

Adopted: 4/16/2026

Revised:

**ROCHESTER BEACON ACADEMY
POLICY No. 301
CHARTER SCHOOL ADMINISTRATION**

I. PURPOSE

The purpose of this policy is to clarify the role of Rochester Beacon Academy ("RBA") administration and its relationship with the board of directors ("board").

II. GENERAL STATEMENT OF POLICY

- A. Effective administration and sound management practices are essential to realizing educational excellence. It is the responsibility of 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 equitably.
- B. The board expects all activities related to RBA operations 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 board shall seek specific recommendations, background information and professional advice from school administration and will hold administration accountable for sound management of the school.
- D. Although the board holds the Executive Director ultimately responsible for administration of RBA, the board also recognizes the direct responsibility of all administrators for educational results and effective administration, supervisory, and instructional leadership.
- E. The board and administration shall work together to share information and decisions that best serve the needs of RBA students within financial and facility constraints that may exist.

III. QUALIFICATIONS

- A. The board 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. The board must use those qualifications as the basis for the job description, hiring process, and performance evaluation of the Executive Director. The Executive Director must use those qualifications as the basis for the job descriptions, hiring, and performance reviews for administrative staff, academic program supervisors, and instructional leaders who report to the Executive Director.
- 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 the Executive Director 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 board. 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 Executive Director 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 board 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 Executive Director in the previous academic year must be documented in RBA's annual report.
- F. No RBA 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 RBA 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)