



st. croix preparatory academy

Annual Report
2019-2020

Introduction

The purpose of this report is to summarize the progress and achievements of St. Croix Preparatory Academy (The School) in its 16th year of operation. This study includes information on the 2019-2020 school year, such as student demographics, governance, and finances. The report also includes additional data needed to provide a comprehensive description of The School and its educational programs and practices.

This annual educational audit serves to meet the requirement of reporting progress towards the academic and non-academic goals outlined in the charter application approved by the Minnesota Department of Education. This evaluation meets Minnesota's Department of Education requirement for reporting as defined in Minnesota Statutes Section 124E.12 and E16.

During its 16th year of operation, the School received support from its authorizer, Friends of Education. In addition, the combined efforts and support of the faculty, administration, students, families, and community members were instrumental in implementing and developing a strong, supportive community and a strong academic program.

1. School Vision, Mission Statement, and Educational Philosophy

A. Vision

St. Croix Preparatory Academy envisions a learning environment centered on an integrated, rigorous, standards-based, classical curriculum that encourages students to think logically and critically, to communicate effectively and to embrace life-long learning as demonstrated by their successful pursuit of post-secondary education. The School will offer a small school community and a rigorous academic environment to area families.

B. Profile

We are the first public school in the eastern suburbs specifically dedicated to offering a demanding classical, liberal arts curriculum with an additional emphasis on development of each student's personal character, and leadership qualities. St. Croix Preparatory Academy will provide a learning opportunity that, until now, has only been available at select private schools.

The School was founded by parents, educators, and business people who wanted a more challenging education for their students. They wanted a school that demanded an education that challenges students to achieve to their highest potential as well as put forth their best in behavior, attitude, and effort. The School is creating a college prep educational program based on true inquiry, intellect, and character. By focusing on students' character and leadership qualities, in addition to developing their academic potential, The School is committed to developing young adults who are prepared to lead abundant and responsible lives as contributing members of our society.

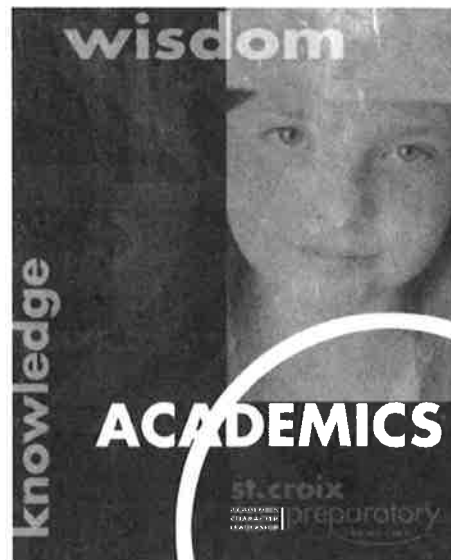
C. Mission Statement

St. Croix Preparatory Academy will develop each student's academic potential, personal character, and leadership qualities through an academically rigorous and content-rich educational program grounded in the classical tradition.

D. Educational Philosophy

The School is based on a classical model of education. A classical model focuses on providing students with the life-long educational tools to learn and think for themselves. The classical tradition is grounded in the time-tested methodology of learning called the "Trivium", which recognizes that critical learning skills must precede critical thinking skills. The Trivium methodology is organized into the following three stages corresponding to the general stages of a student's cognitive development:

- **Grammar.** The first phase of the Trivium is Grammar (grade level K – 4). Grammar emphasizes the facts and rules of each subject that later learning is built upon. This stage focuses on the accumulation of knowledge and the rules related to each particular subject. This mirrors the stage of development where children love to mimic, recite, chant, and memorize. The objective of this phase is to provide each student with a strong foundation of subject matter KNOWLEDGE.
- **Logic.** The second phase is Logic (grade level 5 – 8). Logic focuses on a students' ability to analyze and interact with the knowledge acquired in the Grammar stage. The Logic stage is the phase where understanding is grasped. This corresponds with the student's curiosity and desire to ask questions. The objective of the Logic phase is UNDERSTANDING.
- **Rhetoric.** The final phase is Rhetoric (grade level 9 – 12). Rhetoric teaches a student how to express and discuss a subject. Rhetoric is the communication stage, where students defend and refute opinions based on their understanding and knowledge of subject matter. This fits nicely with the students' affinity for contradiction and argumentation. The objective of the Rhetoric phase is COMMUNICATION.



GRAMMAR				LOGIC				RHETORIC			
K/1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
KNOWLEDGE				UNDERSTANDING				COMMUNICATION			
Knowledge – Comprehension				Application – Analysis				Synthesis – Evaluation			

2. School Governance

Since its inception, St. Croix Preparatory Academy has followed the Carver governance model. This model is designed to empower a board of directors to fulfill their obligations of accountability for the School. The model enables the board to focus on the larger issues, delegate with clarity, to control management's job without meddling, to rigorously evaluate the accomplishment of the organization.

In contrast to typical board leadership, policy governance separates issues of organizational purposes from all other organizational issues. St. Croix Prep's Board demands accomplishment of purpose and only limits the staff's operational decisions to those which do not violate the board's pre-stated standards of prudence and ethics.

The Board's own purposes are defined in accordance with the roles of the board, its members, the chair and other officers, and any committees the board may need to help it accomplish its job. This includes the

necessity to “speak with one voice”. Dissent is expressed during the discussion preceding a vote. Once taken, the board’s decisions may subsequently be changed, but are never to be undermined. The board’s expectations for itself also set out self-imposed rules regarding the delegation of authority to the staff and the method by which board-stated criteria will be used for evaluation. The Board delegates with care. There is no confusion about who is responsible to the board or for what board expectations they are responsible. The Board utilizes an Executive Director; and the Board is able to hold this one position exclusively accountable.

A list of the Board members is provided below. Board members attend over 80% of the meetings; and all board members have fulfilled the board training requirements noted in state statute.

Name	Board Position	Group Affiliation	Date Seated	Term Expiration	Phone Number	Email Address
Nicole Donnay		Teacher	03/25/2014	08/18/2020	651-395-5900	ndonnay@stcroixprep.org
Kristen Denzer		Parent	08/21/2018	08/17/2021	651-353-2085	denz0018@umn.edu
Jake Gottschalk		Teacher	08/21/2018	08/17/2021	651-395-5900	jgottschalk@stcroixprep.org
Bob Hajlo	Vice Chair	Parent	09/20/2016	08/23/2022	952-500-0751	Robert.hajlo@gmail.com
Deb Keyes		Teacher	03/20/2012	08/23/2022	651-395-5900	dkeyes@stcroixprep.org
Jim Markoe		Community	03/30/2015	08/23/2022	651-303-5776	manitouisland@comcast.net
Shane Mueller	Chair	Parent	08/18/2015	08/18/2021	612-309-6237	shane.mueller@comcast.net
Christoph Brown		Teacher	09/20/2016	08/18/2020	651-395-5900	christophbrown@stcroixprep.org
Kim Pleticha		Parent	04/17/2018	08/22/2019	612-242-0613	kimpleticha@gmail.com

Board members serve a three year term and elections are held during the last week in May of each school year. As of June 30, 2020 one teacher (Nicole Donnay) and one parent board member (Drew Melendres) have been elected to the board. Drew Melendres will be seated upon the completion of his St. Croix Prep board required training. All of the re-elected board members complete their board training (Board Training Policy adopted by the St. Croix Prep Board) they will continue in their service. Christoph Brown was appointed to the board upon the resignation of a faculty board member, which occurred on May 21, 2019. During the current year, the board members, aside from the state statute requirements, received training which included but was not limited to the following:

- Governance Training and Governance Manual Composition/Release.
- Succession Planning and Development Plan design for identified successors
- Legislative Awareness. Identification and discussion of key legislative initiatives impacting charter schools.
- Additional detailed training is noted below:

Name	August 2019	September 2019	October/November 2019	February-May 2020
Nicole Donnay	Legal Training – MN Stat 120A.41 Hours of Instruction; MN Stat 120A.414 e-Learning days	Public Data, FERPA, MSHSL exemption, Responsible Party, public officials vs. coaches, right to inspection, fee assessment, FRL privacy	Strategic Decision Making via Cause & Effect Matrix Decision to Expand	Board Election – School bylaws, Minn Stat 124E.07; Charter contract renewal – Minn Stat 124E.05 and 124E.10
Kristen Denzer	Legal Training – MN Stat 120A.41 Hours of Instruction; MN Stat 120A.414 e-Learning days	Public Data, FERPA, MSHSL exemption, Responsible Party, public officials vs. coaches, right to inspection, fee assessment, FRL privacy	Strategic Decision Making via Cause & Effect Matrix Decision to Expand	Board Election – School bylaws, Minn Stat 124E.07; Charter contract renewal – Minn Stat 124E.05 and 124E.10
Jake Gottschalk	Legal Training – MN Stat 120A.41 Hours of Instruction; MN Stat 120A.414 e-Learning days	Public Data, FERPA, MSHSL exemption, Responsible Party, public officials vs. coaches, right to inspection, fee assessment, FRL privacy	Strategic Decision Making via Cause & Effect Matrix Decision to Expand	Board Election – School bylaws, Minn Stat 124E.07; Charter contract renewal – Minn Stat 124E.05 and 124E.10

Bob Hajlo	Legal Training – MN Stat 120A.41 Hours of Instruction; MN Stat 120A.414 e-Learning days	Public Data, FERPA, MSHSL exemption, Responsible Party, public officials vs. coaches, right to inspection, fee assessment, FRL privacy	Strategic Decision Making via Cause & Effect Matrix Decision to Expand	Board Election – School bylaws, Minn Stat 124E.07; Charter contract renewal – Minn Stat 124E.05 and 124E.10
Deb Keyes	Legal Training – MN Stat 120A.41 Hours of Instruction; MN Stat 120A.414 e-Learning days	Public Data, FERPA, MSHSL exemption, Responsible Party, public officials vs. coaches, right to inspection, fee assessment, FRL privacy	Strategic Decision Making via Cause & Effect Matrix Decision to Expand	Board Election – School bylaws, Minn Stat 124E.07; Charter contract renewal – Minn Stat 124E.05 and 124E.10
Jim Markoe		Public Data, FERPA, MSHSL exemption, Responsible Party, public officials vs. coaches, right to inspection, fee assessment, FRL privacy	Strategic Decision Making via Cause & Effect Matrix Decision to Expand	Board Election – School bylaws, Minn Stat 124E.07; Charter contract renewal – Minn Stat 124E.05 and 124E.10
Shane Mueller	Legal Training – MN Stat 120A.41 Hours of Instruction; MN Stat 120A.414 e-Learning days	Public Data, FERPA, MSHSL exemption, Responsible Party, public officials vs. coaches, right to inspection, fee assessment, FRL privacy	Strategic Decision Making via Cause & Effect Matrix Decision to Expand	Board Election – School bylaws, Minn Stat 124E.07; Charter contract renewal – Minn Stat 124E.05 and 124E.10
Christoph Brown	Legal Training – MN Stat 120A.41 Hours of Instruction; MN Stat 120A.414 e-Learning days	Public Data, FERPA, MSHSL exemption, Responsible Party, public officials vs. coaches, right to inspection, fee assessment, FRL privacy	Strategic Decision Making via Cause & Effect Matrix Decision to Expand	Board Election – School bylaws, Minn Stat 124E.07; Charter contract renewal – Minn Stat 124E.05 and 124E.10
Kim Pleticha	Legal Training – MN Stat 120A.41 Hours of Instruction; MN Stat 120A.414 e-Learning days	Public Data, FERPA, MSHSL exemption, Responsible Party, public officials vs. coaches, right to inspection, fee assessment, FRL privacy	Strategic Decision Making via Cause & Effect Matrix Decision to Expand	Board Election – School bylaws, Minn Stat 124E.07; Charter contract renewal – Minn Stat 124E.05 and 124E.10

3. School Management and Administration.

The administration licensure information is included as an appendix to this report.

4. Teaching Faculty Information

The faculty licensure information is included as an appendix to this report.

5. School Admissions and Enrollment

Enrollment is one of the keys to viability in the first years of a charter school's operations. St. Croix Prep's enrollment (over 1,200 students) and long waiting list (over 700) ensured that classes operated at capacity. Very few students left St. Croix Prep during the school year, and when students did leave, the available spots were quickly filled.

A historical review of The School's enrollment growth is summarized below:

- In 2004 opened with 200 students in grades K-7 (waiting list of 169)
- In 2005 enrolled 252 students in grades K-8 (waiting list of 279)
- In 2006 enrolled 342 students in grades K-9 (waiting list of 306)
- In 2007 enrolled 444 students in grades K-10 (waiting list of 549)
- In 2008 enrolled 743 students in grades K-11 (waiting list of over 450)
- In 2009 enrolled 881 students in grades K-12 (waiting list of over 500)
- In 2010 enrolled 958 students in grades K-12 (waiting list of over 500)
- In 2011 enrolled 1,010 students in grades K-12 (waiting list of over 500)
- In 2012 enrolled 1,056 students in grades K-12 (waiting list of nearly 500)
- In 2013 enrolled 1,119 students in grades K-12 (waiting list of nearly 500)
- In 2014, enrolled 1,150 students in grades K-12 (waiting list of nearly 500)
- In 2015, enrolled 1,163 students in grades K-12 (waiting list of nearly 600)
- In 2016, enrolled 1,155 students in grades K-12 (waiting list of over 700)

- In 2017, enrolled 1,164 students in grades K-12 (waiting list of over 700)
- In 2018, enrolled 1,157 students in grades K-12 (waiting list of over 700)
- In 2019, enrolled 1,217 students in grades K-12 (waiting list of over 700)

St. Croix Prep's Open Enrollment period normally runs from the last week in August to the first week in January. Families desire to know the placement of their Kindergarten students so the end of the School's enrollment period coincides with the Kindergarten registration in the local district. St. Croix Prep's school demographics mirror the local district. At St. Croix Prep, 12% of the students are Special Education students; approximately 82% of the students are Caucasian, the remaining 18% consist of Latino, Asian, African American, and students of two or more races.

In accordance with MN Statute 124E.17 Subd. 1, the School disseminates school information in the form of flyers to local organizations that provide services to low-income families, students of color, and students who are at risk. This information includes appropriate contact information, informational meeting dates, etc. Flyers were distributed to the following locations: Stillwater – Goodwill, Family Means, Trinity Lutheran Church Family Resource Center, and Valley Outreach; Woodbury -- Family Achievement Center, Goodwill, Savers, Christian Cupboard Food Shelf; White Bear Lake – Solid Ground, White Bear Lake Food Shelf; Mahtomedi -- St. Andrew's Community Resource Center.

The history of enrollment and comments related to this are noted below:

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Attrition Rate
2007-08	50	50	50	50	50	50	30	30	30	27	27			444	7%
2008-09	84	84	84	84	84	70	60	60	55	30	20	28	0	743	5%
2009-10	84	84	84	84	84	84	84	84	73	60	30	18	28	881	2%
2010-11	87	87	87	87	87	87	87	84	80	80	60	30	15	958	4%
2011-12	87	87	87	87	87	87	87	84	80	72	84	60	21	1,010	6%
2012-13	90	90	90	90	90	90	90	82	77	83	65	72	57	1,056	4%
2013-14	90	90	90	90	90	90	90	93	80	84	85	74	73	1,119	5%
2014-15	90	90	90	90	90	90	90	91	93	85	82	90	75	1,146	6%
2015-16	90	90	90	90	90	90	90	93	90	85	86	87	92	1,163	5%
2016-17	90	90	90	90	90	90	90	90	90	90	90	90	90	1,170	5%
2017-18	90	90	90	90	90	90	90	90	90	90	90	90	90	1,170	6%
2018-19	90	90	90	90	90	92	92	90	92	95	96	83	67	1,157	5%
2019-20	90	90	91	90	90	92	91	92	91	109	98	98	85	1,207	4%

Full enrollment at St. Croix Prep is approximately 1,200 students. Anticipated 2020-2021 enrollment is 1,200 students.

6. Academic Program/Performance.

Minnesota Comprehensive Assessments (MCA). The State of Minnesota uses the MCA test results to determine proficiency. This year the MCA tests were not administered due to the Covid-19 pandemic; the Minnesota Department of Education received a waiver for administering these state assessments from the U.S. Department of Education. The historical scores (with comparison to the MN state average) for The School are noted below:

	MN Average	St. Croix Prep
MATH		
2019-2020	n/a - Covid	n/a - Covid
2018-2019	56%	86%
2017-2018	58%	85%
2016-2017	59%	83%
2015-2016	59%	85%
2014-2015	60%	83%
2013-2014	61%	80%
2012-2013	61%	77%
2011-2012	62%	78%
2010-2011	56%	72%

2009-2010	66%	84%
2008-2009	62%	79%
2007-2008	62%	81%
2006-2007	61%	85%
2005-2006	58%	83%
READING		
2019-2020	n/a - Covid	n/a - Covid
2018-2019	60%	90%
2017-2018	60%	89%
2016-2017	60%	89%
2015-2016	60%	87%
2014-2015	59%	87%
2013-2014	59%	85%
2012-2013	58%	81%
2011-2012	76%	96%
2010-2011	74%	92%
2009-2010	72%	90%
2008-2009	72%	88%
2007-2008	71%	86%
2006-2007	69%	90%
2005-2006	72%	88%
SCIENCE		
2019-2020	n/a - Covid	n/a - Covid
2018-2019	51%	86%
2017-2018	53%	86%
2016-2017	54%	83%
2015-2016	55%	80%
2014-2015	53%	86%
2013-2014	53%	79%
2012-2013	53%	69%
2011-2012	51%	75%
2010-2011	48%	70%
2009-2010	49%	71%
2008-2009	46%	69%
2007-2008	39%	57%
Prior Years	n/a	n/a

Although not administered this year, the previous years' scores posted by St. Croix Prep's students are among the highest in the state of Minnesota.

St. Croix Preparatory Academy's Lower School and Middle School have repeatedly been recognized by the Minnesota Department of Education as Reward Schools. This award recognizes the accomplishments and hard work of Title I schools across the state. The Lower School has received this award for the past three consecutive years (three in total); the Middle School has received this award for the past seven years in a row.

In addition, consistent with previous years, the School has been recognized by various media sources such as SchoolDigger (ranked the #1 district in MN for the past four years), The Washington Post (Minnesota's Most Challenging High School), Niche (#10 High School in Minnesota), Niche (ranked #1 -Best High School Teachers in the state of Minnesota) etc. These sources have continually ranked St. Croix Preparatory Academy as one of the nation's best (and state's best) schools as it relates to rigor, college preparation, ACT scores, percentage of students taking Advanced Placement classes, graduation rates, etc.

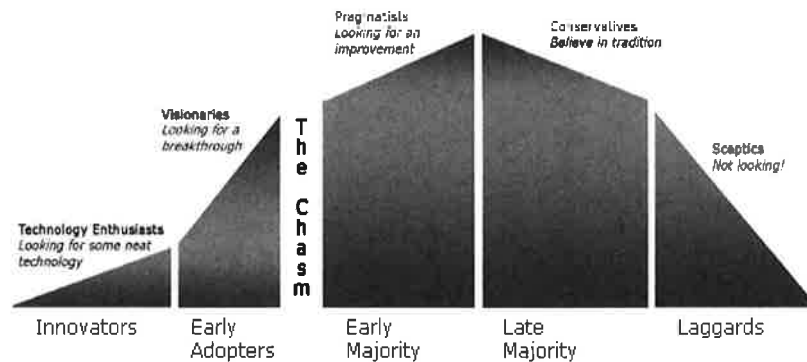
Apart from the core academic classes, St. Croix Preparatory Academy offers Art, Music, and Physical Education, for all students beginning in Kindergarten. The school also offers Latin and Music Performance electives (Band, Orchestra, Choir, Jazz Band) for students in grades 5-12. In addition, educational opportunities outside of the traditional classroom include field trips and service projects. St. Croix Prep offers educational travel opportunities, with 8th Grade students traveling to Washington D.C. Juniors and seniors have international educational travel opportunities; the 2018-2019 class spent 12 days in Italy. The School also offers a Marine Biology educational travel opportunity to the Cayman Islands and a service

travel opportunity to Guatemala. In addition to the academic programming, St. Croix Prep offers its students a full range of extracurricular activities. These include but are not limited to:

- Academic activities – Student Council, National Honor Society, National Art Honor Society, National English Honor Society, Quiz Bowl, Battle of the Books, Continental Math League, Upper School Math League, Lego League, School Newspaper,
- Athletic activities – MSHSL athletics which include football, cross country, volleyball, archery, basketball, soccer, baseball, hockey, softball, girls lacrosse, girls tennis, track, golf, dance team, alpine skiing, and ski club.
- Performing arts activities – Chamber choir, Concert choir, Jazz band, Pep Band, Show Choir, Honors Choir, Lower School Theater, Middle School Theater, Upper School Theater, Speech, and Debate.

7. Innovative Practices – Operational Philosophy centered on Diffusions of Innovation Theory

The School has always evaluated its purpose, growth model, marketing, and operations in terms of diffusions of innovation theory (developed by Everett Rogers in 1962) as presented by Geoffrey Moore in his books *Crossing the Chasm*, *Inside the Tornado* and *Escape Velocity*. Marketing the school, positioning/differentiating it within its market, development of a whole product and operations (e.g., hiring, governance models, policy development, recruiting, and programming) all take into consideration the five segments of classification typically described in technology adoption (e.g., innovators, early adopters, early majority, late majority, and laggards). This impacts the School's hiring practices, governance model, policy development, recruiting practices, etc. This best practice was adopted by the leading technology companies in the 1990s and continues to be one of the standards for entrepreneurial leadership.



St. Croix Prep uses this theory for both an internal and external evaluation of the School. In accordance with the model, current goals are focused on operational excellence and customer intimacy (as opposed to prior years' goals of growth and product leadership). Nearly every element of this report is discussed in terms of its alignment with the aforementioned theory.

8. Program Challenges

The operations at St. Croix Prep went very smoothly in its 16th year until the arrival of the Covid-19 pandemic. On March 16, 2020, based on the Governor's Executive Order, St. Croix Prep conducted the rest of its school year in a distance learning model. Like the rest of the country and Minnesota, this was a dramatic change in our educational environment and school community. This had significant impact on all aspects of our programming (e.g. distribution of technology, distribution of meals, childcare/educational support for essential tier 1 emergency workers, canceled activities/sports seasons, altered year end celebrations, and adjustment to health/safety protocols within our facility).

Program challenges relate to the Covid-19 pandemic and its impact on the roll-out and implementation of the 2020-2021 school year. A summary of those challenges is noted below:

- Philosophical Change Based on Diffusions of Innovation Theory. For over the past five years, St. Croix Prep's leadership, operations and school community represents a well-established, mission-driven, and very stable school environment ("mainstream" market). The Covid-19 pandemic has changed the K-12 educational environment so that it, and all of its stakeholders

(e.g. leadership, faculty, parents, students, and programming) are removed from a stable environment and placed in an unpredictable and ever-changing situation (“pre-chasm”). This is an extremely disruptive situation for schools and families.

- Practical Implication of Philosophical Change. Every St. Croix Prep employees’ duties will change due to learning model decisions (e.g. in-person, hybrid, distance), technology implementation to allow synchronous learning, asynchronous learning practices, changing guidance from the Minnesota Department of Education/Minnesota Department of Health, the details associated with Minnesota’s Safe Learning Plan, family work and family situations, etc.
- Communication to St. Croix Prep Stakeholders. Constant and consistent communication will be the key to a successful school year. The communication must be coordinated so the students’ educational program is compromised as little as possible. Continuous feedback, reinforcement, and encouragement will be essential for the 2020-2021 school year.
- Alignment with Local School Community. Partnership and alignment with the School’s resident district and other local educational institutions will be important as we navigate this year in a way that is supportive and encouraging to each learning environment and choices made by respective families.

9. Finances

The School continues to show fiscal responsibility in its operations by adding to its fund balance during each fiscal year. This is being accomplished even while making strategic investments for the future growth of the School. The School has received a “clean” audit for the previous 14 years. In addition, the School has received the MDE Finance Award every year it has applied for this award (12 years in total). At June 30, 2020, the School had an unassigned general fund balance of 30%. In addition, the School has maintains a line of credit (\$500,000) to account for unforeseen cash flow shortages. The School has not drawn on the line of credit in over 96 months. A copy of the School’s 2018-2019 Audit Report is on file with the State of Minnesota. The field work related to the 2019-2020 audit has been completed.

10. Future Plans

The School’s future plans consist of continued work in addressing the challenges noted in Section 8. In addition, The School has finalized the organization of a separate 501c3 public charity – St. Croix Preparatory Academy Foundation. The purpose of this organization is to raise capital to improve the long term financial viability of the organization, issue scholarships, fund faculty leaves of absence, etc. The organization is in the early stages of its operations and will begin fulfilling the tasks of its strategic plan.

11. Authorizer

The School is authorized by Friends of Education. Contact information for them is noted below.

Friends of Education
11100 Wayzata Blvd; Suite 800
Minnetonka, MN 55305
Executive Director: Beth Topoluk
Website: improvek-12education.org
Email: info@improvek-12education.org

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St. Croix Prep Administration Information

1. School Management and Administration.

The following table lists the School's management and administration for the 2020-21 school year. Professional development plans for those administrators requiring such are attached as exhibits to this report.

Name	File #	Assignment	Years Employed by School	Left 19/20	Not Returning 20/21
Joann Karetov	428939	Lower School Principal	6	n/a	n/a
Amy Kleinboehl	439041	Middle School Principal	12	n/a	n/a
Andrew Sachariason	378934	Upper School Principal	14	n/a	n/a
Wanda Renner	283551	Principal on Special Assignment	11	n/a	n/a
Mathew Williams	940310	College Counselor	6	n/a	n/a
Jon Gutierrez	None*	Executive Director	16	n/a	n/a
Kelly Gutierrez	n/a	Executive Director of Finance and Operations	16	n/a	n/a
Rich Dippel	307827	Activities Director	11	n/a	n/a
Keven Seim	383385	Associate Activities Director	5	n/a	n/a
Terri Smith	n/a	HR Director	8	n/a	n/a
Candace Westlund	413594	Nurse	11	n/a	n/a
Bill Blotske	n/a	Facilities Director	6	n/a	n/a
Chad Olson	416406	Technology Director	16	n/a	n/a
Susan Peterson	n/a	District Executive Administrative Assistant	3	n/a	n/a
Heather Thorson	n/a	Communications & Events Manager	3	n/a	n/a
Christine Mehlhorn	n/a	Lower School Office Manager	6	n/a	n/a
Diane Runge	n/a	Upper School Office Manager	11	n/a	n/a

Kelly Vossen	n/a	Middle School Office Manager	9	n/a	n/a
Cori Wahl	174040	Special Education Director	7	Yes	Not Returning
Peggy Rosell	343001	Student Support Services Director	12	n/a	n/a
Terri Ellingson	n/a	Special Education Office Manager	8	n/a	n/a
Nancy Bauman	n/a	Student Support Services Administrative Assistant	5	n/a	n/a
Beth Grubisch	n/a	Business Office	10	n/a	n/a
Marianne Thole	n/a	Food Service Director	7	n/a	n/a
Jamie Reich-Hogen	n/a	Food Service Manager	1	Yes	Yes
Jessica Dykstra	n/a	District Administrative Assistant	3	n/a	n/a
Theresa Seichter	n/a	US Administrative Assistant	5	n/a	n/a
Medora Benson	515367	District Support Coordinator	0	n/a	n/a
Corey Shim	n/a	Technology Assistant	1	n/a	n/a

St. Croix Prep Faculty Information

The following table lists the School's faculty information for the 2020-21 school year.

Name	File #	Assignment	Left 19/20	Not Returning 20/21
Kirsten Osberghaus	474720	K	n/a	n/a
Ann Celiberti	423412	K	n/a	n/a
Trista Reuter	472003	K	n/a	n/a
Deb Keyes	443478	1	n/a	n/a
Jade Carey	487923	1	n/a	n/a
Kimberly Andrews	475213	1	n/a	n/a

Allison Brimmell	483539	2	n/a	n/a
Ashley Winger	469076	2	n/a	n/a
Sarah Peterson	468886	2	n/a	n/a
Natalie Yannarely	461572	3	n/a	n/a
Jenna Staso	493992	3	n/a	n/a
Kaitlin Ricker	479949	3	n/a	n/a
Amanda Preisler	436387	4	n/a	n/a
Sarah Jacobson	463090	4	n/a	n/a
Kellie Nelson	376435	4	n/a	n/a
Alec Brandt	488705	Phy. Ed.	n/a	n/a
Angie Griffin	411868	Art	n/a	n/a
Julie Harris	446399	Music	n/a	n/a
Emily Croaston	050194	Reading	n/a	n/a
Nicole Donnay	417266	Lower School TLC/Math	n/a	n/a
Eric Blythe	465040	Math	n/a	n/a
Kurt Vallin	455202	Math	n/a	n/a
Gretchen Tiede	490956	Science	n/a	n/a
Maria Reichow	437617	Math/Science	n/a	n/a
Lindsey Schutte	412403	Math/Science	n/a	n/a
Deanna Thompson	463769	Middle School TLC/English	n/a	n/a

Helen Tracy	492579	English	n/a	n/a
Angie Schumacher	431292	English	n/a	n/a
Michael Clinger	505628	Social Studies	n/a	n/a
Patrick Kerrigan	479995	Social Studies	n/a	n/a
David Sorenson	412335	Art	n/a	n/a
Dustin Vincent	417546	Phy Ed	n/a	n/a
Katie Bukowski	478465	Classical Studies	n/a	n/a
Amanda Erickson	463603	Classical Studies	Yes	Yes
Nicki McGurran	366251	Classical Studies	n/a	n/a
CarlaJoy Strand	497638	Latin	n/a	n/a
Matt Eckel	499504	English	n/a	n/a
Stacy Mittag	422932	English	n/a	n/a
Elaine Bransford	440678	English	n/a	n/a
Matthew Davis	473468	English	n/a	n/a
Karen Vidlock	362906	Social Studies	n/a	n/a
Brown, Christoph	480148	Social Studies	n/a	n/a
Kate Gilman	412944	Social Studies	n/a	n/a
Jake Gottschalk	446806	Social Studies	n/a	n/a
Katie Keller	462745	Social Studies	n/a	n/a
David O'Brien	413801	Social Studies	n/a	n/a
Carolyn Bagne	382493	Science	n/a	n/a

Michael Haselberger	420966	Science	n/a	n/a
Christina Miller	503652	Science	n/a	n/a
Sandy Schreyer	475187	Science	n/a	n/a
Anna Maakestad	385002	Art	n/a	n/a
Claire Fiedler	514224	Art	n/a	n/a
Marcus Erickson	360660	Spanish	n/a	n/a
Meredith Smith	473362	Spanish	n/a	n/a
James DeCaro	434159	Band	n/a	n/a
Hunter Jeske	510247	Orchestra	n/a	n/a
Karl Strobeck	508931	Band	n/a	n/a
Jesse Beulke	498303	Choir	Yes	Not Returning
Mary Kate Maney	501727	Choir	n/a	n/a
Craig Wolke	366690	Latin	n/a	n/a
Eddie Crupper	1001085	Math	n/a	n/a
Varsha Bhatia	459545	Math	n/a	n/a
Will Palus	481273	Math	n/a	n/a
Erin Richgels	424348	Math	n/a	n/a
Anna Tiffany	449947	Phy Ed	n/a	n/a
Jessica Ducklow	377172	Special Ed	n/a	n/a
Nicole Case	442259	Special Ed	n/a	n/a
Amy Tran	508438	Special Ed	n/a	n/a

Sarah Wenner	495802	Special Ed	n/a	n/a
Ashley Koehnen	479766	Special Ed	n/a	n/a
Jeff Larson	466715	Special Ed	n/a	n/a
Hannah Sislo	506889	Language Arts/SPED	n/a	n/a
Gina Schimschock	381421	Special Ed.	n/a	n/a
Lynn Ellis	478514	Special Ed	n/a	n/a
Carmel Eastman	In Process	Special Ed	n/a	n/a
Jacob Goebel	493637	Special Ed	n/a	n/a
Stephen Nelson	471130	Special Ed	n/a	n/a
Diane Rock	406108	Special Ed	Yes	Not Returning
Amber Pospisil	1002005	Special Ed	n/a	n/a
Jenna Joswiak	1002009	Special Ed	n/a	n/a
Ellen Kramer	348895	Special Ed	n/a	n/a
Jermaine Wiley	475212	Special Ed	n/a	n/a
Wendy Watts	346250	Special Ed	n/a	n/a
Ruth Mann	487560	Special Ed	n/a	n/a
Jay Merrigan	463044	DAPE (Developmental Adaptive PE)	n/a	n/a
Ksenia Carpenter	455646	ELL	n/a	n/a
Kimberly Goettl	104727	Occupational Therapist	n/a	n/a
Katie Kaari	404724	Speech Language Pathologist	n/a	n/a

Mike Fisher	461234	Speech Language Pathologist	n/a	n/a
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J. Gutierrez
Professional Development Plan
2019-2020

Month	Category	Title	Description
July 2019	Book - Events	<i>Midnight in Chernobyl: The Untold Story of the World's Greatest Nuclear Disaster</i> , by Adam Higgenbotham.	
	Podcast - 25 minutes	National Public Radio Podcast on Recycling - Episode 925, A Mob Boss, A Garbage Boat, And Why We Recycle	
	Podcast - 25 minutes	National Public Radio Podcast on Recycling - Episode 926, So, Should We Recycle?	
August 2019	Documentary	The Great Hack. --- The role of Cambridge Analytica in the 2016 Presidential election; data scraping from Facebook, dark side of social media, etc.	
	Documentary	13 th . - Documentary exploring the intersection of race, justice, and mass incarceration in the United States.	
	Article	"How to Mark a Book", by Mortimer Adler, 1941	Chapters 1-7
	Book - Education	<i>How to Speak, How to Listen</i> , by Mortimer Adler	
	TEDS Talk 20 minutes	<i>The first 20 hours - How to Learn Anything</i> , by Josh Kaufman	
	TEDS Talk 18 minutes	<i>Our failing schools. Enough is enough!</i> By Geoffrey Canada	
September 2019	Book - Education	<i>How to Speak, How to Listen</i> , by Mortimer Adler	Completed
	Book	<i>Educated</i> , by Tara Westover	
	School Law Conference	Rupp, Anderson, Squires, and Waldspurger	
	Book	<i>American Immigration: A Very Short Introduction</i> , by David Gerber	
October 2019	Conference	MN Classical Education Conference	
	Articles, Summaries	Related to <i>The Innovator's Dilemma</i> , by Clayton Christenson	
	Book	<i>Farewell to Manzanar</i> , by Jeanne Wakatsuki Houston and James Houston	
November 2019	Play (Greek Tragedy)	<i>Agamemnon</i> , by Aeschylus	
	Lectures - 17 (1 hour)	<i>Agamemnon</i> , by Aeschylus	
	Lecture (35 minutes)	Rachel Humphries - Irony & Hubris in <i>Agamemnon</i>	
	Lecture (65 minutes)	Harvard Classics, #60, Aeschylus' <i>The Agamemnon</i> , A, B, C by Tim McGee	
	Lecture (22 minutes)	Harvard Classics, #61, Aeschylus' <i>The Libation Bearers</i> , A, by Tim McGee	

	Play (Greek Tragedy)	<i>The Libation Bearers</i> , by Aeschylus	
	Document	The Constitution of the United States	
	Webinar (64 minutes)	Religious Diversity in the Classroom - What's Law Got to Do with it? by Teaching Tolerance and Tanenbaum Center for Interreligious Understanding	
	Video (18 minutes)	Seth Godin - <i>Quieting the Lizard Brain</i>	
	Book	<i>The Parable of the Sower</i> , by Octavia Butler	
	Lecture (61 minutes)	Harvard Classics, #62, Aeschylus' <i>The Eumenides</i> , A, B, C by Tim McGee	
	Play (Greek Tragedy)	<i>The Eumenides (The Furies)</i> , by Aeschylus	
	Webinar (83 minutes)	Indigenous Peoples' History by Teaching Tolerance	
	Lecture (33 minutes)	Hamilton's <i>Mythology</i> : Introduction A, B by Tim McGee	
	Lecture (60 minutes)	Harvard Classics, #63, Aeschylus' <i>Prometheus Bound</i> , A, B, C by Tim McGee	
	Play (Greek Tragedy)	<i>Prometheus Bound</i> , by Aeschylus	
	Lecture (33 minutes)	Hamilton's <i>Mythology</i> : The Gods A, B by Tim McGee	
December 2019			
	Webinar (62 minutes)	Latinx History is Black History by Teaching Tolerance	
	Play (Greek Tragedy)	<i>Antigone</i> , by Aeschylus	
	Webinar (62 minutes)	Religious Freedom & LBGT Equality, by Teaching Tolerance	
	Play (Greek Tragedy)	Oedipus Rex, by Sophocles	
	Lecture (88 minutes)	Harvard Classics, #64, Sophocles' Oedipus Rex, A, B, C, D by Tim McGee	
	Lecture (43 minutes)	Harvard Classics, #59, Greek Dramas: An Introduction, A, B by Tim McGee	
	Play (Greek Tragedy)	Oedipus at Colonus, by Sophocles	
	Lecture (101 minutes)	Harvard Classics, #67, The Bacchae A, B, C, D, E by Tim McGee	
	Play (Greek Tragedy)	The Bacchae, by Euripides	
	Webinar (67 minutes)	Teaching Hard History K-5 (Slavery), Teaching Tolerance	
	Lecture (36 minutes)	Harvard Classics, #66, Hippolytus A, B by Tim McGee	
	Play (Greek Tragedy)	Hippolytus, by Euripides	
	Film -- Documentary	The American Factory	
	Lecture (36 minutes)	Introduction to Western Thought A, B by Tim McGee	
	Play (Greek Comedy)	The Frogs, by Aristophanes	
	Lecture (58 minutes)	Harvard Classics, #68, Aristophanes, The Frogs A, B, C by Tim McGee	
		<i>Apology</i> , by Plato	
January 2020	Book	Plutopia: Nuclear Families, Atomic Cities, and the Great Soviet and American Plutonium Disasters, by Kate Brown	

	Book	Iliad, by Homer	
	Lectures	Over 20 hours of lectures on the Iliad - at learnstrong.net	
	Play (Greek)	<i>Electra</i> , by Sophocles	
	Play (Greek)	<i>The Trojan Women</i> , by Euripides	
February 2020	Book	Odyssey, by Homer Books 1-10	
	Lectures	Over 10 hours of lectures on the Odyssey - at learnstrong.net	
	Short Story	<i>The Most Dangerous Game</i> , by Richard Connell + 2 hours of video lecture	
	Short Story	<i>The Cask of Amontillado</i> , by Edgar Allan Poe + 90 minutes of video lecture	
	Expository Essay	<i>The News</i> , by Neil Postman + 60 minute video lecture	
	Book	<i>The Song of Achilles</i> , by Madeline Miller	
March 2020	Book	<i>Odyssey</i> , by Homer Books 11-24	
	Lectures	Over 20 hours of lectures on the Odyssey – at learnstrong.net	
	Book	<i>The Song of Troy</i> , by Colleen McCollough	
April 2020	Book	<i>The Aeneid</i> (Books 1-4), by Virgil	
June 2020	Podcast – 17 minutes	Seeing White, Episode 1 – Turning the Lens	
	Podcast – 29 minutes	Seeing White, Episode 2 – How Race Was Made	
	Podcast – 34 minutes	Seeing White, Episode 3 – Made in America	
	Podcast – 37 minutes	Seeing White, Episode 4 – On Crazy We Built a Nation	
	Various Studies	John Punch, Elizabeth Key, Booker T. Washington, Booker T. Washington's Atlanta Exposition Speech in 1895, Naturalization Act of 1790, Naturalization Act of 1795, Bacon's Rebellion,	
	Book	<i>White Guilt; How Blacks and Whites Together Destroyed the Promise of the Civil Rights Era</i> , by Shelby Steele, Chapters 1-11	
	Book	<i>Invisible Man</i> , by Ralph Ellison, Chapters 1-6	
	Podcast – 63 minutes	Seeing White, Episode 5 – Little War on the Prairie	
	Podcast – 40 minutes	Seeing White, Episode 6 – That's Not Us, So We're Clean	
	Podcast – 15 minutes	Seeing White, Episode 7 – Chenjerai's Challenge	
	Documentary	L.A. 92 – Netflix, 2 hours – Riots related to Rodney King	
	Podcast – 46 minutes	Seeing White, Episode 8 – Skulls and Skin	
	Podcast – 29 minutes	Seeing White, Episode 9 – A Racial Cleansing in America	
	BoardBook – 3 hours	Boardbook Premier Training Video	Will be introduced for our July meeting
	Podcast – 38 minutes	Seeing White, Episode 10 – Citizen Thind	
	Podcast – 46 minutes	Seeing White, Episode 11 -- Danger	
	Podcast – 40 minutes	Seeing White, Episode 12 – My White Friends	

	Podcast – 48 minutes	Seeing White, Episode 13 – White Affirmation Action	
	Podcast – 44 minutes	Seeing White, Episode 14 -- Transformation	