may give preference for enrolling children of the school's staff before accepting other pupils by lot. A staff member eligible for an enrollment preference for their child, including a foster child, must be an individual

employed at the school whose employment is stipulated in advance to total at least 480 hours in a school calendar year.

- D. A person may not be admitted to PACT Charter School (1) as a kindergarten pupil, unless the pupil is at least five years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences; or (2) as a first grade student, unless the pupil is at least six years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences or has completed kindergarten; except that a charter school may establish and publish on its website a policy for admission of selected pupils at an earlier age, consistent with the enrollment process in paragraphs A and B.
- E. Except as permitted in paragraphs D and I, PACT Charter School, may not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability and may not establish any criteria or requirements for admission that are inconsistent with this section.
- F. PACT Charter School or any agent of the school must not distribute any services or goods, payments, or other incentives of value to students, parents, or guardians as an inducement, term, or condition of enrolling a student in a charter school.
- G. Once a student who resides in Minnesota is enrolled in the school in kindergarten through grade 12, or in the school's free preschool or prekindergarten program under Minnesota Statutes, section 124E.06, subdivision 3, paragraph (b), the student is considered enrolled in the school until the student formally withdraws, the school receives a request for the transfer of educational records from another school, the school receives a written election by the parent or legal guardian of the student withdrawing the student, or the student is expelled under the Pupil Fair Dismissal Act in Minnesota Statutes, sections 121A.40 to 121A.56.
- H. A charter school with at least 90 percent of enrolled students who are eligible for special education services and have a primary disability of deaf or hard-of-hearing may enroll prekindergarten pupils with a disability under Minnesota Statutes, section 126C.05, subdivision 1, paragraph (a), and must comply with the federal Individuals with Disabilities Education Act under 34 Code of Federal Regulations, section 300.324, subsection (2), clause (iv).
- I. A charter school serving at least 90 percent of enrolled students who are eligible for special education services and have a primary disability of deaf, deafblind, or hard-of-hearing may give enrollment preference to students who are eligible for special education services and have a primary disability of deaf, deafblind, or hard-of-hearing. PACT Charter School may not limit admission based on the student's eligibility for additional special education services.

IV. ENROLLMENT LOTTERY PROCESS

- A. PACT Charter School's administration will conduct an annual assessment to determine the classroom seats in each section. All eligible students will be enrolled until the grade-level capacity enrollment level is reached.
- B. The enrollment application for in-person learning is open from September 1 to November 30 for the upcoming school year, ~~and for online learning from December 1 to March 1 for the upcoming school year, and for online learning from December 1 to March 1 for the upcoming school year~~
- C. The lottery for all grades will be held on the first Monday after the enrollment deadline to determine placement for the following school year. The lottery is automated, and the list is maintained through an online lottery provider.

- D. All new open enrollment applications received since the previous year's lottery deadline will be compiled to create an active waitlist if the lottery list is exhausted and there are still open seats.
- E. Students not offered a seat must reapply to be included in the following school year's lottery.
- F. Foreign exchange students placed with an existing PACT family will follow the same enrollment policies as all other students, and efforts will be made to assist with the necessary paperwork. If a foreign exchange student is admitted to PACT, sibling preference does not apply to the host family's students.
- G. When students are accepted mid-year, they must start within 10 school days from the offering date, unless otherwise noted by the school. Records from the previous school must be received before a student can start.
- H. Notifications will be sent via text or email when space becomes available. Parents have four calendar days to accept or decline the enrollment offer. Failure to respond on time is considered an automatic decline, and the student's name will be removed from the enrollment list, with the next student on the list being contacted. PACT Charter School is not responsible for missed texts or emails, and parents are responsible for keeping contact information up-to-date.
- I. Acceptance of enrollment also requires the completion of online registration via Infinite Campus. A link will be emailed to parents upon acceptance of an open seat, and they have seven calendar days to complete the registration process. Failure to complete the registration or communicate with PACT within seven calendar days may result in the position being offered to the next student on the list. Parents would then be required to fill out a new open enrollment application.

V. STUDENT WITHDRAWAL

- A. When a decision is made to withdraw a student from PACT Charter School, an online withdrawal form must be submitted immediately. If multiple students from the same family are withdrawn, each student requires a separate form. If the withdrawal form is not submitted, written communication will be regarded as official notification.
- B. During August, PACT Charter School will recognize a request for records from another school district as an official notification of that student's withdrawal from PACT Charter School. (1) The enrollment coordinator will make reasonable efforts, such as phone calls and written communication, to reach the parent and request that the Withdrawal Form be completed to formalize the withdrawal. If no response is received from the parent or guardian, or the Withdrawal Form is not completed, the attempts to contact will be documented. (2) The enrollment coordinator will make reasonable efforts, such as phone calls and written communication, to contact the school that sent the records to verify and confirm the student's enrollment at that school. (3) A written notice will then be sent to the parent informing them of the unenrollment action.

Legal References: Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 124E.11 (Admission Requirements and Enrollment)
Minn. Stat. § 124E.17 (Charter School Information)
Minn. Stat. § 363A.13 (Educational Institution)

Last Approved By: PACT Charter School Board of Directors
Last Approved Date: November 6, 2025
Year Reviewed: 2025 - 2026

521 STUDENT DISABILITY NONDISCRIMINATION

I. PURPOSE

The purpose of this policy is to protect students with disabilities from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

II. GENERAL STATEMENT OF POLICY

- A. Students with disabilities who meet the criteria of Paragraph C. below are protected from discrimination on the basis of a disability.
- B. The responsibility of the school district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.
- C. For this policy, a learner who is protected under Section 504 is one who:
 - 1. has a physical or mental impairment that substantially limits one or more of such person's major life activities; or
 - 2. has a record of such an impairment;
 - 3. is regarded as having such an impairment; or
 - 4. has an impairment that is episodic or in remission and would materially limit a major life activity when active.

[NOTE: The 2024 Minnesota legislature revised the definition of 'disability' in Minnesota Statutes, section 363A.03, subdivision 12]

- D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

III. COORDINATOR

Persons who have questions or comments should contact PACT Charter Schools Title 1 Coordinator. (Title 1 Coordinator, **AnnaRae Klopfer** ~~Dr. Shawn Lohse~~, 7729 161st Avenue NW, Ramsey, MN 55303, and 763-712-4200). This person is the school district's Americans with Disabilities Act/Section 504 coordinator. Persons who wish to make a complaint regarding a disability discrimination matter may use the accompanying Student Disability Discrimination Grievance Report Form. The form should be given to the ADA/Section 504 coordinator.

Legal References: Minn. Stat. § 363A.03, Subd. 12 (Definitions)
42 U.S.C. Ch. 126 (Equal Opportunity for Individuals with Disabilities)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. Part 104 (Section 504 Implementing Regulations)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)

Original Creation Date: January 9, 2025

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: February 6, 2025
Year Reviewed: 2024-2025

806 CRISIS MANAGEMENT POLICY

[NOTE: The Commissioner of the Minnesota Department of Education (Commissioner) is required to maintain and make available to school boards and charter schools a Model Crisis Management Policy. See Minnesota Statutes, section 121A.035. School boards and charter schools must adopt a Crisis Management Policy to address potential crisis situations in their school districts or charter schools. Id. This Model Crisis Management Policy was originally the result of a collaborative effort among the Minnesota Department of Education, Division of Compliance and Assistance; the Minnesota Department of Public Safety, Division of Homeland Security and Emergency Management; and the Minnesota School Boards Association.]

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

The school district's administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures

The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least

two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

a. Lock-Down Procedures

Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.

[NOTE: Minnesota law requires a minimum of five school lock-down drills each school year. See Minnesota Statutes, section 121A.035.]

b. Evacuation Procedures

Evacuations of classrooms and buildings—shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

[NOTE: Minnesota law requires a minimum of five school fire drills, consistent with Minnesota Statutes, section 299F.30, and one school tornado drill each school year. See Minnesota Statutes, section 121A.035.]

c. Sheltering Procedures

Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will

submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

2. Crisis-Specific Procedures

The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.

3. School Emergency Response Teams

a. Composition

The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.

b. Leaders

The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees

Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of

the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.

2. Students and Parents

Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)

[NOTE: Evacuation areas at least 50 feet from school buildings are recommended but not mandated by statute or rule. Evacuation areas should be selected based on safety and the individual school site's proximity to streets, traffic patterns, and other hazards.]

2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes, section 299F.30. See Minnesota Statutes, section 121A.035.

[NOTE: The State Fire Marshal advises schools to defer fire drills during the winter months.]

6. A record of fire drills conducted at the building will be maintained in the building administrator's office.

[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample fire drills schedule and log.]

7. The school district will have prearranged sites for emergency sheltering and

transportation as needed.

8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts and will be updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in

the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.
2. Fiscal recovery.
3. Academic recovery.
4. Social/emotional recovery.

IV. ACTIVE SHOOTER DRILL

A. Definitions

1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.
2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.
3. "Evidence-based" means a program or practice that demonstrates any of the following:
 - a. a statistically significant effect on relevant outcomes based on any of the following:
 - i. strong evidence from one or more well designed and well implemented experimental studies;
 - ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or
 - iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias.
 - b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.
4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.
5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

1. accessible;
2. developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;

3. culturally aware;
4. trauma-informed; and
5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.
2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.
3. The Commissioner must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually.

2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:
 - a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;
 - b. the importance of taking threats seriously and seeking help; and
 - c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity, including providing information about the Department of Public Safety's statewide anonymous threat reporting system and any local threat reporting systems.

[NOTE: The Minnesota legislature enacted the addition to 2.c in 2025 (Session Law Chapter 35).]

3. A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:
 - a. student opportunities for leadership related to prevention and safety;
 - b. encouragement and support to students in establishing clubs and programs focused on safety; and
 - c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. Board Meeting

At a regularly scheduled school board meeting, a school board of a district that has conducted an active shooter drill must consider the following:

1. the effect of active shooter drills on the safety of students and staff; and
2. the effect of active shooter drills on the mental health and wellness of students and staff.

V. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the *Comprehensive School Safety Guide* (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

- A. Fire
- B. Hazardous Materials
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding
- D. Medical Emergency
- E. Fight/Disturbance

- F. Assault
- G. Intruder
- H. Weapons
- I. Shooting
- J. Hostage
- K. Bomb Threat
- L. Chemical or Biological Threat
- M. Checklist for Telephone Threats
- N. Demonstration
- O. Suicide
- P. Lock-down Procedures
- Q. Shelter-In-Place Procedures
- R. Evacuation/Relocation
- S. Media Procedures
- T. Post-Crisis Procedures
- U. School Emergency Response Team
- V. Emergency Phone Numbers
- W. Highly Contagious Serious Illness or Pandemic Flu

VI. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

[NOTE: School buildings must maintain Material Safety Data Sheets (M.S.D.S.) for all chemicals on campus. State law, federal law, and OSHA require that pertinent staff have access to M.S.D.S. in the event of a chemical accident.]

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

[NOTE: The Every Student Succeeds Act, 20 United States Code, section 6301, et seq.; Title IX, 20 United States Code, section 1681, et seq.; and the Unsafe School Choice Option, 20 United States Code, section 7912, require school districts to establish such transfer procedures.]

D. Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]

School districts within a 10-mile radius of the Monticello or Prairie Island nuclear power plants will implement crisis plans in the event of an accident or incident at the power plant.

Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.

Legal References: Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.038 (Students Safe at School)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses)
Minn. Rules Ch. 7511 (Fire Code)
20 U.S.C. § 1681, et seq. (Title IX)
20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 et seq. (Disaster Relief and Emergency Assistance)

Cross References: MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)
Comprehensive School Safety Guide
[Minnesota School Safety Center - Resources \(mn.gov\)](https://mn.gov/schools/safety-center/resources)

Resources: [Cardiac Emergency Response Plans](#)
(Enter updated elementary campus PDF link [HERE](#))
(Enter updated secondary campus PDF link [HERE](#))

I Love U Guys Foundation, *Standard Response Protocol*
<https://iloveuguy.org/The-Standard-Response-Protocol.html> (012325)

Safe and Sound Schools
<https://safeandsoundschools.org/> (012325)

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



Cardiac Emergency Response Plan

PACT Charter School - Elementary Campus

7250 East Ramsey Parkway Northwest

Ramsey, MN 55303

Date Adopted:

Date Revised: NA

Purpose

The American Heart Association (AHA) reports more than 350,000 cardiac arrests occurring each year outside of the hospital settingⁱ. For children and adolescents under the age of 18 years old, an estimated 7,000 to 23,000 deaths occur each year due to a sudden cardiac arrest (SCA), with SCA becoming the leading medical cause of death in student athletes^{i, ii, iii}. Evidence has shown survival rates for an SCA event more than doubles with rapid initiation of cardiopulmonary resuscitation (CPR) and automated external defibrillation^{iv, v}. Developing and implementing a written and practiced CERP in schools is critical for saving lives and ensures a coordinated and timely response for cardiac emergencies. Research shows that having a CERP in place and conducting regular practice drills can increase a person's chance of survival to 70% compared to less than 10% without such practice^{vii}.

This document provides direction and detailed guidance for responding to a sudden cardiac arrest (SCA) through a Cardiac Emergency Response Plan (CERP) in accordance with [Minnesota Statutes 2025, 121A.035 Crisis Management Policy](#) and [Minnesota Statutes 2025, section 121A.241 Cardiac Emergency Response Plan](#). This plan outlines Cardiac Emergency Response Teams (CERTs), AED maintenance and locations, CERP protocol and related staff training/certification.

Cardiac Emergency Response Team (CERT)

- 1) Designate one or more staff members as the Cardiac Emergency Response Team Coordinator(s) who oversee cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) program activities, training, education, and evaluation.
- 2) All individuals on CERT should have current CPR and AED training from a nationally recognized organization. (Best practice recommendations suggest that at least five people or 10% of overall school staff, 50% of coaches, and 50% of physical educators should hold current CPR/AED certification^{vi}.)
- 3) Designate individuals to promptly call 9-1-1 and direct EMS to the location of the sudden cardiac arrest (SCA).

Staff Name	CPR/AED Certification Date
Karen Nelson - Coordinator	
Carissa Zarich - Assistant Coordinator	
AnnaRae Klopfer	
Shelly Olson	
PE Teachers	
Head Coaches	

Automated External Defibrillators (AEDs) – Placement, Installation and Maintenance

AED Placement and Access

- 1) Minimum recommended number of AEDs for inside and outside of the building:
 - a) *Inside the building* – The number of AEDs shall be sufficient to enable a person to retrieve an AED and deliver it to any location within the building, ideally within 3 minutes of being notified of a possible cardiac emergency. AEDs should be clearly marked in a backpack or hard case. Number of AEDs needed inside the building: 2
 - b) *Outside the building* (e.g., on school grounds, venues, or athletic fields) – The number of AEDs, either stationary or in the possession of an on-site athletic trainer, coach, or other qualified person, shall be sufficient to enable the delivery of an AED to any location outside of the building including any outside venues, ideally within 3 minutes of being notified of a possible cardiac emergency. AED should be clearly marked in a backpack or hard case. Number of AEDs needed outside the building: 1
- 2) AEDs should not be locked in an office. It should be stored in a location that is always easily and quickly accessible.
- 3) AEDs shall be accessible for responding to a cardiac emergency during day and night activities (e.g., sports activities) and after-hours activities (e.g., after-school activities) in accordance with this CERP.
- 4) Locations of the AEDs are to be listed in the CERP Protocol and the Building and AED Location Information and Maps. AED #1 is located through door 1 (main entrance of the building) mounted on the left of the hall just before the Health Office. AED #2 is located through door 3 outside the Art Classroom, near the Gym. AED #3 (portable) is located in the Phy Ed Teacher's Office.

AED Maintenance

- 1) AEDs will be checked and maintained monthly during the school year. A log of the maintenance activity will be kept in the building's Health Office. During summer break, AEDs are accessible when staff is present in the building.
- 2) The CERT Coordinator, Karen Nelson, is responsible for verifying equipment readiness and maintaining maintenance activity.

AED Registry

- 1) [Minnesota Statutes 2025, section 403.51 Automatic External Defibrillation; Registration](#) states that a person who purchases or obtains a public access AED shall register that device with an AED registry within 30 working days of receiving the AED. School districts and charter schools can register their public access AEDs with the National Emergency AED Registry (NEAR) through the PulsePoint Foundation at [PulsePoint AED](#). Questions regarding AED registry can be directed to the PulsePoint Support Team at support@pulsepoint.org.

AED Equipment

- 1) Additional Resuscitation Equipment: A resuscitation kit shall be connected to the AED carrying case. The kit contains latex-free gloves, razor, scissors, towel, antiseptic wipes, a CPR barrier mask, and an extra set of AED pads. Naloxone, Neffy Epinephrine Nasal Spray, and Bleeding Control Kits are also located in/on both stationary AEDs.
- 2) Each AED should have one set of AED pads connected to the device.
- 3) All AEDs should have clear AED signage to be easily identified. These should be visible from the normal path of travel. A projecting (three-dimensional) universal AED sign shall be installed above cabinet or bracket/wall rack clearly marking the location of AED(s).
- 4) Remove warning "for professional use only" on AED cabinets as AEDs provide instructions for use.

Communication of CERP Protocol

- 1) The **Act Now. Save a Life. poster** will be posted:
 - a) Adjacent to each AED.
 - b) Attached to all portable AEDs.
 - c) In the gym.
 - d) In the cafeteria.
- 2) The Cardiac Emergency Response Plan Protocol (including the Act Now. Save a Life. poster) will be distributed to:
 - a) All staff and administrators at the start of each school year, with updates distributed as made.
 - b) New staff members or volunteers (as applicable) will receive the CERP protocol in their orientation materials.

Training in Cardiopulmonary Resuscitation (CPR) and AED Use

- 1) Staff training:
 - a) A sufficient number of staff or volunteers (in addition to the medical providers or safety coordinator) should be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED. It is recommended that at a minimum, at least five people or 10% of overall school staff should have current CPR/AED certification.
 - b) Training shall be renewed at least every two years. The absolute minimum number of people trained is 3 to ensure that CPR is initiated, AED is retrieved, and 911 is notified.
 - c) The Cardiac Emergency Response Team will be responsible for coordinating training. The person responsible for coordinating training is Carissa Zarich, EMT.
 - d) Training may be traditional classroom, online, or blended instruction but should include cognitive learning, hands-on practice, and testing.
- 2) Staff education:
 - a) All staff should be educated on recognizing the signs of a cardiac emergency that is or may become a SCA, how to activate a response, location of AEDs, and ideally have an introduction to at least hands-only CPR and AED use.
 - b) All staff should be educated on the CERP protocol in their school or organization yearly.

Local Emergency Medical Services (EMS) Integration with the Plan

- 1) The development and implementation of the Cardiac Emergency Response Plan, including the location of on-site AEDs, shall be coordinated with Anoka County Emergency Communications Center, Allina EMS, Ramsey Fire Department, and Ramsey Police Department. Each agency will be provided a copy of the completed Cardiac Emergency Response Plan.

Conduct Practice Drills

- 1) Cardiac Emergency Response Drills are an essential component of this Plan. The site will perform two successful drills each year with the participation of CERP team members, safety officials, and other targeted responders. A successful Cardiac Emergency Response Drill is defined as full and successful completion of the Drill in 5 minutes or less. One drill may include a tabletop exercise with all the staff and CERP members present.

Annual Review and Evaluation of the Plan

- 1) Conduct an annual internal review of the Cardiac Emergency Response Plan (CERP) within 30 days of the start of the new school year. The annual review should focus on ways to improve the response process. Reasons for a change in the Plan may result from a change in established guidelines, an internal review following an actual cardiac emergency, or from changes in buildings or locations, equipment, processes, technology, administration, or personnel.

Post-event Debrief

- 1) A *post-event debrief* following an event. This includes review of existing documentation for any identified cardiac emergency that occurred at the location or at any sanctioned function. The CERT Coordinator or Assistant Coordinator is responsible for documentation.
- 2) Post-event documentation and action shall include the following:
 - a) A contact list of individuals to be notified in case of a cardiac emergency.
 - b) Determine procedures for releasing information regarding cardiac emergencies.
 - c) Date, time, and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
 - d) The identification of the person(s) who responded to the emergency.
 - e) The outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
 - f) An evaluation of whether the CERP was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements to the Plan and in its implementation if the plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel to support the debriefing process and address any concerns regarding on-site medical management and coordination.
 - g) An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services, including aftercare services and crisis counselors.
 - h) A review of the documentation for all Cardiac Emergency Response Drills performed during the year.
 - i) After an actual emergency event occurs, you may need assistance in downloading and storing information from the AED to aid in the patient's continued medical care.
 - j) If the AED is taken with the patient or is removed from its cabinet, please place a sign indicating where the next closest one is located until an AED is put back in the cabinet.
 - k) A determination, at least annually, as to whether additions, changes or modifications to the Plan are needed.

Activation of Cardiac Emergency Response Team During an Identified Cardiac Emergency

- Activate the Cardiac Emergency Response Team immediately when a cardiac emergency is suspected.
- The Protocol for responding to a cardiac emergency should be distributed and readily accessible to anyone.

CPR and AED Instruction for Secondary Students

School districts must provide one-time cardiopulmonary resuscitation and automatic external defibrillator instruction as part of their grade 7 to 12 curriculum for all students in that grade beginning in the 2014-15 school year and later. Training and instruction under this section need not result in cardiopulmonary resuscitation certification: [Minnesota Statutes 2025, section 120B.236a Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction](#).

Legal References:

Minnesota Statutes 2025, section 121A.241 [Cardiac Emergency Response Plan](#)

Minnesota Statutes 2025, section 120B.236 [Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction](#)

Minnesota Statutes 2025, section 121A.035 [Crisis Management Policy](#)

Minnesota Statutes 2025, section 403.51 [Automatic External Defibrillation; Registration](#)

Other References:

- ⁱ American Heart Association. (2023). Cardiac emergency response planning for schools: A policy statement 2023. <https://www.heart.org/-/media/Files/About-Us/Policy-Research/Policy-Positions/CPR-and-AED/CardiacEmergency-Planning-for-Schools.pdf>
- ⁱⁱ Harmon, K. G., Asif, I. M., Maleszewski, J. J., Owens, D. S., Prutkin, J. M., Salerno, J. C., Zigman, M. L., Ellenbogen, R., Rao, A. L., Ackerman, M. J., & Drezner, J. A. (2015). Incidence, cause, and comparative frequency of sudden cardiac death in National Collegiate Athletic Association athletes: A decade in review. *Circulation*, 132(1), 10-19. <https://doi.org/10.1161/CIRCULATIONAHA.115.015431>
- ⁱⁱⁱ Parent Heart Watch. (2023). Out-of-hospital cardiac arrest in youth. Estimated from various sources. <https://parentheartwatch.org/resources/incidence-of-sca-in-youth/>
- ^{iv} Sasson, C., Rogers, M. A., Dahl, J., Kellermann, A. L. (2010). Predictors of survival from out-of-hospital cardiac arrest: A systematic review and meta-analysis. *Circ Cardiovasc Qual Outcomes*, 3(1):63-81. <https://doi.org/10.1161/circoutcomes.109.889576>
- ^v Weisfeldt, M. L., Sitlani, C. M., Ornato, J. P., Rea, T., Aufderheide, T. P., Davis, D., Dreyer, J., Hess, E. P., Jui, J., Maloney, J., Sopko, G., Powell, J., Nichol, G., Morrison, L. J., & ROC Investigators (2010). Survival after application of automatic external defibrillators before arrival of the emergency medical system: Evaluation in the resuscitation outcomes consortium population of 21 million. *Journal of the American College of Cardiology*, 55(16), 1713–1720. <https://doi.org/10.1016/j.jacc.2009.11.077>
- ^{vi} American Heart Association. (2025). Cardiac emergency response plan and protocol. https://cpr.heart.org/en/-/media/CPR-Files/Training-Programs/2025-CERP/Cardiac-Emergency-Response-Plan-andProtocol042025.pdf?sc_lang=en
- ^{vii} Evans S, Legg M. (2024). Cardiac emergency response plan: Is your school prepared? *NASN School Nurse*, 39(4):175-180. <https://doi.org/10.1177/1942602X231201087>



Cardiac Emergency Response Plan (CERP) Protocol

PACT Charter School - Elementary Campus

7250 East Ramsey Parkway Northwest

Ramsey, MN 55303

Sudden cardiac arrest events can vary greatly. All staff and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. Immediate action is crucial to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for high-risk athletic events. One should also identify the closest appropriate medical facility that is equipped with advanced cardiac care. Follow these steps in responding to a suspected cardiac emergency:

- 1) **Recognize the following signs of sudden cardiac arrest** and act quickly in the event of one or more of the following:
 - a) The person is not moving, unresponsive, or unconscious.
 - b) The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
 - c) The person may appear to be having a seizure or is experiencing convulsion-like activity. Cardiac arrest victims commonly appear to be having convulsions. If the person is having a seizure without a sudden cardiac arrest, an AED will not deliver a shock.
 - d) If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.
- 2) **Facilitate immediate access to professional medical help:**
 - a) Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the facility address, cross streets, and patient's condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side and put on speaker, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit and escort emergency responders to the victim.
 - b) Immediately contact the members of the Cardiac Emergency Response Team (CERT) using your facility's designated communication system (i.e., walkie-talkies, overhead page).
 - c) If you are a CERT member, proceed immediately to the scene of the cardiac emergency.
- 3) **Start CPR as soon as possible.** The first person who can start CPR should begin immediately and, if additional bystanders are available, other tasks can be delegated.
 - a) Begin continuous chest compressions and have someone retrieve the AED if not at the scene.
 - b) Press hard and fast in the center of the chest, at 100-120 compressions per minute. (Faster than once per second, but slower than twice per second.) Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth of at least 2 inches (or 1/3rd the depth of the chest for children under 8 years old). Follow the 9-1-1 telecommunicator's instructions, if provided.
 - c) If you are able and comfortable giving rescue breaths, please use a barrier and provide 2 rescue breaths after 30 compressions.
- 4) **AED Access.** The person who can retrieve the AED the fastest (ideally in route to the scene) should get it to the site and leave the AED cabinet door open as a signal that the AED was retrieved.

5) Additional communication measures

- a) Give the exact location of the emergency. (“Mr. /Ms. ____ Classroom, Office or Room # ____, gym, football field, cafeteria, etc.”). Be sure to let EMS know which door to enter.
- b) Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.

6) Use the nearest AED.

- a) When the AED is brought to the patient’s side, press the power-on button and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED’s audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks. Be familiar with your school’s AED and be aware if you will need to press the shock button or if it will deliver automatically.
 - i) *Note:* The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.
- b) Minimize interruptions of compressions when placing AED pads to the patient’s bare chest.
- c) Continue CPR until the patient is responsive or a professional responder arrives and takes over. Make sure to rotate people doing compressions to avoid fatigue.
- d) Do not remove AED pads even if the patient regains consciousness - the pads should be left in place until handoff to EMS occurs. This precaution is necessary in case the patient has a relapse.
- e) If the AED is used, be sure to have a plan to download the data, store the data, and deliver to the patient’s cardiology care team.

7) Transition care to EMS.

- a) Once EMS arrives, there should be a clear transition of care from the CERT to EMS.
- b) Team focus should now be on assisting EMS safely out of the building/parking lot.
- c) Provide EMS a copy of the patient’s emergency information sheet.

8) Action to be taken by Office / Administrative Staff.

- a) Confirm the exact location and the patient's condition.
- b) Activate the Cardiac Emergency Response Team and give the exact location.
- c) Confirm that the Cardiac Emergency Response Team has responded.
- d) Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
- e) Assign a staff member to direct EMS to the scene.
- f) Perform “Crowd Control” – directing others away from the scene.
- g) Notify other staff: school nurse, athletic trainer, athletic director, safety director, safety manager, leadership, sports facilities manager, etc.
- h) Plan for ongoing coverage following an emergency response in case a subsequent event occurs.
- i) Consider having the people (e.g., staff, students) stay in place (e.g., delaying class changes or hallway traffic, services provided, dismissal, recess, or other changes) to facilitate CPR and EMS functions.
- j) Designate people to cover the duties of the CPR responders.
- k) Copy the patient’s emergency information for EMS.
- l) Notify the patient’s emergency contact (parent/guardian, spouse, etc.).
- m) Notify faculty and students, staff, employees, and sports attendees when to return to the normal schedule or services.
- n) Contact organization leadership (e.g., school district administration), human resources and/or other facility management (e.g., sports facility management).

9) Debrief

- a) Discuss the outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
- b) An evaluation of whether the CERP was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements to the Plan and in its implementation if the plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the organization's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.
- c) An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services, including crisis counselors.



Cardiac Emergency Response Plan

PACT Charter School - Secondary Campus

7729 - 161st Avenue Northwest

Ramsey, MN 55303

Date Adopted:

Date Revised: NA

Purpose

The American Heart Association (AHA) reports more than 350,000 cardiac arrests occurring each year outside of the hospital settingⁱ. For children and adolescents under the age of 18 years old, an estimated 7,000 to 23,000 deaths occur each year due to a sudden cardiac arrest (SCA), with SCA becoming the leading medical cause of death in student athletes^{i, ii, iii}. Evidence has shown that survival rates for an SCA event more than double with rapid initiation of cardiopulmonary resuscitation (CPR) and automated external defibrillation^{iv, v}. Developing and implementing a written and practiced CERP in schools is critical for saving lives and ensures a coordinated and timely response for cardiac emergencies. Research shows that having a CERP in place and conducting regular practice drills can increase a person's chance of survival to 70% compared to less than 10% without such practice^{vii}.

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- 3) Designate individuals to promptly call 9-1-1 and direct EMS to the location of the sudden cardiac arrest (SCA).

Staff Name	CPR/AED Certification Date
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AED Maintenance

- 1) AEDs will be checked and maintained monthly during the school year. A log of the maintenance activity will be kept in the building's nurses' office. During summer break, AEDs are accessible when staff is present in the building.
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 - b) Attached to all portable AEDs.
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 - c) Date, time, and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
 - d) The identification of the person(s) who responded to the emergency.
 - e) The outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
 - f) An evaluation of whether the CERP was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements to the Plan and in its implementation if the plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel to support the debriefing process and address any concerns regarding on-site medical management and coordination.
 - g) An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services, including aftercare services and crisis counselors.
 - h) A review of the documentation for all Cardiac Emergency Response Drills performed during the year.
 - i) After an actual emergency event occurs, you may need assistance in downloading and storing information from the AED to aid in the patient's continued medical care.
 - j) If the AED is taken with the patient or is removed from its cabinet, please place a sign indicating where the next closest one is located until an AED is put back in the cabinet.
 - k) A determination, at least annually, as to whether additions, changes or modifications to the Plan are needed.

Activation of Cardiac Emergency Response Team During an Identified Cardiac Emergency

- 1) Activate the Cardiac Emergency Response Team immediately when a cardiac emergency is suspected.
- 2) The Protocol for responding to a cardiac emergency should be distributed and readily accessible to anyone.

CPR and AED Instruction for Secondary Students

School districts must provide one-time cardiopulmonary resuscitation and automatic external defibrillator instruction as part of their grade 7 to 12 curriculum for all students in that grade beginning in the 2014-15 school year and later. Training and instruction under this section need not result in cardiopulmonary resuscitation certification: [Minnesota Statutes 2025, section 120B.236a Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction](#).

Legal References:

Minnesota Statutes 2025, section 121A.241 [Cardiac Emergency Response Plan](#)

Minnesota Statutes 2025, section 120B.236 [Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction](#)

Minnesota Statutes 2025, section 121A.035 [Crisis Management Policy](#)

Other References:

- ⁱ American Heart Association. (2023). Cardiac emergency response planning for schools: A policy statement 2023. <https://www.heart.org/-/media/Files/About-Us/Policy-Research/Policy-Positions/CPR-and-AED/CardiacEmergency-Planning-for-Schools.pdf>
- ⁱⁱ Harmon, K. G., Asif, I. M., Maleszewski, J. J., Owens, D. S., Prutkin, J. M., Salerno, J. C., Zigman, M. L., Ellenbogen, R., Rao, A. L., Ackerman, M. J., & Drezner, J. A. (2015). Incidence, cause, and comparative frequency of sudden cardiac death in National Collegiate Athletic Association athletes: A decade in review. *Circulation*, 132(1), 10-19. <https://doi.org/10.1161/CIRCULATIONAHA.115.015431>
- ⁱⁱⁱ Parent Heart Watch. (2023). Out-of-hospital cardiac arrest in youth. Estimated from various sources. <https://parentheartwatch.org/resources/incidence-of-sca-in-youth/>
- ^{iv} Sasson, C., Rogers, M. A., Dahl, J., Kellermann, A. L. (2010). Predictors of survival from out-of-hospital cardiac arrest: A systematic review and meta-analysis. *Circ Cardiovasc Qual Outcomes*, 3(1):63-81. <https://doi.org/10.1161/circoutcomes.109.889576>
- ^v Weisfeldt, M. L., Sitlani, C. M., Ornato, J. P., Rea, T., Aufderheide, T. P., Davis, D., Dreyer, J., Hess, E. P., Jui, J., Maloney, J., Sopko, G., Powell, J., Nichol, G., Morrison, L. J., & ROC Investigators (2010). Survival after application of automatic external defibrillators before arrival of the emergency medical system: Evaluation in the resuscitation outcomes consortium population of 21 million. *Journal of the American College of Cardiology*, 55(16), 1713–1720. <https://doi.org/10.1016/j.jacc.2009.11.077>
- ^{vi} American Heart Association. (2025). Cardiac emergency response plan and protocol. https://cpr.heart.org/en/-/media/CPR-Files/Training-Programs/2025-CERP/Cardiac-Emergency-Response-Plan-andProtocol042025.pdf?sc_lang=en
- ^{vii} Evans S, Legg M. (2024). Cardiac emergency response plan: Is your school prepared? *NASN School Nurse*, 39(4):175-180. <https://doi.org/10.1177/1942602X231201087>



Cardiac Emergency Response Plan (CERP) Protocol

PACT Charter School - Secondary Campus

7729 - 161st Avenue Northwest

Ramsey, MN 55303

Sudden cardiac arrest events can vary greatly. All staff and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. Immediate action is crucial to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for high-risk athletic events. One should also identify the closest appropriate medical facility that is equipped with advanced cardiac care. Follow these steps in responding to a suspected cardiac emergency:

- 1) **Recognize the following signs of sudden cardiac arrest** and act quickly in the event of one or more of the following:
 - a. The person is not moving, unresponsive, or unconscious.
 - b. The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
 - c. The person may appear to be having a seizure or is experiencing convulsion-like activity. Cardiac arrest victims commonly appear to be having convulsions. If the person is having a seizure without a sudden cardiac arrest, an AED will not deliver a shock.
 - d. If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.
- 2) **Facilitate immediate access to professional medical help:**
 - a. Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the facility address, cross streets, and patient's condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side and put on speaker, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit and escort emergency responders to the victim.
 - b. Immediately contact the members of the Cardiac Emergency Response Team (CERT) using your facility's designated communication system (i.e., walkie-talkies, overhead page).
 - c. If you are a CERT member, proceed immediately to the scene of the cardiac emergency.
- 3) **Start CPR as soon as possible.** The first person who can start CPR should begin immediately and, if additional bystanders are available, other tasks can be delegated.
 - a. Begin continuous chest compressions and have someone retrieve the AED if not at the scene.
 - b. Press hard and fast in the center of the chest, at 100-120 compressions per minute. (Faster than once per second, but slower than twice per second.) Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth of at least 2 inches (or 1/3rd the depth of the chest for children under 8 years old). Follow the 9-1-1 telecommunicator's instructions, if provided.
 - c. If you are able and comfortable giving rescue breaths, please use a barrier and provide 2 rescue breaths after 30 compressions.
- 4) **AED Access.** The person who can retrieve the AED the fastest (ideally in route to the scene) should get it to the site and leave the AED cabinet door open as a signal that the AED was retrieved.

5) Additional communication measures

- a. Give the exact location of the emergency. (“Mr. /Ms. ____ Classroom, Office or Room # ____, gym, football field, cafeteria, etc.”). Be sure to let EMS know which door to enter.
- b. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.

6) Use the nearest AED.

- a. When the AED is brought to the patient’s side, press the power-on button and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED’s audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks. Be familiar with your school’s AED and be aware if you will need to press the shock button or if it will deliver automatically.
 - i. *Note:* The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.
- b. Minimize interruptions of compressions when placing AED pads to the patient’s bare chest.
- c. Continue CPR until the patient is responsive or a professional responder arrives and takes over. Make sure to rotate people doing compressions to avoid fatigue.
- d. Do not remove AED pads even if the patient regains consciousness - the pads should be left in place until handoff to EMS occurs. This precaution is necessary in case the patient has a relapse.
- e. If the AED is used be sure to have a plan to download the data, store the data, and deliver to the patient’s cardiology care team.

7) Transition care to EMS.

- a. Once EMS arrives, there should be a clear transition of care from the CERT to EMS.
- b. Team focus should now be on assisting EMS safely out of the building/parking lot.
- c. Provide EMS a copy of the patient’s emergency information sheet.

8) Action to be taken by Office / Administrative Staff.

- a. Confirm the exact location and the condition of the patient.
- b. Activate the Cardiac Emergency Response Team and give the exact location.
- c. Confirm that the Cardiac Emergency Response Team has responded.
- d. Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
- e. Assign a staff member to direct EMS to the scene.
- f. Perform “Crowd Control” – directing others away from the scene.
- g. Notify other staff: school nurse, athletic trainer, athletic director, safety director, safety manager, leadership, sports facilities manager, etc.
- h. Plan for ongoing coverage following an emergency response in case a subsequent event occurs.
- i. Consider having the people (e.g., staff, students) stay in place (e.g., delaying class changes or hallway traffic, services provided, dismissal, recess, or other changes) to facilitate CPR and EMS functions.
- j. Designate people to cover the duties of the CPR responders.
- k. Copy the patient’s emergency information for EMS.
- l. Notify the patient’s emergency contact (parent/guardian, spouse, etc.).
- m. Notify faculty and students, staff, employees, and sports attendees when to return to the normal schedule or services.
- n. Contact organization leadership (e.g., school district administration), human resources and/or other facility management (e.g., sports facility management).

9) Debrief

- a. Discuss the outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
- b. An evaluation of whether the CERP was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements to the Plan and in its implementation if the plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the organization's medical counsel) to support the debriefing process and address any concerns regarding on-site medical management and coordination.
- c. An evaluation of the debriefing process for responders and post-event support. This shall include identifying aftercare services, including crisis counselors.



P A C T

Family Survey Results



Prepared by Christine Erntson

Director of Communication and Community Engagement

2025-2026

Insights



Survey Overview

The annual family survey aims to gather valuable feedback on the experiences and perceptions of families at PACT Charter School. It helps us understand what families value most and where they identify opportunities for improvement. The survey covers key areas including academic quality, communication, school environment, safety, leadership, and trust in the administration. The insights collected support our efforts to identify trends, recognize strengths, and foster continuous improvement across the District.

Survey Methodology

The survey was distributed to parents and guardians via direct email with an online link. We encouraged participation through reminders in the *PACT Pilot e-newsletter* and with a reminder email sent on the closing day of the survey.

Survey Participation Rate

This year, the Elementary Campus had a participation rate of 13.4% (136 responses), while the Secondary Campus reported a 4.5% participation rate (77 responses). Families were also offered a survey for each campus if they had a student attend.

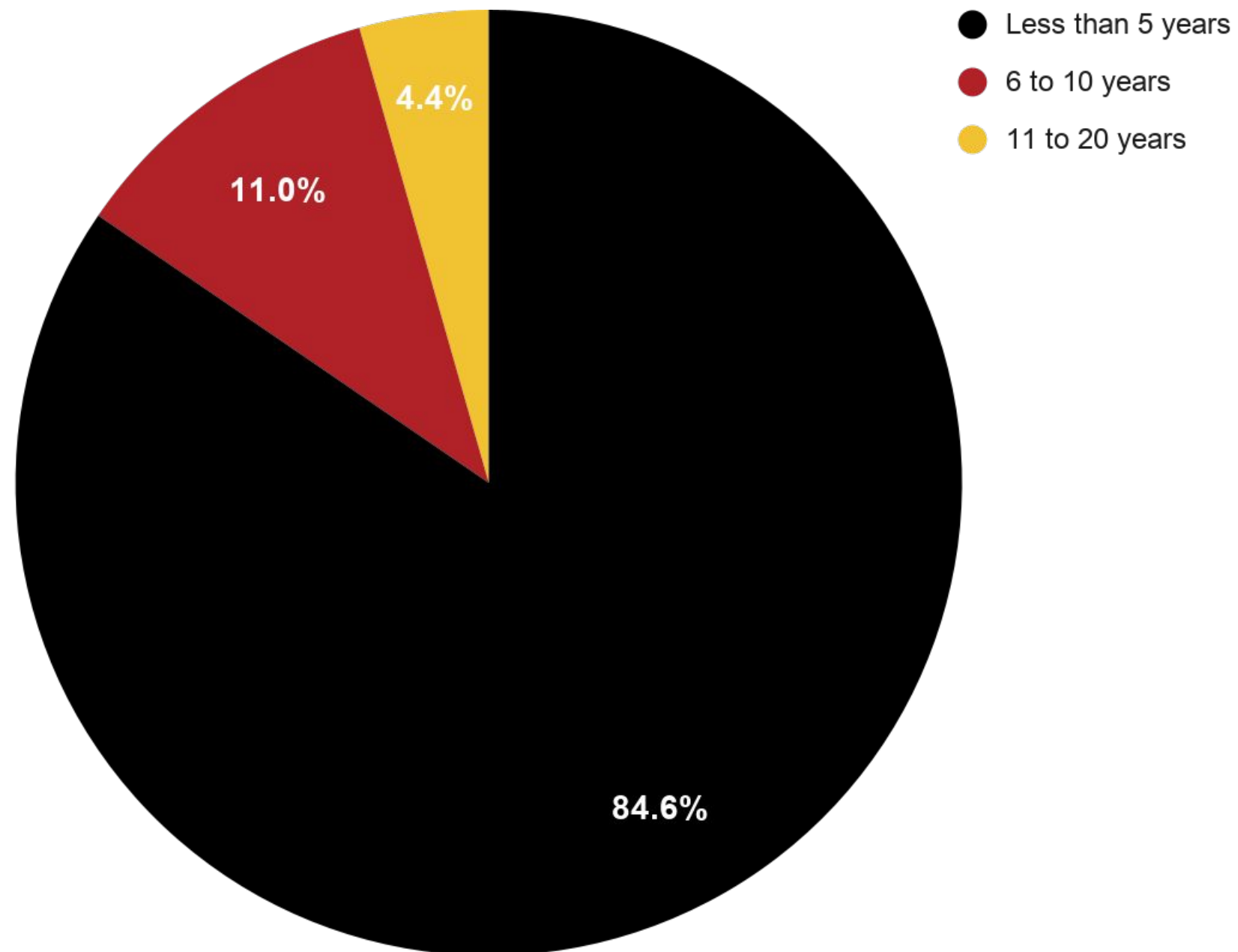
Overall Satisfaction Rate

PACT Charter School is committed to ensuring high family satisfaction. In the FY26 survey, 94.2% of families at the Elementary Campus and 88.4% at the Secondary Campus reported being either very or somewhat satisfied. This results in a **district-wide average satisfaction rate of 92%**.

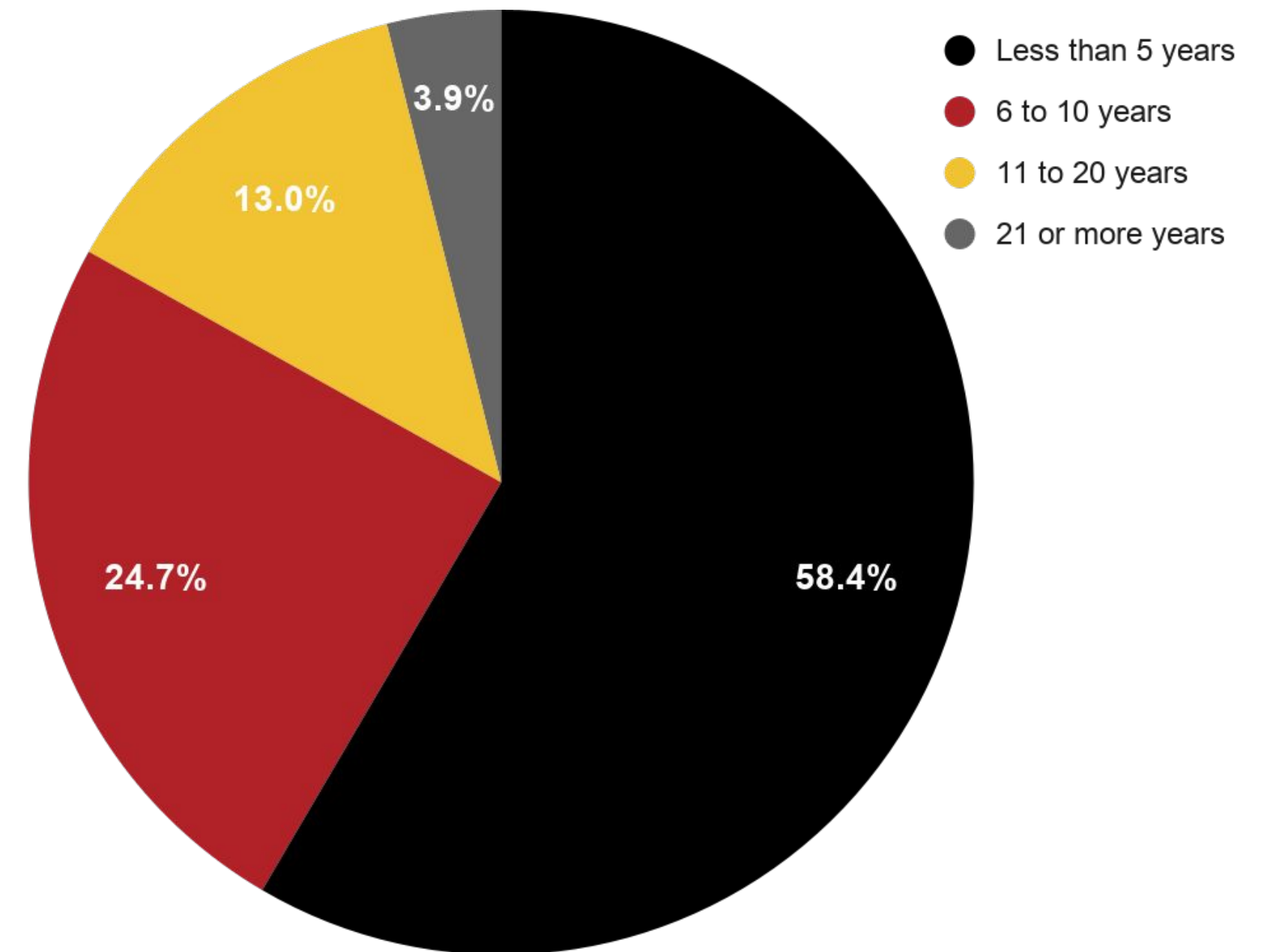
1 In total, how many years have you had children enrolled at PACT Charter School(s)?



Elementary Campus



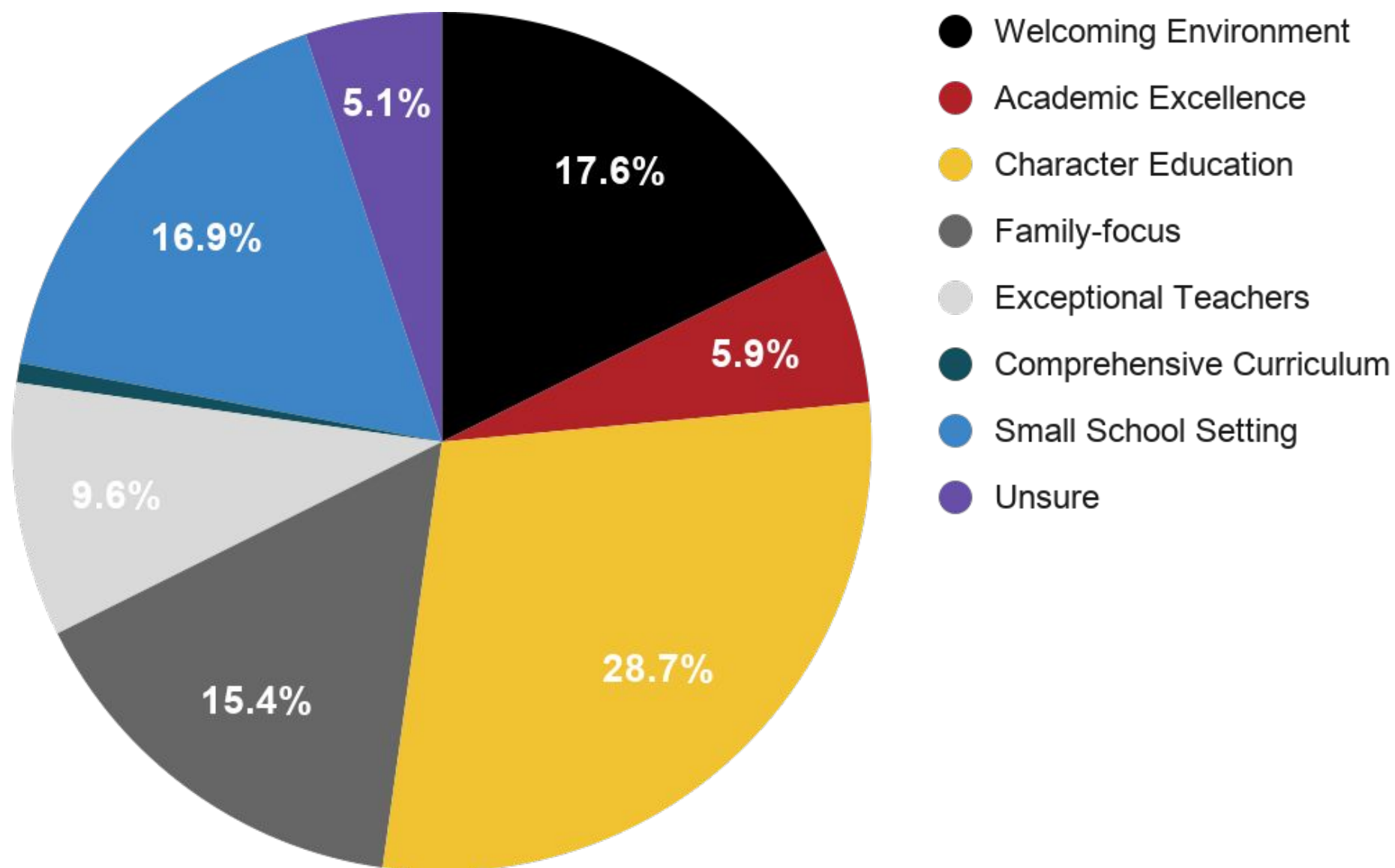
Secondary Campus



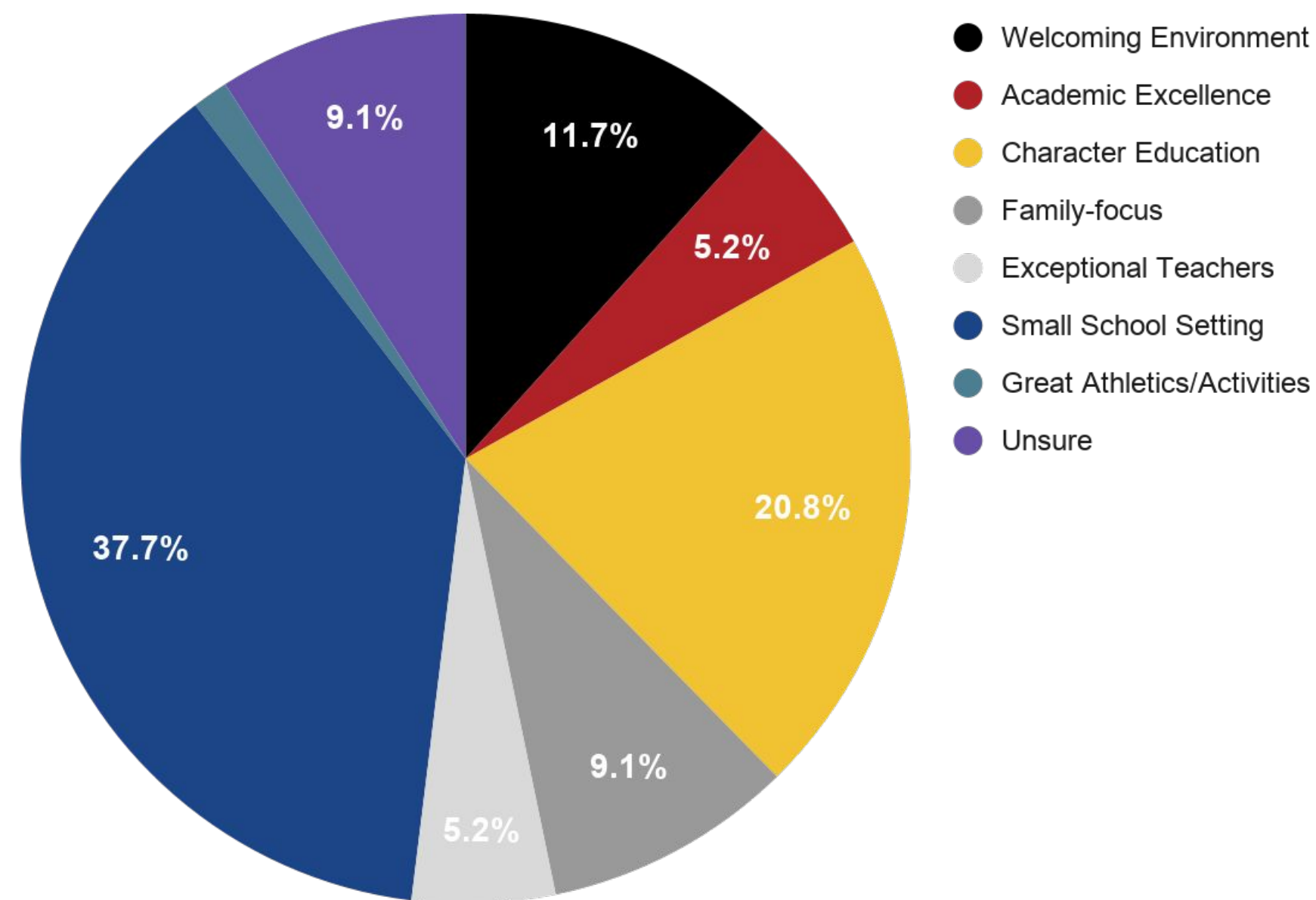
2. When you think of PACT Charter School, what is the first thought that comes to mind?



Elementary Campus



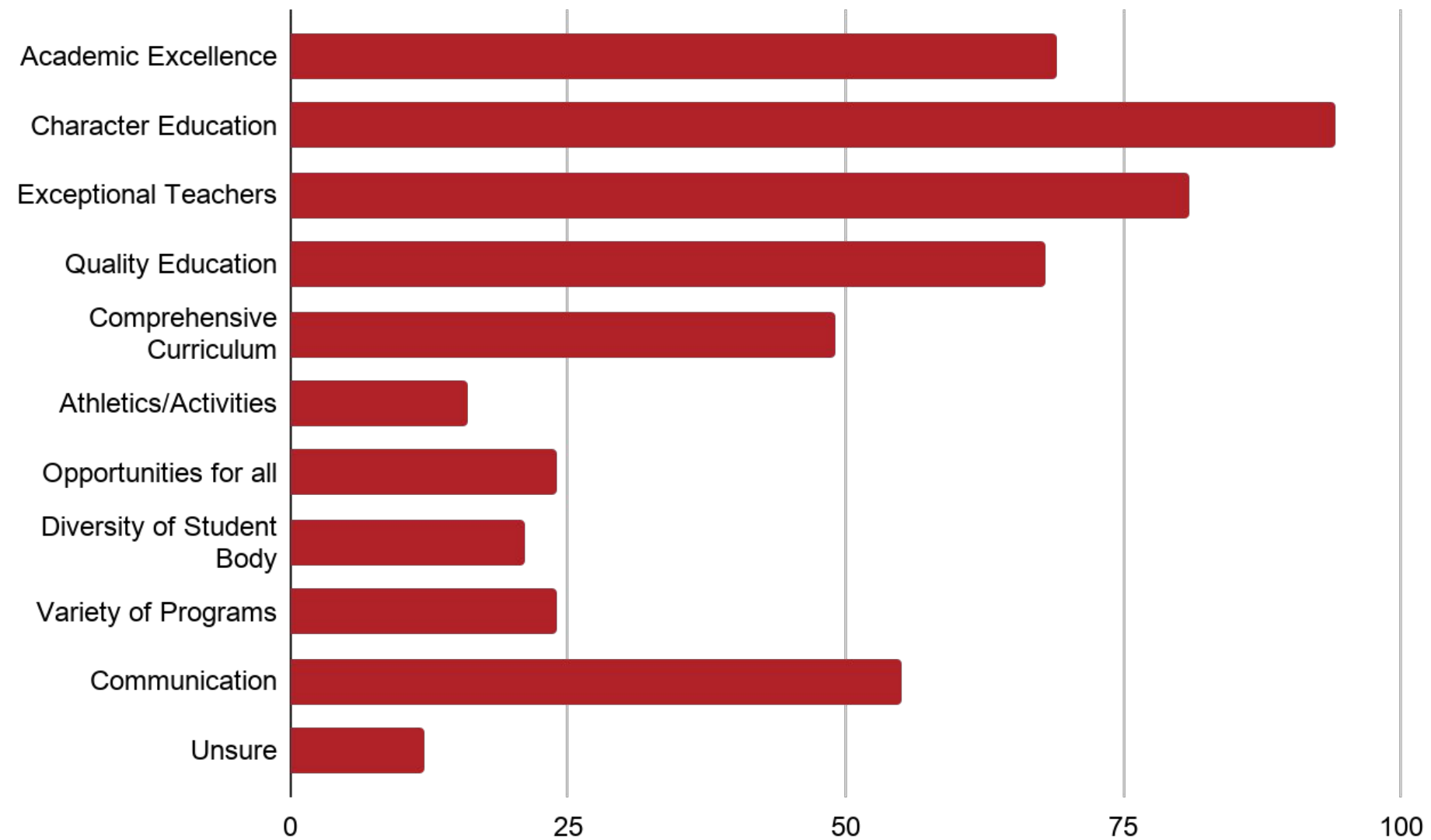
Secondary Campus



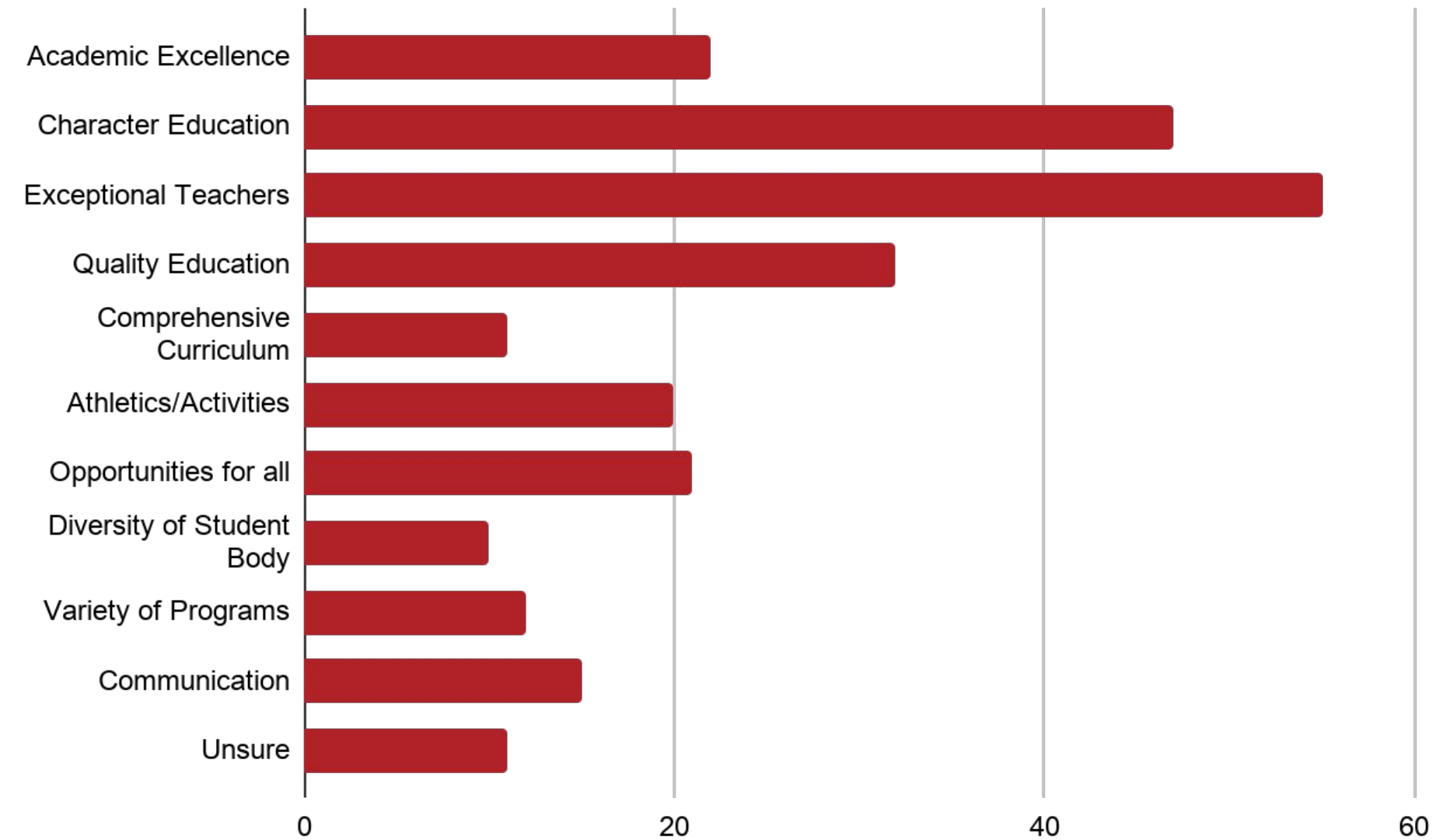
3. What do you like most about PACT Charter School?



Elementary Campus



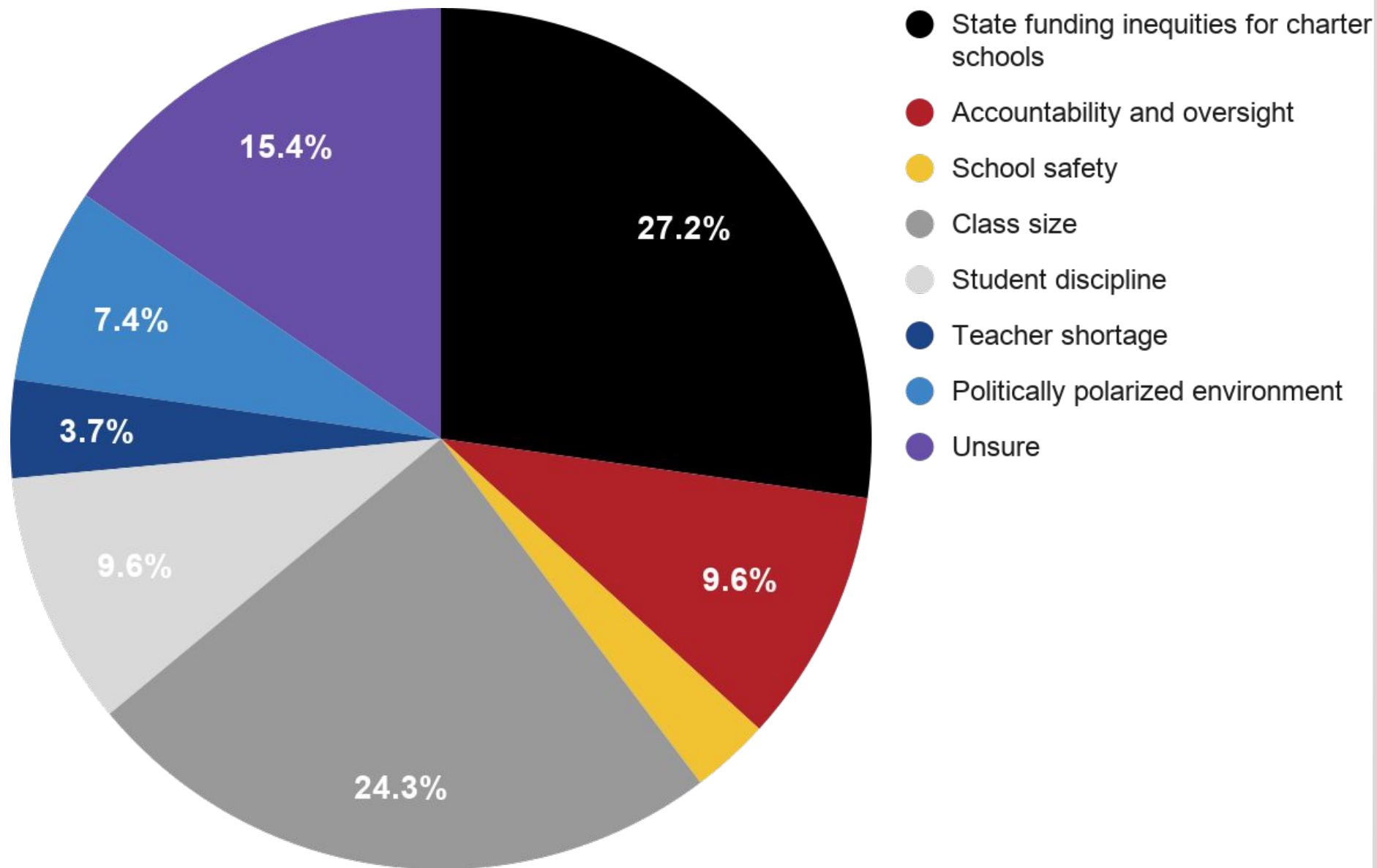
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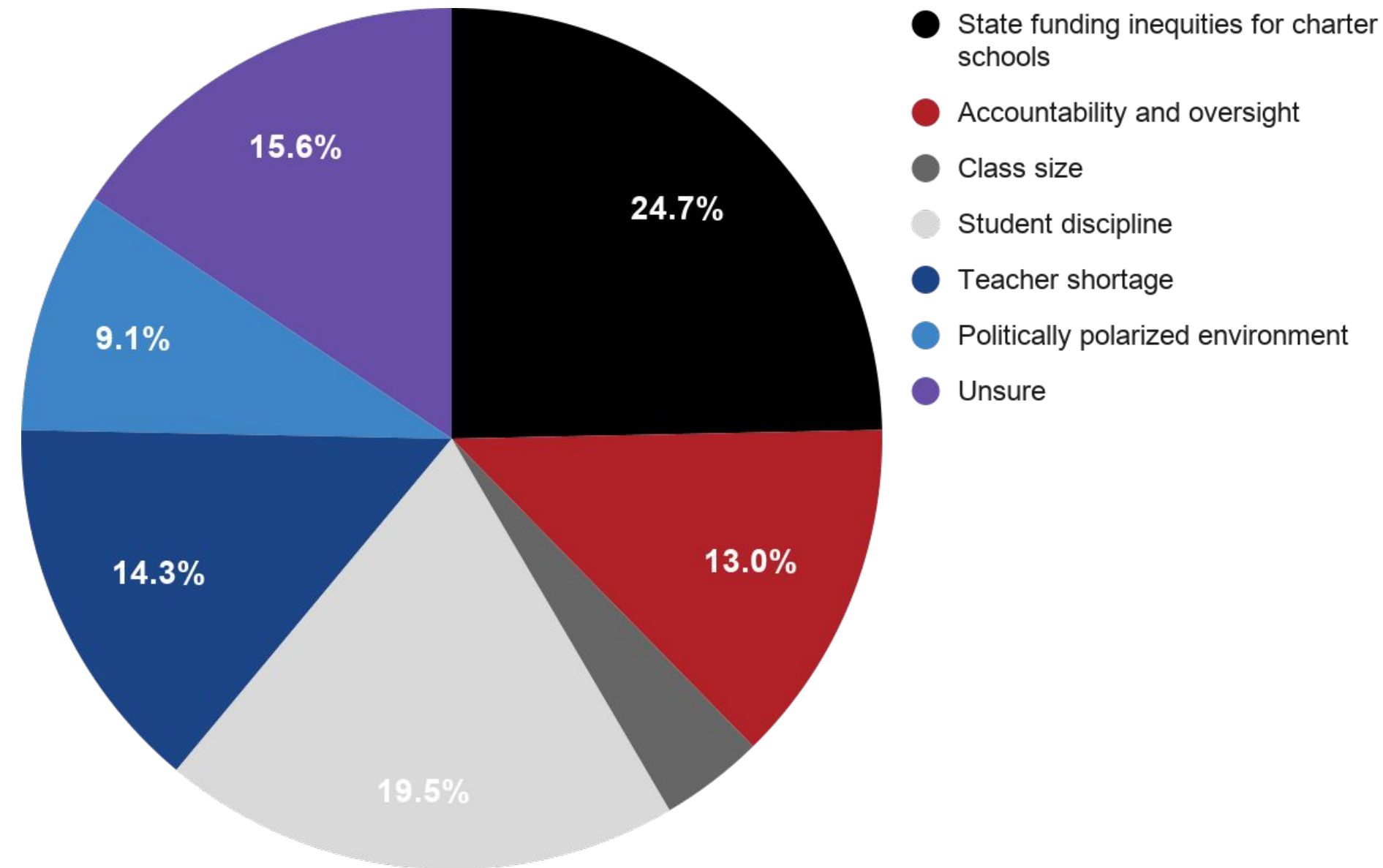
4. What do you think is the most serious issue facing PACT Charter School?



Elementary Campus



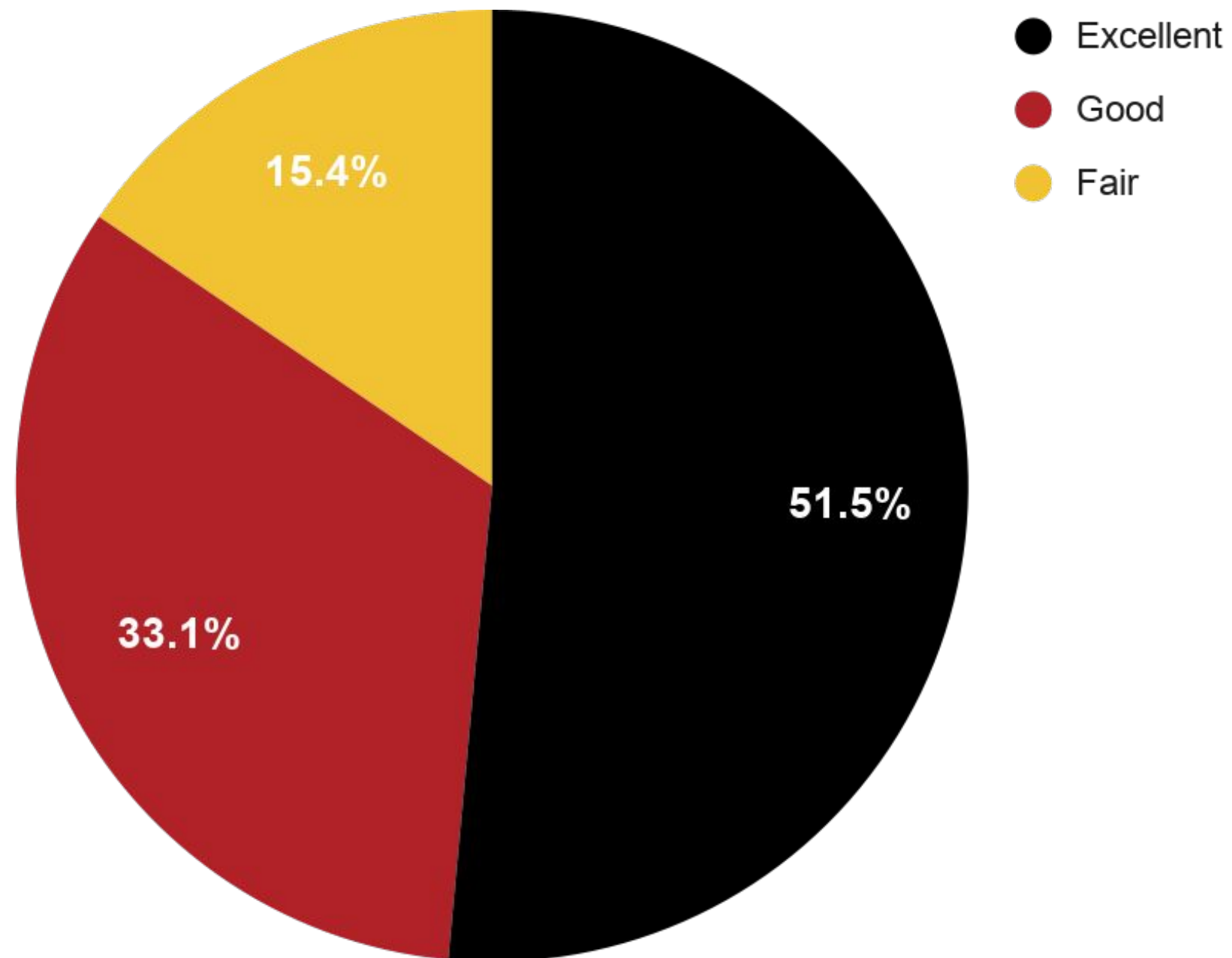
Secondary Campus



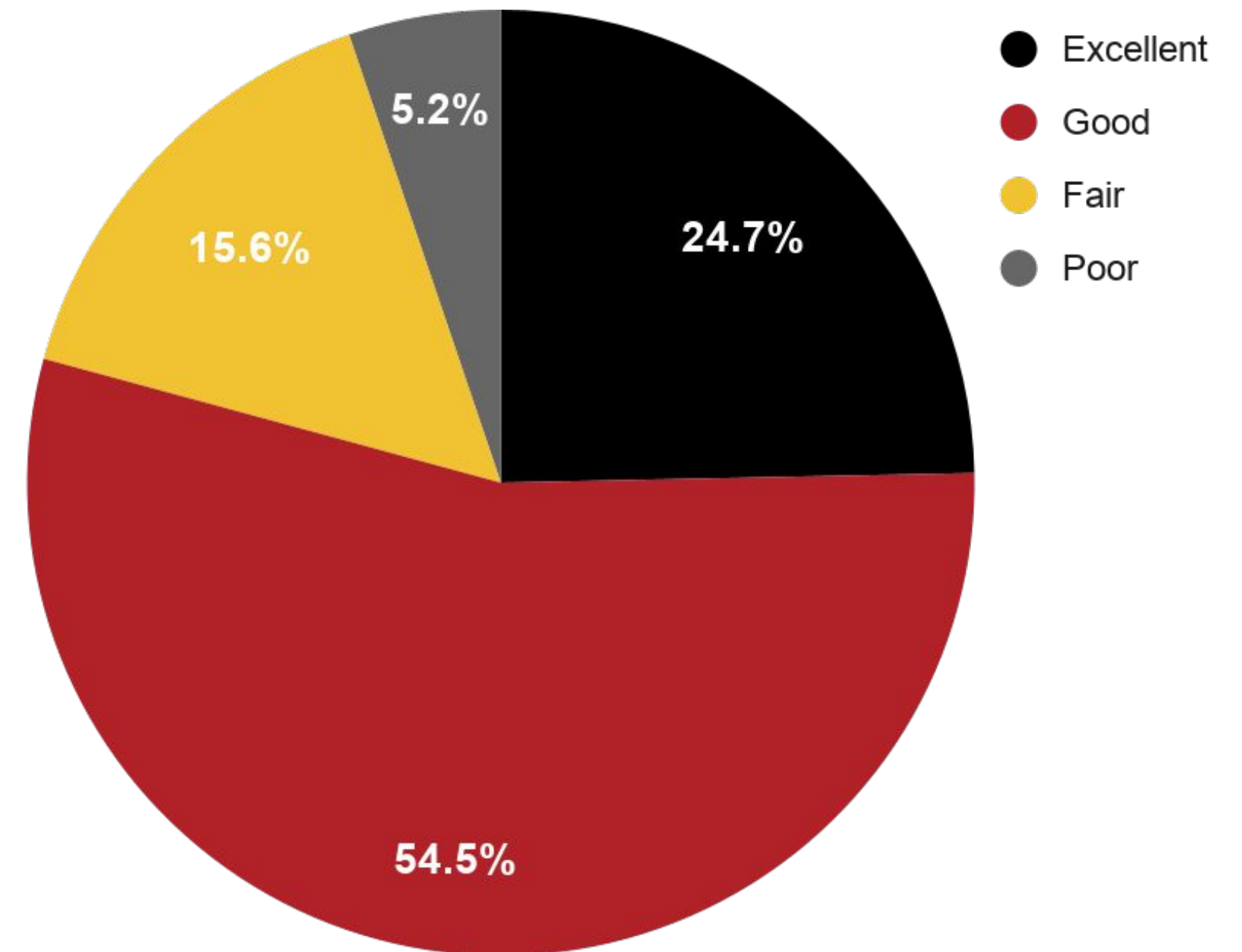
5. Overall, how would you rate the quality of education provided by PACT Charter School?



Elementary Campus



Secondary Campus



6

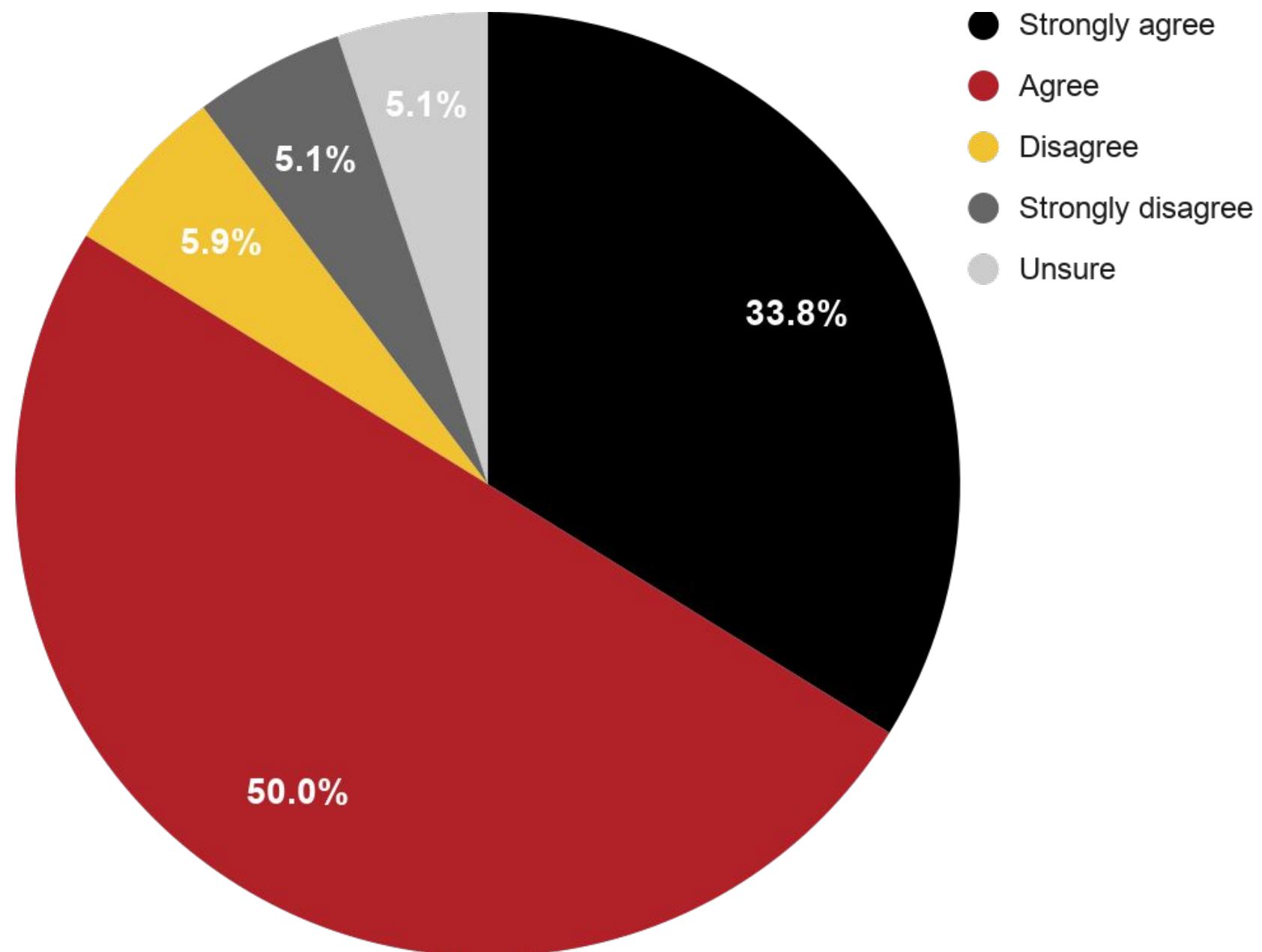
I trust the PACT Charter School Board and Administration

- to do what is best for the children attending.

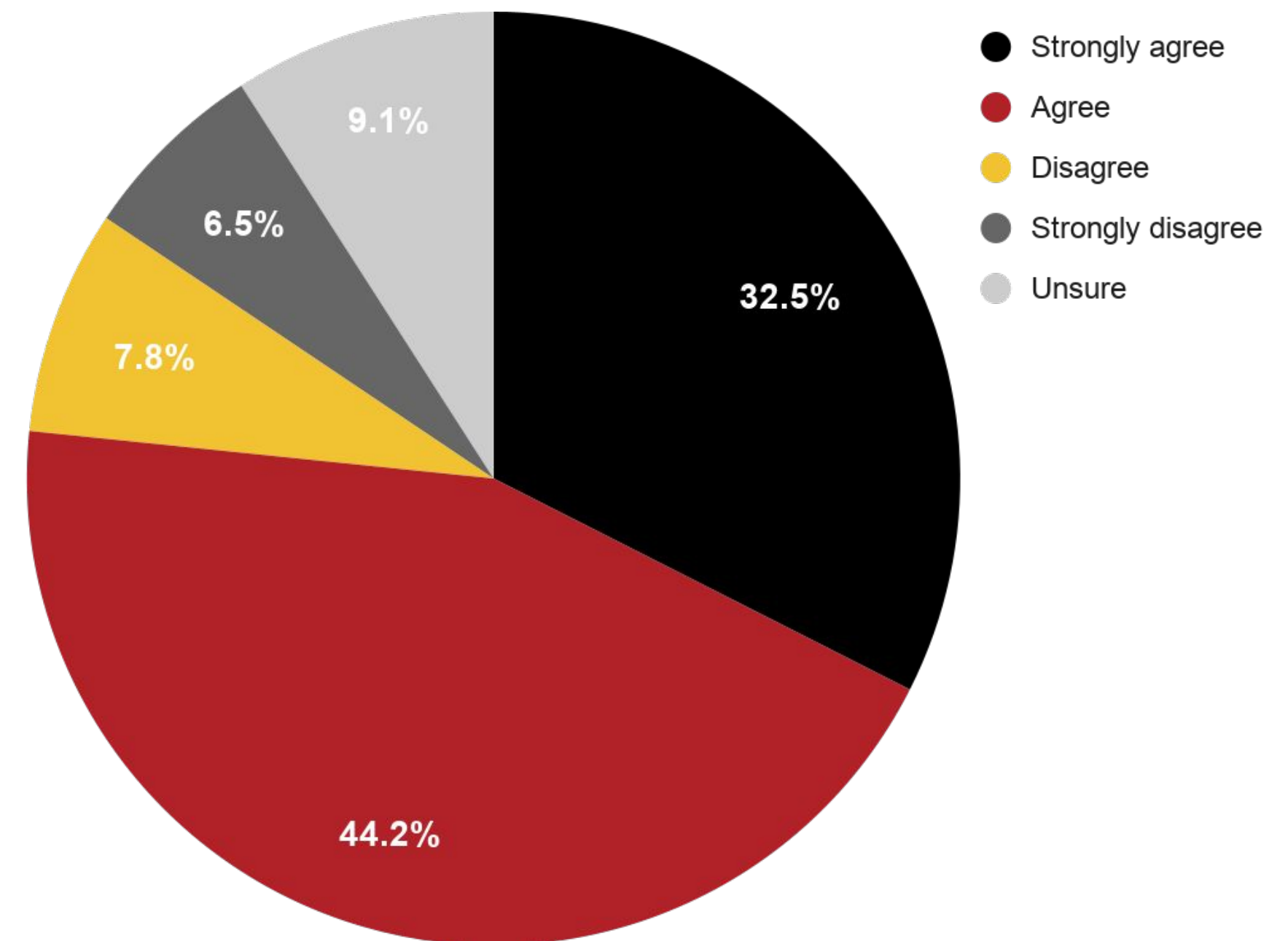


P A C T

Elementary Campus



Secondary Campus

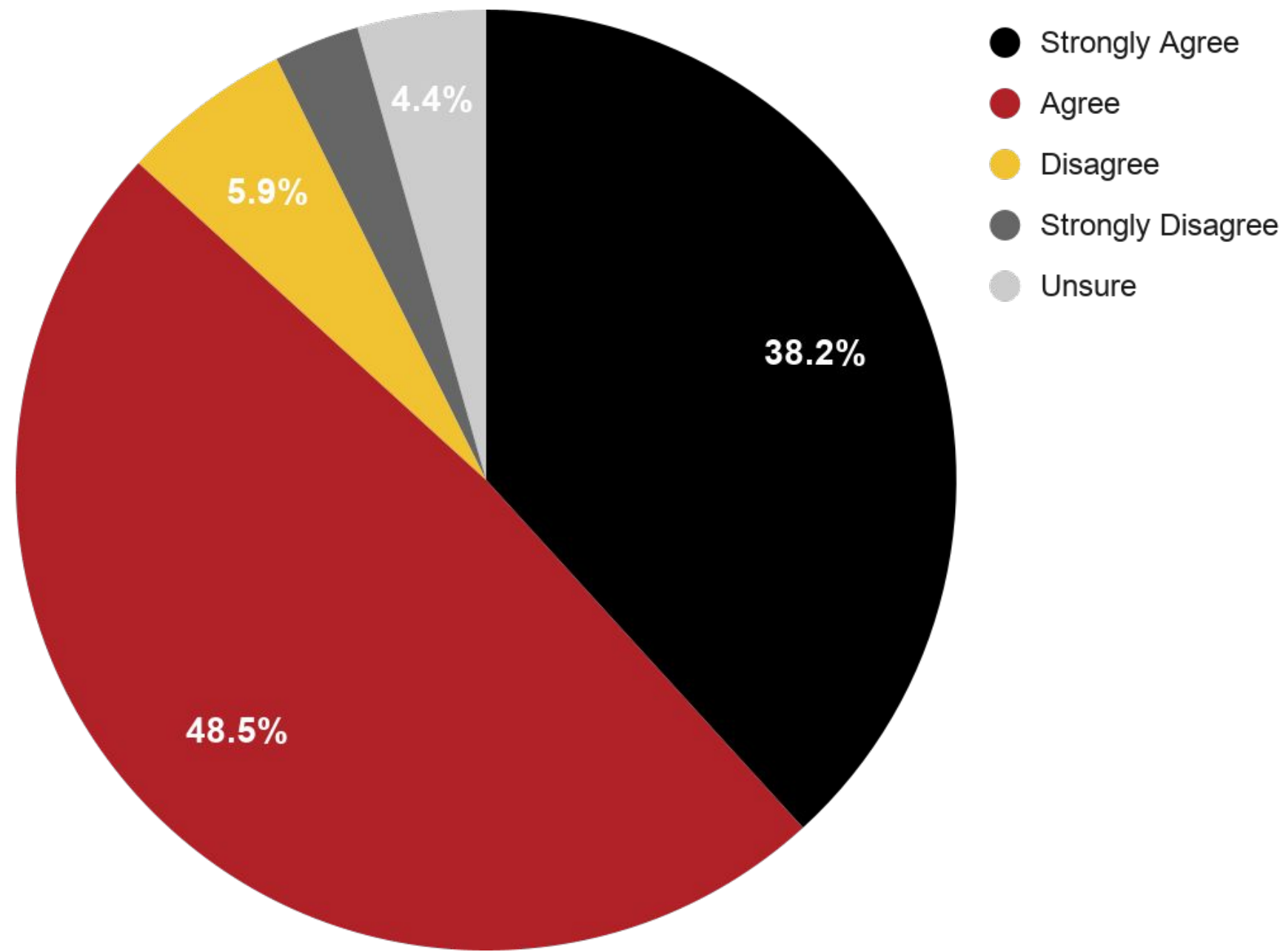


7 PACT Charter School does a good job of communicating

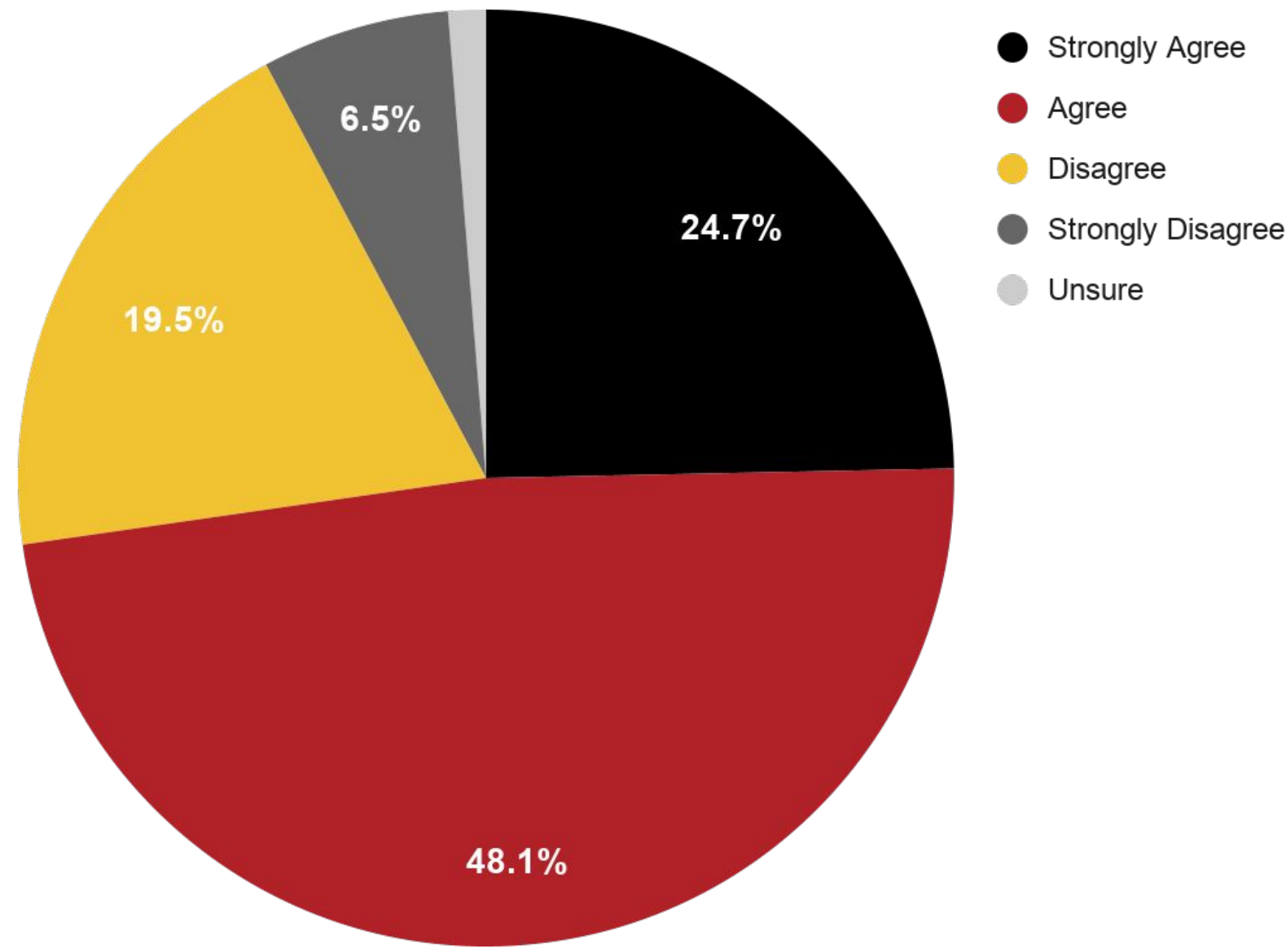
- issues and decisions to families.



Elementary Campus



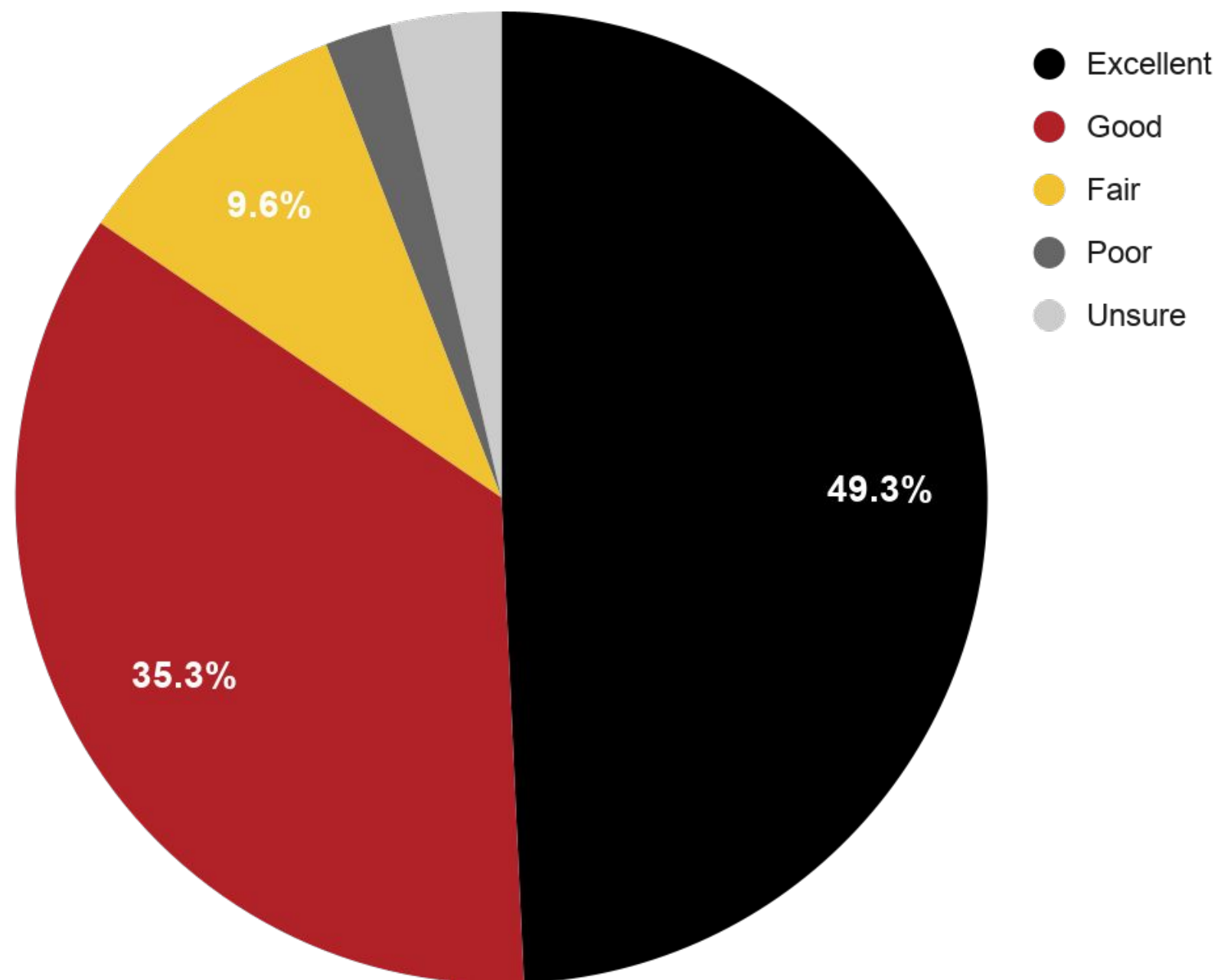
Secondary Campus



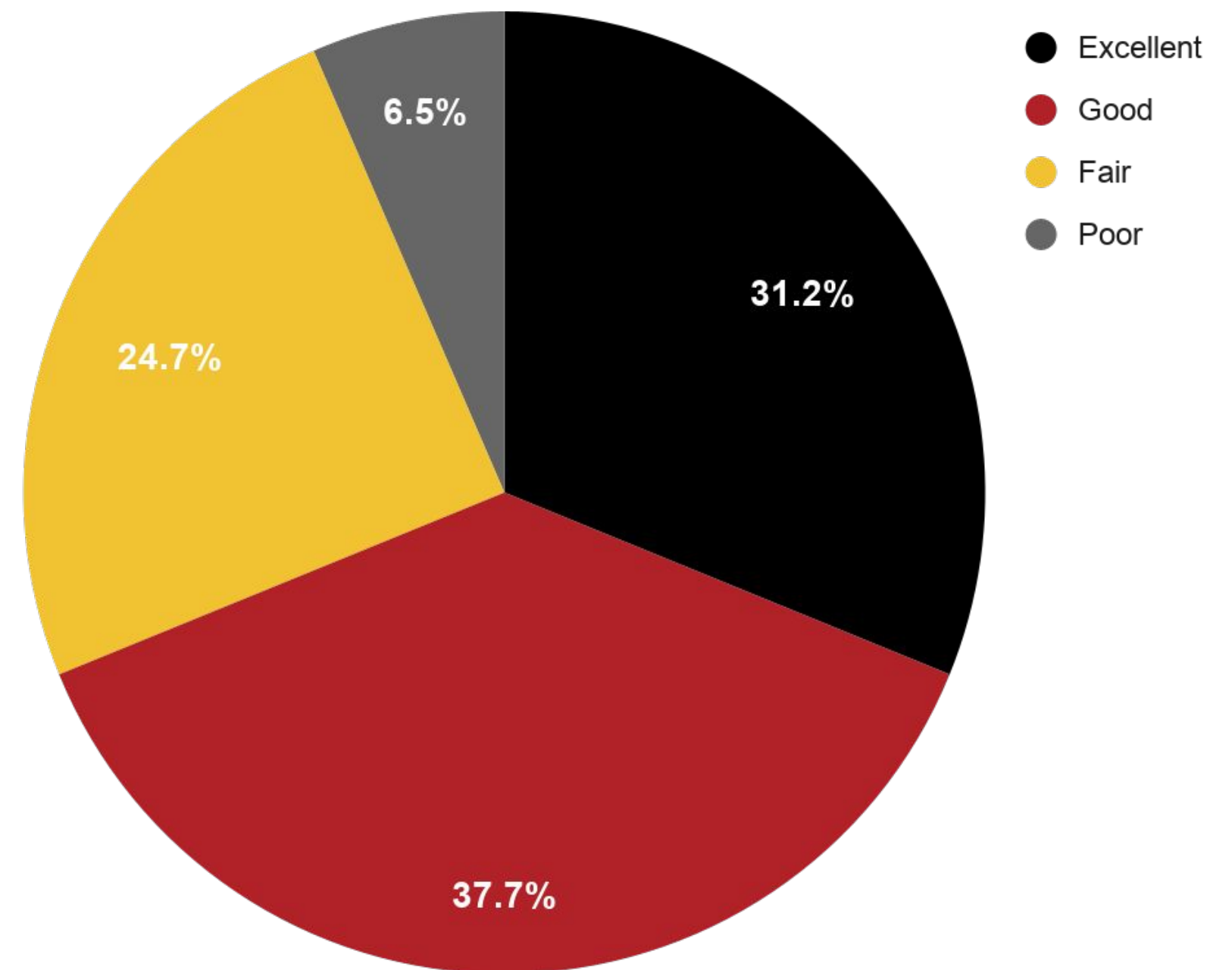
8 How would you rate the performance of the PACT ■ Charter School Principal and Administrators?



Elementary Campus



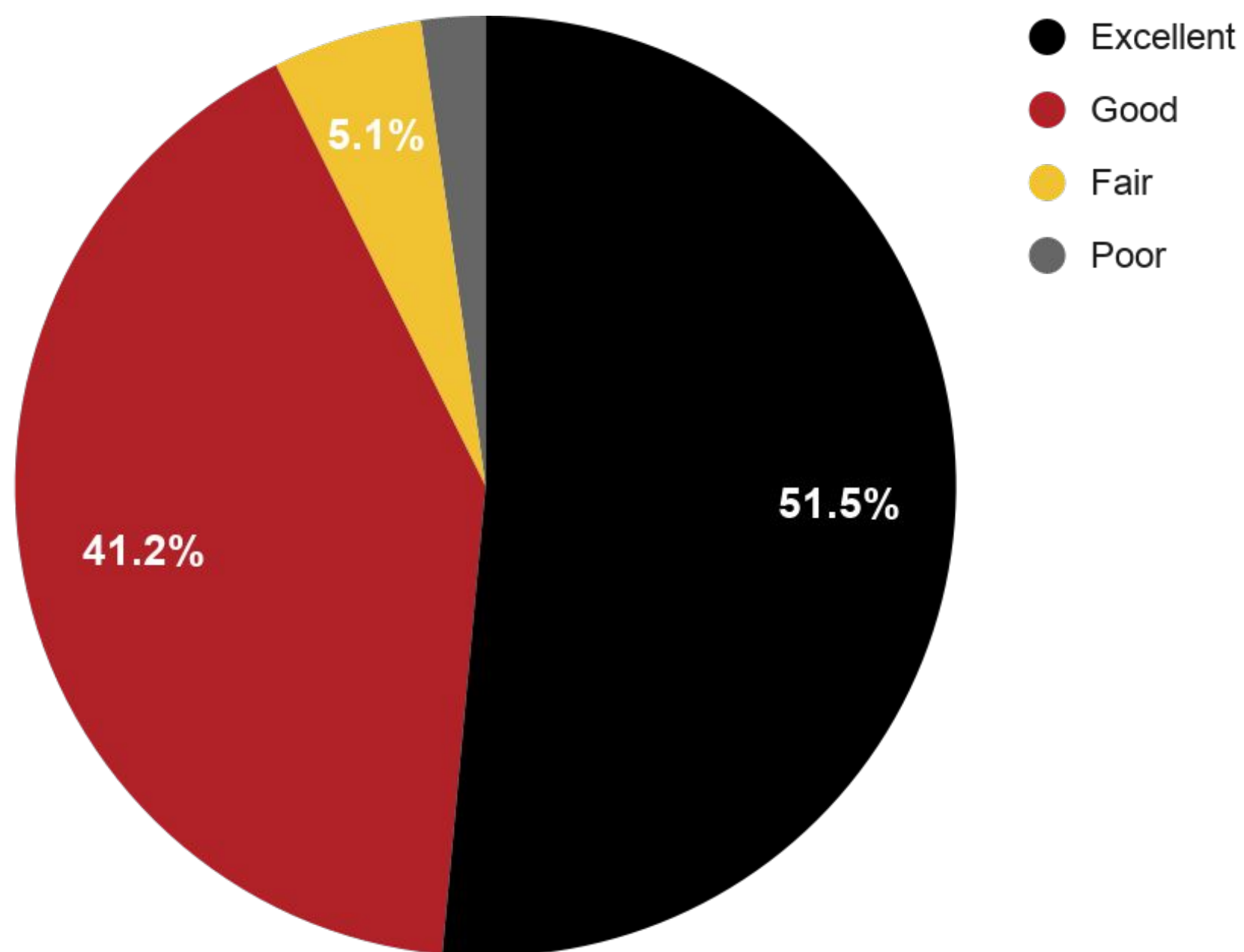
Secondary Campus



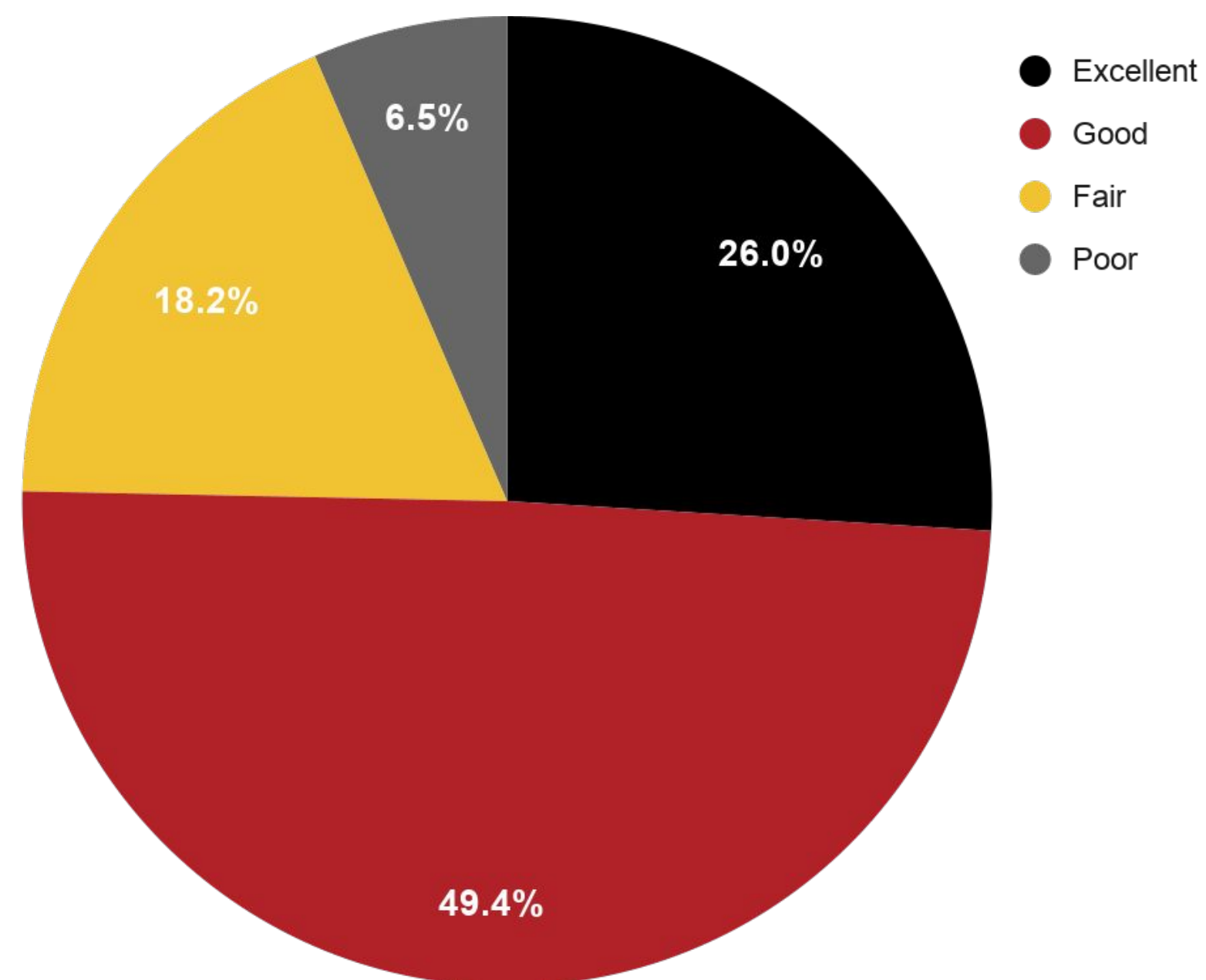
9. How would you rate the job performance of teachers and instructional staff?



Elementary Campus



Secondary Campus



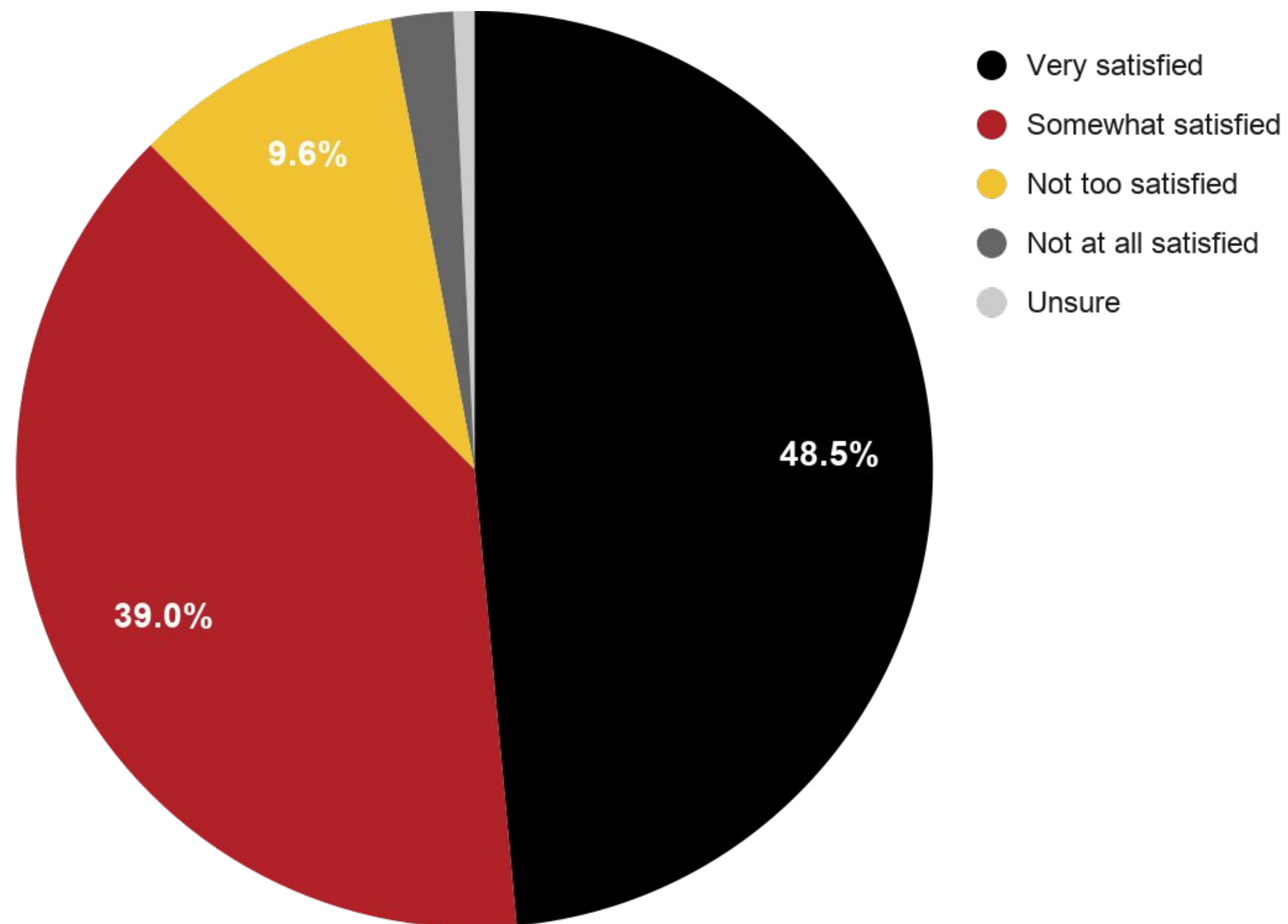
10.

How satisfied are you with how well PACT Charter School informs you about the progress of your child(ren)?

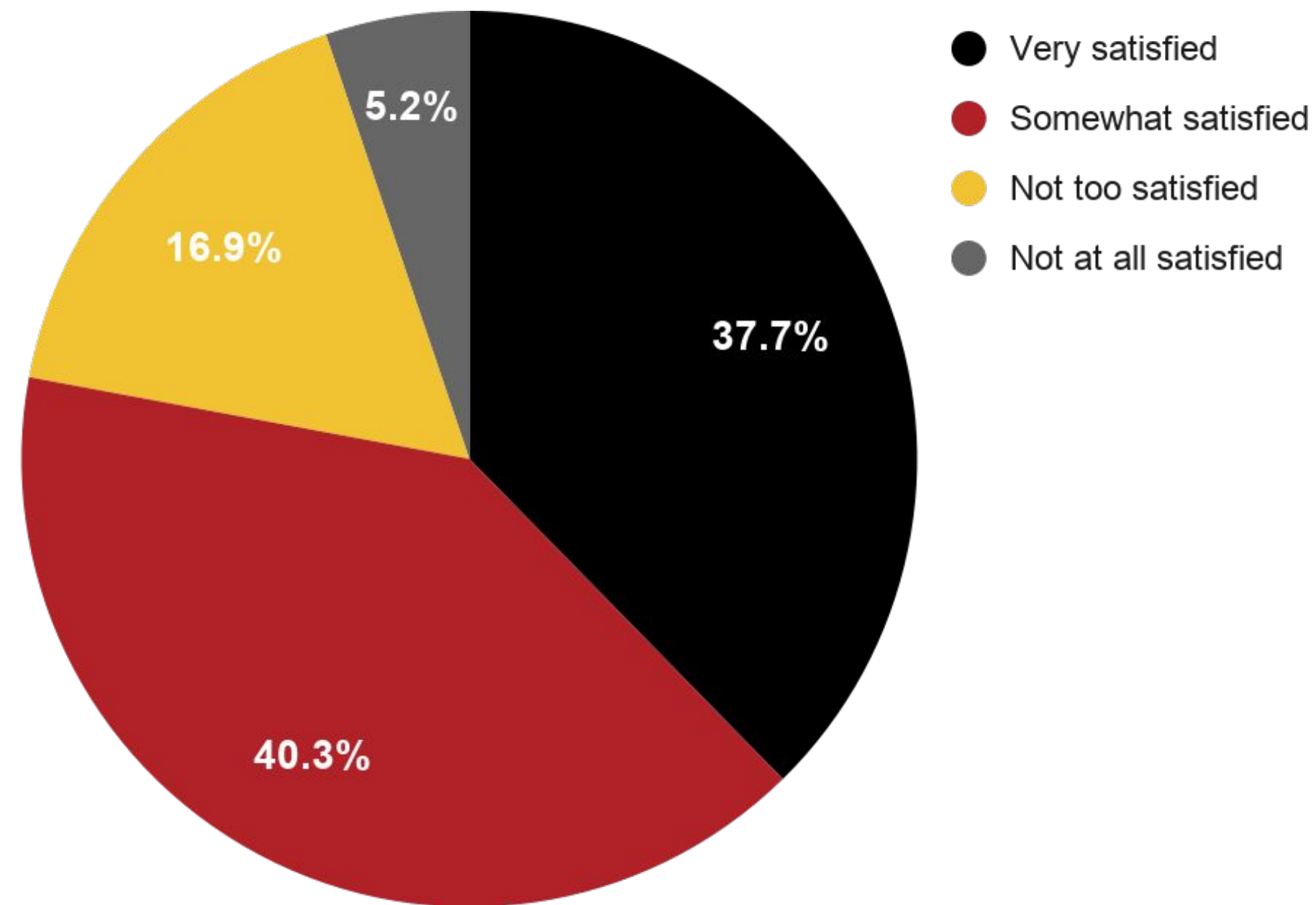


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Elementary Campus



Secondary Campus



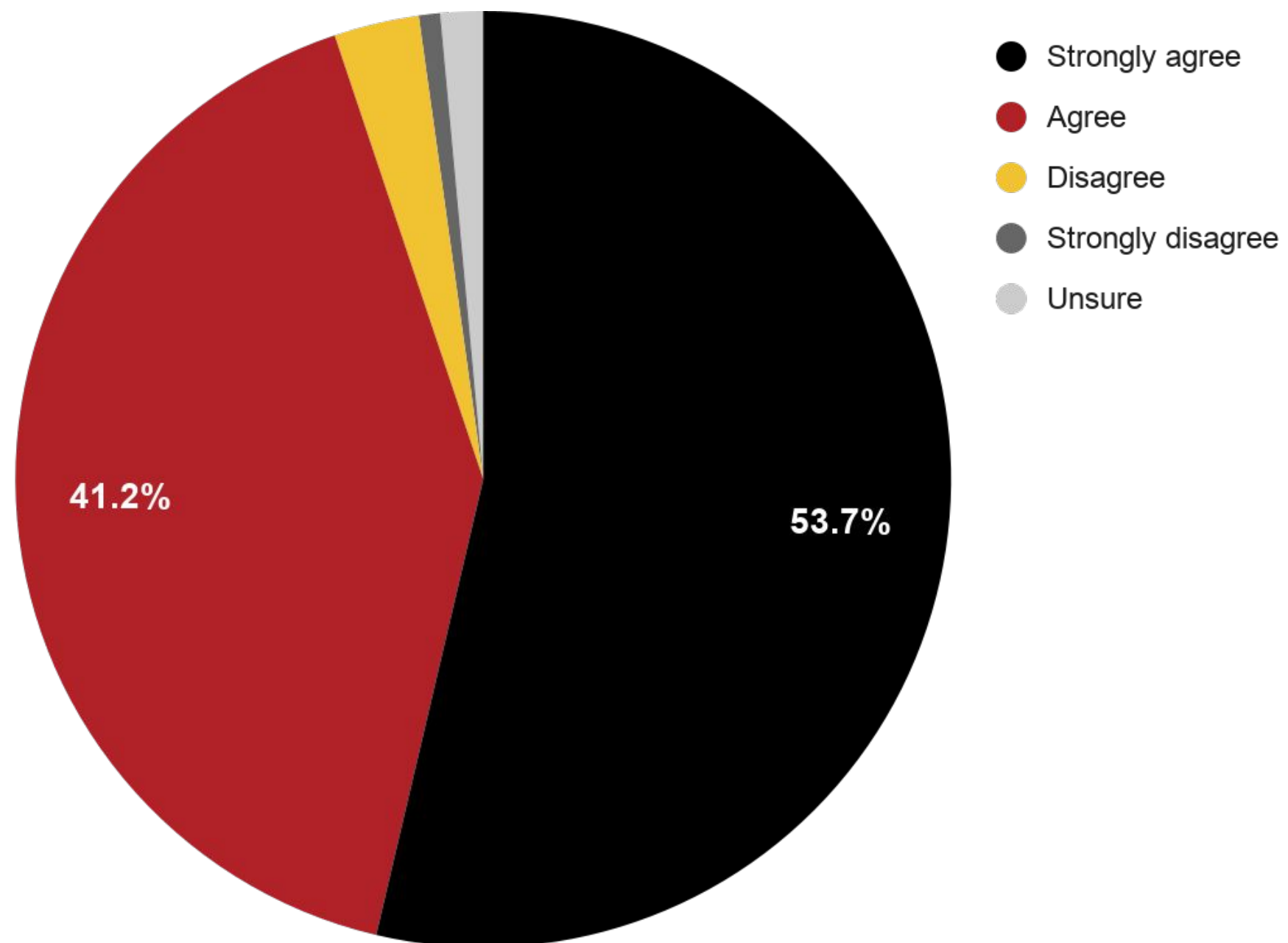
11.

PACT Charter School provides a welcoming environment.

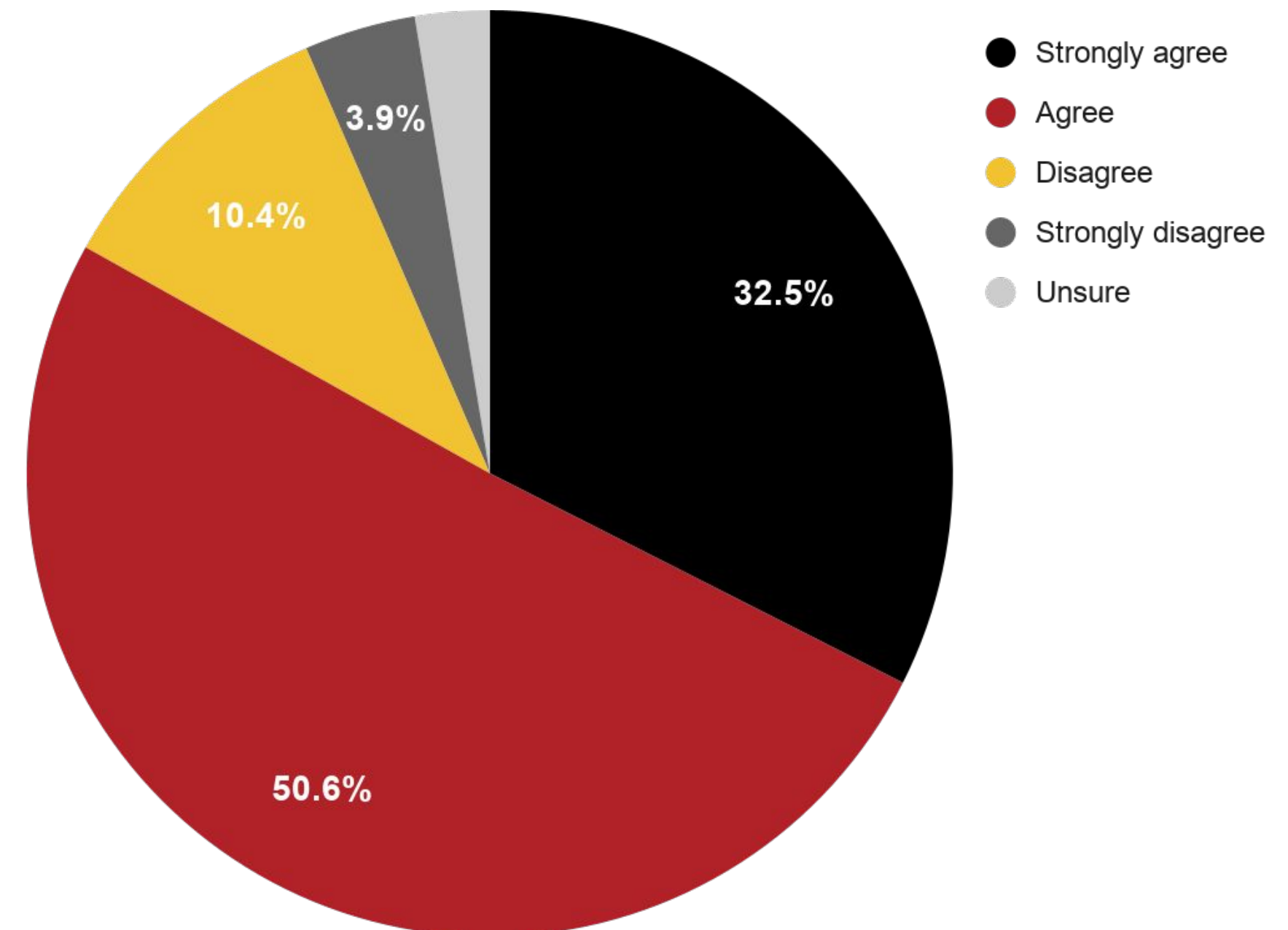


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Elementary Campus



Secondary Campus



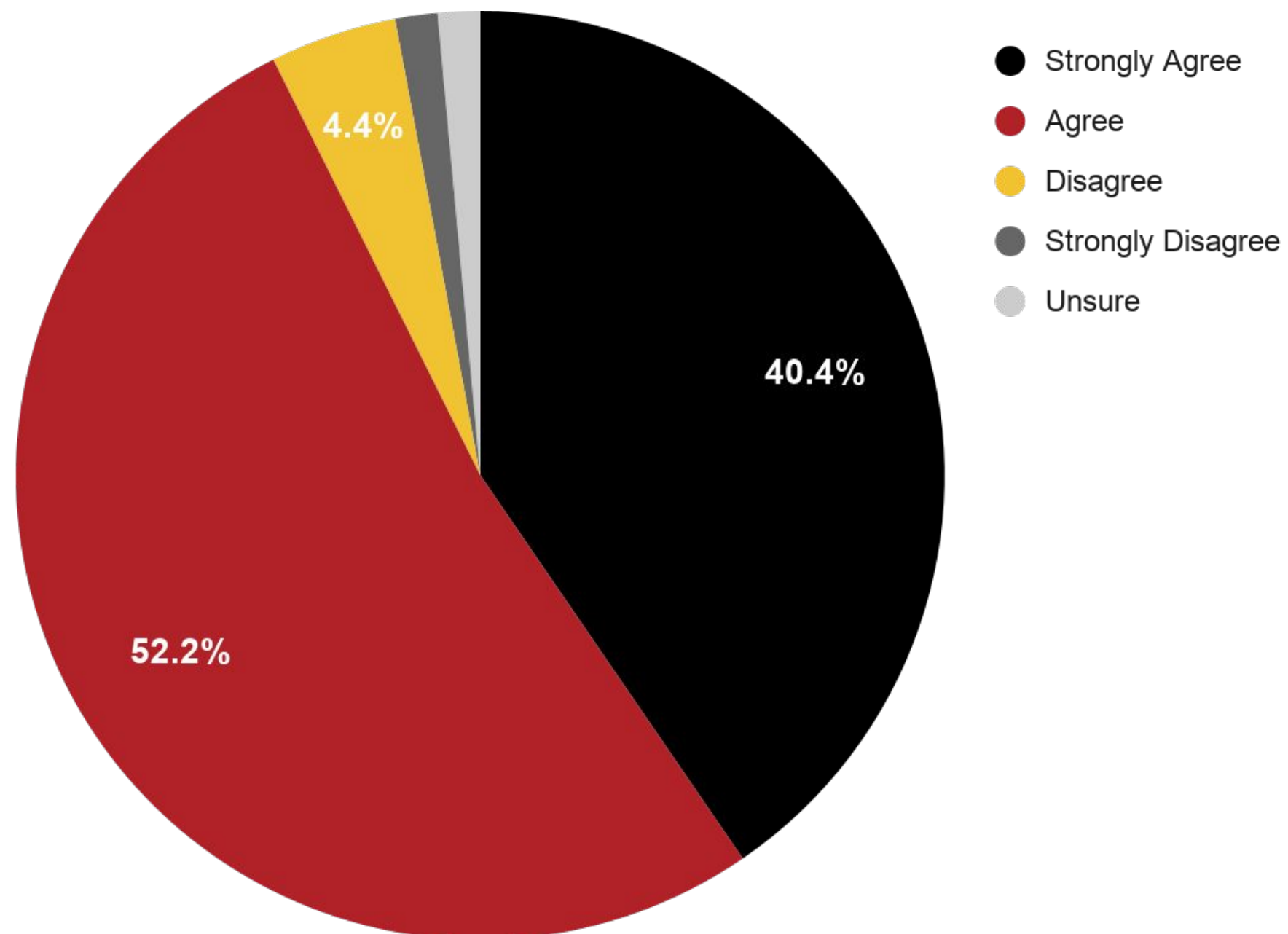
12.

PACT Charter School provides a safe environment.

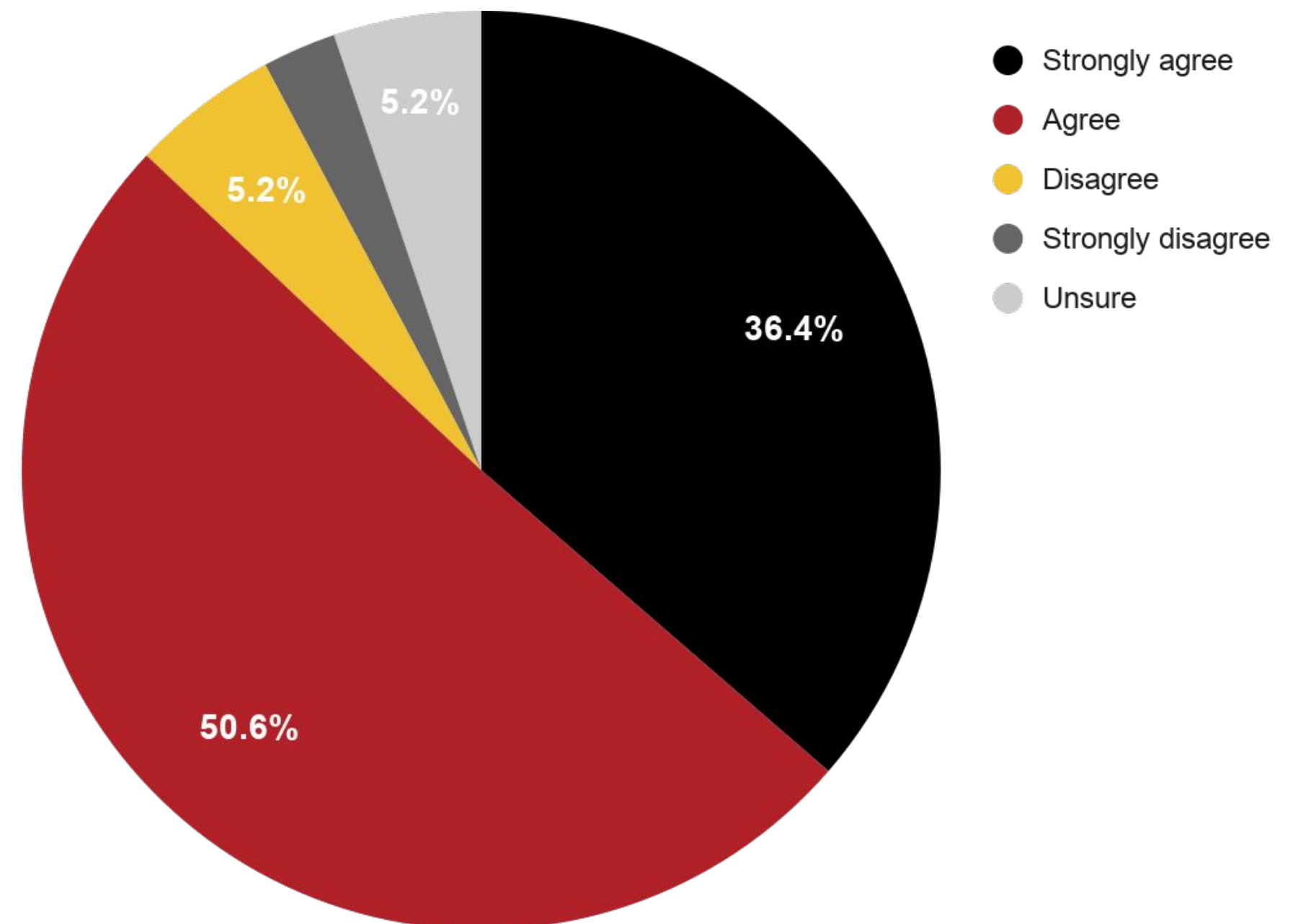


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Elementary Campus



Secondary Campus



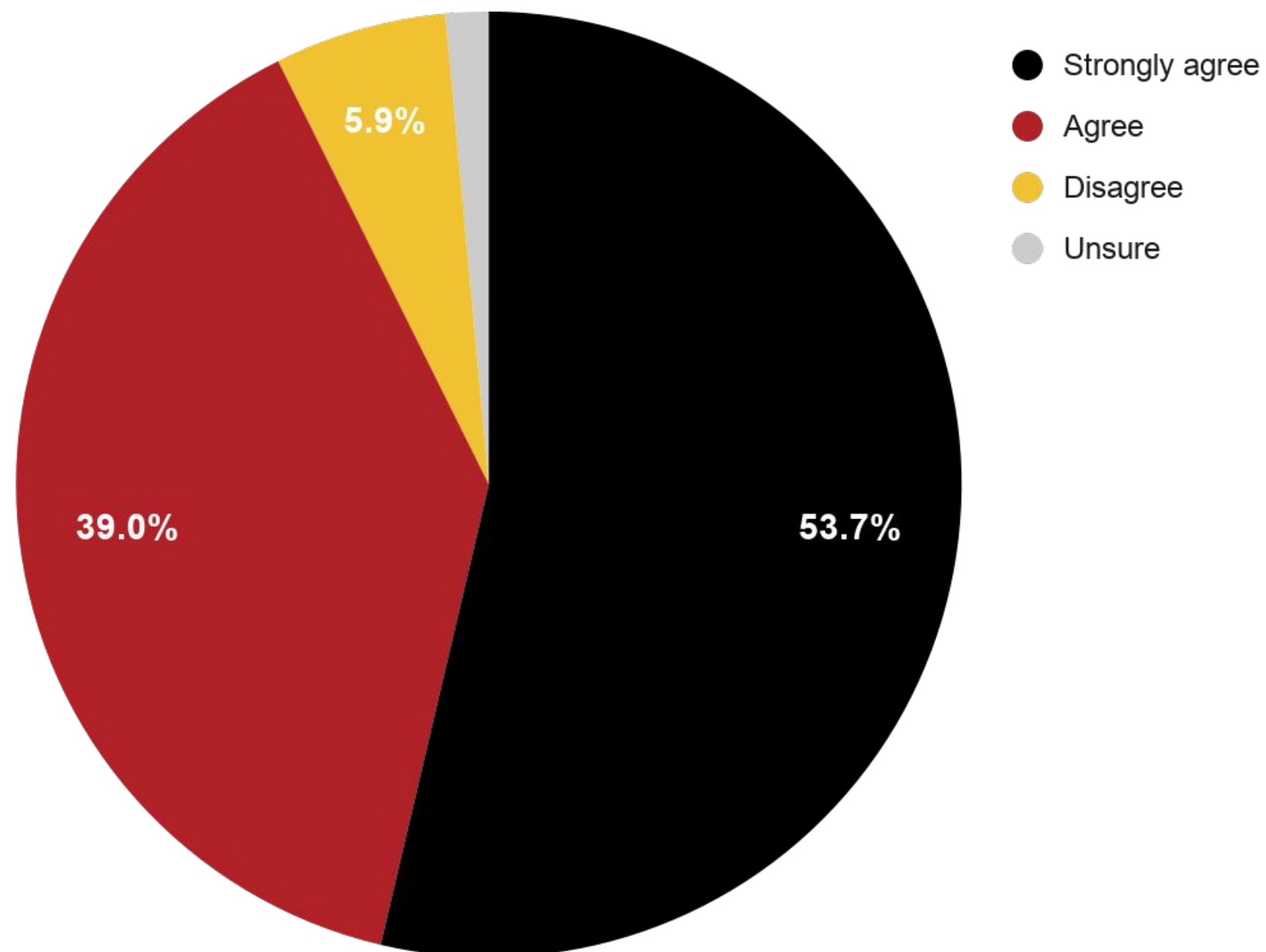
13.

PACT Charter School is clean and in good repair.

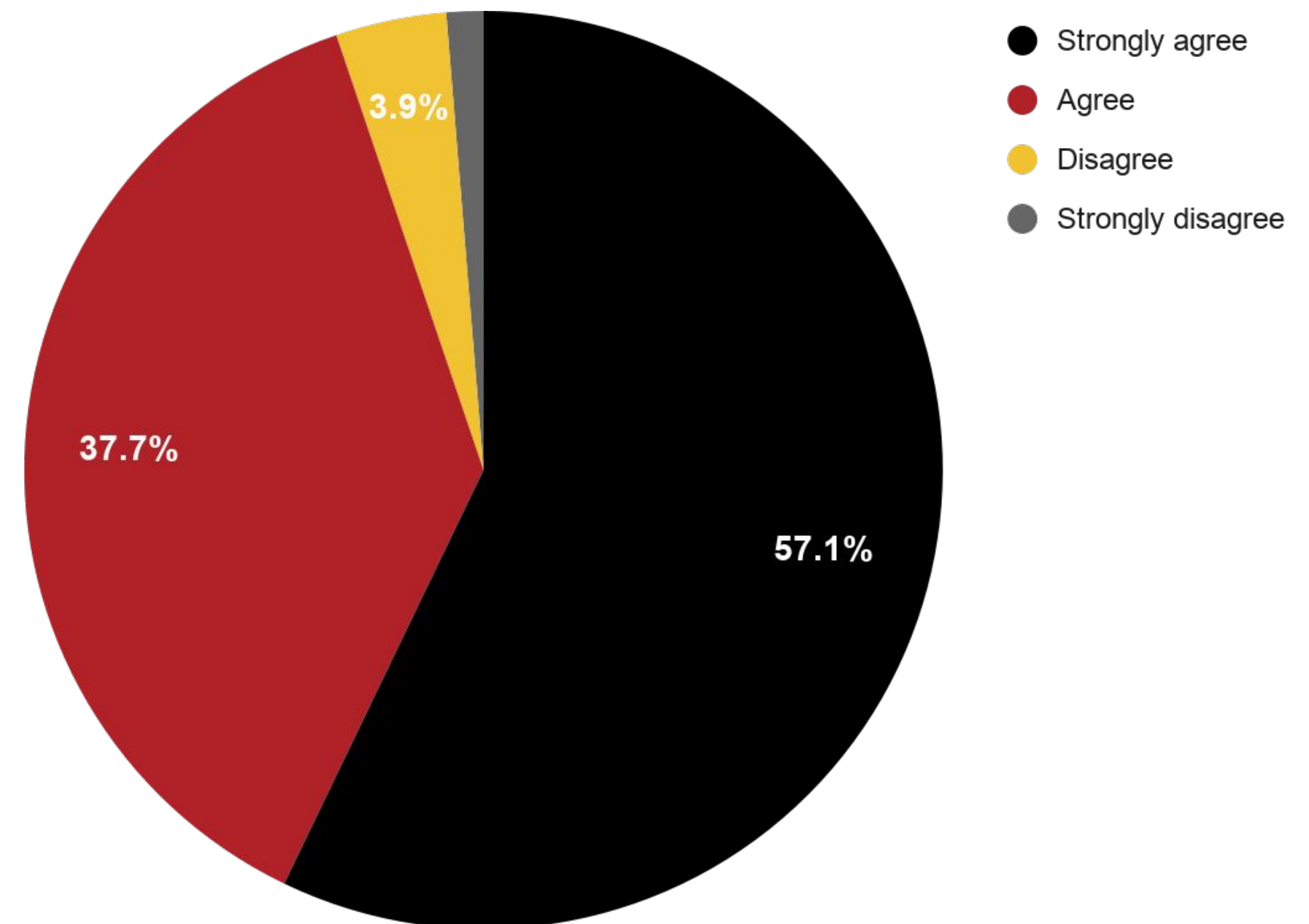


P A C T

Elementary Campus

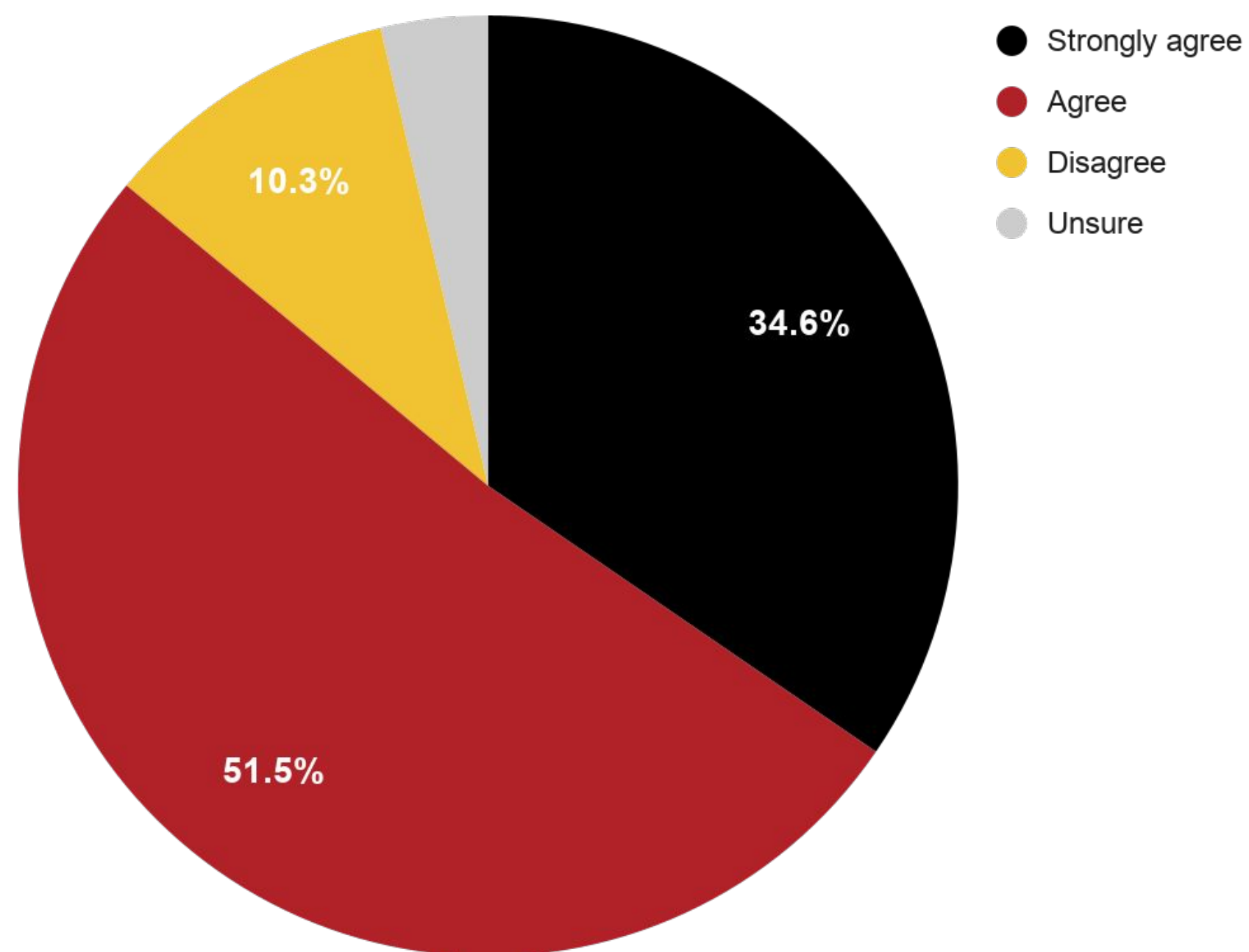


Secondary Campus

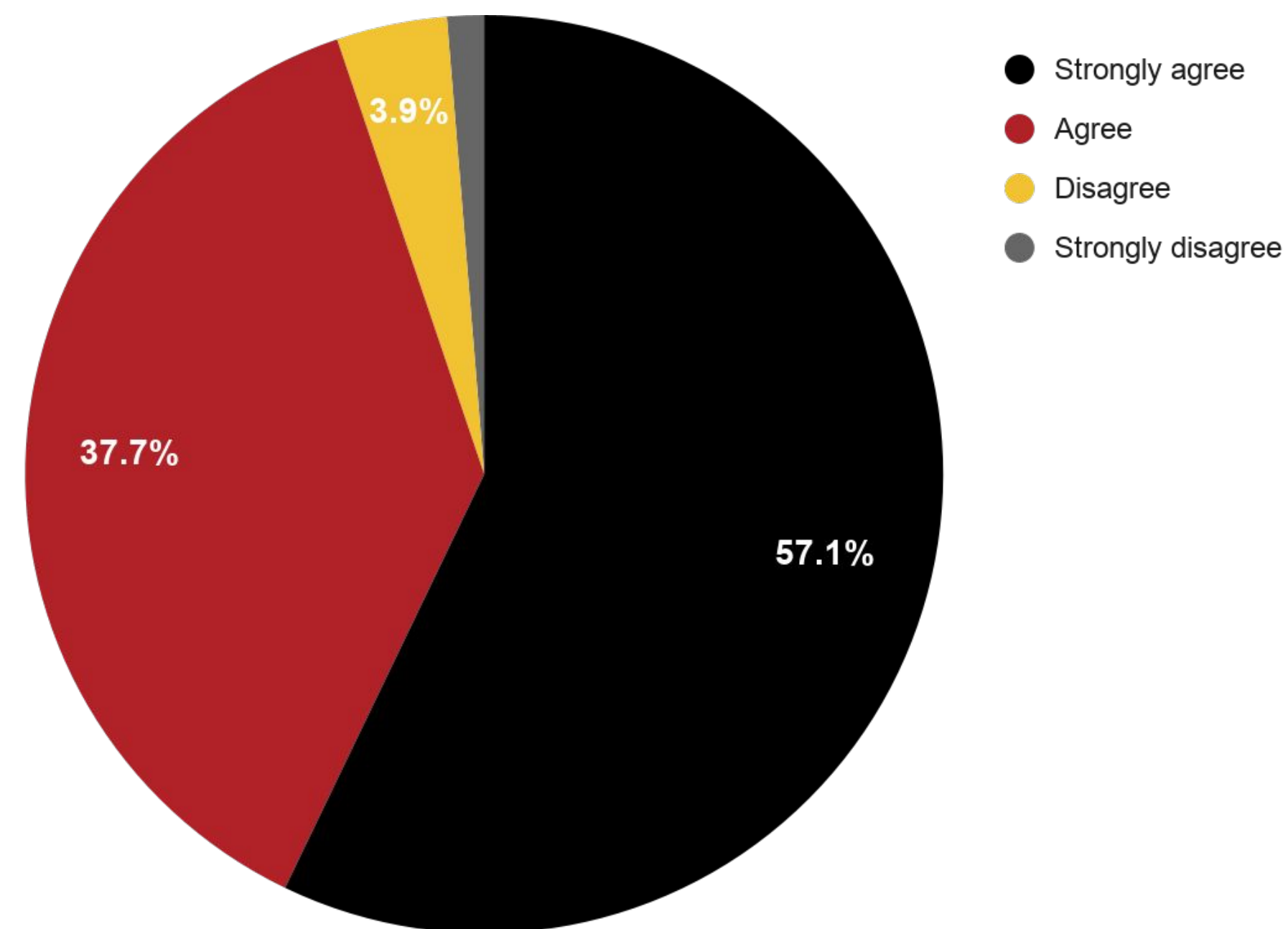


14. PACT Charter School has modern facilities.

Elementary Campus



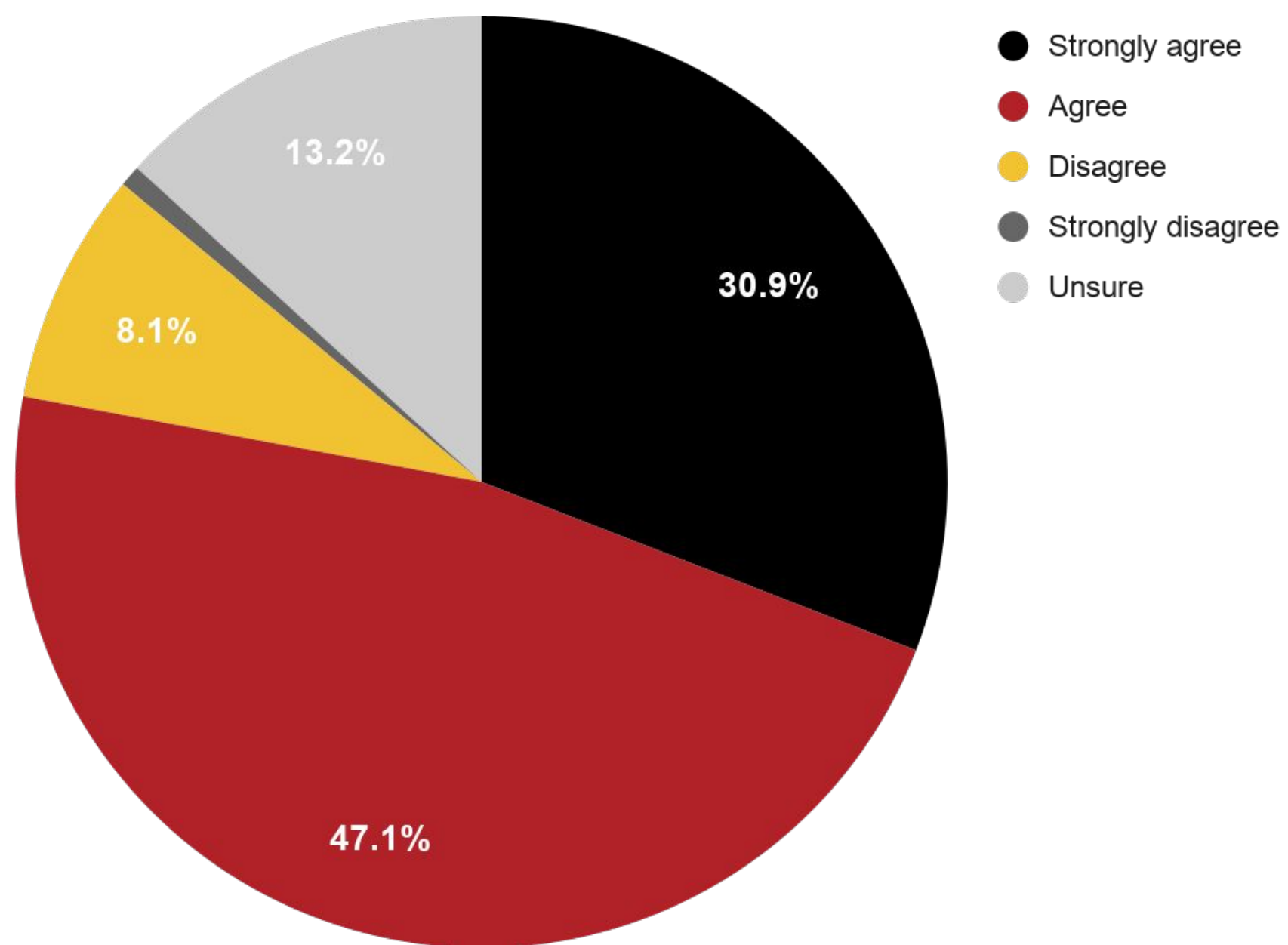
Secondary Campus



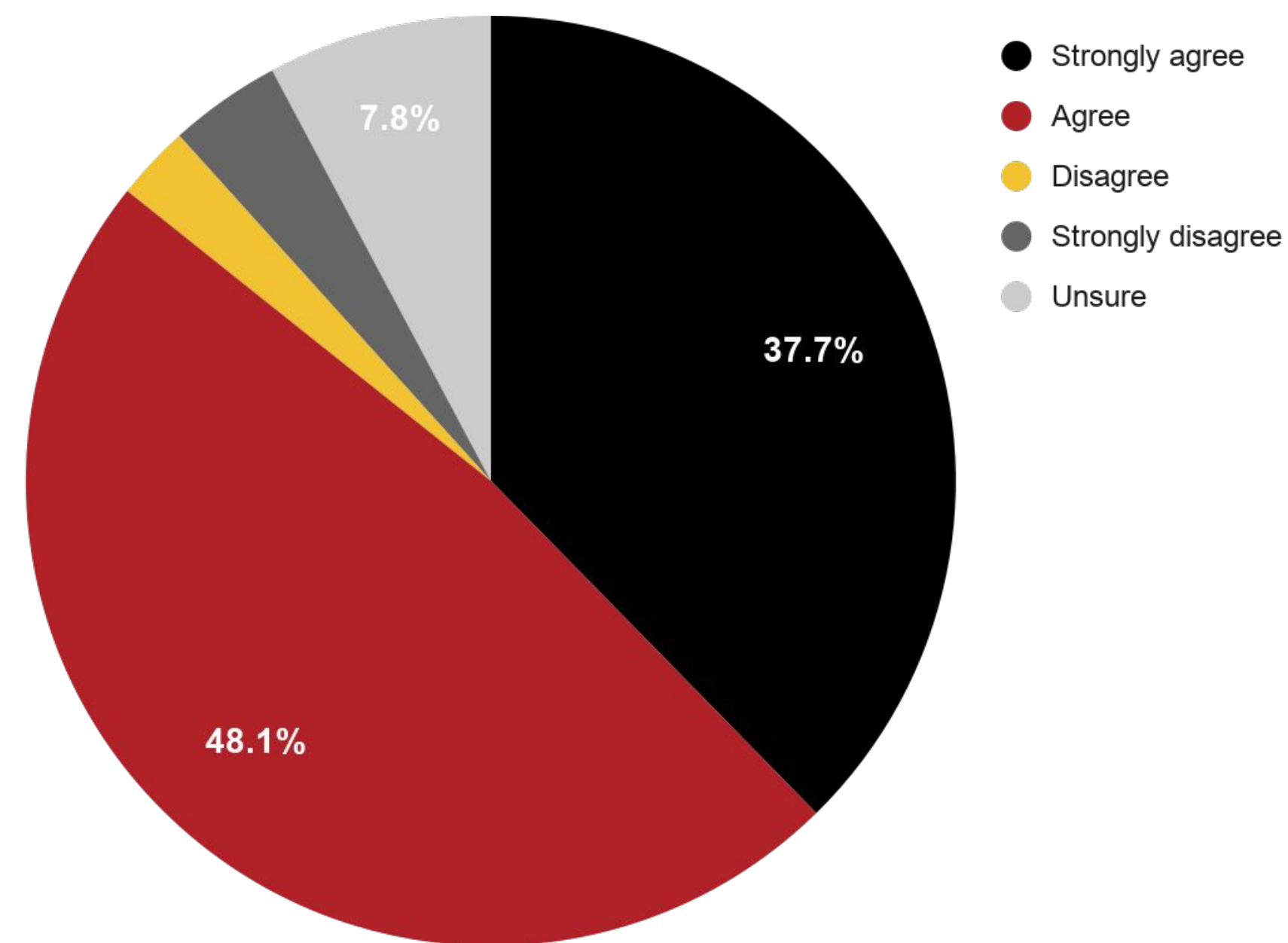
15. PACT Charter School offers flexible learning spaces and furniture.



Elementary Campus



Secondary Campus



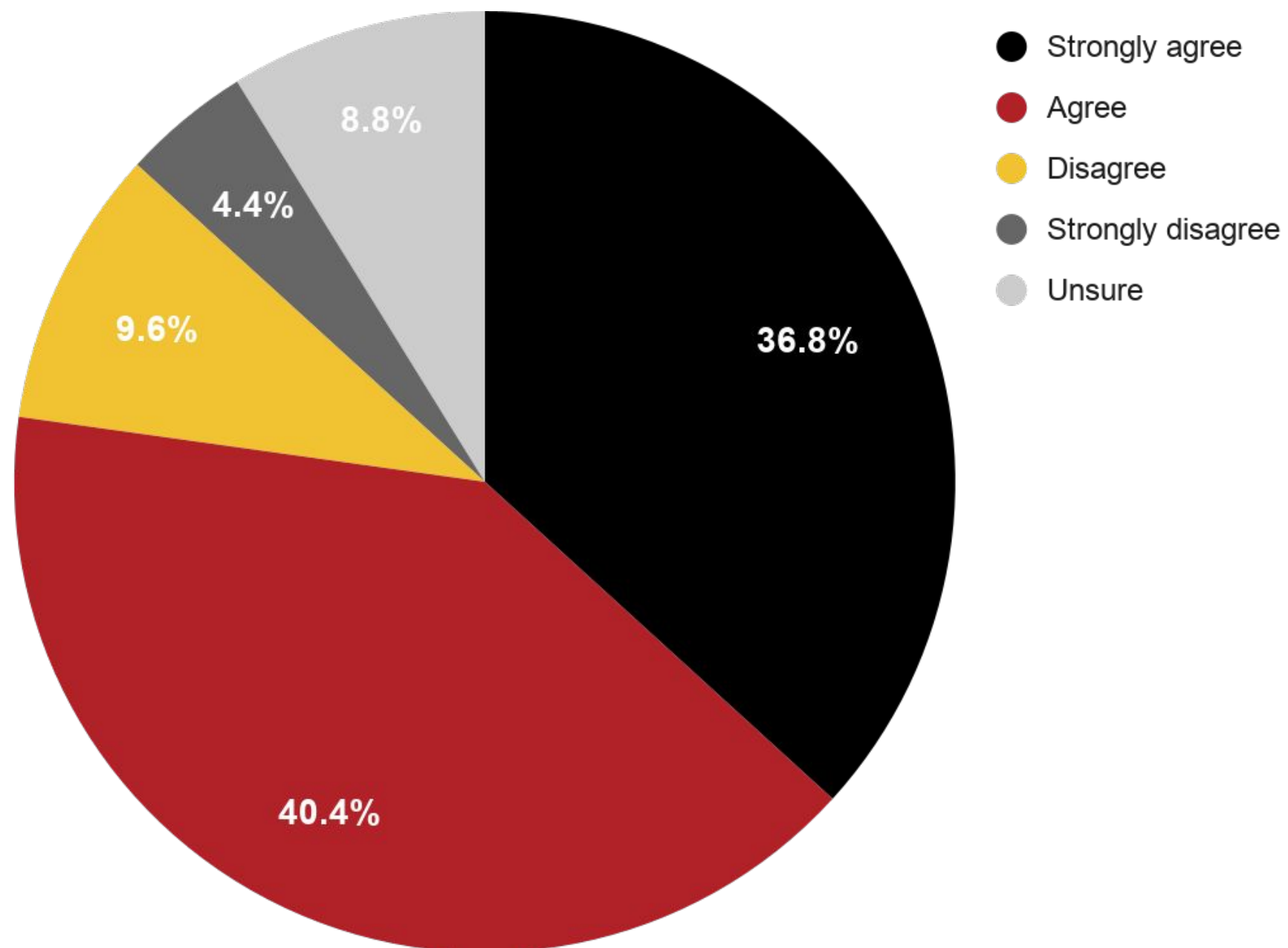
16.

PACT Charter School provides clear expectations for student behavior and consistently enforces them.

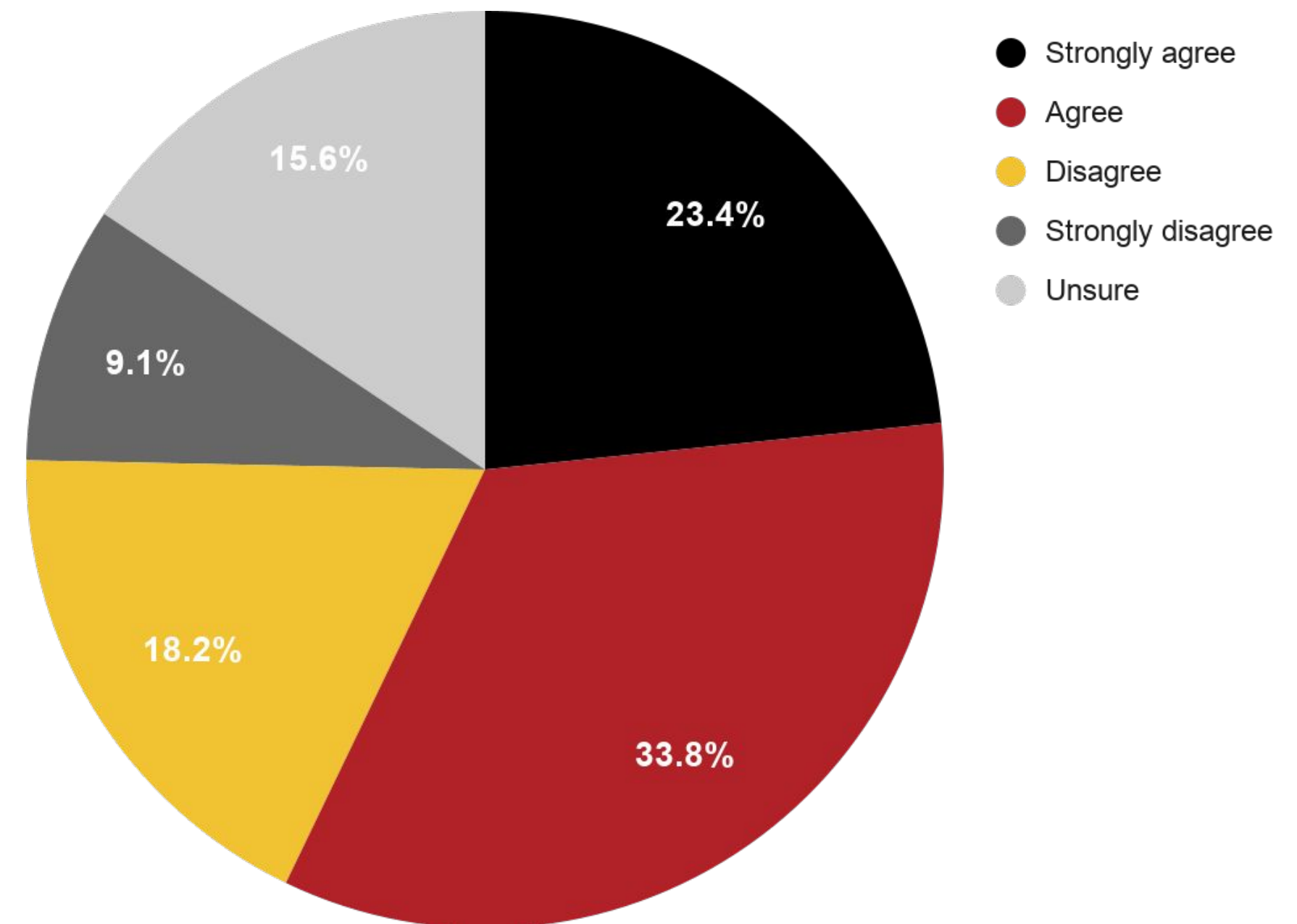


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Elementary Campus



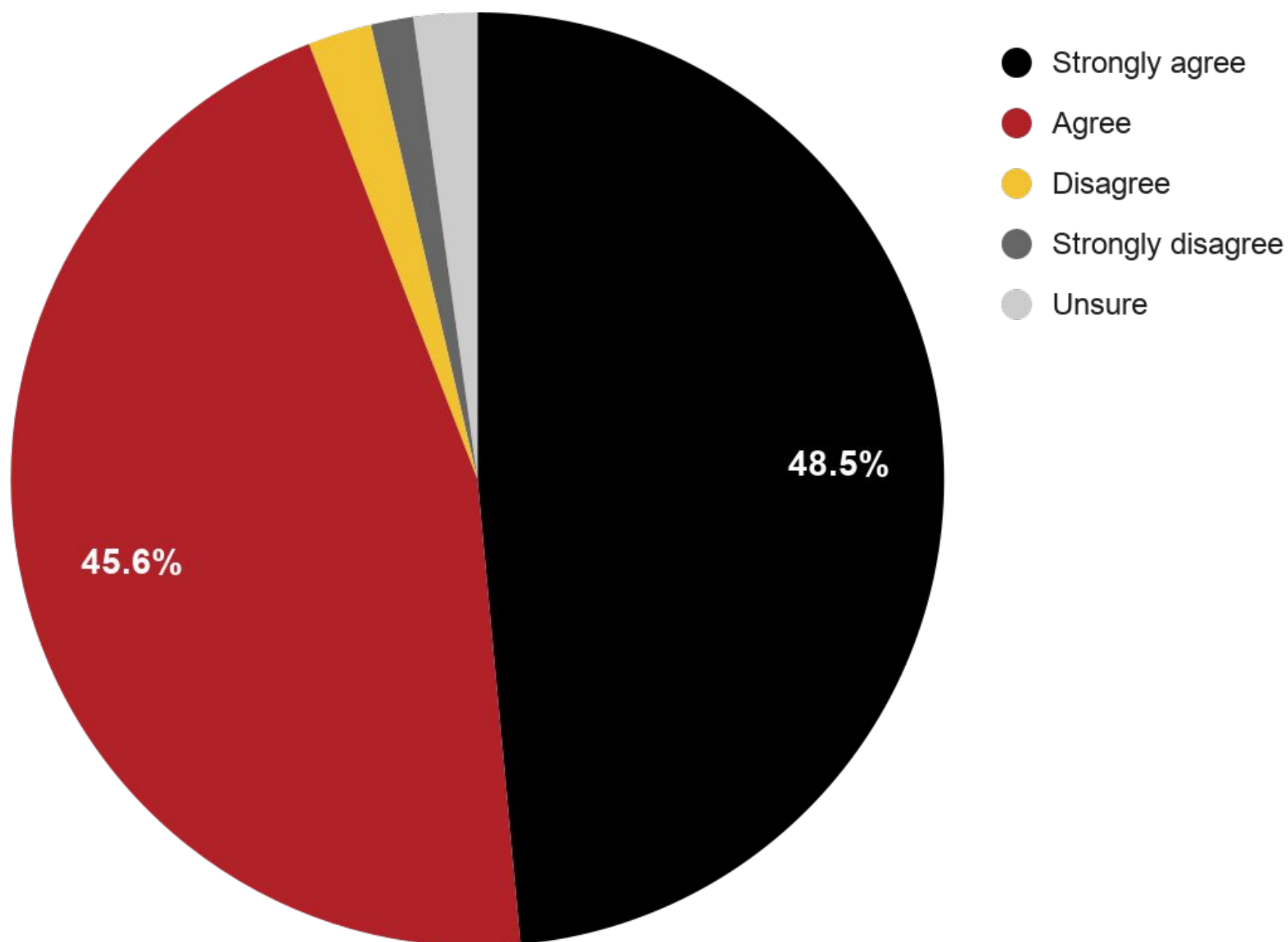
Secondary Campus



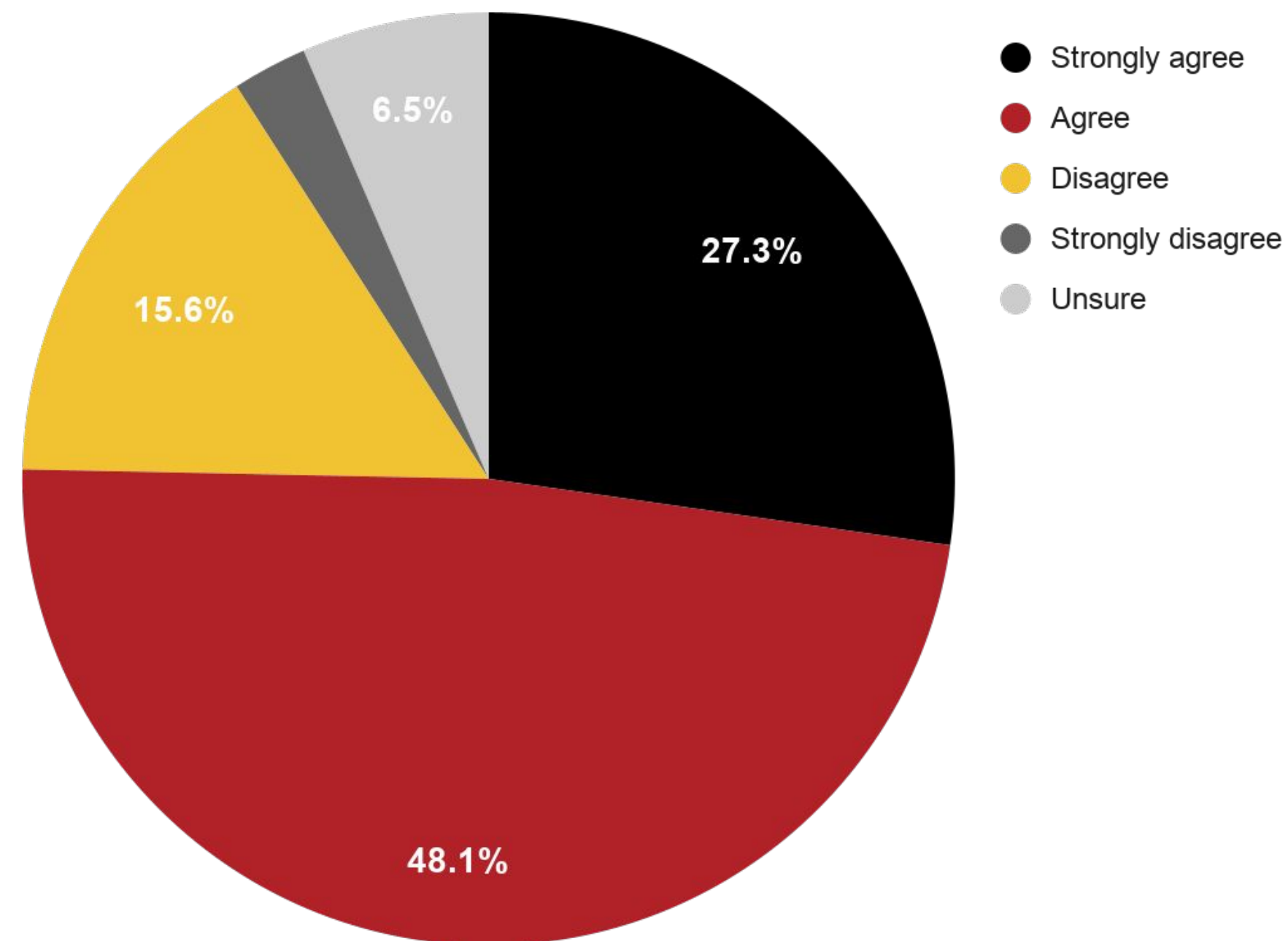
17. PACT Charter School teachers and staff show respect toward students and parents.



Elementary Campus



Secondary Campus



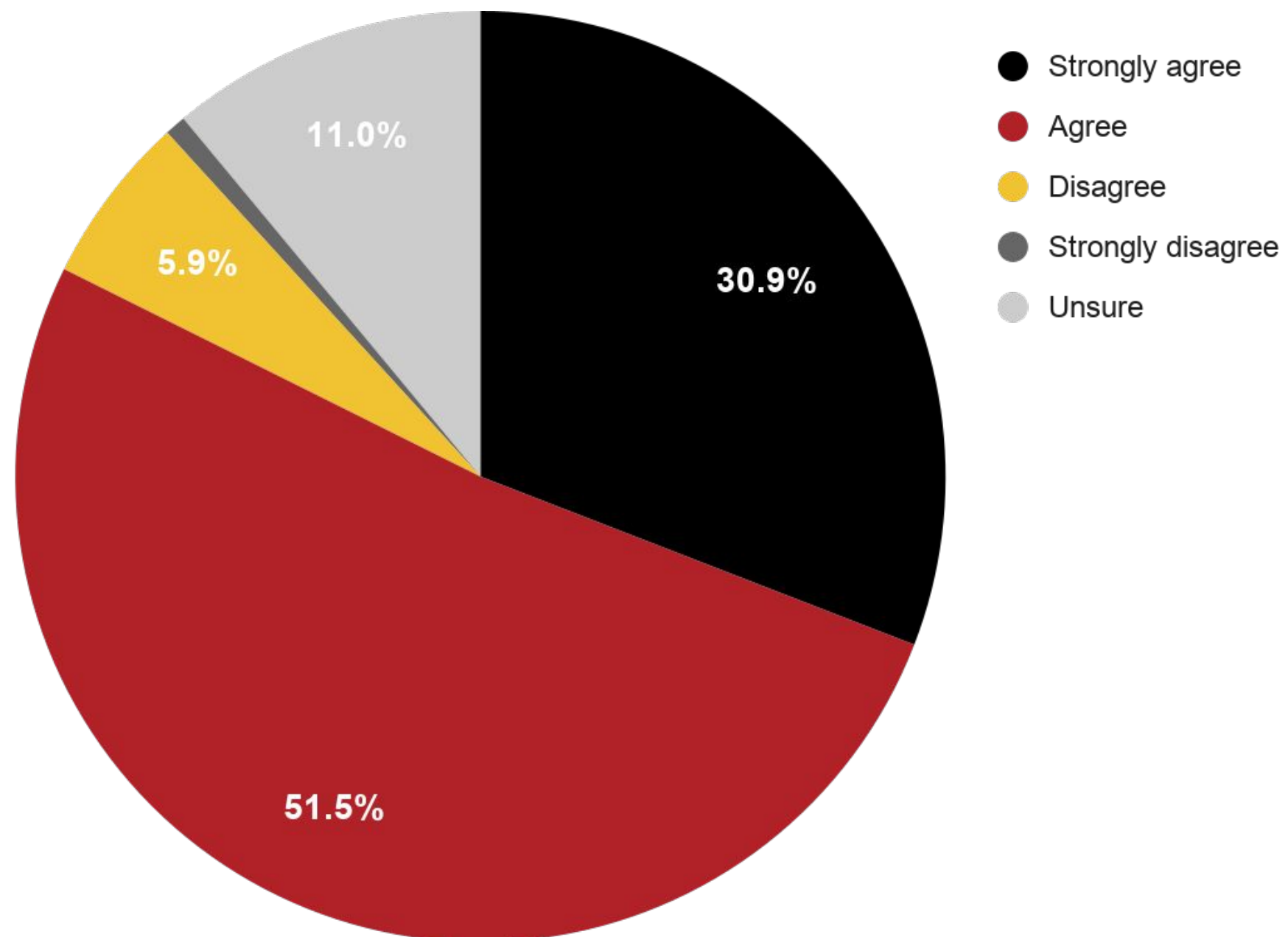
18.

PACT Charter School students show respect towards teachers and staff.

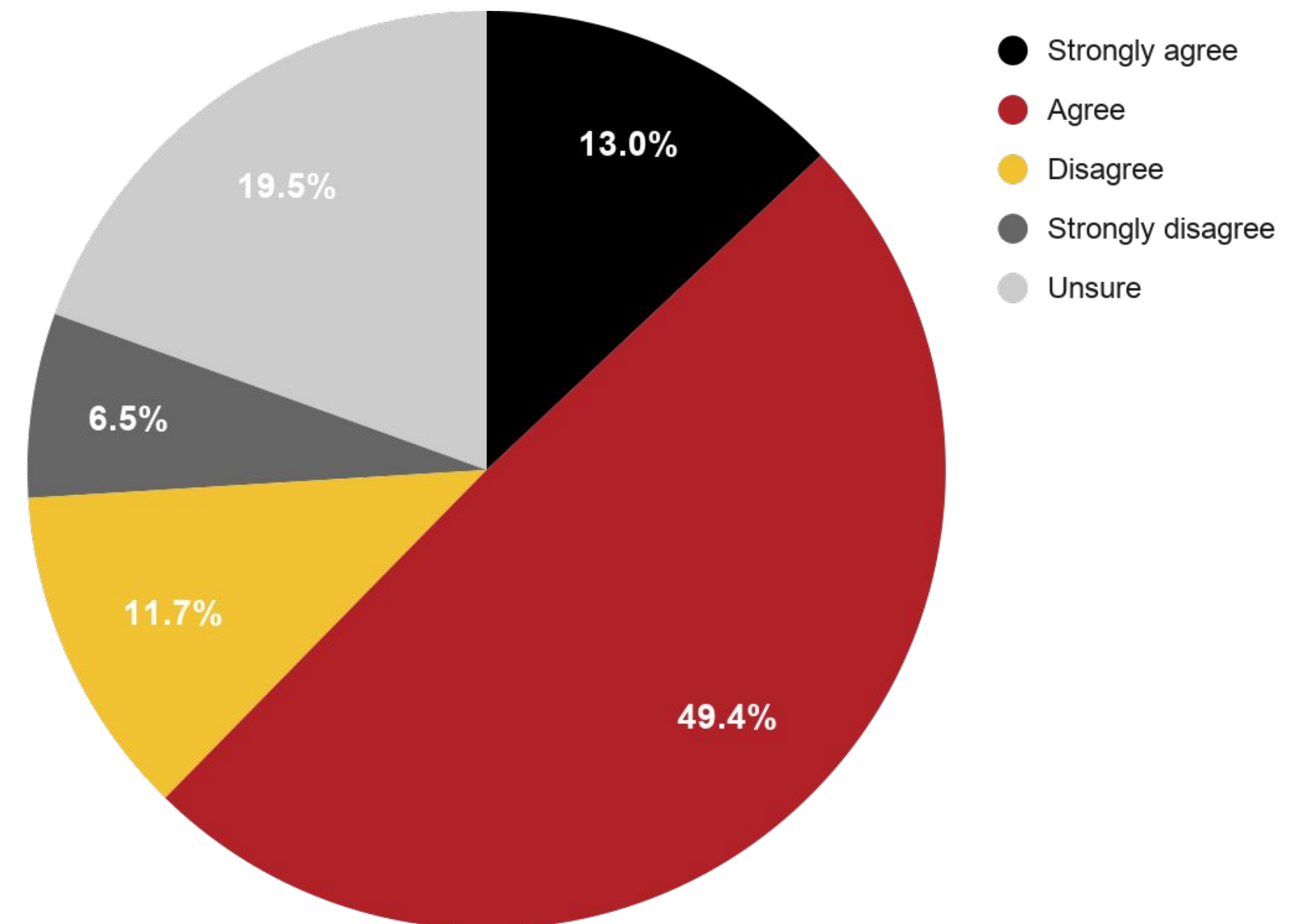


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Elementary Campus



Secondary Campus



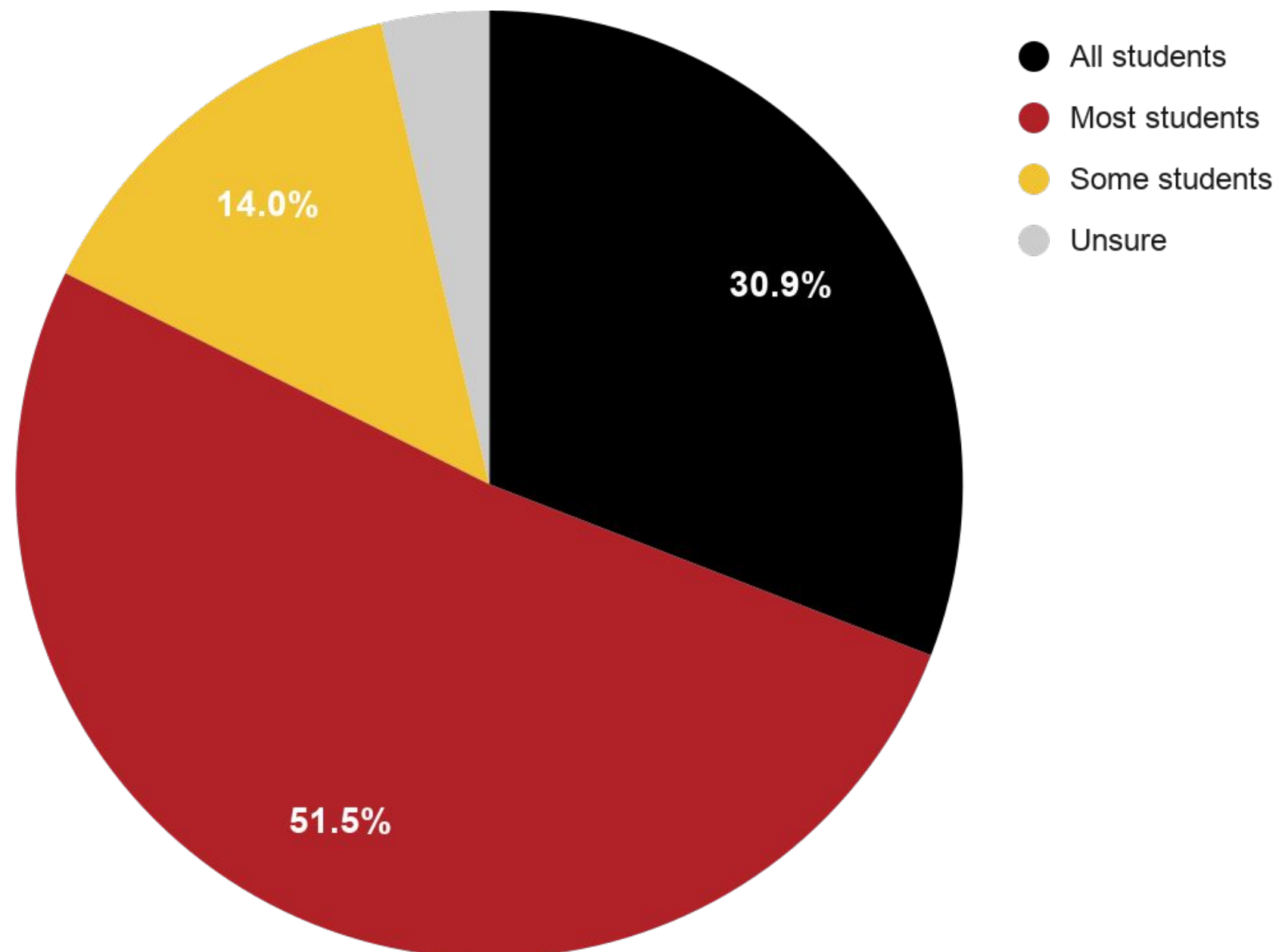
19.

PACT Charter School meets the learning needs of:

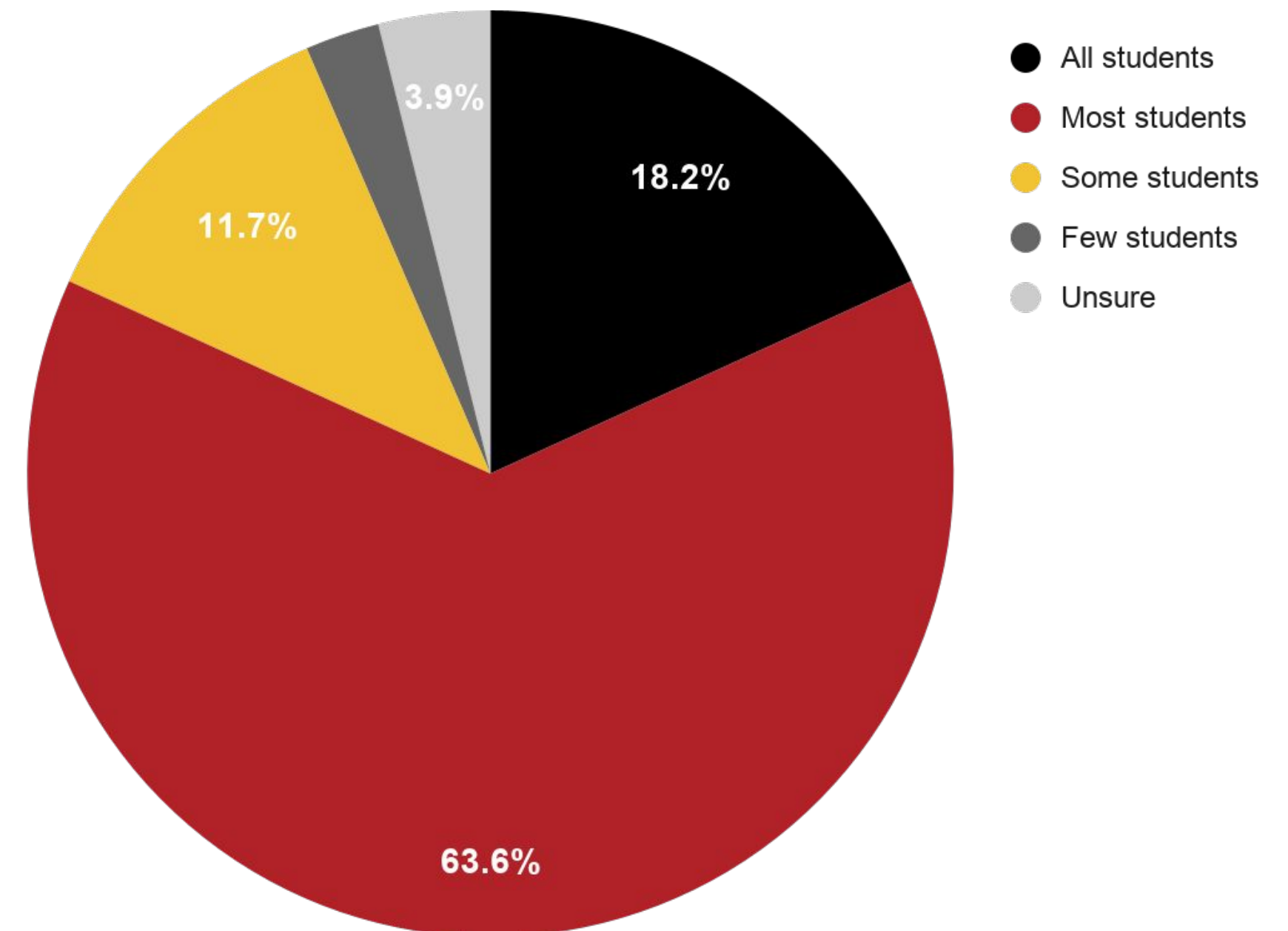


PACT

Elementary Campus



Secondary Campus



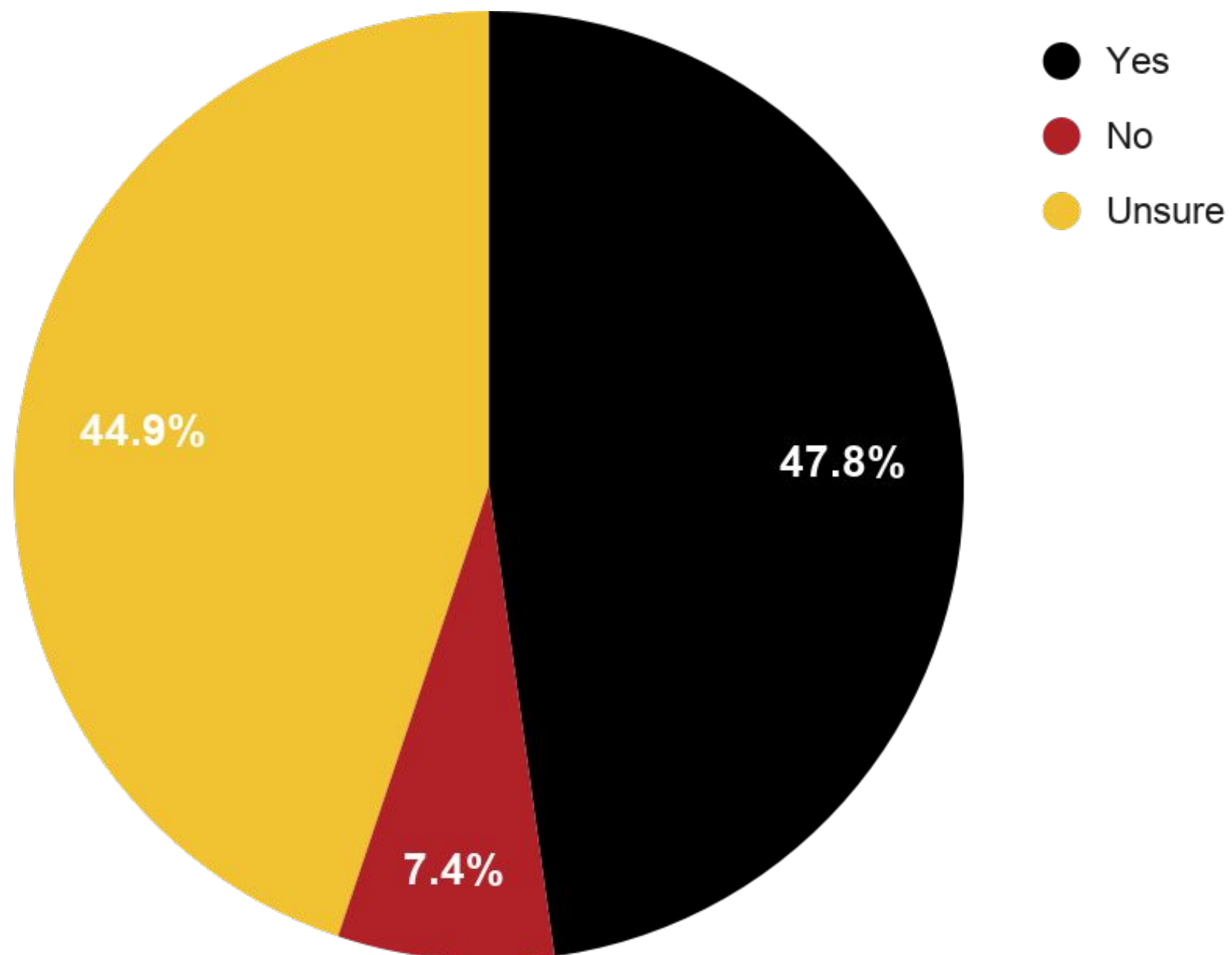
20.

PACT Charter School is headed in the right direction academically.

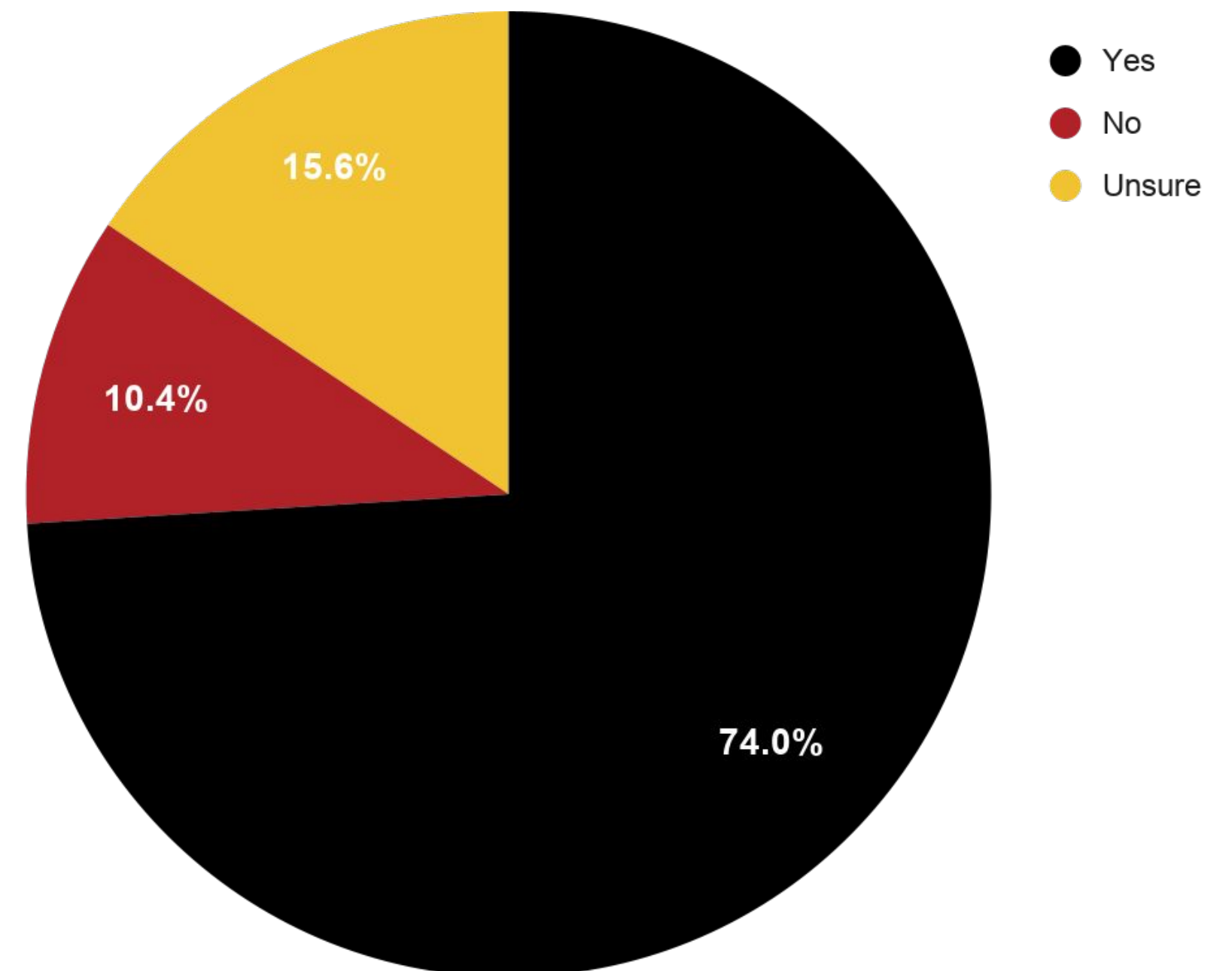


PACT

Elementary Campus



Secondary Campus

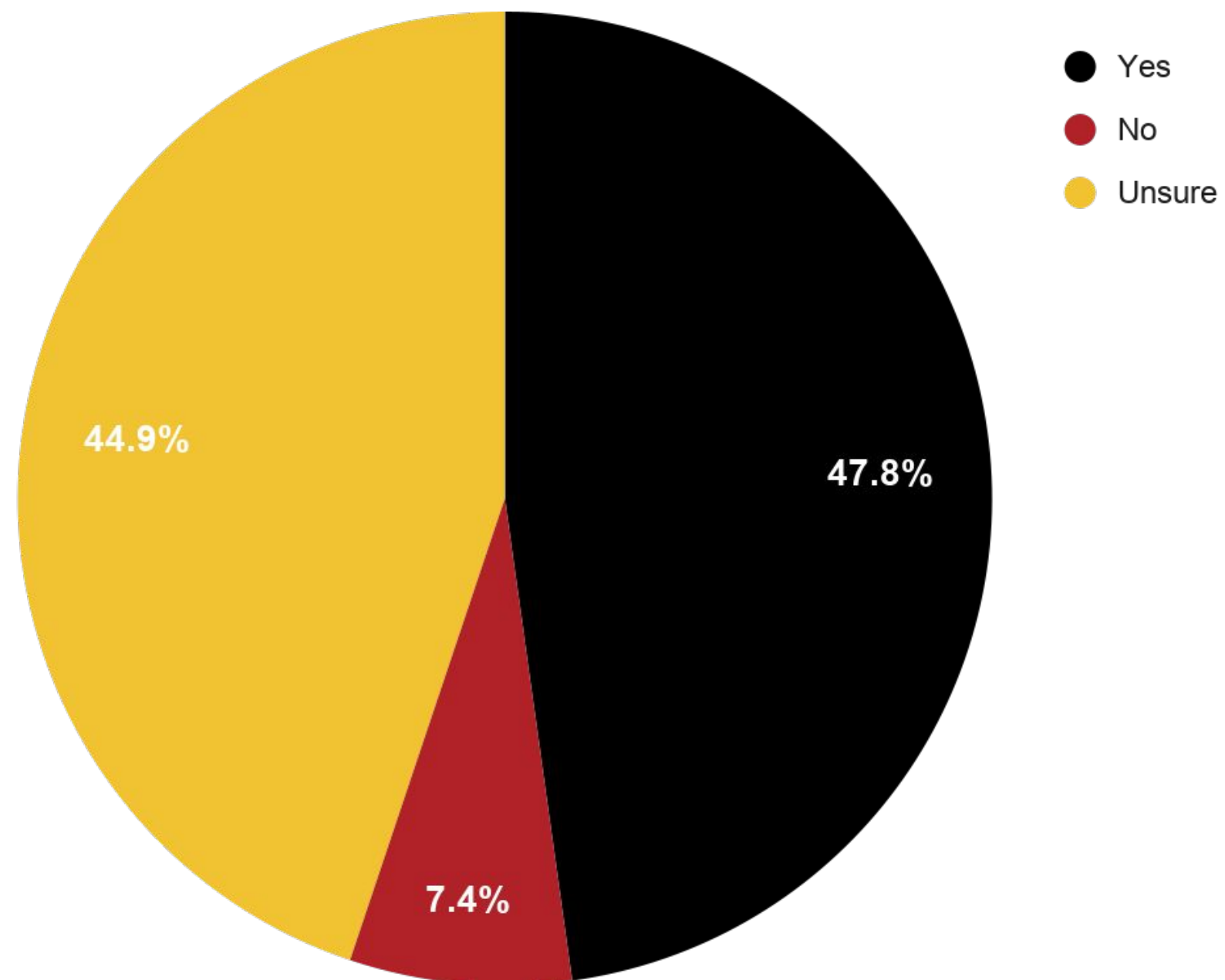


21.

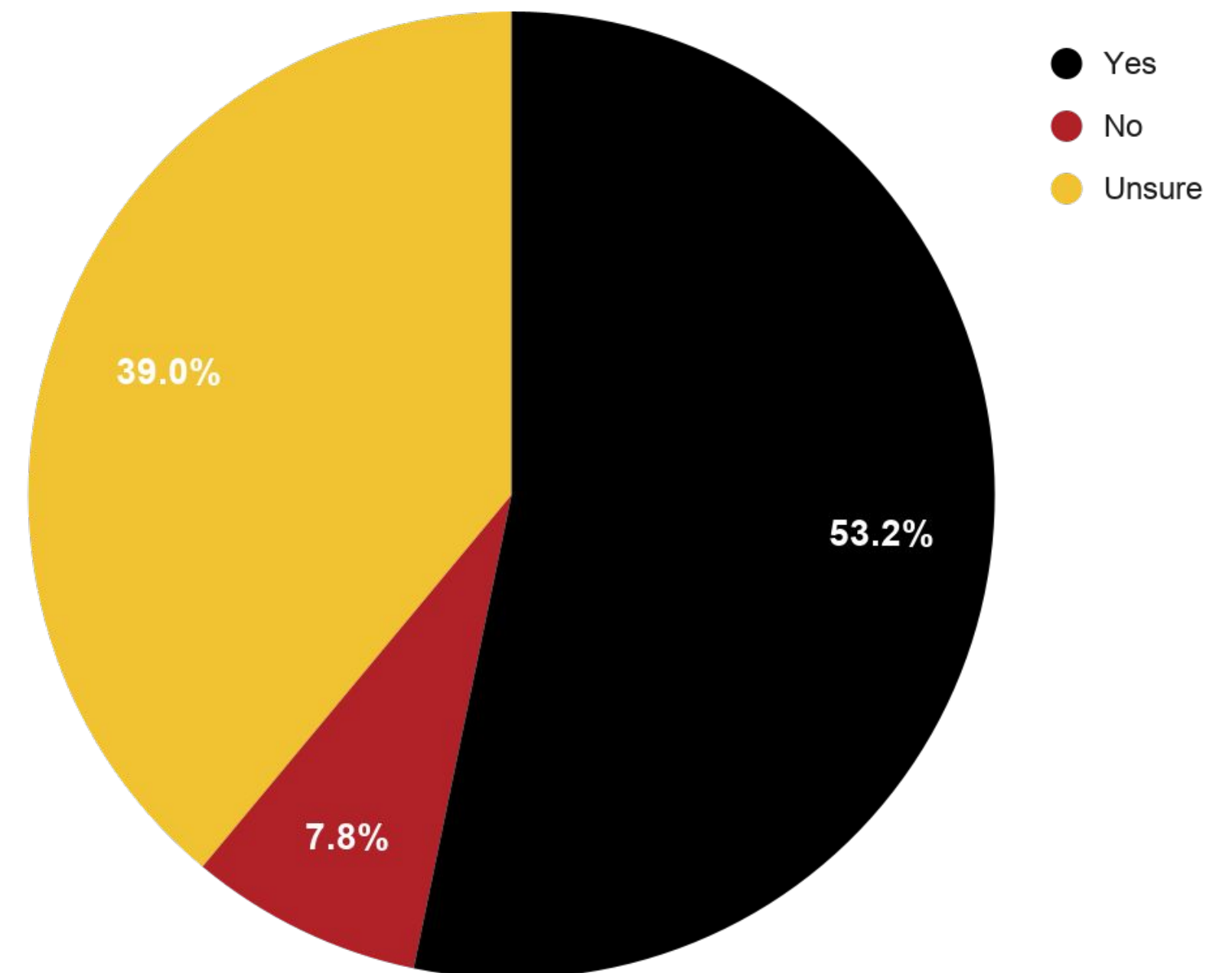
PACT Charter School is headed in the right direction financially.



Elementary Campus



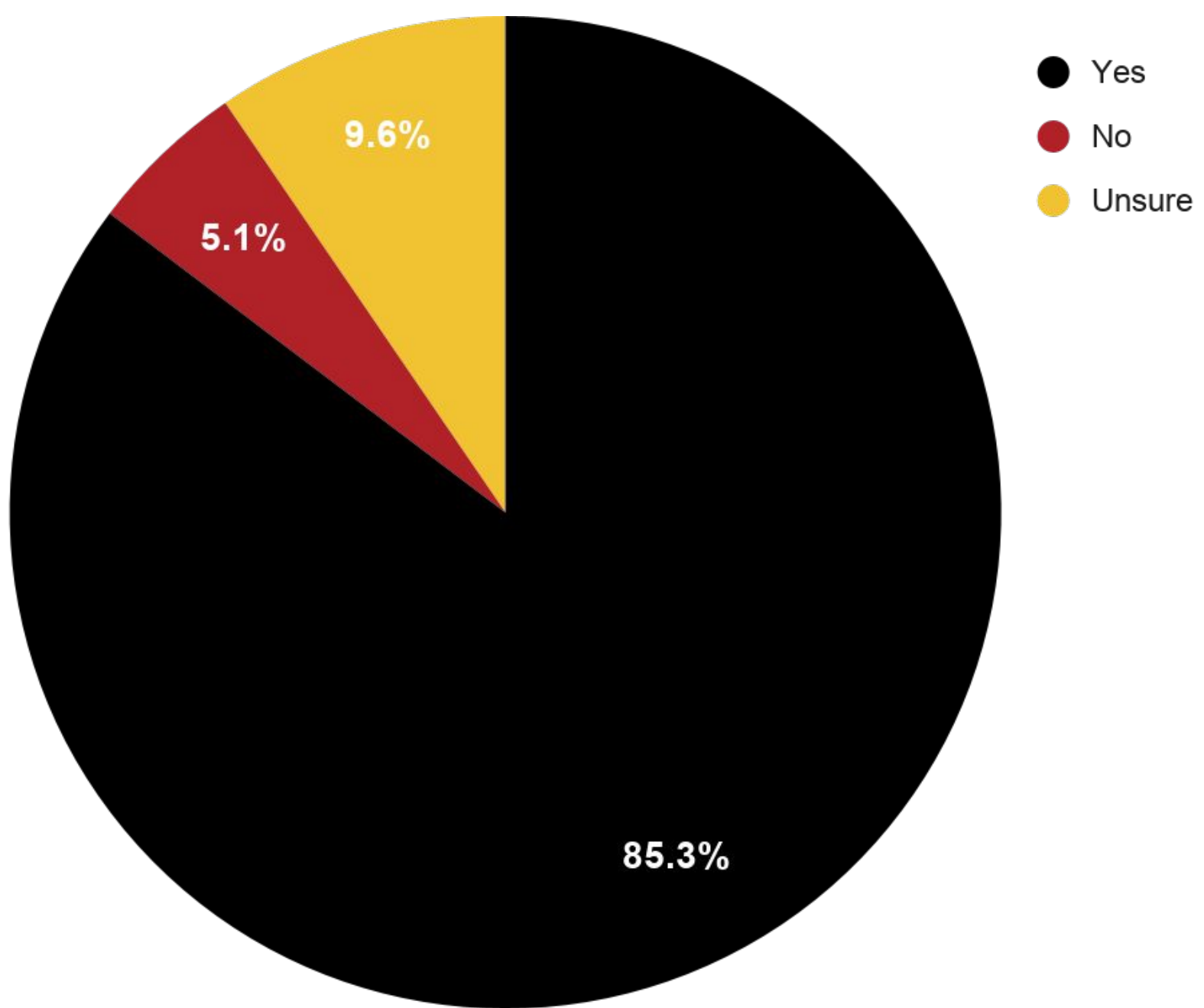
Secondary Campus



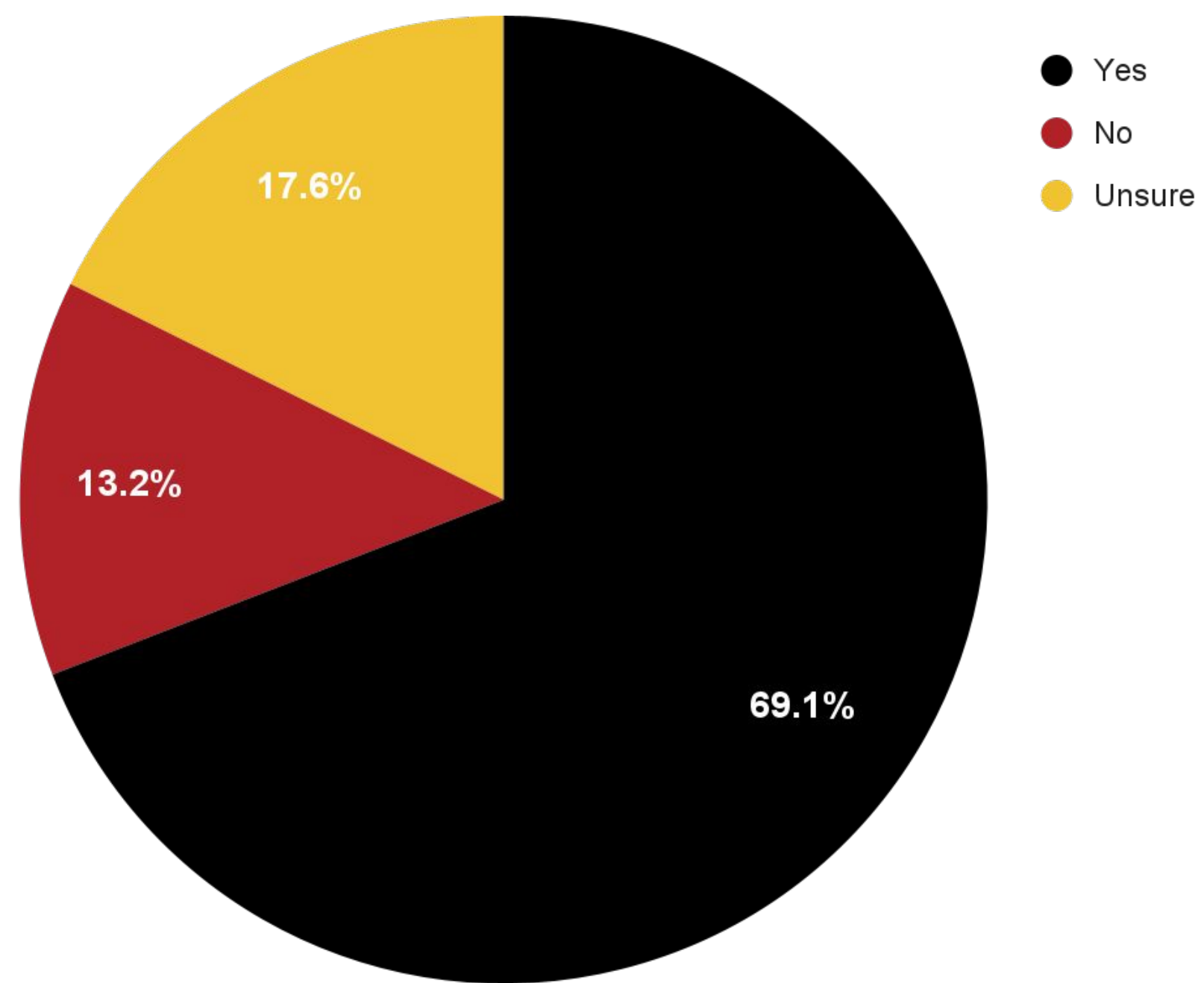
22. I am proud of our school and would recommend PACT Charter School to friends.



Elementary Campus



Secondary Campus



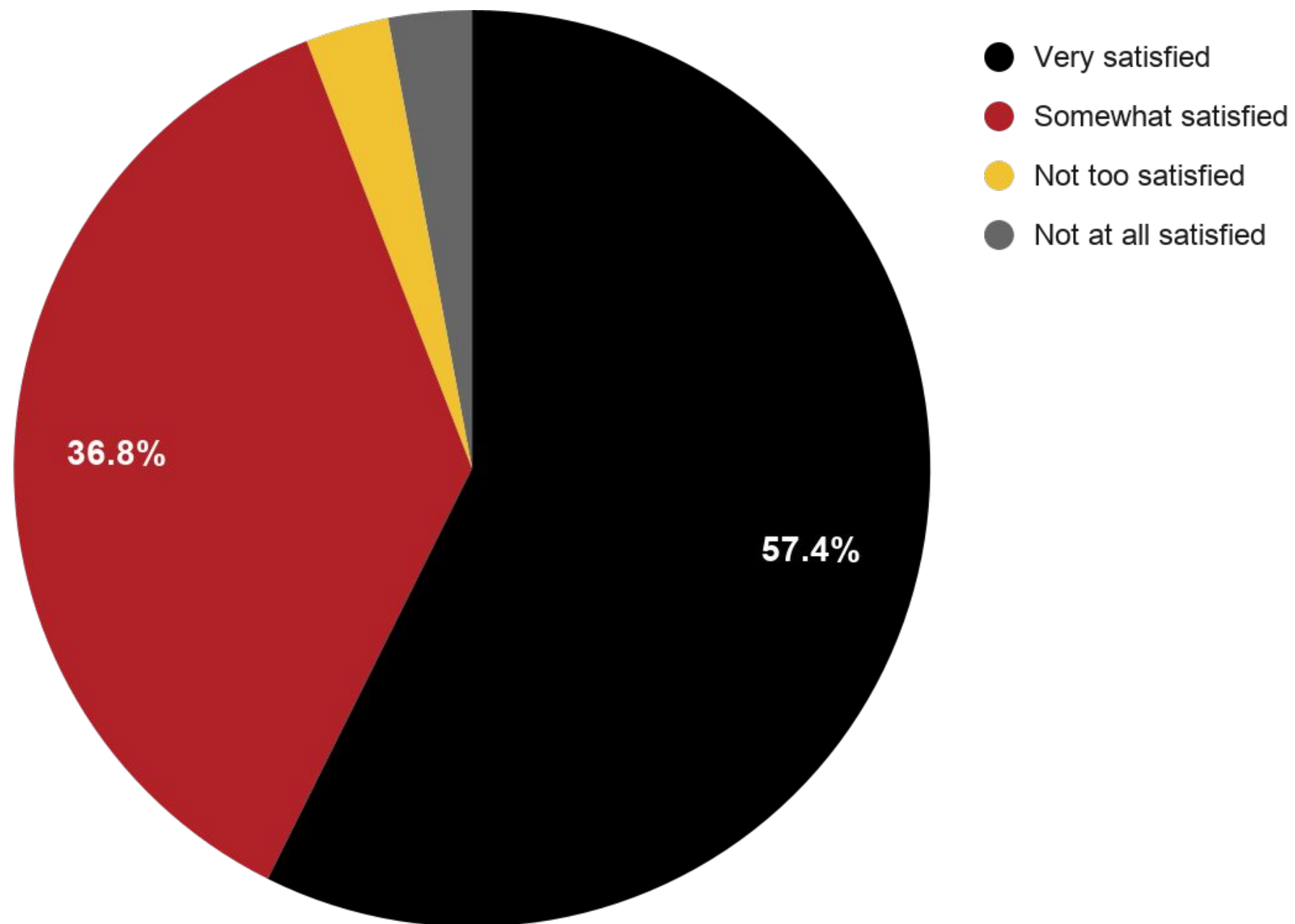
23.

Overall, how satisfied are you with
PACT Charter School?

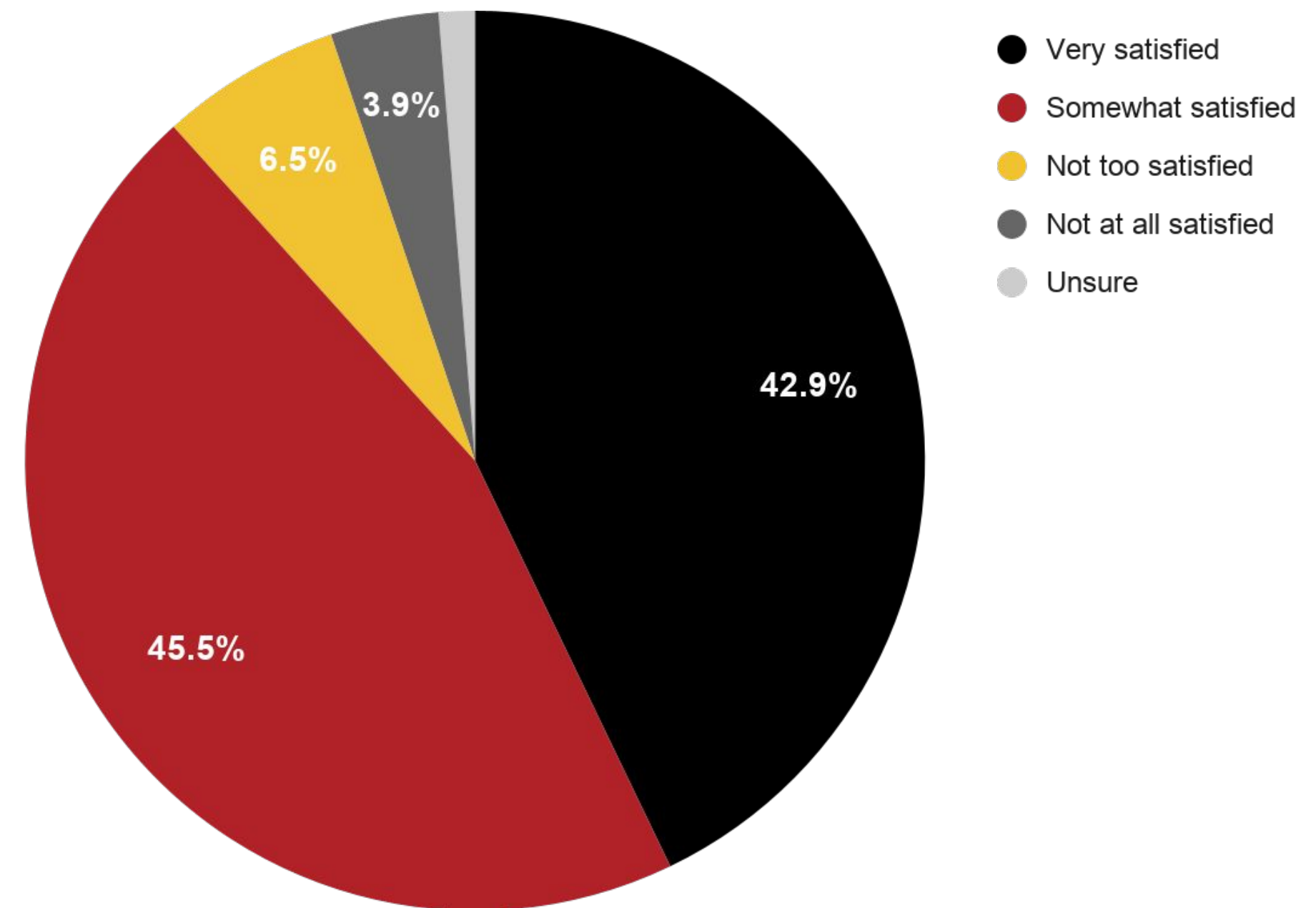


P A C T

Elementary Campus



Secondary Campus





PACT



PACT's Mentoring & Induction Program

■ August 6, 2026

MISSION

Our Core Purpose

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

Our mission defines the destination for our students; our Mentoring & Induction program defines the development of our teachers.

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

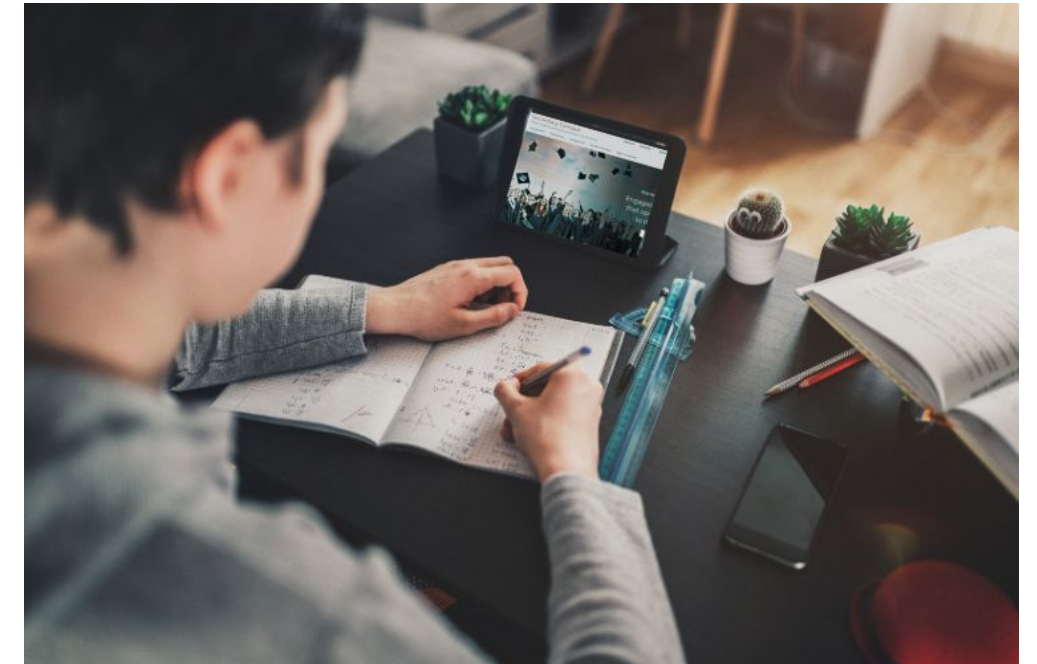
Professional Growth & Development: Recruit, hire, support, develop and retain the highest-quality staff

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

Program Goal

To empower educators through evidence-based resources and professional development to cultivate high-impact teaching, foster teacher retention, and maximize student achievement.



Research Insights



Attrition Reduction: "A 2020 meta-analysis of over 120 studies confirmed that **teacher induction and mentoring** remain the most effective interventions for **decreasing turnover among beginning teachers.**" (*Nguyen, Springer, & Doll, 2020*)



Effective Intensity: "The benefits of induction are most pronounced when programs are sustained over two to three years; teachers in multi-year programs show significantly **higher instructional mastery.**" (*Learning Policy Institute, 2021*)



Professional Well-Being: "Mentoring programs that prioritize emotional support reduce the psychological cost of the 'survival phase,' leading to **higher job satisfaction** and lower levels of burnout." (*Carver-Thomas & Darling-Hammond, 2019*)



Where We Began

Year 1 Program

- **2 day New Teacher Workshop**
 - 26 Mentees
 - 22 Mentors
- **5 whole group meetings**
(bi-monthly)
- **36 mentor/mentee meetings**
(weekly)
- **Half day to observe veteran staff**
- **1:1 Check-in with AD of Teaching & Learning**



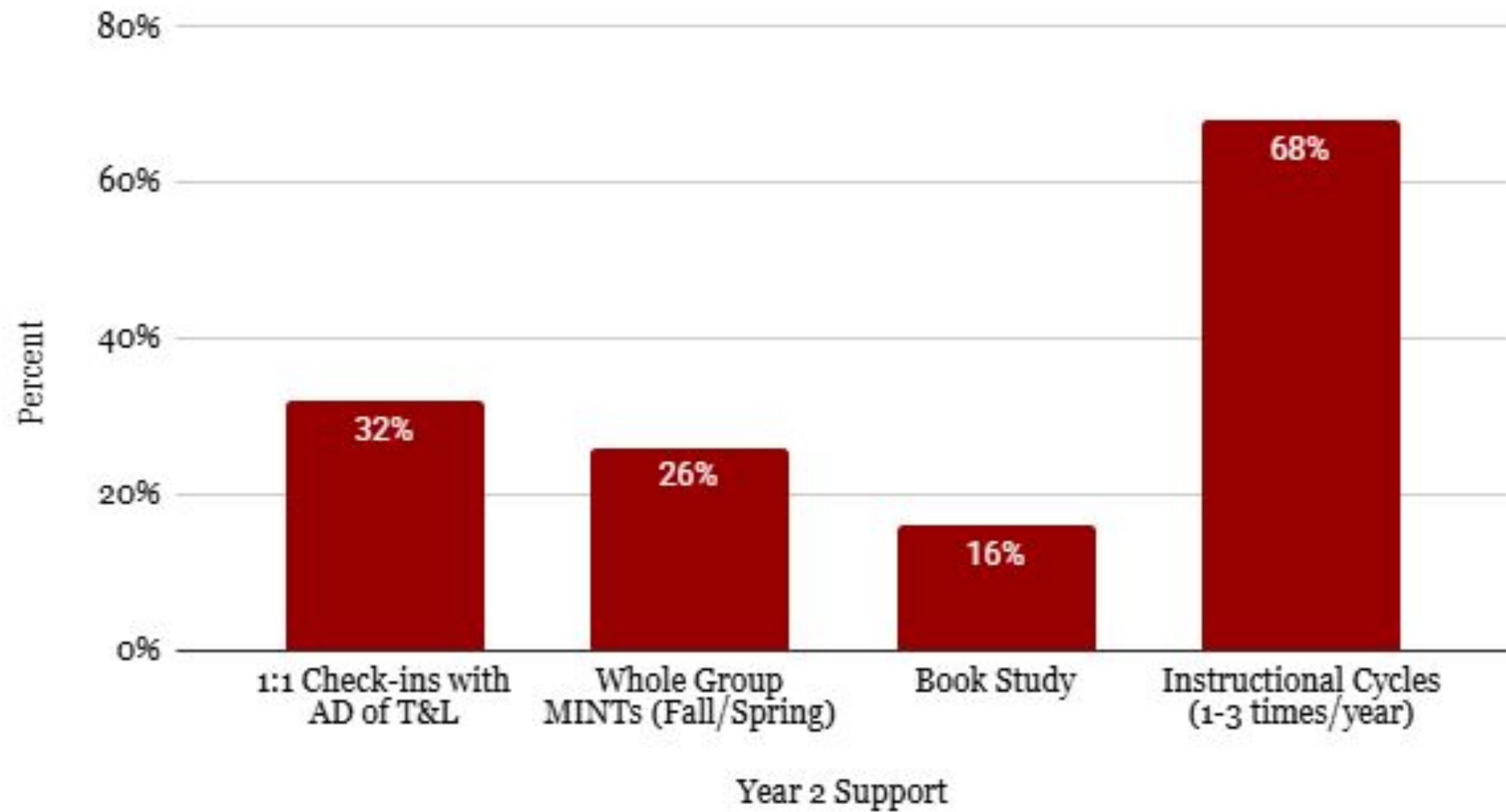
“Mentors are a launchpad for discovery. — Bob Proctor

Year 1 - Feedback

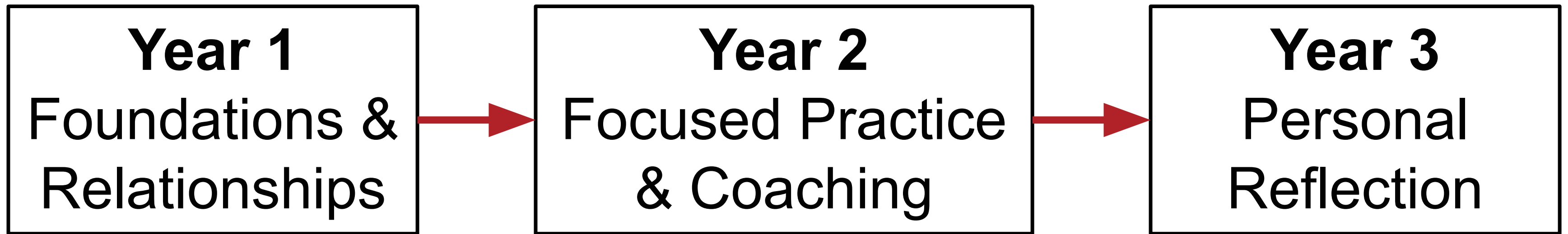
Common Themes	
<i>Mentor & Mentee</i>	Retain 1:1 weekly mentor/mentee meetings in year 1. Gradual release of mentor/mentee support in year 2.
<i>“Bi-Monthly” MINTS Meetings</i>	Mentors and Mentees found value in the community . Consider the logistics for the meetings: time of day, applicable topics, etc.
<i>Observations</i>	Maintain the requirement for Year 1 mentees to conduct observations of their mentors or peers.
<i>Alternate Pathway</i>	Consider alternate pathways for educators who have already taught for many years, just new to PACT.

Year 1 - Feedback

Preferred Year 2 Mentee Support



Where We Are Going



Year 1 - Foundations & Relationships

Focus

- Navigate the developmental phases of a new teacher: Anticipation, Survival, Disillusionment, Rejuvenation, and Reflection.
- Build relationships with partners (students, families and peers)

Support

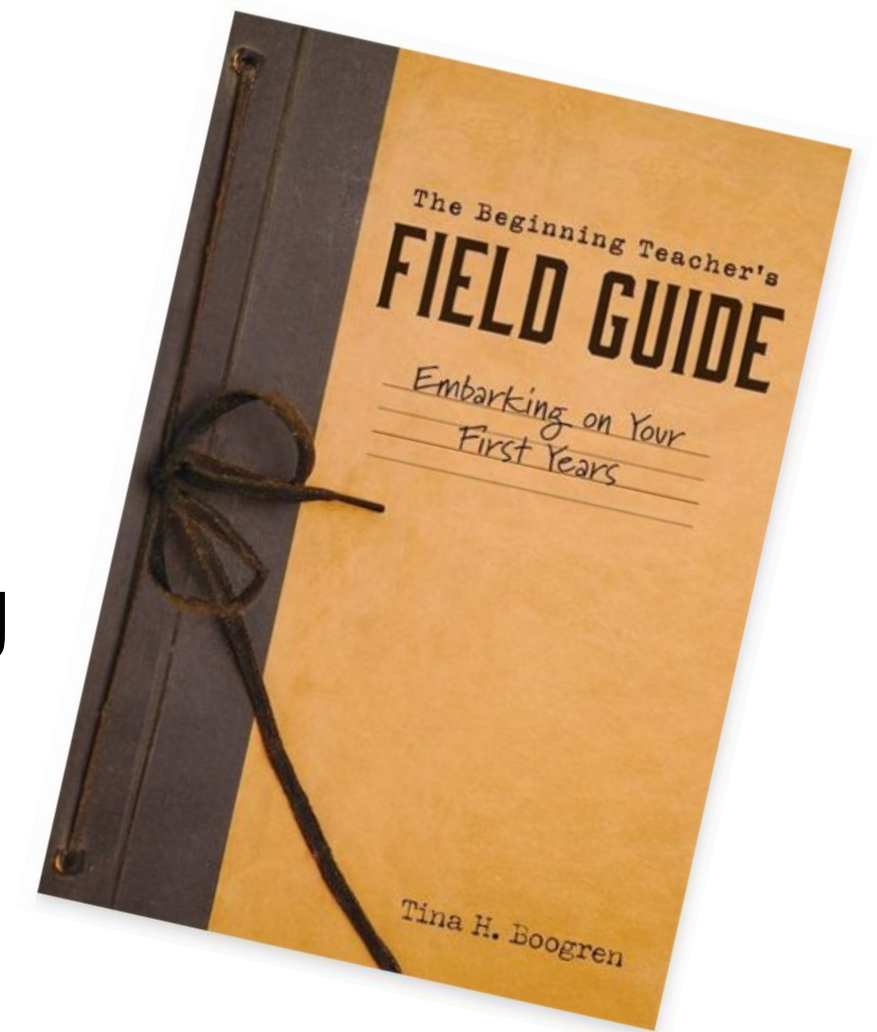
- Weekly meetings with a 1:1 mentor
- Quarterly whole-group meetings

Activities

- 1:1 check-ins with AD of Teaching and Learning
- Observations of veteran peers

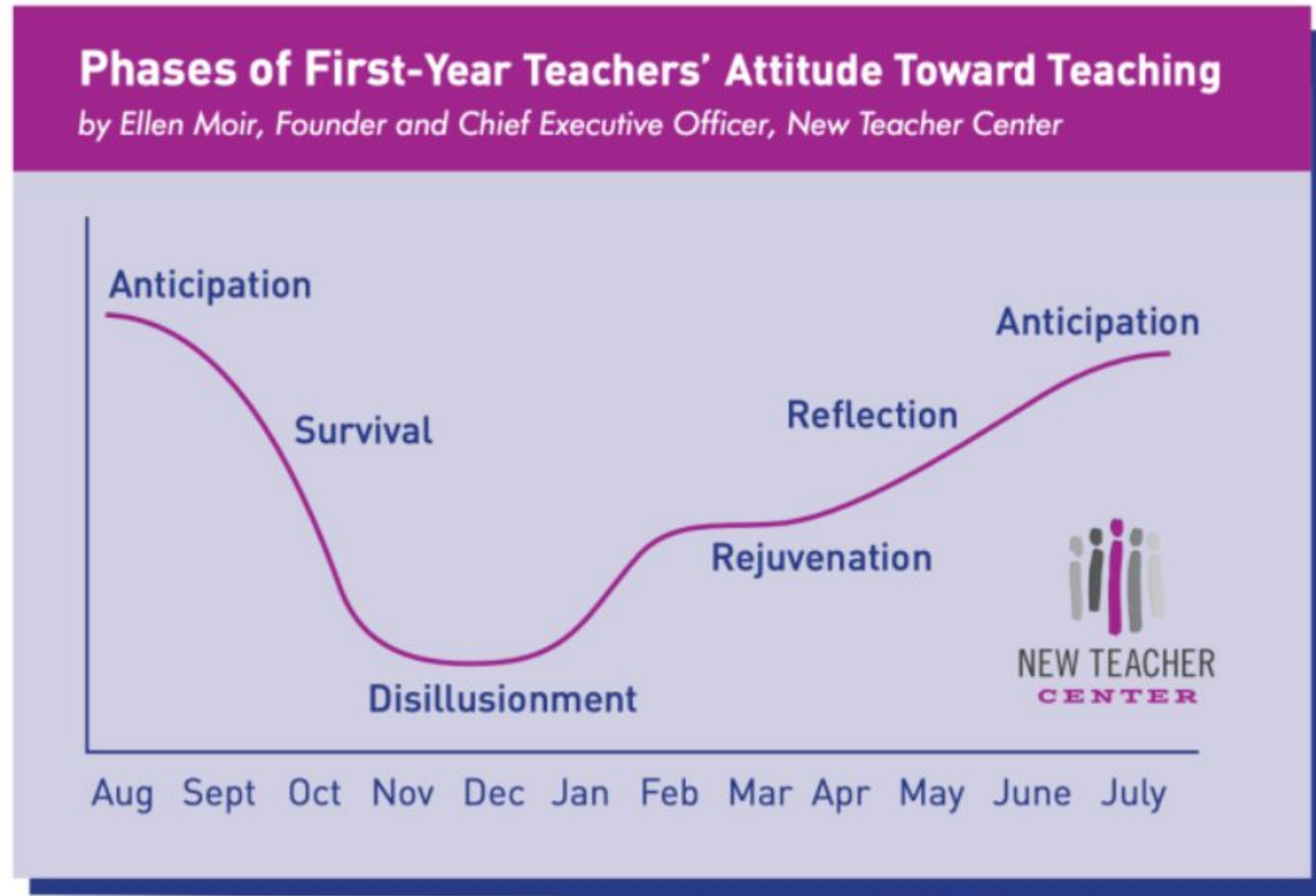
Whole Group Meeting Agendas

- Teacher Development Phase
 - Based on reading from The Beginning Teacher's Field Guide (Boogren)
- Handbook Topic
 - Get to know our institution
- Instructional Skill or Strategy
 - Pulled from the 5 Dimensions of Teaching and Learning (5D+)



Year 1

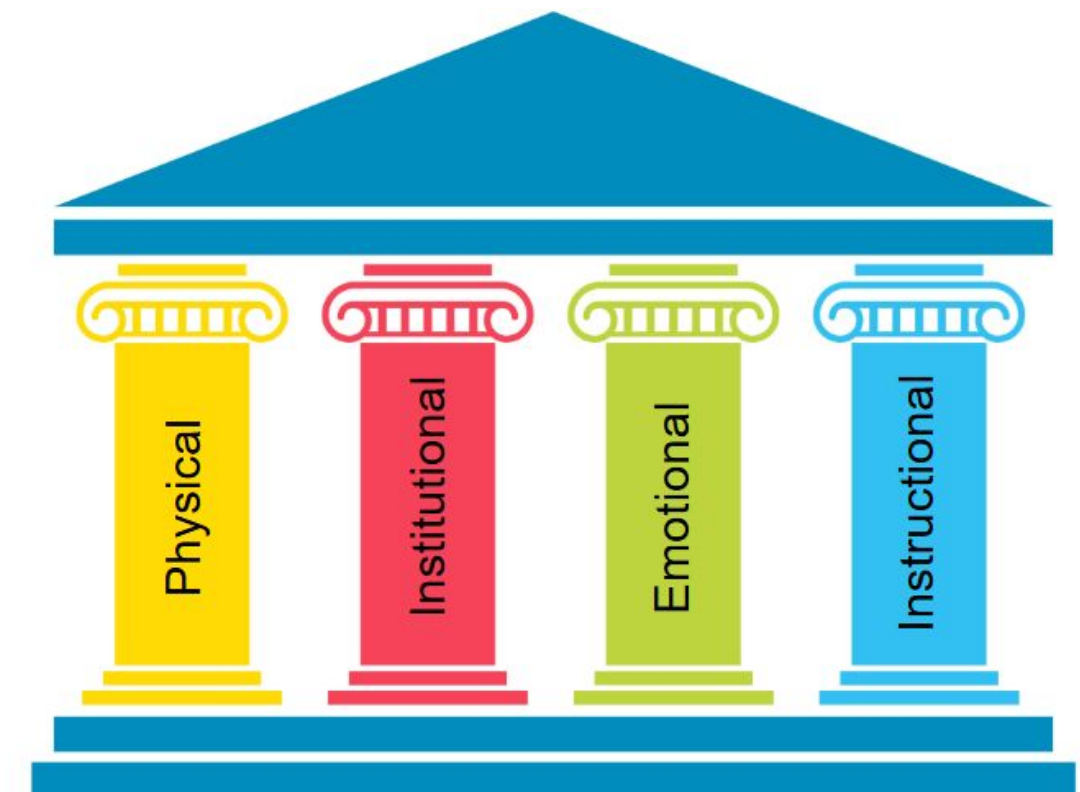
Normalize Teacher Development Phases



Year 1

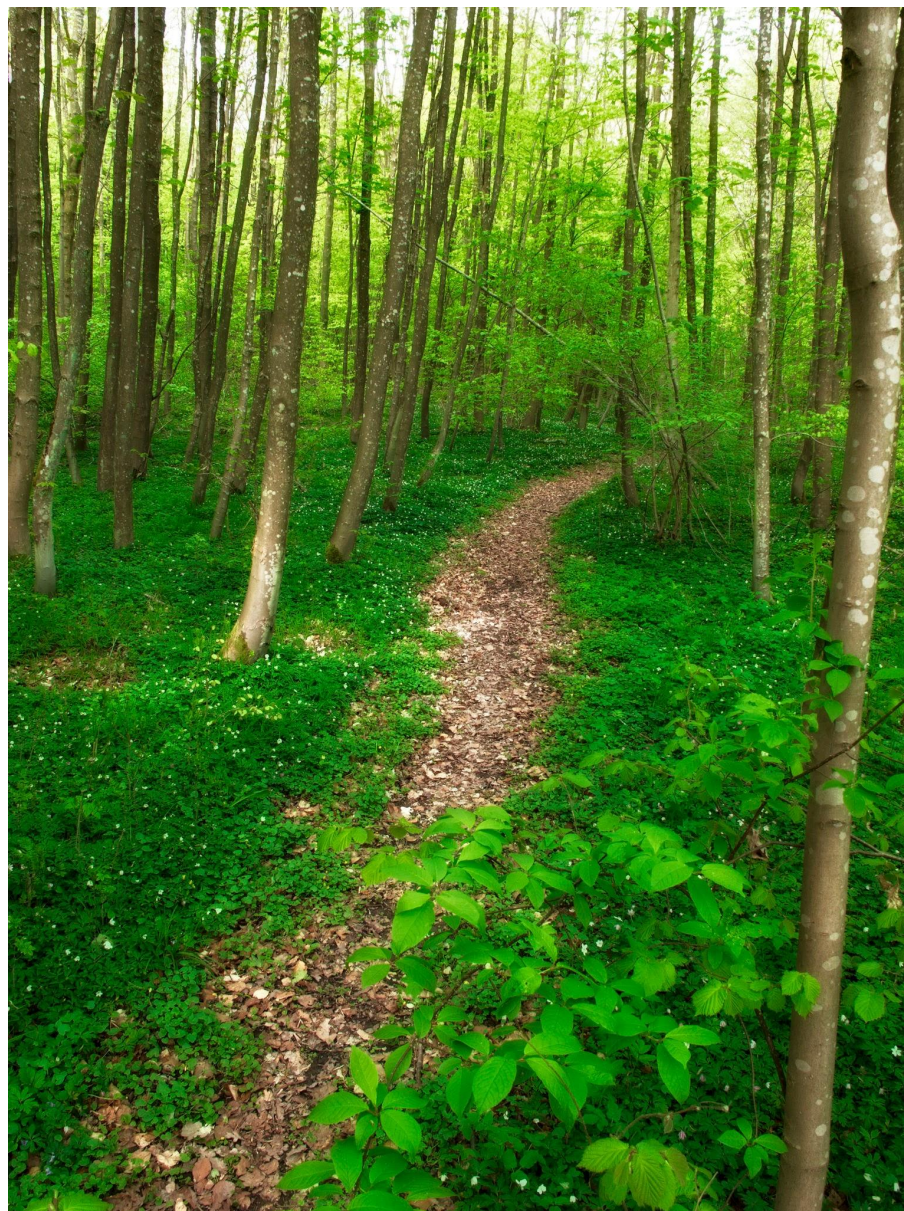
1:1 Check-In with Assistant Director of Teaching and Learning

Deliver individualized support to New-To-PACT educators across the four core domains: Physical, Institutional, Emotional, and Instructional.



Alternate Pathway for Experienced Teachers

In collaboration with administration, teachers who are *new to PACT* but have prior teaching experience will select an induction pathway during New Staff Orientation:



- **Year 1 Entry:** Best for those who want maximum support, weekly mentorship, and a deep dive into the new teacher phases from the ground up.
- **Year 2 Entry:** Best for veterans who feel confident in their foundational classroom management and instruction and wish to focus immediately on Instructional Coaching & Feedback.

Year 2 - Focused Practice & Coaching

Focus

- Deepen the impact on student learning and instructional strategies

Support

- Quarterly small group mentoring meeting with mentor and mentees
- Quarterly whole-group meetings

Activities

- 1:1 check-in with AD of Teaching and Learning
- Instructional coaching feedback with AD of Teaching and Learning

Whole Group Meeting Agendas

- Whole-Group Check-Ins: Tied to the phases of teacher development
- Handbook Topic: FAQs
- Instructional Skill or Strategy: Go Deeper into Instructional Strategies (5D+) & Self-Reflection

Agenda

Small Group Mentor/Mentee Meeting

Structured Agenda

- Reflect on skill/strategy from whole-group meeting
- Reflect on phase of development
- Wins & Struggles
- Q&A



Teaching and Learning Support

- Instructional coaching cycles in the fall and spring
- 1:1 check-in with AD of Teaching and Learning in the winter
- Individualized support as needed

Year 3 - Personal Reflection

We are committed to supporting our educators into Year 3 and beyond as they move into the personal reflection phase. Although a formal Year 3 Plan is still being determined, we are listening closely to our mentors, mentees and building leadership to build a framework that serves all!

Stay Tuned...

Thank You

It's been a pleasure sharing more about PACT's Mentoring and Induction Program with each of you.

Thank you for serving our school!



P A C T



Custodian and Paraprofessional Salary Schedule Increase

After reviewing the hourly wage rates of surrounding school districts and charter schools, administration recommends approval of the attached custodian and paraprofessional hourly salary schedules.

Below is a summary of the estimated annual cost increase to PACT Charter School, including statutory benefits (FICA/Medicare, PERA, Paid Family and Medical Leave (PFML), and workers' compensation).

Custodians

- Salary increases: \$13,748
- Statutory benefit increases: \$2,218
- **Total annual increase: \$15,966** (average increase of **6.0%**)

Paraprofessionals

- Salary increases: \$54,583
- Statutory benefit increases: \$8,804
- **Total annual increase: \$63,387** (average increase of **6.7%**)

Combined Total

- Total salary increases: \$68,331
- Total statutory benefit increases: \$11,022
- **Total annual increase: \$79,353**

Recommendation

Administration recommends approval of the attached custodian and paraprofessional hourly salary schedules as presented.



PACT

Charter School

Paraprofessional Hourly Rate Table

Beginning 7/1/2026		
Step		Hourly Rate
1	\$	20.25
2	\$	20.66
3	\$	21.07
4	\$	21.49
5	\$	21.92
6	\$	22.36
7	\$	22.80
8	\$	23.26
9	\$	23.73
10	\$	24.20
11	\$	24.68
12	\$	25.18
13	\$	25.68
14	\$	26.20
15	\$	26.72
16	\$	27.25
17	\$	27.80
18	\$	28.35
19	\$	28.92
20	\$	29.50
21	\$	30.09
22	\$	30.69
23	\$	31.31
24	\$	31.93
25	\$	32.57
26	\$	33.22
27	\$	33.89
28	\$	34.56
29	\$	35.26
30	\$	35.96
31+	\$	36.68

Notes:

Paraprofessionals working the Panther Zone will be credited with 5 extra steps from where they are placed on the hourly rate table

Paraprofessionals working as a Behavior Para will be credited with 2 extra steps from where they are placed on the hourly rate table

Paraprofessionals working as a Bus Para will be credited with 3 extra steps from where they are placed on the hourly rate table

The paraprofessional sub rate will be step 1



PACT

Charter School

Custodian Hourly Rate Table

Beginning 7/1/2026		
Step	Hourly Rate	
1	\$	20.25
2	\$	20.66
3	\$	21.07
4	\$	21.49
5	\$	21.92
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28	\$	34.56
29	\$	35.26
30	\$	35.96
31+	\$	36.68

Note:

The custodian sub rate of pay will be step 1