



Guide to Opening a New Charter School

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Introduction

This document was created by the Minnesota Department of Education (MDE) to provide guidance for newly opening charter schools. Use this guide to keep track of MDE deadlines, access the reporting calendar and follow the steps necessary to ensure you are utilizing all the resources and revenue available from the state. This guidance document does not replace an authorizer's ready-to-open standards. MDE's Guide to Opening a New Charter School only addresses areas in which new charter school Local Education Agencies (LEA) interact with MDE. An authorizer's ready-to-open standards, found in your school's charter contract and/or the authorizer's commissioner-approved authorizing plan, are established by the authorizer and may be more comprehensive and encompassing than MDE's guidance.

Establish Roles

Identified Official with Authority (IOwA)

To set up your school's Identified Official with Authority (IOwA), first submit the [Board Resolution](#). The IOwA and IOwA proxy grants access for staff to the MDE secure website systems for the Minnesota Department of Education (MDE), Professional Educator Licensing and Standards Board (PELSB), and Statewide Longitudinal Education Data System (SLEDS)/Early Childhood Longitudinal Data System (ECLDS).

An Education Identity and Access Management (EDIAM) user account is required to gain access to EDIAM systems. [View step-by-step instructions on how to create a new EDIAM User Account](#). Some important notes:

- Limit your User ID to less than 20 characters to prevent possible issues with systems; do not use your name/middle name/email/phone number (which is public information) as a User ID. It is recommended that you do not use your middle name for privacy reasons as this will show on the public MDE Organization Reference Glossary (MDE-ORG) website.
- All users must create their own EDIAM account per Minnesota Statutes 2022, Chapter 13; do not share your EDIAM account or create an EDIAM account for another person.
- Be sure to sign and review the [Secure Website User Access Agreements and Acknowledgements](#).
- One EDIAM account per person.
- The IOwA is the head of the charter school, who appoints the IOwA proxy role. Only the IOwA and the IOwA proxy are allowed to grant/revoke/reauthorizes staff access to the MDE secured site(s) s on behalf of their charter school.

Once approved by the school's board of directors, the board resolution is emailed to [MDE's User Access Team](#). The IOwA role needs to be renewed yearly (at least every 365 days), otherwise access is automatically revoked. The renewal process is the same as getting the role assigned (i.e., board resolution is submitted to the User Access Team).

The following are instructions on how to complete the Board Resolution:

- Do not change/modify the board resolution language.

- Remove the first sentence on the Board Resolution sentence which states: “Instructions for Districts and Schools”.
- Copy and paste the language in this template to your school letterhead.
- Keeping the Board Resolution language, complete the information requested in the six blank lines:
 - Charter School Name
 - 6-Digit Charter District Number (e.g., 4567-07)
 - Full name of the charter school’s executive director
 - Complete the yes or no box as to whether or not the executive director will serve as the IOwA for the charter school
 - If the executive director will not serve as the IOwA, print the name and title of the individual that will serve as the IOwA for the charter school (typically the IOwA role is held by the executive director)
 - Board Member Name and Date (no special board meeting/agenda/minutes are needed)
- Scan and send the Board Resolution to useraccess.mde@state.mn.us.

Contact: All EDIAM/Board Resolutions/IOwA questions should be sent to useraccess.mde@state.mn.us. Including your charter school’s name and six-digit charter district number on the subject line for all correspondence helps us serve you.

District and School Site Verification Coordinator

MDE keeps an up-to-date database, called the MDE Organization Reference Glossary or [MDE-ORG](#), which contains organization and site information that, among other things, are used to validate electronic reporting systems. Newly opening charter schools are inactive until the start of the fiscal year (July 1) that they have been authorized to serve students. A newly opening charter school does not need to be currently active on MDE-ORG to have an IOwA designated and an IOwA should be designated as soon as possible. The IOwA or IOwA proxy appoints a site verification coordinator who is responsible for maintaining organization and school reporting site information, including contacts, addresses and grades. The site verification coordinator accesses the District and School Site Verification system from their [EDIAM account](#) to verify, modify or submit electronic requests to update information. The site verification coordinator will enter the [SAM UEI](#) number for the charter school. The site verification coordinator must verify grades offered and submit a grade change request if needed. Valid grades offered allows Average Daily Membership (ADM) estimates to be entered so that the school can generate general education payments.

Contact: Michelle Carey, mde.school-verify@state.mn.us, 651-582-8287

Statewide Testing – District Assessment Coordinator (DAC)

All students enrolled in public schools, including charter schools, in grades 3–8, 10, and 11 must be assessed annually with the standards-based accountability assessments: the Reading, Mathematics, and Science Minnesota Comprehensive Assessments (MCA), or the Minnesota Test of Academic Skills (MTAS) for the students with the most significant cognitive disabilities. In addition, English learners in a public school in

kindergarten through grade 12 must be assessed annually with the English language proficiency accountability assessments (ACCESS or Alternate ACCESS for ELLs).

Charter schools must designate a District Assessment Coordinator (DAC). The DAC is your main contact with MDE and service providers regarding MCA, MTAS, ACCESS, and Alternate ACCESS.

- To designate a DAC, notify the charter school's [District and Site Verification Coordinator](#) to update the DAC contact information on MDE-ORG through the [District and School Site Verification system](#).
- Once designated, the DAC will receive any email communications from the Academic Standards, Instruction and Assessment division.
- The DAC should also refer to the District Assessment Coordinator resources on the [District Resources page](#) of the MDE website, including:
 - To access the systems needed for testing, the DAC should follow the steps in *New District Assessment Coordinators: Getting Access*.
 - The DAC should participate in DAC trainings offered throughout the year by the Academic Standards, Instruction and Assessment division. Training dates are provided in *District Assessment Coordinators Trainings and Q&A Sessions*.

Contact: Statewide Testing, mde.testing@state.mn.us, 651-582-8674

Financial Systems

Unique Entity Identifiers (UEI) through System Award Management (SAM)

Registration

On April 4, 2022, the U.S. Department of Education joined other federal agencies and transitioned to utilizing new Unique Entity Identifiers (UEIs) for grant recipient and applicant organizations, rather than the previously utilized Data Universal Numbering System (DUNS) numbers. The UEI is administered through [SAM.gov](#) (System for Award Management). To register for your school's UEI, you must first have a SAM.gov account. Once you are signed into SAM.gov, click on the "Get Started" link under the "Register Your Entity or Get a Unique Entity ID" heading in SAM.gov and follow the instructions provided on the website.

All organizations applying for federal funding must have a SAM UEI number and an account in SAM.gov. A SAM UEI is a unique 12-character alphanumeric identification number that is used to track how a federal grant is allocated. Your organization may already have a SAM UEI number; check with your business office. SAM is a unified system for federal procurement data. The SAM UEI is entered into the District and School Site Verification system by your designated site verification coordinator. Federal funds will not flow to your charter school until the UEI has been obtained through SAM.gov and entered into MDE-ORG.

Contact: Michelle Carey, mde.school-verify@state.mn.us, 651-582-8287

Direct Deposit Authorization for Electronic Funds Transfer (EFT) through StateWide Integrated Financial Tools (SWIFT)

Charter schools must authorize the state of Minnesota to make electronic funds transfer (EFT) payments to their bank accounts. The first step is registering for a StateWide Integrated Financial Tools (SWIFT) supplier number. The supplier registration process, through SWIFT, collects the necessary information for issuance of payments and purchasing documents. This process typically requires two days for review and activation of the account. Questions on registering as a Supplier can be emailed to the Minnesota Management and Budget (MMB) Supplier Help Line at efthelpline.mmb@state.mn.us.

Suppliers can self-register with the State by submitting a request on the Supplier Portal in SWIFT. To submit a new supplier request in SWIFT, please review the [step-by-step instructions](#). For additional guidance, please view the [SWIFT Supplier Portal Demo on YouTube](#).

Charter schools must provide their SWIFT supplier number to the Division of School Finance after registering and receiving confirmation of it. Please email Tracy Gann-Olehy at tracy.gann-olehy@state.mn.us with the SWIFT supplier number to ensure the charter school is set up correctly to receive payments.

Please note: The school address entered in SWIFT and the official school address listed on MDE-ORG must match as of July 1 or the school will not receive payment by July 15.

Minnesota Education Grants System (MEGS)

MDE has contracted with the vendor MTW Solutions to replace [SERVS Financial \(see section below\)](#), the grant management and payment processing system, with an improved, modernized system. The new system is called Minnesota Education Grants System (MEGS). MEGS will support overall grant business needs while being flexible, reliable, and easy to use and support. SERVS continues to function as is until active grant programs are closed. Grant programs moving in Phase I of this project include: Title I-A, Title I-D, Title II-A, Title III-A, Title IV-A, IDEA, McKinney Vento Homeless (FIN 868), ARP ESSER III (FIN160, FIN161, FIN169), ARP Homeless (FIN 159), and Library Support Programs. MDE will continue to use SERVS for grant programs not included in Phase I. MDE will continue to communicate updates as this project progresses.

The SFY24 timeline for actions in MEGS and SERVS Financial related to ESEA Title program funds under finance codes 401, 406, 414, 417, and 433 is available on the [MDE ESEA Grant Application Tools webpage](#). LEAs are encouraged to complete the actions prior to the due dates listed. Unless otherwise noted, extensions can be requested by emailing mde.esea@state.mn.us prior to the given due date. Extensions are not needed for "priority dates."

The transition to MEGS will bring many enhancements over the various existing grant management and payment processing solutions used by MDE. A few highlights include communication between MDE and subgrantees within MEGS, with notifications sent to entered email address(es); an easily-viewed record of all versions of applications and budgets submitted; improved payments and reconciliation process; and more.

Contact: mde.esea@state.mn.us

State Educational Record View and Submission (SERVS)

MDE implemented a reauthorization process, which requires the Identified Official with Authority (IOwA), the person who has legal authority to sign documents on behalf of the organization, to grant their staff access for specific roles in the secure MDE sites for the organization/district they represent. Note: The IOwA must be reauthorized once a year by the IOwA or IOwA proxy.

The SERVS Financial system simplifies, consolidates, and automates data collection processes. SERVS Financial helps districts, charter schools and other eligible entities apply for funding opportunities and grants, submit reimbursement requests, and track budgets.

The IOwA and IOwA proxy designates roles within the EDIAM Authorization System. Only one role is allowed per person (e.g. staff cannot have the application and budget role and the account register role).

Each staff will only be granted access to one of four roles in the SERVS Financial System by the IOwA of their organization or district.

The four (4) different user roles in the SERVS Financial System are:

1. **ApproveApplicationAndBudget** – Authority to approve, sign and enter into contracts on behalf of the selected organizations, and approves (signs) the budget. There may be only one ApproveApplicationAndBudget role per organization or district given to an official who can legally bind their organization (superintendent/executive director). The person in this role will:
 - a. Accept Funds/Manage Allocation/Balance Forward.
 - b. Review and approve grant applications with electronic signature as authorized district representative.
 - c. Perform Application and Budget Tasks (if necessary).
2. **ApplicationAndBudget** – Responsible to submit applications or create budgets for review. (May NOT submit reimbursement requests.)
3. **AccountRegister** – Responsible for cash management and designated to submit, delete and correct reimbursement/draw requests.
4. **ReadOnly** – This role is designed for LEA staff members that have a job-related need to view and track applications, budgets or reimbursement requests. This role may view all aspects of an application and budget but may not edit any of this information.

Every user must create and use their own EDIAM account (one MDE account per person). User IDs and passwords must not be shared per Minnesota Statutes 2022, Chapter 13 and the Secured Website User Access Agreement and Acknowledgement. Failure to abide by the agreement will result in access rights being removed, in accordance with the Minnesota Government Data Practices Act, Minnesota Statutes 2022, Chapter 13, and Family Educational Rights and Privacy Act (FERPA), 20 United States Code (U.S.C.) 1232g.

Access SERVS via your EDIAM profile or visit the [SERVS Financial page](#) of MDE's website and click on Enter the SERVS Financial System.

- If you do not have an EDIAM user account, staff must:
 - Create their own EDIAM account

- Log into Data Submission Page
- Click on User Account – Agreement Page
- [View the step-by-step instructions](#) found on the [Data Submissions page](#). Please note that SERVS has a limit of 20 characters for an EDIAM User ID. If you have a User ID of more than 20 characters (such as your email), and have a role where you are expected to sign, submit or process payments, you will not be able to access SERVS; contact useraccess.mde.state.mn.us for EDIAM account assistance.
- If you have an EDIAM account, you do not need to create another account as you are allowed one EDIAM per account person. If you forget your password or user ID click the [EDIAM login link and click Get Login Help](#).
- To make changes to your account, log into your EDIAM account and use the drop-down menu options available under the Actions tab.
- Enter the SERVS Financial System from your EDIAM Authorized Applications on your EDIAM Profile page.

The school director must enter the following information in SERVS to receive federal funds and state aid payments:

- Federal Tax ID number
- State Tax ID number
- Federal UEI number
- Confirmation of CCR registration in the System for Award Management (SAM)

More detailed information about this topic is available in [SERVS Financial Instructions](#).

Contact: servsfinancialnew@state.mn.us

Charter School Building Lease Aid

All charter schools must apply for lease aid every year. Application materials and the instructions for the next fiscal year will be posted to the MDE [website under School Finance](#). The lease aid entitlement is not included in the metered Integrated Department of Education Aids System (IDEAS) payment report until a charter school has applied and MDE has approved its application. Submit your lease aid application as soon as possible. MDE will make every effort to load the entitlements to IDEAS for the July 15 payment if your application is received by April 30. The application materials should be submitted to MDE.CharterSchoolapps@state.mn.us. If you need further assistance, contact Tami Hermanson at tami.hermanson@state.mn.us or 651-582-8771.

Reporting and Data Submission

Reporting Calendar for Charter Schools

The Charter Center publishes a [Reporting Calendar for Charter Schools](#). This reporting calendar lists major reports or data entry periods of significant importance that affect many or all charter schools, by month. When available, links are provided to web pages or forms that provide more information. Find additional forms, worksheets, questionnaires, applications and more on [MDE's Forms page](#). Note: The calendar does not provide a complete list of all reporting requirements.

Contact: mde.charterschools@state.mn.us or 651-582-8297

Average Daily Membership (ADM) Enrollment Projection Reports for New to Open Charter Schools in School Year 2023–24

ADM Enrollment projections are used to calculate estimated general education revenue, charter school lease aid, special education aid and English Learners (EL) aid. Charter schools opening in the 2023–24 school year may only submit an Enrollment Projection Report if they will definitely serve students in the 2023–24 school year. MDE needs to know the charter school enrollment in order to calculate revenue. For first-year charter schools, the free/reduced price meal counts are used to calculate compensatory revenue for both the 2023–24 and 2024–25 school years.

The charter school’s authorizer may require a charter school to wait to submit an Enrollment Projections Report to MDE, therefore **MDE will not** move forward with processing any submitted Enrollment Projections Reporting until the charter school’s authorizer has communicated to the MDE Charter School Division, via email, approval to open.

Every new to open charter school must designate, via email to MDE (sent to Jeanne.Krile@state.mn.us), the person(s) authorized to submit the Enrollment Projections Report on behalf of the school. The designate information required is name, email address, and telephone number. Protecting the private student data included with the Enrollment Projections Report is important.

Authorizers, new charter schools and MDE are expected to ensure state aid payments are only issued to operational charter schools. If state aid is paid to a new charter school that subsequently postpones opening until next fall, 100% of the state aid issued to the school is due back to MDE immediately. Distribution-overpayments as outlined in Minnesota Statutes 2022, section 127A.41, subdivision 2 addresses aid in excess of the charter school’s entitlement.

Important Note about Grade Levels Offered

Valid grades offered by the new to open charter school allows ADM Enrollment Projections to be entered and the charter school can generate general education payments. The charter school’s designated site verification coordinator must verify grades offered and submit a grade change request via the District and School Site Verification system, as needed. This must be done before MDE can receive and enter the ADM listed on your Enrollment Projections Reports.

Reminder: If your charter school’s designated site verification coordinator has not verified grades offered and submit a grade change request via the District and School Site Verification system, MDE cannot enter ADM and calculate aid for the new to open charter school.

Enrollment Projections Report Requirements

When submitting the ADM Enrollment Projections report, you must include all of the following:

- A copy of the Enrollment Projections Report ED-02158-33(A) pages one and two.
- The Enrollment Projections report must be completely filled out, signed and dated.

- A student roster must accompany the Enrollment Projections Report to support individual grade level subtotals and school grand total.
- The student roster must:
 - Be sorted by grade level;
 - Include grade level subtotals;
 - Include total ADM of all grades;
 - List the student's name (last, first); and,
 - List the student's begin and end date of enrollment.

The enrollment projections report student roster must include:

- Name of student(s) whose parent(s) or guardian(s) have officially been offered and accepted a position for their child to attend your school; and
- Name of student(s) for whom you have already requested student records from their current school (exception Kindergarten).

Later in the school year, the only exception to submitting an accompanying student roster is a MARSS file that supports the Enrollment Projections Report ADM. If the charter school's most recent 2023–24 MARSS submission supports the Enrollment Projections Report ADM, the school may forego submitting a student roster.

Timing of Submitting Required Enrollment Projections Report

The charter school must submit their [Enrollment Projections Report](#) and roster by the following dates:

- June 10, 2023 – Initial Submission (in order to receive a July 15, 2023 aid entitlement. If submitted after June 10, ADM estimates will be picked up with a later aid entitlement)
- September 30, 2023 – First Update
- December 12, 2023 – Second Update
- April 10, 2024 – Third Update

Initial Enrollment Projections Report Submitted after June 10, 2023:

- Once a verified Enrollment Projection Report is submitted to MDE (even if it is later than the June 10 date), the school will eventually receive full FY 2023–24 aid entitlement for students served.
- There is no penalty or deduction for submissions after June 10, 2023; however, if a school expects its first state aid payment to be issued on July 15, 2023, they must submit a verified Enrollment Projections Report along with student roster by end of day June 10, 2023.

Contact: Jeanne Krile, jeanne.krile@state.mn.us, 651-582-8637

Minnesota Automated Reporting Student System (MARSS)

The [Minnesota Automated Reporting Student System](#) (MARSS) is an individual student record system that serves as MDE's primary reporting system for student data. A variety of student data are collected that are used to compile student counts, including October 1 enrollments, December 1 child counts, and average daily membership (ADM). The charter school will need to purchase a certified vendor for MARSS reporting. The list of

certified vendors can be found on the [Vendors and Regional Management Information Centers \(RMIC\) Lists webpage](#).

MARSS Coordinator

- The charter school will need to assign a MARSS Coordinator. Send the name, email address and phone number of the school's MARSS Coordinator to marss@state.mn.us as soon as one is designated.
- The MARSS Coordinator needs to set up a secure account in the MARSS Web Edit System so that the school will start receiving email notices about upcoming MARSS activity. The IOwA or IOwA proxy will need to authorize access for the MARSS Coordinator. This is completed through the External User Access Recertification System.
- Attend trainings:
 - Attend the MARSS 101 workshop held in mid-late August 2023. They are half-day trainings and both sessions are required.
 - Attend MARSS University classes. Training details can be found on [MDE's calendar](#).
- The first MARSS submission is tentatively due **September 21, 2023**. The timeline may change. The MARSS Coordinator will receive an email response when the file is successfully loaded.
 - An authorizer may request a copy of the local MARSS WES report called MARSS 12 Compensatory Revenue Report from the school. The report shows the preliminary October 1 enrollment.
- Review the [MARSS Manual](#) to learn definitions and parameters of all the MARSS data elements, reporting procedures for a variety of situations and appendices that describe related student accounting issues to help school staff report accurate and consistent student data.

Contact: Marilynn Loehr, marss@state.mn.us or 651-582-8456

Ed-Fi Reporting of Student Data 2023–24

Ed-Fi is a means by which districts and charter schools submit student level data to MDE. Information submitted via Ed-Fi includes data currently sent to MDE for Digital Equity, Early Education, MCCC, and MARSS A/B data. For charter schools new to open in 2023–24, MARSS A/B file data, Digital Equity, Early Education and MCCC data will be submitted to MDE via *Ed-Fi only*. Once your charter school receives your authorizer's approval to open for 2023–24, your Ed-Fi reporting should begin. All charter schools opened 2022–23 and prior are also asked to report their MARSS A/B data via Ed-Fi only by the end-of-year submission for the 2023–24 school year. MARSS data is still MARSS data and the MARSS Web Edit System is not changing. A/B file submission cycles are unchanged and can be found on the [MARSS Timeline webpage](#).

To ensure accurate and timely reporting of information via Ed-Fi, please see the items below:

- Attend upcoming Ed-Fi Academy in early fall of 2023. Classes can be found on the [MDE Calendar](#).
- Work with your vendor to learn the setup of Ed-Fi syncing in your student information system, mapping of all data collected in Ed-Fi (mentioned above) in the upcoming school year and actual "submission" process of your data via Ed-Fi.
- Reach out to the email below to connect with School Finance in effort to learn the process of submitting data via Ed-Fi.
- Contact marss@state.mn.us to learn the process of submitting the Ed-Fi data through the MARSS WES.

- Visit the [Ed-Fi Document Resource page](#). Utilize the drop downs on the left to locate videos/documentation as it relates to not only onboarding to Ed-Fi but also all things Ed-Fi.

Contact: ed-fi.mde@state.mn.us

FY 2023 Financial Reporting (for new charters that received private or public funds in FY 2023)

Charter schools are required by law to prepare financial reports and annual budgets ([Minn. Stat. Chapter 124E \[2022\]](#)). The [Uniform Financial Accounting and Reporting Standards \(UFARS\)](#) is an integral part of the accounting and reporting process for school districts and charter schools. New charter schools are strongly encouraged to attend UFARS training, which will be listed on [MDE's Calendar](#).

New schools that received private, state or federal revenue in FY 2023 (including current federal Charter Schools Program (CSP) grantees) are required to submit financial data to MDE for FY 2023 per [Minnesota Statutes 2022, section 123B.77, subdivisions 2 and 3](#):

- FY 2023 Preliminary Unaudited UFARS data is due September 15.
- FY 2023 Final Audited UFARS data is due November 30.
- FY 2023 Compliance Table (audit data and UFARS) is due **November 30**.
- FY 2023 Audit Report is due on **December 31**. If the audit is mailed, it must be postmarked on or before that date.

For deadlines, note that submissions are timely if submitted on the next succeeding day which is not a Saturday, Sunday or legal holiday (Minn. Stat. 474A.025 [2022]).

Charter schools must comply with Minnesota Statutes 2022, section 125B.05: State Information System. This statute requires schools to choose a financial software vendor that is approved by MDE. The current list of approved vendors is in the [FY 2023 UFARS Manual Overview chapter](#) shown in Figure 6 (pages 23–24).

According to [Minnesota Statutes 2022, section 124E.16, subdivision 1\(a\)](#), “A charter school is subject to the same financial audits, audit procedures, and audit requirements as a district, except as required under this subdivision.” Every charter school is required by law to publish an annual report on the school’s official website to include financial and other relevant information ([Minn. Stat. 124E.16, subd. 2 \[2022\]](#)). Charter schools are not statutorily required, but are strongly encouraged, to comply with [Minnesota Statutes 2022, section 123B.10, subdivision 1](#), which requires the school’s board to publish prior and current fiscal year revenue, expenditures and fund balances as follows:

The charter school will publish the school’s revenue and expenditure budgets for the prior year and the actual revenues, expenditures, fund balances for the current year in a form prescribed by the commissioner found on the [Financial Management Webpage](#) titled, “District Expenditure and Revenues Budget”, by **November 30, 2023**, or within one week of the board’s acceptance of the school’s final audit for FY 2023, whichever is earlier.

Contact: MDE Accounting Helpdesk, mde.ufars-accounting@state.mn.us, 651-582-8770.

School Calendars

As required by [Minnesota Statutes 2022, section 124E.25, subdivision 2\(a\)](#), MDE collects a copy of your charter school's annual school calendar. The school calendar sent to MDE must clearly indicate the number of student instructional days per month and per year, the charter school LEA number, and the school year. In the event the school calendar is modified (e.g., snow day) an updated copy must be sent following board approval.

Charter school calendars should be sent to Jeanne Krile at mde.funding@state.mn.us prior to the first day of school.

Contact: Jeanne Krile, jeanne.krile@state.mn.us, 651-582-8637

Programs

American Indian Parent Advisory Committees (AIPACs)

District, charter schools and tribal schools that report an American Indian student count of 10 or more to MDE on the October 1 MARSS reporting deadline are required under [Minnesota Statutes 2022, section 124D.78](#) to have an American Indian Parent Advisory Committee (AIPACs).

These committees serve in an advisory role to their school or district, and help to ensure that American Indian students are receiving culturally relevant and equitable educational opportunities. These committees are critical to the achievement and success of American Indian students statewide, and offer a valuable opportunity to strengthen district and parent partnerships.

Districts, charter schools, and tribal schools are notified of their need for an AIPAC each spring. This notification includes the district or school's American Indian student count.

Please visit [MDE's American Indian Education page](#) to learn more about American Indian Education and resources available through MDE.

Contact: MDE.AnnualCompliance@state.mn.us

American Indian Education Aid (AIEA)

District, charter and tribal schools that report an American Indian student count of 20 or more to MDE on the October 1 MARSS reporting deadline are eligible to participate in the American Indian Education Aid (AIEA) program. This program uses the state American Indian student count along with a per-pupil funding formula to determine aid amounts. Twenty American Indian students generate a base award of \$20,000, and each American Indian student beyond that generates an additional \$358.

District, charter and tribal schools are notified of their program eligibility each spring. This notification includes the district or school's American Indian student count and American Indian education aid estimate for the coming school year.

Contact: MDE.AIEA@state.mn.us

Tribal Nation Consultation

The Every Student Succeeds Act (ESSA) requires districts, charter schools, tribal contract schools, and special districts to consult with tribal nations on the educational programs and plans that affect American Indian students. These consultations ensure that Minnesota tribes have input on educational offerings and can advise districts/schools on the unique cultural and academic needs of Native learners.

Districts and schools are required to consult if one or both of the following thresholds are met:

- The district or school received \$40,000 or more in federal Title VI funding; and/or
- Has a student population comprised of 50% or more of American Indian students.

Districts and schools will receive a notification if they are required to consult, based on the above measures. Consultations must be held with tribal nations that are within 50 miles of the district/school community. If located within the Twin Cities metro, consultation must be held with the Tribal Nations Education Committee (TNEC).

Resources:

[Office of American Indian Education, Tribal Consultation under ESSA](#)

[Minnesota State ESSA Plan, Tribal Consultation](#)

[Tribal Nations of Minnesota](#)

[Tribal Nations Education Committee \(TNEC\)](#)

Contacts:

Graham Hartley, ESEA Program Specialist: graham.hartley@state.mn.us

Jane Harstad, Director of American Indian Education: jane.harstad@state.mn.us

Student Transportation

Minnesota Statutes 2022, section 124E.15 gives charter schools the authority to either provide their own transportation services, or to use the transportation services of the district in which they are located. There are many transportation issues charter schools must consider. Please review charter school transportation information on MDE's [Charter School Resources webpage](#) and [Transportation webpage](#).

Charter schools must notify the school districts in which they are physically located and MDE of their transportation choice via the MARSS 62 Charter Transportation Report whether the charter school will provide their own transportation services or use the district's transportation services. MDE needs this information so transportation aid is sent to the correct district/school. The MARSS 62 Charter Transportation Report is available as a MARSS Secure Report in the Data Center. Only existing charters schools can access the form in the MARSS

Secure Report System. The report is due **March 1** for existing schools. For new charter schools opening in the fall the report is due **July 1**. The report and other information will be emailed directly to the new schools in May.

Charter schools and authorizers can verify submission by checking the school's General Education Revenue for Charter Schools Report on the [Minnesota Funding Reports \(MFR\) System](#).

Contact: Kelly Garvey, Pupil Transportation Specialist, kelly.garvey@state.mn.us, 651-582-8524 or pupiltransportation.mde@state.mn.us; for special education transportation, refer to the charter school transportation information on MDE's [Transportation webpage](#).

School Nutrition Programs

School Nutrition Programs (SNP) are federal and state supported meal programs for students in public schools, including charter schools, and nonpublic schools. Support is provided through reimbursements for meals served meeting program requirements, and entitlement funds, which are utilized to procure foods through the United States Department of Agriculture (USDA) Foods Program. Meal reimbursement is based on student eligibility categories free, reduced-price, and paid. Greater reimbursement is received for meals served to free and reduced-price eligible students.

New charter schools wishing to operate a school nutrition program must apply and be approved for participation before meal reimbursement can be received. New charter schools wishing to operate these programs on their first day of school should plan to start the application process **at least** six–nine months prior to opening.

The complete [New Sponsor Process](#) with detailed instructions can be found on the [MDE Food and Nutrition website](#). Steps in the process are listed below:

1. View School Nutrition Program Orientation Videos
2. Determine Operational Model: Independent or Joint Agreement
3. Decide Meal Service Model (Vended, Food Service Management Company, or Self Operation) and Complete the Procurement Process
4. Obtain a Food and Beverage License
5. Determine Staffing Needs and Ensure that Staff Meet USDA Professional Standards and Minnesota Department of Health Food Safety Requirements
6. Determine Benefit Issuance and Meal Counting and Claiming System
7. Complete Essentials for School Nutrition Programs Training
8. Complete Sponsor and Site Applications in the Cyber-Linked Interactive Child Nutrition System (CLICS) and Submit Required Application Documentation
9. Receive Ready to Operate Approval Visit from MDE

MDE sends out information weekly through the Nutrition Program Bulletin. [Subscribe to the Nutrition Program Bulletin](#).

Questions can be submitted via the [Food and Nutrition Service Customer Service Form](#).

Special Education

Charter schools must provide special education services to students ([Minn. Stat. 124E.03, subd. 3 \[2022\]](#), [Minn. Stat. 125A.08 \[2022\]](#), and [Minn. Stat. 125A \[2022\]](#)). MDE publishes a [Special Education Primer for Authorizers and Charter Schools](#) that addresses special education from the pre-approval phase, pre-operational phase and operational school phase.

In addition, new charter schools must employ or contract the services of an **appropriately licensed** special education director **before** the school begins operating ([Minn. R. 3525.2405](#)).

As soon as a licensed special education director is hired, they must contact the special education funding team at mde.spedfunding@state.mn.us to initiate the school's special education application process. For detailed information, please review the [Special Education Application Material and Eligibility for Program Approval Process](#). This is a summary of the application process for charter schools in their first year of operation:

- The [Statement of Assurances](#) (ED-01350) must be completed and signed by the licensed director of special education and either the school director or school board chair and submitted to MDE.
- State Cover Sheet must be signed by the director of special education and submitted to the department. The state cover sheet must indicate all of the following:
 - The number of teacher contract days for the regular school term, **not student contact days**.
 - The number of minutes in the contract day. (In most instances, lunch is not considered part of the school day unless staff is **required to be present** during the lunch period.)
 - The district or cooperative that serves as your applicant agency for federal funds.
- Federal Cover Sheet must be signed by the director of special education. Circle Yes or No for:
 - Whether your district authorizes MDE to withhold up to \$5.00 per child count for the State Services for the Blind (SSB) for the LEA's children and youth with disabilities.
 - Whether your district intends to use up to 15 percent of Section 611 and 619 funds for Coordinated Early Intervening Services (CEIS). (Please include the amount for CEIS if other than the full 15 percent.)
 - Whether your district intends to use not more than 50 percent Maintenance of Effort (MOE) reduction to local fiscal efforts.
- Gain access to the Special Education Data Reporting Application (SEDRA). **Note:** The charter school must retain or change its state and federal data lines on the Special Education Data Reporting Application (SEDRA).
- The director of special education will receive an official approval memo from MDE for the state portion of the process.
- Submit Electronic Grants Management System (EGMS) Application per Finance Code (FIN Code) via SERVS.
- Apply Electronic Signature for each FIN Code "Substantially Approved" via SERVS.
- Accept funds after allocation via SERVS per FIN code.

Note the **July 1** Deadline: Charter schools cannot obligate federal funds if not "substantially approved." To start receiving state and federal special education funds, you must enter all expenditures in the SEDRA.

The [Special Education Funding and Data Reference Guide](#) will serve as an important resource for identifying fiscal and compliance criteria for most of the special education funds disbursed to LEAs through MDE. This information should assist you in your analysis of financial activity, enhance your ability to maximize financial resources, and accurately report special education financial and student data.

Contact: MDE Special Education at mde.spedfunding@state.mn.us, 651-582-8611

English Learner/Multilingual Learner Education

Both state and federal legislation address needs of English learners. Title VI of the Civil Rights Act of 1964 initially determined that students who do not demonstrate English language proficiency have a right to a language instruction educational program that provides them access to the academic content instruction that all children receive. Court decisions and guidance from the Office for Civil Rights with the United States Department of Education have described in more detail the responsibilities of LEAs. The Elementary and Secondary Education Act, reauthorized under the Every Student Succeeds Act (ESSA), delineated more specifically the responsibilities of LEAs and state education agencies (SEAs). For a detailed list of state and federal laws as well as Supreme Court cases, see [English Learner Education Legislation](#).

All districts and charter schools enrolling English learners are required to have a [written language instruction educational program \(LIEP\) plan](#) that (1) describes programming for English learners (ELs) by English language proficiency (ELP) level, (2) describes the amount and scope of instruction, and (3) is available to parents and stakeholders upon request. The plan clearly describes how English language development (ELD) programs and instructional supports will be provided to ensure equity and access to a high-quality education for all eligible ELs so they can reach their highest potential.

Charter schools should designate an English learner/multilingual learner program coordinator/contact person. The EL coordinator is the LIEP's main contact with MDE.

EL Coordinator

- To designate an EL coordinator, notify the charter school's site verification coordinator to update the EL coordinator contact information on [MDE-ORG](#) through the [District and School Site Verification system](#).
- The EL coordinator should be a member of the school leadership team, with the team assuming responsibility for establishing an effective LIEP that accurately identifies eligible ELs and includes effective ELD instruction that addresses Minnesota's ELD standards and ensures access to content instruction for all students with English learner status.
- The EL coordinator will lead the implementation of the standardized English learner procedures outlined at [English Learner Education](#).
- The EL coordinator will work with school leadership to ensure the school's coordinated professional learning plan addresses ongoing EL professional learning and support for all staff.
- The EL coordinator will work with the Student Support Data Collection (SSDC) coordinator to ensure the timely reporting of Students with Limited or Interrupted Formal Education, (SLIFE), Recently Arrived English Learners, (RAELs), Immigrant children and youth and other annually required data in the SSDC.

To receive the English Learner Education Newsletter via email from English Learner Education in the Student Support Division, select the following page: [Minnesota Department of Education \(govdelivery.com\)](https://www.govdelivery.com) or send your request to mde.el@state.mn.us.

Contact: Student Access and Opportunity Division at mde.el@state.mn.us

Federal Title Programs

Your school's October 1 enrollment, free/ reduced price meal counts and English Learner student data are used to determine preliminary eligibility and to calculate preliminary allocations for [Titles I Part A, Title II, Title III and Title IV Part A \(jump to Enrollment Projections\)](#).

Title I Part A

[Title I, Part A of the Elementary and Secondary Act \(ESEA\)](#), provides financial assistance to LEAs and schools with high numbers or percentages of children from low-income families to assist schools in ensuring that all children meet challenging academic standards. Districts or charter schools accepting Title I funds are required to provide all children with fair, equitable and significant educational opportunities to obtain a high-quality education and to reach, at a minimum, proficiency on challenging state academic standards and assessments.

Title II

The [Title II Program](#) provides professional development funding to LEAs that is tied to research-based curriculum that impacts student achievement. These funds are intended to increase the academic achievement of students by improving teacher and principal quality. In particular, Title II funds are used to provide ongoing training that helps teachers better understand academic subjects and learn new instructional strategies focused on improved student learning. In addition to using Title II funds for professional development, funds can also be used for a variety of other purposes, from recruiting and retaining teachers to reducing class sizes.

Title III

[Title III](#) is used to supplement other local, state and federal funds in helping school districts and charter schools ensure that English learners (ELs) and immigrant students attain English proficiency and meet state academic standards all students are expected to meet.

Title IV, Part A

[Title IV, Part A](#), or Student Support and Academic Enrichment, provides financial assistance to LEAs and schools and is intended to improve students' academic achievement by increasing capacity of the LEA to provide:

- Access to activities and programs that provide all students with a well-rounded education.
- Activities that support safe and healthy students.
- Enhanced technology to improve the academic achievement and digital literacy of all students.

MDE will email you notification of your school's preliminary eligibility and allocations based on October 1 data. Following that notification, school staff are required to attend a training session focused on providing program

information, uses of federal funds and the application process and timelines. Training information will be posted to [MDE's Calendar](#).

Contact: MDE Title Programs, mde.esea@state.mn.us, 651-582-8579

World's Best Workforce

[World's Best Workforce \(WBWF\)](#) establishes a state accountability system that is locally owned, developed with parent and community involvement, and supported by MDE guidance and technical assistance in continuous school improvement planning. To begin developing a WBWF strategic plan, charter school boards need to establish an advisory committee that 1) reflects the diversity of the LEA and its school sites, 2) ensures community engagement in the development and review of the plan, and 3) makes recommendations to the board. The strategic plan is a multi-year, detailed document that illustrates how a district or charter school will execute its goals or initiatives concerning the five WBWF goals. MDE recommends that districts and charter schools develop goals that are specific, measurable, attainable, results-based, and time-bound (SMART). Although districts and charters are required by law to develop a strategic plan, they are not required to submit these plans to MDE. However, MDE does require submission of an Annual WBWF Summary Report; this report is not due until the second year of operation.

Contact: mde.worldsbestworkforce@state.mn.us

Career and Technical Education and Work Based Learning Programs

Career and Technical Education (CTE) programs offer academic and technical skills, knowledge and training to succeed in future careers. CTE programs prepare learners for the future by providing learning experiences spanning career fields such as agriculture, architecture, culinary arts, engineering, fashion design, electrical and plumbing, health care, robotics, construction, veterinary medicine, education, or accounting. For more information about starting a Career Technical Education program, visit the [Career Technical Education Program](#) webpage. For information about state program approval, visit the [Program Approval webpage](#).

[Work-Based Learning \(WBL\)](#) is formalized learning with instruction that occurs concurrently at a school and in a work setting. Employers benefit from WBL because of the opportunity to nurture student interest in jobs and careers within their companies and industries. WBL provides opportunities for students to build career awareness and to explore, prepare and train for careers, with the possibility to attain industry recognized credentials. A WBL program requires an appropriately licensed teacher who closely supervises the work-site activities and is responsible for training agreements, training plans, safety training, and site observations associated with the work experience.

Complete the [Secondary Career and Technical Education Program Approval Proposal](#) if your charter school plans to offer a work-based learning program. Program approval proposal forms can be found on the Career Technical Education webpage. Submit the proposal at any time during the school year. For more information, visit the [MDE Work-Based Learning](#) webpage.

Contact: mde.cte@state.mn.us, 651-582-8434

Online Learning Programs

[Online learning](#) provides a unique way for students to continue, expand or enhance their education. Online learning offers students the flexibility to engage in learning opportunities they have not had access to before.

Minnesota public school students may enroll in a full-time online program or they may choose to take supplemental courses (taken in place of a course period during the regular school day). All online courses offered through state-approved programs:

- Are taught by Minnesota licensed teachers.
- Meet or exceed state academic standards.
- Transfer to other public school districts.
- Apply toward high school graduation.

All state-approved [online learning providers](#) must, as a part of the approval process, outline expectations for instructional methods and time, student-to-teacher communication, attendance for membership, student engagement and provide evidence of Minnesota Standards aligned curriculum.

All schools offering online courses must go through the application process. The first step is to notify your authorizer of your intent to become an online learning provider. You will work with your authorizer to update your charter contract and will need a letter of support from your authorizer to complete your application. Applications are accepted on an annual basis with an initial notification deadline to MDE of October 1 in the year prior to your intended opening. More information for new applicants can be found on [MDE's website](#).

Blended learning and hybrid courses combine scheduled, in-person instruction at a school building with online distance learning either in the building or at another location do not require becoming a state-approved online provider.

Contact: Jeff Plaman, mde.onlinelearning@state.mn.us, 651-582-8457

Staffing: Minnesota Professional Educator Licensing and Standards Board

Educator Licensure

In Minnesota, a teacher providing instruction in a school district or charter school must hold a license or permission aligned to the content and grade taught per [Minnesota Statutes 2022, section 122A.22](#). Before contracting with an individual to provide services a district or charter school must verify an active license or permission through the [Educator License Lookup](#) on the [PELSB website](#). Enter the file folder number or name and then click "Details" to receive all information, including permissions. The "License" button will only provide a PDF image of the license.

Additional information about the types of licenses and permissions granted by the Board are on PELSB's website. The website also provides information about the tiered licensure system, renewals and applications, educators trained outside of Minnesota, testing, licensure assignment information, and how to find a teacher preparation program.

Tiered Licensure

Minnesota implemented a tiered licensure system on July 1, 2018. Minnesota’s teacher licensure system includes four “tiers” and establishes several different avenues by which an individual can become a licensed teacher. Please note: Teachers of Career and Technical Education (CTE) are subject to different tiered licensure requirements. Please contact PELSB for more information.

Important Note

At the time of this writing, the Minnesota Legislature is in session and considering changes to the tiered licensure system. For the most accurate information and to learn more about the tiered licensure system, please visit the [PELSB website](#). To receive updated news via email, please subscribe to the website by scrolling to the bottom of the homepage and entering your email address under “Subscribe for e-mail updates.”

Tier 1

A one-school year license specific to the applicant and district requesting the license, the content area, and grade level on the application. An individual must hold a bachelor’s degree and have a job offer from a Minnesota school district or charter school. A teacher holding a Tier 1 license cannot receive a special permission. If a Tier 1 license is needed in multiple areas, the teacher will need to apply for multiple subject areas. Tier 1 licenses can be applied for starting July 1 of the school year needed.

Tier 2

A two-school year license specific to the applicant and district requesting the license, the content area, and the grade level on the application. An individual must hold a bachelor’s degree, have a job offer from a Minnesota school district or charter school, and meet one of the three qualification requirements (enrolled in a Minnesota teacher preparation program, hold a master’s degree in the content area, or meet the requirements in another area listed on the application). Beginning on July 1, 2023, a teacher holding a Tier 2 license can receive an out-of-field permission for up to 50% full-time equivalent (FTE) outside of the content or grade level listed on the license. A Tier 2 license can be applied for starting July 1 of the school year needed.

Tier 3

A three-year license transferable to any school in Minnesota. An individual must hold a bachelor’s degree and one of the following: completed a teacher preparation program, completed a portfolio approved by PELSB, or met teaching experience requirements. The individual must have also passed the Minnesota Teacher Licensure Examination pedagogy and content tests required for their field. A teacher holding a Tier 3 license may receive a special permission.

Tier 4

A five-year license transferable to any school in Minnesota. An individual must hold a bachelor’s degree, have completed a teacher preparation program, passed the Minnesota Teacher Licensure Examination pedagogy and content tests required for their field, met the basic skills requirements, and taught in Minnesota for at least

three years without being placed on an improvement plan. A teacher holding a Tier 4 license may receive a special permission.

Permissions

PELSB adopted administrative rules in October 2018 allowing teachers and districts/charter schools to obtain permissions for teachers to teach outside their primary licensure content and/or grade level. More information about the different types of permissions, the permission request process, and the required forms are available on PELSB's [Permissions Request webpage](#).

Out-of-Field Permissions (OFP)

- [Minnesota Rules, part 8710.0320](#)
- Visit the [Tiered Licensure Permissions page](#) for additional requirements.
- Authorizes teacher holding a Tier 2, 3, or 4 license to teach in a field outside of their licensure content or grade level. *Please note: rules adopted in April 2023 have stated that tier 2 licenses can only work outside of their licensure content and grade on an OFP for up to 50% total FTE.*
- Not available for Tier 1 license holders, Related Services License, Short Call Substitute license, or Administrative license holders (see discretionary variance option on the PELSB website's permissions webpage).
- Before offering a position and applying for an OFP, the position must be posted on the PELSB approved statewide job board (currently EdPost) for 15 days (for an initial OFP) or 60 days (for a continued OFP).
- Valid for one school year, may be applied for renewal beginning July 1 of each year.
- A teacher can have a total of five years of OFP (for hardship needs, see discretionary variance option on the PELSB website's permissions webpage).
- Please note, PELSB may make resolutions that affect advertisement requirements or the number of years a teacher can work under an OFP. You can find those resolutions on the PELSB website [Resolutions page](#).
- OFPs are not an option for related service positions.
- The educator can only provide services in the content and grade specified for the district for which the permission was granted.

Innovative Program Permissions (IPP) – Cross Curricular Delivery Permission (CCD)

- [Minnesota Rules, part 8710.0321](#)
- Beginning July 1 the Innovative Program Permissions (IPP) will be replaced with the Cross Curricular Delivery Permission (CCD).
- Visit the [Tiered Licensure Permissions](#) page for additional information.
- Authorizes teacher holding a Tier 3 or 4 license to teach multiple content areas and/or grade levels in a non-traditional secondary school setting for courses required by the State of Minnesota for graduation or to have required academic standards covered.
- Courses that can be taught under this permission are math, science, communication arts and literature, social studies, fine arts, physical education, and health.
- The teacher holding this permission must be the Teacher of Record for the course as defined in [Minnesota Rules, part 8710.0310, subpart 1, item N](#). This means they create or adapt curriculum, deliver instruction, and assess and evaluation students' progress (including grading and/or awarding credits).

Any teacher providing instruction and assessing or evaluation the student progress is considered Teacher of Record.

- Not available for Tier 1 or 2 license holders, Related Services, Short Call Substitutes, or Administrative license holders (see discretionary variance option on the PELSB website's permissions webpage).
- No posting requirements.
- Valid for one school year, may be applied for renewal beginning July 1 of each year.
- Unlimited number of renewals.
- Can only be used in the district or charter school for which it was granted.

Discretionary Variance

- Minnesota Statutes 2022, sections [14.055](#) (Rules Variances; Standards) and [14.056](#) (Rule Variances; Procedures).
- Requests PELSB to overrule a rule or portion of a rule that is under the Board's authority.
- Granted in cases of extreme hardship or burden.

Staff Automated Report (STAR) and STAR Coordinator

[Minnesota Statutes 2022, section 125B.07, subdivision 6](#) requires MDE/PELSB to collect, maintain, and store data about licensed and non-licensed staff from each school district and charter school. This is accomplished through the Staff Automated Report (STAR).

Districts and charter schools submit three reports to the system: Licensed Employment (all staff in a position requiring a PELSB issued license who are employed by the reporting district or charter school), Licensed Assignment (all staff in a position requiring a PELSB issued license who are providing services to the reporting district or charter school, regardless of employment status), and Non-Licensed (all staff in a position not requiring a PELSB issued license who are employed by the reporting district or charter school). The reporting district or charter school then receives a Violations report that lists staff who are working in a position requiring a PELSB issued license outside of their licensure content or grade level, or who do not hold a license.

The data collected on this report is used to create many reports by several state agencies, to complete federal reports, to inform and assist policy and law makers on educators, and by the general public for many other reasons.

Find additional information about STAR on the [Staff Automated Reporting \(STAR\)](#) webpage. It is important the charter school IOWA identifies the STAR Coordinator through the EDIAM system as soon as possible as PELSB staff use the MDE-ORG contact list to identify and communicate with district and charter school STAR coordinators.

Important Dates:

- Training for STAR reporting begins in September. Please check the [STAR webpage](#) for training schedules. If you would like individual training, you can request this via email.
- The snapshot date (the date determining what staff and assignments are reported) for the fall STAR report is October 1 (or the first week in October).
- The due date for the report is the last Monday in November.

- The spring STAR report has been cancelled until further notice.

The documents on the STAR webpage are great resources for determining licensure requirements for courses. STAR staff are happy to assist the STAR Coordinators, Administrators, Directors, Authorizers, Teachers, or even Board Members on the appropriate licensure or permission requirements.

Contact Information

- PELSB Customer Service Telephone: 651-539-4200
- PELSB Customer Service email: pelsb@state.mn.us
- PELSB website: mn.gov/pelsb/
- Out-of-Field Permissions (OFP)/ Innovative Program Permissions (IPP): special.permission.PELSB@state.mn.us
- Licensure Via Portfolio: portfolio.PELSB@state.mn.us
- Licensure Compliance: star.PELSB@state.mn.us

Teacher Development and Evaluation

The Division of School and Educator Support offers technical assistance, planning assistance, and implementation support to charter schools to help you create meaningful, transparent, and accurate development and evaluation models. Tools, resources, and state example models for teachers and principals are available at [Teacher Development and Evaluation](#) to help districts implement educator evaluation and professional development.

Charter schools must implement a process to develop and evaluate teachers based on criteria in [Minnesota Statutes 2022, section 122A.40, subdivision 8, paragraph \(b\), clauses \(2\) to \(13\)](#). If schools do not have a local process in place, they must implement the [state model](#) for teacher development and evaluation.

Contact: Tyler Livingston, mde.schoolsupport@state.mn.us, 651-582-8427

School Leader Expectations and Support

According to Minnesota statute, a person, without holding a valid administrator's license, may perform administrative, supervisory or instructional leadership duties at a charter school. The board of directors establishes qualifications for all persons who hold administrative, supervisory or instructional leadership roles. The qualifications include instruction and assessment; human resource and personnel management; financial management; legal and compliance management; effective communication; and board, authorizer, and community relationships. The board of directors uses those qualifications as the basis for job descriptions, hiring and performance evaluations of those who hold administrative, supervisory or instructional leadership roles.

The board of directors and an individual who does not hold a valid administrative license and who serves in an administrative, supervisory or instructional leadership position is expected to develop a professional development plan. The school's annual report must include public personnel information documenting the professional development plan. ([Minn. Stat. 124E.12, subd. 2 \[2022\]](#))

Support is available to guide efforts in establishing qualifications, performance evaluations, and professional development plans. Mentoring and coaching can also be provided (individually or as part of a support network) in the following seven leadership practices identified as having a positive impact on student achievement:

- Developing a shared mission, vision and goals with staff
- Developing a School Leadership Team and fostering teacher leadership
- Recognizing, respecting and employing each student’s strengths, diversity, and culture as assets for teaching and learning (cultural responsiveness and attentiveness to equity)
- Providing meaningful and effective instructional feedback to teachers
- Leading through change effectively for continuous improvement
- Developing an aligned system of assessment, curriculum and instruction
- Building a trusting and positive culture and climate

Contact: Elizabeth Vaught, School and Educator Support Division, elizabeth.vaught@state.mn.us, 651-582-8290 or Ann Mitchell, School and Educator Support Division, ann.mitchell@state.mn.us, 651-582-8250

Ongoing Charter School Board of Directors

Minnesota Statutes 2022, section 124E.07, subdivision 2 states, “The ongoing board must be elected before the school completes its third year of operation.” Subdivision 3 states, “The ongoing charter school board of directors shall have at least five nonrelated members and include: (1) at least one licensed teacher who is employed as a teacher at the school or provides instruction under contract between the charter school and a cooperative; (2) at least one parent or legal guardian of a student enrolled in the charter school who is not an employee of the charter school; and (3) at least one interested community member who resides in Minnesota, is not employed by the charter school, and does not have a child enrolled in the school.” MDE recommends the board composition reflects that of the community in which the school is located and the population of students attending the charter school.

When diversifying the school board, consider the following: race, ethnicity, gender, gender identity, sexual orientation, national origin, socio-economic background, age, physical ability, religious beliefs, political beliefs, ideologies, professional skills, experience level, community clout and personality traits ([Charter School Governing Board Composition: A Toolkit for Board Members](#)).

Additional Support

MDE Charter Center

The [Charter Center](#) publishes charter school resources and guidance documents on its website under [Charter School Resources](#). The Charter Center also publishes a monthly Charter Center Update. This update includes news, training announcements and important information from divisions across MDE. To subscribe to the Charter Center Update, send your email address to mde.charterschools@state.mn.us.

Contact: Charter Center, mde.charterschools@state.mn.us, 651-582-8297

MDE Email Lists

MDE has email lists to which SERVS and other messages are sent. To receive information for any of the following areas, email your name and email address to the contact listed.

- Superintendents/Charter Leaders (“Updates from MDE”) – mde.communications@state.mn.us
- Special Education Directors – mde.spedfunding@state.mn.us
- Business Managers – mde.funding@state.mn.us
- Title I Directors – mde.esea@state.mn.us
- Teacher Development and Evaluation – mde.schoolsupport@state.mn.us
- Statewide Assessment/DACs – mde.testing@state.mn.us