

Working Session
Thursday, October 2, 2025 4:30 PM Central

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

1. Call To Order
2. Superintendent's Reports
 - 2.a. Enrollment Limits
 - 2.b. Policy Update:
 - 2.c. Board Needs Assessment — Annual PD Planning
 - 2.d. 2026-2027 Academic Calendar
3. Curriculum and Instruction Reports
4. Human Resource and Operations Reports
5. Budget, Finance, and Operations Reports
 - 5.a. JULY Financials
 - 5.b. BFC Update
6. School Board
7. Adjourn

506 STUDENT DISCIPLINE

[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 students are aware of and comply with the charter school's expectations for student conduct. Such compliance will enhance the charter school's ability to maintain discipline and ensure that there is no interference with the educational process. The charter school will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the charter school is that a fair and equitable charter school-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.

In view of the foregoing and in accordance with Minnesota Statutes, section 121A.55, the school board, with the participation of charter school administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the charter school.

III. DEFINITIONS

- A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under Minnesota Statutes, sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).
- B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or charter school administrator and a pupil's parent to withdraw a student from the charter school to avoid expulsion or exclusion dismissal proceedings.

The duration of the withdrawal agreement cannot be for more than a 12-month period.

IV. POLICY

- A. The charter school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.
- B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.
- C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.
- D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:
 - 1. for a pupil who remains enrolled in the charter school or is awaiting enrollment in a new charter school, the charter school's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The charter school must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;
 - 2. a pupil receiving school-based or school-linked mental health services in the charter school under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new charter school; and
 - 3. the charter school must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the charter school website.

V. AREAS OF RESPONSIBILITY

A. The Charter School Board

The charter school board holds all school personnel responsible for the maintenance of order within the charter school and supports all personnel acting within the framework of this discipline policy.

B. Executive Director

The executive director shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The executive director shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.

C. Principal

The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of Behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A principal shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

D. Teachers

All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. A teacher, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another. A teacher shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

E. Other Charter School Personnel

All charter school personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the executive director. A school employee, school bus driver, or other agent of a charter school, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another. A charter school employee, which does not include a school resource officer, shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

For the purpose of Minnesota Statutes, section 121A.582 (Student Discipline; Reasonable Force), a school resource officer, as defined in Minnesota Statutes, section 626.8482, subdivision 1, paragraph (c) is not a school employee or agent of the charter school.

F. Parents or Legal Guardians

Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.

G. Students

All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.

H. Community Members

Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

I. Reasonable Force Reports

1. The charter school must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).
2. Beginning with the 2024-2025 school year, the charter school must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).
3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

VI. STUDENT RIGHTS

All students have the right to an education and the right to learn.

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state, and local laws;

- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable charter school policy;
- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.

VIII. CODE OF STUDENT CONDUCT

- A. The following are examples of unacceptable behavior subject to disciplinary action by the charter school. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for charter school purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. Charter school property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the charter school does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the charter school or the safety or welfare of the student, other students, or employees.
 - 1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
 - 2. The use of profanity or obscene language, or the possession of obscene materials;
 - 3. Gambling, including, but not limited to, playing a game of chance for stakes;
 - 4. Violation of the charter school's Hazing Prohibition Policy;
 - 5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
 - 6. Violation of the charter school's Student Attendance Policy;
 - 7. Opposition to authority using physical force or violence;
 - 8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the charter school's Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;

9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the charter school's Weapons Policy;
14. Violation of the charter school's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state, or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of the charter school's Internet Acceptable Use and Safety Policy;
22. Use of a cell phone in violation of the charter school's Internet Acceptable Use and Safety Policy;
23. Violation of school bus or transportation rules or the charter school's Student Transportation Safety Policy;
24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the charter school's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;

27. Violation of the charter school's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the charter school's Bullying Prohibition Policy;
30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
31. Criminal activity;
32. Falsification of any records, documents, notes, or signatures;
33. Tampering with, changing, or altering records or documents of the charter school by any method including, but not limited to, computer access or other electronic means;
34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other charter school personnel;
36. Violation of the charter school's Harassment and Violence Policy;
37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other charter school personnel, or other persons;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;
41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;
43. Violation of the charter school's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;

44. Violation of the charter school's one-to-one device rules and regulations;
45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
46. Other acts, as determined by the charter school, which are disruptive of the educational process or dangerous or detrimental to the student or other students, charter school personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the charter school or the safety or welfare of students or employees.

IX. RECESS AND OTHER BREAKS

- A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.
- B. The charter school is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.
- C. The charter school must not use recess detention unless:
 1. a student causes or is likely to cause serious physical harm to other students or staff;
 2. the student's parent or guardian specifically consents to the use of recess detention; or
 3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.
- D. The charter school must not withhold recess from a student based on incomplete schoolwork.
- E. The charter school must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.
- F. The charter school must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The charter school is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.
- G. The charter school must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a charter school or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

X. DISCIPLINARY ACTION OPTIONS

The general policy of the charter school is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the charter school. At a minimum, violation of charter school code of conduct,

rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The charter school shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the charter school. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, principal, counselor, or other charter school personnel, and verbal warning;
- B. Confiscation by charter school personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any charter school policy, rule, regulation, procedure, or state or federal law. If confiscated by the charter school, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in charter school court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Saturday school;
- S. Expulsion under the Pupil Fair Dismissal Act;
- T. Exclusion under the Pupil Fair Dismissal Act; and/or
- U. Other disciplinary action as deemed appropriate by the charter school.

XI. REMOVAL OF STUDENTS FROM CLASS

- A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning

detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other charter school employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including charter school employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another.

- B. If a student is removed from class more than ten (10) times in a school year, the charter school shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.

[NOTE: The following Sections C. - J. must be developed and inserted by each charter school based upon individual charter school practices, procedures, and preferences. Charter schools may consider developing and inserting procedures identified in Sections K-N.]

C. Procedures for Removal of a Student from a Class

1. Initial Steps by Staff

A teacher may remove a student from class for violating the Code of Student Conduct or if the student's behavior significantly disrupts learning. The teacher must:

- a. Verbally instruct the student to leave the classroom.
- b. Direct the student to a designated support space (e.g., office, counselor, behavior interventionist).
- c. Provide instructions on what the student should do upon arrival.

2. Administrative Involvement and Emergencies

- a. If the student refuses or is unsafe to remove, the teacher will call the office and/or behavior support team for assistance.
- b. The teacher may evacuate other students if necessary, prioritizing their physical and emotional safety.
- c. Incident must be handled discretely to avoid escalating or stigmatizing the student.

3. **Approvals and Reporting**

1. Removal of a student must be reported immediately to the principal or designee.
2. The behavior support team will determine appropriate follow-up and coordinate parent/guardian communication.
- 3.
4. Removal of students will be documented internally.

D. Period of Time for Which a Student May Be Removed

1. Removals may not exceed **five (5) class periods** for any single incident involving a violation of school rules, per Minn. Stat. § 121A.60.
2. The principal, in consultation with the teacher, will determine the appropriate duration.
3. Any removal must include documentation and parental notice.

E. Responsibility for and Custody of a Student Removed from Class

1. **Destination:** Students will be directed to the main office, behavior room, or another supervised space designated for student support.
2. **Transport:**
 - a. The student may walk if safe and appropriate.
 - b. If not safe or age-appropriate, a staff member will escort the student.
3. **Supervision:**
 - a. If accompanied, the escort assumes custody until the receiving staff member is informed.
 - b. The designated administrator or support staff will oversee the student.
4. **Student Expectations:**
 - a. Students may be required to reflect on their behavior (e.g., written reflection or reflective conversation).

- b. They are expected to remain in the assigned location and follow all staff directions.

F. Procedures for Return of a Student to Class

1. Readmission Process:

- a. The teacher and administrator confer before the student returns.
- b. A restorative check-in or re-entry plan may be required.

2. Documentation and Conditions:

- a. A Re-entry Plan Form may be used outlining expected behavior.
- b. In some cases, a conference with the student, guardian, and teacher may be held.

G. Procedures for Notifying a Student and Guardian of Conduct Violations and Discipline

1. Immediate Notification:

- a. Parents/guardians are notified by phone or email by the end of the day.
- b. A written notice may be sent home with the student or mailed.

2. Documentation:

- a. The incident is recorded in the school's student information system (e.g., Infinite Campus).
- b. Copies of any written notices or plans are retained in the student's file.

H. Students with a Disability: Special Provisions

1. Considerations:

- a. If a student with an IEP is removed from class, a team review will determine whether further evaluation is needed (per IDEA).
- b. If a student with an IEP is removed from class, a team review will determine whether the current Individualized Education Plan (IEP) needs to be reviewed and updated.
- c. Principals will refer concerns to the Director of Special Services.

2. IEP Review:

- a. The IEP team will convene if removal constitutes a change in placement or if behavior impedes learning.

I. Procedures for Detecting and Addressing Chemical Abuse

i. **Chemical Abuse Preassessment Team (per Minn. Stat. § 121A.26):**

1. The school will designate a multidisciplinary team including counselors, administrators, and health personnel.
2. The team will share information pertaining to possible chemical abuse interventions to students who are referred.
 - a.

ii. **Teacher Reporting (per Minn. Stat. § 121A.29):**

1. Staff are trained to report chemical use concerns to administration and the preassessment team.

J. Immediate and Appropriate Interventions for Code Violations

1. Teachers and administrators may use interventions such as:
 - a. Restorative practices (e.g., conflict resolution).
 - b. Parent contact or in-school support services.
 - c. Temporary behavior plans or loss of privileges.
 - d. Immediate student removal.

K. Encouraging Early Parent/Guardian Involvement

1. Parents are invited to attend behavior-related meetings early in the process.
2. Teachers communicate with families regularly, especially when patterns emerge.
3. School newsletters and ongoing communication emphasize family-school partnerships.

L. Early Detection of Behavioral Problems

1. All staff are trained to recognize signs of behavioral distress.
2. Students may be referred to:
 - a. School social worker or school counselor.
 - b. Administrative team.
 - c. MTSS team.
 - d. Child Study Team for support or evaluation.

M. Referring Students for Special Education Services

1. When a student consistently struggles despite tiered interventions, teachers:

- a. Complete a pre-referral form.
- b. Present student data to the Child Study Team.
- c. Collaborate with families on next steps, including possible evaluation.

N. Ensuring Remedial Response for Victims of Bullying

1. Per Minn. Stat. § 121A.031:
 - a. Students who retaliate or act out in self-defense due to bullying may receive a remedial rather than punitive response.
 - b. The school principal supports the student and investigates bullying claims.
 - c. A Safety or Support Plan may be implemented to protect the student.

O. Unscheduled Student Removal from Class: Parental Notification

1. If a student is removed unexpectedly and not due to imminent danger:
 - a. The school will notify the parent by the end of the school day.
 - b. Notification includes reason for removal and any next steps.
2. **Policy Development and Staff Training:**
 - a. Staff receive annual training in child abuse prevention and de-escalation.
 - b. Policy is included in the Employee Handbook.

[NOTE: The 2024 Minnesota legislature enacted this provision, which does not require a school board to adopt policy language. Charter schools may determine whether to adopt policy language.]

XII. DISMISSAL

- A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion, and suspension. Dismissal does not include removal from class.

The charter school shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The charter school shall not dismiss any student without attempting to use nonexclusionary disciplinary policies and procedures before dismissal proceedings or pupil withdrawal agreements, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

The use of exclusionary practices for early learners as defined in Minnesota Statutes, section 121A.425, is prohibited. The use of exclusionary practices to address attendance and truancy issues is prohibited.

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:
1. Willful violation of any reasonable school board regulation, including those found in this policy;
 2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
 3. Willful conduct that endangers the student or other students, or surrounding persons, including charter school employees, or property of the school.
- C. **Disciplinary Dismissals Prohibited**
1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:
 - a. a preschool or prekindergarten program, including an early childhood family education, school readiness, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or
 - b. kindergarten through Grade 3.
 2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.
 3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.
- D. **Suspension Procedures**
1. "Suspension" means an action by the school administration, under rules promulgated by the school board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the executive director with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
 2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a charter school or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.
 3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the charter school shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening

for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.

4. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for less than one school day, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the charter school is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
5. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.
6. Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another charter school or in an alternative learning center under Minnesota Statutes, section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes, section 120B.02, although in a different setting.
7. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each

period of suspension.

8. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
 - a. strongly encourage a parent or guardian of the student to attend school with the student for one day;
 - b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
 - c. petition the juvenile court that the student is in need of services under Minnesota Statutes, chapter 260C.
9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)
10. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
11. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
12. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) consecutive school days.

E. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the charter school's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a

list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56; describe the nonexclusionary disciplinary practices accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The charter school must advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on its website.

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the charter school, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
8. The charter school shall record the hearing proceedings at charter school expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The charter school shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the charter school in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the charter school. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all charter school records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any charter school employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the charter school.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely

upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.

17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of the Minnesota Department of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes, section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The charter school shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The charter school must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the charter school.

XIII. ADMISSION OR READMISSION PLAN

A school administrator must prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan must include measures to improve the student's behavior, which may include completing a character education program consistent with Minnesota Statutes, section 120B.232, subdivision 1, social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan must include reasonable attempts to obtain parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XIV. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other charter school official may provide additional notification as deemed appropriate.

In addition, the charter school must report, through the MDE electronic reporting system, each exclusion or expulsion, each physical assault of a charter school employee by a pupil, and each pupil withdrawal agreement within thirty (30) days of the effective date of the dismissal action, pupil withdrawal, or assault, to the MDE Commissioner. This report must include a statement of the nonexclusionary disciplinary practices, or other sanction, intervention, or resolution in response to the assault given to the pupil and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the pupil's age, grade, gender, race, and special education status.

XV. STUDENT DISCIPLINE RECORDS

The policy of the charter school is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable charter school policies and federal and state law, including the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13.

XVI. STUDENTS WITH DISABILITIES

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the charter school will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the charter school had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the charter school shall continue to provide special education and related services during the period of expulsion or exclusion.

XVII. DISCIPLINE COMPLAINT PROCEDURE

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;
2. provide an opportunity for involved parties to submit additional information related to the complaint;

3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;
4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;
5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and
6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

XIII. DISTRIBUTION OF POLICY

The charter school will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

XIX. REVIEW OF POLICY

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the executive director for consideration by the school board, which shall conduct an annual review of this policy.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 and 121A.575 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.58 (Corporal Punishment; Prone Restraint; And Certain Physical Holds)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. §§ 121A.60 (Definitions)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.611 (Recess and Other Breaks)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)
Minn. Stat. § 124E.03 (Applicable Law)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 152.22, Subd. 6 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 507.5 (School Resource Officers)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)
MSBA/MASA Model Policy 610 (Field Trips)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

506 – Discipline Policy

Discipline Approach at PACT

PURPOSE

School discipline refers to the consequences and strategies that are suitable for maintaining order and positive behavior in the school setting. At PACT Charter School, our goal is to ensure consistency, fairness, and unity when addressing disciplinary matters, all with the intention of fostering a safe, supportive, and conducive learning environment.

POLICY STATEMENT

Schools have a responsibility to create a friendly and inclusive learning environment that ensures equal educational opportunities for all students. The disciplinary process, in many ways, presents a valuable learning opportunity for students as it empowers them to learn from their mistakes and overcome challenges. Children thrive and learn best when they feel safe, valued, and successful.

Teachers are entrusted with the important task of managing their classrooms. The rules and consequences within each classroom will align with the expectations set school-wide. Teachers are most effective when they feel secure, appreciated, and successful in their roles.

Research and experience have shown that a positive approach to discipline, implemented with respect and involving student input, is highly effective. It is expected that early intervention will be used to redirect a student's behavior, and involving parents or guardians early on is consistent with the philosophy of our school (PACT).

Positive behavioral management is based on these simple foundations:

- Safety is our top priority.
- Students should attend school and be present in class as much as possible.
- Making mistakes and facing logical consequences provide valuable learning opportunities.

- ~~Encouraging students to find solutions to problems promotes responsibility and fosters genuine confidence.~~
- ~~The main purpose of discipline is to address and correct behaviors rather than to punish children or seek revenge on behalf of others who may have been offended.~~

~~This discipline policy is adopted in accordance with the Minnesota Pupil Fair Dismissal Act, specifically Minnesota Statutes sections 121A.40-121A.56. In light of this, and in accordance with Minnesota Statutes section 121A.55, the school board, along with PACT administrators, teachers, employees, students, parents, community members, and other relevant individuals and organizations, have collectively developed this policy. It governs student conduct and applies to all students at PACT.~~

DEFINITIONS

~~**"Non-exclusionary disciplinary policies and practices"** means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Non-exclusionary disciplinary policies and practices include but are not limited to the policies and practices under sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).~~

~~**"Pupil withdrawal agreement"** means a verbal or written agreement between an administrator and a pupil's parent to withdraw a student from the school to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.~~

POLICY

~~The PACT Charter School Board of Directors has set clear rules for when a student can be dismissed from the school. They have also created written policies to follow the Minnesota Pupil Fair Dismissal Act. These policies must include ways to discipline students that do not involve excluding them from school. The emphasis is on preventing dismissals by catching problems early. The policies are designed to address and prevent students from repeating inappropriate behavior.~~

~~PACT's policies recognize that the school is still responsible for educating a student even if they are dismissed.~~

~~The school must make sure that if a student wants to take advantage of alternative educational services during their dismissal, those services must be good enough to help the student progress and meet the graduation standards set by the state. These services should also help prepare the student for readmission to the school.~~

~~For cases where a student is expelled, excluded, or leaves the school by agreement, the school still has a responsibility.~~

~~If the student stays enrolled or is waiting to enroll in another school, the school must review their schoolwork and grades every quarter to make sure they are on track to be readmitted with their classmates. The school must also regularly communicate with the student's parent or guardian to make sure they are completing the assigned work through alternative educational services. These services are required until the student enrolls in another school or comes back to the same school.~~

~~If the student was receiving mental health services at the school, they can still get those services until they enroll in a new school.~~

The school must provide the student's parent or guardian with information on how to access mental health services in the community, including any free or low-cost options. This information should also be available on the school's website.

AREAS OF RESPONSIBILITY

The PACT Charter School Board of Directors—PACT Charter School board is responsible for maintaining order within the school and supporting all school personnel who adhere to the discipline policy.

Superintendent of Schools—The Superintendent of Schools sets guidelines and directives to implement this policy, holds all school personnel, students, and parents accountable for following it, and supports school personnel in carrying out their duties. The Superintendent of Schools also establishes guidelines for utilizing external agencies to assist students and parents. Any guidelines or directives related to this policy must be approved by the School Board of Directors and included as an attachment to the policy.

Principals of Elementary and Secondary Education—The Principals of Elementary and Secondary Education have the authority to create building rules and regulations necessary to enforce this policy, with final approval from the School Board of Directors. They provide guidance and support to all school personnel following this policy. The Principals consult with parents of students who are not adhering to the policy. They also involve other professional employees in handling behavior issues and utilize appropriate agencies to assist students and parents. If necessary, a Principal can use reasonable force to restrain a student in order to prevent immediate harm or death.

Teachers—Teachers are responsible for creating a well-planned teaching/learning environment and have the primary responsibility for student behavior, with support from the administration, and parents. They enforce behavior policies and, if necessary, can use reasonable force to restrain a student to prevent immediate harm or death.

Other PACT Personnel—All other PACT Charter school personnel contribute to a respectful atmosphere within the school. Their responsibilities regarding student behavior are determined by the Superintendent of Schools. If necessary, they can use reasonable force to restrain a student to prevent harm or death.

Parents or Legal Guardians—Parents and guardians are responsible for their children's behavior according to the law and community standards. They are expected to cooperate with school authorities and participate in addressing their children's behavior.

Students—All students are individually responsible for their behavior and must know and follow behavior policies.

Community Members—Community members are expected to contribute to a supportive environment where rights and responsibilities are recognized and fulfilled.

REPORTS ON THE USE OF REASONABLE FORCE

PACT must provide information about any reasonable force used on a student with a disability in order to correct or control the student and prevent immediate bodily harm or death to the student or someone else. This information should follow the definition of physical holding as described in Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).

Starting from the school year 2024-2025, the school needs to report data annually by July 15th, using a format and method determined by the Commissioner of the Minnesota Department of Education (MDE). This data should relate to any reasonable force used on a student in general education to

~~correct or restrain the student and prevent immediate bodily harm or death to the student or someone else. This should align with the definition of physical holding as described in Minnesota Statutes, section 125A.0941, paragraph (c).~~

~~Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379, that aims to restrict a child's movement through physical contact or confines a child alone in a room from which they cannot exit, must be reported to the Minnesota Department of Education. This includes physical holding or seclusion used by an unauthorized or untrained staff member and should be reported as a restrictive procedure.~~

STUDENT RIGHTS

~~All students have the right to get an education and the right to learn.~~

STUDENT CONDUCT AND SCHOOL RULES

~~These guidelines are in place to ensure that the school operates in an orderly and safe manner, provides the best learning opportunities for all students, creates a positive teaching environment, promotes responsibility and character development, and encourages healthy social interactions.~~

- ~~1. Please make sure to arrive on time and attend every class every day, unless you have a valid reason for being absent.~~
- ~~2. If you are not able to come to school, please make arrangements to catch up on any work you miss.~~
- ~~3. Follow the courses mandated by the state and local school authorities and do your best to finish them. Aim for satisfactory academic performance that matches your abilities, and make sure to finish all your homework and assignments.~~
- ~~4. Always be honest when it comes to tests, assignments, and other school work.~~
- ~~5. Take responsibility for your actions and treat others with respect and courtesy.~~
- ~~6. Communicate with your peers and those in authority in a respectful way.~~
- ~~7. Assist the school staff in maintaining a safe environment for everyone. If you have any information about disciplinary cases, please share it with the school staff and cooperate with them as needed.~~
- ~~8. If you face disciplinary consequences, accept them with dignity and make a commitment to improving your performance and behavior.~~
- ~~9. Follow all school policies, rules, and behavior expectations, as well as state and federal laws. This includes not engaging in any form of harassment or bullying. You can find the PACT Bullying Policy at 508—Bullying Policy.~~
- ~~10. Assume that all rules and policies are still in effect until they are changed or revoked.~~
- ~~11. Observe school rules regarding the appropriate use of electronic devices.~~
- ~~12. Understand and follow school rules regarding behavior on the bus and during extracurricular or other school-related activities.~~
- ~~13. Respect and take care of the school's property and the property of others.~~
- ~~14. Do not use non-prescription drugs at school or school-related activities, unless it is in accordance with school policy and with written authorization from a parent/guardian.~~
- ~~15. Do not use or possess alcohol, tobacco, controlled substances, or any other dangerous or illegal substances at school, on school property or buses, or during extracurricular or other school-related activities.~~
- ~~16. Do not bring weapons or have them on school property.~~
- ~~17. Dress and groom in a way that is safe, healthy, and decent, following the guidelines in Policy 504—Dress Code Policy.~~
- ~~18. Avoid spreading incorrect information in student newspapers or publications and refrain from using indecent or obscene language.~~

19. Behave appropriately, both physically and verbally.
20. Recognize and respect the rights of others.

The PACT Pledge

PACT Charter School commits to create a challenging academic environment that encourages students to develop good character traits, in order to achieve educational excellence, be active citizens, and continue learning throughout their lives. Every year PACT students will agree and sign the PACT Pledge, which provides additional guidance on the expected character trait behavior.

BREAKING THE RULES OR NOT FOLLOWING SCHOOL GUIDELINES

Positive interventions for behavioral interactions are implemented to maintain a safe environment where staff and students can interact in ideal conditions for learning. The disciplinary consequences aim to achieve several outcomes: stop or change undesired behavior, provide a safe environment both physically and emotionally, treat individuals as unique, valued, and capable, offer opportunities for students to grow as responsible problem solvers, and when possible and appropriate, administer fair consequences that repair the community and restore the offender's position. It's important to note that "fair" doesn't always mean the same consequences for everyone.

Here's how the process works:

1. Students will be asked to solve the problems they have created.
2. If a student cannot or chooses not to solve the problem, appropriate consequences will be imposed by school personnel.
3. The consequences will depend on the situation and the individuals involved.
4. School personnel will use their best judgment based on the available information.
5. If a disciplined student or their parents/guardians feel that a consequence is unfair, they can request a "due process" hearing. This is an opportunity for concerned individuals to meet and share information related to the situation. If new information comes to light during the discussion, the consequences may be adjusted accordingly, but this may not always benefit the offender.
6. Students with recurring or unchanged behavior issues may undergo administrative review, leading to additional consequences.

A school discipline plan should be effective and tailored to each unique situation and child. Consistency means addressing problems and misbehavior when they occur. However, it does not mean that every child and similar situation will be handled the same way with the same consequences. The administration has the discretion to assign disciplinary actions, including recommending expulsion from school.

When determining the appropriate disciplinary course of action, there are five critical considerations:

1. The events leading up to the situation and any extenuating circumstances.
2. The intentions of the offender, if they can be determined.
3. The personality and temperament of the offender.
4. The actual events that took place.
5. The damage or harm caused by the misbehavior.

While we strive to keep students at school and work through problems, in cases where infractions occur and disciplinary action is necessary, PACT follows the guidelines outlined in the MN Fair Pupil Dismissal Act (policy 507), which includes a student's right to due process.

DISCIPLINARY ACTION OPTIONS

PACT's disciplinary approach aims to aid students in learning, problem-solving, and character development. Measures taken for discipline depend on the student and situation. Normally, rule-breaking prompts a discussion and verbal warning. However, more serious misconduct can result in stricter consequences like exclusion or expulsion. Students are encouraged to devise their own solutions, but disciplinary action may be necessary if the situation worsens or if a student cannot or will not resolve the issue. This can involve meetings with teachers, principals and assistant directors, counselors, or staff, confiscation of prohibited items, parental contact, conferences, class removal, in-school suspension, activity suspension, detention, loss of privileges, monitoring, referral to support services or external agencies, financial compensation, involving authorities, juvenile delinquency adjudication, out-of-school suspension, admission or readmission plans, Non-school Friday detention, expulsion, exclusion, or any other suitable disciplinary action as determined by the school.

RECESS AND OTHER BREAKS

"Recess detention" means when a student is kept from participating in recess or is made to wait a long time before joining recess as a consequence of their behavior. However, if the student chooses, they can have an alternative recess instead.

PACT wants to make sure that students have regular breaks from schoolwork and also wants to support teachers, Principals, and other school staff in using strategies that have been proven to reduce excluding forms of punishment.

PACT should only use recess detention in specific cases:

- When a student has caused or is likely to cause serious physical harm to others.
- When the student's parent or guardian has agreed to recess detention.
- When the student has an individualized education program and the team has determined that withholding recess is appropriate for their specific needs.
- Recess should not be withheld from a student just because they haven't finished their schoolwork.

PACT requires school staff to try to inform the student's parent or guardian within 24 hours of using recess detention.

At the end of each school year, the school must gather information about each recess detention, including the student's age, grade, gender, race or ethnicity, and special education status. This information should be available to the public if requested. The school is encouraged to use this data for professional development on using discipline methods that don't exclude students.

PACT Charter School cannot keep a student from participating in scheduled mealtimes or make them wait excessively. This rule doesn't change any existing responsibilities that PACT Charter School or school has under Minnesota Statutes, section 124D.111, or other state or federal laws.

REMOVING STUDENTS FROM CLASS

The teacher is responsible for running the classroom and has the power to manage it. It is their job to try different ways to improve disruptive student behavior, like talking to the student, giving them a break in a different area, using positive rewards, giving detention or other consequences, or contacting their parents. If these strategies don't work or if the teacher believes it's necessary based on the student's behavior, they can remove the student from class by following the steps outlined below.

Reasons for removing a student from class may include, but are not limited to:

- ~~Purposeful behavior that significantly disrupts the rights of others to receive an education, like interfering with the teacher's ability to teach or communicate effectively with students, or preventing other students from learning.~~
- ~~Purposeful behavior that puts people at risk, including school staff, the student themselves, other students, or school property.~~
- ~~Purposeful violation of any school rules, regulations, policies, or procedures, including this policy.~~
- ~~Other behavior that, in the teacher or administration's discretion, requires the student to be removed from class.~~

~~A student must be immediately removed from class if they engage in assault or violent behavior. "Assault" refers to an action done with the intention to cause fear of immediate bodily harm or death, or intentionally causing or attempting to cause bodily harm to someone else.~~

~~If a student is removed from class the school will notify their parent or guardian about the removal and try to arrange a meeting to discuss the underlying problem.~~

~~Procedures for removing a student from class:~~

- ~~1. The teacher will ask the student to leave and give them directions on where to go and what they should do when they get there. The teacher will decide if the student needs to be accompanied.~~
- ~~2. If the student refuses or is unable to leave on their own, the administration will be called to remove the student, and the teacher will relocate the other students to continue learning in a different environment. If possible, the other students should be unaware of the incident.~~
- ~~3. The parents will be contacted, and appropriate disciplinary measures will be taken.~~

~~The length of the removal from class (not exceeding five class periods for a violation of a conduct rule) will be determined by the Principal in consultation with the teacher.~~

~~Special provisions for disabled students:~~

- ~~1. There will be consideration of whether further assessment is needed.~~
- ~~2. There will be consideration of whether the current Individualized Education Program (IEP) of a disabled student who is removed from class or disciplined needs to be reviewed.~~
- ~~3. If necessary, the IEP team will meet to make any necessary changes.~~

~~Procedures for addressing suspected chemical abuse problems of students on school premises:~~

- ~~1. Suspected chemical abuse will be reported to the pre-assessment team, as required by Minnesota Statutes, section 121A.26.~~
- ~~2. The teacher reporting procedures will be determined by the chemical abuse pre-assessment team on an as-needed basis, as specified by Minnesota Statutes, section 121A.29.~~

~~Victims of bullying who respond with behavior that is not allowed under the school's behavior policies have access to a remedial response, in accordance with Minnesota Statutes, section 121A.031.~~

~~Grounds for Dismissal~~

~~"Dismissal" refers to when a student is denied their current educational program, including exclusion, expulsion, and suspension. Dismissal does not mean being removed from class. The school cannot deny a student involved in a dismissal proceeding their right to due process or equal protection under the law, which may result in suspension, exclusion, or expulsion. The school cannot dismiss a student without first trying non-exclusionary disciplinary policies and procedures unless the student poses an immediate and significant danger to themselves or others or to property.~~

Violations that lead to suspension, depending on their severity, may also be grounds for actions leading to expulsion or exclusion. A student may be dismissed for any of the following reasons, but it is not an exhaustive list:

Behaviors typically receiving a suspension in or out of school for three (3) days or less:

Fighting;

Threats/intimidation;

Harassment

Extortion;

Sexting;

Theft or vandalism under \$500;

Property offenses;

Possession of stolen property;

Repeated disordered behaviors towards other students, staff, etc., typically receive a lesser disciplinary action.

Behaviors typically receiving suspension out of school for (4) days or more (and possibly expellable violations):

Suspected substance use or possession;

Assault;

Terroristic threats;

Theft or vandalism over \$500;

Repeated behaviors typically receive a suspension for three (3) days or less.

Behaviors typically receiving a suspension for five days or more (and possibly expellable violations):

Weapons possession or use (subject to the PACT Charter School 805—Weapons Policy & Procedure);

Arson; Pyrotechnics;

Possession of drug paraphernalia (subject to the PACT Charter School 538—Chemical Use & Abuse Policy & procedure);

Drug or alcohol distribution/ intent to distribute (subject to the PACT Charter School 538—Chemical Use & Abuse Policy & procedure);

Sexual assault;

Severe physical assault;

Bomb threats;

Bombs or incendiaries.

PROHIBITED DISCIPLINARY DISMISSALS

A student enrolled in the following programs is not subject to dismissals under the Pupil Fair Dismissal Act:

- Kindergarten through Grade 3.

This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A, and federal law for a student receiving special education services. However, expulsions and exclusions may only be used after all resources of Nonexclusionary discipline have been exhausted, and only in cases where there is an ongoing serious safety threat to the child or others.

SUSPENSION PROCEDURES

"*Suspension*" means when the school administration, following rules established by the School Board of Directors, prohibits a student from attending school for a maximum of ten (10) school days. However, if a suspension is longer than five (5) school days, the administrator imposing the suspension must provide the Superintendent of Schools with a reason for the longer duration. This definition does not apply to a dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.

During a suspension, the school administration must allow the suspended student to complete all assigned school work and receive full credit for satisfactorily completing the assignments. The administrator may assign a school employee to work with the student's teachers, ensuring the suspended student receives timely course materials, completes daily and weekly assignments, and receives feedback from teachers.

If a student is removed from school for a total of more than ten (10) days in a school year, the school must try to arrange a meeting with the student and their parent or guardian before further removal from school. With the parent or guardian's permission, a mental health screening for the student may be arranged at their expense. The purpose of this meeting is to assess the student's need for additional services or determine if the student should be assessed or diagnosed for a mental health disorder.

The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for one school day or less, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan.

The plan shall include, where appropriate:

- A provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension.
- A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission.
- School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from

~~attending class or participating in a school-related activity or as a basis of a charge of child abuse, child neglect, or medical or educational neglect.~~

~~The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.~~

~~A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.~~

~~Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. Alternative educational services may include but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another school or in an alternative learning center under Minnesota Statutes, section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes, section 120B.02, although in a different setting.~~

~~The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.~~

~~After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:~~

- ~~1. strongly encourage a parent or guardian of the student to attend school with the student for one day;~~
- ~~2. assign the student to attend school on a Non-School Friday as supervised by the Principal or designee; and~~
- ~~3. petition the juvenile court that the student is in need of services under Minnesota Statutes, chapter 260C.~~

~~A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference.~~

~~The school administration will try their best to inform the student's parent or guardian about the suspension by calling them as soon as possible after the suspension occurs.~~

~~If a student is suspended without having a meeting with school administrators first, and it is believed that the student is an immediate and serious threat to others or property, they will receive a written notice of the suspension within 48 hours. The notice will be given to both the student and their parent or guardian. If the notice is sent by mail, it will be considered delivered once it is mailed.~~

~~If the student is facing expulsion or exclusion, they may be suspended while waiting for the decision from the School Board of Directors. In this case, educational services should be provided to the student during the suspension if it lasts for more than five consecutive school days.~~

~~PROCEDURES FOR EXPULSION AND EXCLUSION~~

- ~~1. "Expulsion" means that a student is banned from attending school for up to twelve (12) months, starting from the date of expulsion. The School Board of Directors has the authority to make this decision.~~
- ~~2. "Exclusion" means that a student is not allowed to enroll or re-enroll in school for a period that does not go beyond the current school year. The School Board of Directors has the authority to make this decision.~~
- ~~3. All expulsion and exclusion processes will follow the guidelines of the Minnesota Pupil Fair Dismissal Act, specifically Minnesota Statutes, sections 121A.40-121A.56.~~
- ~~4. A hearing must be held before any expulsion or exclusion is imposed unless the student and parent or guardian waive their right to a hearing in writing.~~
- ~~5. The student and parent or guardian will receive written notice of the school's intention to start expulsion or exclusion proceedings. This notice will be given in person or by mail and will include full details of the situation, a list of witnesses and their statements, the date, time and location of the hearing, a copy of the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56, information about disciplinary actions that were tried before resorting to expulsion, and the student and parent or guardian's rights: (1) to have a representative of their choice, including legal counsel, at the hearing, (2) to review the student's records before the hearing, (3) to present evidence, and (4) to question and challenge witnesses. The school must inform the student's parent or guardian that free or low cost legal assistance may be available and that a list of legal assistance resources is provided by the Minnesota Department of Education (MDE) on its website.~~
- ~~6. The hearing will be scheduled within ten (10) days after the written notice is served unless the school, student, parent, or guardian requests an extension for a valid reason. The extension cannot exceed five (5) days.~~
- ~~7. All hearings will be held at a time and place that is reasonably convenient for the student, parent, or guardian. The hearings will be closed unless the student, parent, or guardian asks for an open hearing.~~
- ~~8. The school will pay for recording the hearing, but if a party wants a transcript, they will have to pay for it.~~
- ~~9. The student has the right to choose their own representative, including a lawyer, but they will have to pay for it. The school will inform the student's parent or guardian that they may be eligible for free or low cost legal assistance and provide them with a list of legal aid resources from MDE. The School Board of Directors may appoint a lawyer to represent the school in the hearing.~~
- ~~10. If the student chooses a representative who is not their parent or guardian, that representative must have written authorization from both the student and the parent or guardian to access and receive copies of the student's records.~~
- ~~11. All expulsion or exclusion hearings will be conducted by an independent hearing officer chosen by PACT Charter School. The hearing will be fair and unbiased. Testimony will be given under oath, and the hearing officer will have the authority to issue subpoenas and administer oaths.~~

- ~~12. Before the hearing, the student, parent or guardian, or authorized representative will have access to all school records related to the student, including any tests or reports that support the proposed dismissal action.~~
- ~~13. The student, parent or guardian, or authorized representative has the right to require the presence of any school employee, agent, or any other person who may have evidence related to the proposed dismissal action. They also have the right to question and cross-examine any witnesses who testify for the school.~~
- ~~14. The student, parent or guardian, or authorized representative has the right to present evidence and testimony, including expert psychological or educational testimony.~~
- ~~15. The student cannot be forced to testify in the dismissal proceedings.~~
- ~~16. The hearing officer will review the evidence presented and make a recommendation based on that evidence. This recommendation will be given to the School Board of Directors and shared with the parties involved within two days after the hearing ends.~~
- ~~17. The School Board of Directors will make their decision based on the findings and recommendations from the hearing officer. They will announce their decision at a meeting within five days of receiving the findings and recommendation. The board may allow the parties to express any objections or comments about the hearing officer's findings and recommendations, but no new evidence can be presented. The decision made by the board must be in writing, based on the information presented at the hearing, and include enough details to explain the reasons for the decision to the parties involved and the Commissioner of the Minnesota Department of Education.~~
- ~~18. If a party disagrees with the expulsion or exclusion decision made by the School Board of Directors, they can appeal the decision to the Commissioner within twenty-one days of the board's action, according to Minnesota Statutes, section 121A.49. However, the decision made by the school board will still be enforced during the appeal process to the Commissioner.~~
- ~~19. The school must inform the appropriate public service agency if a student is suspended, expelled, or excluded while under their supervision.~~
- ~~20. The school is required to report any expulsion or exclusion through the MDE electronic reporting system within 30 days of the action taking effect. This report must include details such as the alternative educational services provided to the student, the reason for the action, the effective date, and the duration of the expulsion or exclusion. Additionally, the report should include information about the student's age, grade, gender, race, and special education status. The report must also include the state student identification numbers of the affected students.~~
- ~~21. If a student does not return to school within 10 school days after being dismissed, a school administrator will send a letter to the student and their parent or guardian informing them of their right to attend and be reinstated in PACT Charter School.~~

~~ADMISSION OR READMISSION PLAN~~

~~A school administrator needs to create and enforce a plan for admitting or readmitting students who have been excluded or expelled from school. The plan should include steps to help improve the student's behavior. This may involve completing a program on character education, social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan should also make reasonable efforts to involve parents in the admission or readmission process and may explain the consequences if the student does not improve their behavior. However, parents cannot be required to provide sympathomimetic medication for their child as a condition for readmission.~~

~~NOTIFICATION OF POLICY VIOLATIONS~~

Any violations of this policy and the resulting disciplinary actions will be communicated according to the Pupil Fair Dismissal Act or other applicable laws. The teacher, principals, and assistants, or other charter school official may also provide additional notification as they see fit.

Additionally, the school must report any exclusions or expulsions, physical assaults on charter school staff by students, and pupil withdrawal agreements to the MDE Commissioner within 30 days of the action. This report should include information about the disciplinary actions taken in response to the assault, along with the reasons, effective date, and duration of the exclusion, expulsion, or other sanction. It should also include the student's age, grade, gender, race, and special education status.

STUDENT DISCIPLINE RECORDS

The school's policy is to keep complete and accurate records of student discipline. The collection, sharing, and maintenance of these records will follow the school's policies and federal and state laws, including the Minnesota Government Data Practices Act and Minnesota Statutes, chapter 13.

STUDENTS WITH DISABILITIES

Students who are identified as eligible for special education services under the IDEA or Section 504 will also follow this policy unless their Individualized Education Plan (IEP) or 504 plan specifies any necessary changes.

Before taking any disciplinary actions, such as expulsion or exclusion, against a student with a disability, the child's IEP team including parent(s) will conduct a manifestation determination to review whether the behavior is related to the disability and if the school failed to implement the IEP. If the behavior is not related to the disability, the school will proceed with discipline as if the student did not have a disability, unless the student's educational plan says otherwise. If the behavior is related to the disability, the team will assess the behavior and create a plan to address it. If the school hasn't assessed the behavior before, they will do so now. If a plan already exists, the team will review and adjust it as needed.

When a student with an IEP is excluded or expelled for behavior that is not related to their disability, the school will still provide special education and related services during the exclusion or expulsion period.

OPEN-ENROLLED STUDENTS

If a student from another district is enrolled in our school through the Enrollment Option Program (Minnesota Statutes, section 124D.03) or Enrollment in a Nonresident Charter school (Minnesota Statutes, section 124D.08), their enrollment may be ended at the end of the school year under certain circumstances. This includes if the student is considered a habitual truant, has received appropriate truancy services, and their case has been referred to juvenile court. Additionally, if a nonresident student over the age of seventeen is enrolled through the Enrollment Options Program and is absent without a valid reason for fifteen or more school days, and has not officially withdrawn from school, their enrollment may also be terminated.

DISCIPLINE COMPLAINT PROCEDURE

Policy Communication:

- The school shall ensure that this Discipline Complaint Procedure is communicated to all students, parents, guardians, and school staff through various means, including the school website, student handbooks, and other relevant publications.
- Clear and explicit instructions for filing a complaint under Minnesota Statutes, section 121A.49, must be made readily available to all stakeholders.

Submission of Complaint:

- Any concerned party (students, parents, guardians, or school staff) may file a complaint if they believe that the requirements of the Minnesota Pupil Fair Dismissal Act, along with local behavior and discipline policies, are not being appropriately implemented or are being discriminatorily applied.
- Complaints can be submitted in writing or electronically to the Superintendent of Schools.
- The complaint should include detailed information about the alleged violation and any relevant supporting documentation.

Investigation Initiation:

- Upon receiving the complaint the Superintendent of Schools will respond in writing that the complaint was received and will be investigated.
- The school shall begin investigating the complaint within three school days of receiving it.
- The School Board will be notified of the submission of the complaint and will designate the personnel responsible for managing the investigation, such personnel will include one board member.
- The personnel handling the investigation will maintain and regulate access to all related records, ensuring confidentiality.

Complaint Review and Determination:

- The investigating personnel shall thoroughly examine the complaint, gather additional information from involved parties, and review relevant school policies and procedures.
- A written determination shall be issued to the complainant, which includes findings and conclusions regarding each allegation made in the complaint.
- This determination will be provided within a reasonable timeframe, taking into consideration the complexity of the complaint, but generally no later than 20 school days from the date of the complaint submission.

Corrective Action Plan:

- If the investigation finds that the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including local policies, were not appropriately implemented, the school shall develop and implement a corrective action plan.
- The corrective action plan should outline steps to correct any student's record if necessary and provide relevant staff with training, coaching, or other accountability practices to ensure future compliance with policies.

Protection Against Reprisal or Retaliation:

- The school strictly prohibits any reprisals or retaliatory actions against any person who asserts, alleges, or reports a complaint.
- Procedures for investigating and applying appropriate consequences for any person found to have engaged in reprisal or retaliation will be in place.
- Whistleblower protection measures shall be enforced to safeguard individuals making complaints from any adverse actions.

This Discipline Complaint Procedure aims to uphold the principles of fairness, transparency, and accountability in matters related to student discipline and behavior, ensuring that all parties have a mechanism to address concerns and seek corrective actions when needed.

REVIEW OF DISCIPLINE POLICY

~~The Principals and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the Superintendent of Schools Principals for consideration by the school board, which shall conduct an annual review of this policy.~~

Legal References

~~Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act) Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)~~

~~Minn. Stat. § 120B.232 (Character Development Education)~~

~~Minn. Stat. § 121A.26 (School Preassessment Teams)~~

~~Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)~~

~~Minn. Stat. §§ 121A.40 121A.56 and 121A.575 (Pupil Fair Dismissal Act)~~

~~Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension) Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force) Minn. Stat. §§ 121A.60 (Definitions)~~

~~Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class) Minn. Stat. § 122A.42 (General Control of Schools)~~

~~Minn. Stat. § 123A.05 (State Approved Alternative Program Organization) Minn. Stat. § 124D.03 (Enrollment Options Program)~~

~~Minn. Stat. § 124E.03 (Applicable Law)~~

~~Minn. Stat. Ch. 125A (Special Education and Special Programs) Minn. Stat. § 152.22, Subd. 6 (Definitions)~~

~~Minn. Stat. § 152.23 (Limitations)~~

~~Minn. Stat. Ch. 260A (Truancy)~~

~~Minn. Stat. Ch. 260C (Juvenile Safety and Placement)~~

~~20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act) 29 U.S.C. § 794 et seq. (Rehabilitation Act of 1973, § 504) 34 C.F.R. § 300.530(e)(1) (Manifestation Determination)~~

PACT Charter School

Original Creation Date: August 20, 1998

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: December 7, 2023

Year Reviewed: 2023-2024

537 - Behavioral Expectations & Code of Conduct Policy

PURPOSE

This policy outlines the responsibilities of students, staff, and the community to create an atmosphere conducive to high student achievement. The Behavior Expectations and Code of Conduct policy ensure students are taught the school's expectations for student conduct, and PACT Charter School staff recognize their obligation to teach students appropriate school behaviors to minimize out-of-class time and disruptions to teaching and learning.

POLICY STATEMENT

PACT Charter School is committed to teaching all students appropriate school behaviors and to create a safe and productive learning environment for students. PACT Charter School is also committed to assuring that the consequences for student behavior that violates this policy are appropriate and proportional based upon the circumstances, and the policy is fairly enforced.

PACT Charter School shall establish procedures that identify behaviors and/or activities expected from students and identify behaviors and/or activities that could subject students to disciplinary consequences.

This Behavior Expectations and Code of Conduct policy applies to all school buildings; school grounds; school property; school-sponsored activities or trips; school vehicles; school contracted vehicles; vehicles approved for school purposes; the area of entrance or departure from school premises or events; and all school-related functions. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or school's operations or the safety or welfare of the student, other students, or staff.

CODE OF CONDUCT

1. RESPONSIBILITY

1. PACT Charter School is responsible for ensuring that behavior and discipline matters are handled in conformance with this policy. All teachers and other school personnel are responsible for teaching and reinforcing appropriate school behaviors.
2. PACT Charter School employees may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another. Restraint of students must not be used except when the threat of harm to the student or others is imminent.
3. Parents and guardians are expected to cooperate with school authorities and to address the behavior of their student. All students shall be held individually responsible for their behavior and knowing and following this policy, including the Code of Conduct for students.

2. STUDENT RESPONSIBILITIES

The following list of student responsibilities is not exhaustive. All students have the responsibility to:

1. Be on time and attend every class every day, unless excused.
2. Arrange to make up work when absent from school.
3. Attain satisfactory academic achievement consistent with an individual's ability and complete all homework and other assignments.
4. Assume personal responsibility for acting with respect and common courtesy.
5. Exhibit honest behavior as it applies to tests, assignments, and other school work.
6. Be respectful in communications with peers and those in authority.
7. Accept disciplinary consequences with dignity and commit to improving one's performance and conduct.
8. Comply with all school building and school policies, rules, and behavior expectations, and state and federal law, including, but not limited to, refraining from all types of harassment and bullying. The PACT Bullying Policy is incorporated here and can be found at 508 - Bullying Policy.
9. Comply with school rules governing the proper use of electronic devices.
10. Understand and comply with school rules regarding appropriate conduct on the bus and extracurricular or other school-related activities.
11. Respect school property and not damage it.
12. Refrain from using non-prescription drugs at school and school-related activities unless in accordance with school policy and procedural requirements, including written authorization provided by the parent/guardian to the school.
13. Refrain from using and/or possessing alcohol, tobacco, controlled substances, and other dangerous or illegal substances at school, on school property or school buses, and at extracurricular or other school-related activities.
14. Refrain from bringing or possessing weapons at school.

- **CONSEQUENCES FOR INAPPROPRIATE SCHOOL BEHAVIOR**

1. **Disciplinary Action.** All responses to a student's inappropriate school behavior shall include elements of teaching or re-teaching appropriate school behavior and restoration of relationships affected by the student behavior. Disciplinary action may be taken for any student conduct that interferes with the operations of the school or the welfare of the student or others.
2. **Disciplinary Action Options.** Alternatives to removal from class or dismissal shall be used whenever possible unless the student's behavior places the student or others in danger, or a removal/dismissal/suspension is required by other law, policy, or procedure. Any discipline for a violation of the student Behavior Expectations will be based on all available facts and circumstances of the breach and is solely within the school's discretion. Any violation of a school rule will result in disciplinary action. Disciplinary action may range from a simple verbal warning, parent contact, removal from class, administrative dismissal, suspension, detention, or other appropriate disciplinary action up to and including expulsion or exclusion, depending on the nature of the infraction. See Policy 507 - Behavioral Expectations and Code of Conduct Procedure guidelines for out-of-school discipline that will be used to guide the consequence for inappropriate behavior generally.

PUPIL FAIR DISMISSAL & REMOVAL FROM CLASS POLICY

1. **Purpose.** To maximize learning and create a positive classroom environment for all students, a student may need to be removed from class for a period of time to redirect learning. Therefore, PACT Charter School may remove a student from class, including a student with a disability, in compliance with the Minnesota Pupil Fair Dismissal Act.

2. **Policy Statement.** PACT Charter School's policy fully complies with Minnesota law and the Minnesota Pupil Fair Dismissal Act.
3. **Definitions:**
 1. "Removal from class" and "removal" mean any actions taken by a teacher, School Administrator, or authorized school employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.
 2. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion, and suspension. Dismissal does not include removal from class.
 3. "Suspension" means an action by the school administration, under rules promulgated by the PACT Charter School Board of Directors, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the Superintendent of Schools with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less, except for a student with a disability. Suspension for a student with a disability includes any portion of a school day, regardless of the removal length.
 4. "Expulsion" means an action of the PACT Charter School Board of Directors to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the PACT Charter School Board of Directors.
 5. "Exclusion" means an action taken by the PACT Charter School Board of Directors to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the PACT Charter School Board of Directors.
4. **Removal of Student from Class.** Teachers are responsible for modifying disruptive student behavior by conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this policy.
5. **Dismissal of Student from Class.** The school shall not deny due process or equal protection of the law to any student involved in a dismissal preceding that may result in suspension, exclusion, or expulsion.
 1. The school shall not dismiss any student without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the student will create an immediate and substantial danger to themselves or surrounding persons or property.
 2. Any removal of a student from school for one day or less may be considered an administrative dismissal. Administrative dismissal prohibits a student from being in school, on school grounds, or at a school-sponsored event for the day. A parent conference may be required before the student is readmitted to school.
 3. The school shall report any suspension, expulsion, or exclusion action taken to the appropriate public service agency when the student is under the supervision of such agency.
6. **Meeting with Parents.** If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the pupil. The district is not required to pay for mental health screening. The

purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent or guardian should have the pupil assessed or diagnosed to determine whether the pupil needs treatment for a mental health disorder.

7. **Suspension.** All suspension proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§121A.40-121A.56, school policy, and school procedures.
8. **Expulsion and Exclusion.** All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§121A.40-121A.56.
9. **Student with a Disability.** School personnel may suspend a child with a disability for a maximum of ten school days for one incident as long as non-disabled students would be similarly disciplined. A student with a disability may not be suspended in a fashion that changes that student's special education program as defined by federal law. Students who are currently identified as disabled under the Individuals with Disabilities Education Act (IDEA) or Section 504 will be subject to this policy unless the student's IEP or 504 Plan specifies a necessary modification.

STUDENT DISCIPLINE RECORDS

It is the policy of PACT Charter School that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school policies and federal and state law, including the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13.

DISTRIBUTION OF POLICY

The Superintendent of Schools shall ensure that this policy is distributed to students and parents at the beginning of each school year and upon enrollment of a new student. This policy will also be available in the Superintendent of Schools' office upon request.

REVIEW OF POLICY

The Superintendent of Schools and representatives of parents, students, and staff shall confer annually to review this discipline policy, determine if the policy is accomplishing its purposes, and assess whether the discipline policy has been enforced. Any recommended changes must be submitted to the Superintendent of Schools for consideration by the PACT Charter School Board of Directors. The PACT Charter School Board of Directors will conduct an annual review of this policy.

Legal References:

Minn. Stat. §13 (Government Data Practices)

Minn. Stat. §121A.0311 (Safe and Supportive Schools Act)

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

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

Minn. Stat. §121A.575 (Alternatives to Pupil Suspension)

Minn. Stat. §§121A.60-121A.61 (Removal of Students from Class)

Minn. Stat. §124D.03 (Enrollment Options Program)

Minn. Stat. §124D.08 (Enrollment in Nonresident District)

Minn. Stat. Ch. 260A.03 (Truancy)

PACT Charter School

Original Creation Date: April 10, 1996

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: August 7, 2025

Year Reviewed: 2025-2026

616 CHARTER SCHOOL SYSTEM ACCOUNTABILITY

[NOTE: Minnesota Statutes, section 120B.11 requires charter schools to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. Model Policies 601, 603, and 616 address these statutory requirements. In addition, Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minnesota Statutes, section 120B.11.]

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

A. "Comprehensive Achievement and Civic Readiness" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school; and prepare students to be lifelong learners.

[NOTE: The 2024 Minnesota legislature revised Minnesota Statutes, section 120B.11, including replacement of the term "world's best workforce" with "comprehensive achievement and civic readiness."]

B. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the charter school.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. Charter School Goals

1. The Superintendent and school board has established the Strategic Roadmap as the school-wide goals that provide broad direction for the charter school. The District Operational Plan (DOP) has been developed to define annual goals to meet the Strategic Directions defined within the Strategic Roadmap. The DOP goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the Superintendent and district leadership.
2. The Department of Teaching and Learning is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and charter school academic

standards.

3. The charter school-wide improvement goals should address recommendations identified through the The Teaching and Learning Department, working in collaboration with the District Advisory Committee process. The charter school's goal setting process will include consideration of individual site goals. Charter school goals may also be developed through an education effectiveness program, or through some other locally determined process.

B. System for Reviewing All Instruction and Curriculum

Incorporated in the process will be analysis of the charter school's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes, section 123B.147, and teacher evaluations under Minnesota Statutes, section 122A.40 or 122A.41.

C. Implementation of Graduation Requirements

1. The Teaching and Learning Department, working in collaboration with the District Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. The school board shall receive input and recommendations from the Department of Teaching and Learning and the District Advisory Committee and shall adopt or update this policy at least annually.
2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the Department of Teaching and Learning shall work with the school site administration and Building Instructional Leadership Teams (BILT) to adopt a plan to raise student achievement levels to meet federal expectations.
3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of current achievement that show growth relative to an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or charter schoolwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Comprehensive Continuous Improvement of Student Achievement

1. Annually the District Advisory Committee will meet to review the charter school's implementation of the district's continuous improvement process focused on academic achievement as outlined in the District Operational Plan.

F. Reporting

1. Consistent with Minnesota Statutes, section 120B.36, subdivision. 1, the school board shall publish a report in the local newspaper with the largest circulation in the charter school, by mail, or by electronic means on the charter

school website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review charter school success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to comprehensive achievement and civic readiness. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The charter school shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The charter school shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.

2. The school performance report for a school site and a charter school must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.
3. The charter school must annually report the charter school's class size ratios by each grade to the Commissioner in the form and manner specified by the Commissioner.
4. The charter school must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

G. Annual Public Report

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

Legal References:

Minn. Stat. Ch. 13 (Government Data Practices)
Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)
Minn. Stat. § 120B.36 (School Accountability)
Minn. Stat. § 122A.40 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning

Agreement; Other Agreements)
Minn. Stat. § 123B.147 (Principals)
Minn. Stat. § 124E.03 (Applicable Law)
Minn. Stat. § 124E.16 (Reports)
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (Charter School Mission Statement)
MSBA/MASA Model Policy 601 (Charter School Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (Charter School Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 617 (Charter School Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)

616 629 - HOMEBOUND INSTRUCTIONAL SERVICES POLICY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

present during any in-home HIS sessions.

IV. WHERE AND HOW SERVICES ARE PROVIDED

A. Services in the home or library

1. Students are provided with homebound instructional services (HIS) only for the number of days that the school is in session. HIS do not take place on PACT release days, holidays, or during vacations.
2. Homebound Instructors (HBI) are assigned to work with students in grades 1-12 for an average of one hour per student contact day unless an IEP team determines there to be a greater need.

B. Services in Hospitals

1. Students are provided HIS only on days when school is in session. HIS do not take place on PACT release days, holidays, or during vacations.
2. HBIs are assigned to work with students for the same number of hours as noted above. However, the time may be less depending upon the seriousness of the illness or injury requiring hospitalization. Often, students are too ill to be seen every day. HBIs should regularly check in with the hospital to make sure that the students are able to receive instruction.

V. COMPENSATION AND EMPLOYMENT REQUIREMENTS

- A. Any HBI not already employed by PACT Charter School must have an application for employment and a copy of their license on file with the Human Resource office.
- B. All new HBI must complete the school process for employment.
- C. Hourly pay for HIS is based on the teacher's, whose services are being rendered, calculated hourly rate*.
- D. Parking expenses are reimbursed when the HIS occurs at a hospital. All original receipts must accompany the request for reimbursement.
- E. Time cards must be submitted according to PACT's payroll calendar. A separate time card must be completed for each student and must include the dates of attendance, a signature from a parent/guardian or medical staff, and the employee's identification number, address, and signature.

VI. ASSIGNMENT OF HOMEBOUND INSTRUCTOR (HBI) TO STUDENTS

- A. When a student qualifies for services, the school will arrange for a HBI who will best meet the student's needs. At the time, the HBI will receive the following information:
 - i. Student and parent/guardian names
 - ii. Hospital or home address and phone number
 - iii. Relevant medical information
 - iv. School contact person and contact information (i.e., phone number and email address)
 - v. A brief overview of education needs
 - vi. A copy of the student's schedule with subjects and teachers' names listed
 - vii. Access to the student's current grade report

- B. After the assignment of the HBI is made, he or she will receive a written agreement from PACT confirming the assignment.
- C. If the HBI is not already employed by the school as a teacher or other staff member, the school will designate a contact person, such as the guidance counselor, social worker, homeroom teacher, advisor. The person will ensure that work is collected from all of the students' teachers and made available to the HBI at the designated times.

VII. RESPONSIBILITIES OF THE SCHOOL

- A. When a student is enrolled in HIS through PACT, primary responsibility for the student remains with the school.
- B. Additional responsibilities of the school and school employees include the following:
 - i. Informing the student's teacher(s) of his or her homebound status and requesting work for the student.
 - ii. Having assignments, books, course materials, etc., readily available to the HBI in a timely and helpful manner.
 - iii. Sharing with the HBI the requirements necessary for the student to achieve a passing grade for each class.
 - iv. Registering the student for the appropriate classes if the HIS cross semesters (secondary).
 - v. Recording homebound attendance and grades.
 - vi. Follow up with parents/guardians or the student if the student does not return to PACT when the HIS in the home, at the library, or in the hospital comes to an end.
 - vii. Planning for the student's return to school (i.e. informing teachers of any special health conditions, arranging for special transportation, etc.).
 - viii. In accordance with MN Statute 3525.2325, for students receiving special education services, the student's IEP must be modified to reflect homebound instruction. Services must then be provided as indicated in the student's IEP.

VIII. RESPONSIBILITIES OF THE HOMEBOUND INSTRUCTOR

- A. Maintaining contact with teachers and/or counselors to ensure that students are working on the appropriate assignments and are receiving credit for their work.
- B. Calling the supervisor if HIS does not begin on the anticipated date.
- C. Arranging regularly scheduled meeting times with the student and his/her family or the hospital staff, according to the job description.
- D. Notifying the family or hospital if he/she is unable to attend a scheduled session due to illness or emergency. The HBI may not arrange for substitutes. If the absence is expected to last for more than a few days, the HBI should notify the supervisor. Hours may be made up by the HBI within one week of the original date missed.
- E. Calling the supervisor immediately if there are any communication challenges.
- F. As soon as it is known when the student will return to school, informing the appropriate school contact person and the supervisor.

- G. If the student is receiving HIS in the hospital, assisting in the determination regarding if the student will need to continue with HIS after release from the hospital or if the student is going to return to school immediately after release. It is preferable that the same HBI would continue to work with the student in the home or the library if HIS are determined by the school to still be needed.
- H. Keeping all written material the student has completed during HIS. It is the responsibility of the HBI to return assignments, books, and materials to the school when the student has been authorized to return to school.
- I. Maintaining written documentation of work assigned and completed; conversations with school staff, the student, and parents; attendance; etc. It is necessary to provide documentation for the student to receive credit for the work they have completed.
- J. Maintaining a portfolio of activities for students of various ages in case actual assignments are not available for the first day of HIS.
- K. Working with the teacher(s) on grading assignments and determining the final grade according to the following guidelines:
- a. For each hour of HIS that the student receives, the student will be given credit for a day of attendance. For this reason, the HBI must complete an End of Homebound Instructional Services Form.
 - b. There are numerous variables that will affect the way in which teachers decide to grade assignments completed by a student receiving HIS and determine the final grade. One of the larger contributing factors is the anticipated time frame that the student will be gone. In some cases, this timeframe is known, but it cannot always be predicted.
 - c. The options for grading a homebound student include the following:
 - i. *This is recommended for students who are unable to meet with the HBI on a regular basis due to a medical condition or emergency situations.*
 - ii. *A "pass" grade is calculated the same as a "C" letter grade on the electronic grading program.*
 - iii. *Using this method should be determined to be in the best interest of the student due to their inability to complete the quantity or quality of work that would justify receiving a higher letter grade.*
 1. Give a letter grade for the work completed that will contribute to the total course grade. *Note: This is recommended for a short-term period of HIS.*
 2. Give a letter grade for an entire course, based on the assignments completed. *Note: Recommended for a long-term period of HIS.*
 3. Give a "pass" or "fail" grade rather than a letter grade.
- L. Calling the supervisor immediately the second time the student is not at home, the library, or the hospital at the designated times; the session has not been canceled by the student or family; or if there are concerns about the safety of the

Situation.

- M. The HBI will never enter the home of a student unless there is a parent/guardian or designated adult also present.

Where and How Services are Provided

~~A. Services in the home or library.~~

~~A. Students are provided with homebound instructional services (HIS) only for the number of days that the school is in session. HIS do not take place on PACT release days, holidays, or during vacations.~~

~~B. Homebound Instructors (HBI) are assigned to work with students in grades 1-12 for an average of one hour per student contact day unless an IEP team determines there to be a greater need.~~

~~A. Services in Hospitals~~

~~1. Students are provided HIS only on days when school is in session. HIS do not take place on PACT release days, holidays, or during vacations.~~

~~2. HBIs are assigned to work with students for the same number of hours as noted above. However, the time may be less depending upon the seriousness of the illness or injury requiring hospitalization. Often, students are too ill to be seen every day. HBIs should regularly check in with the hospital to make sure that the students are able to receive instruction.~~

Compensation and Employment Requirements

~~A. Any HBI not already employed by PACT Charter School must have an application for employment and a copy of their license on file with the Human Resource office.~~

~~B. All new HBI must complete the school process for employment.~~

~~C. Hourly pay for HIS is based on the teacher's, whose services are being rendered, calculated hourly rate*.~~

~~D. Parking expenses are reimbursed when the HIS occur at a hospital. All original receipts must accompany the request for reimbursement.~~

~~E. Time cards must be submitted according to PACT's payroll calendar. A separate time card must be completed for each student and must include the dates of attendance, a signature from a parent/guardian or medical staff, and the employee's identification number, address, and signature.~~

Assignment of Homebound Instructor (HBI) to Students

~~D. When a student qualifies for services, the school will arrange for a HBI who will best meet the student's needs. At the time, the HBI will receive the following information:~~

~~1. Student and parent/guardian names~~

~~2. Hospital or home address and phone number~~

~~3. Relevant medical information~~

~~4. School contact person and contact information (i.e., phone number and email address)~~

~~5. A brief overview of education needs~~

~~6. A copy of the student's schedule with subjects and teachers' names listed~~

~~7. Access to the student's current grade report~~

~~E. After the assignment of the HBI is made, he or she will receive a written agreement from PACT confirming the assignment.~~

~~F. If the HBI is not already employed by the school as a teacher or other staff member, the school will designate a contact person, such as the guidance counselor, social worker,~~

homeroom teacher, advisor. The person will ensure that work is collected from all of the students' teachers and made available to the HBI at the designated times.

Responsibilities of the School

- ~~C. When a student is enrolled in HIS through PACT, primary responsibility for the student remains with the school.~~
- ~~D. Additional responsibilities of the school and school employees include the following:
 1. Informing the student's teacher(s) of his or her homebound status and requesting work for the student.
 2. Having assignments, books, course materials, etc., readily available to the HBI in a timely and helpful manner.
 3. Sharing with the HBI the requirements necessary for the student to achieve a passing grade for each class.
 4. Registering the student for the appropriate classes if the HIS cross semesters (secondary).
 5. Recording homebound attendance and grades.
 6. Follow up with parents/guardians or the student if the student does not return to PACT when the HIS in the home, at the library, or in the hospital comes to an end.
 7. Planning for the student's return to school (i.e. informing teachers of any special health conditions, arranging for special transportation, etc.).
 8. In accordance with MN Statute 3525.2325, for students receiving special education services, the student's IEP must be modified to reflect homebound instruction. Services must then be provided as indicated in the student's IEP.~~

Responsibilities of the Homebound Instructor

- ~~L. Maintaining contact with teachers and/or counselors to ensure that students are working on the appropriate assignments and are receiving credit for their work.~~
- ~~M. Calling the supervisor if HIS do not begin on the anticipated date.~~
- ~~N. Arranging regularly scheduled meeting times with the student and his/her family or the hospital staff, according to the job description.~~
- ~~O. Notifying the family or hospital if he/she is unable to attend a scheduled session due to illness or emergency. The HBI may not arrange for substitutes. If the absence is expected to last for more than a few days, the HBI should notify the supervisor. Hours may be made up by the HBI within one week of the original date missed.~~
- ~~P. Calling the supervisor immediately if there are any communication challenges.~~
- ~~Q. As soon as it is known when the student will return to school, informing the appropriate school contact person and the supervisor.~~
- ~~R. If the student is receiving HIS in the hospital, assisting in the determination regarding if the student will need to continue with HIS after release from the hospital or if the student is going to return to school immediately after release. It is preferable that the same HBI would continue to work with the student in the home or the library if HIS are determined by the school to still be needed.~~
- ~~S. Keeping all written material the student has completed during HIS. It is the responsibility of the HBI to return assignments, books, and materials to the school when the student has been authorized to return to school.~~
- ~~T. Maintaining written documentation of work assigned and completed; conversations with school staff, the student, and parents; attendance; etc. It is necessary to provide documentation for the student to receive credit for the work they have completed.~~
- ~~U. Maintaining a portfolio of activities for students of various ages in case actual assignments are not available for the first day of HIS.~~

~~V. Working with the teacher(s) on grading assignments and determining the final grade according to the following guidelines:~~

- ~~1. For each hour of HIS that the student receives, the student will be given credit for a day of attendance. For this reason, the HBI must complete an End of Homebound Instructional Services Form (provided by the Office Assistant).~~
- ~~2. There are numerous variables that will affect the way in which teachers decide to grade assignments completed by a student receiving HIS and determine the final grade. One of the larger contributing factors is the anticipated time frame that the student will be gone. In some cases, this timeframe is known, but it cannot always be predicted.~~
- ~~3. The options for grading a homebound student include the following:~~
 - ~~• This is recommended for students who are unable to meet with the HBI on a regular basis due to a medical condition or emergency situations.~~
 - ~~• A "pass" grade is calculated the same as a "C" letter grade on the electronic grading program.~~
 - ~~• Using this method should be determined to be in the best interest of the student due to their inability to complete the quantity or quality of work that would justify receiving a higher letter grade.~~
 - ~~ii. Give a letter grade for the work completed that will contribute to the total course grade. Note: This is recommended for a short term period of HIS.~~
 - ~~iii. Give a letter grade for an entire course, based on the assignments completed. Note: Recommended for a long term period of HIS.~~
 - ~~iv. Give a "pass" or "fail" grade rather than a letter grade. Notes:~~

~~L. Calling the supervisor immediately the second time the student is not at home, the library, or the hospital at the designated times; the session has not been canceled by the student or family; or if there are concerns about the safety of the situation.~~

~~M. The HBI will never enter the home of a student unless there is a parent/guardian or designated adult also present.~~

** Calculated rate update per Board action on April 6, 2017*

PACT Charter School

Original Creation Date: March 29, 2010

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: April 2, 2020

Year Reviewed: 2019-2020

617 – Online Learning Policy

PURPOSE / PHILOSOPHY

This policy aims to recognize and facilitate online learning options for PACT Charter School students who wish to take advantage of online learning coursework.

GENERAL STATEMENT OF POLICY

- ~~1. PACT Charter School shall limit enrollment to online learning courses to full-time students enrolled at PACT Charter School.~~
- ~~2. PACT Charter School shall grant academic credit for completing the requirements of an online learning course.~~
- ~~3. PACT Charter School shall allow an online learning student to have the same access to the computer hardware and education software available in the school as to all other students.~~
- ~~4. PACT Charter School shall continue to provide non-academic services to online learning students in the case of expulsion or exclusion.~~
- ~~5. All qualified students will be offered the option of participating in online learning courses and programs when offered (and when scheduling allows).~~
- ~~6. All federal and state rules and laws concerning students receiving special education services will be followed concerning the providing of services.~~
- ~~7. The number of students served may be limited to a student/staff ratio, the physical size of the space and adjacent space, and subscriptions from a web-based provider.~~

DEFINITIONS

- ~~1. "Online learning" – an interactive course or program that meets or exceeds state academic standards that deliver instruction from a teacher to a student by computer, includes frequent student assessment, and may include actual teacher contact time.~~
- ~~2. "Online learning student" – a student enrolled at PACT Charter School for purposes of compulsory attendance and enrolled in an online learning course.~~
- ~~3. "Comprehensive online learning" – Students may apply for full-time enrollment in an approved online learning program through open enrollment, agreement between school boards or to an online charter school following enrollment procedures and timelines in M.S. 124D.03 (Enrollment Options), M.S. 124D.08 (School Boards' Approval To Enroll In Nonresident District.) or M.S. 124E (Charter School). If a student enrolls full-time in an approved online learning program through open enrollment, they will no longer be enrolled at PACT Charter School.~~
- ~~4. "Supplemental online learning" – an online course taken in place of a course period during the regular school day at a local district school.~~
- ~~5. "Enrolling district" – refers to PACT Charter School~~

As in accordance with MN Statute 124D.095, Online Learning Rights & Responsibilities

- ~~1. Student's Rights~~
 - ~~• Participate in any approved OLL (online learning) program for which they qualify.~~
 - ~~• Enroll full-time in a comprehensive OLL school through open enrollment, charter school enrollment, or through an agreement between school boards.~~
 - ~~• Enroll in supplemental courses above 50% if PACT Charter School (the enrolling district) grants permission or if an agreement is made between schools for instructional services.~~

- ~~Enroll in supplemental OLL courses during a single school year to a maximum of 50% of the student's full schedule of courses per term at PACT Charter School. Students may enroll in more than 1.0 ADM for credit recovery, other special circumstances covered under state law, or a fee.~~
 - ~~Have the same access to computer hardware & software as other students enrolled in the district.~~
 - ~~Complete coursework at a grade level that's different from the current grade.~~
2. ~~Student's Responsibilities~~
- ~~Must be enrolled at PACT Charter School.~~
 - ~~Notify PACT Charter School of their intent to enroll within 10 days of acceptance.~~
 - ~~Sign a statement of assurance that they have reviewed and understand the expectations of OLL enrollment.~~
 - ~~Enroll in supplemental OLL courses no later than the midpoint of PACT Charter School's term.~~
 - ~~Adjust class schedule at PACT Charter School (reduce instructional contact) for supplemental OLL enrollment.~~
 - ~~Complete the course(s).~~
3. ~~OLL Program's Rights~~
- ~~Provide students enrolled full time in OLL with up to a full time course load, or the equivalent per year.~~
 - ~~Provide up to 50% of instruction through OLL per term for supplemental online learning students.~~
 - ~~May limit participation by board resolution.~~
4. ~~OLL Program's Responsibilities~~
- ~~Within 10 days of acceptance, notify student & enrolling district of the course, credits, start date of instruction and confirm the course meets the student's graduation requirements at their enrolling district.~~
 - ~~Assist students whose family qualifies for the education tax credit to acquire computer hardware or software for OLL.~~
 - ~~Instruct no more than 40 students in an OLL course, unless granted a waiver by the commissioner.~~
 - ~~Assist student with informing enrolling district of OLL participation and course completion.~~
5. ~~PACT Charter School's (Enrolling School) Rights~~
- ~~Reduce an OLL participant's traditional instruction in proportion to the OLL courses taken.~~
 - ~~Challenge the validity of an OLL course~~
6. ~~PACT Charter School's (Enrolling School) Responsibilities~~
- ~~Not prohibit a student from applying to enroll in OLL.~~
 - ~~Award credit for completed coursework.~~
 - ~~Allow students to participate in extracurricular activities.~~
 - ~~Make available information about OLL to all interested people.~~

624 ONLINE INSTRUCTION

[NOTE: In 2023, the Minnesota legislature repealed the Online Learning Option Act (Minnesota Statutes, section 124D.095) and replaced it with the Online Instruction Act (Minnesota Statutes, section 124D.094). This policy fully replaces the old Model Policy 624.]

I. PURPOSE

The purpose of this policy is to recognize and govern online instruction options of students enrolled in the charter school for purposes of compulsory attendance and address enrollment of students with an online instruction site for supplemental or full-time online learning.

II. GENERAL STATEMENT OF POLICY

- A. The charter school shall not prohibit an enrolled student from applying to enroll in online instruction.
- B. The charter school shall grant academic credit for completing the requirements of an online instruction course or program.

III. DEFINITIONS

- A. "Blended instruction" means a form of digital instruction that occurs when a student learns part time in a supervised physical setting and part time through online instruction under paragraph (E).
- B. "Digital instruction" means instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of learning and includes blended and online instruction.
- C. "Enrolling charter school" means the charter school in which a student is enrolled under Minnesota Statutes, chapter 124E..
- D. "Online course syllabus" means a written document that identifies the state academic standards taught and assessed in a supplemental online course under paragraph (I); course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling charter school under paragraph (C); and supports available to the student.
- E. "Online instruction" means a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting.
- F. "Online instructional site" means a site that offers courses using online instruction under paragraph (E) and may enroll students receiving online instruction under paragraph (E).
- G. "Online teacher" means an employee of the enrolling charter school under paragraph (C) or the supplemental online course provider under paragraph (J) who holds the appropriate licensure under Minnesota Rules, chapter 8710, and is trained to provide online instruction under paragraph (E).
- H. "Student" means a Minnesota resident enrolled in a school defined under Minnesota Statutes, section 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.
- I. "Supplemental online course" means an online learning course taken in place of a course provided by the student's enrolling charter school under paragraph (C).
- J. "Supplemental online course provider" means a school district, an intermediate school district, a state-operated school, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that is authorized by the Minnesota Department of Education (MDE) to provide supplemental online courses under paragraph (I).

IV. DIGITAL INSTRUCTION

- A. An enrolling charter school may provide digital instruction, including blended instruction and online instruction, to the charter school's own enrolled students. Enrolling charter schools may establish agreements to provide digital instruction, including blended instruction and online instruction, to students enrolled in the cooperating schools.

- B. When online instruction is provided, an online teacher shall perform all duties of teacher of record under Minnesota Rules, part 8710.0310. Unless the Commissioner of MDE grants a waiver, a teacher providing online instruction shall not instruct more than 40 students in any one online learning course or section.
- C. Students receiving online instruction full time shall be reported as enrolled in an online instructional site.
- D. Curriculum used for digital instruction shall be aligned with Minnesota's current academic standards and benchmarks.
- E. Digital instruction shall be accessible to students under section 504 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.
- F. An enrolling charter school providing digital instruction and a supplemental online course provider shall assist an enrolled student whose family qualifies for the education tax credit under Minnesota Statutes, section 290.0674 to acquire computer hardware and educational software so they may participate in digital instruction. Funds provided to a family to support digital instruction or supplemental online courses may only be used for qualifying expenses as determined by the provider. Nonconsumable materials purchased with public education funds remain the property of the provider. Records for any funds provided must be available for review by the public or MDE.
- G. An enrolling charter school providing digital instruction shall establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under Minnesota Statutes, section 120A.21.

V. SUPPLEMENTAL ONLINE COURSES

- A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling charter school are as provided in this subdivision.
- B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:
 - 1. apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling charter school they are replacing;
 - 2. apply to take supplemental online courses for up to 50 percent of the student's scheduled course load;
 - 3. apply to take supplemental online courses no later than 15 school days after the student's enrolling charter school's term has begun. An enrolling charter school may waive the 50 percent course enrollment limit or the 15-day time limit; and
 - 4. enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

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

- C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students

in the enrolling charter school.

- D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:
 - 1. use an application form specified by MDE;
 - 2. notify the student, the student's guardian if they are age 17 or younger, and enrolling charter school of the accepted application to take a supplemental online course within ten days of receiving a completed application;
 - 3. notify the enrolling charter school of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling charter school;
 - 4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and
 - 5. track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age 17 or younger, and the enrolling charter school's designated online learning liaison.
- E. A supplemental online course provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.
- F. A supplemental online course provider may request that MDE review an enrolling charter school's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling charter school and the supplemental online course provider.
- G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

VI. ENROLLING CHARTER SCHOOL

- A. An enrolling charter school may not restrict or prevent a student from applying to take supplemental online courses.
- B. An enrolling charter school may request an online course syllabus to review whether the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling charter school.
- C. Within 15 days after receiving notice of a student applying to take a supplemental online course, the enrolling charter school must notify the supplemental online course provider whether the student, the student's guardian, and the enrolling charter school agree that academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling charter school. If the enrolling charter school does not agree that the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling charter school, then:
 - 1. the enrolling charter school must provide a written explanation of the charter school's decision to the student, the student's guardian, and the supplemental online course provider; and
 - 2. the online provider must provide a response to the enrolling charter school

explaining how the course or program meets the graduation requirements of the enrolling charter school.

- D. An enrolling charter school may reduce the course schedule of a student taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.
- E. An enrolling charter school must appoint an online learning liaison who:
 - 1. provides information to students and families about supplemental online courses;
 - 2. provides academic support information including IEPs, EL support plans, and 504 plans to supplemental online providers; and
 - 3. monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling charter school staff.
- F. An enrolling charter school must continue to provide support services to students taking supplemental online courses as they would for any other enrolled student including support for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.
- G. An online learning student must receive academic credit for completing the requirements of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the enrolling charter school, that standard or requirement is met.
- H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling charter school. The enrolling charter school must apply the same graduation requirements to all students, including students taking supplemental online courses.
- I. An enrolling charter school must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.

VII. REPORTING

Courses that include blended instruction and online instruction must be reported in the manner determined by the Commissioner of MDE.

LEGAL REFERENCES: Minn. Stat. § 120A.21 (Enrollment of a Student in Foster Care)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 124D.03 (Enrollment Options Act)
Minn. Stat. § 124D.094 (Online Instruction Act)
Minn. Stat. Ch. 124E (Charter Schools)
Minn. Rules Ch. 8710 (Teacher and Other School Professional Licensing)

CROSS REFERENCES: MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 620 (Credit for Learning)

PACT Charter School

Original Creation Date: December 2008

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: July 11, 2023

Year Reviewed: 2023-2024

629 630 - Abstinence, Sex, and Drug Education Policy

I. PURPOSE

One of the foundational principles at PACT Charter School is that parents/guardians are the primary educators of their children. This extends to the education of students about adolescence, body changes, infectious diseases, the human reproductive system, sexual activity, alcohol, tobacco, and other drugs. In supporting the parents/guardians of our students and in preparing the students for post-secondary and lifelong learning, the school will make academic instruction available in Health/Physical Education and Science courses to the extent necessary to understand overall health and implications in these areas and to meet the Minnesota State Academic Standards. We encourage parents/guardians to take the lead in this educational process. More details regarding PACT's Abstinence, Sex, and Drug Education curricula can be found in the PACT Family Handbook.

II. GENERAL STATEMENT OF POLICY

PACT Charter School recognizes parents/guardians as the primary educators of their children in matters of health, human development, and substance education. The school provides instruction in these areas through Health/Physical Education and Science courses to meet Minnesota State Standards and support student learning. This instruction is intended to complement, not replace, family guidance.

III. DEFINITIONS

- A. Primary Educator:** Refers to the parent(s) or legal guardian(s), recognized by PACT Charter School as having the leading role in educating their child on values-based and sensitive topics, such as human development and substance use.
- B. Health Education:** Instruction focused on physical, mental, emotional, and social well-being, including topics such as nutrition, exercise, hygiene, and disease prevention.
- C. Human Development:** Educational content related to physical, emotional, and social changes that occur during adolescence, including instruction on puberty, reproductive health, and relationships.
- D. Sex Education:** Instruction addressing human reproduction, abstinence, healthy relationships, and the social, emotional, and physical aspects of sexual health, aligned with Minnesota State Standards.
- E. Substance Education:** Instruction about the effects and risks of using alcohol, tobacco, and other drugs, including strategies for prevention and refusal skills.

F. Minnesota State Academic Standards: State-mandated learning goals that define what students should know and be able to do at each grade level across all subject areas.

G. Family Handbook: A comprehensive guide provided by PACT Charter School outlining school policies, curricula, and parent/guardian rights, including more detailed information on abstinence, sex, and drug education.

PACT Charter School

Original Creation Date: April 2, 1996

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: July 11, 2023

Year Reviewed: 2023-2024

620 CREDIT FOR LEARNING

[NOTE: School districts statutorily are required to provide students with credit for approved postsecondary courses, as set forth in Section V.; and accelerated or advanced academic courses offered by a higher education institution or nonprofit public agency, as set forth in Section VII. Additionally, school districts are required by statute to identify whether the school district offers weighted grades and, if it does, identify the courses for which a student may earn a weighted grade (Section VIII). Optional provisions related to awarding credit to students transferring from out-of-state, private, or home schools and the issuance of student grades for purposes of awarding certain honors, as set forth in Section IV., are not required by statute. Therefore, the language contained in Section IV. is suggested language, and a school district may or may not include this section or may modify this section at its discretion.]

I. PURPOSE

This policy recognizes student achievement that occurs in postsecondary enrollment option and other advanced enrichment programs. This policy also recognizes student achievement that occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. This policy addresses transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, postsecondary or higher education institutions, other learning environments, and online courses and programs.

III. DEFINITIONS

- A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes, section 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (Commissioner).
- B. "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.
- C. "Course" means a course or program.
- D. "Eligible institution" means a Minnesota public postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.
- E. "Nonpublic school" is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- F. "Weighted grade" is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools

1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.
2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank.

B. Transfer of Academic Requirements from Other Schools

1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.
 - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
 - b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank.
 - c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.
 - d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.
2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
 - a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
 - b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
 - c. In the event the content of a course taken at a non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to

elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.

- d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
 - e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.
3. A student must provide the school with a copy of the student's grades in each course taken for secondary credit under this policy, including interim or nonfinal grades earned during the academic term.

V. POSTSECONDARY ENROLLMENT CREDIT

- A. A student who satisfactorily completes a postsecondary enrollment options course or program under Minnesota Statutes, section 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a postsecondary enrollment options course or program must be counted toward the graduation requirements and subject area requirements of the district.
 1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
 2. Seven quarter or four semester postsecondary credits shall equal at least one full year of high school credit. Fewer postsecondary credits may be prorated.
 3. When a determination is made that the content of the postsecondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
 4. In the event the content of the postsecondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
 5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
 6. When secondary credit is granted for postsecondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a postsecondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.
- D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and in materials

that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11. To assist the school district in planning, a pupil must inform the district by October 30 or May 30 of each year of the pupil's intent to enroll in postsecondary courses during the following academic term. A pupil is bound by notifying or not notifying the district by October 30 or May 30.

[NOTE: Because the 2024 Minnesota legislature amended the last two sentences, MSBA decided to add this language to this model policy.]

- E. Postsecondary institutions must notify a pupil's school as soon as practicable if the pupil withdraws from the enrolled course. The institution must also notify the pupil's school as soon as practicable if the pupil has been absent from a course for ten consecutive days on which classes are held, based on the postsecondary institution's academic calendar, and the pupil is not receiving instruction in their home or hospital or other facility.

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

VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (8), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

VII. ADVANCED ACADEMIC CREDIT

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.
- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

VIII. WEIGHTED GRADES

[NOTE: School districts must identify in policy whether they offer courses with weighted grades. Therefore, school districts must include one of the following options in their policies. A school board must adopt an identical policy regarding weighted grade point averages for credits earned via postsecondary coursework as it gives to credits earned via concurrent enrollment coursework.]

- A. The school district offers weighted grades for courses that are identified as more rigorous or academically challenging as follows:
 - 1. A grade awarded in an Advanced Placement course will be multiplied by a factor of 1.1x.
 - 2. A grade awarded in a College In the Schools course will be multiplied by a factor of 1.1x.
 - 3. A grade awarded in a course taken through a Postsecondary Enrollment Options program will be multiplied by a factor of 1.1x.
 - 4. A grade awarded in a course in a dual enrollment course will be multiplied by a factor of 1.1x.

IX. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular postsecondary enrollment course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.14 (Advanced Academic Credit)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)

Minn. Stat. § 123B.445 (Nonpublic Education Council)
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)
Minn. Stat. § 124D.094 (Online Instruction Act)
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 624 (Online Instruction)

621 - Academic Calendar and Four Day School Week Guidelines Policy

PURPOSE

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

POLICY STATEMENT

PACT desires to maintain four-day school weeks to the extent possible while maintaining the total number of school days approved by the PACT School Board of Directors. The School Board affirms its commitment to maintaining a four-day school week model to the greatest extent possible. The four-day week shall be designed to:

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

DEFINITIONS

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

SCOPE

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

IMPLEMENTATION GUIDELINES

1. Calendar Development

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

2. Instructional Quality

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

3. Student Support Services

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

4. Staff Professional Development

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

5. Community and Family Engagement

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

LEGAL COMPLIANCE

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

EVALUATION AND REVIEW

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

- Student academic performance (standardized test results, growth measures).
- Attendance and discipline data.
- Staff recruitment and retention rates.
- Family and community feedback.
- Financial efficiency outcomes.

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

PACT Charter School

Original Creation Date: August 1, 1995

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: June 2, 2022

Year Reviewed: 2021-2022

625 - INSTRUCTIONAL MATERIAL REVIEW SELECTION AND USE

I. PURPOSE

The purpose of this policy is to provide direction for continuous review, selection and use of textbooks, supplemental books, and other instructional materials.

II. GENERAL STATEMENT OF POLICY

- A. The PACT School Board recognizes that a well-articulated, excellent, and challenging curriculum is a cornerstone to the maximization of learning. The development, maintenance, and improvement of an effective and demanding instructional program involves the contributions of professional staff, parents and other community members.
- B. The Superintendent is directed to facilitate the development of an articulated K-12 curriculum which is consistent with School Board policy in general and the intent of current district objectives. The curriculum will specify in reasonable detail the instructional content appropriate to given grades and subjects. Plans for dissemination of, and compliance with, said curriculum will also be developed and maintained.
- C. The curriculum (including textbooks and supplementary materials) developed in the PACT Charter School District will provide student learning experiences designed to encourage appreciation of cultural, human dignity, and continued growth of individual self-worth for students as well as reduce and/or eliminate stereotyping, prejudice, and discrimination in group activities in alignment with PACT's character traits. The curriculum will also promote learning which will prepare students to live in a pluralistic society.
- D. While ultimate responsibility for determination of the instructional programs, compliant with state law and regulation, rests with the School Board, related authority is delegated to the Superintendent or Superintendent's designee. The School Board will regularly look to the Superintendent for an accounting of the application of that authority.

III. RESPONSIBILITY OF SELECTION

A. Definition:

For the purpose of this statement of policy, the term "resources" will refer to any material(s) (whether acquired or locally produced) with educational content or function that is used for teaching/learning purposes. Examples include curriculum materials, school media center collections, licensed databases, and student resource lists.

B. Objectives:

The School Board affirms that it is the responsibility of its professional staff to utilize resources to support, enrich and help to implement the educational program of the school district. To reach those goals, the professional staff will:

1. Provide resources that enrich and support the goals and objectives of the education programs and curriculum, taking into consideration the varied interests, abilities, learning styles, developmental, and maturity levels of the students served.
2. Provide resources that will stimulate growth in factual knowledge, thinking and analytical skills, literary appreciation, and aesthetic values.
3. Provide resources about issues representing a variety of points of view, so that K-12 students may have an opportunity to develop with guidance the skills of reading, viewing, listening, and analysis, enabling them to make informed judgements in their lives.
4. Provide resources which illustrate the contributions to our national heritage and the world made by various groups in our society.
5. Provide resources about historical and contemporary forces in society to enable users to recognize and understand social, economic, personal and political topics.
6. Utilize professional judgment in the selection of resources appropriate to the educational programs and the school community and aligned with the mission, vision, and character trait values of PACT Charter School.

C. Responsibility for Selection of Resources:

1. Legal responsibility for the operation of the district, including the selection of educational resources, rests with the School Board. The School Board delegates the authority for the selection of resources to the professional staff employed by the district.
2. The selection of non-library classroom textbooks, instructional materials, and licensed databases is the responsibility of the Department of Teaching and Learning.
3. The selection of media center materials is delegated to the licensed media professional. While selection of materials involves the input of many people, including media specialists, teachers, students, supervisors, administrators, and parents/guardians, the responsibility for coordinating and recommending the selection and purchase of instructional materials rests with the licensed media professionals in collaboration with the Teaching and Learning department.
4. All instructional materials, both curricular and supplemental, shall be subject to the reconsideration procedures policy (626)

D. Criteria for Selection of Resources:

The following criteria for the selection of educational resources shall be used as appropriate:

1. ~~Resources shall support, and be consistent with, the educational goals of the district.~~ **Alignment with Educational Goals**
 - (1) Resources shall directly support, and be consistent with, the educational goals of PACT Charter School. This means all instructional materials must:
 - (a) Advance student learning and achievement toward Minnesota state standards.
 - (b) Foster critical thinking, civic responsibility, and character development without promoting or endorsing political or ideological positions that are socially controversial.
 - (c) Reinforce PACT's mission to partner with families in providing a strong academic foundation and cultivating moral integrity.
2. ~~Resources shall be selected to enrich and support the curriculum and to meet the individual needs and interests of students.~~ **Enrichment and Support of Curriculum**
 - (1) Resources shall be selected to enrich and support the approved curriculum and to meet the varied individual needs of students by:
 - (a) Differentiating for diverse learning styles, abilities, and interests.
 - (b) Providing age-appropriate materials that are developmentally, socially, and emotionally suitable for the intended grade level.
 - (c) Offering multiple perspectives on issues without advancing a singular political or ideological agenda.
3. ~~Resources shall be appropriate for the age, social development, and maturity of the students.~~ **Collaborative Review and Selection**
 - (1) Teachers, building principals, DAC members and the Teaching and Learning Department shall work collaboratively in the review and selection of resources to ensure materials are appropriate for the age, social development, and maturity of students. Final selection shall reflect professional judgment while honoring PACT's commitment to transparency with families.
4. Resources shall provide a variety of points of view.
5. Resources shall be judged as a whole.

6. Resources shall be selected for their strengths rather than rejected for their weaknesses.
7. Resources shall be selected in formats most suitable for intended use.

E. Procedures for Selection of Resources

1. Under the guidance of the Teaching and Learning department, teachers and licensed media specialists shall evaluate available resources and curriculum needs and will consult multiple professional selection resources. When possible, the actual item(s) shall be examined.
2. Gift resources shall be judged by the criteria outlined in Section D. Criteria for Selection of Resources and shall be accepted or rejected on the basis of those criteria.
3. Selection shall be an ongoing process which includes the removal of resources no longer meeting current selection criteria.
4. **Use of Videos and Technology**
 - a) Videos, films, and technology-based resources shall only be used when they directly enhance instruction, deepen student understanding, or provide meaningful application of the curriculum.
 - b) Videos shall not be used to fill time, serve as stand-alone substitutes for instruction, or act as classroom management tools.
 - c) All videos must be fully previewed by the teacher in advance to ensure that content is accurate, educationally valuable, and developmentally appropriate.
5. **Transparency with Families**
 - a) Parents shall be provided reasonable access to review core curriculum and instructional materials.
 - b) For sensitive subject areas, including but not limited to sex education and human development, parents will be notified in advance of instructional content and will be provided the opportunity to review materials and sign an acknowledgment form, or course syllabus, prior to student participation.
 - c) Alternative learning options shall be provided for students whose parents/guardians choose to opt out of specific lessons. (Policy 627 - Alternative Instruction)
6. **Instructional Integrity**

- a) All resources, including digital tools, shall be selected and implemented to support instructional goals, not to promote political or socially controversial ideologies.
- b) Teachers are encouraged to use a balanced range of materials that develop critical thinking, respect for differing viewpoints, and civil discourse, while remaining focused on PACT's mission and Minnesota academic standards.

Cross References: Policy 626 – Reconsideration of Textbooks or Other Instructional/Supplementary Materials
Policy 627 – Alternative Instruction

PACT Charter School

Creation Date: September 4, 2025

Last Approved By: PACT Charter School Board of Directors

Last Approved Date:

Year Reviewed: 2025-2026

631 – Continuity of Education Policy

Purpose

The purpose of this policy is to establish expectations and policies to ensure the continuity of education when events cause significant disruption to standard educational operations.

Policy Statement

PACT Charter School will follow guidelines from state officials when events cause significant disruption to standard operations. The administration will work within those guidelines to develop alternative operations and learning plans. These plans will be approved by the school board with the understanding that minor adjustments may need to be made by administration. Plans will be developed with a goal to maintain as much similarity to standard education operations as possible. When the school is in the event that causes significant disruption to standard educational operations, policies and procedures outlined in the operations and learning plans will supersede established policies when there is a conflict.

Pandemics

In the event of a pandemic, PACT will follow guidelines from the Minnesota Department of Health (MDH) and Minnesota Department of Education (MDE) to determine the scenario for learning (i.e., in-person, hybrid, distance learning). As the situation changes, the administration will work with state and local health officials to determine whether there is a need to change the scenario for learning. Decisions will be made to have students come to the building for in-person learning to the extent possible while following guidelines from MDH and MDE. Administration will evaluate data and trends when deciding the education model and will take into account stability to allow for teachers and families to plan.

PACT Charter School

Original Creation Date: August 2020

Last Approved By: PACT Charter School Board of Directors

Last Approved Date: August 6, 2020

Year Reviewed: 2020-2021



2026-2027 Academic Family Calendar

Important Dates:

AUGUST

- 18 Secondary Back-to-School Open House
- 20 Elementary Back-to-School Open House
- 24 First Day of School

SEPTEMBER (Character Trait: Respect)

- 22 Evening Conferences (all)
- 24 Evening Conferences (all)

OCTOBER (Character Trait: Citizenship)

- 15-16 MEA Break
- 22 End of Quarter 1

NOVEMBER (Character Trait: Gratitude)

- 23-27 Thanksgiving Break

DECEMBER (Character Trait: Compassion)

- 22-31 Winter Break

JANUARY (Character Trait: Integrity)

- 1 Winter Break
- 14 End Semester 1
- 18 Martin Luther King, Jr. Day

FEBRUARY (Character Trait: Cooperation)

- 9 Evening Conferences (all)
- 11 Evening Conferences (all)
- 15 Presidents Day

MARCH (Character Trait: Self-Control)

- 18 End of Quarter 3
- 29-31 Spring Break

APRIL (Character Trait: Responsibility)

- 1-2 Spring Break

MAY (Character Trait: Perseverance)

- 26 Last Day of School (K-12)
- 26 End Semester 2

July 2026				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

August 2026				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

September 2026				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

October 2026				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November 2026				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

December 2026				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

January 2027				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February 2027				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

March 2027				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April 2027				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May 2027				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

June 2027				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Color Key:

- No school
- Important date

Day Counts:

Student days grades K-12 154

The first 5 school days canceled for weather are e-Learning days for grades 6-12. Grades K-5 do not make up those dates. Make-up days after that are April 23 and May 7.

School Office: 763.712.4200

Days: Q1: 38 | Q2: 39 | Q3: 39 | Q4: 38

School Board Approved: TBD

PACT Charter School Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
3267	4008	VIL														
7.15 IDEAS				3899	Credit A	07/15/25		Check	1	IDEAS Payment						
						4008 R 01 005 000 000 000 211				General Education Aid					671,329.19	0.00
														Receipt Total:	\$671,329.19	\$0.00
														Deposit Total:	\$671,329.19	\$0.00
3268	4008	VIL														
7.30 IDEAS				3900	Credit A	07/31/25		Check	1	IDEAS Payment						
						4008 R 01 005 000 000 000 211				General Education Aid					669,719.29	0.00
														Receipt Total:	\$669,719.29	\$0.00
														Deposit Total:	\$669,719.29	\$0.00
3269	4008	VIL	D0625													
national school lunch equipmen				3901	Credit A	07/31/25		Check	1	Misc						
						4008 B 02 122 000				Due Fm Fed.-Mdcfl					3,122.00	0.00
														Receipt Total:	\$3,122.00	\$0.00
														Deposit Total:	\$3,122.00	\$0.00
3270	4008	VIL	D0725													
July Cobra				3902	Credit A	07/10/25		Check	1	Misc						
						4008 B 01 215 010				HSA ER and EE contribution:					739.21	0.00
														Receipt Total:	\$739.21	\$0.00
														Deposit Total:	\$739.21	\$0.00
3271	4008	VIL	D0725													
July Interest				3903	Credit A	07/31/25		Check	1	Interest Earned						
						4008 R 01 005 000 000 000 092				Interest Earnings					40.03	0.00
						4008 R 01 005 000 000 000 092				Interest Earnings					7,206.05	0.00
														Receipt Total:	\$7,246.08	\$0.00
														Deposit Total:	\$7,246.08	\$0.00
3272	4008	VIL	D0725													
July Volleyball				3904	Credit A	07/31/25		Check	1	student activities						
						4008 R 01 300 292 063 000 050				Volleyball Girls					1,000.00	0.00
														Receipt Total:	\$1,000.00	\$0.00
														Deposit Total:	\$1,000.00	\$0.00

PACT Charter School Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
3273	4008	VIL	D0725													
JULY ACT Fees				3905	Credit	A	07/31/25	Check	1	Misc						
							4008 R 01 300 211 369 000 050			Participation Fee-PSAT/ACT					222.82	0.00
Receipt Total:														\$222.82	\$0.00	
Deposit Total:														\$222.82	\$0.00	
3274	4008	VIL	D0725													
July School Deposit				3906	Credit	A	07/30/25	Check	1	Misc						
							4008 B 01 121 000			MA IEP FY25					16,477.35	0.00
							4008 R 01 005 000 000 000 096			Gifts And Bequests					1,820.02	0.00
							4008 E 01 005 105 800 000 305			Volunteer Background Cks					40.00	0.00
							4008 R 01 005 000 074 000 093			Gym Rental - MN Bulldogs					210.00	0.00
							4008 R 01 005 000 074 000 093			Gym Rental - Boreal Soccerc					2,880.00	0.00
							4008 R 01 005 000 000 000 099			Wage Garnishment					15.00	0.00
Receipt Total:														\$21,442.37	\$0.00	
Deposit Total:														\$21,442.37	\$0.00	
Report Total:														\$1,374,820.96	\$0.00	

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-07/31/2025 Period: 202601-202601 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
VIL	1004			IRS		Wire		
			B 01	215 001	FEDERAL TAX WITHHELD		\$93.89	
			B 01	215 003	FICA		\$247.84	
PO#:	Voucher #:	37924	Invoice	Invoice No:	S20252410	7/15/2025	Paid Amt:	\$341.73
			B 01	215 001	FEDERAL TAX WITHHELD		\$16,281.17	
			B 01	215 003	FICA		\$34,816.70	
PO#:	Voucher #:	37915	Invoice	Invoice No:	S2025241	7/15/2025	Paid Amt:	\$51,097.87
			B 01	215 001	FEDERAL TAX WITHHELD		\$1,082.42	
			B 01	215 003	FICA		\$6,638.62	
			B 02	215 003	FICA		\$64.40	
PO#:	Voucher #:	37921	Invoice	Invoice No:	S202524S0	7/15/2025	Paid Amt:	\$7,785.44
							Check Amount:	\$59,225.04
VIL	ABANK			ASSOCIATED BANK		Wire		
			B 01	215 000	GENERAL		\$7,816.26	
PO#:	Voucher #:	37908	Invoice	Invoice No:	S2025241	7/21/2025	Paid Amt:	\$7,816.26
			B 01	215 000	GENERAL		\$551.60	
PO#:	Voucher #:	37916	Invoice	Invoice No:	S202524S0	7/21/2025	Paid Amt:	\$551.60
							Check Amount:	\$8,367.86
VIL	PERA			PERA		Wire		
			B 01	215 005	PERA WITHHELD		\$3,115.73	
PO#:	Voucher #:	37912	Invoice	Invoice No:	S2025241	7/18/2025	Paid Amt:	\$3,115.73
			B 01	215 005	PERA WITHHELD		\$4,144.22	
			B 02	215 005	PERA WITHHELD		\$58.91	
PO#:	Voucher #:	37918	Invoice	Invoice No:	S202524S0	7/18/2025	Paid Amt:	\$4,203.13
							Check Amount:	\$7,318.86
VIL	TRA			TRA		Wire		
			B 01	215 004	TRA WITHHELD		\$288.49	
PO#:	Voucher #:	37923	Invoice	Invoice No:	S20252410	7/18/2025	Paid Amt:	\$288.49
			B 01	215 004	TRA WITHHELD		\$37,762.96	
PO#:	Voucher #:	37914	Invoice	Invoice No:	S2025241	7/18/2025	Paid Amt:	\$37,762.96
			B 01	215 004	TRA WITHHELD		\$408.42	
PO#:	Voucher #:	37920	Invoice	Invoice No:	S202524S0	7/18/2025	Paid Amt:	\$408.42
							Check Amount:	\$38,459.87
VIL	1003			MN DEPT. OF REVENUE		Wire		
			B 01	215 002	MN TAX WITHHELD		\$47.85	
PO#:	Voucher #:	37922	Invoice	Invoice No:	S20252410	7/16/2025	Paid Amt:	\$47.85

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-07/31/2025 Period: 202601-202601 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
VIL	1003			MN DEPT. OF REVENUE		Wire		
			B 01 215 002	MN TAX WITHHELD			\$8,415.85	
PO#:	Voucher #:	37913	Invoice	Invoice No: S2025241	7/16/2025	Paid Amt:	\$8,415.85	
			B 01 215 002	MN TAX WITHHELD			\$544.63	
PO#:	Voucher #:	37919	Invoice	Invoice No: S202524S0	7/16/2025	Paid Amt:	\$544.63	
						Check Amount:	\$9,008.33	
VIL	CAPITA			CAPITAL BANK & TRUST		Wire		
			B 01 215 006	TSA			\$3,846.74	
PO#:	Voucher #:	37909	Invoice	Invoice No: S2025241	7/18/2025	Paid Amt:	\$3,846.74	
			B 01 215 006	TSA			\$8,311.50	
PO#:	Voucher #:	37917	Invoice	Invoice No: S202524S0	7/18/2025	Paid Amt:	\$8,311.50	
						Check Amount:	\$12,158.24	
VIL	MSRS			MN STATE RETIREMENT SYSTEM		Wire		
			B 01 215 000	GENERAL			\$750.00	
			B 01 215 005	PERA WITHHELD			\$1,892.00	
PO#:	Voucher #:	37911	Invoice	Invoice No: S2025241	7/28/2025	Paid Amt:	\$2,642.00	
						Check Amount:	\$2,642.00	
VIL	1003			MN DEPT. OF REVENUE		Wire		
			B 01 215 002	MN TAX WITHHELD			\$639.66	
PO#:	Voucher #:	37978	Invoice	Invoice No: S202524S20	7/30/2025	Paid Amt:	\$639.66	
			B 01 215 002	MN TAX WITHHELD			\$68.18	
PO#:	Voucher #:	37982	Invoice	Invoice No: S2025241S0	7/30/2025	Paid Amt:	\$68.18	
			B 01 215 002	MN TAX WITHHELD			\$851.36	
PO#:	Voucher #:	37987	Credit	Invoice No: Z20252420	7/30/2025	Paid Amt:	(\$851.36)	
			B 01 215 002	MN TAX WITHHELD			\$4,100.48	
			B 02 215 002	MN TAX WITHHELD			\$20.00	
PO#:	Voucher #:	37995	Invoice	Invoice No: S2026020	7/30/2025	Paid Amt:	\$4,120.48	
			B 01 215 002	MN TAX WITHHELD			\$47.85	
PO#:	Voucher #:	37966	Invoice	Invoice No: S20252411	7/30/2025	Paid Amt:	\$47.85	
			B 01 215 002	MN TAX WITHHELD			\$6,020.98	
PO#:	Voucher #:	37972	Invoice	Invoice No: S2025242	7/30/2025	Paid Amt:	\$6,020.98	
						Check Amount:	\$10,045.79	
VIL	1004			IRS		Wire		
			B 01 215 001	FEDERAL TAX WITHHELD			\$1,358.19	
			B 01 215 003	FICA			\$2,984.42	
PO#:	Voucher #:	37980	Invoice	Invoice No: S202524S20	7/29/2025	Paid Amt:	\$4,342.61	
			B 01 215 001	FEDERAL TAX WITHHELD			\$195.04	

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-07/31/2025 Period: 202601-202601 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
VIL	1004			IRS		Wire		
			B 01 215 003	FICA			\$280.16	
PO#:	Voucher #:	37984	Invoice	Invoice No: S2025241S0	7/29/2025	Paid Amt:	\$475.20	
			B 01 215 001	FEDERAL TAX WITHHELD			\$1,852.28	
			B 01 215 003	FICA			\$3,388.96	
PO#:	Voucher #:	37989	Credit	Invoice No: Z20252420	7/29/2025	Paid Amt:	(\$5,241.24)	
			B 01 215 001	FEDERAL TAX WITHHELD			\$9,297.23	
			B 02 215 001	FEDERAL TAX WITHHELD			\$10.00	
			B 01 215 003	FICA			\$15,001.82	
			B 02 215 003	FICA			\$22.26	
PO#:	Voucher #:	37997	Invoice	Invoice No: S2026020	7/29/2025	Paid Amt:	\$24,331.31	
			B 01 215 001	FEDERAL TAX WITHHELD			\$93.89	
			B 01 215 003	FICA			\$247.84	
PO#:	Voucher #:	37968	Invoice	Invoice No: S20252411	7/29/2025	Paid Amt:	\$341.73	
			B 01 215 001	FEDERAL TAX WITHHELD			\$10,767.24	
			B 01 215 003	FICA			\$26,318.16	
PO#:	Voucher #:	37974	Invoice	Invoice No: S2025242	7/29/2025	Paid Amt:	\$37,085.40	
						Check Amount:	\$61,335.01	
VIL	CAPITA			CAPITAL BANK & TRUST		Wire		
			B 01 215 006	TSA			\$2,569.41	
PO#:	Voucher #:	37991	Invoice	Invoice No: S2026020	7/31/2025	Paid Amt:	\$2,569.41	
			B 01 215 006	TSA			\$600.00	
PO#:	Voucher #:	37986	Credit	Invoice No: Z20252420	7/31/2025	Paid Amt:	(\$600.00)	
			B 01 215 006	TSA			\$1,673.35	
PO#:	Voucher #:	37970	Invoice	Invoice No: S2025242	7/31/2025	Paid Amt:	\$1,673.35	
			B 01 215 006	TSA			\$600.00	
PO#:	Voucher #:	37976	Invoice	Invoice No: S202524S20	7/31/2025	Paid Amt:	\$600.00	
						Check Amount:	\$4,242.76	
VIL	MSRS			MN STATE RETIREMENT SYSTEM		Wire		
			B 01 215 005	PERA WITHHELD			\$200.00	
PO#:	Voucher #:	37971	Invoice	Invoice No: S2025242	7/31/2025	Paid Amt:	\$200.00	
			B 01 215 000	GENERAL			\$750.00	
			B 01 215 005	PERA WITHHELD			\$1,692.00	
			B 01 215 006	TSA			\$30.59	
PO#:	Voucher #:	37993	Invoice	Invoice No: S2026020	7/31/2025	Paid Amt:	\$2,472.59	
						Check Amount:	\$2,672.59	

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Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-07/31/2025 Period: 202601-202601 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
VIL		PERA		PERA		Wire		
			B 01 215 005	PERA WITHHELD		\$140.00		
PO#:	Voucher #:	37977	Invoice	Invoice No: S202524S20	7/31/2025	Paid Amt:	\$140.00	
			B 01 215 005	PERA WITHHELD		\$7,283.00		
			B 02 215 005	PERA WITHHELD		\$20.38		
PO#:	Voucher #:	37994	Invoice	Invoice No: S2026020	7/31/2025	Paid Amt:	\$7,303.38	
						Check Amount:	\$7,443.38	
VIL		TRA		TRA		Wire		
			B 01 215 004	TRA WITHHELD		\$3,091.89		
PO#:	Voucher #:	37979	Invoice	Invoice No: S202524S20	7/31/2025	Paid Amt:	\$3,091.89	
			B 01 215 004	TRA WITHHELD		\$31,934.98		
PO#:	Voucher #:	37973	Invoice	Invoice No: S2025242	7/31/2025	Paid Amt:	\$31,934.98	
			B 01 215 004	TRA WITHHELD		\$3,426.65		
PO#:	Voucher #:	37988	Credit	Invoice No: Z20252420	7/31/2025	Paid Amt:	(\$3,426.65)	
			B 01 215 004	TRA WITHHELD		\$288.49		
PO#:	Voucher #:	37967	Invoice	Invoice No: S20252411	7/31/2025	Paid Amt:	\$288.49	
			B 01 215 004	TRA WITHHELD		\$8,347.14		
PO#:	Voucher #:	37996	Invoice	Invoice No: S2026020	7/31/2025	Paid Amt:	\$8,347.14	
						Check Amount:	\$40,235.85	
VIL		TRA		TRA		Wire		
			B 01 215 004	TRA WITHHELD		\$334.76		
PO#:	Voucher #:	37983	Invoice	Invoice No: S2025241S0	7/31/2025	Paid Amt:	\$334.76	
						Check Amount:	\$334.76	
VIL		1011		Medica		Wire		
			B 01 215 016	Health Insurance Premiums		\$85,046.42		
PO#:	Voucher #:	38028	Invoice	Invoice No: DT070125	7/31/2025	Paid Amt:	\$85,046.42	
						Check Amount:	\$85,046.42	
VIL		1012		Merch Bankcard		Wire		
			E 01 005 110 000 000 305	Monthly Bank Card Fees		\$224.12		
PO#:	Voucher #:	38037	Invoice	Invoice No: DT070325	7/31/2025	Paid Amt:	\$224.12	
						Check Amount:	\$224.12	
VIL		ACEINC		ACE SOLID WASTE, INC.		Wire		
			E 01 005 810 000 000 330	ACCT #3067-245540 - TRASH / RECYCLE:		\$1,170.30		
			E 01 005 810 000 000 330	ACCT #3067-245540 - TRASH / RECYCLE:		\$1,058.01		
PO#:	Voucher #:	38041	Invoice	Invoice No: DT071825	7/31/2025	Paid Amt:	\$2,228.31	
						Check Amount:	\$2,228.31	

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-07/31/2025 Period: 202601-202601 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
VIL	ASSURI			ASSURITY		Wire
			B 01 215 011	ACCIDENT & HOSPITAL INS.		\$1,818.81
PO#:	Voucher #:	38030	Invoice	Invoice No: DT071725	7/31/2025	Paid Amt: \$1,818.81
						Check Amount: \$1,818.81
VIL	CENTEI			CENTERPOINT ENERGY		Wire
			E 01 005 810 000 000 330	ACCT #5959697-3 / GAS UTILITY -		\$386.02
			E 01 005 810 000 000 330	ACCT #5959697-3 / GAS UTILITY -		\$317.54
PO#:	Voucher #:	38034	Invoice	Invoice No: DT070825	7/31/2025	Paid Amt: \$703.56
						Check Amount: \$703.56
VIL	COMPA			COMPANION		Wire
			B 01 215 012	LIFE & SHORT--TERM DISABILITY		\$1,515.65
PO#:	Voucher #:	38032	Invoice	Invoice No: DT070125	7/31/2025	Paid Amt: \$1,515.65
						Check Amount: \$1,515.65
VIL	CONNE			CONNEXUS ENERGY		Wire
			E 01 005 810 000 000 330	ACCT # 679773-277848 / ELECTRIC UTILITY		\$120.26
			E 01 005 810 000 000 330	ACCT # 679773-277848 / ELECTRIC UTILITY		\$5,164.41
			E 01 005 810 000 000 330	ACCT # 679773-277848 / ELECTRIC UTILITY		\$6,213.13
PO#:	Voucher #:	38033	Invoice	Invoice No: DT072125	7/31/2025	Paid Amt: \$11,497.80
						Check Amount: \$11,497.80
VIL	DELTAD			DELTA DENTAL		Wire
			B 01 215 007	EMPLOYEE DENTAL INS.		\$8,528.99
PO#:	Voucher #:	38036	Invoice	Invoice No: DT070825	7/31/2025	Paid Amt: \$8,528.99
						Check Amount: \$8,528.99
VIL	HARTFC			THE HARTFORD		Wire
			B 01 215 009	POLICY #0GL 896002 EMP LIFE/AD&D/LTD I		\$1,328.18
PO#:	Voucher #:	38040	Invoice	Invoice No: DT071825	7/31/2025	Paid Amt: \$1,328.18
						Check Amount: \$1,328.18
VIL	MNASS			MN ASSOC. OF CHARTER SCHOOLS		Wire
			E 01 005 010 000 000 820	MACS Membership Fees		\$603.75
PO#:	Voucher #:	38038	Invoice	Invoice No: DT070925	7/31/2025	Paid Amt: \$603.75
						Check Amount: \$603.75
VIL	STANDF			THE STANDARD		Wire
			B 01 215 011	7.29 Vision		\$1,399.28
PO#:	Voucher #:	38039	Invoice	Invoice No: DT072925	7/31/2025	Paid Amt: \$1,399.28
						Check Amount: \$1,399.28

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-07/31/2025 Period: 202601-202601 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
VIL		USBAN		US BANK		Wire
			E 01 005 850 000 348 570	ESCROW ACCT #142347000 Rent July 2025		\$203,637.50
PO#:	Voucher #:	38027	Invoice	Invoice No: DT070325	7/31/2025	Paid Amt: \$203,637.50
						Check Amount: \$203,637.50
VIL		VILLAG		VILLAGE BANK		Wire
			E 01 005 110 000 000 305	CHECKING ACCT-MAIN		\$91.15
PO#:	Voucher #:	38029	Invoice	Invoice No: DT073125	7/31/2025	Paid Amt: \$91.15
						Check Amount: \$91.15
VIL		DEPTOI		MN UI Fund		Wire
			E 01 005 105 000 000 280	EMPL ACCT #07991946 - CY2025 - QTR 2 BE		\$23,129.10
PO#:	Voucher #:	38173	Invoice	Invoice No: DT072925	7/29/2025	Paid Amt: \$23,129.10
						Check Amount: \$23,129.10
VIL		HEALYC		HEALTHIEST YOU		Wire
			B 01 215 012	TELA-MEDICINE		\$660.00
PO#:	Voucher #:	38174	Invoice	Invoice No: DT070325	7/3/2025	Paid Amt: \$660.00
						Check Amount: \$660.00
VIL	46466	ADREN		ADRENALINE SPORTS CENTER		Check
			E 01 300 240 354 000 580	FY25 POST-PD / INDOOR FIELD RENTAL - C		\$6,000.00
PO#:	Voucher #:	37865	Invoice	Invoice No: PACT-2025-2	7/1/2025	Paid Amt: \$6,000.00
						Check Amount: \$6,000.00
VIL	46467	ACHAN		A CHANCE TO GROW		Check
			E 01 005 400 000 372 305	ADMN SERVICE FOR IEP 3RD PARTY BILLII		\$2,576.68
PO#:	Voucher #:	37879	Invoice	Invoice No: 109674	7/8/2025	Paid Amt: \$2,576.68
						Check Amount: \$2,576.68
VIL	46468	ANNKLI		ANNARAE KLOPFER		Check
			E 01 005 010 200 000 366	FY25 POST-PD / MILEAGE REIMB VOA CON		\$282.42
PO#:	Voucher #:	37888	Invoice	Invoice No: FY25-VOA	7/8/2025	Paid Amt: \$282.42
						Check Amount: \$282.42
VIL	46469	A-HISD		ANOKA-HENNEPIN ISD #11		Check
			E 01 300 790 000 000 394	24-25 STEP TUITION STUDENT GRAP		\$4,611.00
PO#:	Voucher #:	37889	Invoice	Invoice No: 13384	7/8/2025	Paid Amt: \$4,611.00
			E 01 100 203 900 000 369	24-25 STEP TUITION JARE		\$3,074.00
PO#:	Voucher #:	37890	Invoice	Invoice No: 13385	7/8/2025	Paid Amt: \$3,074.00
						Check Amount: \$7,685.00

PACT Charter School

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-07/31/2025 Period: 202601-202601 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
VIL	46470	ARCC		ANOKA-RAMSEY COMMUNITY COLLEGE		Check		
			E 01 300 790 000 000 394	FY25 CONCURRENT ENROLLMENT		\$6,000.00		
PO#:	Voucher #:	37866	Invoice	Invoice No: CI0000011198	7/8/2025	Paid Amt:	\$6,000.00	
						Check Amount:	\$6,000.00	
VIL	46471	APOLL		APOLLO WATER SERVICES, LLC		Check		
			E 01 005 810 510 000 350	CUST #202109 / FY25 POSTPAID-6/25 TREA		\$300.00		
PO#:	Voucher #:	37867	Invoice	Invoice No: AR065851	7/8/2025	Paid Amt:	\$300.00	
						Check Amount:	\$300.00	
VIL	46472	BUCKE		BUCKEYE CLEANING CENTERS		Check		
			E 01 005 810 000 000 401	CUST #35413 / CUSTODIAL SUPPLIES - SEI		\$71.40		
PO#:	Voucher #:	37868	Invoice	Invoice No: 90682261	7/8/2025	Paid Amt:	\$71.40	
						Check Amount:	\$71.40	
VIL	46473	CITYOF		CITY OF RAMSEY		Check		
			E 01 300 292 065 000 401	FY25 POST-PD / SOFTBALL FIELD #3 PREP		\$320.00		
PO#:	Voucher #:	37906	Invoice	Invoice No: 33716	7/8/2025	Paid Amt:	\$320.00	
			E 01 300 292 030 000 401	RAMSEY FIELD RENTALS 2025/ THE DRAW		\$709.00		
			E 01 300 292 065 000 401	RAMSEY FIELD RENTALS 2025/ CENTRAL F		\$709.00		
			E 01 300 240 353 000 430	RAMSEY FIELD RENTALS 2025/ CENTRAL F		\$1,418.00		
			E 01 300 292 035 000 401	RAMSEY FIELD RENTALS 2025/ CENTRAL F		\$709.00		
PO#:	Voucher #:	37880	Invoice	Invoice No: 33715	7/8/2025	Paid Amt:	\$3,545.00	
			E 01 300 292 035 000 401	FY25 POST-PD / BASEBALL FIELD #7 PREP		\$360.00		
PO#:	Voucher #:	37907	Invoice	Invoice No: 33717	7/8/2025	Paid Amt:	\$360.00	
						Check Amount:	\$4,225.00	
VIL	46474	EDFINM		EdFinMN LLC		Check		
			E 01 005 110 000 000 305	LEASE AID APPLICATION FOR FY26		\$1,250.00		
PO#:	Voucher #:	37869	Invoice	Invoice No: 2490	7/8/2025	Paid Amt:	\$1,250.00	
						Check Amount:	\$1,250.00	
VIL	46475	GRPHL		GROUP HEALTH NON-PATIENT A/R		Check		
			E 01 300 292 031 000 305	SPRING 2025 SIDELINE MEDICAL CARE/ BK		\$288.75		
			E 01 300 292 065 000 305	SPRING 2025 SIDELINE MEDICAL CARE/ SK		\$3,780.00		
PO#:	Voucher #:	37877	Invoice	Invoice No: 9356070	7/8/2025	Paid Amt:	\$4,068.75	
						Check Amount:	\$4,068.75	
VIL	46476	HOMED		HOME DEPOT CREDIT SERVICES		Check		
			E 01 005 810 000 000 401	FY25 POSTPAID FACILITIES SUPPLIES		\$80.29		
PO#:	Voucher #:	37870	Invoice	Invoice No: 062725	7/8/2025	Paid Amt:	\$80.29	
						Check Amount:	\$80.29	

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-07/31/2025 Period: 202601-202601 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
VIL	46477	LARBR		LARA BRONSON		Check
			E 01 005 010 200 000 366	REIMB FY25 VOA CONFERENCE(6/9-11/25 I		\$305.56
PO#:	Voucher #:	37871	Invoice	Invoice No: VOACONF	7/8/2025	Paid Amt: \$305.56
						Check Amount: \$305.56
VIL	46478	TRUEM		MRI SOFTWARE LLC		Check
			B 01 215 000	FY25 POST-PD/ 6/2025 EMPLOYEE BCA RE		\$7.79
PO#:	Voucher #:	37882	Invoice	Invoice No: MRIUS2452553	7/8/2025	Paid Amt: \$7.79
			E 01 005 105 800 000 305	FY25 POST-PD / 5/ 2025 BCA REPORTS(VO		\$31.16
			E 01 005 105 800 000 305	PLUS 1 NOTICE MAIL FEE		\$2.00
PO#:	Voucher #:	37881	Invoice	Invoice No: MRIUS2452552	7/8/2025	Paid Amt: \$33.16
						Check Amount: \$40.95
VIL	46479	BACKO		PAMELA BACKOWSKI		Check
			E 01 300 292 037 000 401	2024-25 GOLF TEAM REIMB EXPENSE		\$38.11
PO#:	Voucher #:	37872	Invoice	Invoice No: 06292025-037	7/8/2025	Paid Amt: \$38.11
						Check Amount: \$38.11
VIL	46480	PETFLC		PETERSON FLOOR SURFACING		Check
			E 01 005 810 510 000 350	FY25 ELEM GYMNASIUM FLOOR RESURFA		\$3,495.00
PO#:	Voucher #:	37873	Invoice	Invoice No: 3245-02	7/8/2025	Paid Amt: \$3,495.00
						Check Amount: \$3,495.00
VIL	46481	SQUWA		SQUIRES, WALDSPURGER, & MACE P.A.		Check
			E 01 005 010 200 000 305	FY25 POST-PD / LEGAL SRVC THRU 5/31/2!		\$1,121.00
PO#:	Voucher #:	37874	Invoice	Invoice No: 25363	7/8/2025	Paid Amt: \$1,121.00
						Check Amount: \$1,121.00
VIL	46482	1020		THE ARBITRAGE GROUP, INC.		Check
			B 01 118 000	FY25 POST-PD SERIES 2022A INTERIM REI		\$1,000.00
PO#:	Voucher #:	37875	Invoice	Invoice No: 88191	7/8/2025	Paid Amt: \$1,000.00
						Check Amount: \$1,000.00
VIL	46483	TRAPE1		TRACY PETERS		Check
			E 01 005 050 000 000 366	6/2025 MILAGE BETWEEN CAMPUSES		\$137.76
			E 01 005 010 200 000 366	6/9-11 VOA CONFERENCE MILES		\$277.20
			E 01 005 050 000 000 366	OTHER TRAVEL		\$18.20
PO#:	Voucher #:	37876	Invoice	Invoice No: JUN25-MILAGE	7/8/2025	Paid Amt: \$433.16
						Check Amount: \$433.16

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-07/31/2025 Period: 202601-202601 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
VIL	46484	TRAHOI		TRANSPERFECT REMOTE INTERPRETING, INC.		Check		
			E 01 005 105 000 000 305	FY25 POST-PD / CONTRACT PMT - JUNE 20		\$50.00		
PO#:	Voucher #:	37904	Invoice	Invoice No: 126115	7/8/2025	Paid Amt:	\$50.00	
						Check Amount:	\$50.00	
VIL	46485	USBANI		US BANK		Check		
			E 01 005 105 000 000 320	FLOWROUTE X2 / PH PMTS 5/27 & 6/3		\$59.52		
			E 01 005 810 000 000 401	JOTFORM / MONTHLY-SILVER		\$24.50		
PO#:	Voucher #:	37883	Invoice	Invoice No: 61825-7156	7/8/2025	Paid Amt:	\$84.02	
			E 01 005 810 000 000 401	AMAZON / KEYS SET FOR LUNCHROOM		\$64.43		
			E 01 005 810 000 000 401	PAYPAL / PARTS TOWN - FAC SPLYS		\$330.39		
			E 01 005 810 000 000 401	AMAZON / FAC SPLYS		\$92.22		
PO#:	Voucher #:	37884	Invoice	Invoice No: 61825-2023	7/8/2025	Paid Amt:	\$487.04	
			E 01 005 050 000 000 366	LEARNING FORWARD / 2-YR MBRSHIP		\$189.00		
			E 01 005 010 200 000 366	FY25 POST-PD / VOA CONF LODGING @ D		\$287.70		
			E 01 005 010 200 000 366	FY25 POST-PD / VOA CONF LODGING @ W		\$398.07		
			E 01 005 050 000 000 366	MASA / ANNUAL MBR DUES		\$880.00		
PO#:	Voucher #:	37885	Invoice	Invoice No: 61825-6221	7/8/2025	Paid Amt:	\$1,754.77	
			E 01 100 203 900 000 369	INNERACTIVE / GR K FT ADMISSION (5/16/2		\$1,000.00		
			E 01 100 640 191 306 366	AMAZON / ELEM TEACHER TRAINING BOO		\$449.70		
			E 01 100 050 000 000 366	NAESP / NAT'L ASSN ELEM SCH PRINCIPAL		\$259.00		
PO#:	Voucher #:	37886	Invoice	Invoice No: 61825 - 1573	7/8/2025	Paid Amt:	\$1,708.70	
			E 01 300 211 372 000 401	WALMART / CLASS OF 2025 YRBK EXPENS		\$60.00		
			E 01 300 211 372 000 401	TARGET / CLASS OF 2025 YRBK EXPENSE		\$53.63		
			E 01 300 211 372 000 401	SHUTTERFLY / CLASS OF 2025 YRBK EXPE		\$93.44		
PO#:	Voucher #:	37887	Invoice	Invoice No: 61825 - 4264	7/8/2025	Paid Amt:	\$207.07	
						Check Amount:	\$4,241.60	
VIL	46486	HOLIDA		WEX BANK		Check		
			E 01 005 810 000 000 401	6/2025 FACILITIES FUEL		\$61.87		
			E 01 005 760 000 733 440	6/2025 ACTIVITY BUS/VAN FUEL		\$87.78		
PO#:	Voucher #:	37905	Invoice	Invoice No: 105570349	7/8/2025	Paid Amt:	\$149.65	
						Check Amount:	\$149.65	
VIL	46487	APOLL		APOLLO WATER SERVICES, LLC		Check		
			E 01 005 810 000 000 305	Water Treatment Monthly Billing - July 2025		\$300.00		
PO#:	Voucher #:	37926	Invoice	Invoice No: AR068053	7/21/2025	Paid Amt:	\$300.00	
						Check Amount:	\$300.00	

PACT Charter School

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-07/31/2025 Period: 202601-202601 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
VIL	46488	ARVIG		ARVIG		Check
			E 01 005 105 000 000 320	ACCT #3073439 / Internet Serivces 6/28 - 7/2		\$1,202.95
PO#:	Voucher #:	37925	Invoice	Invoice No: DT062825	7/21/2025	Paid Amt: \$1,202.95
						Check Amount: \$1,202.95
VIL	46489	BUCKE		BUCKEYE CLEANING CENTERS		Check
			E 01 005 810 000 000 401	Facilities Supplies		\$210.10
PO#:	Voucher #:	37927	Invoice	Invoice No: 90683300	7/21/2025	Paid Amt: \$210.10
						Check Amount: \$210.10
VIL	46490	CHASTI		CHARACTERSTRONG, LLC		Check
			E 01 100 203 000 000 406	Character Development Curriculum & The LoF		\$999.00
			E 01 300 211 000 000 406	Character Development Curriculum & The LoF		\$999.00
PO#:	Voucher #:	37928	Invoice	Invoice No: 34326	7/21/2025	Paid Amt: \$1,998.00
						Check Amount: \$1,998.00
VIL	46491	CMERD		CMERDC		Check
			E 01 005 110 000 000 820	FY26 Membership Fee		\$665.00
PO#:	Voucher #:	37929	Invoice	Invoice No: 200618	7/21/2025	Paid Amt: \$665.00
			E 01 005 110 000 000 305	Q1 SMART & UFARS/Accounting Fees - FY26		\$2,952.28
			E 01 005 110 000 000 820	Q1 CITRIX Fees - FY26		\$606.38
PO#:	Voucher #:	37930	Invoice	Invoice No: 200725	7/21/2025	Paid Amt: \$3,558.66
						Check Amount: \$4,223.66
VIL	46492	COMCA		COMCAST BUSINESS		Check
			E 01 005 105 000 000 320	Internet 7/1/25 - 7/31/25		\$2,292.85
PO#:	Voucher #:	37931	Invoice	Invoice No: 245547326	7/21/2025	Paid Amt: \$2,292.85
						Check Amount: \$2,292.85
VIL	46493	EASSOI		EASYSUITE SOFTWARE		Check
			E 01 005 110 000 000 820	LOTTEREASE ANNUAL LICENSE		\$2,062.18
PO#:	Voucher #:	37932	Invoice	Invoice No: INV-002403	7/21/2025	Paid Amt: \$2,062.18
						Check Amount: \$2,062.18
VIL	46494	EDFINM		EdFinMN LLC		Check
			E 01 005 110 000 000 305	Accounting Services - July 2025		\$10,250.00
PO#:	Voucher #:	37933	Invoice	Invoice No: 2500	7/21/2025	Paid Amt: \$10,250.00
						Check Amount: \$10,250.00
VIL	46495	ERAFIR		E-RATE FIRST, LLC		Check
			E 01 005 105 000 000 305	USF PGM - E-RATE FILING SERVICE		\$1,854.60
PO#:	Voucher #:	37934	Invoice	Invoice No: 1571	7/21/2025	Paid Amt: \$1,854.60
						Check Amount: \$1,854.60

PACT Charter School

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-07/31/2025 Period: 202601-202601 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
VIL	46496	1035		FIRST DAKOTA INDEMNITY COMPANY		Check
			E 01 005 105 000 000 270	Workers Comp - 1st Installment		\$10,913.00
PO#:	Voucher #:	37935	Invoice	Invoice No: 3779268	7/21/2025	Paid Amt: \$10,913.00
						Check Amount: \$10,913.00
VIL	46497	FRONTI		FRONTLINE TECHNOLOGIES GROUP LLC		Check
			E 01 005 110 000 000 820	Absence & Time Solution + Applicant Tracking		\$12,613.17
PO#:	Voucher #:	37936	Invoice	Invoice No: INVUS223951	7/21/2025	Paid Amt: \$12,613.17
						Check Amount: \$12,613.17
VIL	46498	1036		GOPHER		Check
			E 01 100 203 000 000 430	Phy Ed Supplies		\$1,183.95
PO#:	Voucher #:	37937	Invoice	Invoice No: IN455131	7/21/2025	Paid Amt: \$1,183.95
						Check Amount: \$1,183.95
VIL	46499	INFCAM		INFINITE CAMPUS, INC.		Check
			E 01 005 110 000 000 820	STUDENT INFORMATION SYSTEM		\$35,362.65
PO#:	Voucher #:	37938	Invoice	Invoice No: CI-00001934	7/21/2025	Paid Amt: \$35,362.65
						Check Amount: \$35,362.65
VIL	46500	KRAUAI		KRAUS-ANDERSON INSURANCE		Check
			E 01 005 105 000 000 305	PREMIER HR CONSULT SRVC - August 2025		\$600.00
PO#:	Voucher #:	37940	Invoice	Invoice No: 52288	7/21/2025	Paid Amt: \$600.00
			E 01 005 940 000 000 340	Active Shooter / Workplace Violence Insurance		\$7,681.63
PO#:	Voucher #:	37941	Invoice	Invoice No: 53112	7/21/2025	Paid Amt: \$7,681.63
			E 01 005 940 000 000 340	Cyber Liability Renewal		\$4,636.80
PO#:	Voucher #:	37942	Invoice	Invoice No: 53359	7/21/2025	Paid Amt: \$4,636.80
			E 01 005 105 000 000 305	PREMIER HR CONSULT SRVC - July 2025		\$600.00
PO#:	Voucher #:	37939	Invoice	Invoice No: 52287	7/21/2025	Paid Amt: \$600.00
						Check Amount: \$13,518.43
VIL	46501	LESSPI		LESSONPIX		Check
			E 01 005 108 000 000 405	End-User License to LessonPix.com		\$180.00
PO#:	Voucher #:	37943	Invoice	Invoice No: 13583	7/21/2025	Paid Amt: \$180.00
						Check Amount: \$180.00
VIL	46502	massp		MASSP		Check
			E 01 100 640 000 316 366	Registration Fee - Lara Bronson		\$1,100.00
PO#:	Voucher #:	37945	Invoice	Invoice No: 235816	7/21/2025	Paid Amt: \$1,100.00
			E 01 300 640 000 316 366	Registration Fee - Jennifer Hamernick		\$1,100.00
PO#:	Voucher #:	37946	Invoice	Invoice No: 235822	7/21/2025	Paid Amt: \$1,100.00

PACT Charter School

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-07/31/2025 Period: 202601-202601 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
VIL	46502	massp		MASSP		Check
			E 01	005 640 000 316 366	Registration Fees - Teresa Widen	\$1,100.00
PO#:	Voucher #:	37944	Invoice	Invoice No: 235810	7/21/2025	Paid Amt: \$1,100.00
			E 01	100 640 000 316 366	Registration Fee - Jenelle Moehn	\$1,100.00
PO#:	Voucher #:	37947	Invoice	Invoice No: 235828	7/21/2025	Paid Amt: \$1,100.00
			E 01	005 640 000 316 366	Registration Fee - AnaRae Klopfer	\$1,100.00
PO#:	Voucher #:	37948	Invoice	Invoice No: 235834	7/21/2025	Paid Amt: \$1,100.00
			E 01	300 640 000 316 366	Registration Fee - Shawn Lohse	\$1,100.00
PO#:	Voucher #:	37949	Invoice	Invoice No: 235840	7/21/2025	Paid Amt: \$1,100.00
Check Amount:						\$6,600.00
VIL	46503	1037		MICHAEL OR SIMONE MERRIMAN		Check
			R 02	005 770 000 701 601	Refund for Student's Meal Balance	\$99.50
PO#:	Voucher #:	37950	Invoice	Invoice No: DT071425	7/21/2025	Paid Amt: \$99.50
Check Amount:						\$99.50
VIL	46504	1038		LEOPOLD'S MISSISSIPPS GARDENS LLC		Check
			E 01	300 298 050 000 335	Prom Venue Rental 4/24/26	\$3,000.00
PO#:	Voucher #:	37951	Invoice	Invoice No: 1523	7/21/2025	Paid Amt: \$3,000.00
Check Amount:						\$3,000.00
VIL	46505	MSBA		MN SCHOOL BOARDS ASSOCIATION		Check
			E 01	005 110 000 000 820	FY26 BoardBook Subscription, Charter Schoo	\$5,960.00
PO#:	Voucher #:	37952	Invoice	Invoice No: INV-13411-K7V9B5	7/21/2025	Paid Amt: \$5,960.00
Check Amount:						\$5,960.00
VIL	46506	NASC		NASSP		Check
			E 01	300 211 000 000 820	FY26 Nat'l Student Council Mbrshp (NASC)	\$95.00
PO#:	Voucher #:	37953	Invoice	Invoice No: 9001956180	7/21/2025	Paid Amt: \$95.00
Check Amount:						\$95.00
VIL	46507	NORST/		NORTHERN STAR BASE CAMP		Check
			E 01	100 203 000 000 369	Gr. 5 Team-Building FT Deposit \$10-ea for 11€	\$1,276.00
PO#:	Voucher #:	37954	Invoice	Invoice No: 10730950053	7/21/2025	Paid Amt: \$1,276.00
Check Amount:						\$1,276.00
VIL	46508	RESER/		PITNEY BOWES BANK INC		Check
			E 01	005 105 000 000 329	POSTAGE METER FUNDS REFILL ACCT# 2:	\$1,000.00
PO#:	Voucher #:	37964	Invoice	Invoice No: DT070125	7/21/2025	Paid Amt: \$1,000.00
			E 01	005 105 000 000 329	POSTAGE METER FUNDS REFILL ACCT#53	\$625.00
PO#:	Voucher #:	37965	Invoice	Invoice No: DT070125	7/21/2025	Paid Amt: \$625.00
Check Amount:						\$1,625.00

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-07/31/2025 Period: 202601-202601 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type			
VIL	46509	PBGLO		PITNEY BOWES GLOBAL FINANCIAL SRVC LLC		Check			
			E 01 005 105 000 000 329	FY26 Qtrly Postage Meter Lease Pmt			\$183.96		
PO#:	Voucher #:	37956	Invoice	Invoice No: 3107309198	7/21/2025		Paid Amt:	\$183.96	
			E 01 005 105 000 000 329	FY26 Qtrly Postage Meter Lease Pmt			\$181.89		
PO#:	Voucher #:	37955	Invoice	Invoice No: 3107304998	7/21/2025		Paid Amt:	\$181.89	
							Check Amount:	\$365.85	
VIL	46510	PITNEY		PITNEY BOWES INC		Check			
			E 01 005 105 000 000 401	Postage Meter Ink Cartridges x3			\$161.82		
PO#:	Voucher #:	37957	Invoice	Invoice No: 1027757873	7/21/2025		Paid Amt:	\$161.82	
							Check Amount:	\$161.82	
VIL	46511	RENAIS		RENAISSANCE LEARNING, INC.		Check			
			E 01 100 203 000 000 406	FASTflx Online Training, FastBridge Subscrip			\$6,809.83		
			E 01 300 211 000 000 406	FASTflx Online Training, FastBridge Subscrip			\$6,809.83		
PO#:	Voucher #:	37958	Invoice	Invoice No: INV5562760	7/21/2025		Paid Amt:	\$13,619.66	
							Check Amount:	\$13,619.66	
VIL	46512	TWCED		TCEC METRO, LLC		Check			
			E 01 100 420 000 740 394	SCHOOL PSYCHOLOGIST SERVICE 7.1.25			\$70.00		
PO#:	Voucher #:	37960	Invoice	Invoice No: 14101	7/21/2025		Paid Amt:	\$70.00	
							Check Amount:	\$70.00	
VIL	46513	THESHI		THE SHERWIN-WILLIAMS CO.		Check			
			E 01 005 810 000 000 401	Paint			\$247.69		
PO#:	Voucher #:	37959	Invoice	Invoice No: 7182-9	7/21/2025		Paid Amt:	\$247.69	
							Check Amount:	\$247.69	
VIL	46514	OFFEQI		U.S. BANK EQUIPMENT FINANCE		Check			
			E 01 005 110 000 000 560	COPIERS LEASE PMT- 6/25/25 - 7/25/25			\$2,523.95		
PO#:	Voucher #:	37961	Invoice	Invoice No: 559038617	7/21/2025		Paid Amt:	\$2,523.95	
							Check Amount:	\$2,523.95	
VIL	46515	WESTM		WEST MUSIC COMPANY INC		Check			
			E 01 100 203 000 000 430	Rhythm Drum Lid w/bucket			\$2,317.99		
PO#:	Voucher #:	37962	Invoice	Invoice No: SI2536658	7/21/2025		Paid Amt:	\$2,317.99	
							Check Amount:	\$2,317.99	
VIL	46516	1040		XEROX IT SOLUTIONS		Check			
			E 01 005 110 000 000 820	Annual Google Workspace for Educations Plu:			\$2,832.00		
PO#:	Voucher #:	37963	Invoice	Invoice No: 07060212	7/21/2025		Paid Amt:	\$2,832.00	
							Check Amount:	\$2,832.00	

PACT Charter School
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-07/31/2025 Period: 202601-202601 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
VIL	46517	1034		GURSTEL LAW FIRM, P.C.		Check
			B 01 215 014	GARNISHMENTS		\$707.22
PO#:	Voucher #:	37859	Invoice	Invoice No: S2025240	7/29/2025	Paid Amt: \$707.22
			B 01 215 014	GARNISHMENTS		\$707.22
PO#:	Voucher #:	37910	Invoice	Invoice No: S2025241	7/29/2025	Paid Amt: \$707.22
						Check Amount: \$1,414.44
						Report Total: \$789,691.97



P A C T
Charter School

PACT Charter School Monthly Financials

JULY 2025

EdFinMN

FINANCE AND ACCOUNTING SERVICES FOR CHARTER
SCHOOL AND EDUCATION SUPPORT ORGANIZATIONS

PACT Charter School Financial Highlights

JULY 2025

Balance Sheet:

The School's balance sheet reflects the school's liquid assets and liabilities. The primary focus of the balance sheet is the cash balance and any material liabilities. Additionally, attention should be paid to the amount of the YTD state hold back. The highlights from the balance sheet are:

- \$3,992,850 Cash balance at end of the month
- \$144,471 State Receivables which represents an initial estimate for the beginning of the accrual for the current year hold back
- (\$135,736) State Receivables which represents the remaining amount due to the school from the state 10% holdback of the prior school year
- \$526,196 Salary and Benefits Payables estimated. This is for summer salaries as of month-end.
- \$1,983 Accounts Payable balances as of the end of the month

Income Statement

The focus of the school's income statement is to monitor the ongoing revenues and expenses of the various programs. A monthly review of the actual spent vs. budget as well as taking into consideration the percentage of the fiscal year completed is imperative. Yet, also understanding how each individual line-item functions will help the overall analysis. The highlights from the income statement are:

- Adopted Budget: 1467 ADM
- Revised Budget: 1467 ADM
- Actual ADM 1467
- 8% Percent of the fiscal year completed
- 8% YTD revenue as a percent of budget based on the revised projection.
- 3% YTD expenses as a percent of budget based on the revised projection.
- \$3,476,141 Projected year end fund balance
- 18% Projected ending fund balance as a % of expense budget

Cash Flow:

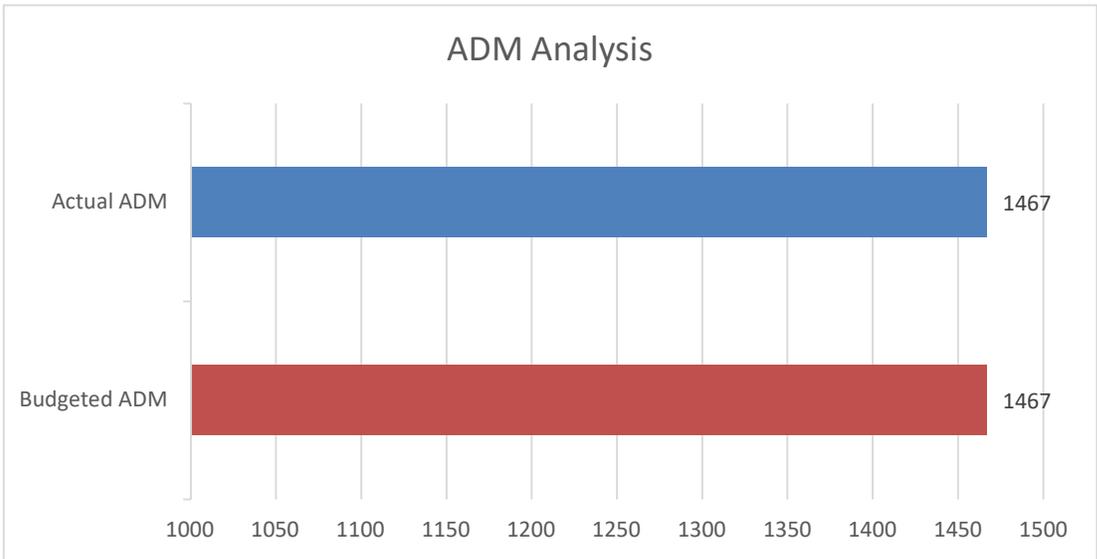
- Estimated cash balance as of June 30, 2026
\$ 3,637,217
- Days cash on hand projected as of June 30, 2026
73

Debt Covenant Ratios:

- **Required debt service coverage ratio at June 30, 2026: = / >**
1.10
- Projected debt service coverage ratio at June 30, 2026:
1.50

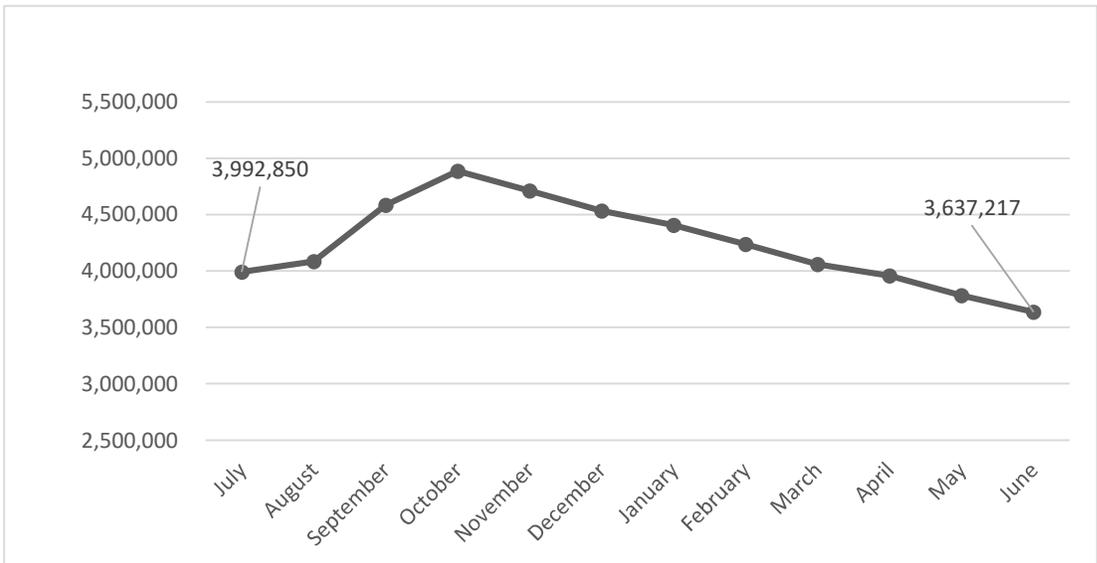
- **Required days cash on hand (cash only) at June 30, 2026: = / >**
45
- Projected days cash on hand without receivables at June 30, 2026:
73
- Projected days cash on hand with receivables at June 30, 2026:
134

Enrollment/ADM's



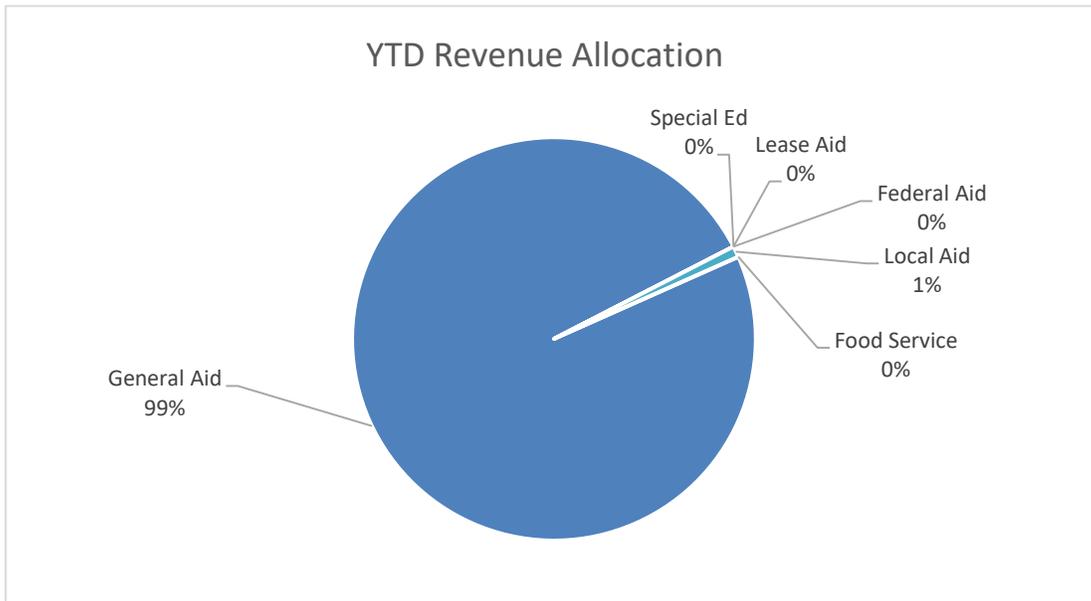
Monitoring the school's budgeted ADM vs. the actual ADM is one of the most important analytical revenue reviews. Variance from the budgeted ADM must be reviewed and understood.

Cash Flow Projection



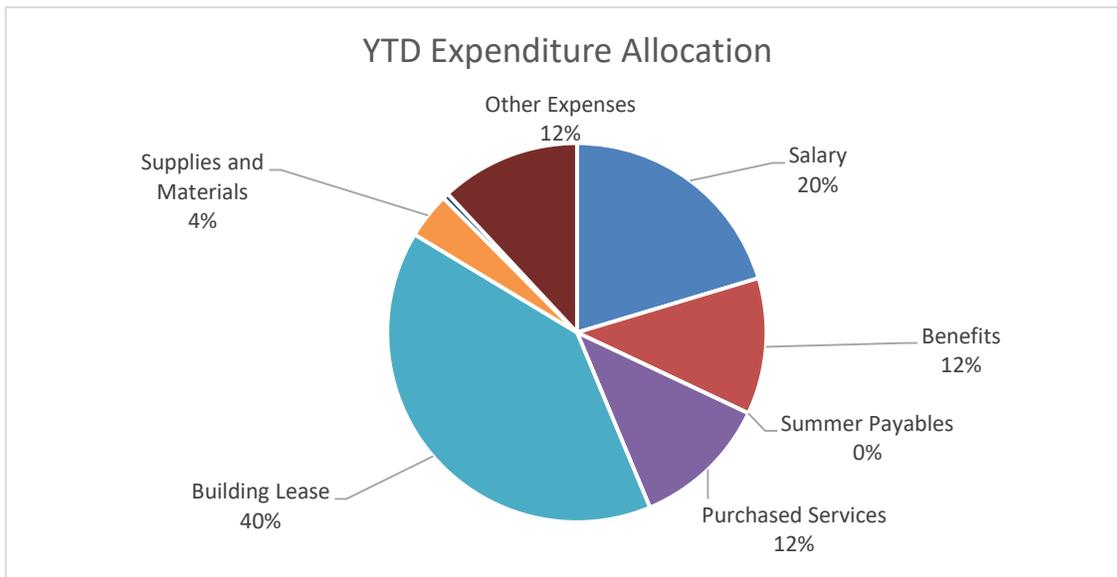
PACT Charter School's cash balance is expected to remain stable during fiscal 2026.

Revenue



The graph above reflects the revenue allocation the school has received from all revenue sources to date.

Expenditures



The graph above reflects the current year to date expenditure allocation across the school's major budget categories. This depiction helps identify how the school has spent their funds thus far.

PACT Charter School
Balance Sheet
As of July 31, 2025

Assets	As of Month-End
Cash	3,992,850
MDE Receivable - Current year estimate	144,471
MDE Receivable - Prior year	(135,736)
Federal Receivable	(3,122)
Prepays	6,430
Total Assets	\$ 4,004,893
Liabilities	
Salary and Benefits Payable	\$ 526,196
Accounts Payable	1,983
Deferred Revenue	6,253
	\$ 534,432
Fund Balance	
Beginning - Unaudited	\$ 2,481,307
Change in Fund Balance	989,154
Ending- Projected	\$ 3,470,461
Total Liabilities and Fund Balance	\$ 4,004,893

Current year based on estimated, primarily for ADM numbers.

**PACT Charter School
Income Statement Summary
As of July 31, 2025**

Revenue	Adopted Budget - 1467 ADM	Revised Budget - 1467 ADM	Monthly Activity	Year to Date	% of Budget
State Aids	\$ 18,901,723	\$ 18,901,723	\$ 1,341,048	\$ 1,485,520	7.9%
Federal Aids	655,748	655,748	-	-	0.0%
Local	419,571	419,571	13,294	13,294	3.2%
Total	\$ 19,977,042	\$ 19,977,042	\$ 1,354,343	\$ 1,498,814	7.5%
Expense					
Salary	\$ 8,612,904	\$ 8,612,904	\$ 103,772	\$ 103,772	1.2%
Benefits	2,994,819	2,994,819	59,348	59,348	2.0%
Summer Payables	-	-	-	-	NA
Purchased Services	3,019,356	3,019,356	59,659	59,659	2.0%
Supplies and Materials	1,487,611	1,487,611	19,919	19,920	1.3%
Building Lease	2,458,292	2,458,292	203,638	203,638	8.3%
Capital Expenditures	231,000	231,000	2,524	2,524	1.1%
Other Expenses	178,226	178,226	60,800	60,800	34.1%
Total	\$ 18,982,208	\$ 18,982,208	\$ 509,659	\$ 509,660	2.7%
Change in Fund Balance	\$ 994,834	\$ 994,834	\$ 844,684	\$ 989,154	
Beginning Fund Balance	\$ 2,481,307	\$ 2,481,307	\$ 2,481,307	\$ 2,481,307	
Ending- Projected	\$ 3,476,141	\$ 3,476,141	\$ 3,325,991	\$ 3,470,461	
FB as a % of Exp	18%	18%			
Debt Service Coverage Ratio	1.50	1.50			

**PACT Charter School
Detail Revenue
As of July 31, 2025**

8% Year Complete

	Adopted Budget - 1467 ADM	Revised Budget - 1467 ADM	Monthly Activity	Year to Date	% of Budget
General Fund					
State Aid					
General Aid	\$ 13,215,594	\$ 13,215,594	\$ 1,341,048	\$ 1,341,048	10%
Endowment	81,897	81,897	-	-	0%
Special Education	2,753,029	2,753,029	-	-	0%
ADSIS	114,821	114,821	-	-	0%
Lease Aid	2,100,823	2,100,823	-	-	0%
Literacy Incentive	51,791	51,791	-	-	0%
Library Aid	20,000	20,000	-	-	0%
Student Support Aid	20,000	20,000	-	-	0%
Long Term Facility Maintenance	211,042	211,042	-	-	0%
State Aid Receivables*	-	-	-	144,471	N/A
Total State Aid	\$ 18,568,997	\$ 18,568,997	\$ 1,341,048	\$ 1,485,520	8%
Federal Aid					
Title I	\$ 145,244	\$ 145,244	\$ -	\$ -	0%
Title II	21,684	21,684	-	-	0%
Special Education	166,421	166,421	-	-	0%
Special Education - Preschool Age	6,800	6,800	-	-	0%
Special Education - CEIS	30,568	30,568	-	-	0%
	\$ 370,717	\$ 370,717	\$ -	\$ -	0%
Local Aid and Donation					
Interest	\$ 40,000	\$ 40,000	\$ 7,246	\$ 7,246	18.1%
Donations and Other	10,000	10,000	4,925	4,925	49.3%
Student Activity Fees	20,000	20,000	-	-	0.0%
Athletic and Activity Fees	232,200	232,200	1,000	1,000	0.4%
Fees for Services	-	-	223	223	N/A
	\$ 302,200	\$ 302,200	\$ 13,394	\$ 13,394	4%
Total General Fund Revenue	\$ 19,241,914	\$ 19,241,914	\$ 1,354,442	\$ 1,498,914	8%
Food Service Fund					
State Revenue	\$ 332,726	\$ 332,726	\$ -	\$ -	0%
Federal Revenue	285,031	285,031	-	-	0%
Food Sales	7,171	7,171	(100)	(100)	-1%
Total Food Service Revenue	\$ 624,928	\$ 624,928	\$ (100)	\$ (100)	0%
Community Service Fund					
Community Service Fees	\$ 110,200	\$ 110,200	\$ -	\$ -	0%
Total Community Service Revenue	\$ 110,200	\$ 110,200	\$ -	\$ -	0%
Total Revenue- All Funds	\$ 19,977,042	\$ 19,977,042	\$ 1,354,343	\$ 1,498,814	8%

**PACT Charter School
Detail Expense
As of July 31, 2025**

FYTD: 8%

	Adopted Budget - 1467 ADM	Revised Budget - 1467 ADM	Monthly Activity	Year to Date	% of Budget
Admin and Operations					
100 Salaries	\$ 2,402,837	\$ 2,402,837	\$ 72,273	\$ 72,273	3%
200 Benefits	865,021	865,021	50,346	50,346	6%
305 Contracted Services	422,134	422,134	16,832	16,832	4%
320 Communication	34,782	34,782	3,142	3,142	9%
329 Postage	5,100	5,100	1,991	1,991	39%
330 Utility	281,400	281,400	14,430	14,430	5%
340 Insurance	119,700	119,700	12,318	12,318	10%
350 Repairs & Maintenance	174,094	174,094	-	-	0%
360 Transportation	943,940	943,940	-	-	0%
366 Professional Development	5,669	5,669	-	-	0%
401 General Supplies	296,229	296,229	620	620	0%
405 Purchased Software (405/406)	-	-	180	180	0%
500 Furniture & Equipment	68,250	68,250	2,524	2,524	4%
555 Technology Equipment	105,000	105,000	-	-	0%
570 Building Lease	2,458,292	2,458,292	203,638	203,638	8%
820 Dues & Memberships	132,265	132,265	60,705	60,705	46%
Total Admin and Operations	\$ 8,314,713	\$ 8,314,713	\$ 438,998	\$ 438,999	5%
Instructional Support and Services					
100 Salaries	\$ 3,446,404	\$ 3,446,404	16,836	16,836	0%
200 Benefits	1,240,705	1,240,705	5,376	5,376	0%
305 Contracted Services	10,500	10,500	-	-	0%
360 Transportation - Field Trips	35,464	35,464	-	-	0%
366 Professional Development	18,895	18,895	6,600	6,600	35%
369 Field Trips and Registration	28,156	28,156	1,276	1,276	5%
394 PSEO-CIS Tuition Payments	158,731	158,731	-	-	0%
401 General Supplies	53,923	53,923	-	-	0%
406 Instructional Software License	-	-	15,618	15,618	0%
430 Instructional Supplies	210,000	210,000	3,502	3,502	2%
460 Textbooks & Workbooks	90,449	90,449	-	-	0%
461 Standardized Tests	203,670	203,670	-	-	0%
500 Furniture & Equipment	47,250	47,250	-	-	0%
820 Dues & Memberships	-	-	95	95	0%
Total Instructional Support and Services	\$ 5,544,147	\$ 5,544,147	\$ 49,303	\$ 49,303	1%

ESSER/COVID

**PACT Charter School
Detail Expense
As of July 31, 2025**

FYTD: 8%

	Adopted Budget - 1467 ADM	Revised Budget - 1467 ADM	Monthly Activity	Year to Date	% of Budget
Activities					
100 Salaries	\$ 346,875	\$ 346,875	\$ 3,465	\$ 3,465	1%
200 Benefits	69,375	69,375	561	561	1%
305 Contracted Services	72,015	72,015	-	-	0%
335 Operating Leases	-	-	3,000	3,000	0%
360 Transportation	76,824	76,824	-	-	0%
369 Registrations	30,833	30,833	-	-	0%
401 General Supplies	108,783	108,783	-	-	0%
580 Lease	10,500	10,500	-	-	0%
820 Dues and Memberships	41,961	41,961	-	-	0%
Total Activities	757,166	757,166	7,026	7,026	1%
ADSIS Program					
100 Salaries	\$ 146,902	\$ 146,902	\$ 3,115	\$ 3,115	2%
200 Benefits	52,885	52,885	1,081	1,081	2%
401 General Supplies	5,250	5,250	-	-	0%
Total ADSIS Program	205,037	205,037	4,196	4,196	2%
Special Education					
100 Salaries	\$ 1,993,592	\$ 1,993,592	\$ 7,110	\$ 7,110	0%
200 Benefits	717,693	717,693	1,644	1,644	0%
1XX/2XX Summer Payable	-	-	-	-	NA
305 Contracted Services	20,698	20,698	-	-	0%
360 Transportation - SPED & HHM	298,303	298,303	-	-	0%
394 Payments to Other Agencies	223,318	223,318	70	70	0%
405 Purchased Software	4,200	4,200	-	-	0%
433 Instructional Supplies- Ind	23,550	23,550	-	-	0%
820 Dues & Memberships	4,000	4,000	-	-	0%
Total Special Education	\$ 3,285,354	\$ 3,285,354	\$ 8,824	\$ 8,824	0%
Title Programs					
100 Salaries	\$ 93,012	\$ 93,012	\$ 827	\$ 827	1%
200 Benefits	33,484	33,484	318	318	1%
Total Title Programs	126,496	126,496	1,145	1,145	1%
Total General Fund Expenditures	\$ 18,232,913	\$ 18,232,913	\$ 509,492	\$ 509,493	3%
Food Service Fund					
100 Salaries	\$ 78,282	\$ 78,282	\$ 146	\$ 146	0%
200 Benefits	15,656	15,656	22	22	0%
401 General Supplies	15,507	15,507	-	-	0%
490 Food	462,200	462,200	-	-	0%
500 Furniture & Equipment	15,750	15,750	-	-	0%
820 Dues & Memberships	2,100	2,100	-	-	0%
Total Food	\$ 589,495	\$ 589,495	\$ 168	\$ 168	0%
Community Ed Fund					
100 Salaries	\$ 105,000	\$ 105,000	\$ -	\$ -	0%
200 Benefits	37,800	37,800	-	-	0%
401 General Supplies	17,000	17,000	-	-	0%
Total Community Ed	159,800	159,800	-	-	0%
Total Expense- All Funds	\$ 18,982,208	\$ 18,982,208	\$ 509,659	\$ 509,660	3%

CashFlow

As of July 31, 2025

Cash Receipts	Revised Budget	Monthly Activity	Year to Date	August	September	October	November	December	January	February
State Aids- CY	\$ 18,568,997	\$ 1,341,048	\$ 1,341,048	\$ 1,042,652	\$ 1,341,044	\$ 1,341,044	\$ 1,342,656	\$ 1,341,045	\$ 1,341,045	\$ 1,342,656
State Aids- PY	-	-	-	566,607	678,085	385,451	-	-	46,970	7,424
Federal	370,717	-	-	-	-	92,679	-	-	-	-
Local	412,400	13,394	13,394	34,460	34,460	34,460	34,460	34,460	34,460	34,460
Food Service	624,928	(100)	(100)	53,980	53,980	53,980	53,980	53,980	53,980	53,980
Total Inflows	\$ 19,977,042	\$ 1,354,343	\$ 1,354,343	\$ 1,697,698	\$ 2,107,568	\$ 1,907,614	\$ 1,431,095	\$ 1,429,484	\$ 1,476,454	\$ 1,438,519
Expense										
Salary	\$ 8,612,904	\$ 103,772	\$ 103,772	\$ 717,742	\$ 717,742	\$ 717,742	\$ 717,742	\$ 717,742	\$ 717,742	\$ 717,742
Benefits	2,994,819	57,387	59,348	249,568	249,568	249,568	249,568	249,568	249,568	249,568
Purchased Services	3,019,356	59,659	59,659	269,063	269,063	269,063	269,063	269,063	269,063	269,063
Supplies and Materials	1,487,611	19,919	19,920	133,426	133,426	133,426	133,426	133,426	133,426	133,426
Building Lease	2,458,292	203,638	203,638	204,969	204,969	204,969	204,969	204,969	204,969	204,969
Capital Expenditures	231,000	2,524	2,524	20,771	20,771	20,771	20,771	20,771	20,771	20,771
Other Expenses	178,226	60,800	60,800	10,675	10,675	10,675	10,675	10,675	10,675	10,675
Accounts Payable	-	-	-	-	-	-	-	-	-	-
Total Outflows	\$ 18,982,208	\$ 507,699	\$ 509,660	\$ 1,606,214						
Change in Cash	\$ 91,484	\$ 501,354	\$ 301,399	\$ (175,119)	\$ (176,730)	\$ (129,760)	\$ (167,695)			
Beginning	\$ 3,992,850	\$ 4,084,334	\$ 4,585,688	\$ 4,887,087	\$ 4,711,968	\$ 4,535,238	\$ 4,405,478			
Line of Credit	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Ending- Projected	\$ 4,084,334	\$ 4,585,688	\$ 4,887,087	\$ 4,711,968	\$ 4,535,238	\$ 4,405,478	\$ 4,237,783			

CashFlow

As of July 31, 2025

Cash Receipts	Revised Budget	Monthly Activity	Year to Date	March	April	May	June	Total	Budget
State Aids- CY	\$ 18,568,997	\$ 1,341,048	\$ 1,341,048	\$ 1,341,044	\$ 1,341,044	\$ 1,342,656	\$ 1,341,044	\$ 15,798,978	\$ 18,568,997
State Aids- PY	-	-	-	-	74,415	-	-	1,758,952	-
Federal	370,717	-	-	-	-	-	30,331	123,011	370,717
Local	412,400	13,394	13,394	34,460	34,460	34,460	34,460	392,450	412,400
Food Service	624,928	(100)	(100)	53,980	53,980	53,980	53,980	593,677	624,928
Total Inflows	\$ 19,977,042	\$ 1,354,343	\$ 1,354,343	\$ 1,429,483	\$ 1,503,898	\$ 1,431,095	\$ 1,459,815	\$ 18,667,067	\$ 19,977,042

Expense	Revised Budget	Monthly Activity	Year to Date	March	April	May	June	Total	Budget
Salary	\$ 8,612,904	\$ 103,772	\$ 103,772	\$ 717,742	\$ 717,742	\$ 717,742	\$ 717,742	\$ 7,998,934	\$ 8,612,904
Benefits	2,994,819	57,387	59,348	249,568	249,568	249,568	249,568	2,804,599	2,994,819
Purchased Services	3,019,356	59,659	59,659	269,063	269,063	269,063	269,063	3,019,356	3,019,356
Supplies and Materials	1,487,611	19,919	19,920	133,426	133,426	133,426	133,426	1,487,611	1,487,611
Building Lease	2,458,292	203,638	203,638	204,969	204,969	204,969	204,969	2,458,292	2,458,292
Capital Expenditures	231,000	2,524	2,524	20,771	20,771	20,771	20,771	231,000	231,000
Other Expenses	178,226	60,800	60,800	10,675	10,675	10,675	10,675	178,226	178,226
Accounts Payable	-	-	-	-	-	-	-	-	-
Total Outflows	\$ 18,982,208	\$ 507,699	\$ 509,660	\$ 1,606,214	\$ 1,606,214	\$ 1,606,214	\$ 1,606,214	\$ 18,178,018	\$ 18,982,208

Change in Cash \$ (176,731) \$ (102,316) \$ (175,119) \$ (146,400)

Beginning	Line of Credit	Ending- Projected	Days Cash on Hand
\$ 4,237,783	\$ 4,061,052	\$ 3,958,736	\$ 3,783,617
\$ -	\$ -	\$ -	\$ -
\$ 4,061,052	\$ 3,958,736	\$ 3,783,617	\$ 3,637,217

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NOTES TO THE FINANCIAL STATEMENTS

JULY 2025

- The financial statements are drafted on an accrual basis of accounting.
 - The financial statements are drafted based on information received from the school's leadership.
 - The numbers are subject to change based on timing of information received from the school.
 - The school's budget is based on full accrual projections as of the end of the fiscal year.
 - This report is unaudited and is prepared for internal use only.
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EdFinMN | Minneapolis, MN |
www.edfinmn.org | info@edfinmn.org