



St. Croix Preparatory Academy  
Board Meeting Agenda  
February 17, 2026

1. Call to Order	
2. Open Forum	
3. Board Calendar	2
4. Consent Agenda (Board Minutes, Executive Director Report)	
A. Board Minutes	7
B. Executive Director Report	10
C. Governance– Policy Approval	12
5. Agenda	
A. Budget Update	169
B. Strategic Management Services Update	170
C. Strategic Plan Update	181
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E. Transportation Update	192
F. School Calendars: 2026-2027	194
G. Governance Board Election Timeframe Discussion	196
H. Finance Committee Update	198
I. <b>Policies</b> (1st Reading)	<b>199</b>
504 - Student Dress and Appearance	
535 - Service Animals in Schools	
609 - Religion and Religious and Cultural Observances	
6. Adjourn Meeting	



# st.croixprep

## ANNUAL BOARD CALENDAR 2025-2026

July	Responsible	Notes/Status
Public Hearing on Student Fees	K. Gutierrez	
Family Handbook Approval	J. Fuchs	
Seat New Board Members	Board Chair	
Foundation Update	M. Davis	
Conflict of Interest Form Disclosure	K. Gutierrez	
Annual Finance Designations for Next Year <ul style="list-style-type: none"> <li>• Identified Official with Authority               <ul style="list-style-type: none"> <li>• Official Newspaper</li> <li>• Designation of Depository</li> <li>• Account Signatories</li> <li>• Collateralize Funds in Excess of FDIC Insurance</li> <li>• Delegation of Authority to Make Electronic Funds Transfers</li> </ul> </li> </ul>		

August	Responsible	Notes/Status
Forward Together Retreat (08/07 and 08/08)	Succession Committee	
ByLaws Training	Governance	

<b>September</b>	<b>Responsible</b>	<b>Notes/Status</b>
Status of School Opening/Quarterly Report	Lower School Middle School Upper School Student Services	
Review of MCA Test Scores	J. Fuchs	
MN State Statute Training	Governance	
Emergency Operations Plan Approval	Incident Command/Safety Team	Moving to October due to policy updates needed and work on a crisis plan.
MDE Assurance of Compliance	J. Fuchs	
Q-Comp Goals	TLC/Q-Comp Leaders	
Unaudited Financials FY 25 - Review	EDoF	

<b>October</b>	<b>Responsible</b>	<b>Notes/Status</b>
Financial Statement Review	K. Gutierrez/Finance	
Foundation Update	M. Davis	
Quarterly Report	Activities Department	
Bi-Annual Report	Human Resources	
Bi-Annual Report	Academic Coordinators	
Annual Report Approval (if ready)	J. Fuchs	Can move to November?
World's Best Workforce Approval (if ready)	J. Fuchs	Can move to November?

<b>November</b>	<b>Responsible</b>	<b>Notes/Status</b>
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Board Retreat??	T. Gulbransen	
Bi-Annual Report	Communications and Events Coordinator	

<b>December</b>	<b>Responsible</b>	<b>Notes/Status</b>
Affiliated Building Company Training	K. Gutierrez/Finance	
Audit Acceptance	K. Gutierrez/Finance	
FSCPA and Building Overview	B. Blotske	
Quarterly Report	Lower School Middle School Upper School Student Services	

<b>January</b>	<b>Responsible</b>	<b>Notes/Status</b>
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Board Election Timeframe Discussion	Governance	
Food Services Report	M. Thole	
Technology Report	C. Olson	
Quarterly Report	Activities Department	

<b>February</b>	<b>Responsible</b>	<b>Notes/Status</b>
Financial Statement Review	K. Gutierrez/Finance	
Board Election Timeframe Discussion	Governance	
Approve School Calendar	J. Fuchs	

<b>March</b>	<b>Responsible</b>	<b>Notes/Status</b>
Approve Open Enrollment Period for Next Year	J. Fuchs	
Approve Board Calendar for Next Year <ul style="list-style-type: none"> <li>• Meetings</li> <li>• Election</li> <li>• Retreat</li> </ul>	Board	
Board Election Status & Time Frame	Governance	
Quarterly Check-In	Lower School Middle School Upper School Student Services	
Compensation Plan Introduction	T. Smith	
Benefits Package Introduction	T. Smith	

<b>April</b>	<b>Responsible</b>	<b>Notes/Status</b>
Annual Budget Introduction	Finance	
Compensation Plan Approval	T. Smith	
Benefits Plan Approval	T. Smith	
Bi-Annual Report	Human Resources	
Quarterly Report	Activities Department	
Board Election Status & Time Frame	Governance	

<b>May</b>	<b>Responsible</b>	<b>Notes/Status</b>
Q Comp Report Presentation/Approval	Academic Coordinators	

Bi-Annual Report		
Financial Statement Review	K. Gutierrez/Finance	
Board Election Update	Governance	
Approve Annual Budget	K. Gutierrez/Finance	

June	Responsible	Notes/Status
Public Hearing on Fees – 2026	K. Gutierrez	
End of the Year Wrap Up Report	Lower School Middle School Upper School Student Services Activities Department	
New Board Member Training	Governance	
Read Well by Third Grade Approval	J. Karetov	
Introduction of Family Handbook	J. Fuchs	
Introduction of Employee Handbook	T. Smith	
Annual Finance Designations for Next Year <ul style="list-style-type: none"> <li>● Identified Official with Authority</li> <li>● Official Newspaper</li> <li>● Designation of Depository</li> <li>● Account Signatories</li> <li>● Collateralize Funds in Excess of FDIC Insurance</li> <li>● Delegation of Authority to Make Electronic Funds Transfers</li> </ul>		

**Members Present:** T. Gulbransen (Chair), Bob Hajlo (Vice-Chair), D. Smith (Treasurer), A. Galati, (Secretary), J. Johnson, R. Thorson, M. Adams, H. Gonzalez, K. Osberghaus

**Members Absent:**

**Remote Board Members:**

**Ex-officio Members Present:** J. Fuchs (Executive Director)

**Board Clerk:** Janel Coleman

1. Call to order: T. Gulbransen called the meeting to order at **6:00 PM**.
2. Open Forum - None
3. [SCPA Board Meetings Calendar 2025-2026 - Updated November 2025](#)
4. **Consent Agenda**
  - a. Board Minutes
    - i. [December 16, 2025](#)
    - ii. [December 29, 2025](#)
    - iii. [January 6, 2026](#)
  - b. Executive Director's Report
    1. [Executive Director's Report December 2025](#) - J. Fuchs
  - c. Governance Policies for Approval
    - i. [202 - Charter School Board Officers \(replaces SCPA 707\)](#)
    - ii. [404 - Employment Background Checks](#)
    - iii. [414 - Mandated Reporting of Child Neglect or Physical or Sexual Abuse](#)
    - iv. [424 Charter 062623 No Prior Policy](#)
    - v. [425 Charter 061625 No Prior Policy](#)
    - vi. [507 Charter 062124 No Prior Policy](#)
    - vii. [507.5 Charter 111424 No Prior Policy](#)

- viii. [508 091222 CHARTER No Prior Policy](#)
- ix. [528 Charter Clean 092822 No Prior Policy](#)
- x. [529 Charter Clean 092822 No Prior Policy](#)
- Motion to Approve the Consent Agenda: M. Adams
- Second: D. Smith
- Approved: All

## 5. Agenda

- a. Directors' Quarterly Reports
  - i. [Activities Department](#)
    - a. STACK Team App - new app for organizing communications for all activities.
- b. Gala Update
  - i. [School Board Advertising Request\\_Ignite Prep 2026](#)
  - ii. [Ignite Prep](#)
    - a. Motion to Approve: R. Thorson
    - b. Second: H. Gonzalez
    - c. Approved: All
- c. Food Service Report
  - i. [Excess Net Cash Resources Reduction Plan FY2024 SCPA](#)
  - ii. [Director Report to the Board - Foodservice - Google Docs](#)
  - iii. [Proposed FY26 Non Program Food Pricing 1.9.26 \(1\).xlsx - Google Sheets](#)
- d. Technology Report
  - i. [Technology Director Board Report - 01\\_20\\_26](#)
  - ii. [FY26 Tech Budget - Board Presentation.](#)
  - iii. [2 - Mobile Labs - Board Presentation](#)
  - iv. [Chromebook Tentative Pricing](#)

- v. [Security Camera List](#)
- e. Transportation Update
- f. Strategic Update
- g. [Finance Committee Update - January 2026](#)
- h. [School Management Systems Agreement](#)
- i. [Board of Directors Election Update](#)
  - i. Extend T. Gulbransen's term 1 additional year to avoid too many leadership changes on the board in one year.
  - ii. Motion to Approve: R. Thorson
  - iii. Second: M. Adams
  - iv. Approved: All
  - v. Update: M. Adams has resigned from the board after today's meeting (Jan. 20, 2026) due to a conflict of interest with a new job.
- j. Governance - Policies - First Reading
  - i. [509 Charter Replaces 301 Clean 100125](#)
  - ii. [516.5 Charter Clean 100225](#)

**Adjournment: 7:23 PM**

- Motion to adjourn: A. Galati
- Second: J. Johnson
- Approved: All

Respectfully Submitted by A. Galati, St. Croix Preparatory Academy Board Secretary



## Executive Director's Report to the Board

Date of Report: February 17, 2026  
Report Prepared By: Jenn Fuchs, Ph.D.

### Priority 1: Academic Excellence

*Focus: Alignment of curriculum, continuous improvement, and evolving needs.*

- **Assessment & Curriculum:**
  - Required CAPTI training has occurred, per the READ Act mandate.
  - Curriculum & Instruction discussions focus on ensuring instructional alignment.
- **Instructional Support:** Meetings were held with the Foundation to plan **Teacher Grants**, directly channeling resources into classroom innovation.
- **Academic Administration:** Continue standing coordination meetings with principals and SPED Director to focus on alignment.

### Priority 2: Culture and Organizational Alignment

*Focus: Unified culture, safety, shared norms, and policy compliance.*

- **Safety & Crisis Protocols:** Significant focus was placed on safety systems, including:
  - **CrisisGo Q&A and setup**, creating visual workflows for student release during reunification, and conducting a **Lockdown Alert Test**.
- **Policy & Governance:**
  - **Policy work** continues as we will be finishing up legally required policies in the next month.
  - **AIPAC Meeting** was attended to ensure diverse stakeholder voices are heard in school governance.
  - **Curriculum Advisory** and **Staff Development Advisory** committees continue their work.
  - **Admin Team Meetings** continue to focus on policy implementation.

### Priority 3: People and Professional Excellence

*Focus: Developing faculty, investing in people, and professional growth.*

- **Leadership Networking:** Engagement with peers through:
  - **MASA, Friends of Education** meetings and **MACS Administrator Support Call** to share best practices with other charter school leaders.

## Priority 4: Financial Sustainability and Stewardship

*Focus: Stewardship, diversifying revenue, and aligning resources.*

- **Transportation Operations:** A critical milestone in the transportation transition was reached by hosting the **RFP Opening** and subsequently unsealing bids to make a data-informed recommendation to the Transportation Committee, then Finance Committee and ultimately the Board.
- **Financial Management:**
  - Multiple finance meetings were held with School Management Systems.
- **Facilities:** A **Reunification site walkthrough** was conducted to manage how relocation would work with the Crisis Team.
- **Fundraising:** A team has been working on developing an internal fundraising process to align development efforts with school needs.
- **Procurement Process:** A team has been working on closing the loop on the procurement process. We moved to digital purchase orders in December, which has dramatically sped up the procurement process.

## Priority 5: Strategic Communication and Brand Development

*Focus: Trust, transparency, and telling the school's story.*

- **Communication Updates:** Continue weekly staff updates.

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 211 Charter

Orig. 1995 (as ISD Policy)

Revised: \_\_\_\_\_

Orig. 2022 (as Charter Policy)

## **211 CRIMINAL OR CIVIL ACTION AGAINST CHARTER SCHOOL, CHARTER SCHOOL BOARD MEMBER, EMPLOYEE, OR STUDENT**

### **I. PURPOSE**

The purpose of this policy is to provide guidance about the charter school's position, rights, and responsibilities when a civil or criminal action is pending against the charter school, or a charter school board member, charter school employee, or student.

### **II. GENERAL STATEMENT OF POLICY**

- A. The charter school recognizes that, when civil or criminal actions are pending against a charter school board member, charter school employee, or student, the charter school may be requested or required to take action.
- B. In responding to such requests and/or requirements, the charter school will take such measures as are appropriate to its primary mission of providing for the education of students in an environment that is safe for staff and students and is conducive to learning.
- C. The charter school acknowledges its statutory obligations with respect to providing assistance to charter school board members and teachers who are sued in connection with performance of charter school duties. Collective bargaining agreements and charter school policies may also apply.

### **III. CIVIL ACTIONS**

- A. Pursuant to Minnesota Statutes section 466.07, subdivision 1, the charter school shall defend and indemnify any charter school board member or charter school employee for damages in school-related litigation, including punitive damages, claimed or levied against the charter school board member or employee, provided that the charter school board member or employee was acting in the performance of the duties of the position and was not guilty of malfeasance, willful neglect of duty, or bad faith.
- B. Notwithstanding Minnesota Statutes section 3.736, the charter school shall assume full liability for its activities and indemnify and hold harmless the authorizer and its officers, agents, and employees from any suit, claim, or liability arising from any operation of the charter school and the commissioner and department officers, agents, and employees. A charter school is not required to indemnify or hold harmless a state employee if the state would not be required to indemnify and hold the employee harmless under Minnesota Statutes section 3.736, subdivision 9.

- C. Data Practices

Educational data and personnel data maintained by the charter school may be sought as evidence in a civil proceeding. The charter school will release the data only pursuant to the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13 and to the Family Educational Rights and Privacy Act, 20 United States Code § 1232g, and related regulations. When an employee is subpoenaed and is expected to testify regarding educational data or personnel data, the employee will inform the building administrator or designated supervisor, who shall immediately inform the executive director or designee. No charter school board member or employee may release data without consultation in advance with the charter school official designated as the responsible authority for the collection, use, and dissemination of data.

D. Service of Subpoenas

Charter school officers and employees will normally not be involved in providing service of process for third parties in the school setting.

E. Leave to Testify

Leave for employees appearing in court, either when sued or under subpoena to testify, will be considered in accordance with charter school personnel policies and applicable collective bargaining agreements.

**IV. CRIMINAL CHARGES OR CONDUCT**

A. Employees

1. The charter school expects that its employees serve as positive role models for students. As role models for students, employees have a duty to conduct themselves in an exemplary manner.
2. If the charter school receives information relating to activities of a criminal nature by an employee, the charter school will investigate and take appropriate disciplinary action, which may include discharge, subject to charter school policies, statutes, and provisions of applicable collective bargaining agreements.

B. Students

The charter school has an interest in maintaining a safe and healthful environment and in preventing disruption of the educational process. To promote that interest, the charter school will take appropriate action regarding students convicted of crimes that relate to the school environment.

C. Criminal Investigations

1. The policy of the charter school is to cooperate with law enforcement officials. The charter school will make all efforts, however, to encourage law enforcement officials to question students and employees outside of school hours and off school premises unless extenuating circumstances exist, the matter being investigated is school-related, or as otherwise provided by law.
2. If questioning at school is unavoidable, the charter school will attempt to maintain confidentiality to avoid embarrassment to students and employees and to avoid disruption of the educational program. The charter school will attempt to notify parents of a student under age 18 that police will be questioning their child. Normally, the executive director, principal, or other appropriate school official will be present during the interview, except as otherwise required by law (Minnesota Statutes section 260E.22), or as otherwise determined in consultation with the parent or guardian.

D. Data Practices

The charter school will release to juvenile justice and law enforcement authorities educational and personnel data only in accordance with Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act), 20 United States Code section 1232g (FERPA), or other federal or state law.

**V. STATEMENTS WHEN LITIGATION IS PENDING**

The charter school recognizes that when a civil or criminal action is commenced or pending, parties to the lawsuit have particular duties in reference to persons involved or named in the lawsuit, as well as insurance carrier(s). Therefore, charter school board members or charter school employees shall make or release statements in that situation only in consultation with legal counsel.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.75 (Receipt of Records; Sharing)  
Minn. Stat. § 124E.03, Subd. 2(j) (Applicable Law)  
Minn. Stat. § 124E.09 (Extent of Specific Legal Authority)  
Minn. Stat. § 260B.171, Subds. 3 and 5 (Records)  
Minn. Stat. § 260E.22 (Interviews)  
Minn. Stat. § 466.07, Subd. 1 (Indemnification)  
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)  
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)  
Minn. Op. Atty. Gen. 169 (Mar. 7, 1963)  
Minn. Op. Atty. Gen. 169 (Nov. 3, 1943)  
*Wood v. Strickland*, 420 U.S. 308 (1975)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of Charter School Employees)  
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
MSBA/MASA Model Policy 408 (Subpoena of a Charter School Employee)  
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 211 Charter  
Orig. 1995 (as ISD  
Policy)

Revised: \_\_\_\_\_

Orig. 2022 (as Charter  
Policy)

Rev. 2026

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employee may release data without consultation in advance with the charter school official designated as the responsible authority for the collection, use, and dissemination of data.

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2. If questioning at school is unavoidable, the charter school will attempt to maintain confidentiality to avoid embarrassment to students and employees and to avoid disruption of the educational program. The charter school will attempt to notify parents of a student under age eighteen (18) that police will be questioning their child. Normally, the executive director, principal, or other appropriate school official will be present during the interview, except as otherwise required by law (Minnesota Statutes, section 260E.22), or as otherwise determined in consultation with the parent or guardian.

D. Data Practices

The charter school will release to juvenile justice and law enforcement authorities educational and personnel data only in accordance with Minnesota Statutes, chapter 13 (Minnesota Government Data Practices Act), 20 United States Code, section 1232g (FERPA), or other federal or state law.

## V. STATEMENTS WHEN LITIGATION IS PENDING

The charter school recognizes that when a civil or criminal action is commenced or pending, parties to the lawsuit have particular duties in reference to persons involved or named in the lawsuit, as well as insurance carrier(s). Therefore, charter school board members or charter school employees shall make or release statements in that situation only in consultation with legal counsel.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.75 (Receipt of Records; Sharing)  
Minn. Stat. § 124E.03, Subd. 2(j) (Applicable Law)  
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Minn. Stat. § 260B.171, Subds. 3 and 5 (Records)  
Minn. Stat. § 260E.22 (Interviews)  
Minn. Stat. § 466.07, Subd. 1 (Indemnification)  
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42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)  
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Minn. Op. Atty. Gen. 169 (Nov. 3, 1943)  
*Wood v. Strickland*, 420 U.S. 308 (1975)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of Charter School Employees)  
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
MSBA/MASA Model Policy 408 (Subpoena of a Charter School Employee)  
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
[MSBA/MASA Model Policy 519 \(Interviews of Students by Outside Agencies\)](#)

**ST. CROIX PREPARATORY ACADEMY**

Adopted: **12/17/24**

MSBA/MASA Model Policy 401 Charter  
Orig. 1995 (as ISD Policy)  
Orig. 2022 (as Charter Policy)

Revised: \_\_\_\_\_

**401 EQUAL EMPLOYMENT OPPORTUNITY**

**I. PURPOSE**

The purpose of this policy is to provide equal employment opportunity to all applicants for employment and for all St. Croix Preparatory Academy (SCPA) employees.

**II. GENERAL STATEMENT OF POLICY**

- A. The policy of SCPA is to provide equal employment opportunities for all applicants and employees. SCPA does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, including gender identity or expression, age, family care leave status, or veteran status. The charter school also makes reasonable accommodations for disabled employees.
- B. SCPA prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and SCPA’s internal procedures for addressing complaints of harassment, please refer to SCPA’s policy on harassment and violence.
- C. This policy applies to all areas of employment, including hiring, discharge, promotion, compensation, facilities, or privileges of employment.
- D. Every SCPA employee shall be responsible for following this policy.
- E. Any person having a question regarding this policy should discuss it with the Human Resource Director.

**Legal References:** Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
 29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)  
 29 U.S.C. § 2615 (Family and Medical Leave Act)  
 38 U.S.C. § 4211 *et seq.* (Employment and Training of Veterans)  
 38 U.S.C. § 4301 *et seq.* (Employment and Reemployment Rights of Members of the Uniformed Services)  
 42 U.S.C. § 2000e *et seq.* (Equal Employment Opportunities; Title VII of the Civil Rights Act)  
 42 U.S.C. § 12101 *et seq.* (Equal Opportunity for Individuals with Disabilities)

**Cross References:** MSBA/MASA Model Policy 402 (Disability Nondiscrimination)  
 MSBA/MASA Model Policy 405 (Veteran’s Preference)  
 MSBA/MASA Model Policy 413 (Harassment and Violence)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy  
401

Revised: \_\_\_\_\_

Orig. 1995  
Rev.  
2022/2026

## 401 EQUAL EMPLOYMENT OPPORTUNITY

**[NOTE: School districts are not required by statute to have a policy addressing these issues. However, the Equal Employment Opportunity Commission strongly encourages the adoption of a policy and will look for such a policy during accreditation visits, audits, or investigations.]**

### I. PURPOSE

The purpose of this policy is to provide equal employment opportunity for all applicants for school district employment and for all school district employees.

### II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to provide equal employment opportunity for all applicants and employees. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, including gender identity or expression, age, family care leave status, or veteran status. The school district also makes reasonable accommodations for disabled employees.

~~**[NOTE: The Minnesota Human Rights Act defines "sexual orientation" to include "having or being perceived as having a self image or identity not traditionally associated with one's biological maleness or femaleness." Minnesota Statutes, section 363A.03, subdivision 44.]**~~

B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and the school district's internal procedures for addressing complaints of harassment, please refer to the school district's policy on harassment and violence.

C. This policy applies to all areas of employment, including hiring, discharge, promotion, compensation, facilities, or privileges of employment.

D. Every school district employee shall be responsible for following this policy.

E. Any person having a question regarding this policy should discuss it with \_\_\_\_\_ ~~([specify, e.g., the Personnel Manager]).~~

**Legal References:** Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)  
29 U.S.C. § 2615 (Family and Medical Leave Act)  
38 U.S.C. § 4211 *et seq.* (Employment and Training of Veterans)  
38 U.S.C. § 4301 *et seq.* (Employment and Reemployment Rights of Members of the Uniformed Services)  
42 U.S.C. § 2000e *et seq.* (Equal Employment Opportunities; Title VII of the Civil Rights Act)  
42 U.S.C. § 12101 *et seq.* (Equal Opportunity for Individuals with Disabilities)

**Cross References:** MSBA/MASA Model Policy 402 (Disability Nondiscrimination)  
MSBA/MASA Model Policy 405 (Veteran's Preference)  
MSBA/MASA Model Policy 413 (Harassment and Violence)

Adopted: \_\_\_\_\_

Policy)

Revised: \_\_\_\_\_

MSBA/MASA Model Policy 404 Charter  
Orig. 1995 (as ISD

Orig. 2022 (as Charter  
Policy)

Rev. 2026

#### 404 EMPLOYMENT BACKGROUND CHECKS

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

##### I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment in the charter school in order to promote the physical, social, and psychological well-being of its students. To that end, the charter school will seek a criminal history background check for applicants who receive an offer of employment with the charter school and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the charter school, regardless of whether any compensation is paid, or such other background checks as provided by this policy. The charter school may also elect to do background checks of other volunteers, independent contractors, and student employees in the charter school.

##### II. GENERAL STATEMENT OF POLICY

- A. The charter school shall require that applicants for charter school positions who ~~receive an~~ ~~are~~ offered ~~of~~ employment ~~in the school~~ and all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the charter school, regardless of whether any compensation is paid, submit to a criminal history background check. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the charter school that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the charter school.
- B. The charter school specifically reserves any and all rights it may have to conduct background checks regarding current employees, applicants, or service providers without the consent of such individuals.
- C. Adherence to this policy by the charter school shall in no way limit the charter school's right to require additional information, or to use procedures currently in place or other procedures to gain additional background information concerning employees, applicants, volunteers, service providers, independent contractors, and student employees.

##### III. PROCEDURES

- A. Normally an individual will not commence employment or provide services until the charter school receives the results of the criminal history background check. ~~The charter school may hire or otherwise allow an individual to provide a service to a school pending completion of a background check under Minnesota Statutes, section 123B.03, subdivision 1 or obtaining notice of a Professional Educator Licensing and Standards Board action under subdivision 1a but shall notify the individual that the individual's employment or other service may be terminated based on the result of the background check or Professional Educator Licensing and Standards Board action. The charter school is not liable for failing to hire or for terminating an individual's employment or other service based on the result of a background check or Professional Educator Licensing and Standards Board action. The charter school may conditionally hire an applicant or allow an individual to provide services pending~~

~~completion of the background check but shall notify the individual that the individual's employment or opportunity to provide services may be terminated based on the result of the background check.~~

Background checks will be performed by the Minnesota Bureau of Criminal Apprehension (BCA). The BCA shall conduct the background check by retrieving criminal history data as defined in Minnesota Statutes, section 13.87. The charter school reserves the right to also have criminal history background checks conducted by other organizations or agencies.

- B. In order for an individual to be eligible for employment or to provide athletic coaching services or other extracurricular academic coaching services to the school, except for an enrolled student volunteer, the individual must sign a criminal history consent form, which provides permission for the school to conduct a criminal history background check, and provide a money order or check payable to either the BCA or to the school, at the election of the school, in an amount equal to the actual cost to the BCA and the school of conducting the criminal history background check. The cost of the criminal history background check is the responsibility of the individual, unless the charter school decides to pay the costs for a volunteer, an independent contractor, or a student employee. If the individual fails to provide the charter school with a signed Informed Consent Form and fee at the time the individual receives a job offer, or permission to provide services, the individual will be considered to have voluntarily withdrawn the application for employment or request to provide services.

**[NOTE: If the charter school elects to receive payment, it may, at its discretion, accept payment in the form of a negotiable instrument other than a money order or check and then pay the executive director of the BCA directly to conduct the background check.]**

- C. The charter school, in its discretion, may elect not to request a criminal history background check on an individual who holds an initial entrance license issued by the Minnesota Professional Educator Licensing and Standards Board or the Minnesota Commissioner of the Minnesota Department of Education within the twelve (12) months preceding an offer of employment or permission to provide services.
- D. The charter school may use the results of a criminal background check conducted at the request of another school hiring authority if:
1. the results of the criminal background check are on file with the other school hiring authority or otherwise accessible;
  2. the other school hiring authority conducted a criminal background check within the previous twelve (12) months;
  3. the individual executes a written consent form giving the charter school access to the results of the check; and
  4. there is no reason to believe that the individual has committed an act subsequent to the check that would disqualify the individual for employment or provision of services.
- E. For all nonstate residents who are offered employment with or the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school, the school shall request a criminal history background check on such individuals from the executive director of the BCA and from the government agency performing the same function in the resident state or, if no government entity performs the same function in the resident state, from the Federal Bureau of Investigation. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the charter school that an individual's criminal history does not preclude the individual from employment with, or provision of

services to, the school. Such individuals must provide an executed criminal history consent form.

- F. When required, individuals must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the individual are unusable, the individual will be required to submit another set of prints.
- G. Copies of this policy shall be available in the charter school's employment office and will be distributed to applicants for employment and individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services upon request. The need to submit to a criminal history background check may be included with the basic criteria for employment or provision of services in the position posting and position advertisements.
- H. The individual will be informed of the results of the criminal background check(s) to the extent required by law.
- I. If the criminal history background check precludes employment with, or provision of services to, the charter school, the individual will be so advised.
- J. The charter school may apply these procedures to other volunteers, independent contractors, or student employees.
- K. At the beginning of each school year or when a student enrolls, the charter school will notify parents and guardians about this policy and identify those positions subject to a background check and the extent of the charter school's discretion in requiring a background check. The charter school may include this notice in its student handbook, a school policy guide, or other similar communication. A form notice for this purpose is included with this policy.

#### **IV. CRIMINAL HISTORY CONSENT FORM**

A form to obtain consent for a criminal history background check is included with this policy.

**Legal References:** Minn. Stat. § 13.04, Subd. 4 (Rights of Subjects of Data)  
Minn. Stat. § 13.87, Subd. 1 (Criminal History Data)  
Minn. Stat. § 123B.03 (Background Check)  
Minn. Stat. §§ 299C.60-299C.64 (Minnesota Child, Elder, and Individuals with Disabilities Protection Background Check Act)  
Minn. Stat. § 364.09(b) (Exceptions)

**Cross References:** None

## **ST. CROIX PREPARATORY ACADEMY**

*Adopted: 12/17/2024*

*Revised: 1/20/2026*

*MSBA/MASA Model Policy 404 Charter  
Orig. 1995 (as ISD Policy)  
Orig. 2022 (as Charter Policy)*

### **404 EMPLOYMENT BACKGROUND CHECKS**

#### **I. PURPOSE**

The purpose of this policy is to maintain a safe and healthful environment at St. Croix Preparatory Academy (charter school). The charter school in order to promote the physical, social, and psychological well-being of its students. To that end, the charter school will seek a criminal history background check for applicants who receive an offer of employment with the charter school and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to SCPA, regardless of whether any compensation is paid, or such other background checks as provided by this policy. SCPA may also elect to do background checks of other volunteers, independent contractors, and student employees in the charter school.

#### **II. GENERAL STATEMENT OF POLICY**

- A. SCPA shall require that applicants for charter school positions who receive an offer of employment and all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to SCPA, regardless of whether any compensation is paid, submit to a criminal history background check. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by SCPA that an individual's criminal history does not preclude the individual from employment with, or provision of services to SCPA.
- B. SCPA specifically reserves any and all rights it may have to conduct background checks regarding current employees, applicants, or service providers without the consent of such individuals.
- C. Adherence to this policy by SCPA shall in no way limit SCPA's right to require additional information, or to use procedures currently in place or other procedures to gain additional background information concerning employees, applicants, volunteers, service providers, independent contractors, and student employees.

#### **III. PROCEDURES**

- A. Normally an individual will not commence employment or provide services until SCPA receives the results of the criminal history background check. SCPA may conditionally hire an applicant or allow an individual to provide services pending completion of the background check but shall notify the individual that the individual's employment or opportunity to provide services may be terminated based on the result of the background check. Background checks will be performed by the Minnesota Bureau of Criminal Apprehension (BCA). The BCA shall conduct the background check by retrieving criminal history data as defined in Minnesota Statutes, section 13.87. SCPA reserves the right to also have criminal history background checks conducted by other organizations or agencies.
- B. In order for an individual to be eligible for employment or to provide athletic coaching services or other extracurricular academic coaching services to SCPA, except for an enrolled student volunteer, the individual must sign a criminal history consent form, which provides permission for SCPA to conduct a criminal history background check, and provide a money order or check payable to either the BCA or to SCPA, at the election of SCPA, in an amount equal to the actual cost to the BCA and SCPA of

conducting the criminal history background check. The cost of the criminal history background check is the responsibility of the individual, unless SCPA decides to pay the costs for a volunteer, an independent contractor, or a student employee. If the individual fails to provide SCPA with a signed Informed Consent Form and fee at the time the individual receives a job offer, or permission to provide services, the individual will be considered to have voluntarily withdrawn the application for employment or request to provide services.

- C. The charter school, in its discretion, may elect not to request a criminal history background check on an individual who holds an initial entrance license issued by the Minnesota Professional Educator Licensing and Standards Board or the Minnesota Commissioner of Education within the twelve (12) months preceding an offer of employment or permission to provide services.
- D. The charter school may use the results of a criminal background check conducted at the request of another school hiring authority if:
  - 1. the results of the criminal background check are on file with the other school hiring authority or otherwise accessible;
  - 2. the other school hiring authority conducted a criminal background check within the previous twelve (12) months;
  - 3. the individual executes a written consent form giving the charter school access to the results of the check; and
  - 4. there is no reason to believe that the individual has committed an act subsequent to the check that would disqualify the individual for employment or provision of services.
- E. For all nonstate residents who are offered employment with or the opportunity to provide athletic coaching services or other extracurricular academic coaching services to SCPA, SCPA shall request a criminal history background check on such individuals from the executive director of the BCA and from the government agency performing the same function in the resident state or, if no government entity performs the same function in the resident state, from the Federal Bureau of Investigation. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by SCPA that an individual's criminal history does not preclude the individual from employment with, or provision of services to SCPA. Such individuals must provide an executed criminal history consent form.
- F. When required, individuals must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the individual are unusable, the individual will be required to submit another set of prints.
- G. Copies of this policy shall be available at SCPA's employment office and will be distributed to applicants for employment and individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services upon request. The need to submit to a criminal history background check may be included with the basic criteria for employment or provision of services in the position posting and position advertisements.
- H. The individual will be informed of the results of the criminal background check(s) to the extent required by law.
- I. If the criminal history background check precludes employment with, or provision of services to SCPA, the individual will be advised.
- J. SCPA may apply these procedures to other volunteers, independent contractors, or student employees.

- K. At the beginning of each school year or when a student enrolls, SCPA may notify parents and guardians about this policy and identify those positions subject to a background check and the extent of SCPA's discretion in requiring a background check. SCPA may include this notice in its student handbook, a school policy guide, or other similar communication. A form notice for this purpose is included with this policy.

#### **IV. CRIMINAL HISTORY CONSENT FORM**

An on-line background check authorization form may be found on [www.stcroixprep.org](http://www.stcroixprep.org). A paper authorization form may be obtained at SCPA's main office and may be submitted in a sealed envelope.

**Legal References:** Minn. Stat. § 13.04, Subd. 4 (Rights of Subjects of Data)  
Minn. Stat. § 13.87, Subd. 1 (Criminal History Data)  
Minn. Stat. § 123B.03 (Background Check)  
Minn. Stat. §§ 299C.60-299C.64 (Minnesota Child, Elder, and Individuals with Disabilities Protection Background Check Act)  
Minn. Stat. § 364.09(b) (Exceptions)

**Cross References:** None

## ST. CROIX PREPARATORY ACADEMY

Adopted: \_\_\_\_\_

*MSBA/MASA Model Policy 405 Charter  
Orig. 1995 (as ISD Policy)  
Orig. 2022 (as Charter Policy)*

Revised: \_\_\_\_\_

### 405 VETERAN'S PREFERENCE

#### I. PURPOSE

The purpose of this policy is to comply with the Minnesota Veterans Preference Act (VPA) which provides preference points for veterans applying for employment with political subdivisions, including charter schools, as well as additional rights for veterans in the discharge process.

#### II. GENERAL STATEMENT OF POLICY

- A. The charter school's policy is to comply with the VPA regarding veteran's preference rights and mandated preference points to veterans and spouses of deceased veterans or disabled veterans.
- B. The school's policy is also to comply with the VPA requirement that no covered veteran may be removed from public employment except for incompetency or misconduct shown after a hearing upon due notice, upon stated charges, and in writing. This paragraph does not apply to the position of teacher.
- C. Veteran's preference points will be applied pursuant to applicable law as follows:
  - 1. A credit of ten points shall be added to the competitive open examination rating of a non-disabled veteran, who so elects, provided that the veteran obtained a passing rating on the examination without the addition of the credit points.
  - 2. A credit of fifteen points shall be added to the competitive open examination rating of a disabled veteran, who so elects, provided that the veteran obtained a passing rating on the examination without the addition of the credit points.
  - 3. A credit of five points shall be added to the competitive promotional examination rating of a disabled veteran, who so elects, provided that (a) the veteran obtained a passing rating on the examination without the addition of the credit points and (b) the veteran is applying for a first promotion after securing public employment.
  - 4. A preference may be used by the surviving spouse of a deceased veteran and by the spouse of a disabled veteran who, because of the disability, is unable to qualify.
- D. Eligibility for and application of veteran's preference, the definition of a veteran, and the definition of a disabled veteran for purposes of this policy will be pursuant to the VPA.
- E. When notifying applicants that they have been accepted into the selection process, the charter school shall notify applicants that they may elect to use veteran's preference.
- F. The charter school's policy is to use a 100-point hiring system to enable allocation of veteran's preference points. The school may or may not use a 100-point hiring system for filling teaching positions. If a 100-point hiring system is not used for filling a teaching position, preference points will not be added, but all veteran applicants who have proper licensure for the teaching position will be granted an interview for the

position.

- G. If the charter school rejects a member of the finalist pool who has claimed veteran's preference, the school shall notify the finalist in writing of the reasons for the rejection and file the notice with the school's personnel officer.
- H. In accordance with the VPA, no honorably discharged veteran shall be removed from a position of employment except for incompetency, misconduct, or good faith abolishment of position.
  - 1. Incompetency or misconduct must be shown after a hearing, upon due notice, upon stated charges, in writing.
  - 2. A veteran must irrevocably elect to be governed either by the VPA or by arbitration provisions set forth in a collective bargaining agreement in the event of a discharge.
- I. The VPA and the provisions of this policy do not apply to the position of private secretary, executive director, head of a department, or any person holding a strictly confidential relation to the charter school board or charter school. The VPA and the provisions of this policy apply to teachers only with respect to the hiring process, as set forth in Paragraph F., above.

**Legal References:** Minn. Stat. § 43A.11 (Veteran's Preference)  
Minn. Stat. § 197.455 (Veteran's Preference Applied)  
Minn. Stat. § 197.46 (Veterans Preference Act)  
*Hall v. City of Champlin*, 463 N.W.2d 502 (Minn. 1990)  
*Young v. City of Duluth*, 410 N.W.2d 27 (Minn. Ct. App. 1987)

**Cross References:** MSBA/MASA Model Policy 401 (Equal Employment Opportunity)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 405  
Charter

Orig. 1995 (as ISD  
Policy)

Revised: \_\_\_\_\_

Orig. 2022 (as Charter  
Policy)

Rev. 2026

## 405 VETERAN'S PREFERENCE

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

### I. PURPOSE

The purpose of this policy is to comply with the Minnesota Veterans Preference Act (VPA) which provides preference points for veterans applying for employment with political subdivisions, including charter schools, as well as additional rights for veterans in the discharge process.

### II. GENERAL STATEMENT OF POLICY

- A. The charter school's policy is to comply with the VPA regarding veteran's preference rights and mandated preference points to veterans and spouses of deceased veterans or disabled veterans.
- B. The school's policy is also to comply with the VPA requirement that no covered veteran may be removed from public employment except for incompetency or misconduct shown after a hearing upon due notice, upon stated charges, and in writing. This paragraph does not apply to the position of teacher.
- C. Veteran's preference points will be applied pursuant to applicable law as follows:
  - 1. A credit of ten (10) points shall be added to the competitive open examination rating of a non-disabled veteran, who so elects, provided that the veteran obtained a passing rating on the examination without the addition of the credit points.
  - 2. A credit of fifteen (15) points shall be added to the competitive open examination rating of a disabled veteran, who so elects, provided that the veteran obtained a passing rating on the examination without the addition of the credit points.
  - 3. A credit of five (5) points shall be added to the competitive promotional examination rating of a disabled veteran, who so elects, provided that (a) the veteran obtained a passing rating on the examination without the addition of the credit points and (b) the veteran is applying for a first promotion after securing public employment.
  - 4. A preference may be used by the surviving spouse of a deceased veteran and by the spouse of a disabled veteran who, because of the disability, is unable to qualify.
- D. Eligibility for and application of veteran's preference, the definition of a veteran, and the definition of a disabled veteran for purposes of this policy will be pursuant to the VPA.
- E. When notifying applicants that they have been accepted into the selection process, the charter school shall notify applicants that they may elect to use veteran's preference.

- F. The charter school's policy is to use a 100-point hiring system to enable allocation of veteran's preference points. The school may or may not use a 100-point hiring system for filling teaching positions. If a 100-point hiring system is not used for filling a teaching position, preference points will not be added, but all veteran applicants who have proper licensure for the teaching position will be granted an interview for the position.
- G. If the charter school ~~does not select~~~~rejects~~ a member of the finalist pool who has claimed veteran's preference, the school shall notify the finalist in writing of the reasons for the rejection and file the notice with the school's personnel officer.
- [NOTE: A charter school may require a veteran to complete an initial hiring probationary period as defined in Minnesota Statutes, section 43A.16.]**
- H. In accordance with the VPA, no honorably discharged veteran shall be removed from a position of employment except for incompetency, misconduct, or good faith abolishment of position.
1. Incompetency or misconduct must be shown after a hearing, upon due notice, upon stated charges, in writing.
  2. A veteran must irrevocably elect to be governed either by the VPA or by arbitration provisions set forth in a collective bargaining agreement in the event of a discharge.
- I. The VPA and the provisions of this policy do not apply to the position of private secretary, executive director, head of a department, or any person holding a strictly confidential relation to the charter school board or charter school. The VPA and the provisions of this policy apply to teachers only with respect to the hiring process, as set forth in Paragraph F., above.

**Legal References:** Minn. Stat. § 43A.11 (Veteran's Preference)  
Minn. Stat. § 197.455 (Veteran's Preference Applied)  
Minn. Stat. § 197.46 (Veterans Preference Act)  
*Hall v. City of Champlin*, 463 N.W.2d 502 (Minn. 1990)  
*Young v. City of Duluth*, 410 N.W.2d 27 (Minn. Ct. App. 1987)

**Cross References:** MSBA/MASA Model Policy 401 (Equal Employment Opportunity)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 406  
Charter

Orig. 1995 (as ISD  
Policy)

Revised: \_\_\_\_\_

Orig. 2022 (as Charter  
Policy)

Rev. 2026

## 406 PUBLIC AND PRIVATE PERSONNEL DATA

**[NOTE: The provisions of this policy accurately reflect the Minnesota Government Data Practices Act and are not discretionary in nature.]**

### I. PURPOSE

The purpose of this policy is to provide guidance to charter school employees as to the data the charter school collects and maintains regarding its employees, volunteers, independent contractors, and applicants ("personnel").

### II. GENERAL STATEMENT OF POLICY

- A. All data on individuals collected, created, received, maintained, or disseminated by the charter school, which is classified by statute or federal law as public, shall be accessible to the public pursuant to the procedures established by the charter school.
- B. All other data on individuals is private or confidential.

### III. DEFINITIONS

- A. "Confidential" means the data are not public and are not accessible to the subject.
- B. "Finalist" means an individual who is selected to be interviewed by the charter school board for a position.
- C. "Parking space leasing data" means the following government data on an applicant for, or lessee of, a parking space: residence address, home telephone number, beginning and ending work hours, place of employment, location of parking space, and work telephone number.
- D. "Personnel data" means government data on individuals maintained because they are or were employees, applicants for employment, volunteers, or independent contractors for the school. Personnel data include data submitted by an employee to the school as part of an organized self-evaluation effort by the school to request suggestions from all employees on ways to cut costs, make the school more efficient, or to improve school operations.
- E. "Private" means the data is not public and is accessible only to the following: the subject of the data, as limited by any applicable state or federal law; individuals within the school whose work assignments reasonably require access; entities and agencies as determined by the responsible authority who are authorized by law to gain access to that specific data; and entities or individuals given access by the express written direction of the data subject.
- F. "Protected health information" means individually identifiable health information as defined in 45 Code of Federal Regulations, section 160.103, that is transmitted by electronic media, maintained in electronic media, or transmitted or maintained in any other form or medium by a health care provider, in connection with a transaction covered by 45 Code of Federal Regulations, Parts 160, 162 and 164. "Protected health information" excludes individually identifiable health information in education records

covered by the Family Educational Rights and Privacy Act, employment records held by a school in its role as employer, and records regarding a person who has been deceased for more than fifty (50) years.

- G. "Public" means that the data is available to anyone who requests it.
- H. "Public officials" means business managers; human resource directors; athletic directors whose duties include at least fifty (50) percent of their time spent in administration, personnel, supervision, and evaluation; chief financial officers; directors; and individuals defined as ~~superintendents-executive director~~ and principals under Minnesota Rules, part 3512.0100; and in a charter school, individuals employed in comparable positions.

#### **IV. PUBLIC PERSONNEL DATA**

- A. The following information on current and former employees, volunteers, and independent contractors of the charter school, is public:
  - 1. name;
  - 2. employee identification number, which may not be the employee's Social Security number;
  - 3. actual gross salary;
  - 4. salary range;
  - 5. terms and conditions of employment relationship;
  - 6. contract fees;
  - 7. actual gross pension;
  - 8. the value and nature of employer-paid fringe benefits;
  - 9. the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary;
  - 10. job title;
  - 11. bargaining unit;
  - 12. job description;
  - 13. education and training background;
  - 14. previous work experience;
  - 15. date of first and last employment;
  - 16. the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action;
  - 17. the final disposition of any disciplinary action, as defined in Minnesota Statutes, section 13.43, subdivision 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the school;
  - 18. the complete terms of any agreement settling any dispute arising out of the employment relationship, including executive director buyout agreements,

except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money, and such agreement may not have the purpose or effect of limiting access to or disclosure of personnel data or limiting the discussion of information or opinions related to personnel data;

19. work location;
  20. work telephone number;
  21. badge number;
  22. work-related continuing education;
  23. honors and awards received; and
  24. payroll time sheets or other comparable data that are used only to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.
- B. The following information on current and former applicants for employment by the charter school is public:
1. veteran status;
  2. relevant test scores;
  3. rank on eligible list;
  4. job history;
  5. education and training; and
  6. work availability.
- C. Names of applicants are private data except when certified as eligible for appointment to a vacancy or when applicants are considered by the school board to be finalists for public employment.
- D. Applicants for appointment to a public body.
1. Data about applicants for appointment to a public body collected by the charter school as a result of the applicant's application for employment are private data on individuals except that the following are public:
    - a. name;
    - b. city of residence, except when the appointment has a residency requirement that requires the entire address to be public;
    - c. education and training;
    - d. employment history;
    - e. volunteer work;
    - f. awards and honors;
    - g. prior government service;

- h. any data required to be provided or that are voluntarily provided in an application for appointment to a multimember agency pursuant to Minnesota Statutes, section 15.0597; and
    - i. veteran status.
  - 2. Once an individual is appointed to a public body, the following additional items of data are public:
    - a. residential address;
    - b. either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee;
    - c. first and last dates of service on the public body;
    - d. the existence and status of any complaints or charges against an appointee; and
    - e. upon completion of an investigation of a complaint or charge against an appointee, the final investigative report is public, unless access to the data would jeopardize an active investigation.
  - 3. Notwithstanding Paragraph 2., any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.
- E. Regardless of whether there has been a final disposition as defined in Minnesota Statutes, section 13.43, subdivision 2(b), upon completion of an investigation of a complaint or charge against a public official, as defined in Minnesota Statutes, section 13.43, subdivision 2(e), or if a public official resigns or is terminated from employment while the complaint or charge is pending, all data relating to the complaint or charge are public, unless access to the data would jeopardize an active investigation or reveal confidential sources. Data relating to a complaint or charge against a public official is public only if:
  - 1. the complaint or charge results in disciplinary action or the employee resigns or is terminated from employment while the complaint or charge is pending; or
  - 2. potential legal claims arising out of the conduct that is the subject of the complaint or charge are released as part of a settlement agreement

Data that is classified as private under another law is not made public by this provision.

**V. PRIVATE PERSONNEL DATA**

- A. All other personnel data not listed in ~~Section~~ Article IV. are private data will not be otherwise released unless authorized by law.
- B. Data pertaining to an employee's dependents are private data on individuals.
- C. Data created, collected, or maintained by the school to administer employee assistance programs are private.
- D. Parking space leasing data with regard to data on individuals are private.

- E. An individual's checking account number is private when submitted to a government entity.
- F. **Notwithstanding classification by any other provision of Minnesota Statutes, chapter 13, upon request from an exclusive representative,** personnel data must be disseminated to labor organizations to the extent necessary to conduct elections, investigate and process grievances, and implement the provisions of Minnesota Statutes, chapters 179 and 179A. Personnel data shall be disseminated to labor organizations and the Minnesota Bureau of Mediation Services ("BMS") to the extent the dissemination is ordered or authorized by the Commissioner of the BMS. Employee Social Security numbers are not necessary to implement the provisions of Chapter 179 and 179A.

The home addresses, nonemployer issued phone numbers and email addresses, dates of birth, and emails or other communications between exclusive representatives and their members, prospective members, and nonmembers are private data on individuals.

Dissemination of personnel data to a labor organization pursuant to Minnesota Statutes, section 13.43, subdivision 6, shall not subject the charter school to liability under Minnesota Statutes, section 13.08.

Personnel data described under Minnesota Statutes, section 179A.07, subdivision 8, must be disseminated to an exclusive representative under the terms of that subdivision.

- G. The school may display a photograph of a current or former employee to prospective witnesses as part of the school's investigation of any complaint or charge against the employee.
- H. The school may, if its responsible authority or designee reasonably determines that the release of personnel data is necessary to protect an employee from harm to self or to protect another person who may be harmed by the employee, release data that are relevant to the concerns for safety to:
  - 1. the person who may be harmed and to the attorney representing the person when the data are relevant to obtaining a restraining order;
  - 2. a prepetition screening team conducting an investigation of the employee under Minnesota Statutes, section 253B.07, subdivision 1; or
  - 3. a court, law enforcement agency, or prosecuting authority.
- I. Private personnel data or confidential investigative data on employees may be disseminated to a law enforcement agency for the purpose of reporting a crime or alleged crime committed by an employee, or for the purpose of assisting law enforcement in the investigation of a crime or alleged crime committed by an employee.
- J. A complainant has access to a statement provided by the complainant to the school in connection with a complaint or charge against an employee.
- K. When allegations of sexual or other types of harassment are made against an employee, the employee does not have access to data that would identify the complainant or other witnesses if the responsible authority determines that the employee's access to that data would:
  - 1. threaten the personal safety of the complainant or a witness; or

2. subject the complainant or witness to harassment.

If a disciplinary proceeding is initiated against the employee, data on the complainant or witness shall be available to the employee as may be necessary for the employee to prepare for the proceeding.

- L. The school must report to the Minnesota Professional Educator Licensing and Standards Board ("PELSB") or the Board of School Administrators ("BOSA"), whichever has jurisdiction over the teacher's or administrator's license, as required by Minnesota Statutes, section 122A.20, subdivision 2, and shall, upon written request from the licensing board having jurisdiction over license, provide the licensing board with information about the teacher or administrator from the school's files, any termination or disciplinary proceeding, and settlement or compromise, or any investigative file in accordance with Minnesota Statutes, section 122A.20, subdivision 2.

**[NOTE: The obligation to make a report set forth in this section applies to charter school boards and their executive directors and charter school authorizers.]**

- M. Private personnel data shall be disclosed to the Minnesota Department of Employment and Economic Development for the purpose of administration of the unemployment insurance program under Minnesota Statutes, chapter 268.

- N. When a report of alleged maltreatment of a student in an elementary, middle school, high school or charter school is made to the Commissioner of the Minnesota Department of Education ("MDE") under Minnesota Statutes, chapter 260E, data that are relevant and collected by the school facility about the person alleged to have committed maltreatment must be provided to the MDE Commissioner ("Commissioner") on request for purposes of an assessment or investigation of the maltreatment report. Additionally, personnel data may be released for purposes of providing information to a parent, legal guardian, or custodian of a child in accordance with MDE Screening Guidelines.

- O. The school shall release to a requesting school or school private personnel data on a current or former employee related to acts of violence toward or sexual contact with a student, if

1. an investigation conducted by or on behalf of the school or law enforcement affirmed the allegations in writing prior to release and the investigation resulted in the resignation of the subject of the data; or
2. the employee resigned while a complaint or charge involving the allegations was pending, the allegations involved acts of sexual contact with a student, and the employer informed the employee in writing, before the employee resigned, that if the employee resigns while the complaint or charge is still pending, the employer must release private personnel data about the employee's alleged sexual contact with a student to a school or school requesting the data after the employee applies for employment with that school or school and the data remain classified as provided in Minnesota Statutes, chapter 13.

Data that are released under this paragraph must not include data on the student.

- P. Data submitted by an employee to the school as part of an organized self-evaluation effort by the school to request suggestions from all employees on ways to cut costs, make the school more efficient, or improve the school operations is private data. An employee who is identified in a suggestion, however, shall have access to all data in the suggestion except the identity of the employee making the suggestion.

- Q. Protected health information, as defined in 45 Code of Federal Regulations, Parts 160 and 164, on employees is private and will not be disclosed except as permitted or required by law.
- R. Personal home contact information for employees may be used by the school to ensure that an employee can be reached in the event of an emergency or other disruption affecting continuity of school operations and may be shared with another government entity in the event of an emergency or other disruption to ensure continuity of operation for the school or government entity.
- S. The personal telephone number, home address, and electronic mail address of a current or former employee of a contractor or subcontractor maintained as a result of a contractual relationship between the school and a contractor or subcontractor entered on or after August 1, 2012, are private data. These data must be shared with another government entity to perform a function authorized by law. The data also must be disclosed to a government entity or any person for prevailing wage purposes.
- T. When a continuing contract teacher is discharged immediately because the teacher's license has been revoked due to a conviction for child abuse or sexual offenses involving a child as set forth in Minnesota Statutes, section 122A.40, subdivision 13(b), or when the Commissioner ~~of the MDE~~ makes a final determination of child maltreatment involving a teacher under Minnesota Statutes, section 260E.21, subdivision 4 or 35, the school principal or other person having administrative control of the school must include in the teacher's employment record the information contained in the record of the disciplinary action or the final maltreatment determination, consistent with the definition of public data under Minnesota Statutes, section 13.41, subdivision 5, and must provide PELSB and the licensing division at MDE with the necessary and relevant information to enable PELSB and MDE's licensing division to fulfill their statutory and administrative duties related to issuing, renewing, suspending, or revoking a teacher's license.

In addition to the background check required under Minnesota Statutes, section 123B.03, a school board or other school hiring authority must contact PELSB and MDE to determine whether the teacher's license has been suspended or revoked, consistent with the discharge and final maltreatment determinations. Unless restricted by federal or state data practices law or by the terms of a collective bargaining agreement, the responsible authority for a school must disseminate to another school private personnel data on a current or former teacher (employee or contractor) of the district, including the results of background investigations, if the requesting school seeks the information because the subject of the data has applied for employment with the requesting school.

## **VI. MULTIPLE CLASSIFICATIONS**

If data on individuals are classified as both private and confidential by Minnesota Statutes, chapter 13, or any other state or federal law, the data are private.

## **VII. CHANGE IN CLASSIFICATIONS**

The school shall change the classification of data in its possession if it is required to do so to comply with either judicial or administrative rules pertaining to the conduct of legal actions or with a specific statute applicable to the data in the possession of the disseminating or receiving agency.

## **VIII. RESPONSIBLE AUTHORITY**

The charter school has designated [*name and title, telephone*] as the authority responsible for personnel data.

The responsible authority, or a charter school employee if so designated, shall serve as the

school's data practices compliance official and, as such, shall be the employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.

#### **IX. EMPLOYEE AUTHORIZATION/RELEASE FORM**

An employee authorization form is included as an addendum to this policy.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 13.02 (Definitions)  
Minn. Stat. § 13.03 (Access to Government Data)  
Minn. Stat. § 13.05 (Duties of Responsible Authority)  
Minn. Stat. § 13.37 (General Nonpublic Data)  
Minn. Stat. § 13.39 (Civil Investigation Data)  
Minn. Stat. § 13.41 (Licensing Data – Public Data)  
Minn. Stat. § 13.43 (Personnel Data)  
Minn. Stat. § 13.601, Subd. 3 (Applicants for Employment)  
Minn. Stat. § 15.0597 (Appointment to Multimember Agencies)  
Minn. Stat. § 122A.20, Subd. 2 (Mandatory Reporting)  
Minn. Stat. § 123B.03 (Background Check)  
Minn. Stat. § 123B.143, Subd. 2 (Disclose Past Buyouts)  
Minn. Stat. Ch. 179 (Minnesota Labor Relations Act)  
Minn. Stat. Ch. 179A (Minnesota Public Labor Relations Act)  
Minn. Stat. § 253B.07 (Judicial Commitment: Preliminary Procedures)  
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)  
Minn. Stat. Ch. 268 (Unemployment Insurance)  
Minn. R. Pt. 1205 (Data Practices)  
P.L. 104-191 (HIPAA)  
45 C.F.R. Parts 160, 162 and 164 (HIPAA Regulations)

**Cross References:** MSBA/MASA Model Policy 206 (Public Participation in Charter School Board Meetings/Complaints about Persons at Charter School Board Meetings and Data Privacy Considerations)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 722 (Public Data Requests)

## **ST. CROIX PREPARATORY ACADEMY**

Adopted: **11/15/2011**

*MSBA/MASA Model Policy 406 Charter  
Orig. 1995 (as ISD Policy)  
Orig. 2022 (as Charter Policy)*

Revised: \_\_\_\_\_

### **406 PUBLIC AND PRIVATE PERSONNEL DATA**

#### **I. PURPOSE**

The purpose of this policy is to provide guidance to charter school employees as to the data the charter school collects and maintains regarding its employees, volunteers, independent contractors, and applicants ("personnel").

#### **II. GENERAL STATEMENT OF POLICY**

- A. All data on individuals collected, created, received, maintained, or disseminated by the charter school, which is classified by statute or federal law as public, shall be accessible to the public pursuant to the procedures established by the charter school.
- B. All other data on individuals is private or confidential.

#### **III. DEFINITIONS**

- A. "Confidential" means the data are not public and are not accessible to the subject.
- B. "Finalist" means an individual who is selected to be interviewed by the charter school board for a position.
- C. "Parking space leasing data" means the following government data on an applicant for, or lessee of, a parking space: residence address, home telephone number, beginning and ending work hours, place of employment, location of parking space, and work telephone number.
- D. "Personnel data" means government data on individuals maintained because they are or were employees, applicants for employment, volunteers, or independent contractors for the school. Personnel data include data submitted by an employee to the school as part of an organized self-evaluation effort by the school to request suggestions from all employees on ways to cut costs, make the school more efficient, or to improve school operations.
- E. "Private" means the data is not public and is accessible only to the following: the subject of the data, as limited by any applicable state or federal law; individuals within the school whose work assignments reasonably require access; entities and agencies as determined by the responsible authority who are authorized by law to gain access to that specific data; and entities or individuals given access by the express written direction of the data subject.
- F. "Protected health information" means individually identifiable health information as defined in 45 Code of Federal Regulations, section 160.103, that is transmitted by electronic media, maintained in electronic media, or transmitted or maintained in any other form or medium by a health care provider, in connection with a transaction covered by 45 Code of Federal Regulations, Parts 160, 162 and 164. "Protected health information" excludes individually identifiable health information in education records covered by the Family Educational Rights and Privacy Act, employment records held by a school in its role as employer; and records regarding a person who has been deceased for more than fifty (50) years.
- G. "Public" means that the data is available to anyone who requests it.

- H. "Public officials" means business managers; human resource directors; athletic directors whose duties include at least fifty (50) percent of their time spent in administration, personnel, supervision, and evaluation; chief financial officers; directors; and individuals defined as executive director and principals and in a charter school, individuals employed in comparable positions.

#### **IV. PUBLIC PERSONNEL DATA**

- A. The following information on current and former employees, volunteers, and independent contractors of the charter school, is public:
1. name;
  2. employee identification number, which may not be the employee's Social Security number;
  3. actual gross salary;
  4. salary range;
  5. terms and conditions of employment relationship;
  6. contract fees;
  7. actual gross pension;
  8. the value and nature of employer-paid fringe benefits;
  9. the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary;
  10. job title;
  11. bargaining unit;
  12. job description;
  13. education and training background;
  14. previous work experience;
  15. date of first and last employment;
  16. the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action;
  17. the final disposition of any disciplinary action, as defined in Minnesota Statutes, section 13.43, subdivision. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the school;
  18. the complete terms of any agreement settling any dispute arising out of the employment relationship, including Executive Director buyout agreements, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money, and such agreement may not have the purpose or effect of limiting access to or disclosure of personnel data or limiting the discussion of information or opinions related to personnel data;
  19. work location;

20. work telephone number;
  21. badge number;
  22. work-related continuing education;
  23. honors and awards received; and
  24. payroll time sheets or other comparable data that are used only to account for an employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.
- B. The following information on current and former applicants for employment by the charter school is public:
1. veteran status;
  2. relevant test scores;
  3. rank on eligible list;
  4. job history;
  5. education and training; and
  6. work availability.
- C. Names of applicants are private data except when certified as eligible for appointment to a vacancy or when applicants are considered by the school board to be finalists for public employment.
- D. Applicants for appointment to a public body.
1. Data about applicants for appointment to a public body collected by the charter school as a result of the applicant's application for employment are private data on individuals except that the following are public:
    - a. name;
    - b. city of residence, except when the appointment has a residency requirement that requires the entire address to be public;
    - c. education and training;
    - d. employment history;
    - e. volunteer work;
    - f. awards and honors;
    - g. prior government service;
    - h. any data required to be provided or that are voluntarily provided in an application for appointment to a multimember agency pursuant to Minnesota Statutes, section 15.0597; and
    - i. veteran status.

2. Once an individual is appointed to a public body, the following additional items of data are public:
    - a. residential address;
    - b. either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee;
    - c. first and last dates of service on the public body;
    - d. the existence and status of any complaints or charges against an appointee; and
    - e. upon completion of an investigation of a complaint or charge against an appointee, the final investigative report is public, unless access to the data would jeopardize an active investigation.
  3. Notwithstanding paragraph 2., any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.
- E. Regardless of whether there has been a final disposition as defined in Minnesota Statutes, section 13.43, subdivision 2(b), upon completion of an investigation of a complaint or charge against a public official, as defined in Minnesota Statutes, section 13.43, subdivision 2(e), or if a public official resigns or is terminated from employment while the complaint or charge is pending, all data relating to the complaint or charge are public, unless access to the data would jeopardize an active investigation or reveal confidential sources. Data relating to a complaint or charge against a public official is public only if:
1. the complaint or charge results in disciplinary action or the employee resigns or is terminated from employment while the complaint or charge is pending; or
  2. potential legal claims arising out of the conduct that is the subject of the complaint or charge are released as part of a settlement agreement

Data that is classified as private under another law is not made public by this provision.

#### **V. PRIVATE PERSONNEL DATA**

- A. All other personnel data not listed in Article IV are private data will not be otherwise released unless authorized by law.
- B. Data pertaining to an employee's dependents are private data on individuals.
- C. Data created, collected, or maintained by the school to administer employee assistance programs are private.
- D. Parking space leasing data with regard to data on individuals are private.
- E. An individual's checking account number is private when submitted to a government entity.
- F. Personnel data must be disseminated to labor organizations to the extent necessary to conduct elections, investigate and process grievances, and implement the provisions of Minnesota Statutes, chapters 179 and 179A. Personnel data shall be disseminated to

labor organizations and the Minnesota Bureau of Mediation Services (“BMS”) to the extent the dissemination is ordered or authorized by the Commissioner of the BMS. Employee Social Security numbers are not necessary to implement the provisions of Chapter 179 and 179A.

The home addresses, non-employer issued phone numbers and email addresses, dates of birth, and emails or other communications between exclusive representatives and their members, prospective members, and nonmembers are private data on individuals.

Dissemination of personnel data to a labor organization pursuant to Minnesota Statutes, section 13.43, subdivision 6, shall not subject the charter school to liability under Minnesota Statutes, section 13.08.

Personnel data described under Minnesota Statutes, section 179A.07, subdivision 8, must be disseminated to an exclusive representative under the terms of that subdivision.

- G. The school may display a photograph of a current or former employee to prospective witnesses as part of the school’s investigation of any complaint or charge against the employee.
- H. The school may, if its responsible authority or designee reasonably determines that the release of personnel data is necessary to protect an employee from harm to self or to protect another person who may be harmed by the employee, release data that are relevant to the concerns for safety to:
  - 1. the person who may be harmed and to the attorney representing the person when the data are relevant to obtaining a restraining order;
  - 2. a prepetition screening team conducting an investigation of the employee under Minnesota Statutes, section 253B.07, subdivision 1; or
  - 3. a court, law enforcement agency, or prosecuting authority.
- I. Private personnel data or confidential investigative data on employees may be disseminated to a law enforcement agency for the purpose of reporting a crime or alleged crime committed by an employee, or for the purpose of assisting law enforcement in the investigation of a crime or alleged crime committed by an employee.
- J. A complainant has access to a statement provided by the complainant to the school in connection with a complaint or charge against an employee.
- K. When allegations of sexual or other types of harassment are made against an employee, the employee does not have access to data that would identify the complainant or other witnesses if the responsible authority determines that the employee’s access to that data would:
  - 1. threaten the personal safety of the complainant or a witness; or
  - 2. subject the complainant or witness to harassment.

If a disciplinary proceeding is initiated against the employee, data on the complainant or witness shall be available to the employee as may be necessary for the employee to prepare for the proceeding.

- L. The school must report to the Minnesota Professional Educator Licensing and Standards Board (“PELSB”) or the Board of School Administrators (“BOSA”), whichever has jurisdiction over the teacher’s or administrator’s license, as required by Minnesota

Statutes, section 122A.20, subdivision 2, and shall, upon written request from the licensing board having jurisdiction over license, provide the licensing board with information about the teacher or administrator from the school's files, any termination or disciplinary proceeding, and settlement or compromise, or any investigative file in accordance with Minnesota Statutes, section 122A.20, subdivision 2.

- M. Private personnel data shall be disclosed to the Minnesota Department of Employment and Economic Development for the purpose of administration of the unemployment insurance program under Minnesota Statutes, chapter 268.
- N. When a report of alleged maltreatment of a student in an elementary, middle school, high school or charter school is made to the Commissioner of the Minnesota Department of Education ("MDE") under Minnesota Statutes, chapter 260E, data that are relevant and collected by the school facility about the person alleged to have committed maltreatment must be provided to the MDE Commissioner on request for purposes of an assessment or investigation of the maltreatment report. Additionally, personnel data may be released for purposes of providing information to a parent, legal guardian, or custodian of a child in accordance with MDE Screening Guidelines.
- O. The school shall release to a requesting school or school private personnel data on a current or former employee related to acts of violence toward or sexual contact with a student, if
  1. an investigation conducted by or on behalf of the school or law enforcement affirmed the allegations in writing prior to release and the investigation resulted in the resignation of the subject of the data; or
  2. the employee resigned while a complaint or charge involving the allegations was pending, the allegations involved acts of sexual contact with a student, and the employer informed the employee in writing, before the employee resigned, that if the employee resigns while the complaint or charge is still pending, the employer must release private personnel data about the employee's alleged sexual contact with a student to a school or school requesting the data after the employee applies for employment with that school or school and the data remain classified as provided in Minnesota Statutes, chapter 13.

Data that are released under this paragraph must not include data on the student.
- P. Data submitted by an employee to the school as part of an organized self-evaluation effort by the school to request suggestions from all employees on ways to cut costs, make the school more efficient, or improve the school operations is private data. An employee who is identified in a suggestion, however, shall have access to all data in the suggestion except the identity of the employee making the suggestion.
- Q. Protected health information, as defined in 45 Code of Federal Regulations, Parts 160 and 164, on employees is private and will not be disclosed except as permitted or required by law.
- R. Personal home contact information for employees may be used by the school to ensure that an employee can be reached in the event of an emergency or other disruption affecting continuity of school operations and may be shared with another government entity in the event of an emergency or other disruption to ensure continuity of operation for the school or government entity.
- S. The personal telephone number, home address, and electronic mail address of a current or former employee of a contractor or subcontractor maintained as a result of a contractual relationship between the school and a contractor or subcontractor entered on or after August 1, 2012, are private data. These data must be shared with

another government entity to perform a function authorized by law. The data also must be disclosed to a government entity or any person for prevailing wage purposes.

- T. When a continuing contract teacher is discharged immediately because the teacher's license has been revoked due to a conviction for child abuse or sexual offenses involving a child as set forth in Minnesota Statutes, section 122A.40, subdivision 13(b), or when the Commissioner of MDE makes a final determination of child maltreatment involving a teacher under Minnesota Statutes, section 260E.21, subdivision 4 or 35, the school principal or other person having administrative control of the school must include in the teacher's employment record the information contained in the record of the disciplinary action or the final maltreatment determination, consistent with the definition of public data under Minnesota Statutes, section 13.41, subdivision 5, and must provide PELSB and the licensing division at MDE with the necessary and relevant information to enable PELSB and MDE's licensing division to fulfill their statutory and administrative duties related to issuing, renewing, suspending, or revoking a teacher's license. In addition to the background check required under Minnesota Statutes, section 123B.03, a school board or other school hiring authority must contact PELSB and MDE to determine whether the teacher's license has been suspended or revoked, consistent with the discharge and final maltreatment determinations. Unless restricted by federal or state data practices law or by the terms of a collective bargaining agreement, the responsible authority for a school must disseminate to another school private personnel data on a current or former teacher (employee or contractor) of the district, including the results of background investigations, if the requesting school seeks the information because the subject of the data has applied for employment with the requesting school.

#### **VI. MULTIPLE CLASSIFICATIONS**

If data on individuals are classified as both private and confidential by Minnesota Statutes, chapter 13, or any other state or federal law, the data are private.

#### **VII. CHANGE IN CLASSIFICATIONS**

The school shall change the classification of data in its possession if it is required to do so to comply with either judicial or administrative rules pertaining to the conduct of legal actions or with a specific statute applicable to the data in the possession of the disseminating or receiving agency.

#### **VIII. RESPONSIBLE AUTHORITY**

The charter school has designated the Executive Director as the authority responsible for personnel data.

The responsible authority, or a charter school employee if so designated, shall serve as the school's data practices compliance official and, as such, shall be the HR Director and the Data Compliance Officer. If you have any questions, contact either at 651-395-5900.

#### **IX. EMPLOYEE AUTHORIZATION/RELEASE FORM**

An employee authorization form is included as an addendum to this policy.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 13.02 (Definitions)  
Minn. Stat. § 13.03 (Access to Government Data)  
Minn. Stat. § 13.05 (Duties of Responsible Authority)  
Minn. Stat. § 13.37 (General Nonpublic Data)  
Minn. Stat. § 13.39 (Civil Investigation Data)  
Minn. Stat. § 13.41 (Licensing Data – Public Data)  
Minn. Stat. § 13.43 (Personnel Data)  
Minn. Stat. § 13.601, Subd. 3 (Applicants for Employment)

Minn. Stat. § 15.0597 (Appointment to Multimember Agencies)  
Minn. Stat. § 122A.20, Subd. 2 (Mandatory Reporting)  
Minn. Stat. § 123B.03 (Background Check)  
Minn. Stat. § 123B.143, Subd. 2 (Disclose Past Buyouts)  
Minn. Stat. Ch. 179 (Minnesota Labor Relations Act)  
Minn. Stat. Ch. 179A (Minnesota Public Labor Relations Act)  
Minn. Stat. § 253B.07 (Judicial Commitment: Preliminary Procedures)  
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)  
Minn. Stat. Ch. 268 (Unemployment Insurance)  
Minn. R. Pt. 1205 (Data Practices)  
P.L. 104-191 (HIPAA)  
45 C.F.R. Parts 160, 162 and 164 (HIPAA Regulations)

**Cross References:** MSBA/MASA Model Policy 206 (Public Participation in Charter School Board Meetings/Complaints about Persons at Charter School Board Meetings and Data Privacy Considerations)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 418 Charter  
Orig. 2022 (as Charter  
Policy)

Revised: \_\_\_\_\_

Rev. 2026

## **418 DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL**

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

### **I. PURPOSE**

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances without a physician's prescription.

### **II. GENERAL STATEMENT OF POLICY**

- A. Use or possession of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.
- B. A violation of this policy occurs when any student, teacher, administrator, other charter school personnel, or member of the public uses or possesses alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, or controlled substances in any school location.
- C. An individual may not use or possess cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products in a public school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13, including all facilities, whether owned, rented, or leased, and all vehicles that the charter school owns, leases, rents, contracts for, or controls.
- D. The charter school will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

### **III. DEFINITIONS**

- A. "Alcohol" includes any alcoholic beverage containing more than one-half of one percent alcohol by volume.
- B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code, section 812, including analogues and look-alike drugs.
- C. "Edible cannabinoid product" means any product that is intended to be eaten or consumed as a beverage by humans, contains a cannabinoid in combination with food ingredients, and is not a drug.
- D. "Medical cannabis" means any species of the genus cannabis plant, or any mixture or preparation of them, including whole plant extracts and resins, and is delivered in the form of: (1) liquid, including, but not limited to, oil; (2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves or plant form; (4) combustion with use of dried raw cannabis; or (5) any other method approved by the Commissioner of the Minnesota Department of Health

("Commissioner").

- E. "Nonintoxicating cannabinoid" means substances extracted from certified hemp plants that do not produce intoxicating effects when consumed by injection, inhalation, ingestion, or by any other immediate means.
- F. "Possess" means to have on one's person, in one's effects, or in an area subject to one's control.
- G. "School location" includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the charter school; or during any period of time such employee is supervising students on behalf of the charter school or otherwise engaged in charter school business.
- H. "Sell" means to sell, give away, barter, deliver, exchange, distribute or dispose of to another, or to manufacture; or to offer or agree to perform such an act, or to possess with intent to perform such an act.
- I. "Toxic substances" includes: (1) glue, cement, aerosol paint, containing toluene, benzene, xylene, amyl nitrate, butyl nitrate, nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item; (2) butane or a butane lighter; or (3) any similar substance declared to be toxic to the central nervous system and to have a potential for abuse, by a rule adopted by the Commissioner.
- J. "Use" means to sell, buy, manufacture, distribute, dispense, be under the influence of, or consume in any manner, including, but not limited to, consumption by injection, inhalation, ingestion, or by any other immediate means.

#### **IV. EXCEPTIONS**

- A. A violation of this policy does not occur when a person brings onto a school location, for such person's own use, a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, which has a currently accepted medical use in treatment in the United States and the person has a physician's prescription for the substance. The person shall comply with the relevant procedures of this policy.
- B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a school location when the possession is within the exceptions of Minnesota Statutes, section 624.701, subdivision 1a **and is pursuant to the procedure established under Paragraph V.G below.**
- C. A violation of this policy does not occur when a person uses or possesses a toxic substance unless they do so with the intent of inducing or intentionally aiding another in inducing intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor.
- D. The charter school may not refuse to enroll or otherwise penalize a patient or person enrolled in the Minnesota Patient Registry Program or a Tribal medical cannabis program as a pupil solely because the patient or person is enrolled in the registry program or a Tribal medical cannabis program, unless failing to do so would violate federal law or regulations or cause the school to lose a monetary or licensing-related benefit under federal law or regulations.

An employer or a school must provide written notice to a patient at least fourteen (14)

days before the employer or school takes an action against the patient that is prohibited under Minnesota Statutes, section 342.57, subdivision 3 or 5. The written notice must cite the specific federal law or regulation that the employer or school believes would be violated if the employer or school fails to take action. The notice must specify what monetary or licensing-related benefit under federal law or regulations that the employer or school would lose if the employer or school fails to take action.

A school or an employer must not retaliate against a patient for asserting the patient's rights or seeking remedies under Minnesota Statutes, section 342.57 or section 152.32.

## V. PROCEDURES

- A. Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, must comply with the charter school's student medication policy.

**[NOTE: Charter schools are required by Minnesota Statutes, section 121A.22 to develop procedures for the administration of drugs and medicine. If the charter school does not have a student medication policy such as MSBA/MASA Model Policy 516, this Paragraph A. can be modified to provide: "Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, must provide a copy of the prescription and the medication to the school nurse, principal, or other designated staff member. The charter school's licensed school nurse, trained health clerk, principal, or teacher will administer the prescribed medication except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, in accordance with charter school procedures."]**

- B. Employees who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, are permitted to possess such controlled substance and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform his or her supervisor. The employee may be required to provide a copy of the prescription.

- C. Each employee shall be provided with written notice of this Drug-Free Workplace/Drug-Free School policy and shall be required to acknowledge that he or she has received the policy.

**[NOTE: The Drug-Free Workplace Act requires that charter school employees be notified by a published statement of the prohibition of the use of controlled substances and actions that will be taken against employees for violations of such prohibition (41 United States Code, section 8103; 34 Code of Federal Regulations, Part 84). An acknowledgment will document satisfaction by the charter school of this federal requirement.]**

- D. Employees are subject to the charter school's drug and alcohol testing policies and procedures.

- E. Members of the public are not permitted to possess controlled substances, intoxicating cannabinoids, or edible cannabinoid products in a school location except with the express permission of the executive director.

- F. No person is permitted to possess or use medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the grounds of any

child care facility. This prohibition includes (1) vaporizing or combusting medical cannabis on any form of public transportation where the vapor or smoke could be inhaled by a minor child or in any public place, including indoor or outdoor areas used by or open to the general public or place of employment; and (2) operating, navigating, or being in actual physical control of any motor vehicle or working on transportation property, equipment or facilities while under the influence of medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products.

- G. Possession of alcohol on school grounds pursuant to the exceptions of Minnesota Statutes, section 624.701, subdivision 1a, shall be by permission of the school board only. The applicant shall apply for permission in writing and shall follow the school board procedures for placing an item on the agenda.

## **VI. SCHOOL PROGRAMS**

- A. Starting in the 2026-2027 school year, the charter school must implement a comprehensive education program on cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, for students in middle school and high school. The program must include instruction on the topics listed in Minnesota Statutes, section 120B.215, subdivision 1 and must:

1. respect community values and encourage students to communicate with parents, guardians, and other trusted adults about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl; and
2. refer students to local resources where students may obtain medically accurate information about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, and treatment for a substance use disorder.

**[NOTE: MDE information on this requirement is provided in the Resources section of this model policy.]**

- B. Charter school efforts to develop, implement, or improve instruction or curriculum as a result of the provisions of this section must be consistent with Minnesota Statutes, sections 120B.10 and 120B.11.
- C. Notwithstanding any law to the contrary, the charter school shall have a procedure for a parent, a guardian, or an adult student eighteen (18) years of age or older to review the content of the instructional materials to be provided to a minor child or to an adult student pursuant to this article. The charter school must allow a parent or adult student to opt out of instruction under this article with no academic or other penalty for the student and must inform parents and adult students of this right to opt out.

## **VII. ENFORCEMENT**

- A. Students

1. Students may be required to participate in programs and activities that provide education against the use of alcohol, tobacco, marijuana, smokeless tobacco products, electronic cigarettes, and nonintoxicating cannabinoids, and edible cannabinoid products.
2. Students may be referred to drug or alcohol assistance or rehabilitation programs; school based mental health services, mentoring and counseling, including early identification of mental health symptoms, drug use and violence and appropriate referral to direct individual or group counselling service, which may be provided by school based mental health services providers; and/or referral to law enforcement officials when appropriate.

3. A student who violates the terms of this policy shall be subject to discipline in accordance with the charter school's discipline policy. Such discipline may include suspension or expulsion from school.

**B. Employees**

1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a charter school federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.
2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination, or discharge as deemed appropriate by the school board.
3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the charter school. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the school board.
4. Sanctions against employees, including nonrenewal, suspension, termination, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and charter school policies.

**C. The Public**

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

**Legal References:** Minn. Stat. § 120B.215 (Education on Cannabis Use and Substance Use)  
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)  
Minn. Stat. § 121A.40-§ 121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)  
Minn. Stat. § 152.01, Subd. 15a (Definitions)  
Minn. Stat. § 152.0264 (Cannabis Sale Crimes)  
Minn. Stat. § 152.22, Subd. 6 (Definitions; Medical Cannabis)  
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)  
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)  
Minn. Stat. § 340A.101 (Definitions; Alcoholic Beverage)  
Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)  
Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)  
Minn. Stat. § 342.09 (Personal Adult Use of Cannabis)  
Minn. Stat. § 342.56 (Limitations)  
Minn. Stat. § 609.684 (Abuse of Toxic Substances)  
Minn. Stat. § 624.701 (Alcohol in Certain Buildings or Grounds)  
20 U.S.C. § 7101-7122 (Student Support and Academic Enrichment Grants)  
21 U.S.C. § 812 (Schedules of Controlled Substances)  
41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)  
21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)  
34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of Charter School Employees)  
MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)  
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)  
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 506 (Student Discipline)  
MSBA/MASA Model Policy 516 (Student Medication)

**Resources:** To support the requirements for school districts and charter schools outlined in [Minnesota Statute 2024, section 120B.215, subdivision 2](#), and in accordance with subdivision 1, MDE, in collaboration with MDH, the Minnesota Department of Human Services (DHS), and education experts, has created a

[List of Model Cannabis Education Programs for School District and Charter School Consideration.](#)

Schools may choose to implement one of the listed programs or they may implement their own program(s) identified through a local curriculum adoption process by the 2026-27 school year. While it is not required for a school district or charter school to use one of the programs in the list, the list and rubric provided may be useful to school districts and charter schools in their own decision-making process.

Please visit [MDE's Health Education webpage](#) for more information.

## ST. CROIX PREPARATORY ACADEMY

Adopted: **8/15/2023**

Revised: \_\_\_\_\_

MSBA/MASA Model Charter Policy 418  
*Orig. 1995 (as ISD Policy)*  
*Orig. 2022 (as Charter Policy)*

### **418 DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL**

#### **I. PURPOSE**

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances without a physician's prescription.

#### **II. GENERAL STATEMENT OF POLICY**

- A. Use or possession of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.
- B. A violation of this policy occurs when any student, teacher, administrator, other charter school personnel, or member of the public uses or possesses alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, or controlled substances in any school location.
- C. An individual may not use or possess cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products in a public school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13, including all facilities, whether owned, rented, or leased, and all vehicles that the charter school owns, leases, rents, contracts for, or controls.
- D. The charter school will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

#### **III. DEFINITIONS**

- A. "Alcohol" includes any alcoholic beverage containing more than one-half of one percent alcohol by volume.
- B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code, section 812, including analogues and look-alike drugs.
- C. "Edible cannabinoid product" means any product that is intended to be eaten or consumed as a beverage by humans, contains a cannabinoid in combination with food ingredients, and is not a drug.
- D. "Nonintoxicating cannabinoid" means substances extracted from certified hemp plants that do not produce intoxicating effects when consumed by injection, inhalation, ingestion, or by any other immediate means.
- E. "Medical cannabis" means any species of the genus cannabis plant, or any mixture or preparation of them, including whole plant extracts and resins, and is delivered in the form of: (1) liquid, including, but not limited to, oil; (2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves or

plant form; (4) combustion with use of dried raw cannabis; or (5) any other method approved by the Commissioner of the Minnesota Department of Health ("Commissioner").

- F. "Possess" means to have on one's person, in one's effects, or in an area subject to one's control.
- G. "School location" includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the charter school; or during any period of time such employee is supervising students on behalf of the charter school or otherwise engaged in charter school business.
- H. "Sell" means to sell, give away, barter, deliver, exchange, distribute or dispose of to another, or to manufacture; or to offer or agree to perform such an act, or to possess with intent to perform such an act.
- I. "Toxic substances" includes: (1) glue, cement, aerosol paint, containing toluene, benzene, xylene, amyl nitrate, butyl nitrate, nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item; (2) butane or a butane lighter; or (3) any similar substance declared to be toxic to the central nervous system and to have a potential for abuse, by a rule adopted by the Commissioner.
- J. "Use" means to sell, buy, manufacture, distribute, dispense, be under the influence of, or consume in any manner, including, but not limited to, consumption by injection, inhalation, ingestion, or by any other immediate means.

#### **IV. EXCEPTIONS**

- A. A violation of this policy does not occur when a person brings onto a school location, for such person's own use, a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, which has a currently accepted medical use in treatment in the United States and the person has a physician's prescription for the substance. The person shall comply with the relevant procedures of this policy.
- B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a school location when the possession is within the exceptions of Minnesota Statutes, section 624.701, subdivision 1a (experiments in laboratories; pursuant to a temporary license to sell liquor issued under Minnesota laws or possession after the purchase from such a temporary license holder).
- C. A violation of this policy does not occur when a person uses or possesses a toxic substance unless they do so with the intent of inducing or intentionally aiding another in inducing intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor.
- D. The charter school may not refuse to enroll or otherwise penalize a patient or person enrolled in the Minnesota Patient Registry Program or a Tribal medical cannabis program as a pupil solely because the patient or person is enrolled in the registry program or a Tribal medical cannabis program, unless failing to do so would violate federal law or regulations or cause the school to lose a monetary or licensing-related benefit under federal law or regulations.

An employer or a school must provide written notice to a patient at least 14 days before the employer or school takes an action against the patient that is prohibited

under Minnesota Statutes, section 342.57, subdivision 3 or 5. The written notice must cite the specific federal law or regulation that the employer or school believes would be violated if the employer or school fails to take action. The notice must specify what monetary or licensing-related benefit under federal law or regulations that the employer or school would lose if the employer or school fails to take action.

A school or an employer must not retaliate against a patient for asserting the patient's rights or seeking remedies under Minnesota Statutes, section 342.57 or section 152.32.

## **V. PROCEDURES**

- A. Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, must comply with the charter school's student medication policy.
- B. Employees who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, are permitted to possess such controlled substances and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform his or her supervisor. The employee may be required to provide a copy of the prescription.
- C. Each employee shall be provided with written notice of this Drug-Free Workplace/Drug-Free School policy and shall be required to acknowledge that he or she has received the policy.
- D. Employees are subject to the charter school's drug and alcohol testing policies and procedures.
- E. Members of the public are not permitted to possess controlled substances, intoxicating cannabinoids, or edible cannabinoid products in a school location except with the express permission of the executive director.
- F. No person is permitted to possess or use medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the grounds of any child care facility. This prohibition includes (1) vaporizing or combusting medical cannabis on any form of public transportation where the vapor or smoke could be inhaled by a minor child or in any public place, including indoor or outdoor areas used by or open to the general public or place of employment; and (2) operating, navigating, or being in actual physical control of any motor vehicle or working on transportation property, equipment or facilities while under the influence of medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products.
- G. Possession of alcohol on school grounds pursuant to the exceptions of Minnesota Statutes, section 624.701, subdivision 1a, shall be by permission of the school board only. The applicant shall apply for permission in writing and shall follow the school board procedures for placing an item on the agenda.

## **VI. SCHOOL PROGRAMS**

- A. Starting in the 2026-2027 school year, the charter school must implement a comprehensive education program on cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, for students in middle school and high school. The program must include instruction on the topics listed in Minnesota Statutes, section 120B.215, subdivision 1 and must:
  - 1. respect community values and encourage students to communicate with

parents, guardians, and other trusted adults about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl; and

2. refer students to local resources where students may obtain medically accurate information about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, and treatment for a substance use disorder.
- B. Charter school efforts to develop, implement, or improve instruction or curriculum as a result of the provisions of this section must be consistent with Minnesota Statutes, sections 120B.10 and 120B.11.
- C. Notwithstanding any law to the contrary, the charter school shall have a procedure for a parent, a guardian, or an adult student eighteen (18) years of age or older to review the content of the instructional materials to be provided to a minor child or to an adult student pursuant to this article. The charter school must allow a parent or adult student to opt out of instruction under this article with no academic or other penalty for the student and must inform parents and adult students of this right to opt out.

## **VII. ENFORCEMENT**

### **A. Students**

1. Students may be required to participate in programs and activities that provide education against the use of alcohol, tobacco, marijuana, smokeless tobacco products, electronic cigarettes, and nonintoxicating cannabinoids, and edible cannabinoid products.
2. Students may be referred to drug or alcohol assistance or rehabilitation programs; school based mental health services, mentoring and counseling, including early identification of mental health symptoms, drug use and violence and appropriate referral to direct individual or group counselling service. which may be provided by school based mental health services providers; and/or referral to law enforcement officials when appropriate.
3. A student who violates the terms of this policy shall be subject to discipline in accordance with the charter school's discipline policy. Such discipline may include suspension or expulsion from school.

### **B. Employees**

1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a charter school federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.
2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination, or discharge as deemed appropriate by the school board.
3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the charter school. Any employee who

fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the school board.

4. Sanctions against employees, including nonrenewal, suspension, termination, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and charter school policies.

C. The Public

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

**Legal References:** Minn. Stat. § 120B.215 (Education on Cannabis Use and Substance Use)  
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)  
Minn. Stat. § 121A.40-§ 121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)  
Minn. Stat. § 152.01, Subd. 15a (Definitions)  
Minn. Stat. § 152.0264 (Cannabis Sale Crimes)  
Minn. Stat. § 152.22, Subd. 6 (Definitions; Medical Cannabis)  
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)  
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)  
Minn. Stat. § 340A.101 (Definitions; Alcoholic Beverage)  
Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)  
Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)  
Minn. Stat. § 342.09 (Personal Adult Use of Cannabis)  
Minn. Stat. § 342.56 (Limitations)  
Minn. Stat. § 609.684 (Abuse of Toxic Substances)  
Minn. Stat. § 624.701 (Alcohol in Certain Buildings or Grounds)  
20 U.S.C. § 7101-7122 (Student Support and Academic Enrichment Grants)  
21 U.S.C. § 812 (Schedules of Controlled Substances)  
41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)  
21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)  
34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of Charter School Employees)  
MSBA/MASA Model Policy 416 (Drug, Alcohol, and Cannabis Testing)  
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)  
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 506 (Student Discipline)  
MSBA/MASA Model Policy 516 (Student Medication)

**Resources:** To support the requirements for school districts and charter schools outlined in [Minnesota Statute 2024, section 120B.215, subdivision 2](#), and in accordance with subdivision 1, MDE, in collaboration with MDH, the Minnesota Department of Human Services (DHS), and education experts, has created a

[List of Model Cannabis Education Programs for School District and Charter School Consideration.](#)

Schools may choose to implement one of the listed programs or they may implement their own program(s) identified through a local curriculum adoption process by the 2026-27 school year. While it is not required for a school district or charter school to use one of the programs in the list, the list and rubric provided may be useful to school districts and charter schools in their own decision-making process.

Please visit [MDE's Health Education webpage](#) for more information.

**ST. CROIX PREPARATORY ACADEMY**

Adopted: \_\_\_\_\_

*MSBA/MASA Model Policy 420 Charter  
Orig. 1995 (as ISD Policy)  
Orig. 2022 (as Charter Policy)*

Revised: \_\_\_\_\_

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

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

A. Students

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

B. Employees

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

C. Circumstances and Conditions

1. Determinations of whether a contagious individual’s school attendance or job performance creates a significant risk of the transmission of the illness to students or employees of the charter school will be made on a case-by-case basis. Such decisions will be based upon the nature of the risk (how it is transmitted), the duration of the risk (how long the carrier is infectious), the severity of the risk (what is the potential harm to third parties), and the probabilities the disease will be transmitted and will cause varying degrees of harm. When a student is disabled, such a determination will be made in consultation with the educational planning team.
2. The school board recognizes that some students and some employees,

because of special circumstances and conditions, may pose greater risks for the transmission of infectious conditions than other persons infected with the same illness. Examples include students who display biting behavior, students or employees who are unable to control their bodily fluids, who have oozing skin lesions, or who have severe disorders which result in spontaneous external bleeding. These conditions need to be taken into account and considered in assessing the risk of transmission of the disease and the resulting effect upon the educational program of the student or employment of the employee by consulting with the Commissioner of Health, the physician of the student or employee, and the parent(s)/guardian(s) of the student.

D. Students with Special Circumstances and Conditions

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

E. Extracurricular Student Participation

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

F. Precautions

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

G. Information Sharing

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

H. Reporting

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

I. Prevention

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

includes:

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

J. Vaccination and Screening

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

**Legal References:** Minn. Stat. § 121A.23 (Programs to Prevent and Reduce the Risks of Sexually Transmitted Infections and Diseases)  
Minn. Stat. § 124E.03 (Applicable Law)  
Minn. Stat. § 144.441 (Tuberculosis Screening in Schools)  
Minn. Stat. § 142 (Testing in School Clinics)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)  
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)  
29 C.F.R. 1910.1030 (Bloodborne Pathogens)  
*Kohl by Kohl v. Woodhaven Learning Center*, 865 F.2d 930 (8<sup>th</sup> Cir.), *cert. denied*, 493 U.S. 892 (1989)  
*School Board of Nassau County, Fla. v. Arline*, 480 U.S. 273 (1987)  
16 EHLR 712, OCR Staff Memo, April 5, 1990

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

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Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 420 Charter  
Orig. 1995 (as ISD Policy)  
Orig. 2022 (as Charter Policy)  
Rev. 2026

Revised: \_\_\_\_\_

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

**[NOTE: Charter schools are not required by statute to have a policy addressing these issues. However, Minnesota Statutes, section 121A.23 provides that charter school must have a program that incorporates the provisions contained in this policy.]**

### **I. PURPOSE**

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

### **II. GENERAL STATEMENT OF POLICY**

#### **A. Students**

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

#### **B. Employees**

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

#### **C. Circumstances and Conditions**

1. Determinations of whether a contagious individual's school attendance or job performance creates a significant risk of the transmission of the illness to students or employees of the charter school will be made on a case-by-case basis. Such decisions will be based upon the nature of the risk (how it is transmitted), the duration of the risk (how long the carrier is infectious), the severity of the risk (what is the potential harm to third parties), and the probabilities the disease will be transmitted and will cause varying degrees of harm. When a student is disabled, such a determination will be made in

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consultation with the educational planning team.

2. The school board recognizes that some students and some employees, because of special circumstances and conditions, may pose greater risks for the transmission of infectious conditions than other persons infected with the same illness. Examples include students who display biting behavior, students or employees who are unable to control their bodily fluids, who have oozing skin lesions, or who have severe disorders which result in spontaneous external bleeding. These conditions need to be taken into account and considered in assessing the risk of transmission of the disease and the resulting effect upon the educational program of the student or employment of the employee by consulting with the Commissioner of the Minnesota Department of Health ("Commissioner"), the physician of the student or employee, and the parent(s)/guardian(s) of the student.

D. Students with Special Circumstances and Conditions

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

E. Extracurricular Student Participation

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

F. Precautions

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

G. Information Sharing

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

H. Reporting

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

I. Prevention

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

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

J. Vaccination and Screening

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

**Legal References:** Minn. Stat. § 121A.23 (Programs to Prevent and Reduce the Risks of Sexually Transmitted Infections and Diseases)  
Minn. Stat. § 124E.03 (Applicable Law)  
Minn. Stat. § 144.441 (Tuberculosis Screening in Schools)  
Minn. Stat. § 142 (Testing in School Clinics)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)  
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)  
29 C.F.R. 1910.1030 (Bloodborne Pathogens)  
*Kohl by Kohl v. Woodhaven Learning Center*, 865 F.2d 930 (8<sup>th</sup> Cir.), *cert. denied*, 493 U.S. 892 (1989)  
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16 EHLR 712, OCR Staff Memo, April 5, 1990

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

**Resources:** MN Department of Health, [Persons Required to Report Disease](#) (accessed 12/23/25)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 427  
Charter

Orig. 2015 (as ISD  
Policy)

Orig. 2022 (as Charter  
Policy)

Revised: \_\_\_\_\_

Rev. 2026

## 427 WORKLOAD LIMITS FOR CERTAIN SPECIAL EDUCATION TEACHERS

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

**[NOTE: Minnesota Statutes, section 179A.07, subdivision 1, of the Public Employment Labor Relations Act (PELRA) provides that a public employer is not required to meet and negotiate on matters of inherent managerial policy. Matters of inherent managerial policy include, but are not limited to, such areas of discretion or policy as the functions and programs of the employer, its overall budget, utilization of technology, the organizational structure, selection of personnel, and direction of personnel. MSBA's position is that this policy is not a mandatory subject of bargaining. Charter schools, therefore, are cautioned to not relinquish their inherent managerial right to determine workload limits for special education ~~teachers~~staff.]**

### I. PURPOSE

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

### II. DEFINITIONS

#### A. Direct services

"Direct services" means special education services provided by a ~~special education teacher or a related service professional~~ when the services are related to instruction, including cooperative teaching.¶

#### B. Indirect services

"Indirect services" means special education services ~~provided by a special education teacher or a related service professional~~ which include ongoing progress reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with the pupil to monitor and observe. ~~Indirect services may be provided by a teacher or related services professional to another regular education, special education teacher, related services professional, paraprofessional, support staff, parents, and public and nonpublic agencies to the extent that the services are written in the pupil's IEP and IFSP.~~

#### C. Special Education Staff; Special Education Teacher

"Special education staff" and "special education teacher" both mean a teacher employed by the charter school who is licensed under the rules of the Minnesota Professional Educator Licensing and Standards Board to instruct children with specific disabling conditions.

D. Workload

“Workload” means a special education teacher’s total number of minutes required for all due process responsibilities, including direct and indirect services, evaluation and reevaluation time, management of individualized education programs (IEPs), travel time, parental contact, and other services required in the IEPs.

**III. GENERAL STATEMENT OF POLICY**

- A. Workload limits for special education teachers shall be determined by the appropriate special education administrator, in consultation with the building principal and the executive director.
- B. In determining workload limits for special education staff, the charter school shall take into consideration the following factors: student contact minutes, evaluation and reevaluation time, indirect services, management of IEPs, travel time, and other services required in the IEPs of eligible students.

**IV. COLLECTIVE BARGAINING AGREEMENT UNAFFECTED**

This policy shall not be construed as a reopening of negotiations between the charter school and the special education teachers’ exclusive representative, nor shall it be construed to alter or limit in any way the managerial rights or other authority of the charter school set forth in the Public Employment Labor Relations Act or in the collective bargaining agreement between the school and the special education teachers’ exclusive representative.

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

**Cross References:** MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)  
MSBA/MASA Model Policy 608 (Instructional Services – Special Education)

**ST. CROIX PREPARATORY ACADEMY**

Adopted: 8/21/2018

MSBA/MASA Model Policy 427 Charter  
Orig. 2015 (as ISD Policy) Orig. 2022  
(as Charter Policy)

Revised: \_\_\_\_\_

Rev. 2023

**427 WORKLOAD LIMITS FOR CERTAIN SPECIAL EDUCATION TEACHERS**

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“Special education staff” and “special education teacher” both mean a teacher employed by the charter school who is licensed under the rules of the Minnesota Professional Educator Licensing and Standards Board to instruct children with specific disabling conditions.

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

**Cross References:** MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)  
MSBA/MASA Model Policy 608 (Instructional Services – Special Education)

**ST. CROIX PREPARATORY ACADEMY APPLICATION**

Adopted: 9/25/2018

MSBA/MASA Model Policy 509 Charter  
Orig. 2022 (as Charter Policy)  
Rev. 2024

Revised: \_\_\_\_\_

**509 ADMISSION AND ENROLLMENT**

**I. PURPOSE**

The purpose of this policy is to set forth admission and enrollment procedures that the charter school utilizes.

**II. GENERAL STATEMENT OF PURPOSE**

**III. ADMISSION LIMITATIONS**

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

**IV. ENROLLMENT**

- A. The charter school, including its preschool or prekindergarten program established under Minnesota Statutes, section 124E.06, subdivision 3, paragraph (b), shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils must be accepted by lot. The charter school must develop and publish, including on its website, a lottery policy and process that it must use when accepting pupils by lot.
- B. Admission to a charter school must be free to any eligible pupil who resides within the state. A charter school must give enrollment preference to a Minnesota resident pupil over pupils that do not reside in Minnesota. A charter school must require a pupil who does not reside in Minnesota to annually apply to enroll in accordance with Minnesota Statutes, section 124E.11, paragraphs (a) to (f).

- C. The charter school must give enrollment preference to a sibling of an enrolled pupil and to a foster child of that pupil's parents and may give preference for enrolling children of the school's staff before accepting other pupils by lot. A staff member eligible for an enrollment preference for their child, including a foster child, must be an individual employed at the school whose employment is stipulated in advance to total at least 480 hours in a school calendar year.
- D. A person may not be admitted to the charter school (1) as a kindergarten pupil, unless the pupil is at least five (5) years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences; or (2) as a first grade student, unless the pupil is at least six (6) years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences or has completed kindergarten; except that a charter school may establish and publish on its website a policy for admission of selected pupils at an earlier age, consistent with the enrollment process in paragraphs A and B.
- E. Except as permitted in paragraphs D and I, the charter school, including its preschool or prekindergarten program established under Minnesota Statutes, section 124E.06, subdivision 3, paragraph (b), may not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability and may not establish any criteria or requirements for admission that are inconsistent with this section.
- F. The charter school or any agent of the school must not distribute any services or goods, payments, or other incentives of value to students, parents, or guardians as an inducement, term, or condition of enrolling a student in a charter school.
- G. Once a student who resides in Minnesota is enrolled in the school in kindergarten through grade 12, or in the school's free preschool or prekindergarten program under Minnesota Statutes, section 124E.06, subdivision 3, paragraph (b), the student is considered enrolled in the school until the student formally withdraws, the school receives a request for the transfer of educational records from another school, the school receives a written election by the parent or legal guardian of the student withdrawing the student, or the student is expelled under the Pupil Fair Dismissal Act in Minnesota Statutes, sections 121A.40 to 121A.56.
- H. A charter school with at least ninety (90) percent of enrolled students who are eligible for special education services and have a primary disability of deaf or hard-of-hearing may enroll prekindergarten pupils with a disability under Minnesota Statutes, section 126C.05, subdivision 1, paragraph (a), and must comply with the federal Individuals with Disabilities Education Act under 34 Code of Federal Regulations, section 300.324, subsection (2), clause (iv).
- I. A charter school serving at least ninety (90) percent of enrolled students who are eligible for special education services and have a primary disability of deaf, deafblind, or hard-of-hearing may give enrollment preference to students who are eligible for special education services and have a primary disability of deaf, deafblind, or hard-of-hearing. The charter school may not limit admission based on the student's eligibility for additional special education services.

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

**Cross References:** None

## ST. CROIX PREPARATORY ACADEMY

Adopted: 8/15/2023

MSBA/MASA Model Policy 516.5 Charter

Orig. 2023

Revised: \_\_\_\_\_

Rev. 2025

### 516.5 OVERDOSE MEDICATION

#### I. PURPOSE

As a means of enhancing the health and safety of its students, staff and visitors, the charter school will acquire, administer, and store doses of an opiate antagonist, specifically Naloxone (Narcan)<sup>1</sup>, and administration devices or kits for emergency use to assist a student, staff member, or other individual believed or suspected to be experiencing an opioid overdose on charter school property during the school day or at charter school activities.

#### II. GENERAL STATEMENT OF POLICY

The charter school board authorizes charter school administration to obtain and possess opioid overdose reversal medication, such as Naloxone, to be maintained and administered to a student or other individual by trained school staff if the staff member determines in good faith that the person to whom the medication is administered is experiencing an opioid overdose. Authorization for obtaining, possessing and administering Naloxone or similar permissible medications under this policy are contingent upon: (1) the continued validity of state and federal law that permit a person who is not a healthcare professional to dispense an opiate antagonist to the charter school and its employees by law; (2) that the charter school and its staff are immune from criminal prosecution and not otherwise liable for civil damages for administering the opiate antagonist to another person who the staff member believes in good faith to be suffering from a drug overdose; and (3) the availability of funding either from outside sources or as approved by the school board to obtain and administer opioid overdose reversal medication.

#### III. DEFINITIONS

- A. **"Drug-related overdose"** means an acute condition, including mania, hysteria, extreme physical illness, respiratory depression or coma, resulting from the consumption or use of a controlled substance, or another substance with which a controlled substance was combined, and that a layperson would reasonably believe to be a drug overdose that requires immediate medical assistance.
- B. **"Naloxone Coordinator"** is a charter school staff person or administrator appointed to monitor adherence to protocols outlined in this policy and referenced procedures. The Naloxone Coordinator is responsible for building-level administration and management of Opiate Antagonist medications and supplies. The charter school's Naloxone Coordinator is Jessica Skilling.
- C. **"Opiate"** means any dangerous substance having an addiction forming or addiction sustaining liability similar to morphine or being capable of conversion into a drug having such addiction forming or addiction sustaining liability.
- D. **"Opiate Antagonist"** means naloxone hydrochloride ("Naloxone") or any similarly acting drug approved by the federal Food and Drug Administration for the treatment of a drug overdose.
- E. **"Standing Order"** means directions from the charter school's medical provider that

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<sup>1</sup> Naloxone is the medication that reverses an opioid overdose. Narcan® is the brand name for the intranasal applicator (nasal spray) form of naloxone. Naloxone usually refers to an intramuscular (IM+M) naloxone form that comes in a vial and is administered with a syringe, normally dispensed as an "IM kit."

sets forth how to house and administer Naloxone or other Opiate Antagonist medications to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose. This Standing Order should include the following information:

1. Administration type
2. Dosage
3. Date of issuance
4. Signature of the authorized provider

#### **IV. GENERAL STATEMENT OF RESPONSIBILITIES**

- A. The charter school must maintain a supply of opiate antagonists at each school site to be administered in compliance with Minnesota law. Each school building must have two doses of nasal naloxone available on-site.
- B. A licensed physician, a licensed advanced practice registered nurse authorized to prescribe drugs pursuant to Minnesota Statutes, section 148.235, or a licensed physician assistant may authorize a nurse or other personnel employed by, or under contract with, a public school may be authorized to administer opiate antagonists as defined under Minnesota Statutes, section 604A.04, subdivision 1.
- C. A licensed practical nurse is authorized to possess and administer an opiate antagonist in a school setting notwithstanding Minnesota Statutes, 148.235, subdivisions 8 and 9.
- D. Charter School Collaborative Planning and Implementation Team

To the extent Naloxone is obtained for use consistent with this policy, the charter school will establish a charter school-wide collaborative planning and implementation team ("Charter School Planning Team") who will oversee the general development and operations related to the use of opiate antagonist Naloxone and regularly report to the school board as to its activities.

1. The Charter School Planning Team will include the Naloxone Coordinator and may include the Executive Director (or designee), health office personnel, public health experts, first responders, student or family representatives, and community partners who will be assigned to the Team by the Executive Director.
2. The Charter School Planning Team, through the Naloxone Coordinator, will obtain a protocol or Standing Order from a licensed medical prescriber for the use of Naloxone or other Opiate Antagonist by charter school staff in all school facilities and activities and will update or renew the protocol or Standing Order annually or as otherwise required. A copy of the protocol or Standing Order will be maintained in the office of the Naloxone Coordinator.
3. The Charter School Planning Team will develop charter school-wide guidelines and procedures and determine the form(s) of Naloxone to be used within the charter school (nasal, auto injector, manual injector) and the method and manner of arranging for the financing and purchasing, storage and use of Naloxone to be approved by the school board. Once approved by the school board, these guidelines and procedures will be attached and incorporated into this policy. At a minimum, these guidelines and procedures will:
  - a. Ensure that when Naloxone is administered, charter school employees must activate the community emergency response system (911) to ensure additional medical support due to the limited temporary effect

of Naloxone and the continued need of recipients of additional medical care;

- b. Require charter school employees to contact a charter school healthcare professional to obtain medical assistance for the recipient of the Naloxone, if possible, pending arrival of emergency personnel;
  - c. Direct charter school employees to make immediate attempts to determine if the recipient is a minor and, if so, locate the identity of the parent or guardian of the minor and ensure contact with that parent or guardian is made as soon as possible after administration of the Naloxone for the purpose of informing the parent or guardian of the actions that have been taken; and
  - d. Require charter school staff to inform the appropriate administrator overseeing an event or activity of the administration of Naloxone, as well as the Naloxone Coordinator, after taking necessary immediate emergency steps.
4. The Charter School Planning Team will determine the type and method of annual training, identify staff members at each school site to be trained and coordinate the implementation of the training with the assistance of the Naloxone Coordinator.

**E. Site Planning Teams**

1. In consultation with the Charter School Planning Team, the administrator at each school site may establish, in the manner the executive director or Naloxone Coordinator deems appropriate, a Site Planning Team within the school site.
2. The Site Planning Team will be responsible for the coordination and implementation of this policy, charter school-wide guidelines and procedures within the school site and will develop and implement any specific guidelines and procedure for the storage and use of Naloxone within the school site in a manner consistent with this policy and charter school wide procedures and guidelines.

**F. Charter School Staff**

Charter school staff members will be responsible for attending all required training pertaining to the policy, procedures and guidelines for the storage and use of Naloxone and performing any assigned responsibilities pursuant to the guidelines and procedures.

- G. The charter school allows a student in grades 9 through 12 to possess and administer an opiate antagonist to another high school student. The protections of Minnesota Statutes, section 604A.04 apply to the possession and administration of opiate antagonists according to Minnesota Statutes, section 121A.224.

**V. NALOXONE STORAGE**

- A. The Site Planning Team will select an appropriate Naloxone storage location within the school site and outside the school site when activities are conducted off school grounds (i.e., transportation services, field trips, etc.).
- B. The selected storage location of Naloxone will be classified as non-public "security information" as the school board has determined that the disclosure of this data to the general public would be likely to substantially jeopardize the security of the medication that could be subject to theft, tampering, and improper use. Therefore, the identity of

the storage locations will be shared only with those charter school staff members whom the Charter School Planning Team or Site Team have determined need access to this information to aid public health and safety as determined in the procedures and guidelines.

- C. Stock Naloxone will be clearly labeled, monitored for expiration dates, and stored in a secured location that is accessible by trained staff as set forth in paragraph V.B.

## **VI. Privacy Protections**

The charter school will maintain the privacy of students and staff related to the administration of Naloxone as required by law.

**Legal References:** Minn. Stat. § 13.32 (Educational Data)  
Minn. Stat. § 13.43 (Personnel Data)  
Minn. Stat. § 13.37 (General Nonpublic Data)  
Minn. Stat. § 121A.21 (School Health Services)  
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)  
Minn. Stat. § 121A.224 (Opiate Antagonists)  
Minn. Stat. § 144.344 (Emergency Treatment)  
Minn. Stat. § 148.235 (Prescribing Drugs and Therapeutic Devices)  
Minn. Stat. § 151.37 (Legend Drugs; Who May Prescribe, Possess)  
Minn. Stat. § 152.01 (Definitions)  
Minn. Stat. § 152.02 (Schedules of Controlled Substances)  
Minn. Stat. § 604A.01 (Good Samaritan Law)  
Minn. Stat. § 604A.015 (School Bus Driver Immunity from Liability)  
Minn. Stat. § 604A.04 (Good Samaritan Overdose Prevention)  
Minn. Stat. § 604A.05 (Good Samaritan Overdose Medical Assistance)  
Minn. R. Pt. 6800.4220 (Schedule II Controlled Substances)  
20 U.S.C. § 1232g (Family Educational and Privacy Rights)

**Cross Reference:** MSBA/MASA Model Policy 516 (Student Medication)

**Resources:** Minnesota Department of Health, [School Toolkit on Naloxone Administration in School Settings](#)

## **ST. CROIX PREPARATORY ACADEMY**

Adopted: 10/21/2025

Revised: \_\_\_\_\_

*MSBA/MASA Model Policy 520 Charter  
Orig. 1995 (as ISD Policy)  
Orig. 2022 (as Charter Policy)*

### **520 STUDENT SURVEYS**

#### **I. PURPOSE**

Occasionally, the charter school utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

#### **II. GENERAL STATEMENT OF POLICY**

Student surveys may be conducted as determined necessary by the charter school. Surveys, analyses, and evaluations conducted as part of any program funded through the U.S. Department of Education must comply with 20 United States Code section 1232h.

#### **III. STUDENT SURVEYS IN GENERAL**

- A. Student surveys will be conducted anonymously and in an indiscernible fashion. No mechanism will be used for identifying the participating student in any way. No attempt will be made in any way to identify a student survey participant. No requirement that the student return the survey shall exist, and no record of the student returning a survey will be maintained.
- B. The Executive Director may choose not to approve any survey that seeks probing personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on age, race, color, sex, disability, religion, or national origin.
- C. Surveys containing questions pertaining to the student's or the student's parent(s) or guardian(s) personal beliefs or practices in sex, family life, morality, and religion will not be administered to any student unless the parent or guardian of the student is notified in writing that such survey is to be administered and the parent or guardian of the student gives written permission for the student to participate or has the opportunity to opt out of the survey depending upon how the survey is funded. Any and all documents containing the written permission of a parent for a student to participate in a survey will be maintained by the charter school in a file separate from the survey responses.
- D. Although the survey is conducted anonymously, potential exists for personally identifiable information to be provided in response thereto. To the extent that personally identifiable information of a student is contained in his or her responses to a survey, the charter school will take appropriate steps to ensure the data is protected in accordance with Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act), 20 United States Code section 1232g (Family Educational Rights and Privacy Act) and 34 Code of Federal Regulations Part 99.
- E. The charter school must not impose an academic or other penalty on a student who opts out of participating in a student survey.

#### **IV. STUDENT SURVEYS CONDUCTED AS PART OF DEPARTMENT OF EDUCATION PROGRAM**

- A. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or

evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by the parents or guardians of the students.

B. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or, in the case of an unemancipated minor, without the prior written consent of the parent, to submit to a survey that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parent;
2. mental and psychological problems of the student or the student's family;
3. sex behavior or attitudes;
4. illegal, antisocial, self-incriminating, or demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. religious practices, affiliations, or beliefs of the student or the student's parent; or
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

C. A charter school that receives funds under any program funded by the U.S. Department of Education shall develop local policies consistent with Sections IV.A. and IV.B., above, concerning student privacy, parental access to information, and administration of certain physical examinations to minors.

1. The following policies are to be adopted in consultation with parents:
  - a. The right of a parent to inspect, on request, a survey, including an evaluation, created by a third party before the survey is administered or distributed by a school to a student, including procedures for granting a parent's request for reasonable access to such survey within a reasonable period of time after the request is received.  
  
"Parent" means a legal guardian or other person acting *in loco parentis* (in place of a parent), such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child.
  - b. Arrangements to protect student privacy in the event of the administration or distribution of a survey, including an evaluation, to a student which contains one or more of the items listed in Section IV.B., above, including the right of a parent of a student to inspect, on request, any such survey.
  - c. The right of a parent of a student to inspect, on request, any instructional material used as part of the educational curriculum for the student and procedures for granting a request by a parent for such access within a reasonable period of time after the request is received.

“Instructional material” means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (i.e., materials accessible through the Internet). The term does not include academic tests or academic assessments.

- d. The administration of physical examinations or screenings that the charter school may administer to a student. This provision does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (20 United States Code section 1400, *et seq.*).
- e. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing the information to others for that purpose), including arrangements to protect student privacy that are provided by the charter school in the event of such collection, disclosure, or use.
  - (1) “Personal information” means individually identifiable information including a student or parent’s first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; or a Social Security identification number.
  - (2) This provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as:
    - (a) college or other post-secondary education recruitment or military;
    - (b) book clubs, magazines, and programs providing access to low cost literary products;
    - (c) curriculum and instructional materials used by elementary and secondary schools;
    - (d) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistically useful data for the purpose of securing such tests and assessments and the subsequent analysis and public release of the aggregate data from such tests and assessments;
    - (e) the sale by students of products or services to raise funds for school-related or education-related activities; and
    - (f) student recognition programs.
  - (3) The right of a parent to inspect, on request, any instrument used in the collection of information, as described in Section IV.C.1., Subparagraph e., above, before the instrument is administered or distributed to a student and procedures for

granting a request by a parent for reasonable access to such an instrument within a reasonable period of time after the request is received.

2. The policies adopted under Section IV.C., Subparagraph 1., above, shall provide for reasonable notice of the adoption or continued use of such policies directly to parents of students enrolled in or served by the charter school.
  - a. The notice will be provided at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in a policy.
  - b. The notice will provide parents with an opportunity to opt out of participation in the following activities:
    - (1) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.
    - (2) The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in Section IV.B., above.
    - (3) Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or other students.

“Invasive physical examination” means any medical examination that involves the exposure of private body parts, or act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.
  - c. The notice will advise students of the specific or approximate dates during the school year when the activities in Section IV.C.2., Subparagraph b., above, are scheduled, or expected to be scheduled.
  - d. The notice provisions shall not be construed to preempt applicable provisions of state law that require parental notification and do not apply to any physical examination or screening that is permitted or required by applicable state law, including physical examinations or screenings that are permitted without parental notification.

## **V. NOTICE**

- A. The charter school must give parents and students notice of this policy at the beginning of each school year and after making substantive changes to this policy.
- B. The charter school must inform parents at the beginning of the school year if the district or school has identified specific or approximate dates for administering surveys and give parents reasonable notice of planned surveys scheduled after the start of the school year. The charter school must give parents direct, timely notice when their students are scheduled to participate in a student survey by United States mail, e-mail, or another direct form of communication.

- C. The charter school must give parents the opportunity to review the survey and to opt their students out of participating in the survey.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 121A.065 (District Surveys to Collect Student Information;  
Parent Notice and Opportunity for Opting Out)  
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)  
20 U.S.C. § 1232h (Protection of Pupil Rights)  
34 C.F.R. § 99 (Family Educational Rights and Privacy Act Regulations)  
*Gonzaga University v. Doe*, 536 U.S. 273 (2002)  
*C.N. v. Ridgewood Bd. of Educ.*, 430 F.3d. 159 (3<sup>rd</sup> Cir. 2005)  
*Fields v. Palmdale School Dist.*, 427 F.3d. 1197 (9<sup>th</sup> Cir. 2005)

**Cross References:** MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)  
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination, Grievance  
Procedure and Process)

Adopted: \_\_\_\_\_

Revised: \_\_\_\_\_

MSBA/MASA Model Policy 520 Charter  
Orig. 1995 (as ISD Policy)  
Orig. 2022 (as Charter Policy)  
Rev. 2026

## 520 STUDENT SURVEYS

**[NOTE: Charter schools are required by statute to have a policy addressing student surveys.]**

### I. PURPOSE

Occasionally, the charter school utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

### II. GENERAL STATEMENT OF POLICY

Student surveys may be conducted as determined necessary by the charter school. Surveys, analyses, and evaluations conducted as part of any program funded through the U.S. Department of Education must comply with 20 United States Code, section 1232h.

### III. STUDENT SURVEYS IN GENERAL

- A. Student surveys will be conducted anonymously and in an indiscernible fashion. No mechanism will be used for identifying the participating student in any way. No attempt will be made in any way to identify a student survey participant. No requirement that the student return the survey shall exist, and no record of the student's returning a survey will be maintained.
- B. The ~~superintendent~~ **executive director** may choose not to approve any survey that seeks probing personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on age, race, color, sex, disability, religion, or national origin.
- C. Surveys containing questions pertaining to the student's or the student's parent(s) or guardian(s) personal beliefs or practices in sex, family life, morality, and religion will not be administered to any student unless the parent or guardian of the student is notified in writing that such survey is to be administered and the parent or guardian of the student gives written permission for the student to participate or has the opportunity to opt out of the survey depending upon how the survey is funded. Any and all documents containing the written permission of a parent for a student to participate in a survey will be maintained by the charter school in a file separate from the survey responses.
- D. Although the survey is conducted anonymously, potential exists for personally identifiable information to be provided in response thereto. To the extent that personally identifiable information of a student is contained in his or her responses to a survey, the charter school will take appropriate steps to ensure the data is protected in accordance with Minnesota Statutes, chapter 13 (Minnesota Government Data Practices Act), 20 United States Code, section 1232g (Family Educational Rights and Privacy Act) and 34 Code of Federal Regulations, Part 99.
- E. The charter school must not impose an academic or other penalty on a student who opts out of participating in a student survey.

### IV. STUDENT SURVEYS CONDUCTED AS PART OF DEPARTMENT OF EDUCATION PROGRAM

- A. All instructional materials, including teacher’s manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by the parents or guardians of the students.
- B. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or, in the case of an unemancipated minor, without the prior written consent of the parent, to submit to a survey, **analysis, or evaluation** that reveals information concerning:
1. political affiliations or beliefs of the student or the student’s parent;
  2. mental and psychological problems of the student or the student’s family;
  3. sex behavior or attitudes;
  4. illegal, antisocial, self-incriminating, or demeaning behavior;
  5. critical appraisals of other individuals with whom respondents have close family relationships;
  6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
  7. religious practices, affiliations, or beliefs of the student or the student’s parent; or
  8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
- C. A charter school that receives funds under any program funded by the U.S. Department of Education shall develop local policies consistent with **Paragraphs IV.A. and IV.B.**, above, concerning student privacy, parental access to information, and administration of certain physical examinations to minors.
1. The following policies are to be adopted in consultation with parents:
    - a. The right of a parent **of a student** to inspect, **upon request of the parent**, a survey, including an evaluation, created by a third party before the survey is administered or distributed by a school to a student, including **any applicable** procedures for granting a parent’s request for reasonable access to such survey within a reasonable period of time after the request is received.
 

“Parent” means a legal guardian or other person acting *in loco parentis* (in place of a parent), such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child.
    - b. Arrangements to protect student privacy in the event of the administration or distribution of a survey **to a student**, including an evaluation, to a student which contains one or more of the items listed in **Paragraph IV.B.**, above, including the right of a parent of a student to inspect, **upon request of the parent**, any such survey.

- c. The right of a parent of a student to inspect, upon request of the parent, any instructional material used as part of the educational curriculum for the student and any applicable procedures for granting a request by a parent for such reasonable access to instructional material within a reasonable period of time after the request is received.

“Instructional material” means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (i.e., such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

- d. The administration of physical examinations or screenings that the charter school may administer to a student. This provision does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (20 United States Code, section 1400, *et seq.*).
- e. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing the information to others for that purpose), including arrangements to protect student privacy that are provided by the charter school in the event of such collection, disclosure, or use.

(1) “Personal information” means individually identifiable information including a student or parent’s first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; or a Social Security identification number.

(2) This provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as:

- (a) college or other post-secondary education recruitment or military recruitment;
- (b) book clubs, magazines, and programs providing access to low cost literary products;
- (c) curriculum and instructional materials used by elementary and secondary schools;
- (d) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, (or to generate other statistically useful data for the purpose of securing such tests and assessments and the subsequent analysis and public release of the aggregate data from such tests and assessments;
- (e) the sale by students of products or services to raise funds for school-related or education-related activities; and

- (f) student recognition programs.
  - (3) The right of a parent to inspect, on request, any instrument used in the collection of information, as described in **Subparagraph IV.C.1.e.**, above, before the instrument is administered or distributed to a student and procedures for granting a request by a parent for reasonable access to such an instrument within a reasonable period of time after the request is received.
2. The policies adopted under **Subparagraph IV.C.1.**, above, shall provide for reasonable notice of the adoption or continued use of such policies directly to parents of students enrolled in or served by the charter school.
- a. The notice will be provided at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in a policy.
  - b. The notice will provide parents with an opportunity to opt out of participation in the following activities:
    - (1) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.
    - (2) The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in **Paragraph IV.B.**, above.
    - (3) Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or other students.
 

“Invasive physical examination” means any medical examination that involves the exposure of private body parts, or act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.
  - c. The notice will advise students of the specific or approximate dates during the school year when the activities in **Subparagraph IV.C.2.b.**, above, are scheduled, or expected to be scheduled.
  - d. The notice provisions shall not be construed to preempt applicable provisions of state law that require parental notification and do not apply to any physical examination or screening that is permitted or required by applicable state law, including physical examinations or screenings that are permitted without parental notification.

**V. NOTICE**

- A. The charter school must give parents and students **direct** notice of this policy at the beginning of each school year and after making substantive changes to this policy.
- B. The charter school must inform parents at the beginning of the school year if the ~~district or~~ school has identified specific or approximate dates for administering surveys

and give parents reasonable notice of planned surveys scheduled after the start of the school year. The charter school must give parents direct, timely notice when their students are scheduled to participate in a student survey by United States mail, e-mail, or another direct form of communication.

- C. The charter school must give parents the opportunity to review the survey and to opt their students out of participating in the survey.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 121A.065 (District Surveys to Collect Student Information; Parent Notice and Opportunity for Opting Out)  
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)  
20 U.S.C. § 1232h (Protection of Pupil Rights)  
34 C.F.R. § 99 (Family Educational Rights and Privacy Act Regulations)  
*Gonzaga University v. Doe*, 536 U.S. 273 (2002)  
*C.N. v. Ridgewood Bd. of Educ.*, 430 F.3d. 159 (3<sup>rd</sup> Cir. 2005)  
*Fields v. Palmdale School Dist.*, 427 F.3d. 1197 (9<sup>th</sup> Cir. 2005)

**Cross References:** MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)  
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination, Grievance Procedure and Process)

**Resources:** U.S. Department of Education, [\*Family Educational Rights Privacy Act \(FERPA\)\*](#) (accessed 11/03/25)  
U.S. Department of Education, [\*Protection of Pupil Rights Amendment \(PPRA\)\*](#) (accessed 11/03/25)

**ST. CROIX PREPARATORY ACADEMY**

Adopted: \_\_\_\_\_

*MSBA/MASA Model Policy 525 Charter  
Orig. 1996 (as ISD Policy)  
Orig. 2022 (as Charter Policy)*

Revised: \_\_\_\_\_

**525 VIOLENCE PREVENTION [APPLICABLE TO STUDENTS AND STAFF]**

**I. PURPOSE**

The purpose of this policy is to recognize that violence has increased and to identify measures that the charter school will take in an attempt to maintain a learning and working environment that is free from violent and disruptive behavior.

The charter school board is committed to promoting healthy human relationships and learning environments that are physically and psychologically safe for all members of the school community. It further believes that students are the first priority and they should be protected from physical or emotional harm during school activities and on school grounds, buses, or field trips while under school supervision.

**II. GENERAL STATEMENT OF POLICY**

- A. The policy of the charter school is to strictly enforce its weapons policy (Policy 501).
- B. The policy of the charter school is to act promptly in investigating all acts, or formal or informal complaints, of violence and take appropriate disciplinary action against any student or staff member who is found to have violated this policy or any related policy.
- C. The administration will periodically review discipline policies and procedures, prepare revisions if necessary, and submit them to the school board for review and adoption.
- D. The charter school will implement approved violence prevention strategies to promote safe and secure learning environments, to diminish violence in our schools, and to aid in the protection of children whose health or welfare may be jeopardized through acts of violence.

**III. IMPLEMENTATION OF POLICY**

- A. The charter school board will review and approve policies to prevent and address violence in our schools. The executive director or designee will develop procedures to effectively implement the school weapons and violence prevention policies. It shall be incumbent on all students and staff to observe all policies and report violations to the school administration.
- B. The school board and administration will inform staff and students annually of policies and procedures related to violence prevention and weapons.
- C. The charter school will act promptly to investigate all acts and formal and informal complaints of violence and take appropriate disciplinary action against any student or staff member who is found to have violated this policy or any related policy.
- D. The consequences set forth in the school weapons policy (Policy 501) will be imposed upon any student or nonstudent who possesses, uses or distributes a weapon when in a school location.
- E. The consequences set forth in the charter school hazing policy (Policy 526) will be imposed upon any student or staff member who commits an act against a student or staff member; or coerces a student or staff member into committing an act, that

creates a substantial risk of harm to a person in order for the student or staff member to be initiated into or affiliated with an organization, or for any other purpose.

- F. Students who engage in assault or violent behavior will be removed from the classroom immediately and for a period of time deemed appropriate by the principal, in consultation with the teacher, pursuant to the student discipline policy (Policy 506).
- G. Students with disabilities may be expelled for behavior unrelated to their disabilities, subject to the procedural safeguards required by the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Minnesota Pupil Fair Dismissal Act.
- H. Procedures will be developed for the referral of any person in violation of this policy or the weapons policy to the local law enforcement agency in accordance with Minnesota Statutes section 121A.05.
- I. Students who wear objectionable emblems, signs, words, objects, or pictures on clothing communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership or that approves, advances, or provokes any form of religious, racial, or sexual harassment or violence against other individuals as defined in the harassment and violence policy (Policy 413) will be subject to the procedures set forth in the student dress and appearance policy (Policy 504). "Gang" as used in this policy means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. A "pattern of gang activity" means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.
- J. This policy is not intended to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, denote gang affiliation, advocate harassment or violence against others, are likely to disrupt the education process, or cause others to react in a violent or illegal manner (Policy 504).

#### **IV. PREVENTION STRATEGIES**

The charter school has adopted and will implement the following prevention strategies to promote safe and secure learning environments, to diminish violence in our schools, and to aid in the protection of children whose health or welfare may be jeopardized through acts of violence.

- A. Adopt a charter school crisis management policy to address potential violent crisis situations in the charter school.
- B. Promote student safety responsibility by encouraging the reporting of suspicious individuals and unusual activities on school grounds.
- C. Establish clear charter school rules that prevent and deter violence.
- D. Develop a staff photo or name identification system using identification badges for quick identification of unauthorized people on campus.
- E. Require all visitors to check-in the main office upon their arrival and state their business at the charter school. A visitor badge may be issued for easy identification that the visitor is authorized to be present in the school building.

- F. Develop curriculum on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

## **V. STUDENT SUPPORT**

- A. Students will have access to school-based student service professionals, when available, including counselors, nurses, social workers, and psychologists who are knowledgeable in methods to assist students with violence prevention and intervention.
- B. Students will be apprised of school board policies designed to protect their personal safety.
- C. Students will be provided with information as to charter school and building rules regarding weapons and violence.
- D. Students will be informed of resources for violence prevention and proper reporting.

## **VI. PERSONNEL**

- A. Charter school personnel shall comply with the school weapons policy (Policy 501) and the school hazing policy (Policy 526).
- B. Charter school personnel shall be knowledgeable of violence prevention policies and report any violation to school administration immediately. Charter school personnel will be informed annually as to school and building rules regarding weapons and violence prevention.
- C. Charter school personnel or agents of the school shall not engage in emotionally abusive acts including malicious shouting, ridicule, and/or threats or other forms of corporal punishment (Policy 507).

**Legal References:** Minn. Stat. § 13.43, Subd. 16 (Personnel Data)  
Minn. Stat. § 120B.22 (Violence Prevention Education)  
Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)  
Minn. Stat. § 121A.035 (Crisis Management Policy)  
Minn. Stat. § 121A.05 (Policy to Refer Firearms Possessor)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)  
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)  
Minn. Stat. § 121A.64 (Notification)  
Minn. Stat. § 121A.69 (Hazing Policy)  
Minn. Stat. § 124E.03 (Applicable Law)  
Minn. Stat. § 181.967, Subd. 5 (School District Disclosure of Violence or Inappropriate Sexual Contact)  
18 U.S.C. § 921 (Definition of Firearm)  
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)  
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
*Tinker v. Des Moines Indep. Sch. Dist.*, 393 U.S. 503 (1969)  
*Stephenson v. Davenport Cmty. Sch. Dist.*, 110 F.3d 1303 (8<sup>th</sup> Cir. 1997)  
*McIntire v. Bethel School*, 804 F.Supp. 1415 (W.D. Okla. 1992)  
*Olesen v. Board of Educ. of Sch. Dist. No. 228*, 676 F.Supp. 820 (N.D. Ill. 1987)

**Cross References:** MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 501 (Charter School Weapons Policy)  
MSBA/MASA Model Policy 504 (Student Dress and Appearance)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 507 (Corporal Punishment)  
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)  
MSBA/MASA Model Policy 526 (Hazing Prohibition)  
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)

**ST. CROIX PREPARATORY ACADEMY**

Adopted: \_\_\_\_\_

*MSBA/MASA Model Policy 604 Charter  
Orig. 2022 (as Charter Policy)  
Rev. 2024*

Revised: \_\_\_\_\_

**604 INSTRUCTIONAL CURRICULUM**

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

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

**III. REQUIRED ACADEMIC STANDARDS**

- A. The following subject areas are required for statewide accountability:
  - 1. language arts;
  - 2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of algebra;
  - 3. science, including earth and space science, life science, and the physical sciences, including chemistry and physics;
  - 4. social studies, including history, geography, economics, and government and citizenship that includes civics;
  - 5. physical education;
  - 6. health, for which locally developed academic standards apply; and
  - 7. the arts.
- B. Elementary and middle schools must offer at least three and require at least two of the following five arts areas: dance, media arts, music, theater, and visual arts. High schools must offer at least three and require at least one of the following five arts areas: media arts, dance, music, theater, and visual arts.

#### **IV. PARENTAL CURRICULUM REVIEW**

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

#### **V. CPR AND AED INSTRUCTION**

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

- A. At the charter school's discretion, training and instruction may result in CPR certification.
- B. CPR and AED instruction must include CPR and AED training that have been developed:
  - 1. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
  - 2. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.

- C. The charter school may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
- D. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

## **VI. COLLEGE AND CAREER PLANNING**

- A. The charter school shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
  - 1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as teamwork, collaboration, creativity, communication, critical thinking, and good work habits;
  - 2. emphasize academic rigor and high expectations and inform the student, and the student's parent or guardian if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
  - 3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
  - 4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
  - 5. help students access education and career options;
  - 6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
  - 7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
  - 8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
  - 9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the charter school to ensure that the student's course-taking schedule keeps the student on track for graduation, making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

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

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

**Cross References:** MSBA/MASA Model Policy 603 (Curriculum Development)  
MSBA/MASA Model Policy 605 (Alternative Programs)

## ST. CROIX PREPARATORY ACADEMY

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 605 Charter  
Orig. 1999 (as ISD Policy)  
Orig. 2022 (as Charter Policy)

Revised: \_\_\_\_\_

### 605 ALTERNATIVE EDUCATIONAL SERVICES

#### I. PURPOSE

The purpose of this policy is to recognize the need for alternative educational services for some charter school students.

#### II. GENERAL STATEMENT OF POLICY

The charter school board recognizes the importance of alternative educational services for some students. Circumstances may be such that some students are put at risk of being able to continue or to complete their education programs. It is the policy of the charter school that options shall be made available for some students to select educational alternatives that will enhance their opportunity to complete their education programs, recognizing that some students may become successful learners if given an opportunity to learn in a different environment and through a different learning style.

#### III. RESPONSIBILITY

- A. Any student who is 17 years old who seeks to withdraw from school, and the student's parent or guardian must attend a meeting with school personnel to discuss the educational opportunities available to the student, including alternative educational opportunities and sign a written election to withdraw from school.
- B. It shall be the responsibility of the executive director to identify alternative educational opportunities to be made available to students who may be at risk, to recommend such alternative programs to the school board for approval, and to familiarize students and parents with the availability of such alternative educational services. The executive director shall, through cooperative efforts with other schools, agencies, and organizations, periodically recommend additional or modified alternative educational services to the school board.
- C. The executive director shall have discretionary authority to develop guidelines and directives to implement school board policy relating to alternative programs.

**Legal References:** Minn. Stat. § 120A.22, Subd. 8 (Compulsory Instruction)  
Minn. Stat. § 121A.41, Subd. 11 (Definitions – Alternative Educational Services)  
Minn. Stat. § 121A.45, Subd. 1 (Grounds for Dismissal)  
Minn. Stat. § 123A.06 (State-Approved Alternative Programs and Services)  
Minn. Stat. § 124D.66 (Assurance of Mastery Programs)  
Minn. Stat. § 124D.68 (Graduation Incentives Programs)  
Minn. Stat. § 124D.74 (American Indian Language and Cultural Educational Programs)  
Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional Services)

**Cross References:** MSBA/MASA Model Policy 603 (Curriculum Development)  
MSBA/MASA Model Policy 604 (Instructional Curriculum)

**ST. CROIX PREPARATORY ACADEMY**

Adopted: \_\_\_\_\_

*MSBA/MASA Model Policy 606 Charter*

Revised: \_\_\_\_\_

*Orig. 1995 (as ISD Policy)  
Orig. 2022 (as Charter Policy)  
Rev. 2025*

**606 TEXTBOOKS AND INSTRUCTIONAL MATERIALS**

**I. PURPOSE**

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

**II. GENERAL STATEMENT OF POLICY**

The charter school board recognizes that selection of textbooks and instructional materials is a vital component of the charter school’s curriculum. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

**III. RESPONSIBILITY OF SELECTION**

- A. While the charter school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the executive director the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.
- B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials that:
  - 1. support the goals and objectives of the education programs;
  - 2. consider the needs, age, and maturity of students;
  - 3. foster respect and appreciation for cultural diversity and varied opinion;
  - 4. fit within the constraints of the charter school budget;
  - 5. are in the English language. Another language may be used, pursuant to Minnesota Statutes, section 124D.61;
  - 6. permit grade-level instruction for students to read and study America’s founding documents, including documents that contributed to the foundation or maintenance of America’s representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and
  - 7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.
- C. The executive director shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents, and other interested members of the charter school community. This procedure shall

be coordinated with the charter school's curriculum development effort and may utilize advisory committees.

- D. All instructional materials , including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable program shall be available for inspection by the parents or guardians of the students.

#### **IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS**

- A. The executive director shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.
- B. The executive director shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

#### **V. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS**

- A. The school board recognizes differences of opinion on the part of some members of the charter school community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials.
- B. The executive director shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.
- C. The executive director shall present a procedure to the school board for review and approval regarding reconsideration of textbooks or other instructional materials. When approved by the school board, such procedure shall be an addendum to this policy.

**Legal References:** Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction – Knowledge and Skills)  
Minn. Stat. § 120B.235 (American Heritage Education)  
Minn. Stat. § 124D.59-124D.61 (Education for English Learners Act)  
Minn. Stat. Ch. 124E (Charter Schools)  
Minn. Stat. § 124E.07 (Board of Directors)  
Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)  
20 U.S.C. 1232h(a) (Protection of Pupil Rights)  
*Hazelwood Sch. Dist. v. Kuhlmeier*, 484 U.S. 260 (1988)  
*Pratt v. Independent Sch. Dist. No. 831*, 670 F.2d 771 (8<sup>th</sup> Cir. 1982)

**Cross References:** MSBA/MASA Model Policy 603 (Curriculum Development)  
MSBA/MASA Model Policy 604 (Instructional Curriculum)

**ST. CROIX PREPARATORY ACADEMY**

Adopted: \_\_\_\_\_

Revised: \_\_\_\_\_

*MSBA/MASA Model Policy 607 Charter  
Orig. 1995 (as ISD Policy)  
Orig. 2022 (as Charter Policy)  
Rev. 2024*

**607 ORGANIZATION OF GRADE LEVELS**

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

A. The policy of the charter school is to address the groupings of grade levels as recognized in Minnesota Statutes, section 120A.05, as follows:

<b>Lower:</b>	<b>K through 4</b>
<b>Middle:</b>	<b>5 through 8</b>
<b>Upper:</b>	<b>9 through 12</b>

B. The executive director may seek school board approval to administer certain programs on a nongraded basis or a design different from that indicated. Program proposals that seek school board approval must meet all state requirements and reflect the rationale for the modification.

C. The charter school may request documentation that verifies a student falls within the school’s minimum and maximum age requirements for admission to publicly funded prekindergarten, preschool, kindergarten, or grades 1 through 12. Documentation may include a passport, a hospital birth record or physician’s certificate, a baptismal or religious certificate, an adoption record, health records, immunization records, immigration records, previously verified school records, early childhood screening records, Minnesota Immunization Information Connection records, or an affidavit from a parent.

**III. DEFINITIONS**

A. “Kindergarten” means a program designed for students five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter first grade the following school year.

B. “Prekindergarten” means a program designed for students younger than five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter kindergarten the following school year.

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

**Cross References:** None

**ST. CROIX PREPARATORY ACADEMY**

Adopted: \_\_\_\_\_

*MSBA/MASA Model Policy 608 Charter  
Orig. 1995 (as ISD Policy)  
Orig. 2022 (as Charter Policy)  
Rev. 2024*

Revised: \_\_\_\_\_

**608 INSTRUCTIONAL SERVICES – SPECIAL EDUCATION**

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

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

**III. CHILDREN BIRTH THROUGH AGE SIX EXPERIENCING DEVELOPMENTAL DELAYS**

- A. "Child with a disability" means a child identified under federal and state special education law as deaf or hard-of-hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for all other children. A licensed physician, an advanced practice registered nurse, a physician assistant, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability.
- B. In addition to Paragraph A, every child under age three and, at charter school discretion, every child from age three through age six, who needs special instruction and services, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children under age three and by the rules of the Commissioner of the Minnesota Department of Education for children ages three through six, because the child has a substantial delay or has a diagnosed physical or mental condition or disorder with a high probability of resulting in developmental delay is a child with a disability.
- C. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for all other children, is not a child with a disability.

**IV. RESPONSIBILITIES**

- A. The school board accepts its responsibility to identify, evaluate, and provide special education and related services for disabled children who are properly the responsibility of the charter school and who meet the criteria to qualify for special education and related services as set forth in Minnesota and federal law.
- B. The charter school shall ensure that all qualified children with a disability are provided special education and related services that are appropriate to their educational needs.

- C. When such services require or result from interagency cooperation, the charter school shall participate in such interagency activities in compliance with applicable federal and state law.
- D. The school may conduct an assessment for developmental adapted physical education, as defined in Minnesota Rules, part 3525.1352, as a stand-alone evaluation without conducting a comprehensive evaluation of the student in accordance with prior written notice provisions in Minnesota Statutes, section 125A.091, subdivision 3a. A parent or guardian may request that the school conduct a comprehensive evaluation of the parent's or guardian's student.

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

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

**ST. CROIX PREPARATORY ACADEMY**

Adopted: \_\_\_\_\_

*MSBA/MASA Model Policy 610 Charter  
Orig. 1995 (as ISD Policy)  
Orig. 2012 (as Charter Policy)*

Revised: \_\_\_\_\_

**610 FIELD TRIPS**

**I. PURPOSE**

The purpose of this policy is to provide guidelines for student trips and to identify the general process to be followed for review and approval of trip requests.

**II. GENERAL STATEMENT OF POLICY**

The general expectation of the charter school board is that all student trips will be well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested. Student trips will be categorized within three general areas:

A. Instructional Trips

Trips that take place during the school day, relate directly to a course of study, and require student participation shall fall in this category. These trips shall be subject to review and approval of the building principal and shall be financed by charter school funds within the constraints of the school building budget. Fees may not be assessed against students to defray direct costs of instructional trips.

B. Supplementary Trips

This category pertains to those trips in which students voluntarily participate and which usually take place outside the regular school day. Examples of trips in this category involve student activities, clubs, and other special interest groups. These trips are subject to review and approval of the activities director and/or the building principal. Financial contributions by students may be requested.

C. Extended Trips

1. Trips that involve one or more overnight stops fall into this category. Extended trips may be instructional or supplementary and must be requested well in advance of the planned activity. An extended trip request form must be completed and approved at each level: student, principal, executive director, and school board. Exceptions to the approval policy may be granted or expedited to accommodate emergencies or contingencies (e.g., tournament competition).
2. The charter school board acknowledges and supports the efforts of booster clubs and similar organizations in providing extended trip opportunities for students.

**III. REGULATIONS**

- A. Rules of conduct and discipline for students and employees shall apply to all student trip activity.
- B. The charter school administration shall be responsible for providing more detailed procedures, including parental involvement, supervision, and such other factors deemed important and in the best interest of students.

- C. Transportation shall be furnished through a commercial carrier or charter school-owned vehicle.
- D. An employee may use a personal vehicle to transport staff or personal property for purposes of a field trip upon prior, written approval from administration.
- E. An employee must not use a personal vehicle to transport one or more students for purposes of a field trip.
  - 1. If immediate transportation of a student is required due to an emergency or unforeseen circumstance, such as the illness or injury of a child, and the transportation does not constitute regular or scheduled transportation, a personal vehicle may be used. To the extent a personal vehicle is used, the vehicle must be properly registered and insured.
  - 2. An employee must obtain preapproval by administration of student transportation by a personal vehicle, pursuant to Section III.E.1, if practicable. If preapproval by administration of use of a personal vehicle cannot be obtained in a reasonable time given the circumstances, an employee shall report the relevant facts and circumstances justifying the need for use of a personal vehicle to administration as soon as practicable. The relevant facts and circumstances for use of a personal vehicle shall be documented by administration.

#### **IV. SCHOOL BOARD REVIEW**

The executive director shall at least annually report to the charter school board upon the utilization of trips under this policy.

**Legal References:** Minn. Stat. § 123B.36 (Authorized Fees)  
 Minn. Stat. § 123B.37 (Prohibited Fees)  
 Minn. Stat. § 123B.49 (Co-curricular and Extracurricular Activities; Insurance)  
 Minn. Stat. § 169.011, Subd. 71(a) (Definition of a School Bus)  
 Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards – Exemption)  
*Sonkowsky v. Board of Educ. for Indep. Sch. Dist. No. 721*, 327 F.3d 675 (8<sup>th</sup> Cir. 2003)  
*Lee v. Pine Bluff Sch. Dist.*, 472 F.3d 1026 (8<sup>th</sup> Cir. 2007)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of Charter School Employees)  
 MSBA/MASA Model Policy 423 (Employee – Student Relationships)  
 MSBA/MASA Model Policy 506 (Student Discipline)  
 MSBA/MASA Model Policy 707 (Transportation of Public School Students)  
 MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
 MSBA/MASA Model Policy 710 (Extracurricular Transportation)

**ST. CROIX PREPARATORY ACADEMY**

*Adopted: 10/21/2025*

*Revised: \_\_\_\_\_*

*MSBA/MASA Model Policy 612.1 Charter  
Orig. 1996 (as ISD Policy)  
Orig. 2022 (as Charter Policy)  
Rev. 2025*

**612.1 DEVELOPMENT OF PARENT AND FAMILY ENGAGEMENT POLICIES FOR TITLE I PROGRAMS**

**I. PURPOSE**

The purpose of this policy is to encourage and facilitate involvement by parents of students participating in Title I in the educational programs and experiences of students. The policy shall provide the framework for organized, systematic, ongoing, informed, and timely parental involvement in relation to decisions about the Title I services within the charter school. The involvement of parents by the charter school shall be directed toward both public and private school children whose parents are charter school residents or whose children attend school within the boundaries of the charter school.

**II. GENERAL STATEMENT OF POLICY**

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

**III. DEVELOPMENT OF CHARTER SCHOOL LEVEL POLICY**

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

- A. Involve parents and family members in the joint development of the charter school’s Title I plan and the development of support and improvement plans;
- B. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the charter school in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- C. Coordinate and integrate parent and family engagement strategies with similar strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs;
- D. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, disabled, have

limited English proficiency, have limited literacy, or who are of a racial or ethnic minority background); the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions;

- E. Use the findings of such evaluations to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the charter school parent and family engagement policies; and
- F. Involve parents in the activities of the schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the charter school to adequately represent the needs of the population served by the charter school for the purposes of developing, revising, and reviewing the parent and family engagement policy.

#### **IV. DEVELOPMENT OF SCHOOL LEVEL POLICY**

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

- A. The policy will describe the means by which each school with a Title I program will:
  - 1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I programs, and to explain to parents of participating children the program, its requirements, and their right to be involved;
  - 2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds transportation, child care, or home visits, as such services relate to parental involvement;
  - 3. Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the parental involvement programs, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan, except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
  - 4. Provide parents of participating children with: timely information about Title I programs; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and
  - 5. If the charter school program plan is not satisfactory to the parents of participating children, submit any parent's comments on the plan when it is submitted to the charter school.

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

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

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

**Cross References:** None

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

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 612.1 Charter  
Orig. 1996 (as ISD Policy)  
Orig. 2022 (as Charter Policy)  
Rev. 2026

Revised: \_\_\_\_\_

## **612.1 DEVELOPMENT OF PARENT AND FAMILY ENGAGEMENT POLICIES FOR TITLE I PROGRAMS**

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

### **I. PURPOSE**

The purpose of this policy is to encourage and facilitate involvement by parents of students participating in Title I in the educational programs and experiences of students. The policy shall provide the framework for organized, systematic, ongoing, informed, and timely parental involvement in relation to decisions about the Title I services within the charter school. ~~The involvement of parents by the charter school shall be directed toward both public and private school children whose parents are charter school residents or whose children attend school within the boundaries of the charter school.~~

### **II. GENERAL STATEMENT OF POLICY**

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

### **III. DEVELOPMENT OF CHARTER SCHOOL LEVEL POLICY**

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

- A. Involve parents and family members in the joint development of the charter school's Title I plan and the development of support and improvement plans;
- B. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the charter school in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- C. Coordinate and integrate parent and family engagement strategies with similar strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs;
- D. Conduct, with the meaningful involvement of parents and family members, an annual

evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or who are of a racial or ethnic minority background); the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions;

- E. Use the findings of such evaluations to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the charter school parent and family engagement policies; and
- F. Involve parents in the activities of the schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the charter school to adequately represent the needs of the population served by the charter school for the purposes of developing, revising, and reviewing the parent and family engagement policy.

#### **IV. DEVELOPMENT OF SCHOOL LEVEL POLICY**

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

- A. The policy will describe the means by which each school with a Title I program will:
  - 1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I programs, and to explain to parents of participating children the program, its requirements, and their right to be involved;
  - 2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds transportation, child care, or home visits, as such services relate to parental involvement;
  - 3. Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the parental involvement programs, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan, except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
  - 4. Provide parents of participating children with: timely information about Title I programs; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

5. If the charter school program plan is not satisfactory to the parents of participating children, submit any parent's comments on the plan when it is submitted to the charter school.
- B. As a component of this policy, the charter school shall jointly develop with parents a school/parent compact which outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact shall:
1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet state student academic achievement standards;
  2. Describe the ways each parent will be responsible for supporting his or her child's learning by volunteering in his or her child's classroom and participating, as appropriate, in decisions relating to his or her child's education and use of extracurricular time.
  3. Address the importance of communication between teachers and parents on an on-going basis through the use of:
    - a. Annual parent-teacher conferences to discuss the compact and the child's achievement;
    - b. Frequent progress reports to the parents; and
    - c. Reasonable access to staff, opportunities to volunteer, participate in the child's class, and observe in the child's classroom.
    - d. Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
- C. To ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student academic achievement, the policy will describe how each school and the charter school will:
1. Provide assistance to participating parents in understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;
  2. Provide materials and training to assist parents in working with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
  3. Educate school staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and school;
  4. Coordinate and integrate parental involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children to the extent feasible and appropriate;
  5. Ensure, to the extent practicable, that information about school and parent

meetings, programs, and activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and

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

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

**Cross References:** None

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

## **ST. CROIX PREPARATORY ACADEMY**

Adopted: \_\_\_\_\_

*MSBA/MASA Model Policy 613 Charter  
Orig. 2022 (as Charter Policy)*

Revised: \_\_\_\_\_

*Rev. 2026*

### **613 GRADUATION REQUIREMENTS**

#### **I. PURPOSE**

The purpose of this policy is to set forth requirements for graduation from the charter school.

#### **II. GENERAL STATEMENT OF POLICY**

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

#### **III. DEFINITIONS**

- A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the charter school.
- B. "English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.
- C. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- D. "Required standard" means a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, health, and the arts. Locally developed academic standards in health apply until statewide rules implementing statewide health standards under Minnesota Statutes, section 120B.021, subdivision 3, are required to be implemented in the classroom.
- E. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

#### **IV. CHARTER SCHOOL ASSESSMENT COORDINATOR**

Principals shall be named the Charter School Assessment Coordinators. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

#### **V. ASSESSMENT GRADUATION REQUIREMENTS**

##### **A. Graduation Requirements**

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

1. Achievement and career and college readiness in mathematics, reading, and writing, to the extent available, to monitor students' continuous development

of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and, based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student.

2. Consistent with this paragraph and Minnesota Statutes, section 120B.125 (see *Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
3. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.

**B. Targeted Instruction Plan**

1. A student must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
2. Consistent with Minnesota Statutes, sections 120B.13, 124D.09, 124D.091, 124F.08, and related sections, an enrolling school or district must actively encourage a student in grade 11 or 12 who is identified as academically ready for a career or college to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.
3. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.

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

**VI. GRADUATION CREDIT REQUIREMENTS**

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

**A. Credit Requirements**

1. Four (4) credits of language arts sufficient to satisfy all academic standards in English language arts;
2. Three (3) credits of mathematics, sufficient to satisfy all of the academic standards in mathematics;
3. Three (3) credits of science, including one (1) credit to satisfy all the earth and space science standards for grades 9 through 12, one (1) credit to satisfy all the life science standards for grades 9 through 12, and one (1) credit to satisfy all the chemistry or physics standards for grades 9 through 12;

4. Three and one-half (3.5) credits of social studies, encompassing at least United States history, geography, government and citizenship, in either grade 11 or 12 for students beginning in grade 9 in the 2025-2026 school year and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship under Minnesota Statutes, section 120B.21, subdivision 1a, and a combination of other credits encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;
5. One (1) credit in the arts sufficient to satisfy all of the state or local academic standards in the arts;
6. Credit sufficient to satisfy the state standards in physical education and health; and
7. A minimum of seven (7) elective credits.
8. Students who begin grade 9 in the 2024-2025 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or 12. A teacher of a personal finance course that satisfies the graduation requirement must have a field license or out-of-field permission in agricultural education, business, family and consumer science, social studies, or math.

**B. Credit equivalencies**

1. A one-half (.5) credit of economics taught in a school's agricultural, food, and natural resources education or business education program or department may fulfill a one-half (.5) credit in social studies under Paragraph A.4., above, if the credit is sufficient to satisfy all of the academic standards in economics.
2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph A.3., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the charter school. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph A.3, above, if the credit meets the state chemistry or physics academic standards as approved by the charter school. A student must satisfy either all of the chemistry academic standards or all of the physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph A.3, above.
3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph A.2. or Paragraph A.5, above.
4. A computer science credit may fulfill a mathematics credit requirement under Paragraph A.2, above, if the credit meets state academic standards in mathematics.
5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph A.2. or Paragraph A.3, above, if the credit meets the state academic standards in mathematics or science.
6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

## **VII. GRADUATION STANDARDS REQUIREMENTS**

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

\* Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual charter school needs.
- C. All students must satisfactorily complete the following required Academic Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
  - 1. Minnesota Academic Standards, English Language Arts K-12;
  - 2. Minnesota Academic Standards, Mathematics K-12;
  - 3. Minnesota Academic Standards, Science K-12;
  - 4. Minnesota Academic Standards, Social Studies K-12; and
  - 5. Minnesota Academic Standards, Physical Education K-12.
- D. State standards in the Arts K-12 are available, or charter schools may choose to develop their own standards.
- E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

## **VIII. EARLY GRADUATION**

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

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

**Legal References:** Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements)

for Minnesota's Students)  
Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.023 (Benchmarks)  
Minn. Stat. § 120B.024 (Credits)  
Minn. Stat. § 120B.07 (Early Graduation)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)  
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)  
Minn. Stat. § 120B.13 (Advanced Placement and International Baccalaureate Programs)  
Minn. Stat. § 120B.30 (General Requirements; Statewide Assessments)  
Minn. Stat. § 120B.303 (Assessment Graduation Requirements)  
Minn. Stat. § 120B.307 (College and Career Readiness)  
Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)  
Minn. Stat. § 124D.091 (Concurrent Enrollment Program Aid)  
Minn. Stat. § 124F.08 (Education and Employment Transitions Partnerships)  
Minn. Stat. § 124E.03 (Applicable Law)  
Minn. Rules Part 3501.0660 (Academic Standards for Kindergarten through Grade 12 [Language Arts])  
Minn. Rules Parts 3501.0700-3501.0750 (Academic Standards for Mathematics)  
Minn. Rules Part 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12 )  
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)  
Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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

**Resources:** Minnesota House of Representatives: [Minnesota's Graduation Requirements](#) (November 2025) (accessed 01/29/26)

**ST. CROIX PREPARATORY ACADEMY**

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 614 Charter  
Orig. 1997 (as ISD Policy)  
Orig. 2022 (as Charter Policy)  
Rev. 2024

Revised: \_\_\_\_\_

**614 CHARTER SCHOOL TESTING PLAN AND PROCEDURE**

**I. PURPOSE**

The purpose of this policy is to set forth the charter school’s testing plan and procedure.

**II. GENERAL STATEMENT OF POLICY**

The policy of the charter school is to implement procedures for testing, test security, documentation, and record keeping.

**III. DUTIES OF CHARTER SCHOOL PERSONNEL REGARDING TEST ADMINISTRATION**

A. Executive Director

1. Responsibilities before testing.
  - a. Designate a charter school assessment coordinator and technology coordinator.
  - b. The executive director, or a designee who has been authorized to be the identified official with authority by the charter school board, pre-authorizes staff access for applicable Minnesota Department of Education (MDE) secure systems.
  - c. Annually review and recertify staff who have access to MDE secure systems.
  - d. Read and complete the *Assurance of Test Security and Non-Disclosure*.
  - e. Establish a culture of academic integrity.
  - f. Fully cooperate with MDE representatives conducting site visits or Minnesota Test of Academic Skills (MTAS) audits during testing.
  - g. Ensure student information is current and accurate.
  - h. Ensure that a current charter school test security procedure is in place and that all relevant staff have been provided school training on test administration and test security.
  - i. Ensure that a current process is included for tracking which students tested with which test monitors and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).
  - j. Confirm the charter school assessment coordinator has current information and training specific to test security and the administration of statewide assessments.
  - k. Confirm the charter school assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).

- l. Post on the charter school website the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form.
2. Responsibilities after testing.
    - a. Confirm the charter school assessment coordinator and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.
    - b. Verify with the charter school assessment coordinator that all test security issues have been reported to MDE and are being addressed.
    - c. Confirm the MARSS coordinator has updated all student records for Post-test Editing.
    - d. Confirm the charter school assessment coordinator has finalized the charter school's assessment information prior to the close of Post-test Editing in Test WES.
    - e. Confirm the charter school assessment coordinator, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.
    - f. Discuss assessment results with the charter school assessment coordinator and school administrators.

B. Charter School Assessment Coordinator

1. Responsibilities before testing.
  - a. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.
  - b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
  - c. Confirm all staff who handle test materials, administer tests, or have access to secure test content have completed the *Assurance of Test Security and Non-Disclosure*.
    - (1) Maintain the completed *Assurance of Test Security and Non-Disclosure* for two years after the end of the academic school year in which testing took place.
  - d. Review with all staff the *Assurance of Test Security and Non-Disclosure* and their responsibilities thereunder.
  - e. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
  - f. Establish charter school testing schedule within the testing windows specified by the MDE and service providers.
  - g. Prepare testing conditions, including user access to service provider websites, preparing readiness for online testing, preparing a plan for tracking which students test on which computers or devices, ensure accommodations are indicated as necessary, providing students with opportunity to become familiar with test format, item types, and tools prior to test administration; establishing process for inventorying and distributing secure test materials when necessary; preparing procedures for expected and unexpected situations occurring during

testing; planning for addressing technical issues while testing; identify staff who will enter student responses from paper accommodated test materials and scores from MTAS administration online.

- h. Train school assessment coordinators, test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.
    - (1) Provide training on proper test administration and test security (Pearson's Training Management System).
    - (2) Verify staff complete any and all test-specific training.
  - i. Maintain security of test content, test materials, and record of all staff involved.
    - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
    - (2) Organize secure test materials for online administrations and keep them secure.
    - (3) Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
  - j. Confirm that all students have appropriate test materials.
2. Responsibilities on testing day(s).
- a. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.
  - b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
  - c. Contact the MDE assessment contact within 24 hours of a security breach and submit the *Test Security Notification* in Test WES within 48 hours.
  - d. Address invalidations and test or accountability codes.
3. Responsibilities after testing.
- a. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
  - b. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
  - c. Return secure test materials as outlined in applicable manuals and resources.

- d. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.
- e. Review student assessment data and resolve any issues.
- f. Distribute Individual Student Reports no later than fall parent/teacher conferences.
- g. Enter Graduation Requirements Records in the GRR system.

C. School Principal

1. Responsibilities before testing.
  - a. Designate a school assessment coordinator and technology coordinator for the charter school.
  - b. Be knowledgeable about proper test administration and test security as outlined in manuals and directions.
  - c. Read and complete the *Assurance of Test Security and Non-Disclosure*.
  - d. Communicate the importance of test security and expectation that staff will keep test content secure and act with honesty and integrity during test administration.
  - e. Provide adequate secure storage space for secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.
  - f. Ensure adequate computers and/or devices are available and rooms are appropriately set up for online testing.
  - g. Verify that all test monitors and test administrators receive proper training for test administration.
  - h. Ensure students taking specified tests have the opportunity to become familiar with test format, item types, and tools prior to test administration.
  - i. Include the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form in the student handbook.
2. Responsibilities on testing day(s).
  - a. Ensure that test administration policies and procedures and test security requirements in all manuals and directions are followed.
  - b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
3. Responsibilities after testing.
  - a. Ensure all secure test materials are collected, returned, and/or disposed of securely as required in any manual.
  - b. Ensure requirements for embargoed final assessment results are followed.

D. School Assessment Coordinator

1. Responsibilities before testing.
  - a. Implement test administration and test security policies and procedures.
  - b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
  - c. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the *Assurance of Test Security and Non-Disclosure*.
  - d. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
  - e. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.
  - f. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.
  - g. Maintain security of test content and test materials.
    - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
    - (2) Organize secure test materials for online administrations and keep them secure.
    - (3) Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
    - (4) Identify the need for additional test materials to charter school's assessment coordinator.
    - (5) Provide MTAS student data collection forms if necessary.
    - (6) Distribute applicable ACCESS and Alternate ACCESS *Test Administrator Scripts* and *Test Administration Manuals* to test administrators so they can become familiar with the script and prepare for test administration.

- (7) Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and preprinted student information on the label is accurate.

2. Responsibilities on testing day(s).

- a. Distribute materials to test monitors and ACCESS test administrators and ensure security of test materials between testing sessions and that charter school procedures are followed.
- b. Ensure *Test Monitor and Student Directions* and *Test Administrator Scripts* are followed and answer questions regarding the same.
- c. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.
- d. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures.
- e. Report testing irregularities to charter school's assessment coordinator using the *Test Administration Report*.
- f. Report security breaches to the charter school's assessment coordinator as soon as possible.

3. Responsibilities after testing.

- a. Ensure that all paper test materials are kept locked and secure and security checklists completed.
- b. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
- c. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
- d. Return secure test materials as outlined in applicable manuals and resources.
- e. Prepare materials for pickup by designated carrier on designated date(s). Maintain security of all materials.
- f. Ensure requirements for embargoed final assessment results are followed.

E. Technology Coordinator

1. Ensure the charter school is prepared for online test administration and provide technical support to staff.
2. Acquire all necessary user identifications and passwords.
3. Read and complete the *Assurance of Test Security and Non-Disclosure*.
4. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
5. Attend charter school training and any service provider technology training.
6. Review, use, and be familiar with all service provider technical documentation.

7. Prepare computers and devices for online testing.
8. Confirm site readiness.
9. Provide all necessary accessories for testing, technical support/troubleshooting during test administration and contact service provider help desks as needed.

F. Test Monitor

1. Responsibilities before testing.
  - a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
  - b. Attend training related to test administration and security.
  - c. Complete required training course(s) for tests administering.
  - d. Be knowledgeable about how to contact the charter school assessment coordinator during testing, where to pick up materials on day of test, and plan for securing test materials between test sessions.
  - e. Be knowledgeable regarding student accommodations.
  - f. Remove or cover any instructional posters or visual materials in the testing room.
2. Responsibilities on testing day(s).
  - a. Before the test.
    - (1) Receive and maintain security of test materials.
    - (2) Verify that all test materials are received.
    - (3) Ensure a proper number of computers/devices or paper accommodated test materials are present.
    - (4) Verify student testing tickets and appropriate allowable materials.
    - (5) Assign numbered test books to individual students.
    - (6) Complete information as directed.
    - (7) Record extra test materials.
  - b. During the test.
    - (1) Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.
    - (2) Follow all directions and scripts exactly.
    - (3) Follow procedures for restricting student access to cell phones and other electronic devices, including wearable electronic devices.

- (4) Stay in the testing room and remain attentive during the entire test session. Practice active monitoring by circulating throughout the room during testing.
  - (5) Be knowledgeable about responding to emergency or unusual circumstances and technology issues.
  - (6) Do not review, discuss, capture, email, post, or share test content in any format.
  - (7) Ensure all students have been provided the opportunity to independently demonstrate their knowledge.
  - (8) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
  - (9) Document the students who tested with the test monitor and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).
  - (10) Document students who require a scribe or translated directions or any unusual circumstances and report to the charter school assessment coordinator.
  - (11) Report any possible security breaches as soon as possible.
- c. After the test.
- (1) Follow directions and scripts exactly.
  - (2) Collect all materials and keep secure after each session. Upon completion, return to the school assessment coordinator.
  - (3) Immediately report any missing test materials to the school assessment coordinator.

G. MTAS Test Administrator

- 1. Before testing.
  - a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
  - b. Attend training related to test administration and security.
  - c. Complete required training course(s) for tests administering.
  - d. Be knowledgeable as to when and where to pick up MTAS materials and the school's plan for keeping test materials secure.
  - e. Prepare test materials for administration, including objects and manipulatives, special instructions, and specific adaptations for each student.
- 2. Responsibility on testing day(s).
  - a. Before the test.
    - (1) Maintain security of materials.

- (2) Confirm appropriate MTAS materials are available and prepared for students.
- b. During the test.
  - (1) Administer each task to each student and record the score.
  - (2) Be knowledgeable about how to contact the charter school or school assessment coordinator, if necessary, and respond to emergency and unusual circumstances.
  - (3) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
  - (4) Document and report and unusual circumstances to the charter school or school assessment coordinator.
- c. After the test.
  - (1) Keep materials secure.
  - (2) Return all materials.
  - (3) Return objects and manipulatives to the classroom.
  - (4) Enter MTAS scores online or return data collection forms to the charter school or school assessment coordinator.

H. MARSS Coordinator

- 1. Responsibilities before testing.
  - a. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.
  - b. Ensure English language and special education designations are current and correct for students testing based on those designations.
  - c. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.
- 2. Responsibilities after testing.
  - a. Ensure accurate enrollment of students in school during the accountability windows.
  - b. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.
  - c. Work with charter school assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

I. Any Person with Access to Test Materials

Read and complete the *Assurance of Test Security and Non-Disclosure*.

**IV. TEST SECURITY**

- A. Test Security Procedures will be adopted by charter school administration.

- B. Students will be informed of the following:
1. The importance of test security;
  2. Expectation that students will keep test content secure;
  3. Expectation that students will act with honesty and integrity during test administration;
  4. Expectation that students will not access cell phones, wearable technology (e.g., smart watches, fitness trackers), or other devices that can electronically send or receive information. The test of a student who wears a device during testing must be invalidated.  
  
If a student completes testing and then accesses a cell phone or other prohibited device (including wearable technology), the charter school must take further action to determine if the test should be invalidated, rather than automatically invalidating the test.
  5. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.
- C. Staff will be informed of the following:
1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.
  2. Other contact information and options for reporting security concerns.

**V. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT**

- A. The charter school shall maintain records necessary for program audits conducted by MDE. The records must include documentation consisting of the following:
1. Signed *Assurance of Test Security and Non-Disclosure* forms must be maintained for two years after the end of the academic year in which the testing took place.
  2. Charter school security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
  3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
  4. Test Monitor Test Materials Security Checklist provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.
  5. Charter school test monitor tracking documentation must be maintained for two years after the end of the academic year in which the tracking took place.
  6. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.

7. Documentation of charter school staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.
8. *Test Security Notification* must be maintained for two years after the end of the academic school year in which testing took place.
9. *Test Administration Report* must be maintained for one year after the end of the academic school year in which testing took place.
10. Record of staff training and test-specific training must be maintained for one year after the end of the academic year in which testing took place.

## **VI. RETALIATION PROHIBITED**

An employee who discloses information to the MDE Commissioner or a parent or guardian about service disruptions or technical interruptions related to administering assessments under Minnesota Statutes, section 120B.30 is protected under section 181.932, governing disclosure of information by employees.

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

**Legal References:** Minn. Stat. § 13.34 (Examination Data)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum Instruction, and Student Achievement Goals; Striving Comprehensive Achievement and Civic Readiness)  
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
Minn. Stat. § 120B.36, Subd. 2 (School Accountability)  
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.082 (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 601 (Charter School Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 616 (Charter School System Accountability)  
Minnesota PearsonAccess Next Resources and Forms:  
<http://minnesota.pearsonaccessnext.com/policies-and-procedures/>

**ST. CROIX PREPARATORY ACADEMY**

Adopted:10/21/2025

MSBA/MASA Model Policy 616 Charter  
Orig. 2022 (as Charter Policy)  
Rev. 2025

Revised:\_\_\_\_\_

**616 CHARTER SCHOOL SYSTEM ACCOUNTABILITY**

**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.
- 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 school board has established charter school-wide goals that provide broad direction for the charter school. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the charter school's Advisory Committee.
  - 2. The Charter School Advisory Committee created under Policy 603 (Curriculum Development) 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 Charter School 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.

Local Cycle

C. Implementation of Graduation Requirements

1. The Charter School 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. Recommendations of the Charter School Advisory Committee shall be published annually to the community. The school board shall receive public input and comment 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 the Charter School Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The Charter School Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.
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. By January 1 of each year, the Charter School Advisory Committee will meet to advise and assist the charter school in the implementation of the charter school system accountability and comprehensive continuous improvement process.
2. The Charter School Advisory Committee, will provide active community participation in:
  - a. Reviewing the charter school instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;

- b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
  - c. Making recommendations regarding the evaluation process that will be used to measure charter school progress toward its goals; and,
  - d. Advising the school board about development of the annual budget.
3. The Charter School Advisory Committee shall meet the following criteria:
- a. The Charter School Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
  - b. The Charter School Advisory Committee shall make recommendations to the school board on charter school-wide standards, assessments, and program evaluation.
  - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the charter school improvement plan.
  - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Charter School Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
4. Translation services should be provided to the extent appropriate and practicable.
5. The Charter School Advisory Committee shall meet the following timeline each year:
- September: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.
- September: Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.
- January: Review evaluation results and prepare recommendations.
- April: Present recommendations to the school board for its input and approval.

E. 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.

F. 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)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 616  
Charter

Orig. 2022 (as Charter Policy)

Revised: \_\_\_\_\_

Rev. 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 618-620 provide procedures to further implement the requirements of Minnesota Statutes, section 120B.11.]**

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota K-12 Academic Standards and federal law requires accountability for 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. The charter school must adopt a plan, budget, and process, consistent with Minnesota Statutes, section 120B.11, to review curriculum, instruction, and student achievement and strive for comprehensive achievement and civic readiness.

**[NOTE: To streamline this policy, MSBA added this general provision from Minnesota's Charter School law and deleted provisions below that go into detail regarding the requirements. Charter school boards can choose to retain the specific provisions.]**

### Charter School Goals

- ~~1. The school board has established charter school wide goals that provide broad direction for the charter school. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the charter school's Advisory Committee.~~
- ~~2. The Charter School Advisory Committee created under Policy 603 (Curriculum Development) 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 Charter School 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.~~  
~~**[NOTE: The board may choose to delete this committee reference if it deletes the committee below.]**~~

### 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.~~

**[Insert Local Cycle in this space]**

### C. Implementation of Graduation Requirements

- ~~1. The Charter School 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. Recommendations of the Charter School Advisory Committee shall be published annually to the community. The school board shall receive public input and comment 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, the Charter School Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The Charter School Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.~~
- ~~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.~~

### B. Comprehensive Continuous Improvement of Student Achievement

1. By **[ date ]** of each year, the Charter School Advisory Committee will meet to advise and assist the charter school in the implementation of the charter school system accountability and comprehensive continuous improvement process.

2. The Charter School Advisory Committee, working in cooperation with other committees of the charter school [**such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.**], will provide active community participation in:
  - a. Reviewing the charter school instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;
  - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
  - c. Making recommendations regarding the evaluation process that will be used to measure charter school progress toward its goals; and,
  - d. Advising the school board about development of the annual budget.
  
3. The Charter School Advisory Committee shall meet the following criteria:
  - a. The Charter School Advisory Committee shall ensure active community participation in all phases of planning for and improving the instruction and curriculum affecting state and school academic standards consistent with Minnesota Statutes, section 120B.11, subdivision 2. ~~Graduation Standards.~~
  - b. The Charter School Advisory Committee shall make recommendations to the school board on charter school-wide standards, assessments, and program evaluation.
  - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the charter school improvement plan.
  - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Charter School Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
  
4. Translation services should be provided to the extent appropriate and practicable.
  
- ~~5. The Charter School Advisory Committee shall meet the following timeline each year:¶~~
  - ~~Month: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.¶~~
  - ~~Month(s): Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.¶~~
  - ~~Month(s): Review evaluation results and prepare recommendations.¶~~

~~Month: Present recommendations to the school board for its input and approval.¶~~

C. Evaluation of Student Progress Committee

A committee of professional staff shall develop a plan for assessment of student progress, the Graduation Standards, as well as program evaluation data for use by the Charter School Advisory Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan shall annually be approved by the school board.

**[NOTE: The board may choose to delete this paragraph regarding an Evaluation of Student Progress Committee upon consultation with school administration.]**

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.¶~~

D. 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, ~~management agreements with a CMO or EMO,~~ academic performance, innovative practices and implementation, and future plans. ~~A~~The charter school may combine this report with the reporting required under Minnesota Statutes, section 120B.11 governing ~~comprehensive achievement and civic readiness. 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 **Kindergarten through Grade 12** [Language Arts])  
Minn. Rules Parts ~~3501.0700-3501.0745~~ (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0820 (Academic **Arts** Standards for **Kindergarten through Grade 12**)  
Minn. Rules Parts ~~3501.0900-3501.0960~~ (Academic **Science** Standards for **Kindergarten through Grade 12**)  
**Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)**  
Minn. Rules Parts ~~3501.1300-3501.1345~~ (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 618 (Assessment of Student Achievement)  
MSBA/MASA Model Policy 619 (Staff Development for Standards)  
MSBA/MASA Model Policy 620 (Credit for Learning)

## **ST. CROIX PREPARATORY ACADEMY**

Adopted: \_\_\_\_\_

*MSBA/MASA Model Policy 618 Charter  
Orig. 2022 (as Charter Policy)*

Revised: \_\_\_\_\_

*Rev. 2026*

### **618 ASSESSMENT OF STUDENT ACHIEVEMENT**

#### **I. PURPOSE**

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

#### **II. GENERAL STATEMENT OF POLICY**

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

#### **III. DEFINITIONS**

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

#### **IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT**

- A. The Executive Director or Director of Teaching and Learning shall establish criteria by which student performance of local academic standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.
- B. The executive director shall ensure that students and parents or guardians are provided with notice of the process by which academic standards will be assessed.
- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of assessments under the Minnesota Academic Standards.

**V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS**

A. Benchmarks

The charter school will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard.

B. Statewide Academic Standards Testing

1. The charter school will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards.
2. The charter school will administer annually, in accordance with the process determined by the Minnesota Department of Education (MDE), the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:
  - a. computer-adaptive reading and mathematics assessments in grades 3 through 8;
  - b. state-developed high school reading and mathematics tests aligned with state academic standards; a high school writing test aligned with state standards when it becomes available; and
  - c. science assessments. Annual science assessments are required in one (1) grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
3. The charter school will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
4. The charter school may use a student's performance on a statewide assessment as one of multiple criteria to determine grade promotion or retention. The charter school may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
5. For students in grade 8 in the 2012-2013 school year and later, the charter school must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the charter school may include a

notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.

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

C. Student Participation

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

**VI. RIGOROUS COURSE OF STUDY WAIVER**

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

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

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

## **VII. CAREER EXPLORATION ASSESSMENT**

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

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

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

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

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

**ST. CROIX PREPARATORY ACADEMY**

Adopted: \_\_\_\_\_

*MSBA/MASA Model Policy 619 Charter  
Orig. 1998 (as ISD Policy)  
Orig. 2022 (as Charter Policy)  
Rev. 2026*

Revised: \_\_\_\_\_

**619 STAFF DEVELOPMENT FOR STANDARDS**

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

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

**III. STAFF DEVELOPMENT**

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

**IV. TRAINING AND PROFESSIONAL DEVELOPMENT**

A. Paraprofessionals

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

Additionally, with regard to paraprofessionals providing support to special education students, the charter school will ensure that annual training opportunities are required to enable the paraprofessional to further develop the knowledge and skills that are specific to the students with whom the paraprofessional works, including understanding disabilities, the unique and individual needs of each student according to the student’s disability and how the disability affects the student’s education and

behavior, following lesson plans, and implementing follow-up instructional procedures and activities.

B. Teachers/Administrators

The charter school will provide high quality and ongoing professional development activities as required by state and federal laws.

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)  
Minn. Stat. § 120B.303 (Assessment Graduation Requirements)  
Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)  
Minn. Stat. § 122A.16 (Qualified Teacher Defined)  
Minn. Stat. § 122A.60 (Staff Development Program)  
Minn. Rules Parts 3501.0660 (Academic Standards for Kindergarten through Grade 12 [Language Arts])  
Minn. Rules Parts 3501.07 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12)  
Minn. Rules Parts 3501.0960 (Academic Science Standards for Kindergarten through Grade 12)  
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.13 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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

## **ST. CROIX PREPARATORY ACADEMY**

Adopted: 10/21/2025

MSBA/MASA Model Policy 620 Charter  
Orig. 2022 (as Charter Policy)  
Rev. 2025

Revised: \_\_\_\_\_

### **620 CREDIT FOR LEARNING**

#### **I. PURPOSE**

This policy recognizes student achievement that occurs in postsecondary enrollment options 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 charter school will recognize student achievement obtained outside of the charter school.

#### **II. GENERAL STATEMENT OF POLICY**

The policy of the charter school 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 Minnesota Statutes, section 124D.09, 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 charter school 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 charter school 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 if a student has earned at least 3 credits from the charter school.

B. Transfer of Academic Requirements from Other Schools

1. The charter school 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 charter school 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 if a student has earned at least 3 credits from the charter school.
  - 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 charter school's high school graduation requirements but is comparable to elective credits offered by the charter school for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the charter school'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 charter school 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 charter school 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 charter school determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with charter school graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
  - c. In the event the content of a course taken at an non-accredited, nonpublic school does not fully align with the content of the charter school's high school graduation requirements but is comparable to elective credits offered by the charter school for graduation, the student may be provided elective credit applied toward graduation requirements.
  - d. If no comparable course is offered by the charter school 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.
- C. 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 charter school.
  - 1. Course credit will be considered by the charter school 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 charter school for graduation, the charter school 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 charter school for which high school graduation credit would be provided, the charter school 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 charter school 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 charter school.
- D. By the earlier of (1) three weeks prior to the date by which a student must register for charter school courses for the following school year, or (2) March 1 of each year, the charter school must provide up-to-date information on the charter school'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 charter school in planning, a pupil must inform the charter school 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 charter school by October 30 or May 30.

- 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.

## **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 charter school. 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 charter school, for elective credit to the charter school in order to receive elective credit. The charter school must verify the hours worked with the employer before awarding elective credit.

## **VII. ADVANCED ACADEMIC CREDIT**

- A. The charter school 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 charter school.
- 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 charter school.
- 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 charter school for graduation, the charter school 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 charter school for which high school graduation credit would be provided, the charter school will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

## **VIII. WEIGHTED GRADES**

- A. The charter school 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 1.25.
  2. A grade awarded in an Honors course will be multiplied by a factor of 1.25.
  3. A grade awarded in Accelerated Courses will be multiplied by a factor of 1.25.
  4. A grade awarded in Multivariable Calculus will be multiplied by a factor of 1.25.
  5. A grade awarded in Chamber Orchestra, Chamber Choir and Wind Ensemble will be multiplied by a factor of 1.25.
- B. The charter school will update its website prior to the beginning of each school year with a listing of the courses for which a student may earn a weighted grade.

#### **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 executive director 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 executive director as to the award of credits or grades shall be a final decision by the charter school 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 charter school for a particular postsecondary enrollment course, or advanced academic credit course, the student may appeal the charter school's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or executive director 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.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. Stat. § 124E.07 (Board of Directors)  
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 (Charter School Mission Statement)  
MSBA/MASA Model Policy 601 (Charter School Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (Charter School Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 616 (Charter School System Accountability)  
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)  
MSBA/MASA Model Policy 624 (Online Instruction)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 620 Charter  
Orig. 2022 (as Charter Policy)  
Rev. 2025

Revised: \_\_\_\_\_

## **620 CREDIT FOR LEARNING**

**[NOTE: Charter schools 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, charter schools are required by statute to identify whether the charter school 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 charter school 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 charter school will recognize student achievement obtained outside of the charter school.

### **II. GENERAL STATEMENT OF POLICY**

The policy of the charter school 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 Minnesota Statutes, section 124D.09, 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 charter school 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 charter school 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 if a student has earned at least **[insert number]** credits from the charter school.

##### **B. Transfer of Academic Requirements from Other Schools**

1. The charter school 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 charter school 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 if a student has earned at least **[insert number]** credits from the charter school.
  - 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 charter school's high school graduation requirements but is comparable to elective credits offered by the charter school for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the charter school'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 charter school 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 charter school 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 charter school determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with

charter school graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).

- c. In the event the content of a course taken at an non-accredited, nonpublic school does not fully align with the content of the charter school's high school graduation requirements but is comparable to elective credits offered by the charter school for graduation, the student may be provided elective credit applied toward graduation requirements.
  - d. If no comparable course is offered by the charter school 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.
- C. 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 charter school.
  - 1. Course credit will be considered by the charter school 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 charter school for graduation, the charter school 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 charter school for which high school graduation credit would be provided, the charter school 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 charter school 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 charter school.
- D. By the earlier of (1) three weeks prior to the date by which a student must register for charter school courses for the following school year, or (2) March 1 of each year, the charter school must provide up-to-date information on the charter school'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 charter school ~~district~~ in planning, a pupil must inform the ~~charter school 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 ~~charter school 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 (87), at the discretion of the enrolling charter school. 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 charter school, for elective credit to the charter school in order to receive elective credit. The charter school must verify the hours worked with the employer before awarding elective credit.

## **VII. ADVANCED ACADEMIC CREDIT**

- A. The charter school 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 charter school.
- 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 charter school.
- 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 charter school for graduation, the charter school 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 charter school for which high school graduation credit would be provided, the charter school will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

### VIII. WEIGHTED GRADES

**[NOTE: Charter schools must identify in policy whether they offer courses with weighted grades. Therefore, charter schools 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 charter school does not offer weighted grades.

**[or]**

- A. The charter school offers weighted grades for courses that are identified as more rigorous or academically challenging as follows:

**[List the types of courses that will be awarded weighted grades and the multiplier, similar to the following examples.]**

1. A grade awarded in an Advanced Placement course will be multiplied by a factor of \_\_\_\_ (i.e., 1.07).
  2. A grade awarded in an Honors course will be multiplied by a factor of \_\_\_\_.
  3. A grade awarded in a College In the Schools course will be multiplied by a factor of \_\_\_\_.
  4. A grade awarded in a course taken through a Postsecondary Enrollment Options program will be multiplied by a factor of \_\_\_\_.
  5. A grade awarded in a course in a dual enrollment course will be multiplied by a factor of \_\_\_\_.
- B. The charter school will update its website prior to the beginning of each school year with a listing of the courses for which a student may earn a weighted grade.

### 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 executive director 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 executive director as to the award of credits or grades shall be a final decision by the charter school 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 charter school for a

particular postsecondary enrollment course, or advanced academic credit course, the student may appeal the charter school's decision to the Commissioner. The decision of the Commissioner shall be final.

- E. At any time during the process, the building principal or executive director 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.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. Stat. § 124E.07 (Board of Directors)  
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 (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)  
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MSBA/MASA Model Policy 624 (Online Instruction)

**ST. CROIX PREPARATORY ACADEMY**

Adopted: 11/18/2025

Revised: \_\_\_\_\_

*MSBA/MASA Model Policy 705 Charter  
Orig. 1995 (as ISD Policy)  
Orig. 2022 (as Charter Policy)  
Rev. 2026*

**705 INVESTMENTS**

**I. PURPOSE**

The purpose of this policy is to provide for the investment of St. Croix Preparatory Academy’s (“the School”) public funds in accordance with Minnesota Statutes, including Chapter 118A, and the MSBA/MASA Model Policy 705. This policy ensures funds are invested with safety, liquidity, and yield as priorities, in that order.

**II. GENERAL STATEMENT OF POLICY**

It is the policy of St. Croix Preparatory Academy to invest available school funds prudently and in compliance with Minnesota law. The School recognizes its fiduciary responsibility to manage public funds in a manner that preserves principal, provides adequate liquidity to meet obligations, and, within those constraints, seeks a reasonable rate of return.

**III. SCOPE**

This policy applies to all investments of the surplus funds of the charter school, regardless of the fund accounts in which they are maintained, unless certain investments are specifically exempted by the school board through formal action. This policy applies to all financial assets of the School, including general operating funds, special revenue funds, debt service funds, capital project funds, and any other funds held in custody by the School, unless specifically exempted by law, grant provisions, or contractual restrictions. Funds subject to external investment restrictions shall be invested in accordance with those provisions.

**IV. AUTHORITY; OBJECTIVES**

- A. Authority: The Board of Directors has ultimate responsibility for the investment of School funds. The Board delegates day-to-day management of investments to the Investment Officer and Investment Advisory Committee, consistent with this policy, Minnesota Statutes Chapter 118A, and Minn. Stat. §124E.26. All investments must also comply with applicable federal and state grant restrictions.
- B. Objectives: Investments shall be managed to achieve the following objectives, in priority order:
  - 1. Safety and Security. Safety of principal is the first priority. The investments of the charter school shall be undertaken in a manner that seeks to ensure the preservation of the capital in the overall investment portfolio.
  - 2. Liquidity. The funds shall be invested to assure that funds are available to meet immediate payment requirements, including payroll, accounts payable, and debt service.
  - 3. Return and Yield. The investments shall be managed in a manner to attain a market rate of return through various economic and budgetary cycles, while preserving and protecting the capital in the investment portfolio and taking

into account constraints on risk and cash flow requirements. The School's approach shall be conservative by default, with flexibility to allocate reserve funds to longer-term instruments when cash balances allow.

## **V. DELEGATION OF AUTHORITY**

- A. The Executive Director ~~of Finance~~ of the charter school is designated as the investment officer of the charter school and is responsible for investment decisions and activities under the direction of the school board. The investment officer shall operate the charter school's investment program consistent with this policy. The investment officer may delegate certain duties to a designee or designees but shall remain responsible for the operation of the program.
- B. All officials and employees that are a part of the investment process shall act professionally and responsibly as custodians of the public trust and shall refrain from personal business activity that could conflict with the investment program or which could reasonably cause others to question the process and integrity of the investment program. The investment officer shall avoid any transaction that could impair public confidence in the charter school.

## **VI. STANDARD OF CONDUCT**

The standard of conduct regarding charter school investments to be applied by the investment officer shall be the "prudent person standard." Under this standard, the investment officer shall exercise that degree of judgment and care, under the circumstances then prevailing, that persons of prudence, discretion, and intelligence would exercise in the management of their own affairs, investing not for speculation and considering the probable safety of their capital as well as the probable investment return to be derived from their assets. The prudent person standard shall be applied in the context of managing the overall investment portfolio of the charter school. The investment officer, acting in accordance with this policy and exercising due diligence, judgment, and care commensurate with the risk, shall not be held personally responsible for a specific security's performance or for market price changes. Deviations from expectations shall be reported in a timely manner and appropriate actions shall be taken to control adverse developments.

## **VII. MONITORING AND ADJUSTING INVESTMENTS**

The investment officer shall routinely monitor existing investments and the contents of the charter school's investment portfolio, the available markets, and the relative value of competing investment instruments.

## **VIII. INTERNAL CONTROLS**

The investment officer shall establish a system of internal controls which shall be documented in writing. The internal controls shall be reviewed by the school board and shall be annually reviewed for compliance by the charter school's independent auditors. The internal controls shall be designed to prevent and control losses of public funds due to fraud, error, misrepresentation, unanticipated market changes, or imprudent actions by officers, employees, or others. The internal controls may include, but shall not be limited to, provisions relating to controlling collusion, separating functions, separating transaction authority from accounting and record keeping, custodial safekeeping, avoiding bearer form securities, clearly delegating authority to applicable staff members, limiting securities losses and remedial action, confirming telephone transactions in writing, supervising and controlling employee actions, minimizing the number of authorized investment officials, and documenting transactions and strategies.

## **IX. PERMISSIBLE INVESTMENT INSTRUMENTS**

The charter school may invest its available funds in those instruments specified in Minnesota

Statutes sections 118A.04 and 118A.05, as these sections may be amended from time to time, or any other law governing the investment of charter school funds. The assets of an other postemployment benefits (OPEB) trust or trust account established pursuant to Minnesota Statutes section 471.6175 to pay postemployment benefits to employees or officers after their termination of service, with a trust administrator other than the Public Employees Retirement Association, may be invested in instruments authorized under Minnesota Statutes chapter 118A or Minnesota Statutes section 356A.06, subdivision 7. Investment of funds in an OPEB trust account under Minnesota Statutes section 356A.06, subdivision 7, as well as the overall asset allocation strategy for OPEB investments, shall be governed by an OPEB Investment Policy Statement (IPS) developed between the investment officer, as designed herein, and the trust administrator.

**X. PORTFOLIO DIVERSIFICATION; MATURITIES**

- A. Limitations on instruments, diversification, and maturity scheduling shall depend on whether the funds being invested are considered short-term or long-term funds. All funds shall normally be considered short-term except those reserved for building construction projects or specific future projects and any unreserved funds used to provide financial-related managerial flexibility for future fiscal years.
- B. The charter school shall diversify its investments to avoid incurring unreasonable risks inherent in over-investing in specific instruments, individual financial institutions or maturities.
  - 1. The investment officer shall prepare and present a table to the school board for review and approval. The table shall specify the maximum percentage of the charter school's investment portfolio that may be invested in a single type of investment instrument, such as U.S. Treasury Obligations, certificates of deposit, repurchase agreements, banker's acceptances, commercial paper, etc. The approved table shall be attached as an exhibit to this policy and shall be incorporated herein by reference.
  - 2. The investment officer shall prepare and present to the school board for its review and approval a recommendation as to the maximum percentage of the total investment portfolio that may be held in any one depository. The approved recommendation shall be attached as an exhibit or part of an exhibit to this policy and shall be incorporated herein by reference.
  - 3. Investment maturities shall be scheduled to coincide with projected charter school cash flow needs, taking into account large routine or scheduled expenditures, as well as anticipated receipt dates of anticipated revenues. Maturities for short-term and long-term investments shall be timed according to anticipated need. Within these parameters, portfolio maturities shall be staggered to avoid undue concentration of assets and a specific maturity sector. The maturities selected shall provide for stability of income and reasonable liquidity.
  - 4. The portfolio shall maintain sufficient liquidity to meet reasonably anticipated cash-flow requirements. Funds needed for near-term obligations will be invested to ensure timely availability of cash, while excess balances may be invested to enhance yield consistent with safety and liquidity objectives.
  - 5. The Finance Committee will review diversification and maturity practices periodically to confirm alignment with policy objectives and statutory requirements.

## **XI. COMPETITIVE SELECTION OF INVESTMENT INSTRUMENTS**

Before the charter school invests any surplus funds in a specific investment instrument, a competitive bid or quotation process shall be utilized. If a specific maturity date is required, either for cash flow purposes or for conformance to maturity guidelines, quotations or bids shall be requested for instruments which meet the maturity requirement. If no specific maturity is required, a market trend analysis, which includes a yield curve, will normally be used to determine which maturities would be most advantageous. Quotations or bids shall be requested for various options with regard to term and instrument. The charter school will accept the quotation or bid which provides the highest rate of return within the maturity required and within the limits of this policy. Generally, all quotations or bids will be computed on a consistent basis, i.e., a 360-day or a 365-day yield. Records will be kept of the quotations or bids received, the quotations or bids accepted, and a brief explanation of the decision that was made regarding the investment. If the charter school contracts with an investment advisor, bids are not required in those circumstances specified in the contract with the advisor.

## **XII. QUALIFIED INSTITUTIONS AND BROKER-DEALERS**

- A. The charter school shall maintain a list of the financial institutions that are approved for investment purposes.
- B. Prior to completing an initial transaction with a broker, the charter school shall provide to the broker a written statement of investment restrictions which shall include a provision that all future investments are to be made in accordance with Minnesota statutes governing the investment of public funds. The broker must annually acknowledge receipt of the statement of investment restrictions and agree to handle the charter school's account in accordance with these restrictions. The charter school may not enter into a transaction with a broker until the broker has provided this annual written agreement to the charter school. The notification form to be used shall be that prepared by the State Auditor. A copy of this investment policy, including any amendments thereto, shall be provided to each such broker.

## **XIII. SAFEKEEPING AND COLLATERALIZATION**

- A. All investment securities purchased by the charter school shall be held in third-party safekeeping by an institution designated as custodial agent. The custodial agent may be any Federal Reserve Bank, any bank authorized under the laws of the United States or any state to exercise corporate trust powers, a primary reporting dealer in United States Government securities to the Federal Reserve Bank of New York, or a securities broker-dealer defined in Minnesota Statutes section 118A.06. The institution or dealer shall issue a safekeeping receipt to the charter school listing the specific instrument, the name of the issuer, the name in which the security is held, the rate, the maturity, serial numbers and other distinguishing marks, and other pertinent information.
- B. Deposit-type securities shall be collateralized as required by Minnesota Statutes section 118A.03 for any amount exceeding FDIC, SAIF, BIF, FICUA, or other federal deposit coverage.
- C. Repurchase agreements shall be secured by the physical delivery or transfer against payment of the collateral securities to a third party or custodial agent for safekeeping. The charter school may accept a safekeeping receipt instead of requiring physical delivery or third-party safekeeping of collateral on overnight repurchase agreements of less than \$1,000,000.

## **XIV. REPORTING REQUIREMENTS**

- A. The investment officer shall generate daily and monthly transaction reports for management purposes. In addition, the school board shall be provided a monthly report that shall include data on investment instruments being held as well as any

narrative necessary for clarification.

- B. The investment officer shall prepare and submit to the school board a quarterly investment report that summarizes recent market conditions, economic developments, and anticipated investment conditions. The report shall summarize the investment strategies employed in the most recent quarter and describe the investment portfolio in terms of investment securities, maturities, risk characteristics, and other features. The report shall summarize changes in investment instruments and asset allocation strategy approved by the investment officer for an OPEB trust in the most recent quarter. The report shall explain the quarter's total investment return and compare the return with budgetary expectations. The report shall include an appendix that discloses all transactions during the past quarter. Each quarterly report shall indicate any areas of policy concern and suggested or planned revisions of investment strategies. Copies of the report shall be provided to the charter school's auditor.
- C. Within ninety (90) days after the end of each fiscal year of the charter school, the investment officer shall prepare and submit to the school board a comprehensive annual report on the investment program and investment activity of the charter school for that fiscal year. The annual report shall include 12-month and separate quarterly comparisons of return and shall suggest revisions and improvements that might be made in the investment program.
- D. If necessary, the investment officer shall establish systems and procedures to comply with applicable federal laws and regulations governing the investment of bond proceeds and funds in a debt service account for a bond issue. The record keeping system shall be reviewed annually by the independent auditor or by another party contracted or designated to review investments for arbitrage rebate or penalty calculation purposes.

**XV. DEPOSITORIES**

The school board shall annually designate one or more official depositories for charter school funds. The treasurer or the chief financial officer of the charter school may also exercise the power of the school board to designate a depository. The school board shall be provided notice of any such designation by its next regular meeting. The charter school and the depository shall each comply with the provisions of Minnesota Statutes section 118A.03 and any other applicable law, including any provisions relating to designation of a depository, qualifying institutions, depository bonds, and approval, deposit, assignment, substitution, addition, and withdrawal of collateral.

**XVI. ELECTRONIC FUNDS TRANSFER OF FUNDS FOR INVESTMENT**

The charter school may make electronic fund transfers for investments of excess funds upon compliance with Minnesota Statutes section 471.38.

**XVII. ETHICS AND CONFLICTS OF INTEREST**

Individuals involved in investment decisions shall act under the prudent person standard, avoid conflicts of interest, comply with Minn. Stat. §124E.14 and School policy, and not use investment information for personal gain.

**XVII. POLICY REVIEW**

This policy shall be reviewed at least annually by the Finance Committee and approved by the Board of Directors.

**Legal References:** Minn. Stat. § 118A.01 (Definitions)  
Minn. Stat. § 118A.02 (Depositories; Investing; Sales, Proceeds, Immunity)  
Minn. Stat. § 118A.03 (When and What Collateral Required)  
Minn. Stat. § 118A.04 (Investments)  
Minn. Stat. § 118A.05 (Contracts and Agreements)  
Minn. Stat. § 118A.06 (Safekeeping; Acknowledgements)  
[Minn. Stat. § 124E.26 \(Use of State Money\)](#)  
Minn. Stat. § 356A.06, Subd. 7 (Investments; Additional Duties)  
Minn. Stat. § 471.38 (Claims)  
Minn. Stat. § 471.6175 (Trust for Postemployment Benefits)

**Cross References:** MSBA/MASA Model Policy 703 (Annual Audit)

**Resources:** MN State Auditor, 2024 Minnesota Legal Compliance Audit Guide for Charter Schools (accessed 010526)

**ST. CROIX PREPARATORY ACADEMY**

Adopted: \_\_\_\_\_

*MSBA/MASA Model Policy 807 Charter  
Orig. 2012 (as ISD Policy)  
Orig. 2022 (as Charter Policy)*

Revised: \_\_\_\_\_

**807 HEALTH AND SAFETY POLICY**

**I. PURPOSE**

The purpose of this policy is to assist the charter school in promoting health and safety, reducing injuries, and complying with federal, state, and local health and safety laws and regulations.

**II. GENERAL STATEMENT OF POLICY**

- A. The policy of the charter school is to implement a health and safety program that includes plans and procedures to protect employees, students, volunteers, and members of the general public who enter charter school buildings and grounds. The objective of the health and safety program will be to provide a safe and healthy learning environment; to increase safety awareness; to help prevent accidents, illnesses, and injuries; to reduce liability; to assign duties and responsibilities to charter school staff to implement and maintain the health and safety program; to establish written procedures for the identification and management of hazards or potential hazards; to train charter school staff on safe work practices; and to comply with all health and safety, environmental, and occupational health laws, rules, and regulations.
- B. All charter school employees have a responsibility for maintaining a safe and healthy environment within the charter school and are expected to be involved in the health and safety program to the extent practicable. For the purpose of implementing this policy, the charter school may form a health and safety advisory committee to be appointed by the executive director. The health and safety advisory committee will be composed of employees and other individuals with specific knowledge of related issues. The advisory committee will provide recommendations to the administration regarding plans and procedures to implement this policy and to establish procedures for identifying, analyzing, and controlling hazards, minimizing risks, and training charter school staff on safe work practices. The committee will also recommend procedures for investigating accidents and enforcement of workplace safety rules. Each recommendation shall include estimates of annual costs of implementing and maintaining that proposed recommendation. The executive director may request that the safety committee established under Minnesota Statutes section 182.676 carry out all or part of the duties of the advisory committee or the advisory committee may consider recommendations from a separate safety committee established under Minnesota Statutes section 182.676.

**III. PROCEDURES**

- A. Based upon recommendations from the health and safety advisory committee and subject to the budget adopted by the school board to implement or maintain these recommendations, the administration will adopt and implement written plans and procedures for identification and management of hazards or potential hazards existing within the charter school in accordance with federal, state, and local laws, rules, and regulations. Written plans and procedures will be maintained, updated, and reviewed by the school board on an annual basis and shall be an addendum to this policy. The administration shall identify in writing a contact person to oversee compliance with each specific plan or procedure.
- B. To the extent that federal, state, and local laws, rules, and regulations do not exist for

identification and management of hazards or potential hazards, the health and safety advisory committee shall evaluate other available resources and generally accepted best practice recommendations. Best practices are techniques or actions which, through experience or research, have consistently proven to lead to specific positive outcomes.

- C. The charter school shall monitor and make good faith efforts to comply with any new or amended laws, rules, or regulations to control potential hazards.

#### **IV. PROGRAM AND PLANS**

- A. For the purpose of implementing this policy, the administration will, within the budgetary limitations adopted by the school board, implement a health and safety program that includes specific plan requirements in various areas as identified by the health and safety advisory committee. Areas that may be considered include, but are not limited to, the following:

1. Asbestos
2. Fire and Life Safety
3. Employee Right to Know
4. Emergency Action Planning
5. Combustible and Hazardous Materials Storage
6. Indoor Air Quality
7. Mechanical Ventilation
8. Mold Cleanup and Abatement
9. Accident and Injury Reduction Program: Model AWAIR Program for Minnesota Schools
10. Infectious Waste/Bloodborne Pathogens
11. Community Right to Know
12. Compressed Gas Safety
13. Confined Space Standard
14. Electrical Safety
15. First Aid/CPR/AED
16. Food Safety Inspection
17. Forklift Safety
18. Hazardous Waste
19. Hearing Conservation
20. Hoist/Lift/Elevator Safety
21. Integrated Pest Management
22. Laboratory Safety Standard/Chemical Hygiene Plan
23. Lead
24. Control of Hazardous Energy Sources (Lockout/Tagout)
25. Machine Guarding
26. Safety Committee
27. Personal Protection Equipment (PPE)
28. Playground Safety
29. Radon
30. Respiratory Protection
31. Underground and Above Ground Storage Tanks
32. Welding/Cutting/Brazing
33. Fall Protection
34. National Emission Standards for Hazardous Air Pollutants for School Generators established by the United States E.P.A.
35. Other areas determined to be appropriate by the health and safety advisory committee.

If a risk is not present in the charter school, the preparation of a plan or procedure for that risk will not be necessary.

- B. The administration shall establish procedures to ensure, to the extent practicable, that

all employees are properly trained and instructed in job procedures, crisis response duties, and emergency response actions where exposure or possible exposure to hazards and potential hazards may occur.

- C. The administration shall conduct or arrange safety inspections and drills. Any identified hazards, unsafe conditions, or unsafe practices will be documented and corrective action will be taken to the extent practicable to control that hazard, unsafe condition, or unsafe practice.
- D. Communication from employees regarding hazards, unsafe or potentially unsafe working conditions, and unsafe or potentially unsafe practices is encouraged in either written or oral form. No employee will be retaliated against for reporting hazards or unsafe or potentially unsafe working conditions or practices.
- E. The administration shall conduct periodic workplace inspections to identify potential hazards and safety concerns.
- F. In the event of an accident or a near miss, the charter school shall promptly cause an accident investigation to be conducted in order to determine the cause of the incident and to take action to prevent a similar incident. All accidents and near misses must be reported to an immediate supervisor as soon as possible.

## **V. BUDGET**

The executive director shall be responsible to provide for periodic school board review and approval of the various plan requirements of the health and safety program, including current plan requirements and related written plans and procedures and recommendations for additional plan requirements proposed to be adopted. The executive director, or such other school official as designated by the executive director, each year shall prepare preliminary revenue and expenditure budgets for the charter school's health and safety program. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for this program and make such adjustments within the expenditure budget to carry out the current program and to implement new recommendations within the revenues projected and appropriated for this purpose. No funds may be expended for the health and safety program in any school year prior to the adoption of the budget document authorizing that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year. The health and safety program shall be implemented, conducted, and administered within the fiscal restraints of the budget so adopted.

## **VI. ENFORCEMENT**

Enforcement of this policy is necessary for the goals of the charter school's health and safety program to be achieved. Within applicable budget limitations, charter school employees will be trained and receive periodic reviews of safety practices and procedures, focusing on areas that directly affect the employees' job duties. Employees shall participate in practice drills. Willful violations of safe work practices may result in disciplinary action in accordance with applicable charter school policies.

**Legal References:** Minn. Stat. § 123B.56 (Health, Safety, and Environmental Management)  
Minn. Stat. § 123B.57 (Health and Safety Projects)  
Minn. Stat. § 124E.03, Subd. 2(a) (Applicable Law)  
Minn. Stat. § 182.676 (Safety Committees)  
Minn. Rules Ch. 5208 (Accident and Injury Reduction Program)  
Minn. Rules Part 5208.0010 (Accident and Injury Reduction Program; Applicability)  
Minn. Rules Part 5208.0070 (Alternative Forms of Committee)

**Cross References:** MSBA/MASA Model Policy 407 (Employee Right to Know - Exposure to Hazardous Substances)  
MSBA/MASA Model Policy 701 (Establishment and Adoption of Charter School Budget)  
MSBA/MASA Model Policy 806 (Crisis Management Policy)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 807  
Charter

Orig. 2012 (as ISD  
Policy)

Revised: \_\_\_\_\_

Orig. 2022 (as Charter  
Policy)

Rev. 2026

## 807 HEALTH AND SAFETY POLICY

~~[NOTE: To receive health and safety revenue for any fiscal year, charter schools must submit an application to the Commissioner of the Minnesota Department of Education, along with a health and safety budget adopted and confirmed by the school board as being consistent with the charter school's health and safety policy. This policy has been approved by the Minnesota Department of Education.~~

~~The subdivisions of Minn. Stat. § 123B.57 that relate to a charter school's ability to apply for health and safety revenue have been repealed effective fiscal year 2017. The provisions of this policy substantially reflect statutory requirements.]~~

### I. PURPOSE

The purpose of this policy is to assist the charter school in promoting health and safety, reducing injuries, and complying with federal, state, and local health and safety laws and regulations.

### II. GENERAL STATEMENT OF POLICY

- A. The policy of the charter school is to implement a health and safety program that includes plans and procedures to protect employees, students, volunteers, and members of the general public who enter charter school buildings and grounds. The objective of the health and safety program will be to provide a safe and healthy learning environment; to increase safety awareness; to help prevent accidents, illnesses, and injuries; to reduce liability; to assign duties and responsibilities to charter school staff to implement and maintain the health and safety program; to establish written procedures for the identification and management of hazards or potential hazards; to train charter school staff on safe work practices; and to comply with all health and safety, environmental, and occupational health laws, rules, and regulations.
- B. All charter school employees have a responsibility for maintaining a safe and healthy environment within the charter school and are expected to be involved in the health and safety program to the extent practicable. For the purpose of implementing this policy, the charter school may form a health and safety advisory committee to be appointed by the executive director. The health and safety advisory committee will be composed of employees and other individuals with specific knowledge of related issues. The advisory committee will provide recommendations to the administration regarding plans and procedures to implement this policy and to establish procedures for identifying, analyzing, and controlling hazards, minimizing risks, and training charter school staff on safe work practices. The committee will also recommend procedures for investigating accidents and enforcement of workplace safety rules. Each recommendation shall include estimates of annual costs of implementing and maintaining that proposed recommendation. The executive director may request that the safety committee established under ~~Minnesota Statutes, section Minn. Stat. § 182.676~~ carry out all or part of the duties of the advisory committee or the advisory committee may consider recommendations from a separate safety committee established under ~~Minnesota Statutes, section Minn. Stat. § 182.676~~.

### III. PROCEDURES

- A. Based upon recommendations from the health and safety advisory committee and subject to the budget adopted by the school board to implement or maintain these recommendations, the administration will adopt and implement written plans and procedures for identification and management of hazards or potential hazards existing within the charter school in accordance with federal, state, and local laws, rules, and regulations. Written plans and procedures will be maintained, updated, and reviewed by the school board on an annual basis and shall be an addendum to this policy. The administration shall identify in writing a contact person to oversee compliance with each specific plan or procedure.
- B. To the extent that federal, state, and local laws, rules, and regulations do not exist for identification and management of hazards or potential hazards, the health and safety advisory committee shall evaluate other available resources and generally accepted best practice recommendations. Best practices are techniques or actions which, through experience or research, have consistently proven to lead to specific positive outcomes.
- C. The charter school shall monitor and make good faith efforts to comply with any new or amended laws, rules, or regulations to control potential hazards.

**IV. PROGRAM AND PLANS**

- A. For the purpose of implementing this policy, the administration will, within the budgetary limitations adopted by the school board, implement a health and safety program that includes specific plan requirements in various areas as identified by the health and safety advisory committee. Areas that may be considered include, but are not limited to, the following:
  - 1. Asbestos
  - 2. Fire and Life Safety
  - 3. Employee Right to Know
  - 4. Emergency Action Planning
  - 5. Combustible and Hazardous Materials Storage
  - 6. Indoor Air Quality
  - 7. Mechanical Ventilation
  - 8. Mold Cleanup and Abatement
  - 9. Accident and Injury Reduction Program: Model AWAIR Program for Minnesota Schools
  - 10. Infectious Waste/Bloodborne Pathogens
  - 11. Community Right to Know
  - 12. Compressed Gas Safety
  - 13. Confined Space Standard
  - 14. Electrical Safety
  - 15. First Aid/CPR/AED
  - 16. Food Safety Inspection
  - 17. Forklift Safety
  - 18. Hazardous Waste
  - 19. Hearing Conservation
  - 20. Hoist/Lift/Elevator Safety
  - 21. Integrated Pest Management
  - 22. Laboratory Safety Standard/Chemical Hygiene Plan
  - 23. Lead
  - 24. Control of Hazardous Energy Sources (Lockout/Tagout)
  - 25. Machine Guarding
  - 26. Safety Committee
  - 27. Personal Protection Equipment (PPE)
  - 28. Playground Safety
  - 29. Radon
  - 30. Respiratory Protection

31. Underground and Above Ground Storage Tanks
32. Welding/Cutting/Brazing
33. Fall Protection
34. National Emission Standards for Hazardous Air Pollutants for School Generators established by the United States E.P.A.
35. Other areas determined to be appropriate by the health and safety advisory committee.

If a risk is not present in the charter school, the preparation of a plan or procedure for that risk will not be necessary.

- B. The administration shall establish procedures to ensure, to the extent practicable, that all employees are properly trained and instructed in job procedures, crisis response duties, and emergency response actions where exposure or possible exposure to hazards and potential hazards may occur.
- C. The administration shall conduct or arrange safety inspections and drills. Any identified hazards, unsafe conditions, or unsafe practices will be documented and corrective action **will be** taken to the extent practicable to control that hazard, unsafe condition, or unsafe practice.
- D. Communication from employees regarding hazards, unsafe or potentially unsafe working conditions, and unsafe or potentially unsafe practices is encouraged in either written or oral form. No employee will be retaliated against for reporting hazards or unsafe or potentially unsafe working conditions or practices.
- E. The administration shall conduct periodic workplace inspections to identify potential hazards and safety concerns.
- F. In the event of an accident or a near miss, the charter school shall promptly cause an accident investigation to be conducted in order to determine the cause of the incident and to take action to prevent a similar incident. All accidents and near misses must be reported to an immediate supervisor as soon as possible.

## **V. BUDGET**

The executive director shall be responsible to provide for periodic school board review and approval of the various plan requirements of the health and safety program, including current plan requirements and related written plans and procedures and recommendations for additional plan requirements proposed to be adopted. The executive director, or such other school official as designated by the executive director, each year shall prepare preliminary revenue and expenditure budgets for the charter school's health and safety program. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for this program and make such adjustments within the expenditure budget to carry out the current program and to implement new recommendations within the revenues projected and appropriated for this purpose. No funds may be expended for the health and safety program in any school year prior to the adoption of the budget document authorizing that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year. The health and safety program shall be implemented, conducted, and administered within the fiscal restraints of the budget so adopted.

## **VI. ENFORCEMENT**

Enforcement of this policy is necessary for the goals of the charter school's health and safety program to be achieved. Within applicable budget limitations, charter school employees will be trained and receive periodic reviews of safety practices and procedures, focusing on areas that directly affect the employees' job duties. Employees shall participate in practice drills. Willful violations of safe work practices may result in disciplinary action in accordance with applicable

charter school policies.

- Legal References:** Minn. Stat. § 123B.56 (Health, Safety, and Environmental Management)  
inn. Stat. § 123B.57 (~~Capital Expenditure~~, Health and Safety Projects)  
Minn. Stat. § 124E.03, Subd. 2(a) (Applicable Law)  
Minn. Stat. § 182.676 (Safety Committees)  
Minn. Rules Ch. 5208 (Accident and Injury Reduction Program)  
Minn. Rules Part 5208.0010 (Accident and Injury Reduction Program;  
Applicability)  
Minn. Rules Part 5208.0070 (Alternative Forms of Committee)
- Cross References:** MSBA/MASA Model Policy 407 (Employee Right to Know - Exposure to  
Hazardous Substances)  
MSBA/MASA Model Policy 701 (Establishment and Adoption of Charter School-  
District Budget)  
MSBA/MASA Model Policy 806 (Crisis Management Policy)

ST. CROIX PREPARATORY ACADEMY 4120											BUDGET SUMMARY BY SOURCE, OBJECT SERIES			December 31, 2025		
GENERAL FUND - REVENUE											December 31, 2025	December 31, 2024	December 31, 2023			
REVENUE CATEGORIES	June 30, 2024	June 30, 2025	Adopted Budget	December 31, 2025	Budget Remaining	% of Budget Received	% of Actuals Received	% of Actuals Received	Current YTD vs. Prior YTD	December 31, 2024	December 31, 2023					
STATE	14,701,457	15,138,093	15,206,840	6,935,776	8,271,064	45.60%	44.50%	42.60%	199,038	6,736,738	6,260,183					
FEDERAL	577,013	283,139	266,400	2,958	263,442	1.10%	0.50%	0.80%	1,509	1,449	4,755					
LOCAL (FEES, INTEREST)	1,352,390	1,536,704	1,251,500	668,749	582,751	53.40%	39.40%	65.40%	63,850	604,899	884,408					
<b>TOTALS</b>	<b>16,630,859</b>	<b>16,957,935</b>	<b>16,724,740</b>	<b>7,607,483</b>	<b>9,117,257</b>	<b>45.50%</b>	<b>43.30%</b>	<b>43.00%</b>	<b>264,396</b>	<b>7,343,086</b>	<b>7,149,346</b>					
GENERAL FUND - EXPENDITURES BY OBJECT SERIES											December 31, 2025	December 31, 2024	December 31, 2023			
OBJECT SERIES	June 30, 2024	June 30, 2025	Adopted Budget	December 31, 2025	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	Current YTD vs. Prior YTD	December 31, 2024	December 31, 2023					
SALARIES & WAGES	9,109,771	9,004,470	9,045,486	4,061,479	4,984,007	44.90%	39.80%	43.50%	478,431	3,583,048	3,960,632					
EMPLOYEE BENEFITS	2,098,029	2,302,779	2,482,199	1,054,186	1,428,013	42.50%	43.90%	42.42%	42,422	1,011,764	907,944					
PURCHASED SERVICES	2,259,453	1,978,168	1,935,493	981,064	954,429	50.70%	49.10%	52.70%	10,670	970,393	1,190,088					
SUPPLIES	838,546	1,062,280	1,090,993	457,908	633,085	42.00%	69.70%	58.30%	-282,261	740,169	488,577					
EQUIPMENT	2,422,026	2,184,394	2,106,578	1,119,272	987,306	53.10%	51.70%	63.60%	-10,849	1,130,120	1,540,083					
OTHER EXPENDITURES	57,743	260,676	38,000	52,569	-14,569	138.30%	17.10%	88.80%	8,114	44,454	51,285					
<b>TOTALS</b>	<b>16,785,568</b>	<b>16,793,511</b>	<b>16,698,749</b>	<b>7,726,476</b>	<b>8,972,273</b>	<b>46.30%</b>	<b>44.50%</b>	<b>48.50%</b>	<b>245,783</b>	<b>7,480,693</b>	<b>8,138,610</b>					
GENERAL FUND - EXPENDITURES BY PROGRAM SERIES											December 31, 2025	December 31, 2024	December 31, 2023			
PROGRAM SERIES	June 30, 2024	June 30, 2025	Adopted Budget	December 31, 2025	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	Current YTD vs. Prior YTD	December 31, 2024	December 31, 2023					
SITE ADMINISTRATION	905,215	1,004,908	1,071,658	494,915	576,743	46.20%	47.90%	41.60%	13,339	481,576	376,510					
DISTRICT ADMINISTRATION	260,143	312,877	300,013	141,104	158,909	47.00%	49.30%	53.30%	-13,000	154,104	138,702					
SUPPORT SERVICES	1,502,389	1,862,644	1,696,294	801,706	894,588	47.30%	55.30%	51.20%	-229,084	1,030,789	769,092					
REGULAR INSTRUCTION	5,582,257	5,178,637	5,165,043	2,384,919	2,780,124	46.20%	35.80%	45.10%	530,239	1,854,680	2,518,948					
EXTRA-CURRICULAR ACTIVITIES	471,017	425,796	432,450	191,452	240,998	44.30%	36.00%	40.40%	38,275	153,177	190,304					
VOCATIONAL INSTRUCTION	-	-	-	-	-	0.00%	0.00%	0.00%	-	-	-					
SPECIAL EDUCATION	3,226,360	3,401,320	3,427,212	1,362,442	2,064,770	39.80%	41.60%	43.00%	-50,893	1,413,334	1,387,166					
INSTRUCTIONAL SUPPORT	928,138	888,683	872,743	407,624	465,119	46.70%	47.10%	44.50%	-11,191	418,815	412,848					
PUPIL SUPPORT SERVICES	420,363	452,190	457,450	196,636	260,814	43.00%	43.00%	42.80%	2,027	194,609	179,728					
FACILITIES	3,436,065	3,203,485	3,215,386	1,694,901	1,520,485	52.70%	53.60%	61.60%	-22,100	1,717,001	2,116,090					
OTHER FINANCING USES	53,620	62,971	60,500	50,778	9,722	83.90%	99.40%	91.10%	-11,830	62,608	48,862					
<b>TOTALS</b>	<b>16,785,568</b>	<b>16,793,511</b>	<b>16,698,749</b>	<b>7,726,476</b>	<b>8,972,273</b>	<b>46.30%</b>	<b>44.50%</b>	<b>48.50%</b>	<b>245,783</b>	<b>7,480,693</b>	<b>8,138,250</b>					
ACTIVITY - OTHER FUNDS											December 31, 2025	December 31, 2024	December 31, 2023			
REVENUE	June 30, 2024	June 30, 2025	Adopted Budget	December 31, 2025	Budget Remaining	% of Budget Received	% of Actuals Received	% of Actuals Received	Current YTD vs. Prior YTD	December 31, 2024	December 31, 2023					
FOOD SERVICE	804,989	811,657	834,500	345,114	486,386	41.40%	38.00%	38.90%	36,522	308,592	312,976					
COMMUNITY EDUCATION	180,096	207,486	155,000	124,731	30,269	80.50%	59.20%	45.70%	1,922	122,808	82,260					
EXPENDITURES	June 30, 2024	June 30, 2025	Adopted Budget	December 31, 2025	Budget Remaining	% of Budget Received	% of Actuals Received	% of Actuals Received	Current YTD vs. Prior YTD	December 31, 2024	December 31, 2023					
FOOD SERVICE	714,937	767,496	810,000	340,636	469,364	42.10%	42.20%	40.80%	16,839	323,797	291,726					
COMMUNITY EDUCATION	223,813	218,435	175,000	129,796	45,204	74.20%	52.50%	49.90%	15,015	114,781	111,668					
SUMMARY - ALL FUNDS											December 31, 2025	December 31, 2024	December 31, 2023			
SUMMARY	June 30, 2024	June 30, 2025	Adopted Budget	December 31, 2025	Budget Remaining	% of Budget Received	% of Actuals Received	% of Actuals Received	Current YTD vs. Prior YTD	December 31, 2024	December 31, 2023					
REVENUE	19,716,054	20,065,446	17,714,240	9,108,635	8,605,605	51.40%	44.00%	43.50%	285,347	8,823,288	8,573,900					
EXPENDITURES	19,801,050	19,798,956	17,683,749	9,585,684	8,098,065	54.20%	46.20%	49.30%	442,186	9,143,498	9,766,230					
SPENDING VARIANCE	-84,997	266,490	30,491	-477,049	N/A	N/A	N/A	N/A	-156,839	-320,210	-1,192,330					



February 3, 2026

St. Croix Preparatory Academy Charter School  
4260 Stagecoach Trail North  
Stillwater, MN 55082

Dear Ms. Fuchs,

Thank you for this opportunity to present our proposal for Business Manager, Payroll and Business Support Services effective 3/1/26.

Respectfully,

Todd R. Netzke  
President

Enclosure

**BUSINESS MANAGEMENT, PAYROLL & BUSINESS SUPPORT SERVICES  
PROPOSAL**

4260 Stagecoach Trail North  
Stillwater, MN 55082

For

**ST. CROIX PREPARATORY ACADEMY CHARTER SCHOOL**

School Management Services, LLC (SMS), Minnesota's premier professional services provider of K12 business management solutions, is pleased to propose our services for professional business management and support services.

This recommendation and proposal includes the following sections and documents:

1. Executive Summary:
  - Goals and benefits of SMS services;
  - Scope of proposed services
  - Arrangements
2. Scope of Services and Responsibilities
3. Services Agreement and Signature Page

## Executive Summary

### Goals and benefits of SMS services

SMS goals and business strategy include the provision of innovative and cost-effective alternatives to public school districts' and charter schools' boards and superintendents and executive directors for school business management and related school business functions.

SMS leadership and line management team members are keenly aware of the changing dynamics of public school management in the broader context of public school funding and management strategy, and we are committed to continuously improve and expand SMS service offerings to meet the changing needs of Minnesota's public schools.

We respectfully suggest that the following features and components of our services result in important tangible and intangible benefits for our public school district and charter school clients.

#### Confidence and peace of mind:

SMS client boards and superintendents and executive directors are assured in that:

- SMS work performed professionally, accurately and timely;
- Administration and Board will make confident decisions based on solid financial data for the benefit of all stakeholders.

#### Cost and time savings that enable boards and administration to operate efficiently and focus on your responsibilities:

SMS client boards and superintendents and executive directors are assured that having SMS on the team results in efficient operations and resource redundancy:

- SMS professional team members' core competencies are school business and finance;
- SMS understands the issues and can immediately and efficiently provide services;
- SMS continuously trains and develops our team members and have experienced resources in reserve to cover contingencies and emergencies;
- SMS employs best practices including latest technology;
- SMS will recommend and assist, if desired, with process improvement and business office structure
- SMS provides customized reporting at summary and detail levels to assist District and charter school Leaders in understanding the current and projected financial condition, thus allowing timely and appropriate action.

#### Compliance requirements are addressed efficiently and effectively:

SMS client boards and superintendents and executive directors are assured that having SMS on the team results in effective, efficient and comprehensive compliance planning and execution:

- SMS supports the annual audit process by providing accurate and timely data, supplementing district and charter school resources with additional SMS staff when desired, and recommends and implements ideas that can reduce future audit costs.

In summary, the SMS team comprises more than 150 years of aggregate public school management experience. On engaging SMS, your district or charter school will be supported by our growing, professional team.

**Scope of Proposed Services**

SMS agrees to provide to the St. Croix Preparatory Academy Charter School Professional Business Management, Payroll and Support Services according to the job summary listed below.

SMS provides the School full flexibility to modify the assignment of responsibilities and to make appropriate revisions to SMS’ fees and expenses arrangements at the convenience of the School in accordance with the contractual provisions of the attached Services Agreement.

**On-Site Presence:**

Business Manager: 2 days/mth. with additional on-site presence as needed  
 Payroll Coordinator: on-site as needed  
 Business Support Services: on-site as needed

	SMS	School
<b>Management</b>		
Provide and assist with Administrative Leadership	50%	50%
School Financial Leader	100%	
Develop strong working relationships with Administrators	100%	
Develop strong working relationships with School Board	100%	
Develop strong working relationships with Director	100%	
Develop and implement effective and GASB compliant processes and procedures	100%	
<b>School Operations</b>		
Business Management		
Maintains a good working relationship with Vendors & Businesses	100%	
Maintains Cooperative relationships and appropriate communications with School in order to maintain effective public relations	100%	
Assists with Marketing of School Programs and Services	100%	
Request for Proposals for various needs	100%	
Buildings & Grounds		
Operations	50%	50%
Budget Development & Monitoring	100%	

Staff Management	25%	75%
Space Planning and Management	25%	75%
Technology		
Operations	25%	75%
Budget Development & Monitoring	100%	
Staff Management	25%	75%
Human Resources		
Operations	10%	90%
Reporting & Compliance	50%	50%
Compensation Costing	50%	50%
Compensation Plan Maintenance	25%	75%
<b>Budget Development &amp; Communication</b>		
Budget development & Reporting	90%	10%
Analysis	100%	
Historical	100%	
Comparative	100%	
Communicate	100%	
Budget Calendar	90%	10%
Budget Monitoring	75%	25%
Budget Communication		
Administrative Team	100%	
Director	100%	
School Board	100%	
<b>Financial Planning</b>		
Develop 5 Year Financial Plan	100%	
Base Assumptions	50%	50%
Build Group Consensus Amongst School Leaders (Finance Committee)	50%	50%
Reduction and/or Investment Goals	50%	50%
Enrollment Projections	50%	50%
Staff Planning	50%	50%
Cash Flow Projections	100%	
<b>General Accounting</b>		
Maintain General Ledger (In compliance with GASB)	100%	
Payroll Liabilities Reconciliation	100%	
Journal Entries	100%	
UFARS Compliance	100%	
Grant Coordination and Administration	100%	
Federal, State and Local Grants Reporting and Compliance	75%	25%
Implement Best Practices	75%	25%
Prescribe and Apply Internal Controls Whenever Possible	75%	25%
Daily Cash Management	100%	
Prepare Board Budget and Treasurer Report	100%	

**Payrol**

I

Process Payroll According To School Calendar	100%
Calculate and Remit Federal and State Payroll Taxes & Prepare State and Federal File State and Federal Payroll Tax Returns	100%
State Employment and Unemployment Reporting	100%
State Retirement Reporting (TRA and PERA)	100%
Process Statutory and Other Miscellaneous Deductions and Withholdings	100%
Issue W2's	100%

**Accounts Payable**

Process Vendor payments accurately and timely	
Prepare applicable Vendor payments board report for monthly approval	100%
Ensure UFARS compliance	100%
Issue 1099's	100%

**Accounts Receivable**

Record SWIFT receipts Monthly	100%
Record Local receipts Monthly	
Ensure proper UFARS coding	

**Audit Planning & Coordination**

Plan & Coordinate Annual Audit	100%
Prepare all Asset & Liability Supporting Schedules	100%
Calculate and Schedule State, Federal and Local Revenues & Receivables:	
State Aids	
Tuition	100%
Federal Aids	100%
Property Taxes	100%
Long-Term Debt	100%
Fixed Assets	100%

**Committee Representation**

Attend Appropriate Committee's Upon Request	100%
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**School Board and Governing Meetings**

Attend Board Meetings upon request	100%
Prepare and Present Business Related Board Action Items	100%
Recommend and Prepare Business Policies	100%

## Arrangements

St. Croix Preparatory Academy Charter School will receive SMS Professional Business Management, Payroll & Support Services in accordance with the following arrangements.

SMS shall be compensated for the proposed services and paid according to the payment schedule as follows:

Business Management Services: **\$95,000 / Annually**  
Paid Semi-Annually in equal installments  
(3/1/26 – 2/28/27) by 3/1/26: \$47,500

Payroll Services: **\$55,000 / Annually**  
Paid Semi-Annually in equal installments  
(3/1/26 – 2/28/27) by 3/1/26: \$27,500

Business Support Services (AP, AR & Gen. Accounting): **\$20,000 / Annually**  
Paid Semi-Annually in equal installments  
(3/1/26 – 2/28/27) by 3/1/26: \$10,000

SMS Data Analytics: **\$2,000 Annually** – Invoiced on 3/1/26

Human Resources Management Services: **\$150/hr as needed and upon request**  
Federal Grants Management Services: **\$150/hr as needed and upon request.**  
Special Education Management Services: **\$150/hr as needed and upon request.**

1. Business Manager Services Responsibilities
2. Payroll Services Responsibilities
3. Business Support Services Responsibilities

It shall be the responsibility of SMS to compensate outside professionals retained or hired by SMS to fulfill obligations under this Agreement.

## **SMS Services Agreement**

THIS AGREEMENT, is made and entered into by and between St. Croix Preparatory Academy Charter school (hereinafter referred to as the "School"), and School Management Services (hereinafter referred to as the "Contractor").

### **Articles of Agreement & Recitals**

WHEREAS, the School is authorized and empowered to secure from time to time certain professional services through contracts with qualified consultants; and

WHEREAS, the School desires to retain and compensate a qualified consultant to provide such services on the terms and conditions hereinafter set forth; and

WHEREAS, the Contractor understands and agrees that:

1. The Contractor will act as an Independent Contractor in the performance of all duties under this Agreement. Accordingly, the Contractor shall be responsible for payment of all taxes, including federal, state and local taxes and professional/business license fees arising out of the Contractor's activities. The parties are not entering into an employment agreement or an employer-employee relationship. Nothing in this Agreement may be construed to create an employment relationship, a partnership, a joint venture, or a joint enterprise between the School and the Contractor;
2. The Contractor shall have no authority to bind the School for the performance of any services or to obligate the School. The Contractor is not an agent, servant, or employee of the School and shall not make any such representations or hold itself/himself/herself out as such;
3. The Contractor shall be the exclusive accounting consultant for the School during the term of this Agreement;
4. The Contractor shall perform all professional services in a competent and professional manner, acting in the best interests of the School at all times.
5. The Contractor shall not accrue any continuing contract rights for the services performed under this contract.

NOW THEREFORE, in consideration of the mutual covenants and promises contained herein, it is agreed as follows:

#### **ARTICLE I** **SERVICES**

Section 1 Scope of Services: The Contractor agrees to provide Professional Business Management, Payroll and Business Support services to the School according to the attached Executive Summary, including the Scope of Proposed Services and Arrangements sections.

#### **ARTICLE II** **PAYMENT**

Section 1 Payment: The School agrees to pay the Contractor for its services as outlined in the attached Executive Summary, including the Arrangements section.

### ARTICLE III

#### LIABILITY INSURANCE

Section 1 Liability Insurance: The Contractor shall obtain professional liability insurance, at its/his/her expense, with coverage satisfactory to the School, in its sole discretion, which liability insurance Contractor must secure and maintain during the term of this Agreement. Contractor will provide School with proof of liability insurance coverage upon request.

### ARTICLE IV

#### DURATION OF THE AGREEMENT

Section 1 Duration: This Agreement shall commence upon board ratification of this agreement and will remain in effect for the following periods: (1) 3/1/26-2/28/27, (2) 3/1/27-2/28/28, (3) 3/1/28-6/30/29). This Agreement will remain in full force and effect during the term of this Agreement, but may be terminated as provided in sections 2 and 3.

Section 2 School's Termination Rights: School may terminate this Agreement upon sixty (60) days' written notice in the event the School determines in its sole discretion that it is not in the School's best interests to continue using Contractor's services.

Section 3 Contractor's Termination Rights: Contractor may terminate this Agreement upon thirty (30) days' written notice to School (i) in the event School does not pay Contractor compensation within thirty (30) days after invoice is received by School. In the event of non-payment by the School, Contractor shall give School an opportunity to cure the default by giving a notice of such non-payment and an additional five (5) days to remit such payment, prior to giving a notice of termination. Contractor may terminate the agreement with sixty (60) days' written notice in the event the Contractor determines in its sole discretion that it is not in the Contractor's best interest to continue providing services.

### ARTICLE V

#### RENEWAL OF THE AGREEMENT

Section 1 Notice of Renewal: Not less than thirty (30) days prior to the expiration of this Agreement, the School may provide written notice of intent to renew this Agreement for an additional term upon terms and conditions agreed upon by both parties to the Agreement. This Agreement will not automatically renew.

### ARTICLE VI

#### INDEMNIFICATION

Section 1 Release and Indemnify: The Contractor agrees to defend, hold harmless, and indemnify the School and its board members, its administration, its employees, its officers, its attorneys, insurers, agents, consultants, and representatives from any and all damages and claims that may arise by reason of any acts or omissions on the part of the Contractor, or of the Contractor's employees or agents, in regard to the Contractor's performance under this Agreement, including, but not limited to, any and all liabilities, demands, losses, claims, damages, fines, judgments, attorneys' and witness fees.

### ARTICLE VII

#### GENERAL

Section 1 Authorized School Agent: The School's authorized agent for the purpose of administration of this Agreement is the Director. The Contractor's authorized agent for the purpose of administration of this Agreement is Todd Netzke. Said agents shall have final authority for approval and acceptance of the Contractor's services performed under this Agreement and shall further have responsibility for administration of the terms and conditions of this Agreement. All notices under this Agreement shall be sent to the person and address indicated below on the signature lines.

Section 2 Amendments: No amendments or variations of the terms and conditions of this Agreement shall be valid unless in writing and signed by the parties.

Section 3 Assignability: The Contractor's rights and obligations under this Agreement are personal and not assignable or transferable.

Section 4 Data: Any data or materials, including, but not limited to, reports, studies, photographs, negatives, or any and all other documents prepared by the Contractor in the performance of the Contractor's obligations under this Agreement shall be the exclusive property of the School, and any such data and materials shall be remitted to the School by the Contractor upon completion, expiration, or termination of this Agreement. Further, any such data and materials shall be treated and maintained by the Contractor in accordance with applicable federal, state and local laws regarding data privacy, including the Minnesota Government Data Practices Act. Contractor must maintain the confidentiality and privacy of all data accessed as a result of performing services for the School, and Contractor must not disclose such data without written authorization from the School's Executive Director, unless disclosure is specifically required by law or court order.

Section 5 Entire Agreement: This Agreement is the entire agreement between the School and the Contractor and it supersedes all prior written or oral agreements. For the avoidance of doubt, this Agreement includes the Executive Summary, including the Scope of Proposed Services and Arrangements sections. Neither the School nor the Contractor has relied on any statements, promises, or representations that are not stated in this Agreement. There are no other covenants, promises, undertakings, or understandings outside of this Agreement other than those specifically set forth. Any term, condition, prior course of dealing, course of performance, usage of trade, understanding, or agreement purporting to modify, vary, supplement, or explain any provision of this Agreement is null and void and of no effect unless in writing and signed by representatives of both parties authorized to amend this Agreement.

Section 6 Severability: All terms and covenants contained in this Agreement are severable. In the event any provision of this Agreement shall be held invalid by any court of competent jurisdiction, this Agreement shall be interpreted as if such invalid terms or covenants were not contained herein and such holding shall not invalidate or render unenforceable any other provision hereof.

Section 7 Choice of Law and Forum: This Agreement is governed by the laws of the State of Minnesota. The parties agree that Minnesota state and federal courts will have exclusive jurisdiction over any dispute arising out of this Agreement.

Section 8 Covenant of Diligence and Good Faith: Contractor agrees to provide services to the School diligently and in good faith. Contractor must comply with all federal and state laws and with all policies and rules of the School.

Section 9 Waiver and Equal Drafting: Waiver by either party of any term or condition of this Agreement will not constitute a waiver of any other term or condition of this Agreement. No waiver will be valid unless it is in writing and signed by both parties. If either party asserts that a provision of this Agreement is ambiguous, the Agreement must be construed to have been drafted equally by the parties.

## Signature Page

WHEREFORE, this Agreement was entered into on the date set forth below and the undersigned, by execution hereof, represent that they are authorized to enter into this Agreement on behalf of the respective parties and state that this Agreement has been read by them and that the undersigned understand and fully agree to each, all and every provision hereof, and hereby, acknowledge receipt of a copy hereof.

St. Croix Preparatory Academy Charter School  
4260 Stagecoach Trail North  
Stillwater, MN 55082

Name \_\_\_\_\_

Title \_\_\_\_\_

Date \_\_\_\_\_

School Management Services, LLC  
19750 Muirfield Circle  
Shorewood, MN 55331

Name \_\_\_\_\_

Title \_\_\_\_\_

Date \_\_\_\_\_

**EIN: 56-2545979**



## Strategic Priorities & Goals 2026-2030

### Priority 1: Academic Excellence

Sustain and strengthen St. Croix Preparatory Academy's rigorous classical education academic program by ensuring clarity and coherent alignment of curriculum and instruction, supporting continuous improvement across all divisions while remaining responsive to evolving needs and expectations.

#### **Goal 1.1: Consistent Academic Rigor Across Divisions**

Ensure students experience a consistently rigorous, high-quality classical academic program across Lower, Middle, and Upper School, regardless of classroom or division.

#### **Goal 1.2: Integrated Curricular Alignment**

Establish sustainable practices for reviewing and improving curriculum, instruction, and assessment across all divisions, ensuring strong vertical alignment from Lower School through Upper School so that students are well prepared for transitions and responsive to evolving student needs and state standards.

#### **Goal 1.3: Comprehensive Student Support Systems**

Strengthen systems for identifying, supporting, and monitoring students with diverse learning needs, including those requiring academic intervention, enrichment opportunities, emotional support, or behavioral guidance, and ensure families and students clearly understand academic expectations, standards, and measures of progress across divisions.

## **Priority 2: Culture and Organizational Alignment**

Strengthen a unified, mission-aligned, collaborative school culture by clarifying expectations, reinforcing shared norms and accountability, and improving coherence across divisions, ensuring that students, families, and staff experience St. Croix Preparatory Academy as one connected, purposeful institution.

### **Goal 2.1: A Cohesive, Safe, and Accountable “One School” Culture**

Strengthen a shared sense of identity, purpose, expectations, accountability, and norms so students, families, and staff experience St. Croix Preparatory Academy as one connected institution where all feel safe, respected, and supported.

### **Goal 2.2: Living Our Commitment to Classical Education**

Clarify, define, and align around the school’s commitment to classical education, and ensure students, staff, and teachers consistently understand and live out the character traits and principles central to classical education in daily practice.

### **Goal 2.3: Operational Excellence and Service**

Improve the effectiveness, consistency, and responsiveness of administrative and operational functions so that families, students, and staff experience seamless, mission-aligned support across all touchpoints with the school.

## **Priority 3: People and Professional Excellence**

Strengthen St. Croix Preparatory Academy’s ability to attract, develop, and retain exceptional faculty and staff by intentionally investing in people and culture through recruiting strategies, competitive compensation practices, professional growth, and authentic engagement that support long-term excellence.

### **Goal 3.1: Competitive and Sustainable Total Compensation**

Articulate and implement a transparent, competitive, and financially sustainable approach to compensation, benefits, and workload that supports recruitment and retention.

### **Goal 3.2: Organizational Effectiveness and Shared Ownership**

Enhance organizational effectiveness by clarifying roles, aligning external compliance with internal systems, strengthening collaboration and leadership practices, and establishing processes that ensure faculty and staff expertise meaningfully informs how work is structured and accomplished.

### **Goal 3.3: Strategic Recruiting and Selection**

Develop and implement a comprehensive recruitment process that attracts, identifies, and selects prospective faculty who demonstrate both pedagogical excellence and strong alignment with the school's mission and culture.

## **Priority 4: Financial Sustainability and Stewardship**

Advance long-term financial sustainability by strengthening *stewardship*, diversifying revenue sources, supporting the Foundation, and aligning resources with strategic priorities to ensure the school's mission and academic model remain strong and viable for future generations.

### **Goal 4.1: Financial Health and Planning**

Build long-term financial strength to support academic excellence by partnering effectively with the Foundation, expanding internal and external revenue sources, and establishing rigorous financial planning, forecasting, stewardship, and resource alignment practices that inform strategic decisions and ensure sustainability.

### **Goal 4.2: Transparency and Shared Understanding of Financial Realities**

Improve financial transparency with the school community and shared understanding among key stakeholders about the school's financial realities, constraints, and tradeoffs.

## **Priority 5: Strategic Communication and Brand Development**

Strengthen strategic communication and brand development to ensure St. Croix Preparatory Academy builds trust, transparency, and connection across the school community, increases external recognition and credibility, and proactively tells its story to current and prospective families, partners, and the broader community.

### **Goal 5.1: Clear, Consistent, and Timely Communication**

Improve the clarity, consistency, and timeliness of communication systems and processes with all stakeholders so information is shared effectively, predictably, and responsively across the school community.

### **Goal 5.2: Strengthen and Amplify Our Story**

Strengthen how the school tells its story to current and prospective families and external stakeholders to increase understanding, recognition, confidence, and credibility in St. Croix Preparatory Academy.

# Strategic Plan Structure

## Strategic Priorities

*3–5 priorities | 3–5 year horizon*

Define where the school is choosing to focus its strategic energy over the life of the plan. Strategic Priorities are broad, enduring areas of emphasis that guide decision-making and resource allocation.

## Strategic Goals

*2–4 goals per priority | 3–5 year horizon*

Describe what success looks like within each priority. Strategic Goals articulate the outcomes the school seeks to achieve over time and provide clarity about what progress will mean.

## Strategies

*2–5 strategies per goal | 1–3 year horizon*

Define how the school will pursue each goal. Strategies outline the intentional approaches the school will use to advance each goal and guide leadership decisions without prescribing specific tasks.

## Annual Work Plans

*Updated annually | 12-month horizon*

Translate strategies into specific actions, timelines, responsibilities, and measures of progress. Annual Work Plans allow the school to adapt to changing conditions while remaining aligned with long-term strategic direction.



## Annual Compliance Overview

Minnesota Statutes 2024, section 124D.78 requires Minnesota districts, charter schools, cooperatives, and Tribally controlled schools with 10 or more American Indian students to have an American Indian Parent Advisory Committee (AIPAC). Specifically, the Statutes cite that school boards and American Indian schools must provide for the maximum involvement of parents and children enrolled in education programs, programs for elementary and secondary grades, special education programs, and support services.

Districts, charter schools, cooperatives, and Tribally controlled schools with 10 or more American Indian students are required to submit annual compliance documents to the Office of American Indian Education (OAIE) by March 1 of each year. Also known as the vote of concurrence or nonconcurrence, annual compliance is a valuable opportunity for AIPAC members to meet and discuss whether or not they concur with the educational offerings that have been extended by the district to American Indian students.

## The Vote and Resolution

Parent Committees receive data from the district on whether or not the district has met the needs of American Indian students using the goals from the program plan submitted and approved by MDE. The AIPAC votes on how the district is achieving and accountable to the goals. The AIPAC should work with administration to fill out the Program Plan Review. This vote is formally reflected on the annual compliance documents. Members of the AIPAC present the vote and resolution to the school board.

If the vote is one of nonconcurrence, the AIPAC must provide written recommendations for improvement to the school board at the time of the presentation. The school board then has 60 days in which to respond in writing to the AIPAC recommendations. A copy of this written response must be provided to OAIE.

## Completing and Submitting the Documents

### The Following Items are Required When Submitting Annual Compliance

- Annual Compliance/Vote of Concurrence or Nonconcurrence document
- AIPAC Roster and District Employee Sign-In Sheet
- American Indian Education Aid Program Plan Review
- AIPAC minutes indicating they have received data on how students are faring

**When Completing the Fillable PDF Forms, Remember To:**

- Include the district, charter school, cooperative, Tribally controlled school name and identifying number.
- Place a checkmark or X next to the applicable vote.
- Include all dates as indicated.
- Add all signatures as required, digital signatures are accepted.
- Use the drop-down menu in the roster to select the appropriate committee member options.
- Do not modify this form in any way except to add text directly into the areas designated for narrative text or to fill a check box.
- Documents must be received at MDE in Portable Document Format (PDF) format.

**The District, Charter School, Cooperative, Tribally Controlled School Does Not Have an AIPAC**

All educational entities with more than 10 American Indian students that do not have an AIPAC, are still required to complete this paperwork. Tribally Controlled schools may use their School Board as their AIPAC.

Place a checkmark or X next to “Does Not Have an AIPAC.”

Obtain the signature of the superintendent or charter school/Tribally controlled school director and the school board chair.

**Submission Deadline**

Email all required items by **March 1** to the [Office of American Indian Education](mailto:mde.aiea@state.mn.us) (mde.aiea@state.mn.us).

# Annual Compliance (Vote of Concurrence or Nonconcurrence)

District, Charter School, Cooperative, or Tribally Controlled School Name St. Croix Preparatory Academy

School Year 2025-2026

## American Indian Parent Advisory Committee (AIPAC) Vote

The AIPAC Issued a Vote of Concurrence

Date of Concurrent Vote 1/26/26

Date the AIPAC Presented to the School Board 2/17/26

The AIPAC Issued a Vote of Nonconcurrence

A vote of nonconcurrence requires the AIPAC to provide specific written recommendations for improvement to the school board. The school board is required to respond in writing to each recommendation within 60 days of the recommendations being put forth. The school board must provide this written response to both the AIPAC and to the Office of American Indian Education (OAIE).

Date of Nonconcurrent Vote

Date the AIPAC Presented to the School Board

Date the Written Response from the School Board is Due

The District, Charter School, Cooperative, or Tribally Controlled School Does Not Have an AIPAC

The district or school does not yet have an AIPAC, but recognizes the need to do so in order to remain compliant with Minnesota Statutes 2024, section 124D.78. By signing below, district, charter school, cooperative, or Tribally controlled school leadership commits to working with the Office of American Indian Education on committee formation.

### Required Signatures

*Jennifer Fuchs*

2-3-26

School Board Chairperson

Date

Superintendent or Charter School/Tribally Controlled School Director

Date

*[Signature]*

2-3-26

AIPAC Chairperson

Date



## The American Indian Parent Advisory Committee (AIPAC) Roster

### About Membership

Per [Minnesota Statutes 2024, section 124D.78, subdivisions 3](#), The American Indian Parent Advisory Committee must be composed of parents or guardians of American Indian children eligible to be enrolled in American Indian education programs; American Indian secondary students; American Indian family members of students eligible to be enrolled in American Indian education programs; American Indian language and culture education teachers and paraprofessionals; American Indian teachers; American Indian district employees; American Indian counselors; adult American Indian people enrolled in educational programs; and American Indian community members. The majority of each committee must be the parents or guardians of the American Indian children enrolled or eligible to be enrolled in the programs.

### About the Roster and Sign-In Sheet

The AIPAC roster is for committee members only. This form is electronic and fillable. You must include the committee member's name, email, and phone number in the first column. Subsequent columns contain a drop-down menu option. Select the best option for each particular committee member.

If an employee identifies as American Indian, they are eligible to serve as a voting committee member and may be included on the roster, rather than the district, charter school, cooperative, and Tribally controlled school sign-in sheet.

### Submission

The first submission is with your American Indian Education Aid program plan, the second submission is with your annual compliance documents.

Submit completed rosters to the [Office of American Indian Education](mailto:mde.aiea@state.mn.us) (mde.aiea@state.mn.us).

**District Requirements Under Minnesota Statutes**

**Coordinator**

Any district or participating school that conducts American Indian education programs with 100 or more state-identified American Indian students are to have a coordinator dedicated to State Indian Education programming.

Minnesota Statutes 2023, section 124D.76, Dedicated American Indian Education Coordinator

- No, we do not have 100 or more state identified American Indian students
- Yes, we have 100 or more state identified American Indian students
  - We have a dedicated American Indian Education Coordinator
  - We do not have a dedicated American Indian Education Coordinator

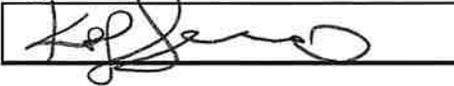
**Culture and Language Classes**

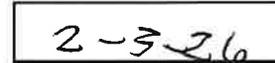
Any district or participating school that conducts American Indian education programs with five percent or 100 or more state-identified American Indian students must provide American Indian culture and language classes.

Minnesota Statutes 2024, section 124D.71, subdivision 7

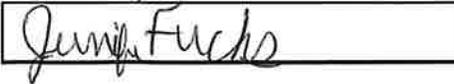
- Yes, we provide American Indian culture and language classes for all American Indian students eligible for American Indian Education Aid
- No, we do not have at least five percent; or 100 or more American Indian students

**Signatures**





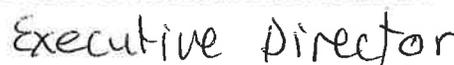
AIPAC Chairperson



Date



Director of American Indian Education



Date

For more information, please visit the [Office of American Indian Education's website](#).

Please submit this documentation to the [Office of American Indian Education](mailto:mde.aiea@state.mn.us) (mde.aiea@state.mn.us).

## American Indian Parent Advisory Committee Member Roster

Committee Member Name, Email, and Phone	American Indian	Committee Member Role	Primary Area of Representation
Jessie Stomski, jessie.stomski@piic.org	Yes	General Member	Parent/Guardian of an American Indian Student
Keven Seim, kevenseim@stcroixprep.org	No	Chair/Co-chair	Parent/Guardian of an American Indian Student
Sloan Seim, sloanseim@stcroixprep.org	Yes	General Member	American Indian Student
Jackson Nereson, jacksonnereson@stcroixprep.org	Yes	General Member	American Indian Student
Anthony Nereson, anthonynereson@gmail.com	Yes	General Member	Parent/Guardian of an American Indian Student
Madelyn Adams, madelynadams@stcroixprep.org	Yes	General Member	Parent/Guardian of an American Indian Student
	Select one...	Select one...	Select one...
	Select one...	Select one...	Select one...

## District, Charter, or Tribally Controlled School Employee Sign-in Sheet

Employee Name, Email, and Phone	Employee Title
Deanna Thompson, dthompson@stcroixprep.org, 651-209-7371	Academic Coordinator
Jenn Fuchs, jennfuchs@stcroixprep.org, 651-395-5905	Executive Director
Peggy Rosell, prosell@stcroixprep.org, 651-395-5907	Director of Student Support Services

## Board Transportation Update for 2026-27

MN Statute dictates that if we do not elect to provide transportation routing, method of transport, control and discipline, and any other matter relating to transportation is under the “sole discretion and control, and management of the district.”

*(e) If a charter school does not elect to provide transportation, the district in which the school is located must provide transportation, according to sections [123B.88, subdivision 6](#), governing transporting nonresident pupils, and [124D.03, subdivision 8](#), for a pupil residing in the same district in which the charter school is located. The district in which the charter school is located may provide transportation, according to sections [123B.88, subdivision 6](#), and [124D.03, subdivision 8](#), governing open enrollment transportation, for a pupil residing in a different district. If the district provides the transportation, the scheduling of routes, manner and method of transportation, control and discipline of the pupils, and any other matter relating to the transportation of pupils under this paragraph is **within the sole discretion, control, and management of the district.***

We must notify the district by February 27 of our intent. The district would have the right to change anything related to transportation once we inform them of our intent.

Bids for Bussing for 26-27				
Vendors requesting Transportation RFPs	Tiered Cost per bus (Use same drivers and buses and share them with another larger school)	Total Tiered Bus cost per year (Transportation funds= \$630,000 in 25-26)	Untiered Cost per bus (Buses and drivers only run our routes)	Total Untiered Bus cost per year (Transportation funds= \$630,000 in 25-26)
Schmitty and Sons (Original bid-prior to them knowing there are 2 tiers next year)	\$228	\$564,300	\$440	\$1,089,000
Schmitty and Sons (Revised bid-knowing there are 2 tiers next year)	\$405	\$1,002,375	\$405	\$1,002,375
CST-Collaborative Student Transportation	\$410	\$1,014,750	NA	NA
Monarch	\$385	\$952,875	\$595	\$1,472,625

The district will be running two tiers next year, currently they run three and we are the only school on the third tier.

The district will be using a shuttle system, where all students would be shuttled to a nearby school and then transfer to their ultimate destination. In the morning we are not a shuttle stop, we likely would be in the afternoon.

While the district previously used driving distance to determine bus eligibility, they are moving to a measurement based on actual walking routes (using sidewalks, trails, and safe paths).

- **Elementary:** Within ½ mile
- **Secondary:** Within 2 miles

Students within these distances are in the 'walk zone' and are not eligible for bus transportation.

The district is not obligated to and will no longer provide transportation for students out of district who wish to board a bus inside the district. If a family lives out of the district boundaries they would need to provide their own transportation to school.

Families will only be able to designate one morning drop off and one afternoon drop off, The district will not provide different drop offs on different days of the week. The only exception to this would be families that can provide legal documentation of a custody agreement. Then they can designate two morning drop offs and two afternoon drop offs.

In the morning, buses would arrive in three waves. Our start time **would likely be about an hour earlier.** We would need supervision in the morning starting when the first wave arrives.

In the afternoon, buses would arrive in two waves. Our end time **would likely be about an hour earlier.** We would need supervision until the second wave arrives.

**The recommendation is to use tier 2 bussing provided by the district for 2026-27.**



# st.croixprep 2026-2027 Calendar

Board Approved:

July 1-3	Holiday
Aug 3-6	New Teachers Workshop
Aug 10-14	PD Day
<b>Aug 17</b>	<b>First Day of School (Grades 5-12)</b>
Aug 17-19	Prep for Success Conferences K-4
<b>Aug 24</b>	<b>First Day of School (Grades K-4)</b>
Sept 4	Teacher Non-Duty Day
Sept 7	Holiday
Sept 28	PD Day
Oct 14	End of Quarter 1
Oct 15	PD Day
Oct 15	MN Classical Conference
Oct 16	Grading Day
Oct 19-20	Teacher Non-Duty Day
Nov 5	LS/MS/US PM Conferences
Nov 6	LS Conferences
Nov 25	PD Day
Nov 26-27	Holiday
Dec 18	End of Quarter 2/Semester 1
Dec 21	PD/Grading Day
Dec 22-Jan 1	Holiday
Jan 15	LS Conferences
Jan 18	Holiday
Feb 15	PD Day
Mar 4	End of Quarter 3
Mar 5	PD/Grading Day
Mar 8-12	Spring Break - Teacher Non-Duty
March 26	PD Day
April 9	PD Day
May 21	Last Day of School/ End of Semester 2
May 23	Commencement
May 24	PD/Grading Day
May 31	Holiday
June 19	Holiday

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

T0/S0

T16/S11

T20/S19

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

T20/S18

T19/S18

T15/S14

January 2027				
M	T	W	Th	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	Th	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	Th	F
1	2	3	4*	5
8	9	10	11	12
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22	23	24	25	26
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T19/S19

T20/S19

T18/S16

April 2027				
M	T	W	Th	F
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May 2027				
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31				

June 2027				
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7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

T22/S21

T16/S15

School Day	No School Day for LS Only
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No School Day/ No Students Day/ OFFICES CLOSED
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Quarter 1 = 40	Quarter 2 = 40	Semester 1 = 80	Quarter 3 = 42	Quarter 4 = 48	Semester 2 = 90
189 New Staff Days		185 Returning Staff Days		170 MS/US Student Days	165 LS Student Days



# st.croixprep 2026-2027 Calendar

Board Approved:

July 1-3	Holiday
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T0/S0

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17	18	19	20	21
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31				

T16/S11

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T20/S19

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T19/S18

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T15/S14

January 2027				
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T19/S19

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15	16	17	18	19
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T20/S19

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8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

T18/S16

April 2027				
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T22/S21

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T16/S15

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7	8	9	10	11
14	15	16	17	18
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School Day	No School Day for LS Only
------------	---------------------------

Teacher Training	
Non-Duty	No School Day/ No Students Day/ OFFICES CLOSED
PD Day	
Holiday	

Quarter 1 = 40	Quarter 2 = 40	Semester 1 = 80	Quarter 3 = 42	Quarter 4 = 48	Semester 2 = 90
189 New Staff Days		185 Returning Staff Days		170 MS/US Student Days	165 LS Student Days



## ST. CROIX PREPARATORY ACADEMY BOARD ELECTION 2025-2026

The following is a summary of the [board election update](#):

- The online Board Election will be held on May 4-5, 2026.
- The Board Nomination Form will be included in the Prep Weekly on January 30, 2026.
- Candidates must submit a Board Nomination Form by March 25, 2026.
- Board Candidate Questions will be sent to board candidates on March 26, 2026.
- The candidates' names will be published in the Prep Weekly on April 3, 2026. In addition, a blurb will be included regarding two household emails in the student information system in order to receive 2 ballots due April 23, 2026.
- Candidates will complete the Voter's Guide questions by April 9, 2026.
- The Executive Committee will request a meeting with all candidates to review expectations, responsibilities, & etc.
- The Voter's Guide will be included in the Prep Weekly on April 17, 2026.
- A Voter's Forum will only be held if the number of candidates warrants it.
- The deadline to update email addresses with the school is April 23, 2026.
- Upload parent and employee emails to SimplyVoting by April 30, 2026.
- All of the above dates will make St. Croix Prep in compliance with state statutes and its bylaws.

"Board elections must be held during the school year but may not be conducted on days when the school is closed." (Minn. Stat. 124E.07 Subd. 2). "At least sixty (60) days prior to the Corporation's School Board election, the Board of Directors, or its committee, will solicit nominations from teachers, parents/legal guardians, and community members, for all of the Director positions that will be filled at the next election." (SCPA Bylaws – Article IV, Section 4). "The board of directors must notify eligible voters of the school board election dates and voting procedures at least 30 calendar days before the election and post this information on the school's website" (Minn. Stat. 124E.07 Subd. 5). "The board of directors must notify eligible voters of the candidates' names, biographies, and candidate statements at least ten calendar days before the election and post this information on the school's website" (Minn. Stat. 124E.07 Subd. 5).

- Seats up for re-election in 2026:
  - Parent seat: 2 seats (2-year term, 3-year term)
  - Teacher seat: 1 seat (3-year term)
  - Community member seat: 1 seat (3-year term)

**February 3, 2026**

**Present:** A. Bagwell, T. Gulbransen, J. Fuchs, A. Galati, J. Johnson, J. Santini

Check in:

- Elections
- Governance manual: advisory staff development committee added
  - **Move to March meeting.**

[Policies: Jenn](#)

Choose a new Governance chair.

- Al Bagwell will start in June as the new governance chair.



**st.croixprep**

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February 10, 2026 @ 2:30 PM - 4:15 PM, West Wing Room

Members Present: D Smith, T Gulbransen, J Standke, C Rutten, M Reichow

Guests Present: J Fuchs, B Grubisch

- A. SMS Update
  - a. Meet Todd
  - b. Financial Overview
- B. Investment Report (Jeff S)
  - a. Investments
- C. Financials (Beth)
  - a. Q2 Highlights
- D. Banking Update (Danielle & Jeff)
  - a. First Resource
  - b. Platinum
  - c. First State Bank
  - d. Bell Bank
  - e. Bridgewater Bank

**ST. CROIX PREPARATORY ACADEMY**

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 504 Charter  
Orig. 2022 (as Charter Policy)  
Rev. 2023

Revised: \_\_\_\_\_

**504 STUDENT DRESS AND APPEARANCE**

**I. PURPOSE**

The purpose of this policy is to enhance the education of students by establishing expectations that support educational goals. Students and their families have the primary and joint responsibility for student clothing and appearance. Teachers and other charter school staff should exemplify and reinforce student clothing and appearance standards and help students develop an understanding of appropriate appearance in the school environment.

The purpose of this policy is to establish student appearance and dress code guidelines for St. Croix Preparatory Academy ("St. Croix Prep").

**II. GENERAL STATEMENT OF POLICY**

The Dress Code and uniforms of St. Croix Prep build community and diminish the importance of external factors related to clothing. The Dress Code promotes professionalism, cultivates a focused learning environment, and prepares students for the future. Uniforms promote a sense of equality and unity among students, and it fosters an inclusive environment where students can focus on their education rather than their appearance.

**III. DRESS CODE**

All St. Croix Prep students are expected to be in school uniform each day, except for the designated dress-up days or spirit wear days. Neatness, cleanliness, and modesty guidelines should be observed at all times. St. Croix Prep reserves the right to determine dress code violations.

**Uniform Provider**

Uniform clothing must be ordered through the approved providers listed in the family handbook (with the exception of shoes, socks, coats and other accessories).

Families who are eligible for educational benefits are eligible to receive benefits for school uniforms. Please contact the main office.

**Modesty Guidelines - These guidelines apply to all school dress**

Modesty is appearance intended to avoid impropriety or indecency. It is recognized that there are varied opinions as to what constitutes modesty, therefore the following guidelines help define the expectations for St. Croix Prep students.

**Inappropriate school attire will be considered a violation and will require correction. Parents may be contacted to assist in managing inappropriate school attire.**

**School Uniform Guidelines are outlined in the family handbook.**

**Dress Code Violations**

Students and parents/guardians will be informed of dress code violations. Dress code violations will result in disciplinary actions, which vary by division (Lower, Middle or Upper School). Specific dress code violation consequences are listed in each division level handbook. Handbooks are posted on the school website ([www.stcroixprep.org](http://www.stcroixprep.org)).

**Opt-Out Provision**

Parents or guardians may apply to the Division Principal for full or partial exemption from the dress code in the following situations:

- A student's disability or medical condition which would substantially interfere with a student's ability to comply with the dress code.
- A student's religious observation which would be substantially hindered by compliance with the dress code.

### **Non-Uniform & Spirit Wear Days**

Non-Uniform days will be scheduled throughout the course of the year. Students must demonstrate neatness, cleanliness, and modesty in their appearance on non-uniform days. Clothing on a non-uniform day should not be a distraction to teaching and learning. St. Croix Prep reserves the right to determine appropriateness of attire. Questions related to the appropriateness of a student's dress will be determined by the administration of St. Croix Prep.

**Non-Uniform Day expectations are outlined in the family handbook.**

### **Spirit Wear Guidelines**

To enhance school spirit and build a closer community, St. Croix Prep will have days when students may wear spirit wear in lieu of their uniform. Spirit wear days and expectations are denoted in the family handbook.

## **III. PROCEDURES**

- A. Enforcement of a student dress code will be approached with careful consideration and sensitivity, with the goals of supporting students as they express themselves and pursue their full potential, of not shaming students, and of minimalizing loss of instructional time. When possible, dress code matters should be addressed privately with students, should seek to determine whether factors exist that impact the student's ability to comply with the dress code, and should seek to address such issues.
- B. When, in the reasonable judgment of the administration, (1) a student's clothing or appearance may materially and substantially disrupt or interfere with the educational mission, school environment, classwork, or school activities; (2) may incite or contribute to substantial disorder or invasion of the rights of others; or (3) pose a threat to the health or safety of the student or others, the student will be directed to make modifications. Parents or guardians will be notified. Other consequences may be enforced in line with Policy 506 (Student Discipline).
- C. The administration may recommend a form of clothing considered appropriate for a specific event and communicate the recommendation to students and parents or guardians. A school district or charter school must not prohibit an American Indian student from wearing American Indian regalia, Tribal regalia, or objects of cultural significance at a graduation ceremony.
- D. Likewise, an organized student group may recommend a form of clothing for students considered appropriate for a specific event and bring such recommendation to the administration for approval.

### **Legal References:**

U. S. Const., amend. I  
 Minn. Stat. § 124D.792 (Graduation Ceremonies; Tribal Regalia and Objects of Cultural Significance)  
 Minn. Stat. § 363A.03, Subd. 36a (Definitions)  
*Tinker v. Des Moines Indep. Sch. Dist.*, 393 U.S. 503 (1969)  
*B.W.A. v. Farmington R-7 Sch. Dist.*, 554 F.3d 734 (8<sup>th</sup> Cir. 2009)  
*Lowry v. Watson Chapel Sch. Dist.*, 540 F.3d 752 (8<sup>th</sup> Cir. 2008)  
*Stephenson v. Davenport Cmty. Sch. Dist.*, 110 F.3d 1303 (8<sup>th</sup> Cir. 1997)  
*B.H. ex rel. Hawk v. Easton Area School Dist.*, 725 F.3d 293 (3<sup>rd</sup> Cir. 2013)  
*D.B. ex rel. Brogdon v. Lafon*, 217 Fed. Appx. 518 (6<sup>th</sup> Cir. 2007)  
*Hardwick v. Heyward*, 711 F.3d 426 (4<sup>th</sup> Cir. 2013)  
*Madrid v. Anthony*, 510 F.Supp.2d 425 (S.D. Tex. 2007)

*McIntire v. Bethel School, Indep. Sch. Dist. No. 3*, 804 F.Supp. 1415 (W.D. Okla. 1992)  
*Hicks v. Halifax County Bd. of Educ.*, 93 F.Supp.2d 649 (E.D. N.C. 1999)  
*Olesen v. Bd. of Educ. of Sch. Dist. No. 228*, 676 F.Supp. 820 (N.D. Ill. 1987)

**Cross References:** MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 525 (Violence Prevention)

## ST. CROIX PREPARATORY ACADEMY

Adopted: \_\_\_\_\_

Revised: \_\_\_\_\_

MSBA/MASA Model Policy 535 Charter  
Orig. 2019 (as ISD Policy)  
Orig. 2022 (as Charter Policy)  
Rev. 2024

### 535 SERVICE ANIMALS IN SCHOOLS

#### I. PURPOSE

The purpose of this policy is to establish parameters for the use of service animals by students, employees, and visitors within charter school buildings and on school grounds.

#### II. GENERAL STATEMENT OF POLICY

Individuals with disabilities shall be permitted to bring their service animals into school buildings or on school grounds in accordance with, and subject to, this policy.

#### III. DEFINITIONS

##### A. Service Animal

A "service animal" is a dog (regardless of breed or size) or miniature horse that is individually trained to perform "work or tasks" for the benefit of an individual with a disability, including an individual with a physical, sensory, psychiatric, intellectual, or mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals. Service animals are working animals that perform valuable functions; they are not pets. The work or tasks performed by the service animal must be directly related to the individual's disability. An animal accompanying an individual for the sole purpose of providing emotional support, therapy, comfort, or companionship is not a service animal.

##### B. Handler

A "handler" is an individual with a disability who uses a service animal. In the case of an individual who is unable to care for and supervise the service animal for reasons such as age or disability, "handler" means the person who cares for and supervises the animal on that individual's behalf. Charter school personnel are not responsible for the care, supervision, or handling responsibilities of a service animal.

##### C. Work or Tasks

1. "Work or tasks" are those functions performed by a service animal.
2. Examples of "work or tasks" include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.
3. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship are not "work or tasks" for the purposes of this policy.

D. Trainer

A “trainer” is a person who is training a service animal and is affiliated with a recognized training program for service animals.

**IV. ACCESS TO PROGRAMS AND ACTIVITIES; PERMITTED INQUIRIES**

- A. In general, handlers (i.e., individuals with disabilities or trainers) are permitted to be accompanied by their service animals in all areas of charter school properties where members of the public, students, and employees are allowed to go. A handler has the right to be accompanied by a service animal whenever and to the same extent that the handler has the right: (a) to be present on charter school property or in charter school facilities; (b) to attend or participate in a school- sponsored event, activity, or program; or (c) to be transported in a vehicle that is operated by or on behalf of the charter school.
- B. It is an unfair discriminatory practice to prohibit a person with a disability from taking a service animal into the public place or conveyance to aid persons with disabilities, and if the service animal is properly harnessed or leashed so that the person with a disability may maintain control of the service animal.
- C. The charter school shall not require a person with a disability to make an extra payment or pay an additional charge when taking a service animal into any charter school.
- D. When an individual with a disability brings a service animal to a charter school property, charter school employees shall not ask about the nature or extent of a person’s disability, but may make the following two inquiries to determine whether the animal qualifies as a service animal:
1. Is the service animal required because of a disability; and
  2. What work or tasks is the service animal trained to perform.
- E. Charter school employees shall not make these inquiries of an individual with a disability bringing a service animal to charter school property when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability. However, charter school employees may inquire whether the individual with a disability has completed and submitted the request form described in Part VI., below.
- F. An individual with a disability may not be required to provide documentation such as proof that the animal has been certified, trained, or licensed as a service animal.

**V. REQUIREMENTS FOR ALL SERVICE ANIMALS**

- A. The service animal must be required for the individual with a disability.
- B. The service animal must be individually trained to do work or tasks for the benefit of the individual with a disability.
- C. A service animal must have a harness, leash, or other tether, unless either the handler is unable, because of a disability, to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal’s safe, effective performance of work or tasks, in which case, the service animal must be otherwise under the handler’s control (e.g., voice control, signals, or other effective means).
- D. The service animal must be housebroken.
- E. The service animal must be under the control of its handler at all times. The handler is

responsible for the care and supervision of a service animal, including walking the service animal, feeding the service animal, grooming the service animal, providing veterinary care to the service animal, and responding to the service animal's need to relieve itself, including the proper disposal of the service animal's waste.

- F. The charter school is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
- G. In the case of a student who is unable to care for and/or supervise his or her service animal, the student's parent/guardian is responsible for arranging for such care and supervision. In the case of an employee or other individual who is unable to care for and/or supervise his or her service animal, the employee or other individual's authorized representative is responsible for arranging for a service animal's care and supervision.
- H. The service animal must be properly licensed and vaccinated in accordance with applicable state laws and local ordinances.

#### **VI. REQUESTING THE USE OF A SERVICE ANIMAL AT SCHOOL**

- A. Students with a disability seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the building principal of the school the student attends. The principal will notify the executive director or the administrator designated with responsibility to address such requests. Charter school employees seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the executive director or the administrator designated with responsibility to address such requests.
- B. Students or employees seeking to bring a service animal onto charter school premises are requested to identify whether the need for the service animal is required because of a disability and to describe the work or tasks that the service animal is trained to perform.
- C. The owner of the service animal shall provide written evidence that the service animal has received all vaccinations required by state law or local ordinance.

#### **VII. REMOVAL OR EXCLUSION OF A SERVICE ANIMAL**

- A. A school official may require a handler to remove a service animal from charter school property, a school building, or a school-sponsored program or activity, if:
  - 1. Any of the requirements described in Part V., above, are not met.
  - 2. The service animal is out of control and/or the handler does not effectively control the animal's behavior;
  - 3. The presence of the service animal would fundamentally alter the nature of a service, program or activity; or
  - 4. The service animal behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or otherwise poses a significant health or safety risk to others that cannot be eliminated by reasonable accommodations.
- B. If the service animal is properly excluded, the charter school shall give the individual with a disability the opportunity to participate in the service, program, or activity without the service animal, unless such individual has violated a law or school rule or regulation that would warrant the removal of the individual.

#### **VIII. ADDITIONAL LIMITATIONS FOR MINIATURE HORSES**

In assessing whether a miniature horse may be permitted in a school building or on school grounds as a service animal, the following factors shall be considered:

- A. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- B. Whether the handler has sufficient control of the miniature horse;
- C. Whether the miniature horse is housebroken; and
- D. Whether the miniature horse's presence in a specific building or on school grounds compromises legitimate health and safety requirements.

**IX. ALLERGIES; FEAR OF ANIMALS**

If a student or employee notifies the charter school that he or she is allergic to a service animal, the charter school will balance the rights of the individuals involved. In general, allergies that are not life threatening are not a valid reason for prohibiting the presence of a service animal. Fear of animals is generally not a valid reason for prohibiting the presence of a service animal.

**X. NON-SERVICE ANIMALS FOR STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) OR SECTION 504 PLANS**

If a special education student or a student with a Section 504 plan seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the student's IEP team or Section 504 team, as appropriate, to determine whether the animal is necessary for the student to receive a free appropriate public education (FAPE) or, in the case of a Section 504 student, to reasonably accommodate the student's access to the charter school's programs and activities.

**XI. NON-SERVICE ANIMAL AS AN ACCOMMODATION FOR EMPLOYEES**

If an employee seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the executive director or the administrator designated to handle such requests. A charter school employee who is a qualified individual with a disability will be allowed to bring such animal onto school property when it is determined that such use is required to enable the employee to perform the essential functions of his or her position or to enjoy the benefits of employment in a manner comparable to those similarly situated non-disabled employees.

**XII. LIABILITY**

- A. The owner of the service animal or non-service animal is responsible for any harm or injury to an individual and for any property damage caused by the service animal while on charter school property.
- B. An individual who, directly or indirectly through statements or conduct, intentionally misrepresents an animal in that person's possession as a service animal may be subject to criminal liability.

**Legal References:** Minn. Stat. § 256C.02 (Public Accommodations)  
Minn. Stat. § 363A.19 (Discrimination Against Disabilities Prohibited)  
Minn. Stat. § 609.226 (Harm Caused by Dog)  
Minn. Stat. § 609.833 (Misrepresentation of Service Animal)  
Section 504 of the Rehabilitation Act of 1973  
28 C.F.R. § 35.104, 28 C.F.R. § 35.130(b)(7), and 28 C.F.R. § 35.136 (ADA Regulations)  
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)

**Cross References:** MSBA/MASA Policy 402 (Disability Nondiscrimination Policy)  
MSBA/MASA Policy 521 (Student Disability Nondiscrimination)

**ST. CROIX PREPARATORY ACADEMY**

Adopted: 5/15/2018

MSBA/MASA Model Policy 609 Charter  
Orig. 1995 (as ISD Policy)  
Orig. 2022 (as Charter Policy)  
Rev. 2024

Revised: \_\_\_\_\_

**609 RELIGION AND RELIGIOUS AND CULTURAL OBSERVANCES**

**I. PURPOSE**

The purpose of this policy is to identify the status of religion as it pertains to the programs of the charter school.

**II. GENERAL STATEMENT OF POLICY**

- A. The charter school shall neither promote nor disparage any religious belief or nonbelief. Instead, the charter school encourages all students and employees to have appreciation for and tolerance of each other’s views.
- B. The charter school also recognizes that religion has had and is having a significant role in the social, cultural, political, and historical development of civilization.
- C. The charter school recognizes that one of its educational objectives is to increase its students’ knowledge and appreciation of music, art, drama, and literature which may have had a religious basis or origin as well as a secular importance.
- D. The charter school supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.
- E. The historical and contemporary values and the origin of various religions, holidays, customs, and beliefs may be explained in an unbiased and nonsectarian manner.

**III. RESPONSIBILITY**

- A. The Executive Director shall be responsible for ensuring that the study of religious materials, customs, beliefs, and holidays in the charter school is in keeping with the following guidelines:
  - 1. The proposed activity must have a secular purpose.
  - 2. The primary objective of the activity must be one that neither advances nor inhibits religion.
  - 3. The activity must not foster excessive governmental relationships with religion.
  - 4. Notwithstanding the foregoing guidelines, reasonable efforts must be made to accommodate any student who wishes to be excused from a curricular activity for a religious observance or American Indian cultural practice, observance, or ceremony. The charter school must provide annual notice to parents of this policy.
- B. The executive director is granted authority to develop and present for school board review and approval directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion. Approved directives and guidelines shall be attached as an addendum to this policy.

**Legal References:** U. S. Const., amend. I  
Minn. Stat. § 120A.22, Subd. 12(a) (Compulsory Instruction)

Minn. Stat. § 120A.35 (Absence from School for Religious and Cultural Observances)  
Minn. Stat. § 121A.10 (Moment of Silence)  
Minn. Stat. § 124E.03 (Applicable Law)  
*Good News Club v. Milford Central School*, 533 U.S. 98(2001)  
*Santa Fe Indep. Sch. Dist. v. Doe*, 530 U.S. 290 (2000)  
*Tangipahoa Parish Bd. of Educ. v. Freiler*, 530 U.S. 1251 (2000)  
*Lemon v. Kurtzman*, 403 U.S.602 (1971)  
*Child Evangelism Fellowship v. Minneapolis Special Sch. Dist. No. 1*, 690 F.3d 996 (8<sup>th</sup> Cir. 2012)  
*Wigg v. Sioux Falls Sch. Dist.*, 382 F.3d 807 (8<sup>th</sup> Cir. 2004)  
*Doe v. School Dist. of City of Norfolk*, 340 F.3d 605 (8<sup>th</sup> Cir. 2003)  
*Stark v. Independent Sch. Dist. No. 640*, 123 F.3d 1068 (8<sup>th</sup> Cir. 1997)  
*Florey v. Sioux Falls Sch. Dist. 49-5*, 619 F.2d 1311 (8<sup>th</sup> Cir. 1980)  
*Roark v. South Iron R-1 Sch. Dist.*, 573 F.3d 556 (8<sup>th</sup> Cir. 2009)  
*Child Evangelism Fellowship v. Elk River Area Sch. Dist. No. 728*, 599 F.Supp.2d 1136 (D. Minn. 2009)  
*LeVake v. Independent Sch. Dist. No. 656*, 625 N.W.2d 502 (Minn. App. 2001)  
Minn. Op. Atty. Gen. 169-J (Feb. 14, 1968)  
Minn. Op. Atty. Gen. 169-K (Oct. 21, 1949)  
Minn. Op. Atty. Gen. 63 (1940)  
Minn. Op. Atty. Gen. 120 (1924)  
Minn. Op. Atty. Gen. 121 (1924)

**Cross References:** MSBA/MASA Model Policy 801 (Equal Access to School Facilities)