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*MSBA/MASA Model Policy 301 Charter
Orig. 1995 (as ISD Policy)
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301 MINNESOTA TRANSITIONS CHARTER SCHOOL ADMINISTRATION

I. PURPOSE

The purpose of this policy is to clarify the role of the Minnesota Transitions Charter School (MTCS) administration and its relationship with the MTCS Board.

II. GENERAL STATEMENT OF POLICY

- A. Effective administration and sound management practices are essential to realizing educational excellence. It is the responsibility of MTCS administration to develop a school environment that recognizes the dignity of each student and employee, and the right of each student to access educational programs and services.
- B. The MTCS Board expects all activities related to the operation of MTCS to be administered in a well-planned manner, conducted in an orderly fashion, and to be consistent with the policies of the Board.
- C. The MTCS Board shall seek specific recommendations, background information and professional advice from MTCS administration, and will hold the administration accountable for sound management of the schools.
- D. Although the MTCS Board holds the Superintendent ultimately responsible for administration of MTCS and annual evaluation of each principal/director, the MTCS Board also recognizes the direct responsibility of principals/directors for educational results and effective administration, supervisory, and instructional leadership at the school building level.
- E. The MTCS Board and administration shall work together to share information and decisions that best serve the needs of students within financial and facility constraints that may exist.

III. QUALIFICATIONS

- A. A charter school board of directors must establish qualifications for all persons who hold administrative, academic supervision, or instructional leadership positions. The qualifications must include a requirement that a person hold a minimum of a four-year degree from an accredited institution or equivalent

experience. Other qualifications for these positions shall include, as appropriate for the specific position: instruction and assessment, curriculum design, human resource and personnel management, professional ethics, child development, financial management, legal and compliance management, special education oversight, contract management, effective communication, cultural competency, board and authorizer relationships, parent relationships, and community partnerships. A charter school board of directors must use those qualifications as the basis for the job description, hiring process, and performance evaluation of the charter school director or chief administrator. The charter school director or chief administrator must use those qualifications as the basis for the job descriptions, hiring, and performance reviews for the administrative staff, academic program supervisors, and instructional leaders who report to the charter school director or chief administrator.

- B. A person who does not hold a valid administrator's license may perform administrative, academic supervision, or instructional leadership duties. A person without a valid administrator's license serving as a charter school director or chief administrator must complete a minimum of 25 hours annually of competency-based training corresponding to the individual's annual professional development needs and plan approved by the charter school board of directors. Training includes but is not limited to: instruction and curriculum; state standards; teacher and staff hiring, development, support, and evaluation; social-emotional learning; data collection and usage; assessment methodologies; use of technology for learning and management; charter school law and requirements; code of professional ethics; financial management and state accounting requirements; grant management; legal and compliance management; special education management; health and safety laws; restorative justice; cultural competencies; effective communication; parent relationships; board and management relationships; community partnerships; charter contract and authorizer relationships; and public accountability.
- C. A person serving as a charter school director or chief administrator with a valid administrator's license must complete a minimum of ten hours of competency-based training during the first year of employment on the following: charter school law and requirements, board and management relationships, and charter contract and authorizer relationships.
- D. The training a person must complete under paragraphs (b) and (c) may not be self-instructional. The organization or instructor providing the training must certify completion of the training. The person must submit the certification of completion of training to the charter school board of directors and certifications must be maintained in the personnel file. Completing required training must be a component of annual performance evaluations.

- E. All professional development training completed by the charter school director or chief administrator in the previous academic year must be documented in the charter school's annual report.
- F. No charter school administrator may serve as a paid administrator or consultant with another charter school without the knowledge and a two-thirds vote of approval of the boards of directors of the charter schools involved in such an arrangement. The boards of directors involved in such arrangements must send notice of this arrangement to authorizers upon approval by the boards.
- G. No charter school administrator may serve on the board of directors of another charter school, except that an individual serving as an administrator serving more than one school under paragraph (f) may serve on each board as an ex-officio member.

Legal References: Minn. Stat. Ch. 124E (Charter Schools)
Minn. Stat. § 124E.12 (Employment)
Minn. Stat. Ch. 317A (Nonprofit Corporations)

Cross References: Charter School Bylaws