



St. Croix Preparatory Academy
Board Meeting Agenda
November 16, 2021

1. Call to Order
2. Open Forum
3. Board Calendar
4. Consent Agenda (Board Minutes, Executive Director Report) 2
 - A. Board Minutes 3
 - B. Executive Director Report 5
5. Agenda
 - A. World's Best Workforce -- Approval 38
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 - D. Board Vacancies -- Executive Committee Meetings & Board Discussion
6. Adjourn Meeting



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**ST. CROIX PREPARATORY ACADEMY
CONSENT AGENDA
November 16, 2021**

Approve depository:

First Resource Bank

811 Washington Ave S

Suite 104

Minneapolis MN 55415



Members Present: N. Donnay, R. Hajlo, D. Keyes, S. Mueller, K. Denzer, A. Galati

Members Absent: A. Melendres

Board Advisor Present: K. Gutierrez, J. Gutierrez

Call to Order

R. Hajlo called the board meeting to order at 6:03 pm.

Open Forum

There were five speakers (Alyse Moelter, Alison Sachs, Matt Logan, Jake Lee, and Jessica Johnson) at the Open Forum.

Consent Agenda

The consent agenda includes the previous board minutes from September 21 board meetings, the Executive Director's report and the Governance Committee report.

Motion to approve the Consent Agenda: S. Mueller

Second: D. Keyes

Approved: All

Board Appointment – Faculty Position

Angela Galati met with the Executive Committee; based on the meeting, a recommendation to proceed with seating her as a voting board member.

Motion to seat A. Galati as a voting board member: S. Mueller

Second: D. Keyes

Approved: All

Board Training - J. Gutierrez

Per state statute, board training must be conducted during the school year. Training was conducted on:

- Minn Stat 124E.05 Authorizers, specifically related to Friends of Education, terms of charter agreements (e.g. one year, three years, five years), monthly compliance submissions, statement of income and expenditures, network schools, and overall partnership.
- Annual Charter School Assurances, specifically the history and circumstances of the TIZA school, issues related to separation of church and state. Training related to Minn Stat 124E.13 (facilities), 124E.06 (non-sectarian) and related policies (e.g. dress code, equal access, religion, and data practices.
- Data Practices. Training on public data and Section 13D.
- Charter School Annual Report as noted in Minn Stat 124E.16

Covid-19 Update – J. Gutierrez

Discussion of Covid-19, dashboard update, notification process (e.g. no community notification, classroom/grade exposure notification, and close contact notification). There are fewer positive cases and significantly diminished quarantine situations. Continued communication from MDH and MDE, as well as monitoring the availability of the vaccine for those under the age of 12.



2020-2021 Annual Report Approval – J. Gutierrez

J. Gutierrez highlighted the required elements in an annual report, then discussed the specific inclusions related to the 2020-2021 school year. These included a summary of the learning model transitions (e.g. date, time, grades, synchronous/distance learning, etc.), board training conducted throughout the year, updated enrollment/attrition figures, 2020-2021 MCA results and related assessment scores, and goals for the 2021-2022 school year.

Motion to approve the 2020-2021 Annual Report: K. Denzer

Second: N. Donnay

Approved: All

Board Vacancies, Next Steps for Faculty/Parent Vacancies – N. Donnay

N. Donnay presented the options related to the open board positions, a faculty position and a parent position.

Faculty Position -- Options to proceed:

- Deanna Thompson, Middle School faculty member, submitted her nomination form and responses to questions posed in the Voters' Guide.
- Recommendation is for the Executive Committee to meet with her prior to the November meeting.
- The Executive Committee will present their recommendation as to whether to proceed with the process of board training prior to seating as a voting member.

Parent Position -- Options to proceed:

- Discussion of the bylaws Article IV Section 7 on Filling Vacancies, specifically on consideration given to the most recent election results (Barb Siefken 158 votes, David Truchot 138 votes).
- Discussion on consideration to Kim Pleticha, previous board member who served a three year term and has completed training to be immediately seated.
- Discussion on soliciting additional parent nominations.
- There was discussion

Board agreed to have the Executive Committee meet with all three of the parents (B. Siefken, D. Truchot, K. Pleticha) with the Executive Committee presenting a recommendation at the November meeting.

Adjourn Meeting

Motion to adjourn at 6:59 pm: A. Galati

Second: N. Donnay

Approved: All

Submitted by J. Gutierrez, St. Croix Preparatory Academy



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Executive Director's Report to the Board

Date of Report: November 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.
- Bus Transportation. We seemed to have managed the transition to revised routes with more predictable bus arrival/departure times
- Hosted the 5th Annual Minnesota Classical Conference. Gratitude to Nicole Donnay who led the organization of agenda, speakers, and technology implementation. St. Croix Prep on October 20-21.
- Attendance at National Blue Ribbon Awards Ceremony – Washington D.C. with Wanda Renner, Amy Kleinboehl.

Professional Development: *See Attachment*



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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	6
	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	
	Presentation Classical Conference	Presented at the MN Classical Conference – Civil Discourse with Classical Texts	



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Civil Discourse with Classical Texts

Jon Gutierrez, St. Croix Preparatory Academy

A large, faint watermark of the University of Colorado seal is centered in the background. The seal is circular with a serrated outer edge. Inside the circle, the word "EXEMPLA" is at the top and "SCIENTIA" is at the bottom, separated by dots. The center features a stylized mountain peak and a circular emblem. At the bottom of the seal, it says "EST 2004".

The Lost Tools of Learning

Dorothy Sayers, 1947

“The whole of the Trivium was, in fact, intended to teach the pupil the proper use of the tools of learning, before he began to apply them to “subjects” at all.”

. . . We will attempt to sketch out a syllabus, a modern Trivium, “with modifications”; and we will see where we get to.



Classical Education

Trivium

12

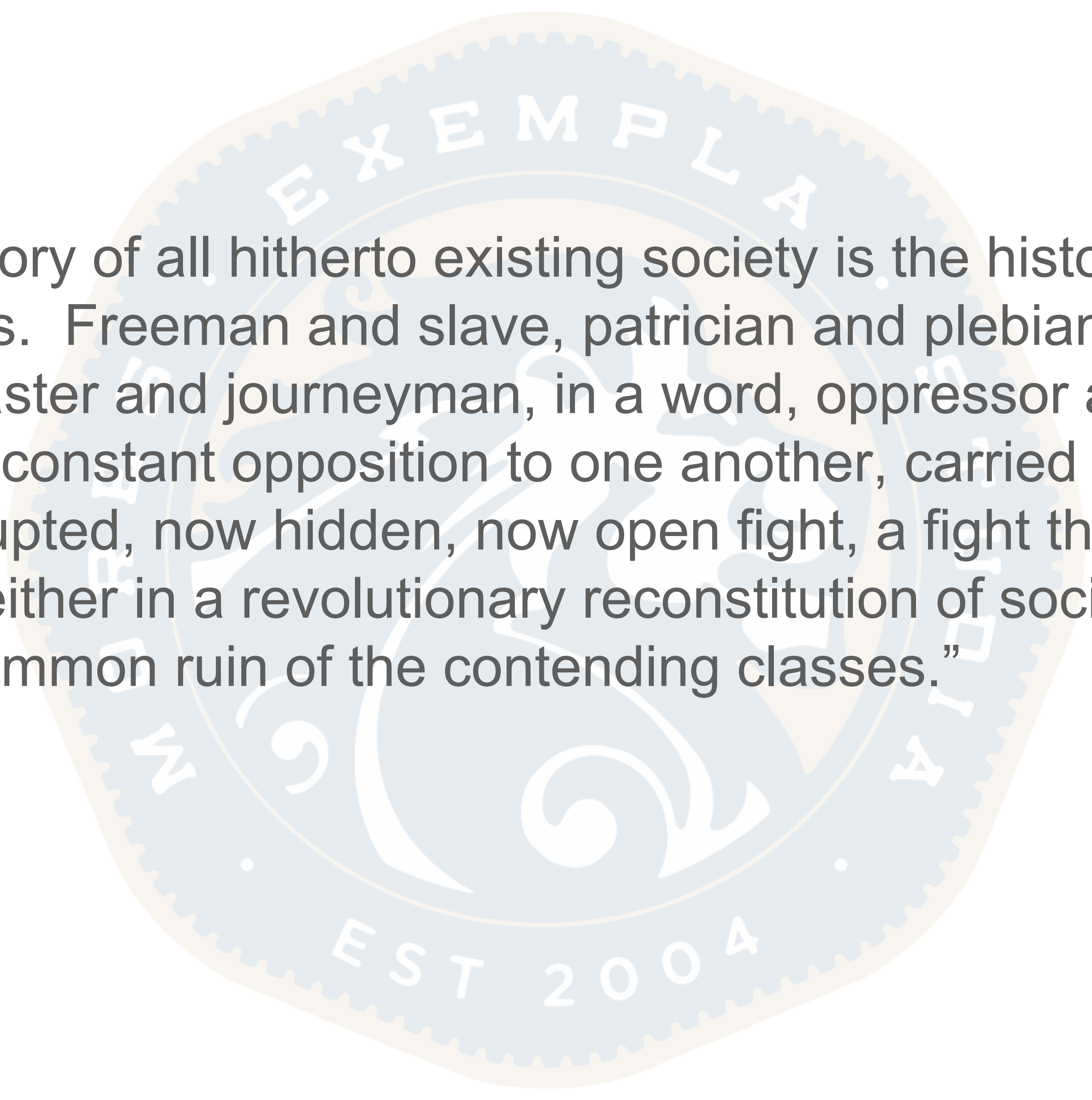
Grammar	Logic	Rhetoric
K/1 st 2 nd 3 rd 4 th	5 th 6 th 7 th 8 th	9 th 10 th 11 th 12 th
KNOWLEDGE	UNDERSTANDING	COMMUNICATING
Knowledge - Comprehension	Application - Analysis	Synthesis - Evaluation

Domain Expertise
Why Knowledge Matters
Apology, by Plato
Content of Curriculum



The Communist Manifesto

Karl Marx and Friedrich Engels, 1848



“The history of all hitherto existing society is the history of class struggles. Freeman and slave, patrician and plebian, lord and serf, guild-master and journeyman, in a word, oppressor and oppressed, stood in constant opposition to one another, carried on an uninterrupted, now hidden, now open fight, a fight that each time ended, either in a revolutionary reconstitution of society at large, or in the common ruin of the contending classes.”



Current Issues

Marxism – underlying philosophical thought, downstream impact, language of oppressor/oppressed, bourgeoisie/proletariat, revolutionary reconstitution of society, etc. Note: Frankfurt School – critical theory

Downstream Effect of Class Categorization – race, gender, religion, social status, education, income/wealth, status, politics, institutions, etc.

Downstream effect of language is often adversarial and may incite anger, and efforts to change society in revolutionary ways





“”Who controls the past’, ran the Party slogan, ‘controls the future; who controls the present controls the past.’”

“All beliefs, habits, tastes, emotions, mental attitudes that characterize our time are meant to sustain the mystique of the Party and prevent the true nature of the present-day society from being perceived.”



Current Issues

Who is the Party? – politics, religion, social movements, etc.

Oceania and rewriting history? Do we see examples of this today?

Big Brother? Today, is it government (e.g. surveillance), each individual with a cell phone and camera, etc.

Telescreens which follow Winston and track his movements – is this our own use of technology which tracks our movements, location, technology activity and reinforces control through algorithms, filter bubbles, etc.

Thought Police – how and where do we see this today?

$2 + 2 = 5$

Leviathan, Thomas Hobbes, 1651

Two Treatises of Government, John Locke, 1689

The Social Contract, Jean-Jacques Rousseau, 1762

“Man is born free; and everywhere he is in chains.” Rousseau

“Man is free at the moment he wishes to be.” Voltaire



The Social Contract

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Hobbes	Locke	Rousseau
People are born nasty, brutish, and evil	People are born with a blank slate and influenced	People are born good but corrupted by social structures
Absolute authority – Monarch or Dictator	Limited/Representative Government	Direct Democracy – the general will of the community decides
People will relinquish their freedom to a single ruler for safety, protection, and order	People will relinquish limited freedom in order to have life, liberty and property. When government does not do what it should it can be overthrown through election/revolution	The general will of the people decides; this will lead to more frequent rebellion/revolution

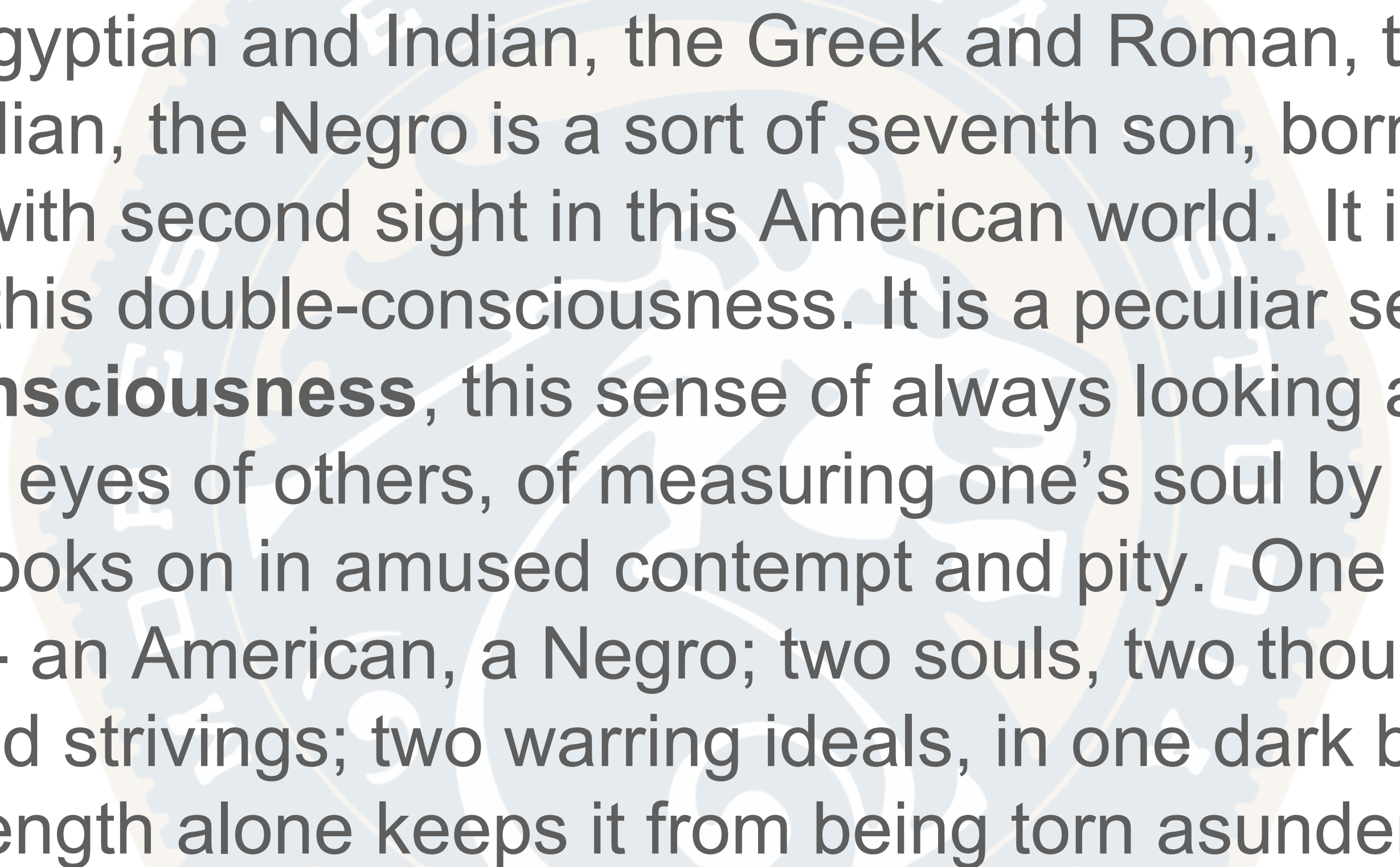
Society Discussion: Speed limits, Seat belts, Club membership rules, societal behavior norms, dress codes, masks, vaccinations, etc.

Religious Discussion: Calvin (TULIP), Sovereignty, Romans 13 and subjection to governing authorities (obedience vs. submission), Socrates in the Crito

The background of the slide features a large, faint, light blue seal of the University of South Florida. The seal is circular with a serrated outer edge. Inside the seal, the words "UNIVERSITY OF SOUTH FLORIDA" are written in a circular path. At the top, the word "EXEMPLA" is visible. In the center, there is a stylized sunburst or flame-like design. At the bottom, the text "EST 2004" is visible.

The Souls of Black Folk

W.E.B DuBois, 1903



“After the Egyptian and Indian, the Greek and Roman, the Teuton and Mongolian, the Negro is a sort of seventh son, born with a **veil**, and gifted with second sight in this American world. It is a peculiar sensation, this double-consciousness. It is a peculiar sensation, this **double-consciousness**, this sense of always looking at one’s self through the eyes of others, of measuring one’s soul by the tape of a world that looks on in amused contempt and pity. One ever feels his two-ness, -- an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals, in one dark body, whose dogged strength alone keeps it from being torn asunder.



Current Issues

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History – 13th, 14th, 15th Amendments, Emancipation, Reconstruction Era, Booker T. Washington and the Atlanta Compromise, Freedmen's Bureau

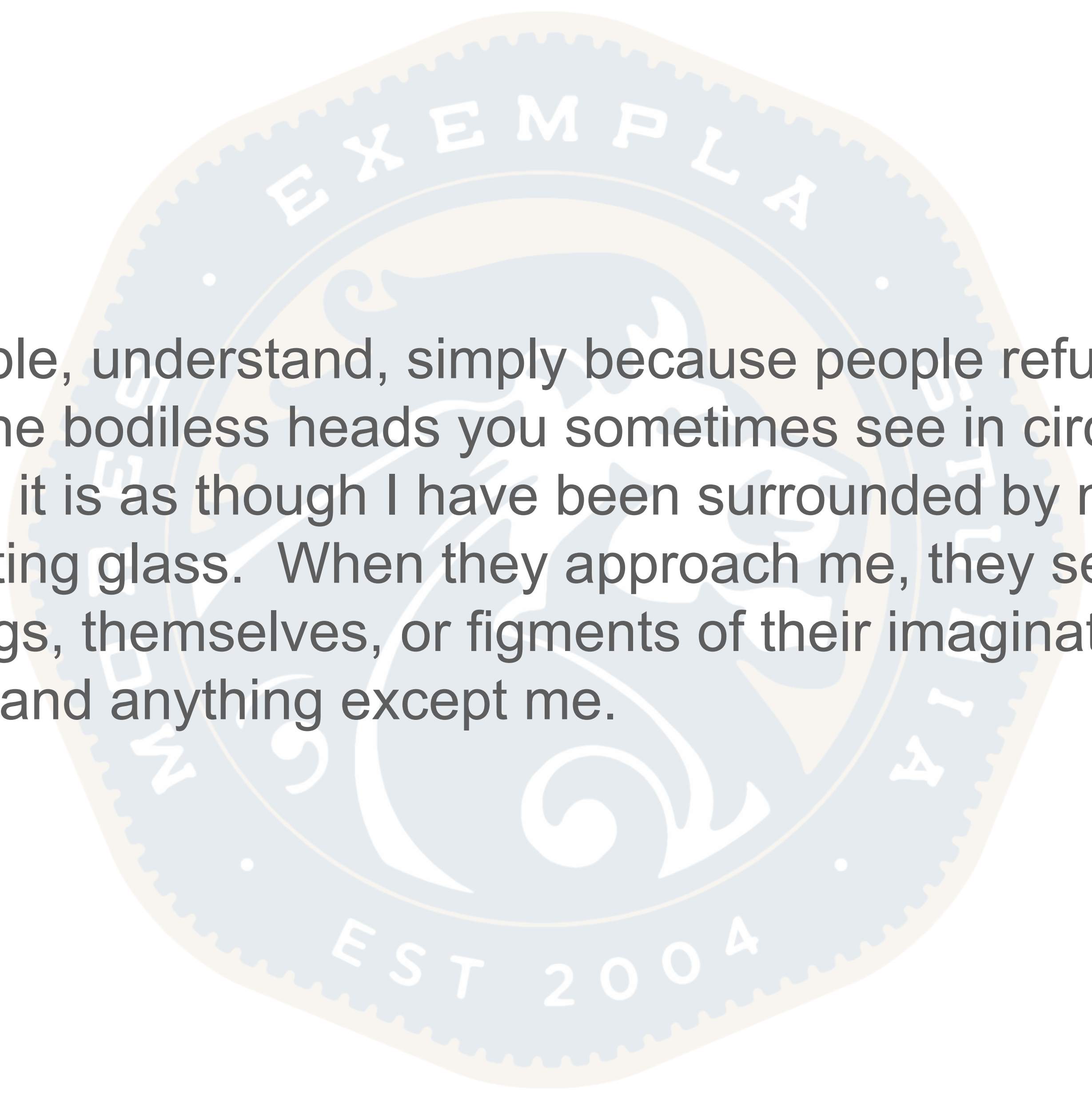
Education – industrial education, Atlanta University, HBCU, trivium/quadrivium vs. progressive education, “bigotry of low expectations”, achievement gap,

Law enforcement, land lords and housing, separatism vs. assimilation, difficulty of escaping cultural pressures/expectations, voter suppression/voting necessity

A large, faint watermark of the University of North Carolina seal is centered in the background. The seal is circular with a gear-like outer edge. Inside the gear, the words "EXEMPLA" and "STUDIA" are at the top and bottom respectively, separated by dots. The center of the seal features a stylized figure of a person, possibly a scholar or a Native American, holding a staff or a similar object. The text "UNIVERSITY OF NORTH CAROLINA" is written around the inner circle, and "EST 2004" is at the bottom.

Invisible Man

Ralph Ellison, 1952



“I am invisible, understand, simply because people refuse to see me. Like the bodiless heads you sometimes see in circus sideshows, it is as though I have been surrounded by mirrors of hard distorting glass. When they approach me, they see only my surroundings, themselves, or figments of their imagination, indeed, everything and anything except me.



Current Issues

Racism, ideologies, and stereotypes are an obstacle to individual identity and progress – these make us invisible to others blind to ourselves

Black nationalism, separatism, police shootings, race riots with burning buildings/looting, racial profiteers, organizations more concerned with wealth/power than communities, virtue signaling, intraracism, national monuments as whitewashing. Note: Black exceptionalism, archetype, other racial groups, intersectionality

Historical precursor to civil rights movement, its leaders/doctrine and the movements and issues/concepts of today.

Battle royal scene of Chapter 1, the American dream, Booker T. Washington, Uncle Tom, stereotypes of entertainment, power of establishment



Miscellaneous



Current Issues

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Other Classical Texts. Prometheus Bound, Aeschylus, 430 B.C.E – defiance of authority for individualism; Brave New World, Huxley, 1932 – consumerism, technology to control society, individuality, genetic engineering, soma.

Critical Race Theory. A complex and rhetorical discussion involving law, history, political philosophy, literature, politics, societal trends, freedom of speech, and principles of critical race theory (e.g. interest convergence, intersectionality).

Tools of Learning. Do we need to provide instruction on how to learn (e.g. trivium as a tool of learning), how to read (e.g. How to Read a Book, The Classic Guide to Intelligent Reading, Mortimer Adler, 1940), etc.



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Position on Critical Race Theory

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- Classical Education and the Trivium is the foundation for future life-long learning and forms the “grammar” for future study on topics like critical race theory
- Current Curriculum/Instruction. The following are typically covered during K-12 time at St. Croix Prep (as it relates to racism and discrimination against African Americans

Revolutionary War, Founding Fathers, Declaration of Independence, Constitution, 3/5 rule, Slavery, Harriet Tubman, Langston Hughes, Frederick Douglass, Dred Scott vs. Sandford (1857), Civil War, Emancipation Proclamation, Reconstruction Era, 13th Amendment, 14th Amendment, 15th Amendment, Black Codes, Jim Crow laws, Plessy vs. Ferguson (1896), Brown vs. Board of Education (1954), Emmett Till, Civil Rights Movement, Martin Luther King, Jr., Malcolm X, Ku Klux Klan, Souls of Black Folk (W. E. B. Dubois), Roll of Thunder, Hear My Cry (Mildred Taylor), Beloved (Toni Morrison), Uncle Tom’s Cabin (Harriet Beecher Stowe), Letter from Birmingham Jail (Martin Luther King Jr.), Invisible Man (Ralph Ellison), and To Kill a Mockingbird (Harper Lee).



Position on Critical Race Theory

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- Critical Race Theory is used by the media as a flashpoint term to satisfy viewership and rarely reflects the basic tenets of the theory or implications of its implementation
- Critical Race Theory originated in the 1970's by legal scholars and activists who wanted to change the discourse of civil rights
- Critical Race Theory requires understanding of the

CRT's association with critical theory (social philosophy developed at the Frankfurt school in Germany in the 1930s), concepts of interest convergence introduced by Derrick Bell (1970s), the principle of intersectionality originating from Kimberlee Crenshaw (1989), the primacy of subjective truth over objective truth (postmodernism vs. modernism), black exceptionalism and the related black-white binary paradigm (which has caused critical theory splinter groups which focus on Latinos, Asian Americans, the LGBTQ+ community, etc.), and the primary focus of "race" (race consciousness) as the means for interpreting all interactions in society. From – Critical Race Theory: An Introduction, by key founders of the Critical Race Theory, Richard Delgado and Jean Stefancic



Position on Critical Race Theory

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Critical Race Theory, and all of its implications, is a complex, rhetorical, and scholarly discussion involving law, history, political philosophy, literature, politics, media, racial categories, social constructionism, societal trends, freedom of speech issues, etc. Implementation of its content, constructs, and conclusions would violate the principles of our education model. As a student progresses through the curriculum of our coursework, they will obtain the knowledge, understanding and communication skills necessary to begin further study to determine whether they agree or disagree with the premises and outcomes of the critical race theory.



5TH ANNUAL MN CLASSICAL EDUCATION CONFERENCE
CONNECTING & UNITING CLASSICAL SCHOOLS

Session Descriptions

MN Classical Education Conference Schedule and Registration Website

9:00 - 9:50 a.m.: Keynote Address: Dr. Christopher Perrin – *The Art of Classical Teaching*

10:00 -10:50 a.m.: Classical Pedagogy, Leadership, and Classical Philosophy Tracks

- K-5 Grammar: *Putting the Fun in Drill and Kill* - Maria Marchand and Becky Lund, Nova Classical Academy: *Exploring the importance of ensuring that students have automaticity with the most crucial information, but doing so in a way that supports the joy of learning and empowers the students.*
- K-5 Grammar: *Complacent versus Engaged Students* - Allison Brimmell, St. Croix Preparatory Academy: *How can we effectively engage all learners? Oftentimes, we can mistake our most cooperative or silent workers as the most engaged. In this session, we will identify what makes a student compliant compared to an engaged learner. We will also learn how to use strategies that create active and meaningful student involvement.*
- 6-8 Logic: *Using Modified Texts to Support Student Understanding and Appreciation of the Classics*— Amanda Jensen, Seven Hills Preparatory Academy: *Reading Classical texts can be challenging for readers of all levels. Providing modified texts to certain students, or as an option for all students, gives them the support they need to find success with these challenging texts. In this session, we will explore different types of texts, how to create or find them, and how to incorporate them into classroom learning and instruction.*
- 9-12 Rhetoric: *The Classical Road to AP Courses* - Lisa Johnson, Eagle Ridge Academy: *AP course with methods and ideas to get prepared for the testing arena. We will consider key resources and the road to the AP exam, and the world beyond. If there is no learning without remembering, it is necessary to learn why, but also how to remember content, while being grounded in human nature and in the nature of human learning.*
- Seminar: *Introduction to Seminar* - Augsburg Paideia Program: *Come participate in a Paideia Seminar, a collaborative, intellectual dialogue that delves into questions about a specific reading and the big ideas within the text! With students at the helm and teachers as facilitators, classrooms transform into student-centered learning communities abuzz with discussions around thought-provoking ideas and themes. Seminars engage all students across all content areas!*
- Leadership: *Best Practices for Hiring and Building a Great Teaching Team* - Lori Jill Keeler, Westminster School at Oak Mountain: *This session will give practical advice and helpful strategies for attracting, hiring, and training excellent teachers. Procedures that can ensure a “right fit” hire will be discussed along with tips for training new teachers for a classical environment.*

- Philosophy: *Contemplative Debate* - Dr. Missy Johnson and Sara Seal, Nova Classical Academy:

One traditional purpose of logic and debate is to clarify confusion and dispel harmful views. Contemplative debate is intended to non-aggressively examine two sides of a statement or question. It is also intended to enrich, illuminate, and ventilate the thinking and communication processes of the debaters and those in attendance. In this session, participants will begin by engaging in introductory mindfulness exercises before culminating in a contemplative debate.

11:00 - 11:50 a.m.: Classical Pedagogy, Leadership, and Classical Philosophy Tracks

- K-5 Grammar: *Classical Education Foundation and Application* - Kathy Smith, Liberty Classical Academy: *"It is more important to know where you are going than to get there quickly. Do not mistake activity for achievement."* Isocrates. This presentation is intended to help to till the ground and plant a strong foundation of classical education with its foundation of truth, beauty, and goodness and the knowledge of the trivium and its pedagogy. Attendees will leave with a sense of passion and excitement for classical education.
- K-5 Grammar: *Incorporating Multisensory Methods into the Liberal Arts Education* - Kim Shaffer, Liberty Classical Academy: *Decades of clinical results support the efficacy of instruction that simultaneously associates auditory, visual, and kinesthetic-motor modalities for supporting memory and learning both oral and written language skills. Expand your repertoire and enrich your existing curriculum with ideas that optimize learning and can be implemented in the classroom immediately.*
- 6-8 Logic: *Reaching the Reluctant Writer* - Andrew Pudewa, Institute for Excellence in Writing: *Many children really do not like to write. Why? This session will answer that basic question and teach a specific and successful method of separating the complex process of writing into the smallest possible steps, making it possible for even the most reluctant writer to produce short but complete compositions. If you remove the problem of what to write, you will be free to help your child learn how to write, using source texts, keyword outlines, and "dress-up" checklists.*
- 9-12 Rhetoric: *Leading Effective Discussions* – Dr. Christopher Schlect, New St. Andrews College: *Is your classroom a place where students think well, listen well, and speak well? What practices stifle those qualities? This presentation offers practical ideas about how to get our students to interact with the material, with the instructor, and with one another.*
- Seminar: *Introduction to Seminar: Augsburg Paideia Program*: *Come participate in a Paideia Seminar, a collaborative, intellectual dialogue that delves into questions about a specific reading and the big ideas within the text! With students at the helm and teachers as facilitators, classrooms transform into student-centered learning communities abuzz with discussions around thought-provoking ideas and themes. Seminars engage all students across all content areas!*
- Leadership: *Civil Discourse with Classical Texts* - Jon Gutierrez, St. Croix Preparatory Academy: *Classical texts are foundational to modern times. Civil discourse around today's events seems impossible, yet giving our students the ability to venture into these conversations is essential. In this session, we will briefly discuss how many classical works (Plato, Locke, Marx, Du Bois, Orwell, etc.) provide students with the framework for discussing today's current events.*
- Philosophy: *The Classic Teloi of Classical Education*— Dr. Brian Williams, Eastern University: *The tradition of classical liberal arts education has developed throughout its long 2,500 year history. Three Mediterranean cultures bequeathed the tradition—the Greeks, Romans, and North African Christians—and each contributed important ideas, practices, and institutions that subsequent generations developed as cultural contexts changed, the canon expanded, and new*

discoveries were made. However, the end or telos of classical liberal arts education has essentially endured, which is to align the practice of education (paideia) with the integrated multi-dimensional flourishing of the human person (eudaimonia). This session will consider six integrated ends of human flourishing and correlate them with six primary questions that should frame the work of contemporary classical educators as we form our students in the true, good, beautiful, holy, healthy, and useful.

1:00 – 2:00 p.m.: Socratic Seminars - Classical Pedagogy, Leadership, and Classical Philosophy Tracks

- K-5 Grammar: *Seminar Strategies in Math* - Katie Feist, Eagle Ridge Academy: In this session, teachers will be introduced to Socrates' approach to engaging students in thinking about their learning through a Socratic Seminar. During our time, teachers will learn how to set up a Socratic Seminar for a math lesson and participate in a practice Seminar through math.
- 6-8 Logic: *We Learn by Teaching* - Justin Soderholm, Veritas Classical Academy: *Docendo Discimus* (we learn by teaching) is a Latin saying filled with profound truth. With this mindset, not only will the teacher become more excellent at a subject by teaching it, but the students should receive numerous opportunities to do so as well. In this session, the emphasis will be on preparing students to ask themselves appropriate questions when analyzing the topic at hand. We will discuss how to model an inquisitive mind for our students.
- 9-12 Rhetoric: *STEM and the Socratic Method: Practical Tools for the Classroom and Lab* - Dr. Naomi Dillner, Liberty Classical Academy: For the science student, Socratic discussions and labs develop greater conceptual gains in content and fluency in scientific practices. However, it can be a challenge to implement into traditional content-dense STEM courses. This seminar will emphasize resources that enable the STEM teacher to integrate the Socratic method into their curriculum while respecting the unique content, practices, and philosophical goals of their discipline. Practical resources for biology, chemistry, physics, and computer science will be provided, along with an example Socratic seminar lesson plan for an honors chemistry course including handouts, rubrics, and assessment tools.
- Philosophy: *Proposed Educational Amendment to Minnesota's Constitution* - Carl Schlueter & Ryan Grutsch, Seven Hills Preparatory Academy: This seminar will focus on the Page Amendment, named after the chief sponsor former Minnesota Supreme Court Justice, Alab Page. We will utilize the amendment campaign's explanatory document for reading and discussion. Minnesota's constitutional clause regarding education was written more than 150 years ago, and the proposed amendment seeks to add new language with an emphasis on equity, which we will consider alone and in the context of a Classical education.
- Philosophy: *Strategies for Using Art in Seminar* - Elaine Bransford, St. Croix Preparatory Academy: This seminar will ask students to consider: In public art and sculpture, what makes an effective memorial? Participants will use the "See/Think/Wonder" strategy to discuss the Shaw Memorial, and then compare and contrast it with the Vietnam Memorial Wall. We will consider how using art in the classroom can help hook students, deepen their understanding, and lead to meaningful connections in a wide variety of subjects.
- Leadership: *Courageous Leadership In Uncertain Times* - Rebekah Hagstrom, Liberty Classical Academy: The past two years of leading throughout a pandemic have revealed the complexity of remaining strong in the midst of mounting pressure. As Founder and Headmaster, Rebekah knows firsthand how it feels to face roadblocks, naysayers, and challenges from all sides. Drawing from over 18 years of experience in classical education, Rebekah will inspire you to examine four strategic areas to grow in courageous leadership.



2020-21 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2020-21 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.

District or Charter Name: St. Croix Preparatory Academy

Grades Served: K-12

WBWF Contact: Deanna Thompson

A&I Contact: Type response here

Title: Teaching and Learning Coordinator

Title: Type response here

Phone: 651-209-7371

Phone: Type response here

Email: dthompson@stcroixprep.org

Email: Type response here

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2020-21 school year (SY)?

☐ Yes ☒ No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2020-21 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2020-21 SY. No charter schools should complete this section.

Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.

World’s Best Workforce

Annual Report

MDE understands this past school year (2020-21) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- Provide the direct website link to the district’s WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
- Provide the direct website link to the A&I materials.

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. *Report on this measure for the 2020-21 school year.*

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

Wednesday, December 1, 2021

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. *Report on your membership list.*

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2020-21 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Deanna Thompson	Teaching and Learning Coordinator/Teacher/Parent	
Amy Kleinboehl	Middle School Principal	
Peggy Rosell	Student Support Services	
Andrew Sachariason	Upper School Principal	
Joann Karetov	Lower School Principal	
Anna Maakestad	Upper School Teacher/Teaching and Learning Coordinator	
Nicole Donnay	Lower School Teacher/Parent/Teaching and Learning Coordinator	
Justin Vossen	Parent	

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2020-21 school year. Report on your equitable access to excellent and diverse educators for the start of the 2020-21 school year.

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards, as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Respond to the questions below.

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

- How did the district examine equitable access data?
 - What data did you look at?
 - How frequently do you review the data?
 - Who was included in conversations to review equitable access data?

Limit response to 200 words.

The district uses the staffing profile on the MN Report Card and staffing information provided by the district’s HR office to analyze staffing data. Conversations revolving around equitable access data happen at a variety of levels at St. Croix Preparatory Academy. They are addressed at the start of each year when the teaching schedules are being created, as well as hiring for open teaching positions. They are also addressed at the end of the school year when reviewing positions that need to be filled for the following year. When creating a teaching schedule, especially relating to team teaching, we keep in mind the experience, effectiveness, and teacher licensure. Any changes made are discussed at the administrative level in each division, within the leadership team at Q Comp, as well as the WBWF Committee Meetings throughout the year.

- What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
 - What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

Limit response to 200 words.

The district reviews teacher compensation through the lens of the school board, our yearly budget, and our Foundation Board. Our goal is to continuously work towards improving our compensation in order to gain experienced, effective, and in-field teachers.

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district.
 - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?
Limit response to 200 words.

The district's student population is comprised of 5.2% Hispanic or Latino students, .0% American Indian or Alaska Native students, 9.6% Asian students, .0% Native Hawaiian or other Pacific Islander students, 4.5% students of two or more races, 3.2% black or African American students, and 80.63% white students. In comparison, staff demographics reflect 1.12% Asian and 98.88% white. Due to the COVID-19 pandemic, staff demographics were not submitted for the 2020-2021

- What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?
Limit response to 200 words.

The district reviews teacher compensation through the lens of the school board, our yearly budget, and our Foundation Board. Our goal is to continuously work towards improving our compensation in order to gain diverse, experienced, effective, in-field teachers.

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

For this 2020-21 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

- X District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

X District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures. Please fill out the table below with your specific SMART goals.

All Students Ready for School

Does your district/charter enroll students in kindergarten? If no, please skip to the next goal.

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>Of the students enrolled in K by August 27th (last day of summer) and still enrolled by October 1st 2020-2021 school year, 90% of the students will take a kindergarten readiness assessment in August 2020.</p> <p>Of the students enrolled in kindergarten by August 15th and still enrolled by October 1st of the 2020-2021 school year, 90% will attend the 4-day kindergarten camp in August 2020.</p> <p>Of the students enrolled by October 1st of the 2020-2021 school year in kindergarten, 95% of them will advance to 1st grade.</p> <p>Of the students enrolled by October 1st of the 2020-2021 school year in kindergarten, 80% of the students will meet the STEP 3 benchmark level in reading by the end of the year. For example, some of the categories: sounds, letter identification, and fluency.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Of the students enrolled in kindergarten by October 1st of the 2020-2021 school year, 82 out of 90 (91.1%) took the kindergarten readiness assessment.</p> <p>Of the students enrolled in Kindergarten by October 1st of the 2020-2021 school year, 68 out of 90 (76%) attended kindergarten camp.</p> <p>Of the 90 students enrolled in kindergarten by October 1st of the 2020-2021 school year, 83 out of 90 (92.2%) advanced to 1st grade.</p> <p>Of the 90 students enrolled in kindergarten by October 1 of the 2020-2021 school year, 63 out of 90 (70%) met the STEP 3 benchmark level in Reading by the end of the year.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data

quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

Because of the COVID-19 pandemic, fewer kindergartners attended the 4-day kindergarten camp.

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

The data we use for our All Students Ready for School is the number of students who participate in Kindergarten Camp, Kindergarten Assessment, the number of students who achieve STEP level 3 by the end of their kindergarten year, and the number of students who move onto 1st grade at St. Croix Preparatory Academy. The Lower School teachers meet every other week as a grade level. This includes the grade level team and principal meetings once a month. There are also weekly child study meetings. After the child study meetings, teachers collect data on interventions. Parent-teacher conferences are held two times a year and as needed. Teachers communicate with parents by newsletter, phone calls, emails, and conferences. For students who are not meeting proficiency, Kindergarten teachers make a recommendation for students to receive reading intervention services for half of their music time. The reading specialist targets reading skills that were not achieved on their STEP test. Some examples are rhyming, segmenting, identifying beginning sounds, and letter sounds. These services may start the 4th week of school.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>SCPA Lower School will implement reading supports and interventions for third grade to meet proficiency rates of 86.9% on the MCA III Reading test in April 2021.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>In April 2021, 3rd graders achieved 88% proficiency on the MCA III Reading test.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

N/A

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

We use the MCA Reading scores in the spring for grade 3 as well as STEP benchmarks. We correlate STEP data to state standards. Students are assessed in STEP three times a year. Some students are given an additional STEP test in the fall to see if they have made progress over the summer. Based on the benchmark report for the 3rd grade MCA III Reading test, we noticed the proficiency for students in informational versus literature is within 1%. This tells us that the strategies we have been using work. Third-grade teachers use 3rd grade standards with 4th-grade texts. Teachers use online MCA practice tests with Pearson Access and simulate the testing room for 3rd graders taking the test for the first time. Teachers meet weekly in PLCs and grade-level teams to make sure their curriculum aligns with the state standards. Teachers also review the prior year’s benchmark reports to reflect on trend data. Additionally, teachers may use online programming (i.e. Freckle) to support students beyond the classroom.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>Each PLC will implement reading curriculum supports and interventions to increase ‘meets’ or ‘exceeds’ proficiency of special education students in grades 5-8 to at least 69.9% on the MCA III/MTAS III Reading test administered in April 2021.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>Of the 49 students who receive special education services who took the MCA III/MTAS III Reading test in 2021, 69.2% of students achieved “meets” or “exceeds”</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

Few students took the MCA III/MTAS III Reading test in the 2020-2021 school year because of the COVID- 19 pandemic.

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

The data we use for Closing the Achievement Gap for our special education students are summative and formative assessments collected in class as well as the 3rd to 8th and 10th grade MCA reading scores. For this goal, we specifically look at the scores from special education students in those grades. Teachers meet weekly in PLCs and one of the topics they discuss are student data and work. Teachers refer to the previous year’s MCA scores and look at different strand data and benchmark reports. This allows teachers to focus on which specific standards they might need to provide more support. We also use this data to decide which students might need to go into a team-taught reading class. This includes one general education teacher and one special education teacher. Teachers implement different support strategies in the classroom for students to use.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>SPCA upper school will implement curriculum supports and interventions in English, Math, Science, and Social Studies to increase the composite score from 26.6 to 27.1 on the 2020-2021 administration of the ACT test.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>The mean ACT composite score for the 2020-2021 school year was 26.5.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

N/A

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

For the All Students Career and College-Ready by Graduation goal, we use the upper school ACT scores. Our strong, rigorous pre-college curriculum is used to measure ongoing success rates. Teachers are continuously working towards implementing a curriculum that is preparing students for college. Within the parameters of course graduation requirements, teachers work within our classical education model to provide several AP courses for students throughout their high school years. This, along with college acceptance data, help us drive our conversations in identifying areas of focus within the division and different grade-level content areas and PLCs.

All Students Graduate

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>The SCPA upper school will implement supports and interventions to keep the graduation rate for the SCPA at least 90% for the class of 2021.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>The 2020-2021 graduation rate was 98%.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

N/A

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

For the goal of All Students Graduate, we use the graduation rate of our 12th-grade students in June. We use different supports and interventions for the upper school students in order to help them create a strong base for graduating on time. These include but are not limited to: essay writing practice, workshops, service hours, resume building, college visit info sessions, interest inventory, SAT/ACT prep. These strategies are in place and ongoing within bi-weekly advisory meetings, work with college counselors to ensure students are on pace to graduate. Through these strategies, as well as bi-weekly grade checks, teachers and administration can identify students who are at risk of not graduating on time. The school also has a process for credit recovery through Northern Star. Students can complete different courses online, on their own time. Some of the challenges we face in maintaining a high graduation rate are student attendance, academic gaps for new students, history of not earning credit, which results in not being on a track off to graduate on time, missing credit requirements such as world language, which can vary between schools), and lack of academic mindset. Tri-weekly grade-level meetings, credit recovery courses, meetings with a counselor.

2020-21 Achievement and Integration (A&I) Progress Report

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans ([Minn. Stat. § 124D.862, subd. 8](#)).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals is on track. The information you submit will also be used to provide ongoing support for your A&I efforts. You will be able to indicate where disruptions from COVID-19 required you to change how you implemented your A&I strategies or made collecting data to document progress toward your goals complicated or impossible.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2020-21 A&I plan goals for each of those schools were on track.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

This progress report has two parts:

1. **Achievement and Integration:** Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2020-21 SY.
2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2020-21 SY.

MDE understands this past school year (2020-21) brought on unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

***Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2020-21 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.**

Achievement and Integration

District Name: Type response here

A and I Contact: Type response here

Title: Type response here

Phone: Type response here

Email: Type response here

Annual Public Reporting

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
- Provide the direct website link to the A&I materials.

Annual Public Meeting

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2020-21 school year.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020- 21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check one of the following: ___ On Track ___ Not on Track ___ Goal Met ___ Unable to Report

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

Type response here

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

Type response here

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check one of the following: ___ On Track ___ Not on Track ___ Goal Met ___ Unable to Report

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

Please note: If you have more than three goals, copy and paste additional A&I Goal tables and corresponding narrative below.

Type response here

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here

Impacts from Online Learning

Narrative is required. 200-word limit.

Briefly explain how you modified your strategies this past school year because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2021-22 school year?

Type response here

Racially Identifiable Schools

If your district's A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

School Name:

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check one of the following: ___ On Track ___ Not on Track ___ Goal Met ___ Unable to Report

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

Type response here

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

Type response here

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check one of the following: ___ On Track ___ Not on Track ___ Goal Met ___ Unable to Report

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

Please note: If you have more than three goals for this RIS, copy and paste additional A&I Goal tables and corresponding narrative below.

Type response here

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here

Impacts from Online Learning

Narrative is required. 200-word limit.

Briefly explain how you modified your strategies this past school year because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2021-22 school year?

Type response here



st. croix preparatory academy

Stillwater, MN
District 4120

September 2021
Financial Statements

bergankdv | **DO MORE.**

Prepared by:

Kelly Gutierrez, Exec Dir Finance &
Operations

Travis Berends, Outsourced Controller

St. Croix Preparatory Academy
Stillwater, Minnesota

Balance Sheet
as of September 30, 2021

	Audited Balance June 30, 2021	YTD
<u>Assets</u>		
Current Assets		
Cash and Investments	6,104,876	6,176,765
Accounts Receivable	8,629	3,446
Due from Other Funds	18,290	18,290
PY State Aids Receivable	1,238,914	350,256
CY State Aids Receivable	0	377,744
Federal Aids Receivable	86,278	36,957
Due from Other Governments	48,182	0
Inventory	0	0
Prepaid Items and Deposits	47,003	0
Total Current Assets	7,552,172	6,963,458
Total All Assets	7,552,172	6,963,458
<u>Liabilities and Fund Balance</u>		
Current Liabilities		
Salaries and Wages Payable	389,285	70,780
Accounts Payable	269,005	6,750
Due to Other Governments	0	0
Payroll Deductions and Contributions	96,263	(60,238)
Deferred Revenue	81,253	0
Total Current Liabilities	835,806	17,292
Fund Balance		
Unassigned Fund Balance	6,218,316	6,218,316
Food Service Restricted Fund Balance	266,022	266,022
Community Service Restricted Fund Balance	70,297	70,297
Assigned Fund Balance	161,731	161,731
Change in Fund Balance		229,800
Total Fund Balance	6,716,366	6,946,166
Total Liabilities and Fund Balance	7,552,172	6,963,458

Management has elected to omit substantially all disclosures, government-wide financial statements, and required supplementary information. No CPA provides any assurance on these financial statements.

St. Croix Preparatory Academy
Stillwater, Minnesota
Statement of Revenues and Expenditures
as of September 30, 2021

	=3/12				25.0%	
	Year to Date Activity - 1185 ADM	Amended Budget 1,170 ADM's 11.11.21	Original Budget 1,180 ADM 05.18.21	Variance in Reforecasted to Adopted Budget	Percent of Amended Budget	Unaudited June 30, 2021
General Fund - 01						
Revenues						
State Revenues						
211 General Education Aid	2,428,422	8,802,754	8,780,986	21,768	27.6%	8,729,889
F335 Quality Compensation	0	305,406	304,400	1,006	0.0%	309,560
F348 Charter School Lease Aid	0	1,705,835	1,733,166	(27,331)	0.0%	1,716,294
317 Long Term Facilities Maintenance	0	168,590	170,280	(1,690)	0.0%	170,621
201 Endowment Aid	24,780	49,560	48,754	806	50.0%	50,161
212 Literacy Aid	0	81,477	81,477	0	0.0%	81,477
360 Special Education Aid	476,622	2,123,123	2,111,208	11,915	22.4%	2,042,906
370 Other Miscellaneous State Aids/Adjustments	0	0	0	0	0.0%	650
PY Over/Under	0	0	0	0	0.0%	199,196
CY State Aids Receivable/(Deferred Revenue)	377,744	0	0	0	0.0%	0
Total State Revenues	3,307,568	13,236,745	13,230,271	6,474	25.0%	13,300,753
Federal Revenues						
401/414/433 Title Programs	0	37,641	10,811	26,830	0.0%	8,356
151-154/174 CARES/CRF/WC	888	526,485	0	526,485	0.0%	428,745
419/420/425 Federal Special Education Aid	36,906	180,865	193,578	(12,713)	20.4%	190,331
PPP Loan Proceeds	0	0	0	0	0.0%	1,413,080
Total Federal Revenues	37,794	744,991	204,389	540,602	5.1%	2,040,511
Local Revenues						
040 Out of State Tuition	0	0	0	0	0.0%	4,750
Var. Fees from Patrons (5)	57,745	102,000	93,000	9,000	56.6%	65,989
Var. Extracurricular Fees (6)	83,727	270,000	266,000	4,000	31.0%	173,770
Var. Field Trips (12)	560	30,000	30,000	0	1.9%	723
Var. Fundraising - Development (1)	7,538	355,000	580,000	(225,000)	2.1%	36,640
Var. Fundraising - Parent Group (2)	36,279	95,000	95,000	0	38.2%	63,369
Var. Fundraising - Booster Club (3)	(753)	31,100	31,100	0	-2.4%	1,841
Var. Fundraising - Other (4)	0	7,500	7,500	0	0.0%	1,229
071 Third Party Billing	669	2,000	2,000	0	33.4%	6,825
092 Interest Earnings	4,418	25,000	12,000	13,000	17.7%	16,978
096 Other Donations and Gifts	16,146	0	0	0	0.0%	15,100
099 Miscellaneous Revenues (14)	619	1,000	1,000	0	61.9%	67,580
622/624 Resale of Goods/Equipment	1,610	2,000	0	2,000	0.0%	1,327
Total Local Revenues	208,556	920,600	1,117,600	(197,000)	22.7%	456,121
Total Revenues	3,553,918	14,902,336	14,552,260	350,076	23.8%	15,797,385
Expenditures						
100's Salaries and Wages	1,248,059	5,263,486	4,943,486	320,000	23.7%	4,854,478
Salaries and Benefits, Estimated YTD Accrual	88,282	0	0	0	0.0%	0
200's Employee Benefits	262,476	1,284,116	1,232,116	52,000	20.4%	1,130,141
305/315 Contracted Services	115,188	610,000	610,000	0	18.9%	466,905
320 Communications Services	8,887	38,000	38,000	0	23.4%	34,972
329 Postage	374	2,000	2,000	0	18.7%	1,733
330 Utilities	36,325	176,000	176,000	0	20.6%	196,573
340 Property and Liability Insurance	39,666	39,666	35,000	4,666	100.0%	33,445
350 Repairs and Maintenance	162,226	488,000	488,000	0	33.2%	401,701
360 Contracted Transportation for Field Trips	0	18,000	18,000	0	0.0%	0
366 Travel, Conferences, and Staff Training	1,835	30,000	30,000	0	6.1%	3,918
369/394 Field Trips / Registration Fees	0	12,000	12,000	0	0.0%	1,467
348-570 Building Lease	481,435	1,924,572	1,925,740	(1,168)	25.0%	1,929,828
370/380 Other Rentals and Operating Leases	16,559	74,000	74,000	0	22.4%	75,600
401/455/465 General Supplies	19,131	70,000	70,000	0	27.3%	52,115

St. Croix Preparatory Academy
Stillwater, Minnesota
Statement of Revenues and Expenditures
as of September 30, 2021

	=3/12				25.0%	
	Year to Date Activity - 1185 ADM	Amended Budget 1,170 ADM's 11.11.21	Original Budget 1,180 ADM 05.18.21	Variance in Reforecasted to Adopted Budget	Percent of Amended Budget	Unaudited June 30, 2021
P 810 Maintenance Supplies	20,513	90,000	90,000	0	22.8%	41,902
405/406 Software & Licensing	95,712	104,000	104,000	0	92.0%	92,095
430/456/466 Instructional Supplies	17,454	60,000	60,000	0	29.1%	34,632
460 Textbooks and Workbooks	55,587	46,000	46,000	0	120.8%	40,400
461 Standardized Tests	0	32,000	32,000	0	0.0%	41,112
490 Food Purchased	1,967	8,200	8,200	0	24.0%	7,324
520 Building Improvement	0	787,113	134,000	653,113	0.0%	154,574
530/535/589 Other Equipment (Furniture)	5,105	42,000	40,000	2,000	12.2%	136,886
555/556 Technology Equipment	40,003	130,000	130,000	0	30.8%	18,093
580/581 Capital Equipment Lease	63,672	59,000	59,000	0	107.9%	82,923
820 Dues and Memberships	3,822	40,000	38,000	2,000	9.6%	34,268
898 Scholarships	0	1,200	1,200	0	0.0%	400
899 Miscellaneous	440	1,000	0	1,000	0.0%	3,189
C 217 Graduation	450	33,000	33,000	0	1.4%	18,128
C 399 COVID-19 Related Expenditures	4,913	0	0	0	0.0%	170,093
Var. Extracurricular Activities (6)	24,340	350,000	341,000	9,000	7.0%	267,998
Var. Fundraising - Development (1)	16,646	355,000	635,000	(280,000)	4.7%	51,263
Var. Fundraising - Parent Group (2)	10,919	95,000	95,000	0	11.5%	54,045
Var. Fundraising - Booster Club (3)	163	31,100	31,100	0	0.5%	1,159
Var. Fundraising - Other (4)	0	7,500	7,500	0	0.0%	4,799
335 Q Comp Expenditures (Excludes Sped Q Comp)	44,827	305,406	304,400	1,006	14.7%	289,196
372 Third Party Billing PRG 400	445	2,000	2,000	0	22.3%	7,035
P422 ADSIS	38,601	298,587	298,587	0	12.9%	257,714
740 State Special Ed Expenditures / ESY (Includes Q Comp)	378,534	2,153,674	2,141,667	12,007	17.6%	2,019,333
401/414/433 Title Programs	0	37,641	10,811	26,830	0.0%	8,356
151-154/174 CARES/CRF/WC	888	526,485	0	526,485	0.0%	429,870
419/420/425 Federal Special Education Program	36,906	180,865	193,577	(12,712)	20.4%	190,331
Subtotal Expenditures	3,342,352	15,806,611	14,490,384	1,316,227	21.1%	13,639,992
Transfers to Other Funds	0	0	0			0
Total Expenditures	3,342,352	15,806,611	14,490,384	1,316,227	21.1%	13,639,992
General Fund Change in Fund Balance	211,566	(904,275)	61,876	(966,151)		2,157,393
Beginning General Fund Balance, July 1	6,374,049	6,374,049	6,374,049			4,216,656
Projected General Fund Balance, June 30	6,585,615	5,469,774	6,435,925			6,374,049

St. Croix Preparatory Academy
Stillwater, Minnesota
Statement of Revenues and Expenditures
as of September 30, 2021

	=3/12				25.0%	
	Year to Date Activity - 1185 ADM	Amended Budget 1,170 ADM's 11.11.21	Original Budget 1,180 ADM 05.18.21	Variance in Reforecasted to Adopted Budget	Percent of Amended Budget	Unaudited June 30, 2021
Food Service Fund - 02						
Revenues						
State Revenues	117	11,758	18,433	(6,675)	1.0%	79
Federal Revenues	4,624	479,489	95,107	384,382	1.0%	288,639
Sale of Lunches and Other Local Revenues	62,435	113,500	388,600	(275,100)	55.0%	26,929
Sale of Equipment	0	0	0		0.0%	0
Total Revenues	67,177	604,747	502,140	102,607	11.1%	315,647
Expenditures						
Summer Food Service Program	67,750	554,577	497,791	554,577	12.2%	338,120
Team Meals		12,500		0	2.2%	0
Supplies and Materials (Inc. Food and Milk)		33,330		(196,942)	5.3%	0
Total Expenditures	67,750	600,407	497,791	102,616	11.3%	338,120
Food Service Fund Change in Fund Balance	(573)	4,340	4,349	(9)		(22,474)
Beginning Food Service Fund Balance, July 1	267,774	267,774	267,774			290,248
Projected Food Service Fund Balance, June 30	267,200	272,114	272,123			267,774

St. Croix Preparatory Academy
Stillwater, Minnesota
Statement of Revenues and Expenditures
as of September 30, 2021

=3/12				25.0%	
Year to Date Activity - 1185 ADM	Amended Budget 1,170 ADM's 11.11.21	Original Budget 1,180 ADM 05.18.21	Variance in Reforecasted to Adopted Budget	Percent of Amended Budget	Unaudited June 30, 2021

Community Service Fund - 04

Revenues

Participation Fees	58,567	111,375	118,895	(7,520)	52.6%	35,929
Total Revenues	58,567	111,375	118,895	(7,520)	52.6%	35,929

Expenditures

Salaries and Wages	16,951	22,591	19,005	3,586	75.0%	7,844
Employee Benefits	2,272	3,290	2,470	820	69.1%	1,117
Purchased Services	11,305	20,550	20,000	550	55.0%	11,751
Supplies and Materials	8,705	38,725	47,000	(8,275)	22.5%	15,296
Equipment	0	16,000	16,000	0	0.0%	0
Other	527	3,000	3,000	0	17.6%	2,545
Total Expenditures	39,759	104,156	107,475	(3,319)	38.2%	38,553

Community Service Fund Change in Fund Balance	18,808	7,219	11,420	(4,201)		(2,624)
Beginning Community Service Fund Balance, July 1	74,543	74,543	74,543			77,167
Projected Community Service Fund Balance, June 30	93,351	81,762	85,963			74,543

St. Croix Preparatory Academy
Stillwater, Minnesota
Statement of Revenues and Expenditures
as of September 30, 2021

	=3/12				25.0%	
	Year to Date Activity - 1185 ADM	Amended Budget 1,170 ADM's 11.11.21	Original Budget 1,180 ADM 05.18.21	Variance in Reforecasted to Adopted Budget	Percent of Amended Budget	Unaudited June 30, 2021
Total All Funds						
Revenues						
State Revenues	3,307,685	13,248,503	13,248,704	(201)	25.0%	13,300,832
Federal Revenues	42,418	1,224,480	299,496	924,984	3.5%	2,329,150
Local Revenues	329,559	1,145,475	1,625,095	(479,620)	28.8%	518,979
Transfer In	0	0	0	0	0.0%	0
Total Revenues	3,679,662	15,618,458	15,173,295	445,163	23.6%	16,148,961
	3,679,662	15,618,458	15,173,295	445,163		16,148,961
Expenditures						
Salaries and Wages	1,404,417	5,591,483	5,448,516	142,967	25.1%	5,151,518
Employee Benefits	265,697	1,287,406	1,276,280	11,126	20.6%	1,131,258
Purchased Services	874,065	3,432,788	3,438,740	(5,952)	25.5%	3,157,893
Supplies and Materials	278,823	1,049,332	699,972	349,360	26.6%	662,996
Equipment	108,780	1,034,113	399,000	635,113	10.5%	392,476
Other (Fundraising, Special Ed, Dues, etc.)	518,079	4,116,052	3,833,142	282,910	12.6%	3,520,524
Transfer Out	0	0	0	0	0.0%	0
Total Expenditures	3,449,861	16,511,174	15,095,650	1,415,524	20.9%	14,016,666
	3,449,861	16,511,174	15,095,650	1,415,524		14,016,666
Total Revenues All Funds	3,679,662	15,618,458	15,173,295	445,163	23.6%	16,148,961
Total Expenditures All Funds	3,449,861	16,511,174	15,095,650	1,415,524	20.9%	14,016,666
Change in Fund Balance - All Funds	229,800	(892,716)	77,645	(970,361)		2,132,295
Beginning Fund Balance, All Funds, July 1	6,716,366	6,716,366	6,716,366			4,584,070
Projected Fund Balance, All Funds, June 30	6,946,166	5,823,650	6,794,011			6,716,366

Management has elected to omit substantially all disclosures, government-wide financial statements and required supplementary information. No CPA provides any assurance on these financial statements.



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

Board Advisors Present: J. Gutierrez, K. Gutierrez

Call to Order

R. Hajlo called the board meeting to order at 9:00 am.

K-8 Masking Motion

Motion to require a mask mandate for K-8 students and staff working with them, during their time indoors at St. Croix Prep: S. Mueller

Second: D. Keyes

There was discussion. Statements made by N. Donnay, D. Keyes, S. Mueller, R. Hajlo

Motion to call the question: D. Keyes

Second: R. Hajlo

In Favor: D. Keyes, R. Hajlo, S. Mueller, N. Donnay

Opposed: K. Denzer, J. Langfield, A. Melendres

There was discussion if a motion to call the question requires a supermajority. There was further discussion.

Statement made by A. Melendres.

Motion to amend the required mask mandate K-8 but to allow exceptions for medical, religious and conscientious exemptions: A. Melendres

J. Langfield read the current face covering policy. There was discussion. A. Melendres withdraws his motion.

J. Langfield makes a motion that before our September meeting we move to a committee of the whole to include legal, Candace, and experts as needed to align on strategy and execution as it concerns masking and quarantine.

There was discussion. J. Gutierrez reminded the board that there is already a board appointed Covid Response Team.

Motion to return back to the original motion: J. Langfield

Second: A. Melendres

In Favor: D. Keyes, R. Hajlo, S. Mueller, N. Donnay, A. Melendres



Opposed: K. Denzer, J. Langfield

K. Denzer put forth a friendly amendment to the motion that the K-8 mask mandate expires 60 days after kids under 12 are eligible for the vaccine; once expired, the masking mandate would change from required to strongly recommended.

Second: D. Melendres

There was discussion.

Approved: All

Adjourn Meeting

Motion to adjourn at 10:10 am: D. Keyes

Second: R. Hajlo

In Favor: K. Denzer, D. Keyes, R. Hajlo, S. Mueller, N. Donnay

Opposed: J. Langfield

Abstain: A. Melendres

Submitted by S. Peterson, St. Croix Preparatory Academy

2021-2022 School Calendar

JULY 2021				
M	T	W	TH	F
			1	2
5 No School Offices Closed	6 No School Offices Closed	7 No School Offices Closed	8 No School Offices Closed	9 No School Offices Closed
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

AUGUST 2021				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30 First Day of School	31			

SEPTEMBER 2021				
M	T	W	TH	F
		1	2	3 No School
6 No School Offices Closed	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

OCTOBER 2021				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21 No School	22 No School
25	26	27	28	29

NOVEMBER 2021				
M	T	W	TH	F
1 No School	2 No School	3	4	5 *End of Quarter
8 No School	9	10	11 LS PM Conf.	12 No School LS Only LS Conf.
15	16	17	18 MS & US PM Conf.	19
22	23	24	25 No School Offices Closed	26 No School Offices Closed
29	30			

DECEMBER 2021				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23 No School Offices Closed	24 No School Offices Closed
27 No School Offices Closed	28 No School Offices Closed	29 No School Offices Closed	30 No School Offices Closed	31 No School Offices Closed

*End of 1st Qtr (44 Days)

JANUARY 2022				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17 No School	18	19	20	21 *End of Quarter
24 No School	25	26	27	28
31				

*End of 2nd Qtr (44 days)

FEBRUARY 2022				
M	T	W	TH	F
	1	2	3	4
7	8	9	10 LS PM Conf.	11 No School LS Only LS Conf.
14	15	16	17	18
21 No School	22	23	24	25
28				

MARCH 2022				
M	T	W	TH	F
	1	2	3	4
7 No School	8 No School	9 No School	10 No School	11 No School
14	15	16	17	18
21	22	23	24	25
28	29	30	31 *End of Quarter	

*End of 3rd Quarter (42 days)

APRIL 2022				
M	T	W	TH	F
				1 No School
4	5	6	7	8
11	12	13	14	15 No School
18	19	20	21	22
25	26	27	28	29

MAY 2022				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30 No School Offices Closed	31			

JUNE 2022				
M	T	W	TH	F
		1	2 *Last Day of School	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	


*End of 4th Qtr (42 days)

01/29/2021

 School Day

 No School Day

 No School Day for LS Only

 No School Day and Offices Closed

	Teachers	Students
July	0	0
August	7	2
September	20	20
October	19	19
November	20	17
December	16	16
January	21	19
February	20	19
March	18	18
April	21	19
May	21	21
June	4	2
	187	172