



St. Croix Preparatory Academy
Board Meeting Agenda
October 19, 2021

- | | |
|--|----|
| 1. Call to Order | |
| 2. Open Forum | |
| 3. Board Calendar | 2 |
| 4. Consent Agenda (Board Minutes, Executive Director Report) | |
| A. Board Minutes | 5 |
| B. Executive Director Report | 9 |
| C. Governance Committee Report | 13 |
| 5. Agenda | |
| A. Board Appointment -- Teacher Position | |
| B. Board Training | 17 |
| C. Covid-19 Update | 43 |
| D. Approve 2020-2021 Annual Report | 44 |
| E. Board Vacancies -- Parent Position and Teacher Position, Next Steps | 61 |
| 6. Adjourn Meeting | |



st.croixprep

ANNUAL BOARD CALENDAR 2021-2022

July	Responsible	Notes/Status
Public Hearing on Student Fees	Kelly Gutierrez	Completed
Approval of 2021-2022 Student Fees	Kelly Gutierrez	Completed
PPP Loan Status/Update	Kelly Gutierrez	August
Vote on Board Officers – Chair, Vice Chair, Secretary/Board Clerk, Treasurer		Completed

August	Responsible	Notes/Status
PPP Loan Status/Update	Kelly Gutierrez	Completed
Status of School Opening	Jon Gutierrez	Completed
Covid-19 – Masks, Distance Learning, Protocols		Completed
Seat New Board Members		Completed
New Board Members Sign Schedule K, Conflict of Interest Form		Completed
Board Vacancy Process	Nicole Donnay	Completed

September	Responsible	Notes/Status
Annual Report Approval for 2020-2021	J. Gutierrez	October
Review of MCA Test Scores	K. Gutierrez	Completed
Q Comp Site Goals	D. Thompson	Completed
Financial Statement Review – Unaudited	K. Gutierrez	Completed

October	Responsible	Notes/Status
File Charter Assurances with Friends	J. Gutierrez	After Oct Meeting
Board Retreat		TBD
Review Strategic Plan		
Annual Report Approval for 2020-2021	J. Gutierrez	
Board Training	J. Gutierrez	

MDE Assurance of Compliance	J. Gutierrez	Completed
-----------------------------	--------------	-----------

November	Responsible	Notes/Status
Financial Statement Review		
Audit Acceptance		
World's Best Workforce Approval		

December	Responsible	Notes/Status

January	Responsible	Notes/Status
Board Election Timeframe Discussion		
Approve School Calendar		

February	Responsible	Notes/Status
Financial Statement Review		
Board Election Timeframe Discussion		
Approve School Calendar		

March	Responsible	Notes/Status
Approve Open Enrollment Period for Next Year		
Approve Board Calendar for Next Year <ul style="list-style-type: none"> Meetings Election Retreat 		

April	Responsible	Notes/Status
Annual Budget Introduction		
Compensation Plan Introduction		
Succession Planning Update		

May	Responsible	Notes/Status
Q Comp Report Presentation/Approval		
Financial Statement Review		
Compensation Plan Approval		
Board Election Update		
Approve Annual Budget		
Approve Employee Handbook		
Introduction of Family Handbook		
Disclosures/Conflict of Interest Signed		

June	Responsible	Notes/Status
Public Hearing on Fees - 2022		
New Board Member Training		
Read Well by Third Grade Approval		
Approval of Family Handbook		
Annual Finance Designations for Next Year <ul style="list-style-type: none"> Identified Official with Authority Official Newspaper Designation of Depository Account Signatories Collateralize Funds in Excess of FDIC Insurance Delegation of Authority to Make Electronic Funds Transfers 		



Members Present: N. Donnay, R. Hajlo, D. Keyes, J. Langfield, A. Melendres, S. Mueller

Members Absent: K. Denzer

Board Advisor Present: K. Gutierrez

Call to Order

R. Hajlo called the board meeting to order at 6:02 pm.

Open Forum

There were no requests to speak at the Open Forum.

Consent Agenda

The consent agenda includes the previous board minutes from Aug 17, Aug 27 and Sep 4 board meetings and the Executive Director's report.

Motion to approve the Consent Agenda: S. Mueller

Second: N. Donnay

Approved: All

Review the 2020-2021 MCA Scores – K. Gutierrez

St. Croix Prep is ranked #1 in the state based on our MCA scores. The administration has reviewed and analyzed 2020-2021 scores in comparison to 2018-2019 noting significant changes. Decrease in math scores is attributed to the following: Grade 5 – 80 minutes of math every other day was not ideal for learning; Middle School is working on a recovery plan. Grade 8 – this cohort historically performs at a lower level and MCA testing participation rate was particularly low at this grade level. Grade 11 – students typically receive algebra instruction in Middle School with a refresher unit in Grade 11, however, due to Covid-19 related learning model adjustments in 2020-2021, 11th graders did not receive an algebra refresher unit. Reading scores remained consistent with 2018-2019. Science scores dropped (range of 23-35 above the state average) in comparison to 2019 scores (26-44) however fluctuation is consistent with overall state average science scores.

PLCs, grade level and division level teams will analyze strand data and cohort data to identify subject area topics in which students performed poorly. This data will be used in considering adjustments to curriculum and/or teaching methods.

St. Croix Prep Middle School Receives U.S. Department of Education's National Blue-Ribbon Award – K. Gutierrez

The U.S. Department of Education recognized St. Croix Prep Middle School as a 2021 Blue Ribbon School. Only six schools were awarded this in MN. St. Croix Prep received this award based on the school's academic performance. The administration is developing a plan to celebrate and recognize the Middle School students, staff, and families for this distinction.

2021-2022 Q Comp Goals – Deanna Thompson

Deanna presented the Q Comp site Reading MCA proficiency goals for 2021-2022:

- Lower School – last year's goal was 83.8% and this year it is 84.3.



- Middle School – last year’s goal was 86.6 and this year it is 87.1%.
- Upper School – last year’s goal was 91.5% and this year it is 92%.

Motion to approve the 2021-2022 Q Comp Goals as presented: N. Donnay
Second: A. Melendres
Approved: All

2020-2021 Financial Statement Review – K. Gutierrez

FY21 Unaudited year-end financials in comparison to the FY21 Reforecasted Budget:

- Revenues +\$548K:
 - State revenue exceeded budget by \$408K which is comprised primarily of +\$200K due to a change in revenue recognition method for ADSIS program, + \$80K due to ADMs (student enrollment) in excess of budget by eight students, and + \$60K due to State Special Education revenue in excess of budget.
 - Federal revenue exceeded budget by \$71K which is comprised primarily of +\$48K due to under forecasted Food Service revenue and +23K due to timing of CARES relief funding, which was projected for FY22 but received in FY21.
 - Local revenue exceeded budget by \$69K which is comprised primarily of +\$45K payroll tax credit relief, +\$15K from a Twins Baseball grant and +\$10K due to unexpended employees Flex Spending Account funds, which were returned to St. Croix Prep.
- Expenditures: -\$352K:
 - Salaries/wages came under budget by \$91K.
 - Employee benefits: \$90K under budget, due to benefit enrollment below budget.
 - Supplies/materials: \$60K under budget due to reduced facility use and programming during the FY21 school year.
 - Equipment: \$60K under budget by due to projects not completed by June 30, 2021.
- Net Income: + \$900K over budget.
- Key ratios: fund balance of \$6.7MM with a debt service ratio of 2.48 (bond covenant requires a minimum of 1.10), fund balance reserve of 47% (fund balance policy requires greater than 20%), days cash on hand 151 (target of greater than 60).

Fund Balance as of June 30, 2021:

- \$6.3MM in General Fund which is comprised of \$2.8MM unassigned, \$218K assigned for revenue received but not expended, \$881K board approved allocation for stadium project and a 7% one-time pay adjustment with \$2.3MM available to assign to the SCPA capital improvement fund. The administration will provide a full reporting on the SCPA Capital Improvement fund at a future board meeting.

Board Election Committee/Status of Faculty Nominations – N. Donnay

Special faculty board appointments –two separate email communications have been sent to employees seeking candidates interested in a board appointment. One nomination has been received, Angela Galati, Middle School teacher. Angie was previously seated on September 20, 2016, and resigned on May 21, 2019. She has completed all of the required training.

Options to proceed:

- Continue to reach out to faculty to seek interested candidates.
- Seat Angie at the October meeting.



- Executive committee meet with Angie to review her candidacy. Committee will make a recommendation to the board.

There was discussion to keep the process consistent for all parent and faculty board candidates.

Motion that all board nominations will be reviewed by the Executive Committee and the Executive Committee can make recommendations for the October board meeting: R. Hajlo

Second: D. Keyes

Approved: All

Board has asked that administration continue to seek out additional faculty board candidates.

Board Committees/Opportunities to Serve

Board committees: Executive, Governance, Election, Succession Planning and Finance.

The Executive Committee does not require board approval; these committee members are appointed. Drew has been asked to become a member on the Executive Committee. Drew has accepted.

Governance Committee: oversees the governance and policies of the board.

Motion to appoint J. Langfield to the Governance Committee: A. Melendres

Second: S. Mueller

Approved: All

Election Committee: oversees the proper executive of the yearly board election. Current members are N. Donnay and Susan Peterson.

Succession Planning Committee: a strategic planning committee designed develop and maintain a plan for seamless transition in leadership positions, to ensure operational stability. This committee previously developed the plan for the transition in leadership in Student Special Services division, the Middle School division and the Athletics and Activities department. Current members are N. Donny and S. Mueller.

Finance Committee: supports the Executive Director of Finance and Operations and the board of directors with financial accountability and financial strategic initiatives. Current members are Kelly Gutierrez, Paul McDowell and Susan Peterson.

Motion to nominate K. Denzer to the Finance Committee: A. Melendres

Second: J. Langfield

Approved: All

Liaison to the St. Croix Prep Foundation Board – this is a non-voting board member position which was vacated by J. Gottschalk. If a board member is interested in fulfilling this role, reach out to K. Gutierrez.

COVID-19 Activity at St. Croix Prep. There was discussion and a request to reinstate the COVID Dashboard on the school's website. Kelly Gutierrez will bring this request back to the administration. The school has reported no in-school cases of Covid-19 among staff or students this school year.



Adjourn Meeting

Motion to adjourn at 7:07 pm: A. Melendres

Second: D. Keyes

Approved: All

Submitted by S. Peterson, St. Croix Preparatory Academy



st.croixprep

Executive Director's Report to the Board

Date of Report: October 2021

Report Prepared By: Jon Gutierrez

Operational Items:

- Weekly meetings with administrative leadership and individual leadership team members – A. Sachariason, J. Karetov, K. Gutierrez, P. Rosell, B. Blotske, R. Dippel, K. Seim, C. Olson; and weekly administrative leadership meeting.
- Refining the start of the 2021-2022 school year, including enrollment, coordinating operating procedures related to Covid-19, bus transportation items, transition of students to Cologne, back to normal routines, etc.
- Bus Transportation. We have attempted to get our own buses on site, recruit drivers – all specifically for Activities. This has proven unsuccessful. The number of suspended routes has been reduced to approximately 10. We have had parents/guardians drive to/from Activities events for much of the fall season. Stillwater will reroute students for November 1 – St. Croix Prep start/end times remain the same.
- Bleachers/Press Box. Drawings have been finalized, submittals to the State of Minnesota have been done, the project is scheduled to be completed in April 2022.
- Athletic Storage Site Visits. We have visited various athletic storage facilities at East Ridge, Mounds View, White Bear Lake, North St. Paul, and St. Croix Lutheran. We are in the beginning stages of planning as this will optimize other spaces, free up space for additional storage, meeting rooms, and potentially offices. Currently, the West Wing Conference room is used for testing each day – until 1:00 pm.
- Preparation for the 5th Annual Minnesota Classical Conference which is being hosted at St. Croix Prep on October 20-21.
- Current enrollment information for the 2021-2022 school year wait list and related Cologne On-Line Academy registrations are:

Grade	2021-22 Enrollment	Cologne On-Line Academy	2021-22 Waitlist	2022-23 Applications
Kindergarten	90	1	127	119
1 st Grade	90	2	79	37
2 nd Grade	90	3	106	31
3 rd Grade	90	2	101	23
4 th Grade	90	2	91	30
LS Total	450	10	504	240
5 th Grade	93	1	69	17
6 th Grade	90*	4	71	25
7 th Grade	91*	2 ⁹	47	13

8 th Grade	90*	1	17	7
MS Total	364	8	204	62
9 th Grade	91	0	0	15
10 th Grade	94	0	0	2
11 th Grade	106	0	0	1
12 th Grade	89	0	0	0
US Total	380	0	0	18
School Total	1,194	18	708	320

Comments on Enrollment and Students Enrolled at Cologne On-line Academy:

- Offers pending in MS (noted by *) to get grade enrollment to 93 per grade.

Professional Development: *See Attachment*



st.croixprep

J. Gutierrez
Professional Development Plan
2021-2022

Month	Category	Title	Description/Comments
July 2021	Video – 70 minutes	Glenn Loury – Charles Murray, Facing Reality, Two Truths About Race in America	Discussion of Murray's latest book in light of his previous book, The Bell Curve
	Video – 81 minutes	Glenn Loury – John McWhorter, Rejecting Racial Determinism	Discussion of Charles Murray's book, Facing Reality, Two Truths about Race in America
	Video – 59 minutes	John McWhorter – Leslie Harris, 1619 vs 1776, When was America Founded	Discussion of New York Times (Nikole Hannah-Jones) 1619 Project and impact on historical studies, classroom education
	Podcast – 31 minutes	The Debate Over Critical Race Theory – The Daily	
	Video -- 54 minutes	Thomas Sowell, The Myths of Economic Equality	A summary of Thomas Sowell's book, The Conflict of Visions, with an introduction to his new book, Discrimination and Disparities
	Video – 16 minutes	Critical Race Theory, Everything is Racist, Voddie Baucham	11
	Video – 21 minutes	A Guide to Critical Race Theory, Ryan Chapman	
	Video – 21 minutes	What Exactly is Postmodernism, Ryan Chapman	
	Video – 25 minutes	The Evolution of American Liberalism, Ryan Chapman	
	Video – 25 minutes	The Marxism Behind Leftist Identity Politics, Ryan Chapman	
	Book	Critical Race Theory: An Introduction, by Richard Delgado and Jean Stefancic	A book by two of the original legal scholars who started critical race theory
	Video – 50 minutes	Race, Gender, Inequality, and Intersectionality, Kimberle Crenshaw	Lecture from one of the founders of critical race theory
	Videos/Lectures – 120 minutes	Various lectures on intersectionality, Marxism, the Communist Manifesto and critical theory, the precursor to Critical Race Theory	
	Videos/Lectures – 180 minutes	Various lectures on key court cases related to race discussions in the United States – Dred Scott v Sandford, Plessy v Ferguson, Brown v Board of Education	
	Video – 80 minutes	Nativism in American History and its Resurgence Today, David Bennet, Professor of History Emeritus Syracuse University	
	Book	The Souls of Black Folk, by W. E. B. DuBois	
	Video -- 55 minutes	Glenn Loury -- John McWhorter, CRT in the Schools	
	Movie	What Killed Michael Brown, by Shelby & Eli Steele	
	Book, Videos	Euthyphro, by Plato; Lectures from Greg Sadler, President of ReasonIO; Jeffrey Kaplan – Explanation of the of the Central Argument in Plato's Euthyphro	
	Book, Videos	Apology, by Plato; Yale Courses, Socratic Citizenship, Lectures from Greg Sadler, President of ReasonIO	
	Video Lecture – 60 minutes	Aristophanes' Critique of the Gods, by Wayne Ambler, University of Dallas	

August 2021	Video 65 minutes	Glenn Loury – John McWhorter, The Life and Work of Thomas Sowell	
	Play – Comedy	The Clouds, by Aristophanes	A comedy/satire on Socrates; Aristophanes referenced throughout The Apology, by Plato.
	Book	Phaedo, by Plato	Dialogue of Socrates prior to his death where he discusses immortality of the soul
	Play, Videos, Podcasts – 6 hours	Hamlet, a variety of lectures, videos, podcasts on Hamlet, by Shakespeare	
	Videos, Podcasts – 3 hours	A variety of videos, podcasts on Thomas Hobbes, John Locke, and Jean-Jacques Rousseau and the social contract, state of nature, life, liberty, property rights, etc.	
September	Video – 66 minutes	Reckoning with Relics of Racism, Glenn Loury and John McWhorter	
	School Law Conference	Rupp, Anderson, Squires and Waldspurger – Freedom of Speech and Student Protests, Disciplining Students with IEP and 504 Plans, Title IX Update, Lingering Legal Issues from the Pandemic, Legal Considerations from the DEI Efforts/Programming, Managing Board Meetings in Polarized Times, LGBTQ+ Update	
October	Book	1984, by George Orwell	
	Book – Essay	The Lost Tools of Learning, by Dorothy Sayers	



ST. CROIX PREPARATORY ACADEMY GOVERNANCE COMMITTEE REPORT October 2021

Meeting: Monday, October 11, 2021

Members in Attendance: Bob Hajlo, Jon Gutierrez

At the meeting on October 11, the following items were discussed:

Priorities for the Year. Determined the priorities for the year should be:

- **Board Training.** Establish board training as a part of every meeting to make the board aware of the legal underpinnings of charter schools per Minnesota statute and the charter agreement with Friends of Education, our authorizer; and review the board operations as established/approved in the Board Governance Manual.
- **Policy Review.** Reestablish the review process for board policies on a regularly scheduled calendar which will be established by November. Policy on policy development is attached.
- **Board Member Appointment.** Appoint another board member to the Governance Committee. Angie Galati has served on this committee during her previous term. Suggest appointing her to resume this work.



st.croixprep

ST. CROIX PREPARATORY ACADEMY MANUAL OF POLICIES APPROVED BY THE BOARD OF DIRECTORS

DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES

I. PURPOSE

The purpose of this policy is to emphasize the importance of the policy-making role of the school board and provide the means for it to continue to be an ongoing effort.

II. GENERAL STATEMENT OF POLICY

Formal guidelines are necessary to ensure the school community that the school system responds to its mission and operates in an effective, efficient, and consistent manner. A set of written policy statements shall be maintained and modified as needed. Policies should define the desire and intent of the school board and should be in a form which is sufficiently explicit to guide administrative action.

III. DEVELOPMENT OF POLICY

- A. The school board has jurisdiction to legislate policy for the school. School board policy provides the general direction as to what the school board wishes to accomplish while delegating implementation of policy to the administration.
- B. The school board's written policies provide guidelines and goals to the school community. The policies shall be the basis for the formulation of guidelines and directives by the administration. The school board shall determine the effectiveness of the policies by evaluating periodic reports from the administration.
- C. Policies may be proposed by a school board member, employee, student or member of the school community. Proposed policies or ideas shall be submitted to the Governance Committee for review prior to possible placement on the school board agenda.

IV. ADOPTION OF POLICY

- A. The school board shall give notice of proposed policy changes or adoption of new policies by placing the item on the agenda of two school board meetings. The proposals shall be distributed and public comment will be allowed at both meetings prior to final school board action.

The final action taken to adopt the proposed policy shall be approved by a simple majority vote of the school board at a subsequent meeting after the meetings at which public input was received. The policy will be effective on the later of the date of passage or the date stated in the motion.

- B. In the case of an emergency, a new or modified policy may be adopted by a majority vote of a quorum of the school board. A statement regarding the emergency and the need for immediate adoption of the policy shall be included in the minutes. The emergency policy shall expire within one year following the emergency action unless the policy adoption procedure stated above is followed and the policy is reaffirmed. The school board shall have discretion to determine what constitutes an emergency situation.
- C. If a policy is modified with minor changes that do not affect the substance of the policy or because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the school board.

V. IMPLEMENTATION OF POLICY

- A. The Executive Director shall be responsible for implementing school board policies and developing administrative guidelines and directives to provide greater specificity and consistency in the process of implementation. These guidelines and directives, including employee, family and student handbooks, shall be subject to annual review and approval by the school board.
- B. Each school board member shall have access to this policy manual, and a copy shall be placed in the office at the school and made available for reference purposes to other interested persons.
- C. The Executive Director, employees designated by the Executive Director, and individual school board members shall be responsible for keeping the policy manuals current.
- D. The Governance Committee shall review policies at least once every three years. The Governance Committee shall be responsible for developing a system of periodic review, addressing approximately one third of the policies annually.
- E. When no school board policy exists to provide guidance on a matter, the Executive Director is authorized to act appropriately under the circumstances keeping in mind the educational philosophy and financial condition of the school district. Under such circumstances, the Executive Director shall advise the school board of the need for a policy and present a recommended policy to the school board for approval.

VI. LEGAL REFERENCES

Legal References: Minn. Stat. § 123B.02, Subd. 1 (School District Powers)

Minn. Stat. § 123B.09, Subd. 1 (School Board Powers)

Cross References: MSBA/MASA Model Policy 305 (Policy Implementation)

Adopted: MSBA/MASA Model Policy 208 Orig. 1995

Revised: 2014

ADOPTED BY THE BOARD: 2/23/2009

REVISED BY THE BOARD: 1/25/2016

EFFECTIVE DATE: 1/25/2016

Office of the Revisor of Statutes

2020 Minnesota Statutes

This section has been affected by law enacted during the 2021 1st Special Session. [More info.](#)

124E.05 AUTHORIZERS.

Approximately 14 Authorizers

Subdivision 1. Eligible authorizers. (a) The organizations in this subdivision may authorize one or more charter schools.

(b) A school board, intermediate school district school board, or education district organized under sections 123A.15 to 123A.19 may authorize a charter school. *Northfield Public School District, Chisago Lakes Public Schools*

(c) A charitable organization under section 501(c)(3) of the Internal Revenue Code of 1986 may authorize a charter school, if the organization:

(1) is registered with the attorney general's office;

(2) is incorporated in the state of Minnesota and has been operating continuously for at least five years but does not operate a charter school; and

(3) is not:

(i) a nonpublic sectarian or religious institution;

(ii) any person other than a natural person that directly or indirectly, through one or more intermediaries, controls, is controlled by, or is under common control with the nonpublic sectarian or religious institution; or

(iii) any other charitable organization under this paragraph that in the federal IRS Form 1023, Part IV, describes activities indicating a religious purpose.

(d) A Minnesota private college that grants two- or four-year degrees and is registered with the Minnesota Office of Higher Education under chapter 136A may authorize a charter school, notwithstanding paragraph (c). *Bethel University, U of St. Thomas*

(e) A state college or university governed by the Board of Trustees of the Minnesota State Colleges and Universities may authorize a charter school.

(f) The University of Minnesota may authorize a charter school.

(g) A nonprofit corporation subject to chapter 317A, described in section 317A.005 and exempt from federal income tax under section 501(c)(6) of the Internal Revenue Code of 1986, may authorize one or more charter schools if the charter school has operated for at least three years under a different authorizer and if the nonprofit corporation has existed for at least 25 years. *Friends of Education*

(h) A single-purpose authorizer formed as a charitable, nonsectarian organization under section 501(c)(3) of the Internal Revenue Code of 1986 and incorporated in the state of Minnesota under chapter 317A as a corporation with no members or under section 322C.1101 as a nonprofit limited liability company for the sole purpose of chartering schools may authorize a charter school. An eligible organization interested in being approved as an authorizer under this paragraph must submit a proposal to the commissioner that includes the provisions of subdivision 3 and a five-year financial plan. A single-purpose authorizer under this paragraph shall consider and approve charter school applications using the criteria under section 124E.06 and shall not limit the applications it solicits, considers, or approves to any single curriculum, learning program, or method.

Subd. 2. Requirements for authorizers. The authorizer must participate in department-approved training.

Subd. 3. Application process. (a) An eligible authorizer under this section must apply to the commissioner for approval as an authorizer before submitting any affidavit to the commissioner to charter a school. The application for approval as a charter school authorizer must show the applicant's ability to implement the procedures and satisfy the criteria for chartering a school under this chapter. The commissioner must approve or disapprove the application within 45 business days of the deadline for that application period. If the commissioner disapproves the application, the commissioner must notify the applicant of the specific deficiencies in writing and the applicant then has 20 business days to address the deficiencies to the commissioner's satisfaction. After the 20 business days expire, the commissioner has 15 business days to make a final decision to approve or disapprove the application. Failing to address the deficiencies to the commissioner's satisfaction makes an applicant ineligible to be an authorizer. The commissioner, in establishing criteria to approve an authorizer, consistent with subdivision 4, must consider the applicant's:

(1) infrastructure and capacity to serve as an authorizer;

(2) application criteria and process;

(3) contracting process;

(4) ongoing oversight and evaluation processes; and

(5) renewal criteria and processes.

(b) A disapproved applicant under this section may resubmit an application during a future application period.

1. Sponsor Authorizer
2. Charter Agreement - 5 year 2020-2025
3. Monthly Compliance Reports and Submissions

Authenticate PDF

Subd. 4. Application content. (a) To be approved as an authorizer, an applicant must include in its application to the commissioner at least the following:

- (1) how the organization carries out its mission by chartering schools;
 - (2) a description of the capacity of the organization to serve as an authorizer, including the positions allocated to authorizing duties, the qualifications for those positions, the full-time equivalencies of those positions, and the financial resources available to fund the positions;
 - (3) the application and review process the authorizer uses to decide whether to grant charters;
 - (4) the type of contract it arranges with the schools it charters to meet the provisions of section [124E.10](#);
 - (5) the process for overseeing the school, consistent with clause (4), to ensure that the schools chartered comply with applicable law and rules and the contract;
 - (6) the criteria and process the authorizer uses to approve applications adding grades or sites under section [124E.06, subdivision 2](#);
 - (7) the process for renewing or terminating the school's charter based on evidence showing the academic, organizational, and financial competency of the school, including its success in increasing student achievement and meeting the goals of the charter school agreement; and
 - (8) an assurance specifying that the organization is committed to serving as an authorizer for the full five-year term.
- (b) Notwithstanding paragraph (a), an authorizer that is a school district may satisfy the requirements of paragraph (a), clauses (1) and (2), and any requirement governing a conflict of interest between an authorizer and its charter schools or ongoing evaluation or continuing education of an administrator or other professional support staff by submitting to the commissioner a written promise to comply with the requirements.

Subd. 5. Review by commissioner. (a) The commissioner shall review an authorizer's performance every five years in a manner and form determined by the commissioner, subject to paragraphs (b) and (c), and may review an authorizer's performance more frequently at the commissioner's own initiative or at the request of a charter school operator, charter school board member, or other interested party. The commissioner, after completing the review, shall transmit a report with findings to the authorizer.

(b) Consistent with this subdivision, the commissioner must:

- (1) use criteria appropriate to the authorizer and the schools it charters to review the authorizer's performance; and
- (2) consult with authorizers, charter school operators, and other charter school stakeholders in developing review criteria under this paragraph.

(c) The commissioner's form must use existing department data on the authorizer to minimize duplicate reporting to the extent practicable. When reviewing an authorizer's performance under this subdivision, the commissioner must not:

- (1) fail to credit;
- (2) withhold points; or
- (3) otherwise penalize an authorizer for failing to charter additional schools or for the absence of complaints against the authorizer's current portfolio of charter schools.

Subd. 6. Corrective action. (a) If, consistent with this chapter, the commissioner finds that an authorizer has not met the requirements of this chapter, the commissioner may subject the authorizer to corrective action, which may include terminating the contract with the charter school board of directors of a school it chartered. The commissioner must notify the authorizer in writing of any findings that may subject the authorizer to corrective action and the authorizer then has 15 business days to request an informal hearing before the commissioner takes corrective action. If the commissioner terminates a contract between an authorizer and a charter school under this paragraph, the commissioner may assist the charter school in acquiring a new authorizer.

(b) The commissioner may at any time take corrective action against an authorizer, including terminating an authorizer's ability to charter a school for:

- (1) failing to demonstrate the criteria under subdivision 3 under which the commissioner approved the authorizer;
- (2) violating a term of the chartering contract between the authorizer and the charter school board of directors;
- (3) unsatisfactory performance as an approved authorizer; or
- (4) any good cause shown that gives the commissioner a legally sufficient reason to take corrective action against an authorizer.

Subd. 7. Withdrawal. If the governing board of an approved authorizer votes to withdraw as an approved authorizer for a reason unrelated to any cause under section [124E.10, subdivision 4](#), the authorizer must notify all its chartered schools and the commissioner in writing by March 1 of its intent to withdraw as an authorizer on June 30 in the next calendar year, regardless of when the authorizer's five-year term of approval ends. Upon notification of the schools and commissioner, the authorizer must provide a letter to the school for distribution to families of students enrolled in the school that explains the decision to withdraw as an authorizer. The commissioner may approve the transfer of a charter school to a new authorizer under section [124E.10, subdivision 5](#).

Subd. 8. Reports. By September 30 of each year, an authorizer shall submit to the commissioner a statement of income and expenditures related to chartering activities during the previous school year ending June 30. The authorizer must transmit a copy of the statement to all schools it charters.

History: 1991 c. 265 art. 9 s. 3; 1993 c. 224 art. 9 s. 3; 1994 c. 64 art. 9 s. 1; 1Sp1995 c. 3 art. 9 s. 2; 1Sp1997 c. 4 art. 5 s. 5; 1997 c. 39 art. 2 s. 164; 1998 c. 398 art. 5 s. 3; 1999 c. 241 art. 5 s. 7; 2000 c. 489 art. 6 s. 18; 1Sp2003 c. 9 art. 2 s. 22; 2005 c. 10 art. 2 s. 60; 2009 c. 96 art. 2 s. 41; 2010 c. 382 s. 24; 2011 c. 27 s. 2; 1Sp2011 c. 11 art. 2 s. 29; 2012 c. 239 art. 2 s. 9; 2013 c. 116 art. 4 s. 1; 2013 c. 144 s. 22; 2014 c. 15 art. 2 s. 29; 2014 c. 272 art. 3 s. 33; 1Sp2015 c. 3 art. 4 s. 2, 10; 2016 c. 133 art. 4 s. 7; 2016 c. 189 art. 26 s. 4; art. 28 s. 1-4; 2017 c. 40 art. 1 s. 122; 1Sp2017 c. 5 art. 2 s. 40

Official Publication of the State of Minnesota
Revisor of Statutes

FRIENDS OF EDUCATION



mn DEPARTMENT OF EDUCATION

R.E. Topoluk
Executive Director

Distance Learning Partner

September 22, 2021

Aspen Academy *40*
Savage

Clarkfield Area Charter School
Clarkfield

Cologne Academy *14*
Cologne

DaVinci Academy *25*
Ham Lake

Eagle Ridge Academy *3*
Minnetonka

Hennepin Schools
Minneapolis

New Millennium Academy
Minneapolis

Nova Classical Academy *4*
St. Paul

Parnassus Preparatory School *30*
Maple Grove

Seven Hills Preparatory Academy *53*
Bloomington & Richfield

St. Croix Preparatory Academy *1*
Stillwater

Yinghua Academy *19*
Minneapolis

National Blue Ribbon Award Winner

Friends of Education Authorized Schools in SY2020-2021
via certified and regular mail:

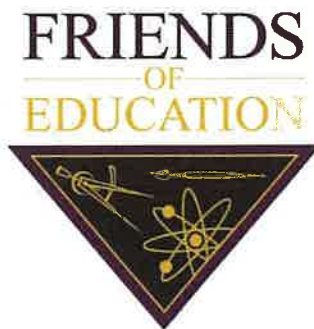
Aspen Academy
Clarkfield Area Charter School
Cologne Academy
DaVinci Academy
Eagle Ridge Academy
Hennepin Schools
New Millennium Academy
Nova Classical Academy
Parnassus Preparatory School
Seven Hills Preparatory Academy
St. Croix Preparatory Academy
Yinghua Academy

RE: Statement of Income and Expenditures

Please see attached Friends of Education's Statement of Income and Expenditures for school year 2020-2021, provided pursuant to Minn. Stat. 124E.05 Subd. 8.

Please contact me if you have any questions.

Very truly yours,



Statement of Income and Expenditures

Provided pursuant to Minn. Stat. 124E.05 Subd. 8

School Year 2020-2021

Friends of Education is a Minnesota nonprofit authorizer whose mission is to improve the education of children. Friends of Education's mission directs all of its activities: its charter school mission is to improve the education of children through quality authorization of charter schools.

During school year 2020-2021, Friends of Education authorized 12 schools, reflecting no change from the previous year.

For school year 2020-2021, Friends of Education received \$295,515 in statutory authorizer fees and \$2,000 in grants for charter school authorization activities, had \$297,511 in expenses related to charter school authorization activities, and had a resulting surplus of \$4. Total 2020-2021 expenditures reflect an increase of \$4,933 from the previous year attributable to increases in charter school support. In addition, Friends of Education continued technical assistance and training opportunities to its authorized schools.

Friends of Education July 1, 2020 – June 30, 2021 Chartering Activities Statement of Income and Expenditures		
INCOME – Charter Schools	\$	Notes:
Statutory Fees received from Charter Schools		Friends of Education authorized 12 operational schools
Aspen Academy	26,268	
Clarkfield Area Charter School	6,567	
Cologne Academy	26,268	
DaVinci Academy of Arts & Sciences	26,268	
Eagle Ridge Academy	26,268	
Hennepin Schools	26,268	
New Millennium Academy	26,268	
Nova Classical Academy	26,268	
Parnassus Preparatory School	26,268	
Seven Hills Preparatory Academy	26,268	
St. Croix Preparatory Academy	26,268	
Yinghua Academy	26,268	

Based on Students

① Training

② Sponsor Events

③ Year End Awards

Other Income Related to Charter Authorizing	2,000	Grants Received
TOTAL INCOME from Charter Schools	297,515	
EXPENDITURES – Chartering Activities	\$	<i>Notes:</i>
Personnel		Only those expenses specific to charter authorizing activities are listed
Executive Director, Specialist, Office Assistant	donated	Includes 2.5 full-time equivalents: Executive Director, Education Program Specialist; Admin. Assistant
Consultants and/or Outside Service Contracts	67,000	Includes 0.4 full-time equivalents
Personnel Expenditures* Subtotal	67,000	
Administrative/Office Expenditures		
Professional Fees	19,025	Accounting, External Audit, Legal
Leadership & Staff Development	6,654	Membership dues to professional organizations; conference costs
Self-Evaluation, Infrastructure, Practices Development	12,035	Third-party costs related to program enhancements
Dissemination of Best Practices to Other Authorizers	49	Materials costs
Office Supplies	889	
Communications, Printing, Website	4,240	
Mileage	716	
Facility, Utilities	donated	
Administrative/Office Expenditures* Subtotal	43,608	
Other Expenditures		
Charter School Support & Technical Assistance	144,113	
Replication & Best Practice Dissemination	42,790	
Other Expenditures Subtotal	186,903	
TOTAL EXPENDITURES* Related to Chartering Activities	297,511	
Net Income (Deficit) * for Chartering Activities	4	
This report is based on unaudited information and excludes in-kind contributions.		

Five-Year History	Total Expenditures	# Authorized Schools	# Students	Expenditures* Per School	Expenditures* Per Student
2021	\$297,511	12	10,329	\$24,792	\$28.80
2020	\$292,578	12	10,064	\$24,382	\$29.07
2019	\$286,717	12	9,610	\$23,893	\$29.83
2018	\$301,864	13	9,659	\$23,220	\$31.25
2017	\$299,482	13	9,222	\$23,037	\$32.47

*excludes in-kind contributions



2021-22 Annual Charter School Assurances Instructions

Background

In 2011, the Minnesota Department of Education (MDE) settled a lawsuit, *ACLU v. Tarek ibn Ziyad Academy, et al.*, in which the Commissioner of Education was named as a party. As part of the Settlement Agreement, MDE agreed to adopt certain assurances for charter schools and authorizers. Each charter school that will be operational in the 2021-22 school year must sign Annual Charter School Assurances, which consist of nine separate assurances ensuring nonsectarian public education in all charter school operations, in accordance with state and federal law. Applicable laws include prohibitions against government promotion, establishment, or endorsement of religion, and protections preventing funds distributed to public charter schools from unconstitutionally promoting or establishing religion. The assurances are part of oversight of charter school operations by MDE and charter school authorizers.

Instructions

All operational charter schools must complete the 2021-22 Annual Charter School Assurances form, taking care that the entire form is filled out, and signed by both the director of the charter school and the charter school board chair. Submission of the 2021-22 Annual Charter School Assurances form also requires additional documentation. Please note that several assurances (numbered 1, 2, 5, 6 and 7) require additional school-specific information. Note also that several assurances (numbered 3, 4, 7, 8 and 9) require copies of adopted board policies concerning religious and other matters.

Submission

The Annual Charter School Assurances must be kept on file by the charter school's authorizer and a copy must also be submitted to MDE. Please complete and sign the 2021-22 Annual Charter School Assurances. Return the completed Annual Charter School Assurances form, together with all required attachments, to your authorizer and provide a copy of the Annual Charter School Assurances form and all supporting documents to MDE no later than **November 1, 2021**. Documents may be submitted to MDE as one or more PDF files emailed to mde.charterschools@state.mn.us.

Assistance

If you have further questions regarding these required charter school assurances, please contact the MDE Charter Center at mde.charterschools@state.mn.us or 651-582-8297.

WIKIPEDIA

Tarek ibn Ziyad Academy

Tarek ibn Ziyad Academy (TiZA) was an elementary school (K-8) in Inver Grove Heights, Minnesota named after Tarek ibn Ziyad, the muslim general of medieval Algeria who entered Gibraltar in 711 CE on behalf of the Umayyad Caliphate and defeated the Visigoths. The school is sponsored by Islamic Relief USA.^[1] The school has a primarily Muslim student body and has been embroiled in a number of controversies regarding the separation of church and state. The school has a waiting list of 1,500 students.^[2] Around 80% of students are English language learners. Despite this, the school has one of the highest reading scores on standardized tests in the state.^[3] As of July 2011 TiZA has been shut down by order of the Minnesota Education Department, due to lack of an approved charter school sponsor.^[4]

Tarek ibn Ziyad Academy

Location



4100 East 66th Street

Inver Grove Heights, Minnesota, 55076

United States

Coordinates 44°51′12″N 93°01′19″W

Information

Type	Charter School
Principal	Asad Zaman
Staff	9
Faculty	38
Grades	K-8
Enrollment	300
Affiliation	Islamic Relief USA
Website	Tarek ibn Ziyad Academy (http://www.tizacademy.com/)

Contents

Founding

Students

Curriculum

Lawsuit

Controversy

See also

References

External links

Founding

Tarek ibn Ziyad Academy opened in the fall of 2003 for the 2003–2004 school year. The school was founded by its current principal, Asad Zaman and Hesham Hussein, both local imams and leaders of the Muslim American Society of Minnesota (MAS-MN). The school opened with an enrollment of 215 students in grades K-5. The school was very popular and had 765 applicants in the first year.

Students

As of the 2006–2007 school year, 302 students attended TiZA. The majority were Black (83%), with Asian (14%) and White (2%) being the other major ethnic groups. Seventy-seven percent of students qualify for Free and Reduced Price Lunch, an indicator of poverty, and the majority (81%) have had

limited English proficiency. Four percent of students qualify for special education. The school's math proficiency was 23 percentage points higher than the state average and the school's reading proficiency was 3 percentage points higher than the state average, at 67 percent. Principal Asad Zaman estimates that 80 to 90 percent of students are Muslim.^[5]

Curriculum

Assurances Question on Religious Instruction

The school's curriculum focuses on historical civilizations in Africa, Asia and the Middle East, and teaches the Arabic language in addition to English. The school curriculum places an emphasis on the Arabic language.^[6] After the school day ends, several optional extracurricular activities are offered. The teaching of Islamic studies after school has generated controversy. The Muslim American Society of Minnesota (MAS-MN), which shares the building with TiZA offers the classes.^[7]

Lawsuit

Prayer Question

In January, 2009, describing the Academy as "in essence, a private religious school", Charles Samuelson, executive director of the Minnesota ACLU, announced that the ACLU would file a lawsuit alleging that the Academy promotes the Muslim religion and that its directors illegally use a holding company to channel taxpayer dollars to a religious organization.^{[8][9][10]} The suit accuses the school of holding group prayers during school hours, including a 30-minute prayer session on Fridays, allowing teachers to post religious material on classroom bulletin boards, and enforcing Islamic rules on modesty of dress – including sleeves and skirts or trousers of a certain length, on female but not male students and teachers.^[9]

Dress Code Question

The lawsuit also named the Minnesota Department of Education and Islamic Relief, the charter school's authorizer, as co-defendants.^[11] A settlement reached in February 2011 between the ACLU and the other defendants included an agreement that Islamic Relief would not to seek to incorporate in Minnesota; under a new state law, this effectively means the out-of-state organization may no longer continue serving as TiZA's authorizer.^[12] A separate settlement with the school has not yet been reached.

Controversy

Star Tribune columnist Katherine Kersten spurred an inquiry into TiZA by the Minnesota Department of Education after her column suggested the school had violated the Establishment Clause of the First Amendment to the United States Constitution by teaching religion in the schools. The accusation was made by Republican Party activist Amanda Getz, who closely collaborated with Katherine Kersten as part of her ongoing efforts to close down the school.^[13]

The Department of Education found that the school had violated some lesser statutes, involving seat time and busing as well as holding prayer services on school grounds, but that it was not teaching Islam to students.^{[13][14]}

When a news crew from KSTP-TV entered the school grounds to ask for a comment about the MDoE findings, school director Asad Zaman and another school official grabbed the crew's camera. Police were already in the area at the time of the incident. No charges against KSTP (for trespassing) or the school officials (for assault) were pursued.^[15]

Asad Zaman claims that the school has received threatening telephone and e-mail messages after a newspaper journalist questioned whether the school promotes Islam. CAIR, an Islamic advocacy group, has filed a complaint with police. Authorities were investigating the messages as possible hate crimes as of April 2008.^[16]

See also

- Free Exercise Clause of the First Amendment
- Separation of church and state in the United States
- Faith-based initiatives
- Board of Education of Kiryas Joel Village School District v. Grumet
- Khalil Gibran International Academy
- Ethnic-culture based charter school

Cruz-Guzman Lawsuit
TO BE DISCUSSED LATER

References

- Muehlhausen, Nicole (April 11, 2008), "Charter school makes changes after Islamic accusation" (<http://kstp.com/article/stories/S408718.shtml?cat=1>), *KSTP-TV*
- Kersten, Katherine (March 9, 2008), "March 9: Are taxpayers footing bill for Islamic school in Minnesota?" (<http://www.startribune.com/featuredColumns/16404541.html>), *Star Tribune*
- McCallum, Laura (May 13, 2007), "Twin Cities charter school boosts reading scores for English language learners" (<http://minnesota.publicradio.org/display/web/2007/05/11/muslimcharter/>) *Minnesota Public Radio*
- Weber, Thomas (July 5, 2011), "TiZA ponders legal options after state moves to shut down school" (<http://minnesota.publicradio.org/display/web/2011/07/05/tiza-closed/>), *Minnesota Public Radio*
- Lemagie, Sarah (May 20, 2008), "State orders charter school to correct 2 areas tied to Islam" (<http://www.startribune.com/local/south/19076119.html?page=1&c=y>) Archived (<https://web.archive.org/web/20110606232316/http://www.startribune.com/local/south/19076119.html?page=1&c=y>) 2011-06-06 at the *Wayback Machine* *Star Tribune*
- Popper, Nathaniel (August 31, 2007), "Chartering a New Course" (https://www.wsj.com/articles/SB118852754540714337?mod=googlenews_wsj) *The Wall Street Journal*
- Jett, Beth (April 12, 2008), "JETT: TiZA Academy -- some extras that didn't make the stories we aired" (<http://kstp.com/article/stories/S409843.shtml>), *KSTP-TV*
- "ACLU To Sue Charter School In Twin Cities" (http://www.startribune.com/local/stpaul/38009569.html?elr=KArksLckD8EQDUoaEyqyP4O:DW3ckUiD3aPc:_Yyc:aUac8HEaDiaMDCinchO7DU), Randy Furst and Sarah Lemagie, *The Minneapolis Star Tribune*, January 21, 2009
- "ACLU to Sue TiZA, State Ed Department for Promoting Religion [on Tarek ibn Ziyad Academy]" by Megan Boldt, *The Pioneer Press* (TwinCities.com), January 21, 2009 [1] (http://www.twincities.com/allheadlines/ci_11513813)[2] (http://www.twincities.com/allheadlines/ci_11513813?nclck_chk=1)
- "ACLU Sues Charter School Over Religion" (http://www.kttc.com/Global/story.asp?S=9709691&nav=menu1348_2_2) Archived (https://swap.stanford.edu/20090419032622/http://www.kttc.com/Global/story.asp?S=9709691&nav=menu1348_2_2) 2009-04-19 at the *Stanford Web Archive* Associated Press, January 21, 2009
- ACLU-MN vs. TiZA et al., complaint (<http://www.aclu-mn.org/files/3313/2872/2629/TIZAComplaint.pdf>) Archived (<https://web.archive.org/web/20150907151321/http://www.aclu-mn.org/files/3313/2872/2629/TIZAComplaint.pdf>) 2015-09-07 at the *Wayback Machine*

2021-22 Annual Charter School Assurances

The following assurances must be signed by all operational charter schools annually. Type text responses in the space provided. If there is not a relevant response to a prompt for your school, enter "None" or "N/A," instead of leaving a space blank. Please submit policies related to assurances number three, four, seven, eight, and nine as attachments with this form.

1. I assure that the charter school has looked for facilities that comply with Minnesota Statutes, section 124E.13, subdivision 1 and Minnesota Statutes, section 124E.03, subdivision 2(a).

- a. Is the lease is with a sectarian organization?

☐ Yes

☒ No

↑ Meet all Federal, State, Local Health
! Safety requirements for Schools

- b. If yes, I assure students at the charter school are screened from any involvement with or exposure to any of the sectarian organization's religious activities occurring on school property during the school day or during school-sponsored events.

- A. Identify any involvement of any of the charter school's school directors, administrators, or teachers in the sectarian organization.

Not applicable

- B. Identify any telephone or fax numbers, email addresses, employer identification numbers, and employees that the charter school shares with the sectarian organization.

Not applicable

- C. Identify and describe any activities by the sectarian organization in support of your school, including but not limited to fundraising, student recruitment, promotion, any claimed affiliation with your school and sponsorship of school programs or events.

Not applicable

Office of the Revisor of Statutes

2020 Minnesota Statutes

Authenticate PDF

124E.13 FACILITIES.*Friends of St. Croix Prep - Affiliated Building Company*

Subdivision 1. **Leased space.** A charter school may lease space from: an independent or special school board; other public organization; private nonprofit, nonsectarian organization; private property owner; or a sectarian organization if the leased space is constructed as a school facility. The commissioner must review and approve or disapprove leases in a timely manner to determine eligibility for lease aid under section 124E.22.

Subd. 2. **Related party lease costs.** (a) A charter school must not enter into a lease of real property with a related party unless the lessor is a nonprofit corporation under chapter 317A or a cooperative under chapter 308A, and the lease cost is reasonable under section 124E.22, paragraph (a), clause (1).

(b) A related party permitted to enter into a lease under paragraph (a) must include the following statement in the lease: "This lease is subject to Minnesota Statutes, section 124E.13, subdivision 2."

(c) If a charter school leases space from a related party and the charter school subsequently closes, the commissioner has the right to recover from the related party any lease payments in excess of those that are reasonable under section 124E.22, paragraph (a), clause (1).

Subd. 3. **Affiliated nonprofit building corporation.** (a) An affiliated nonprofit building corporation may purchase, expand, or renovate an existing facility to serve as a school or may construct a new school facility. A charter school may organize an affiliated nonprofit building corporation if the charter school:

To Be DISCUSSED in FUTURE TRAINING

- (1) has operated for at least six consecutive years;
- (2) as of June 30, has a net positive unreserved general fund balance in the preceding three fiscal years;
- (3) has long-range strategic and financial plans that include enrollment projections for at least five years;
- (4) completes a feasibility study of facility options that outlines the benefits and costs of each option; and
- (5) has a plan that describes project parameters and budget.

(b) An affiliated nonprofit building corporation under this subdivision must:

- (1) be incorporated under section 317A;
- (2) comply with applicable Internal Revenue Service regulations, including regulations for "supporting organizations" as defined by the Internal Revenue Service;
- (3) post on the school website the name, mailing address, bylaws, minutes of board meetings, and names of the current board of directors of the affiliated nonprofit building corporation;
- (4) submit to the commissioner a copy of its annual audit by December 31 of each year; and
- (5) comply with government data practices law under chapter 13.

(c) An affiliated nonprofit building corporation must not serve as the leasing agent for property or facilities it does not own. A charter school that leases a facility from an affiliated nonprofit building corporation that does not own the leased facility is ineligible to receive charter school lease aid. The state is immune from liability resulting from a contract between a charter school and an affiliated nonprofit building corporation.

(d) The board of directors of the charter school must ensure the affiliated nonprofit building corporation complies with all applicable legal requirements. The charter school's authorizer must oversee the efforts of the board of directors of the charter school to ensure legal compliance of the affiliated building corporation. A school's board of directors that fails to ensure the affiliated nonprofit building corporation's compliance violates its responsibilities and an authorizer must consider that failure when evaluating the charter school.

Subd. 4. **Positive review and comment.** If the amount of a purchase agreement or construction contract exceeds the review and comment threshold, a charter school or its affiliated nonprofit building corporation must receive a positive review and comment from the commissioner before initiating any purchase agreement or construction contract. Without a positive review and comment from the commissioner, a purchase agreement or construction contract under this subdivision is null and void. For purposes of this subdivision, "review and comment threshold" means the dollar amount specified in section 123B.71, subdivision 8, applicable to a school entity that is not a recipient of a maximum effort capital loan.

History: 1991 c 263 art 9 s 3; 1993 c 224 art 9 s 10; 1994 c 647 art 9 s 2; 1Sp1995 c 3 art 9 s 2; art 16 s 13; 1998 c 397 art 2 s 164; 1Sp2001 c 6 art 2 s 25; 2003 c 130 s 12; 1Sp2003 c 9 art 12 s 11; 2007 c 146 art 2 s 24; 2009 c 96 art 2 s 41; 1Sp2011 c 11 art 2 s 29; 2012 c 259 art 2 s 14; 2013 c 116 art 4 s 1; 2014 c 272 art 3 s 40, 41; 1Sp2015 c 3 art 4 s 10; 2015 c 189 art 26 s 10

2. I assure that the charter school has taken steps to maintain nonsectarian school facilities in compliance with Minnesota Statutes, section 124E.06, subdivision 3(c).

- a. Apart from items displayed only during the meetings of after-school student-only clubs, identify and describe all religious texts, symbols, quotations, or objects displayed at your school facilities on school days.

None

- b. If religious texts or multiple substantive quotations from religious texts are used in any classes or teaching materials other than in survey classes that teach about multiple religions, describe the texts or materials and quotations.

None

- c. Describe all prayers, calls to prayers, invocations, readings of religious texts, and religious greetings that have been delivered in connection with school activities.

None

3. I assure that the charter school has a board-adopted religious accommodation policy that accords equal treatment of and access to all religions. Attach the most recent version of the policy.

4. I assure that if the charter school allows religious or other activities on school property during non-instructional time, there is a board-adopted policy allowing equal access to all groups and that such access otherwise complies with Minnesota Statutes, section 124E.06, subdivision 3(c). Attach the most recent version of the policy.

5. I assure that the charter school does not involve itself in religious activities, consistent with Minnesota Statutes, section 124E.06, subdivision 3(c), including by recruiting employees, parents or other volunteers for such activities.

- a. If you have not already done so in Assurance 1(b), identify any telephone or fax numbers, email addresses, employer identification numbers, and employees that the charter school shares with any sectarian organization.

Not applicable

Office of the Revisor of Statutes

2020 Minnesota Statutes

Authenticate PDF

124E.06 FORMING A SCHOOL.

Subdivision 1. **Individuals eligible to organize.** (a) An authorizer, after receiving an application from a charter school developer, may charter either a licensed teacher under section 122A.18, subdivision 1, or a group of individuals that includes one or more licensed teachers under section 122A.18, subdivision 1, to operate a school subject to the commissioner's approval of the authorizer's affidavit under subdivision 4.

(b) "Application" under this section means the charter school business plan a charter school developer submits to an authorizer for approval to establish a charter school. This application must include:

- (1) the school developer's:
 - (i) mission statement;
 - (ii) school purposes;
 - (iii) program design;
 - (iv) financial plan;
 - (v) governance and management structure; and
 - (vi) background and experience;
- (2) any other information the authorizer requests; and
- (3) a "statement of assurances" of legal compliance prescribed by the commissioner.

See alignment with Assurance Questions

(c) An authorizer shall not approve an application submitted by a charter school developer under paragraph (a) if the application does not comply with subdivision 3, paragraph (e), and section 124E.01, subdivision 1. The commissioner shall not approve an affidavit submitted by an authorizer under subdivision 4 if the affidavit does not comply with subdivision 3, paragraph (e), and section 124E.01, subdivision 1.

Subd. 2. **Nonprofit corporation.** (a) The school must be organized and operated as a nonprofit corporation under chapter 317A and the provisions of that chapter shall apply to the school except as provided in this chapter.

The operators authorized to organize and operate a school must incorporate as a nonprofit corporation before entering into a contract or other agreement for professional or other services, goods, or facilities.

(b) Notwithstanding sections 465.71 and 465.79, a school district, subject to this chapter, may create a corporation for the purpose of establishing a charter school.

Subd. 3. **Requirements.** (a) The primary focus of a charter school must be to provide a comprehensive program of instruction for at least one grade or age group from ages five through 18 years. A charter school may provide instruction to people older than 18 years of age.

(b) A charter school may offer a free or fee-based preschool or prekindergarten that meets high-quality early learning instructional program standards aligned with Minnesota's early learning standards for children. The hours a student is enrolled in a fee-based prekindergarten program do not generate pupil units under section 126C.05 and must not be used to calculate general education revenue under section 126C.10.

(c) A charter school must be nonsectarian in its programs, admission policies, employment practices, and all other operations. An authorizer may not authorize a charter school or program that is affiliated with a nonpublic sectarian school or a religious institution.

(d) A charter school must not be used to provide education or generate revenue for home-schooled students. This paragraph does not apply to shared time aid under section 126C.19.

(e) This chapter does not provide a means to keep open a school that a school board decides to close. However, a school board may endorse or authorize establishing a charter school to replace the school the board decided to close. Applicants seeking a charter under this circumstance must demonstrate to the authorizer that the charter sought is substantially different in purpose and program from the school the board closed and that the proposed charter satisfies the requirements of section 124E.01, subdivision 1. If the school board that closed the school authorizes the charter, it must document in its affidavit to the commissioner that the charter is substantially different in program and purpose from the school it closed.

(f) A school authorized by a school board may be located in any district, unless the school board of the district of the proposed location disapproves the location by written resolution.

(g) Except as provided in paragraph (b), a charter school may not charge tuition.

Office of the Revisor of Statutes

2020 Minnesota Statutes

Authenticate PDF

This section has been affected by law enacted during the 2021 1st Special Session. [More info...](#)

124E.03 APPLICABLE LAW.

Subdivision 1. Public status; exemption from statutes and rules. A charter school is a public school and is part of the state's system of public education. A charter school is exempt from all statutes and rules applicable to a school, school board, or school district unless a statute or rule is made specifically applicable to a charter school or is included in this chapter.

Subd. 2. Certain federal, state, and local requirements. (a) A charter school shall meet all federal, state, and local health and safety requirements applicable to school districts.

(b) A school must comply with statewide accountability requirements governing standards and assessments in chapter 120B.

(c) A charter school must comply with the Minnesota Public School Fee Law, sections [123B.34](#) to [123B.39](#).

(d) A charter school is a district for the purposes of tort liability under chapter 466.

(e) A charter school must comply with the Pledge of Allegiance requirement under section [121A.11](#), subdivision 3.

(f) A charter school and charter school board of directors must comply with chapter 181 governing requirements for employment.

(g) A charter school must comply with continuing truant notification under section [260A.03](#).

(h) A charter school must develop and implement a teacher evaluation and peer review process under section [122A.40](#), subdivision 8, paragraph (b), clauses (2) to (13), and place students in classrooms in accordance with section [122A.40](#), subdivision 8, paragraph (d). The teacher evaluation process in this paragraph does not create any additional employment rights for teachers.

(i) A charter school must adopt a policy, plan, budget, and process, consistent with section [120B.11](#), to review curriculum, instruction, and student achievement and strive for the world's best workforce.

(j) A charter school is subject to and must comply with the Pupil Fair Dismissal Act, sections [121A.40](#) to [121A.56](#).

Subd. 3. Pupils with a disability. A charter school must comply with sections [125A.02](#), [125A.03](#) to [125A.24](#), [125A.65](#), and [125A.75](#) and rules relating to the education of pupils with a disability as though it were a district. A charter school enrolling prekindergarten pupils with a disability under section [124B.11](#), paragraph (h), must comply with sections [125A.259](#) to [125A.48](#) and rules relating to the Interagency Early Intervention System as though it were a school district.

Subd. 4. Students' rights and related law. (a) A charter school must release a student for religious instruction, consistent with section [120A.22](#), subdivision 12, clause (3).

(b) A charter school must comply with chapter 363A governing the Minnesota Human Rights Act and section [121A.04](#) governing student athletics and sex discrimination in schools.

(c) A charter school must comply with section [121A.031](#) governing policies on bullying.

Subd. 5. Records and data requirements. (a) A charter school must comply with chapter 13 governing government data; and sections [121A.75](#) governing access to juvenile justice records, and [260B.171](#), subdivisions 3 and 5, governing juvenile justice records.

(b) A charter school must comply with section [120A.22](#), subdivision 7, governing the transfer of students' educational records and sections [138.161](#) and [138.17](#) governing the management of local records.

Subd. 5a. Open meetings. A charter school must comply with chapter 13D governing open meetings.

Subd. 6. Length of school year. A charter school must provide instruction each year for at least the number of hours required by section [120A.41](#). It may provide instruction throughout the year under sections [124D.12](#) to [124D.127](#) or [124D.128](#) governing learning year programs.

Subd. 7. Additional program-specific requirements. (a) A charter school offering online courses or programs must comply with section [124D.095](#) governing online learning.

(b) A charter school that provides early childhood health and developmental screening must comply with sections [121A.16](#) to [121A.19](#) governing early childhood screening.

(c) A charter school that provides school-sponsored youth athletic activities must comply with section [121A.38](#) governing policies on concussions.

History: [1991 c 265 art 3 s 38](#); [art 9 s 3](#); [1993 c 224 art 9 s 7](#); [1Sp1995 c 3 art 9 s 3](#); [1998 c 397 art 2 s 5, 6, 10, 11, 164](#); [art 11 s 3](#); [2002 c 352 s 10](#); [2003 c 120 s 3](#); [1Sp2003 c 9 art 12 s 10](#); [2009 c 96 art 2 s 41](#); [2010 c 346 art 1 s 3](#); [2011 c 90 s 3](#); [2012 c 339 art 1 s 3](#)

- b. If you have not already done so in Assurance 1(c), identify and describe any activities by sectarian organizations in support of your school, including but not limited to fundraising, student recruitment, promotion, any claimed affiliation with your school and sponsorship of school programs or events.

Not applicable

- c. Identify and describe any instance in which your school took the religion of an individual into account in (a) the hiring, firing, discipline or assignment of your faculty, staff, vendors, or contractors; (b) the recruitment, admission or discipline of students; or (c) decisions regarding the resources made available to student groups.

None

6. I assure that food served at the charter school satisfies applicable health and safety requirements, provides equal accommodations to all religions, and otherwise complies with Minnesota Statutes, section 124E.03, subdivision 2(a). *Federal, State, Local Health & Safety Requirements*

- a. Describe any religious-based restrictions that your charter school places on the types of food that may be consumed on its premises.

None

7. I assure that the charter school follows the state data practices law, consistent with Minnesota Statutes, section 124E.03, subdivision 5, including regarding staff ability to report unethical or fraudulent actions of a charter where they work, and that the charter school's board has attended trainings that include state data practices law. Attach the most recent version of the policy.

- a. Please list the dates that the trainings took place:

October 19, 2021

8. I assure that, if the charter school has a waiting list for acceptance into the school, a lottery is conducted that does not select students based on religious preference and that the lottery otherwise complies with Minnesota Statutes, section 124E.11. Attach the most recent version of the policy.

Office of the Revisor of Statutes

2020 Minnesota Statutes

Authenticate  PDF**124E.11 ADMISSION REQUIREMENTS AND ENROLLMENT.**

(a) A charter school, including its preschool or prekindergarten program established under section [124E.06, subdivision 3](#), paragraph (b), may limit admission to:

- (1) pupils within an age group or grade level;
- (2) pupils who are eligible to participate in the graduation incentives program under section [124D.68](#); or
- (3) residents of a specific geographic area in which the school is located when the majority of students served by the school are members of underserved populations.

(b) A charter school, including its preschool or prekindergarten program established under section [124E.06, subdivision 3](#), paragraph (b), shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils must be accepted by lot. The charter school must develop and publish, including on its website, a lottery policy and process that it must use when accepting pupils by lot.

(c) A charter school shall give enrollment preference to a sibling of an enrolled pupil and to a foster child of that pupil's parents and may give preference for enrolling children of the school's staff before accepting other pupils by lot. A charter school that is located in Duluth township in St. Louis County and admits students in kindergarten through grade 6 must give enrollment preference to students residing within a five-mile radius of the school and to the siblings of enrolled children. A charter school may give enrollment preference to children currently enrolled in the school's free preschool or prekindergarten program under section [124E.06, subdivision 3](#), paragraph (b), who are eligible to enroll in kindergarten in the next school year.

(d) A person shall not be admitted to a charter school (1) as a kindergarten pupil, unless the pupil is at least five years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences; or (2) as a first grade student, unless the pupil is at least six years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences or has completed kindergarten; except that a charter school may establish and publish on its website a policy for admission of selected pupils at an earlier age, consistent with the enrollment process in paragraphs (b) and (c).

(e) Except as permitted in paragraph (d), a charter school, including its preschool or prekindergarten program established under section [124E.06, subdivision 3](#), paragraph (b), may not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability and may not establish any criteria or requirements for admission that are inconsistent with this section.

(f) The charter school shall not distribute any services or goods of value to students, parents, or guardians as an inducement, term, or condition of enrolling a student in a charter school.

(g) Once a student is enrolled in the school, the student is considered enrolled in the school until the student formally withdraws or is expelled under the Pupil Fair Dismissal Act in sections [121A.40](#) to [121A.56](#).

(h) A charter school with at least 90 percent of enrolled students who are eligible for special education services and have a primary disability of deaf or hard-of-hearing may enroll prekindergarten pupils with a disability under section [126C.05, subdivision 1](#), paragraph (a), and must comply with the federal Individuals with Disabilities Education Act under Code of Federal Regulations, title 34, section 300.324, subsection (2), clause (iv).

History: [1991 c 253 art 9 s 3](#); [1993 c 224 art 9 s 8](#); [1Sp1995 c 3 art 9 s 2](#); [1996 c 412 art 4 s 2](#); [1998 c 39 art 2 s 7, 164; art 11 s 3](#); [2000 c 489 art 6 s 20](#); [2009 c 96 art 2 s 41](#); [1Sp2011 c 11 art 2 s 29](#); [2013 c 116 art 4 s 1](#); [2014 c 272 art 3 s 38, 39](#); [1Sp2015 c 3 art 4 s 4, 10](#); [1Sp2017 c 5 art 2 s 41](#); [2018 c 182 art 1 s 32](#)

Official Publication of the State of Minnesota
Revisor of Statutes

9. I assure that the charter school has a neutral dress code and/or uniform policy that does not promote a particular religion or particular religious customs and that the school does not, through its enforcement of dress code and/or uniform policy, restrict opportunity to participate in school activities. Attach the most recent version of the policy, if a formal, written policy exists.

a. Describe the policy, if it is unwritten.

Policy attached

Charter School Information

Name of Charter School: St. Croix Preparatory Academy

Charter Local Educational Agency (LEA) Number: 4120-07

Name of Charter School's Authorizer: Friends of Education

Certification of Assurances by Director of Charter School

Printed Name: Jon Gutierrez

Title: Executive Director

Signature:

Date: October 19, 2021

Certification of Assurances by Board Chair of Charter School

Printed Name: Bob Hajlo

Title: Board Chair

Signature:

Date: October 19, 2021



st.croixprep

ST. CROIX PREPARATORY ACADEMY DATA PRACTICES TRAINING

Public Data -

FERPA - annual communication - photographs, videos, names, publication

MSHSL - exempt from some of FERPA

Responsible Authority

Data Compliance Officer

Response Timeframes

No need to create data

Summarized Data

Private Data

Lockdown/Threat Information

Public Officials vs. Coaches

Right to Inspect Data

Right to have copies of data


Free & Reduced Lunch privacy

Redaction of data

Attorney Client Privilege

Office of the Revisor of Statutes

2020 Minnesota Statutes

Authenticate  PDFThis chapter has been affected by law enacted during the 2021 1st Special Session. [More info...](#)

CHAPTER 13. GOVERNMENT DATA PRACTICES

Section Headnote13.001 MS 2006 [Renumbered 15.001]**GENERALLY**

13.01 GOVERNMENT DATA.
13.02 DEFINITIONS.
13.025 GOVERNMENT ENTITY OBLIGATION.
13.03 ACCESS TO GOVERNMENT DATA.
13.04 RIGHTS OF SUBJECTS OF DATA.
13.045 SAFE AT HOME PROGRAM PARTICIPANT DATA.
13.05 DUTIES OF RESPONSIBLE AUTHORITY.
13.055 DISCLOSURE OF BREACH IN SECURITY; NOTIFICATION AND INVESTIGATION REPORT REQUIRED.
13.06 TEMPORARY CLASSIFICATION.
13.07 DUTIES OF COMMISSIONER; RULES.
13.072 OPINIONS BY THE COMMISSIONER.
13.073 PUBLIC INFORMATION POLICY TRAINING PROGRAM.
13.08 CIVIL REMEDIES.
13.081 [Repealed, 2001 c 202 s 21]
13.085 ADMINISTRATIVE REMEDY.
13.09 PENALTIES.
13.10 DATA ON DECEDENTS.

COMPUTER DATA13.15 COMPUTER DATA.**POLITICAL SUBDIVISION DATA**

13.201 RIDESHARE DATA.
13.202 POLITICAL SUBDIVISION DATA CODED ELSEWHERE.
13.203 SERVICE COOPERATIVE CLAIMS DATA.
13.30 [Renumbered 13.393]
13.31 [Renumbered 13.462]

EDUCATIONAL DATA

13.319 EDUCATION DATA CODED ELSEWHERE.
13.32 EDUCATIONAL DATA.
13.321 PREKINDERGARTEN TO GRADE 12 EDUCATIONAL DATA CODED ELSEWHERE.
13.3215 UNIVERSITY OF MINNESOTA DATA.
13.322 POSTSECONDARY EDUCATION DATA CODED ELSEWHERE.
13.33 [Renumbered 13.601, subd 2]

GENERAL DATA

13.34 EXAMINATION DATA.
13.35 FEDERAL CONTRACTS DATA.
13.355 SOCIAL SECURITY NUMBERS.
13.356 PERSONAL CONTACT AND ONLINE ACCOUNT INFORMATION.
13.36 [Renumbered 13.87, subd 2]
13.37 GENERAL NONPUBLIC DATA.
13.38 [Renumbered 13.3805, subdivision 1]

HEALTH AND MEDICAL DATA

13.3805 PUBLIC HEALTH DATA.
13.3806 PUBLIC HEALTH DATA CODED ELSEWHERE.

Subd. 3. **Data subject rights and access policy.** The responsible authority shall prepare a written policy of the rights of data subjects under section 13.04 and the specific procedures used by the government entity for access by the data subject to public or private data on individuals. The written policy must be updated no later than August 1 of each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public's ability to access data.

Subd. 4. **Availability.** The responsible authority shall make copies of the policies required under subdivisions 2 and 3 easily available to the public by distributing free copies to the public or by posting the policies in a conspicuous place within the government entity that is easily accessible to the public or by posting it on the government entity's website.

History: 2012 c 290 s 10

13.03 ACCESS TO GOVERNMENT DATA.

Subdivision 1. **Public data.** All government data collected, created, received, maintained or disseminated by a government entity shall be public unless classified by statute, or temporary classification pursuant to section 13.06, or federal law, as nonpublic or protected nonpublic, or with respect to data on individuals, as private or confidential. The responsible authority in every government entity shall keep records containing government data in such an arrangement and condition as to make them easily accessible for convenient use. Photographic, photostatic, microphotographic, or microfilmed records shall be considered as accessible for convenient use regardless of the size of such records.

Subd. 2. **Procedures.** (a) The responsible authority in every government entity shall establish procedures, consistent with this chapter, to insure that requests for government data are received and complied with in an appropriate and prompt manner.

(b) Full convenience and comprehensive accessibility shall be allowed to researchers including historians, genealogists and other scholars to carry out extensive research and complete copying of all records containing government data except as otherwise expressly provided by law.

A responsible authority may designate one or more designees.

Subd. 3. **Request for access to data.** (a) Upon request to a responsible authority or designee, a person shall be permitted to inspect and copy public government data at reasonable times and places, and, upon request, shall be informed of the data's meaning. If a person requests access for the purpose of inspection, the responsible authority may not assess a charge or require the requesting person to pay a fee to inspect data.

(b) For purposes of this section, "inspection" includes, but is not limited to, the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the government entity, unless printing a copy is the only method to provide for inspection of the data. In the case of data stored in electronic form and made available in electronic form on a remote access basis to the public by the government entity, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public's own computer equipment. Nothing in this section prohibits a government entity from charging a reasonable fee for remote access to data under a specific statutory grant of authority. A government entity may charge a fee for remote access to data where either the data or the access is enhanced at the request of the person seeking access.

(c) The responsible authority or designee shall provide copies of public data upon request. If a person requests copies or electronic transmittal of the data to the person, the responsible authority may require the requesting person to pay the actual costs of searching for and retrieving government data, including the cost of employee time, and for making, certifying, and electronically transmitting the copies of the data or the data, but may not charge for separating public from not public data. However, if 100 or fewer pages of black and white, letter or legal size paper copies are requested, actual costs shall not be used, and instead, the responsible authority may charge no more than 25 cents for each page copied. If the responsible authority or designee is not able to provide copies at the time a request is made, copies shall be supplied as soon as reasonably possible.

(d) When a request under this subdivision involves any person's receipt of copies of public government data that has commercial value and is a substantial and discrete portion of or an entire formula, pattern, compilation, program, device, method, technique, process, database, or system developed with a significant expenditure of public funds by the government entity, the responsible authority may charge a reasonable fee for the information in addition to the costs of making and certifying the copies. Any fee charged must be clearly demonstrated by the government entity to relate to the actual development costs of the information. The responsible authority, upon the request of any person, shall provide sufficient documentation to explain and justify the fee being charged.

(e) The responsible authority of a government entity that maintains public government data in a computer storage medium shall provide to any person making a request under this section a copy of any public data contained in that medium, in electronic form, if the government entity can reasonably make the copy or have a copy made. This does not require a government entity to provide the data in an electronic format or program that is different from the format or program in which the data are maintained by the government entity. The entity may require the requesting person to pay the actual cost of providing the copy.

(f) If the responsible authority or designee determines that the requested data is classified so as to deny the requesting person access, the responsible authority or designee shall inform the requesting person of the determination either orally at the time of the request, or in writing as soon after that time as possible, and shall cite the specific statutory section, temporary classification, or

Subd. 13. Data practices compliance official. By December 1, 2000, each responsible authority or other appropriate authority in every government entity shall appoint or designate an employee of the government entity to act as the entity's data practices compliance official. The data practices compliance official is the designated employee of the government entity to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems. The responsible authority may be the data practices compliance official.

History: 1974 c 479 s 2; 1975 c 401 s 2; 1976 c 239 s 3; 1976 c 283 s 6,7; 1978 c 790 s 3; 1979 c 328 s 8; 1981 c 311 s 7,39; 1Sp1981 c 4 art 1 s 7; 1982 c 545 s 24; 1984 c 436 s 6-9; 1986 c 444; 1987 c 351 s 3; 1992 c 569 s 3; 1994 c 618 art 1 s 3; 1999 c 227 s 22; 1999 c 250 art 1 s 42; 2000 c 468 s 6,7; 2002 c 277 s 1; 2002 c 374 art 10 s 1; 2005 c 163 s 15-20; 2006 c 233 s 1; 2007 c 129 s 6; 2010 c 365 art 1 s 1,2; 1Sp2011 c 11 art 3 s 12; 2014 c 284 s 1; 2014 c 293 s 2

13.055 DISCLOSURE OF BREACH IN SECURITY; NOTIFICATION AND INVESTIGATION REPORT REQUIRED.

Subdivision 1. Definitions. For purposes of this section, the following terms have the meanings given to them.

(a) "Breach of the security of the data" means unauthorized acquisition of data maintained by a government entity that compromises the security and classification of the data. Good faith acquisition of or access to government data by an employee, contractor, or agent of a government entity for the purposes of the entity is not a breach of the security of the data, if the government data is not provided to or viewable by an unauthorized person, or accessed for a purpose not described in the procedures required by section 13.05, subdivision 5. For purposes of this paragraph, data maintained by a government entity includes data maintained by a person under a contract with the government entity that provides for the acquisition of or access to the data by an employee, contractor, or agent of the government entity.

(b) "Contact information" means either name and mailing address or name and e-mail address for each individual who is the subject of data maintained by the government entity.

(c) "Unauthorized acquisition" means that a person has obtained, accessed, or viewed government data without the informed consent of the individuals who are the subjects of the data or statutory authority and with the intent to use the data for nongovernmental purposes.

(d) "Unauthorized person" means any person who accesses government data without a work assignment that reasonably requires access, or regardless of the person's work assignment, for a purpose not described in the procedures required by section 13.05, subdivision 5.

Subd. 2. Notice to individuals; investigation report. (a) A government entity that collects, creates, receives, maintains, or disseminates private or confidential data on individuals must disclose any breach of the security of the data following discovery or notification of the breach. Written notification must be made to any individual who is the subject of the data and whose private or confidential data was, or is reasonably believed to have been, acquired by an unauthorized person and must inform the individual that a report will be prepared under paragraph (b), how the individual may obtain access to the report, and that the individual may request delivery of the report by mail or e-mail. The disclosure must be made in the most expedient time possible and without unreasonable delay, consistent with (1) the legitimate needs of a law enforcement agency as provided in subdivision 3; or (2) any measures necessary to determine the scope of the breach and restore the reasonable security of the data.

(b) Notwithstanding section 13.15 or 13.37, upon completion of an investigation into any breach in the security of data and final disposition of any disciplinary action for purposes of section 13.43, including exhaustion of all rights of appeal under any applicable collective bargaining agreement, the responsible authority shall prepare a report on the facts and results of the investigation. If the breach involves unauthorized access to or acquisition of data by an employee, contractor, or agent of the government entity, the report must at a minimum include:

- (1) a description of the type of data that were accessed or acquired;
- (2) the number of individuals whose data was improperly accessed or acquired;
- (3) if there has been final disposition of disciplinary action for purposes of section 13.43, the name of each employee determined to be responsible for the unauthorized access or acquisition, unless the employee was performing duties under chapter 5B; and
- (4) the final disposition of any disciplinary action taken against each employee in response.

Subd. 3. Delayed notice. The notification required by this section may be delayed if a law enforcement agency determines that the notification will impede an active criminal investigation. The notification required by this section must be made after the law enforcement agency determines that it will not compromise the investigation.

Subd. 4. Method of notice. Notice under this section may be provided by one of the following methods:

- (a) written notice by first class mail to each affected individual;
- (b) electronic notice to each affected individual, if the notice provided is consistent with the provisions regarding electronic records and signatures as set forth in United States Code, title 15, section 7001; or
- (c) substitute notice, if the government entity demonstrates that the cost of providing the written notice required by paragraph (a) would exceed \$250,000, or that the affected class of individuals to be notified exceeds 500,000, or the government entity does not have sufficient contact information. Substitute notice consists of all of the following:

Subd. 4a. **Nonpublic school students.** Data collected by a public school on a child or parent of a child, whose identity must be reported pursuant to section 120A.24, is private data which:

- (1) shall not be designated directory information pursuant to subdivision 5 unless prior written consent is given by the child's parent or guardian; and
- (2) may be disclosed only pursuant to subdivision 3, clause (a), (b), (c), or (f).

~~This provision does not apply to students who receive shared time educational services from a public agency or institution.~~

Subd. 5. **Directory information.** Information designated as directory information pursuant to the provisions of United States Code, title 20, section 1232g, and Code of Federal Regulations, title 34, section 99.37, which are in effect on January 3, 2012, is public data on individuals, to the extent required under federal law. When conducting the directory information designation and notice process required by federal law, an educational agency or institution shall give parents and students notice of the right to refuse to let the agency or institution designate any or all data about the student as directory information. This notice may be given by any means reasonably likely to inform the parents and students of the right.

Subd. 5a. **Military recruitment.** A secondary institution shall release to military recruiting officers the names, addresses, and home telephone numbers of students in grades 11 and 12 within 60 days after the date of the request, except as otherwise provided by this subdivision. A secondary institution shall give parents and students notice of the right to refuse release of this data to military recruiting officers. Notice may be given by any means reasonably likely to inform the parents and students of the right. Data released to military recruiting officers under this subdivision:

- (1) may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military; and
- (2) shall not be further disseminated to any other person except personnel of the recruiting services of the armed forces.

Subd. 6. **Remedial instruction.** (a) A school district that receives information under subdivision 3, paragraph (h), from a postsecondary institution about an identifiable student shall maintain the data as educational data and use that data to conduct studies to improve instruction. Public postsecondary systems as part of their participation in the Statewide Longitudinal Education Data System shall provide data on the extent and content of the remedial instruction received by individual students, and the results of assessment testing and the academic performance of, students who graduated from a Minnesota school district within two years before receiving the remedial instruction. The Office of Higher Education, in collaboration with the Department of Education, shall evaluate the data and annually report its findings to the education committees of the legislature.

(b) This section supersedes any inconsistent provision of law.

Subd. 7. **Uses of data.** School officials who receive data on juveniles, as authorized under section 260B.171, may use and share that data as provided in section 121A.75. A school district, its agents, and employees who use and share this data in good faith are immune from civil or criminal liability that might otherwise result from their actions.

Subd. 8. **Access by juvenile justice system.** (a) Upon request, the following education data shall be disclosed under subdivision 3, clause (i), to the juvenile justice system: a student's full name, home address, telephone number, date of birth; a student's school schedule, daily attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers.

(b) In addition, the existence of the following data about a student may be disclosed under subdivision 3, clause (i):

- (1) use of a controlled substance, alcohol, or tobacco;
- (2) assaultive or threatening conduct that could result in dismissal from school under section 121A.45, subdivision 2, clause (b) or (c);
- (3) possession or use of weapons or look-alike weapons;
- (4) theft; or
- (5) vandalism or other damage to property.

Any request for access to data under this paragraph must contain an explanation of why access to the data is necessary to serve the student.

(c) A principal or chief administrative officer of a school who receives a request to disclose information about a student to the juvenile justice system under paragraph (b) shall, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information before disclosing the information. If the student's parent or guardian notifies the principal or chief administrative officer within ten days of receiving the certified notice that the parent or guardian objects to the disclosure, the principal or chief administrative officer must not disclose the information. The principal or chief administrative officer must inform the requesting member of the juvenile justice system of the objection.

(d) A principal or chief administrative officer is not required to create data under this subdivision. Information provided in response to a data request under paragraph (b) shall indicate only whether the data described in paragraph (b) exist. The principal or chief administrative officer is not authorized under paragraph (b) to disclose the actual data or other information contained in the

13.321 PREKINDERGARTEN TO GRADE 12 EDUCATIONAL DATA CODED ELSEWHERE.

Subdivision 1. Scope. The sections referred to in subdivisions 2 to 10 are codified outside this chapter. Those sections classify prekindergarten to grade 12 educational data as other than public, place restrictions on access to government data, or involve data sharing.

Subd. 2. Curriculum and assessment; testing data. Data sharing involving the statewide testing and reporting system is governed by sections 120B.30, subdivision 3, and 120B.31, subdivision 4.

Subd. 2a. School accountability. Certain school accountability data are governed by sections 120B.35, subdivision 3, and 120B.36, subdivisions 1, paragraph (e), and 2.

Subd. 3. Disposition orders received by schools. Access to disposition orders received by schools is governed by section 121A.75.

Subd. 4. Student rights, responsibilities, and behavior. (a) Immunization data. Data sharing involving immunization records is governed by section 121A.15, subdivision 7.

(b) Developmental screening. Data collected in early childhood developmental screening programs are classified under section 121A.18.

(c) Exclusions and expulsions. Data sharing involving exclusions and expulsions is classified under section 121A.53.

Subd. 5. Teachers; license reporting. Data on certain teacher discharges and resignations reported under section 122A.20 are classified under that section.

Subd. 6. School district powers; energy efficiency projects. Data involving energy efficiency project contracts are governed by section 123B.65, subdivision 10.

Subd. 7. Education programs; performance tracking system. Data sharing related to the performance tracking system is governed by section 124D.52.

Subd. 8. Special education. (a) Third-party payment. Disclosure of student data to health plan companies is governed by section 125A.21, subdivision 7.

(b) Agency access. Agency access to data about a child with a disability is governed by section 125A.23.

(c) Interagency early intervention committees. Data sharing involving interagency early intervention committees is governed by sections 125A.027, subdivision 1, and 125A.30.

Subd. 8a. Military-connected youth identifier. Data collected on enrollment forms to allow students to self-identify as military-connected youth are governed by section 127A.852.

Subd. 9. High School League. Data involving the High School League are governed by section 128C.17.

Subd. 10. Teacher data from value-added assessment model. Data on individual teachers generated from a value-added assessment model are governed under section 120B.35.

Subd. 11. Student progress and world's best workforce data. Data practices governing the world's best workforce under section 120B.11 and student progress data under section 120B.35 are governed by section 120B.36, subdivision 2.

History: 1991 c 106 s 6; 1992 c 511 art 7 s 1; 1992 c 569 s 4; 1993 c 13 art 1 s 12; 1993 c 65 s 1; 1993 c 177 s 1; 1993 c 240 s 1; 1993 c 326 art 2 s 1; 1993 c 345 art 3 s 18; 1993 c 351 s 20-22; 1994 c 483 s 1; 1994 c 589 s 1; 1994 c 616 s 1; 1994 c 618 art 1 s 17; art 2 s 9-64; 1994 c 632 art 2 s 10; art 3 s 17; 1994 c 636 art 4 s 4; 1995 c 142 s 1; 1995 c 155 s 1,2; 1995 c 186 s 8; 1995 c 212 art 3 s 59; 1995 c 229 art 4 s 3; 1995 c 234 art 5 s 1; 1995 c 259 art 1 s 27; art 4 s 4; art 5 s 1-51; 1996 c 305 art 1 s 3-5; 1996 c 334 s 1; 1996 c 408 art 9 s 1; 1996 c 415 s 1; 1996 c 440 art 1 s 18; art 2 s 1-14; 1996 c 471 art 7 s 1; 1997 c 7 art 1 s 3; 1997 c 22 art 2 s 1,8; 1997 c 66 s 79; 1997 c 129 art 2 s 15; 1997 c 193 s 1; 1997 c 199 s 14; 1997 c 202 art 2 s 63; 1997 c 203 art 6 s 2; 1997 c 215 s 1; 1997 c 218 s 1; 1997 c 239 art 8 s 1; 1Sp1997 c 3 s 8-18; 1998 c 273 s 1; 1998 c 361 s 1; 1998 c 367 art 11 s 2; 1998 c 371 s 6,7; 1998 c 373 s 1; 1998 c 382 art 2 s 1; 1998 c 397 art 11 s 3; 1998 c 407 art 2 s 1; 1999 c 99 s 23; 1999 c 139 art 4 s 2; 1999 c 203 art 1 s 70; 1999 c 227 s 22; 1999 c 245 art 9 s 1,2; 2000 c 451 s 2; 2004 c 294 art 2 s 1; 2005 c 10 art 1 s 4; 2005 c 98 art 1 s 24; 1Sp2005 c 5 art 2 s 2; 2010 c 382 s 3; 2015 c 21 art 2 s 1,2; 2016 c 158 art 1 s 7; 2017 c 40 art 2 s 1

13.3215 UNIVERSITY OF MINNESOTA DATA.

Subdivision 1. Definitions. (a) For purposes of this section, the terms in this subdivision have the meanings given them.

(b) "Business data" is data described in section 13.591, subdivision 1, and includes the funded amount of the University of Minnesota's commitment to the investment to date, if any; the market value of the investment by the University of Minnesota; and the age of the investment in years.

Subd. 10. **Real estate appraisers.** Data relating to disciplinary actions involving real estate appraisers are classified under section 82B.20, subdivision 4.

History: 1991 c 106 s 6; 1992 c 511 art 7 s 1; 1992 c 569 s 4; 1993 c 13 art 1 s 12; 1993 c 65 s 1; 1993 c 177 s 1; 1993 c 240 s 1; 1993 c 326 art 2 s 1; 1993 c 345 art 3 s 18; 1993 c 351 s 20-22; 1994 c 483 s 1; 1994 c 589 s 1; 1994 c 616 s 1; 1994 c 618 art 1 s 17; art 2 s 9-64; 1994 c 632 art 2 s 10; art 3 s 17; 1994 c 636 art 4 s 4; 1995 c 142 s 1; 1995 c 155 s 1,2; 1995 c 186 s 8; 1995 c 212 art 3 s 59; 1995 c 229 art 4 s 3; 1995 c 234 art 5 s 1; 1995 c 259 art 1 s 27; art 4 s 4; art 5 s 1-51; 1996 c 305 art 1 s 3-5; 1996 c 334 s 1; 1996 c 408 art 9 s 1; 1996 c 415 s 1; 1996 c 440 art 1 s 18; art 2 s 1-14; 1996 c 471 art 7 s 1; 1997 c 7 art 1 s 3; 1997 c 22 art 2 s 1,8; 1997 c 66 s 79; 1997 c 129 art 2 s 15; 1997 c 193 s 1; 1997 c 199 s 14; 1997 c 202 art 2 s 63; 1997 c 203 art 6 s 2; 1997 c 215 s 1; 1997 c 218 s 1; 1997 c 239 art 8 s 1; 1Sp1997 c 3 s 8-18; 1998 c 273 s 1; 1998 c 361 s 1; 1998 c 367 art 11 s 2; 1998 c 371 s 6,7; 1998 c 373 s 1; 1998 c 382 art 2 s 1; 1998 c 397 art 11 s 3; 1998 c 407 art 2 s 1; 1999 c 99 s 23; 1999 c 139 art 4 s 2; 1999 c 205 art 1 s 70; 1999 c 227 s 22; 1999 c 245 art 9 s 1,2; 2000 c 460 s 1; 2005 c 147 art 1 s 2; 2008 c 195 s 1; 2010 c 382 s 4; 2011 c 76 art 2 s 4; 2017 c 37 s 1.

13.42 [Renumbered 13.384]

PERSONNEL; SALARY BENEFIT DATA

13.43 PERSONNEL DATA.

Subdivision 1. Definition. As used in this section, "personnel data" means government data on individuals maintained because the individual is or was an employee of or an applicant for employment by, performs services on a voluntary basis for, or acts as an independent contractor with a government entity.

Subd. 2. Public data. (a) Except for employees described in subdivision 5 and subject to the limitations described in subdivision 5a, the following personnel data on current and former employees, volunteers, and independent contractors of a government entity is public:

- (1) name; employee identification number, which must not be the employee's Social Security number; actual gross salary; salary range; terms and conditions of employment relationship; contract fees; actual gross pension; the value and nature of employer paid fringe benefits; and the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary;
- (2) job title and bargaining unit; job description; education and training background; and previous work experience;
- (3) date of first and last employment;
- (4) the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action;
- (5) the final disposition of any disciplinary action together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the public body;
- (6) the complete terms of any agreement settling any dispute arising out of an employment relationship, including a buyout agreement as defined in section 123B.143, subdivision 2, paragraph (a); except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money;
- (7) work location; a work telephone number; badge number; work-related continuing education; and honors and awards received; and
- (8) payroll time sheets or other comparable data that are only used to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.

(b) For purposes of this subdivision, a final disposition occurs when the government entity makes its final decision about the disciplinary action, regardless of the possibility of any later proceedings or court proceedings. Final disposition includes a resignation by an individual when the resignation occurs after the final decision of the government entity, or arbitrator. In the case of arbitration proceedings arising under collective bargaining agreements, a final disposition occurs at the conclusion of the arbitration proceedings, or upon the failure of the employee to elect arbitration within the time provided by the collective bargaining agreement. A disciplinary action does not become public data if an arbitrator sustains a grievance and reverses all aspects of any disciplinary action.

(c) The government entity may display a photograph of a current or former employee to a prospective witness as part of the government entity's investigation of any complaint or charge against the employee.

(d) A complainant has access to a statement provided by the complainant to a government entity in connection with a complaint or charge against an employee.

(e) Notwithstanding paragraph (a), clause (5), and subject to paragraph (f), upon completion of an investigation of a complaint or charge against a public official, or if a public official resigns or is terminated from employment while the complaint or charge is pending, all data relating to the complaint or charge are public, unless access to the data would jeopardize an active investigation or reveal confidential sources. For purposes of this paragraph, "public official" means:



ST. CROIX PREPARATORY ACADEMY 2021-2022 COVID-19 UPDATE

The purpose of this is to update the Board on aspects of the 2021-2022 Covid-19 impact on school operations.

Cases, Quarantine, Close Contacts, and Dashboard. We have had very few reported cases, close contacts and quarantine situations. The Dashboard is updated on Friday or Monday, once summary data has been tallied.

Notification Process. We send notice of exposure to appropriate families/staff, update the dashboard on Friday or Monday, once summary data has been tallied. Note: We do not notify the entire school community of positive cases.

Grant Application for On-site Covid-19 Testing. We are finalizing our grant for Covid-19 testing. This will be done by October 15; we anticipate receiving approximately \$60,000 with this grant.

Covid-19 Testing for Students. We have received Covid-19 tests for each of our students. We are determining the best means of distribution. In addition, we have the capability to test symptomatic students on-site. This would assist in positive/negative case identification and, in a negative test, would reduce siblings from being sent home. We will need an authorization form for administering these to students; and are finalizing the authorization form with our legal counsel. In addition, we are determining the best process for this (e.g. verbal approval over the phone with written form signed upon student pick-up).

Communication from MDH/MDE. We continue with our weekly updates from MDH and our monthly updates from MDE.

Mask Policy Updated. The mask policy has been updated. Per legal counsel, the Board decision related to the K-8 mask mandate implies the policy change, so appropriate verbiage has been made. No board approval is required. Note: All of our positions on exemption related matters have been vetted with legal counsel.

Status of Vaccines for those under the age of 12. We are monitoring this situation with MDH and MDE.

Covid-19 Response Team Status. The Covid-19 Response Team is no longer meeting, but the Covid-19 situation is monitored daily by our Covid-19 Coordinators and appropriate administrative personnel. Regarding the Covid-19 Response Team:

- Last year the Covid-19 Response Team was established in the fall (administrative team) for purposes of monitoring the daily impact of Covid-19 on our school operations.
- Last year (in November), the Board approved a Return to School Committee for purposes of identifying ways to expedite the return to in-person learning.
- Last year (in January), the Covid-19 Response Team included the Return to School Committee so as to include Board members, increase communication internally and with the interaction with the MDH/MDE Response Teams put in place for school interaction.

124E.16 REPORTS.

Subdivision 1. **Audit report.** (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. Audits must be conducted in compliance with generally accepted governmental auditing standards, the federal Single Audit Act, if applicable, and section 6.65 governing auditing procedures. A charter school is subject to and must comply with sections 15.054; 118A.01; 118A.02; 118A.03; 118A.04; 118A.05; 118A.06 governing government property and financial investments; and sections 471.38; 471.391; 471.392; and 471.425 governing municipal contracting. The audit must comply with the requirements of sections 123B.75 to 123B.83 governing school district finance, except when the commissioner and authorizer approve a deviation made necessary because of school program finances. The commissioner, state auditor, legislative auditor, or authorizer may conduct financial, program, or compliance audits. A charter school in statutory operating debt under sections 123B.81 to 123B.83 must submit a plan under section 123B.81, subdivision 4.

(b) The charter school must submit an audit report to the commissioner and its authorizer annually by December 31.

(c) The charter school, with the assistance of the auditor conducting the audit, must include with the report, as supplemental information: (1) a copy of management agreements with a charter management organization or an educational management organization and (2) service agreements or contracts over the lesser of \$100,000 or ten percent of the school's most recent annual audited expenditures. The agreements must detail the terms of the agreement, including the services provided and the annual costs for those services. If the entity that provides the professional services to the charter school is exempt from taxation under section 501 of the Internal Revenue Code of 1986, that entity must file with the commissioner by February 15 a copy of the annual return required under section 6033 of the Internal Revenue Code of 1986.

(d) A charter school independent audit report shall include audited financial data of an affiliated building corporation under section 124E.13, subdivision 3, or other component unit.

(e) If the audit report finds that a material weakness exists in the financial reporting systems of a charter school, the charter school must submit a written report to the commissioner explaining how the charter school will resolve that material weakness. An auditor, as a condition of providing financial services to a charter school, must agree to make available information about a charter school's financial audit to the commissioner and authorizer upon request.

Subd. 2. **Annual public reports.** (a) A charter school must publish an annual report approved by the board of directors. The annual report must at least include information on school enrollment, student attrition, governance and management, staffing, finances, academic performance, innovative practices and implementation, and future plans. A charter school may combine this report with the reporting required under section 120B.11 governing the world's best workforce. A charter school must post the annual report on the school's official website. A charter school also must distribute the annual report by publication, mail, or electronic means to its authorizer, school employees, and parents and legal guardians of students enrolled in the charter school. The reports are public data under chapter 13.

(b) An authorizer must submit an annual public report in a manner specified by the commissioner by January 15 for the previous school year ending June 30 that shall at least include key indicators of school academic, operational, and financial performance. The report is part of the system to evaluate authorizer performance under section 124E.05, subdivision 5.

History: 1991 c 265 art 9 s 3; 1993 c 224 art 14 s 16; 1994 c 465 art 2 s 1; 1Sp1995 c 3 art 9 s 2; art 16 s 13; 1998 c 397 art 2 s 6,12,164; art 11 s 3; 1998 c 398 art 5 s 55; 2000 c 489 art 6 s 19; 1Sp2001 c 6



st. croix preparatory academy

Annual Report

2020-2021

Introduction

The purpose of this report is to summarize the progress and achievements of St. Croix Preparatory Academy (The School) in its 17th 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 17th 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	13 th
KNOWLEDGE				UNDERSTANDING				COMMUNICATION			
Knowledge – Comprehension				Application – Analysis				Synthesis – Evaluation			

2. Covid-19 Operations in 2020-2021

The Covid19 pandemic created significant challenges in the 2020-2021 school year. We were not unique as every school in the country had to address issues related to Governor Executive Orders, face covering guidance, learning model definition/changes, physical distancing, revised cleaning procedures, synchronous/asynchronous learning, quarantine guidelines, work accommodations, and attempts to maintain a cohesive learning community (e.g. students, parents, faculty, administration, and board) in the midst of continuous change and uncertainty. With this said, the following is a summary of relevant Covid-19 impact on our learning environment.

Learning Model Transitions during 2020-2021

During the 2020-2021 school year, we experienced numerous learning model transitions. These are summarized below:

Grades	School Start	November 23	January 25	February 8	February 22	March 17
K-2	Hybrid	Distance	In-Person	In-Person	In-Person	In-Person
3-4	Hybrid	Distance	Distance	In-Person	In-Person	In-Person
5-8	Hybrid	Distance	Distance	Distance	Hybrid	In-Person
9-12	Hybrid	Distance	Distance	Distance	Hybrid	In-Person

Comments about Learning Model Transitions during 2020-2021

- **School Start.** We began the school year in a hybrid learning model. The student population was organized into two cohorts, with each cohort attending in school classes for two days a week (Blue Cohort, Monday-Tuesday; Gold Cohort, Wednesday-Thursday), two days a week in distance learning (Gold Cohort, Monday-Tuesday; Blue Cohort, Wednesday-Thursday), with Fridays as distance learning for all students.
- **November 23.** Due to a significant spike in Covid-19 case rates, the entire school moved to a distance learning model.
- **January 25.** Students in grades K-2 transitioned to a five (5) day in-person learning model.
- **February 8.** Students in grades 3-4 transitioned to a five (5) day in-person learning model.
- **February 22.** Students in grades 5-12 returned to the hybrid model implemented at the beginning of the school year.
- **March 17.** Students in grades 5-12 transitioned to a four (4) day in-person learning model with Friday being a distance learning model for all 5-12 students.
- **Special Education Students and Students of Essential Workers.** Students of qualifying essential care workers received in-person instruction five (5) days a week for the entire year; some students receiving additional services (IEP and 504 plans) were in-person (4 to 5 days) for the entire school year.
- **Distance Learning Percentage.** Students/families had the ability to choose a distance learning model as their preferred learning model. At the start of the school year through January 25 the percentage of students opting for distance learning was approximately 20%. During the transition back to in-person learning, the percentage opting for distance learning only reduced to just over 10%.

Synchronous Learning. The School invested in technology to allow students to view and participate in “live” classes during the days when they were distance learning.

Activities. All activities were conducted throughout the year. This included all Minnesota State High School League (MSHSL) activities and non-MSHSL clubs and activities.

On-Site Covid-19 Testing and Vaccinations. St. Croix Prep hosted on-site employee Covid-19 testing on a bi-weekly basis. In addition, the employees had the opportunity to receive vaccinations as prioritized for essential workers. Approximately 80% of our staff was fully vaccinated by the end of March 2021.

3. **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	08/18/2023	651-395-5900	ndonnay@stcroixprep.org
Kristen Denzer		Parent	08/21/2018	08/20/2024	651-353-2085	denz0018@umn.edu
Jake Gottschalk		Teacher	08/20/2024	08/17/2021	651-395-5900	jgottschalk@stcroixprep.org
Bob Hajlo	Vice Chair	Parent	09/20/2016	08/23/2022 48	952-500-0751	Robert.hajlo@gmail.com
Deb Keyes		Teacher	03/20/2012	08/23/2022	651-395-	dkeyes@stcroixprep.org

					5900	
Drew Melendres		Parent	09/15/2020	08/18/2023	651-303-5776	drew.melendres@gmail.com
Shane Mueller	Chair	Community	08/18/2015	08/23/2022	612-309-6237	shane.mueller@comcast.net
Christoph Brown		Teacher	11/20/2019	08/18/2023	651-395-5900	christophbrown@stcroixprep.org

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, 2021 one teacher (Jake Gottschalk) and one parent board member (Kristen Denzer) have been reelected to the board. New parent board member, Jake Langfield, has been elected and will be seated upon the completion of his St. Croix Prep board required training. All of the re-elected board members have completed their board training (Board Training Policy adopted by the St. Croix Prep Board) they will continue in their service. 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	Board Training
Shane Mueller	Legal Training – MN Stat 120A.41 Hours of Instruction;
Bob Hajlo	
Kristen Denzer	MN Stat 120A.414 e-Learning days
Drew Melendres	
Jake Gottschalk	
Deb Keyes	Public Data, FERPA, MSHSL exemption, Responsible Party, public officials vs. coaches, right to inspection, fee assessment, FRL
Christoph Brown	privacy
Nicole Donnay	
	Board Election – School bylaws, Minn Stat 124E.07;
	Governor's Executive Orders, Continued Covid-19 Guidance from Minnesota Department of Health (MDH) and Minnesota Department of Education (MDE) on Safe Learning Plans, Covid-19 Quarantine Protocols
	MN Stat 13D – Open Meeting Law, Special Meetings, Emergency Meetings and Public Notification Requirements
	MN Stat 13D.021 – Pandemic Board Meeting Requirements

4. School Management and Administration.

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

5. Teaching Faculty Information

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

6. 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 1,207 students in grades K-12 (waiting list of over 700)
- In 2020, enrolled 1,208 students in grades K-12 (waiting list 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, 13% of the students are Special Education students; approximately 77% of the students are Caucasian, the remaining 23% 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%
2020-21	90	90	90	90	90	92	92	92	91	105	98	96	92	1,208	3%

Full enrollment at St. Croix Prep is approximately 1,200 students. Anticipated 2021-2022 enrollment is 1,200 students.

7. 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 administered but opt-out percentages increased significantly due to families' choices related to distance learning and associated decisions related to safety during the Covid-19 pandemic. The historical scores (with comparison to the MN state average) for The School are noted below:

	MN Average	St. Croix Prep
MATH		
2020-2021	44.2%	73.5%
2019-2020	n/a - Covid	n/a - Covid
2018-2019	50 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		
2020-2021	52.5%	86.6%
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		
2020-2021	43.1%	75.7%
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 scores do not reflect the entire student body, the scores posted by St. Croix Prep's students are among the highest in the state of Minnesota.

St. Croix Preparatory Academy's high academic performance has been repeatedly acknowledged by the Minnesota Department of Education, **SchoolDigger (ranked the #1 district in MN for the past five 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 (26.6 in 2020), percentage of students taking Advanced Placement classes, graduation rates (97.7% in 2020), etc.**

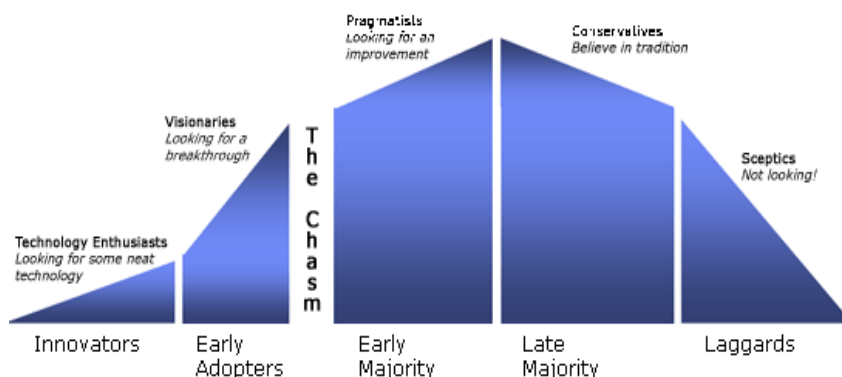
Apart from the core academic classes, St. Croix Preparatory Academy offers Art, Music, and Physical Education, for all students beginning in Kindergarten. The school also offers Latin and Music Performance electives (Band, Orchestra, Choir, Jazz Band) for students in grades 5-12. Covid-19 has interrupted some of our additional educational programming, but we intend to resume these at the start of the 2021-2022 school year. Aside from field trips and service projects, St. Croix Prep also 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.

8. 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.

9. Program Challenges

The operations at St. Croix Prep were significantly impacted by the Covid-19 pandemic; and those challenges were noted in Section 2. As it relates to Section 8 (Organizational Operations within the Adoption Curve), the overall disruption to the School may be summarized as follows:

Prior to last year, St. Croix Prep's leadership, operations and school community represented 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) were removed from a stable environment and placed in an unpredictable and ever-changing situation ("pre-chasm"). This was extremely disruptive situation for schools and families.

The challenges of the 2021-2022 school year will be to implement tactics to return the school community to a more normal and stable environment reflected in the years prior to Covid-19. In practice this means:

- Identifying the challenges and steps of transitioning students back into a more normal school year.
- Reestablishing teams (e.g. Lower School, Middle School, Upper School, Student Services, Activities, Administration, and Board) after they have experienced the previous year's educational challenges. This will be done via communication, team building, and activities/events.

- Rebuilding parent-faculty relationships and school community that have been disrupted by the challenges of the Covid-19 school year. This will be done via communication and community building events and activities.
- Identifying aspects of technology utilization that will be continued in the upcoming year to increase the efficiency of the organization and increase parent satisfaction.

10. 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 15 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, 2021, the School had an unassigned general fund balance of 32%. 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 108 months. A copy of the School’s 2019-2020 Audit Report is on file with the State of Minnesota. The field work related to the 2020-2021 audit will occur in August-September 2021.

11. 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.

12. 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

000,000

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
-------------	--------	--------------------------------	-----	-----



Board Election Update – October 2021

Teacher Seats

1. Angela Galati met with the Executive Committee; and is being recommended for seating at the October 19 meeting.
2. Deanna Thompson has submitted her board nomination form and Voter's Guide Questionnaire. Upon Board approval, the next step will be to schedule a time to meet with the Executive Committee to proceed with board training prior to being seated.

Open Parent Seat – Jason Langfield resigned on Monday, October 4.

Next Steps: 3 Options

1. Bylaws - Section 7. Filling Vacancies.
Vacancies on the Board of Directors may be filled by appointment of a new director by the affirmative vote of a majority of the remaining directors, even if less than a quorum. The remaining directors shall give consideration to appointing a new director based on the most recent board election, subject to the membership category being filled. A director filling a vacancy shall hold office until the term of his predecessor expires.

The board can give consideration for the two other parent candidates in the most recent election. The Executive Committee can meet with the parent candidates if they are interested in serving on the board.

Barb Siefken – 158 votes
David Truchot – 138 votes

2. Kim Pleticha – a previous board member with prior experience, missed the last nomination deadline but is still interested in stepping into the vacated seat. Kim would need to meet with the Executive Committee; she is already trained and could be seated in Nov 2021.
3. Solicit parent nominations for the next 30 days, similar to the process we followed with the teacher board seats. Once the 30 days have expired, all candidates would meet with the Executive Committee and follow the same process along with completion of board training before being sat.



Board Candidate Form for Voter's Guide

Please submit your answers to the following questions:

1. Why are you interested in serving on the Board of Directors?

I am interested in being on the Board of Directors because I view this as an opportunity to serve the school and our community. My overarching goal as a board member would be to continue to move our school forward and do what's best for our school community while staying true to our mission.

2. What areas of expertise would you bring to St. Croix Preparatory Academy?

As both a teacher and a parent, I bring expertise in education and an understanding of how our decisions impact students. I have been at St. Croix Prep for nine years, so I have a deep understanding of our mission as a school.

3. What aspects of St. Croix Prep do you believe are the most important to maintain?

It's important to me that we continue to stay true to our mission of building students' academic potential, personal character, and leadership qualities. These ideas should guide how we move forward as a school.

4. What issues do you believe need to be addressed by the Board of Directors in the next few years?

Succession planning and staff compensation are both issues that need to be addressed. I want to learn more about the goals of the current Board of Directors so I have a better understanding of issues the board is working on addressing.



st.croixprep

Your responses to the above questions and an electronic photo (jpg or png format) is due back to Susan Peterson at susanpeterson@stcroixprep.org no later than Thursday, April 22 at 5pm.