



St. Croix Preparatory Academy
Board Meeting Agenda
August 16, 2022

1. Tour of Construction Areas - Bleachers, Press Box, Activities Offices
2. Call to Order at 6:30 pm.
3. Open Forum
4. Board Calendar
5. Consent Agenda (Board Minutes, Executive Director Report)
 - A. Board Minutes 2
 - B. Executive Director Report 4
 - C. Governance -- Meeting Minutes + Agenda Items 9
6. Agenda
 - A. Seating of New Board Members -- Christina Norman, Matt Stiles
 - B. Board Officers for the 2022-2023 school year - Chair, Vice Chair, Treasurer, Secretary/Clerk 11
 - C. 2022-2023 e-Learning Day Approval of 3 days 15
 - D. Board Election Committee Update & Discussion 16
 - E. Governance Committee - Update & Discussion 17
 - F. Succession Planning Committee -- Update & Discussion 21
 - G. Finance Committee -- Update & Discussion 22
 - H. Compensation Committee -- Discussion on establishing it as Board Committee
 - I. Advisory Board Member Participation in Board Meetings
 - J. Board Committee Recruitment - Discussion 33
 - K. Board Retreat -- Planning & Discussion
 - L. 2022-2023 Annual Report - 1st Reading, Approval in September 34
 - M. Facilities Office Space Discussion
7. Adjourn Meeting



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

Members Absent:

Ex-officio Members Present: K. Gutierrez

Public Hearing Call to Order in Accordance with Minn Stat 123B.38

R. Hajlo called the public hearing to order at 6:05 pm.

Public Hearing

K. Gutierrez explained Minn. Stat 123B.38, to which charter schools must comply per Minn. Stat 123E.03. K. Gutierrez then explained the proposed per-student fees for the 2022-2023 school year. These included a per-student Technology Fee of \$20 and Volunteer Background Check Fee of \$5. This is an increase of \$5 from the previous year, due to the return to normal school operations post Covid-19, resulting in more volunteer opportunities and thus more background checks, and a reduced percentage of students who paid the fees. The per-student fee would be waived for students qualifying for free lunch and reduced to \$12.50 for those qualifying for reduced lunch. There was discussion related and the likelihood of having to increase fees after next year.

There were no questions or comments from the public. The public hearing was closed at 6:16 pm.

Call to Order

R. Hajlo called the meeting to order at 6:17 pm.

Open Forum

There were no requests to speak at the Open Forum.

Consent Agenda – R. Hajlo

The Consent Agenda includes the board minutes from the June 28, 2022 meeting and the Executive Director's Report

Motion to approve the Consent Agenda: D. Keyes

Second: J. Gottschalk

Approved: All

2022-2023 Student Fee Approval – K. Gutierrez

Motion to approve the 2022-2023 Per-Student Fees of \$25, which include an \$20 Technology Fee and \$5 Volunteer Background Check Fee. For those qualifying for reduced lunch, the per-student fees will be reduced to a total of \$12.50; for those qualifying for free lunch, the fees will be waived: A. Melendres

Second: N. Donnay

Approved: All

2022-2023 Federal Covid-19 Related Grants Review – K. Gutierrez

K. Gutierrez presented a summary of the Federal Covid-19 Grants and related funding with a description, amounts, fiscal year applicability, along with potential use of funds. She also noted that the School will accelerate some FY 24 funding into FY 23 to hire personnel to support the mental health of our K-12 students.

Approve CliftonLarsonAllen (CLA) for the FY23 Audit and Tax Preparation Work

K. Gutierrez indicated that search and rebid for audit and tax services is done every five years. The FY23 is the final year before this process occurs. CLA's audit engagement letter reflects a 15% increase from last year, and the tax preparation engagement letter reflects a 7% increase. There was discussion.

Motion to approve CliftonLarsonAllen for FY23 audit and tax work:

Second:

Approved: All

Closed Session – R. Hajlo

Motion to close the meeting, pursuant to Minnesota Statutes Section 13D.05, subdivision 2(b) for the discussion of allegations against an individual subject to the Board's authority: S. Mueller

Second: A. Galati

Approved: All

Closed Session

Return to Open Session

Motion to open the meeting after concluding the closed session: A. Galati

Second: K. Pleticha

Approved: All

Resolution to Allegations against individual subject to the Board's authority

Adjourn Meeting

Motion to adjourn at 7:41 pm: S. Mueller

Second: A. Galati

Approved: All

Submitted by J. Gutierrez, St. Croix Preparatory Academy



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Executive Director's Report to the Board

Date of Report: August 2022

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.
- Monitoring bleacher/press box/trail/athletic admin office, and concession trailer project start and progress.
- Network event with Friends of Education board members and the network of Friends' schools.
- Communication Manager work, including accelerated transition of email conversion to Constant Contact, and managing the update of all website content (e.g. email addresses, linked documents, rebranding of content when appropriate, etc.)
- Preparation and planning for school kickoff, which includes Back to School nights, presentation to new employees, presentation to returning employees, discussions with Foundation on initiating Annual Giving Campaign, etc.
- Planning and reinitiating the character education – this began in the first year of the school's inception, was discussed/enhanced in 2012 based on a board initiative. The Lower School did some significant improvements and changes based their attendance and implementation of principles from Leadership Advancing Character and Culture in Schools (LACCS). We will spend time rolling out our three year plan to the faculty during the training prior to school. We will provide a board presentation regarding this in September or October.
- Significant documentation related to board committees and meetings with committees (e.g. Board Election, Governance, Succession Planning, and Compensation) in an effort to make these processes more mainstream market.
- Updated Health Procedures Summary and Covid-19 Protocols (Drafts included – these will be updated based on CDC's guidelines on August 11)

Professional Development: *See Attachment*

COVID-19 Community Levels and Prevention Strategies

These strategies are based on the Washington County reported Community Level, our internal indicators like student absences, noted specific core group outbreaks, and staffing. The strategies are derived from the CDC/MDH Operational Guidance for Schools dated 5/27/2022 and 8/1/2022.

Isolation – Staff and students who test positive for COVID-19 need to complete the respective COVID notification form immediately and notify supervisor & HR (staff) or Division attendance line (students). Positive individuals must stay home for at least 5 days from the start of symptoms and may return to school on day 6 if symptoms have improved and no fever for 24 hours without fever reducing medication. On days 6-10 the individual must wear a well-fitting mask and go/stay home if any symptoms worsen/develop.

Quarantine – no quarantine is required for a close contact at school. Staff and students who have positive household members may attend school if their COVID vaccine is up-to-date (initial series and all eligible boosters). If vaccine is not up-to-date staff/student needs to stay home for 5 days and may return on day 6 if has not tested positive for COVID and has no symptoms associated with COVID. On days 6-10 the staff/student needs to wear a well-fitting mask and go/stay home if any symptoms develop. It is strongly encouraged that household close contacts test between days 5-7, and any time symptoms develop, regardless of vaccination status.

<p>Low Community Level</p>	<ul style="list-style-type: none"> • Maintain good ventilation • Provide at-home COVID-19 test kits as requested • Provide information on vaccines • Report positive cases (weekly aggregate report) • Send notifications to school close contacts within 24 hours of receiving positive case info from staff/family
<p>Medium Community Level</p>	<ul style="list-style-type: none"> • Same as Low, plus: • Alert school community of increased level • Promote at-home COVID-19 screening testing • Convene COVID Response Team
<p>High Community Level</p>	<ul style="list-style-type: none"> • Same as Low and Medium, plus: • Universal indoor masking recommended • Hold activities outside if feasible, consider rescheduling or cancelling • Consider returning to cohorts
<p>Outbreak – regardless of community level. Defined as 3 or more in a classroom, on a sports team, at an extracurricular activity, or at YCARE OR 10% of a grade and/or Division</p>	<ul style="list-style-type: none"> • Same as for High Community Level, plus: • Work with state/local public health

At all levels, people can wear a mask based on personal preference, informed by personal level of risk. People with symptoms, a positive test, or exposure to someone with COVID-19 should wear a mask.

Prep Guidance for a Healthy Learning Environment 2022-23

Taken from the CDC/MDH Operational Guidance for Schools dated 5/27/2022

These every day strategies are part of the school's role in helping prevent the spread of infectious diseases, such as influenza (flu), respiratory syncytial virus (RSV), gastrointestinal viruses (norovirus), and COVID-19.

Vaccinations – Staying current with [Routine Immunizations](#) is an important part of preventing many infectious diseases. Prep complies with the Minnesota Immunization Law. Families are encouraged to speak with their primary healthcare provider about any immunization concerns. Students need the vaccines required by law prior to the first day of attendance, a healthcare provider signed medical exemption, or a notarized conscientious objection on file in the Health Office.

Stay Home When Sick – People with signs/symptoms of an infectious illness, staff and students, are encouraged to stay home. Prep encourages staff/families to check in with their healthcare provider regarding any suggested infectious disease testing (strep, COVID-19, mono, influenza, etc). As long as any tests are negative, signs/symptoms of illness should be improved for at least 24 hours prior to returning including no fever for 24 hours without fever-reducing medication.

Infectious Disease Reporting – Prep reports all required diseases to the state, including aggregate numbers for COVID-19 cases. Prep works with state/local public health whenever an outbreak of an infectious disease occurs.

Ventilation Systems – Prep has a state of the art HVAC system that is new and well maintained. This optimizes our indoor air quality. Prep will continue to use in room HEPA air purifiers in the cafeteria, large room spaces, the health office and some classrooms.

Hand Hygiene and Respiratory Etiquette – Washing hands has proven to help prevent the spread of infectious diseases. Prep teaches and reinforces proper handwashing procedures and when, especially before and after eating, after bathroom use and after recess. When not feasible to wash hands hand sanitizer is available and encouraged.

Prep teaches and reinforces covering of coughs and sneezes to help prevent the spread of infectious diseases. Students and staff who are experiencing uncontrollable coughs/sneezes are encouraged to stay/go home until symptoms have improved.

Cleaning & Disinfecting – *Waiting for update from Bill*



Members Present: R. Hajlo, A. Galati, J. Gutierrez

Members Absent:

Ex-officio Members Present:

Meeting began at 3:05 pm

Board Member Email Addresses

Discussed standardizing board member email addresses for consistency, branding and ease of fulfilling future inquiries/data requests. J. Gutierrez to communicate and coordinate.

Board Member Duties/Expectations and Committee Structure

Per the Board Description of Duties, discussed the necessity of each board member committing to work 8-10 hours on board related items (e.g. committees). This will assist with succession planning and sustainability of the organization.

Summary of Committees with Recommendations

Governance Committee

Discussed restarting the policy review work. Reviewed the chart of mandatory policies, those requiring review this year and staggered review for other policies. Discussed the need to consider migrating to standard Minnesota School Board Association verbiage in policies – the advantage is that they have been vetted/reviewed and reference current case law; the disadvantage is they are often quite lengthy and written for traditional districts. Also discussed the need to have additional members on this committee.

Succession Planning Committee

Discussed the importance of this committee and the immediate need to begin regular meetings and obtain additional members. The work of this committee would involve:

- Defining job descriptions for the Executive Director and Executive Director of Finance & Operations
- Obtaining employment agreements (related to these positions) that in place at other schools – then beginning the initial work of drafting employment agreements that are appropriate for St. Croix Prep.
- Determining if there are viable internal candidates that fit into the succession plan. If yes, is there a multi-year transition plan as there was with other succession plans in the school (e.g. MS Principal, Activities Director, etc.). If there are no viable internal candidates, determining the process and timelines for an external search.
- Determine the interview process and panel participants (e.g. board members, current leadership, faculty, etc.)
- Discussing succession planning for the board. This has already been initiated by the conversations and resolution of the board election tie.
- Evaluating proactive and crisis succession plans for other leadership positions

Finance Committee

This is the longest standing committee and has evolved in its function through annual budgeting, audits, tax preparation, three successful bond issuances, annual S&P reviews, investor calls, etc. Unless determined

by the Finance Committee the Governance Committee has no reason to change any of the current processes.

Compensation Committee

This committee is an operational committee, established approximately 15 years ago. Its intent was to address faculty compensation. Due to some of the experiences and discussion this year, it is recommended that this be a board committee. This will allow the committee to expand its focus to include compensation related to the entire organization -- executive leadership, administration, faculty and all support personnel. This will flow naturally with the information which will be gathered from the Succession Planning committee.

Miscellaneous Committee Comments

Each committee should have a chair, keep minutes, and meet monthly (with the exception of the Finance Committee, unless they determine otherwise – Note: The amount of information the board currently receives from quarterly financial review, budget amendments, far exceeds that of other boards and our approach has been fully supported by our authorizer). Each committee will then submit its minutes and recommendations for discussion at the monthly board meeting. The committees are not subject to open meeting law (e.g. public notice requirements, considerations for closed meetings, etc.) as they do not have a board quorum and board authority.

Committee Member Recruitment

Each board member needs to decide which committees they would like to serve on. The board needs to decide if there is a requirement to serve on a specific number of committees or if there is a limit on the number of committees a board member may serve on. The Board Chair is an ex-officio member of each committee. The Board also needs to determine how it wants to select members (e.g. via conversation, response to questions, etc.)

Board Meeting Participation by Advisory Board Members

Discussed returning to the practice of having advisory board members more actively present and engage in the monthly board meetings. This may include monthly reports, presentations, etc. Advisory board members include the Principals and Director of Student Services. There was also mention of returning to quarterly presentations/reports from other administrative areas (e.g. facilities, activities, etc.)

The meeting ended at 4:30 pm

Submitted by J. Gutierrez, St. Croix Preparatory Academy



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ST. CROIX PREPARATORY ACADEMY BOARD CHAIR DESCRIPTION OF DUTIES

I. DESCRIPTION OF DUTIES

The description of duties per Article V, Section 3 is as follows:

Section 3. President (Chief Executive Officer). The President shall:

- (a) Exercise the functions of the Office of the President of the Corporation;
- (b) Preside at all meetings of the Board of Directors;
- (c) Perform such duties and exercise such powers as are necessary or incident to the supervision and management of the business and affairs of the Corporation as directed by the Board of Directors;
- (d) Sign and deliver, in the name of the Corporation, all deeds, mortgages, bonds, contracts or other instruments requiring an officer's signature, unless otherwise directed by the Board;
- (e) Have the general powers and duties usually vested in the office of the president and;
- (f) Have such other powers and perform such other duties as are prescribed by Minnesota Statutes, Section 317A.305, subd. 2, as amended, and as the Board of Directors may from time to time prescribe.



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ST. CROIX PREPARATORY ACADEMY BOARD VICE CHAIR DESCRIPTION OF DUTIES

I. DESCRIPTION OF DUTIES

The description of duties per Article V, Section 4 is as follows:

Section 4. Vice-President. The Vice-President shall:

- (a) Exercise the functions of the Office of the President of the Corporation, in the absence of the President;
- (b) Preside at all meetings of the Board of Directors, in the absence of the President;
- (c) Perform such duties and exercise such powers as are necessary or incident to the supervision and management of the business and affairs of the Corporation as directed by the Board of Directors, in the absence of the President;
- (d) Sign and deliver, in the name of the Corporation, all deeds, mortgages, bonds, contracts or other instruments requiring an officer's signature, unless otherwise directed by the Board, in the absence of the President;
- (e) Have the general powers and duties usually vested in the Office of the President, in the absence of the President and;
- (f) Have such other powers and perform such other duties as the Board of Directors may from time to time prescribe.



**ST. CROIX PREPARATORY ACADEMY
BOARD TREASURER DESCRIPTION OF DUTIES**

I. DESCRIPTION OF DUTIES

The description of duties per Article V, Section 5 is as follows:

Section 5. Treasurer (Chief Financial Officer). The Treasurer or the Treasurer's designee shall:

- (a) Keep accurate financial records for the Corporation and accurate accounts of all monies of the Corporation received or disbursed;
- (b) Deposit all monies, drafts and checks in the name of, and to the credit of, the Corporation in such banks and depositories as the Board of Directors shall from time to time designate;
- (c) Ensure the proper care and custody of the corporate funds and securities;
- (d) Have the power to endorse for deposit all notes, checks and drafts received by the Corporation at the direction of the Board, making proper vouchers for the deposit;
- (e) Disburse the funds of the Corporation and issue checks and drafts in the name of the Corporation as order by the Board of Directors;
- (f) Render to the Board President and the Board of Directors, whenever required, an account of all of the transactions as Chief Financial officer and of the financial condition of the Corporation; and,
- (g) Perform such other duties and have such other powers as may from time to time be prescribed by the Board of Directors.



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ST. CROIX PREPARATORY ACADEMY BOARD SECRETARY DESCRIPTION OF DUTIES

I. DESCRIPTION OF DUTIES

The description of duties per Article V, Section 6 is as follows:

Section 6. Secretary. The Secretary shall maintain the records of the Office of the Corporation and shall:

- (a) Attend all meetings of the Board of Directors and all committees as required;
- (b) Record all proceedings in the Minutes of the Board of Directors and committees in a book to be kept for that purpose;
- (c) Preserve all documents and records belonging to the Corporation;
- (d) Give or cause to be given notice of all meetings of the Board of Directors and its committees;
and,
- (e) Perform such other duties as may be prescribed by the Board of Directors.

Office of the Revisor of Statutes

2018 Minnesota Statutes

Authenticate  PDF**120A.414 E-LEARNING DAYS.**

Subdivision 1. **Days.** "E-learning day" means a school day where a school offers full access to online instruction provided by students' individual teachers due to inclement weather. A school district or charter school that chooses to have e-learning days may have up to five e-learning days in one school year. An e-learning day is counted as a day of instruction and included in the hours of instruction under section [120A.41](#).

Subd. 2. **Plan.** A school board may adopt an e-learning day plan after consulting with the exclusive representative of the teachers. A charter school may adopt an e-learning day plan after consulting with its teachers. The plan must include accommodations for students without Internet access at home and for digital device access for families without the technology or an insufficient amount of technology for the number of children in the household. A school's e-learning day plan must provide accessible options for students with disabilities under chapter 125A.

Subd. 3. **Annual notice.** A school district or charter school must notify parents and students of the e-learning day plan at the beginning of the school year.

Subd. 4. **Daily notice.** On an e-learning day declared by the school, a school district or charter school must notify parents and students at least two hours prior to the normal school start time that students need to follow the e-learning day plan for that day.

Subd. 5. **Teacher access.** Each student's teacher must be accessible both online and by telephone during normal school hours on an e-learning day to assist students and parents.

History: [1Sp2017 c. 5 art. 1 s. 2](#)

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ST. CROIX PREPARATORY ACADEMY BOARD ELECTION COMMITTEE

I. PURPOSE

Coordinate the annual board elections at St. Croix Prep.

II. MEMBERS

Nicole Donnay, board member (teacher)
Susan Peterson, Communication Manager

III. DUTIES OF THE COMMITTEE

- Maintain the board roster
- Communicate board vacancies for elections in accordance with the bylaws and state statute
- Solicit and receive board nomination forms
- Develop the Voter's Guide for the election
- Populate Simply Voting with voter and candidate information
- Communicate election results
- Communicate with elected members on St. Croix Prep training requirements prior to seating, board duties and expectations, etc.
- Determine when St. Croix Prep training has been completed
- Communicate within organization when elected members may be seated (e.g. Schedule K, Conflict of Interest, background check, email/website/BoardBook setup, etc.

IV. QUESTIONS

- Is this a subcommittee of the Governance Committee
- Is this committee responsible for communicating, monitoring the completion of the MN State statute training (finance, governance, employment law) – to be started within six (6) months of seating and completed in 12 months.
- Do we need more members?



Members Present: R. Hajlo, A. Galati, J. Gutierrez

Members Absent:

Ex-officio Members Present:

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Board Member Email Addresses

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The meeting ended at 4:30 pm

Submitted by J. Gutierrez, St. Croix Preparatory Academy



Board Member Description of Duties

General Purpose: Member of the governing body of St. Croix Preparatory Academy is primarily responsible for governance, fiscal accountability, student achievement, strategic direction, and fulfilling the mission of the school in accordance with its bylaws and founding documents.

Reports To: Board

Hours: 3 year term; average time commitment is 8-10 hours per month with additional time required if involved in committees and project work. It is expected that board members will be involved on committees and project work. The total time commitment per month will be approximately 15 hours.

Essential Duties and Responsibilities include but are not limited to:

- **Governance.** This includes familiarity and adherence with public charter school statute (124E), Nonprofit Corporation statute (317A), the School's Bylaws, Open Meeting Law, Minnesota Government Data Practices Act, MDE and Authorizer compliance requirements, authorizer contract, and other related legal requirements. Board members are expected to be familiar with the Carver Governance model which the School has adhered to since its inception.
- **Financial Accountability.** This includes annual budget review, annual report preparation, audit review, awareness of financial metrics to ensure continued favorable review from outside business partners (e.g. banking, investors, etc.) and to guarantee future sustainability and program growth.
- **Student Achievement.** This includes an annual review of student performance in comparison with state and national standardized tests and an annual evaluation of post-secondary and workforce readiness in accordance with state requirements.
- **Meeting Attendance.** The Board meets on the third Tuesday of every month. Board members are expected to review their board information prior to the meeting and to meet the attendance requirements specified in Minnesota statute.
- **Strategic Direction.** The Board is responsible for the continued strategic direction of the institution in alignment with the School's mission, definition of classical education, and implementation of the diffusions of innovation theory. Examples of strategic discussions may include the following: facility development, athletic field development, compensation models to ensure fiscal responsibility, board policy development, school replication, succession planning, revenue generation opportunities, community relations, etc.
- **Training.** Board members must meet the state mandated training requirements. In addition, ongoing training will be provided on the aforementioned items (e.g. governance, financial accountability, student achievement, strategic direction, etc.) and the following items.
 - **Communication Protocol.** The School's communication protocol has been in place since 2004. A board member's understanding and adherence to the protocol maintains respect for operational authority throughout the organization.
 - **Classical Education Philosophy.** The School's classical education philosophy has been in place since 2004. A board member's understanding and support of this philosophy will



- be enhanced through this training and selected readings from *The Well-Trained Mind* (Bauer and Wise), *Why Knowledge Matters* (E.D. Hirsch, Jr.), *Cultural Literacy* (E.D. Hirsch, Jr.), and *Trivium 21c* (Martin Robinson).
- Operational Training. Although not specifically responsible for day to day operational decisions, it is important for board members to understand the operational complexity of St. Croix Prep. This will be done through meetings with the administrative personnel (e.g. Executive Director, COO, Lower School Principal, Middle School Principal, Upper School Principal, Special Education Director, Activities Director, Facilities Director, Communications Director, Technology Director, etc.). In addition, newly elected board members must attend one of the prospective family Informational meetings.
 - 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* and *Inside the Tornado*. 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. Board members will be introduced to this through selected readings from *Crossing the Chasm* (G. Moore), *Inside the Tornado* (M. Gladwell), *The Tipping Point* (M. Gladwell), *Built to Last* (J. Collins)

Note: This training will be conducted on an on-going basis and some will be included as a part of the regular board meeting agenda. An estimate of the time required for training is noted below:

- State mandated training on governance, finance, and employment law – 6-8 hours.
- Meetings with operational personnel – 10 hours
- Informational meeting – 2 hours
- Required reading – 15 to 20 hours
- Communication Protocol – 1 hour
- Classical Education Philosophy – 1 hour
- Open Meeting Law – 1 hour
- Minnesota Government Data Practices Act – 1 hour



Members Present: S. Mueller, N. Donnay,

Members Absent:

Ex-officio Members Present: R. Hajlo, K. Gutierrez, J. Gutierrez

Meeting began at 4:35 pm

Board Member Officer Discussion:

Discussed Board officer roles and how they relate to Board succession planning. Treasurer, Secretary, and Board Clerk roles are currently vacant. The committee would like to recommend Kelly Gutierrez, who is on the finance committee, to be the Board treasurer. After comparing the current Secretary and Board Clerk responsibilities, we recommend Jon Gutierrez to work as the secretary as he is organizing Board documents in order to smoothly transition this role to a Board member in the near future. We would like to ask a Board member if they would be interested in taking on the Board Clerk responsibilities. Angie Galati has expressed some interest.

Succession Planning Committee Membership Discussion:

As a committee, we decided that additional members were needed in order to accomplish our goals of strategically and successfully transitioning key leadership positions. We are recommending the addition of Terri Smith, Chad Olson, and Peggy Rosell to the committee.

- Terri Smith, Human Resources Director, will support the team with researching job descriptions from (Executive Director, CFO/COO, Principals) and employment agreements (Executive Director, CFO/COO, Principals) from the schools that we typically benchmark ourselves with (Eagle Ridge, Nova, Parnassus, Hiawatha Academies, Hmong College Prep, etc.).
- Chad Olson, Technology Director, will support the committee by helping communicate information by creating presentation documents (timelines, structure, etc.).
- Peggy Rosell, Student Services Director, will work with us as an administrative representative as she is a key member of the current leadership team.

Project Timeline:

As a part of the process, the following items will need to be completed: job description and employment agreement gathering, Board approved job descriptions and employment agreements, searching for internal/external candidates, assessment/evaluation of candidates, transition plan, etc. Jon G. will create plan with these items and a general timeline.

The meeting ended at 5:40 pm

Submitted by N. Donnay, St. Croix Preparatory Academy

St. Croix Prep Board Finance Committee

Board Report

August 16, 2022

1. Finance Committee Overview

- Please review attached overview prior to the board meeting. Finance Committee Chair, Paul McDowell, will present the overview and direct most of his time to addressing board questions and suggestions regarding FC role and objectives.

2. Discussion re: SCPA Board Committees – types, composition, appointment process

- Note: This work came out of the Finance Committee's discussions about the FC's composition and appointment process and has been expanded to all board committees for purposes of board discussion.



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Finance Committee Overview

August 12, 2022

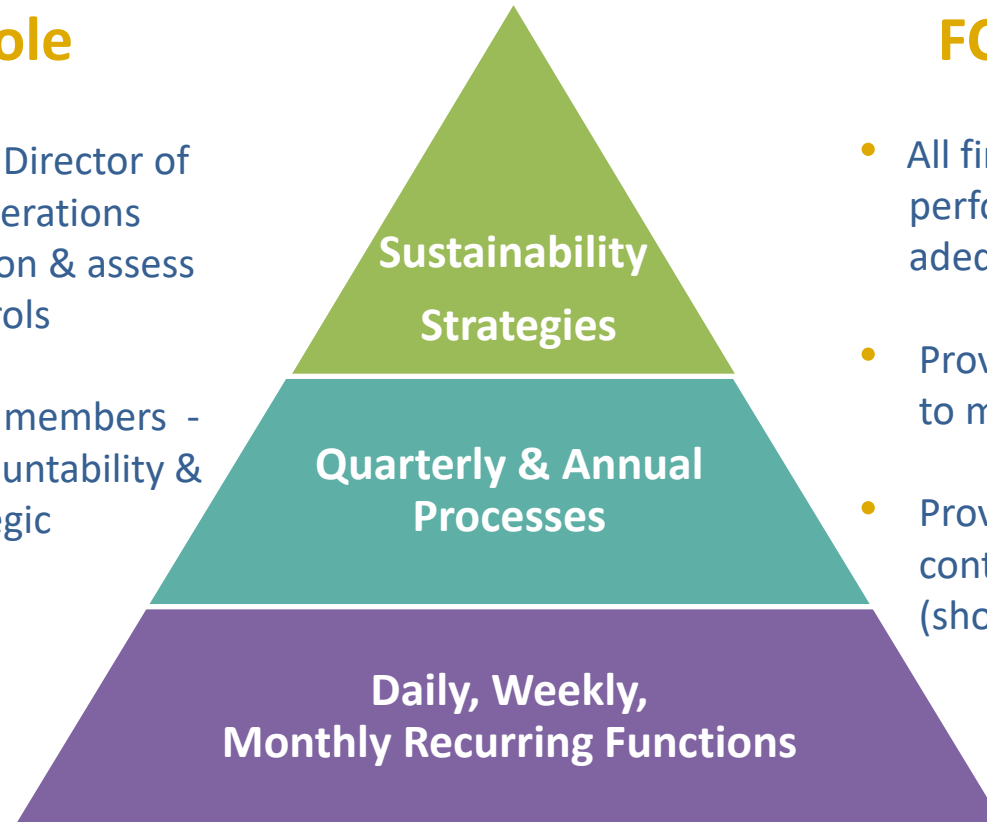


Finance Committee (FC)

Accountability and Strategic Initiatives

FC - Role

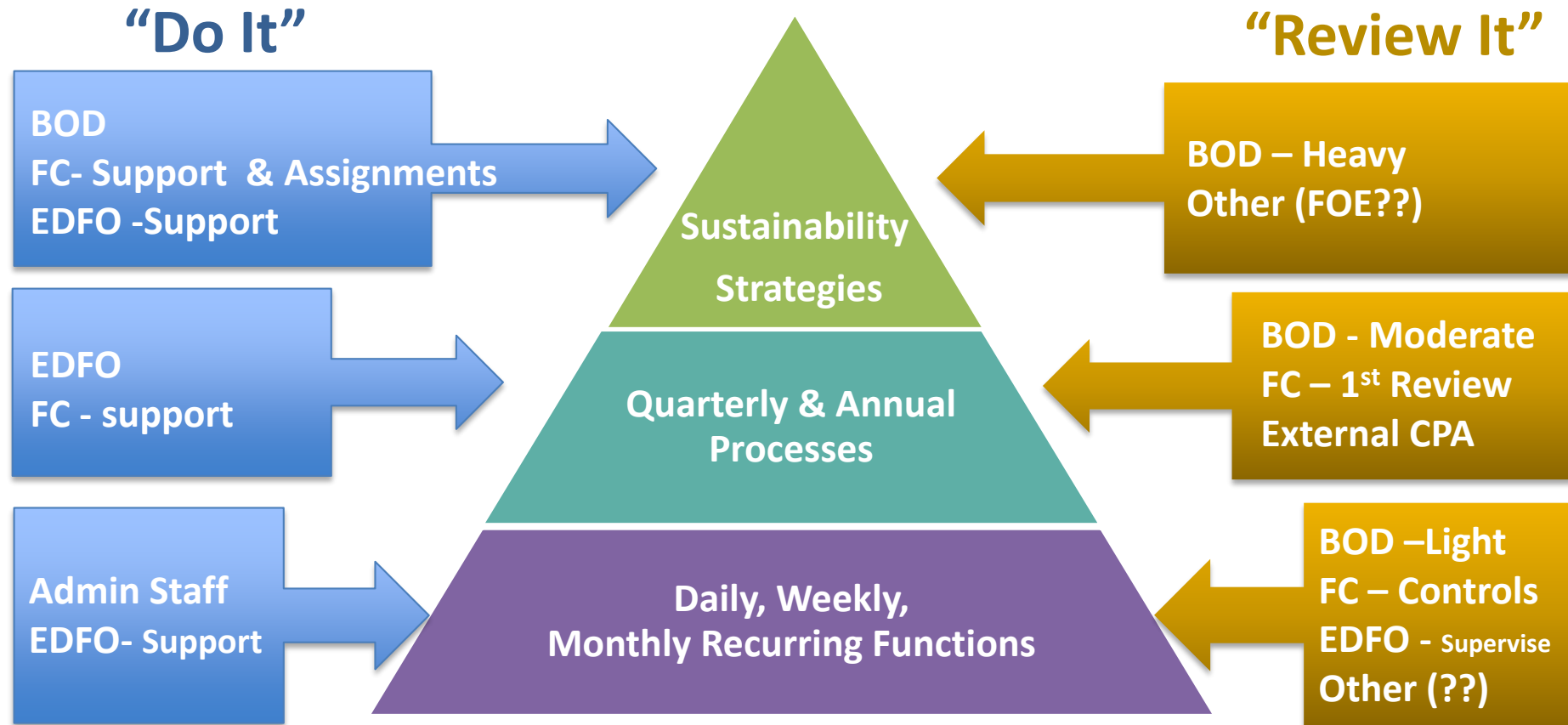
- Support Exec Director of Finance & Operations (EDFO) position & assess internal controls
- Support BOD members - financial accountability & finance strategic initiatives



FC – Objectives

- All financial arena tasks performed and adequately reviewed
- Provide clarity of roles to minimize overlap
- Provide training continuity for new people (shorten learning curves)

Finance Committee (FC) Accountability and Strategic Initiatives



25

Finance Committee (FC)

Accountability and Strategic Initiatives

FC – Responsibilities

- Conduct all meeting and functions in compliance with SCPA Bylaws – Article 4 Section 9
- Assess continual compliance with SCPA Bylaws – Article IX (Finance Matters)
- See “Do It & Review It” functions per Accountability and Strategic Initiatives pyramid
- Build an annual FC calendar, and perform items timely
- Prioritize support and control review functions related to EDFO and Admin Staff
- Prioritize Sustainability Strategies (suggestions to BOD, or directives from BOD)
- Complete prioritized tasks, and move to the next

26

Finance Committee (FC)

Accountability and Strategic Initiatives

- Address the “Million Dollar Question” – Introduction to School Finance” -BKDA
How do you continue to balance your budget when you are no longer adding students/revenue?
- Awareness of financial metrics to guarantee future sustainability and program growth
 - Evaluate non-fixed revenue sources (existing and potential) for maximization opportunities
 - Evaluate non-salary/benefit expense categories for largest potential cost efficiencies vs. typical inflationary trends
- Compensation models to ensure fiscal responsibility
- Pro forma for below ADM capacity – provide consistent message of proactive plan for continued financial sustainability
- 3-5 budget projection models



27

Finance Committee (FC)

Accountability and Strategic Initiatives

- Annual Budget development & review
- Selection of External CPA Audit CPA firm
- Awareness of financial metrics to ensure favorable review from outside business partners
- Comprehensive review of quarterly YTD F/S prior to board submission
- Review financial summaries of business segments (major fundraising events, food service, extracurricular activities, parent group, booster club, etc.)
- Assess current internal control environment, segregation of duties, etc. relevant to current staff size
- Major vendor selection & review of contracts
- Provide financial training to BOD
- Annual report preparation
- Annual audit review




Quarterly & Annual
Processes

Finance Committee (FC)

Accountability and Strategic Initiatives

- F/S preparation
- Typical accounting functions
 - Vendor payments (check registers)
 - Collection of revenue sources
 - A/C reconciliations (cash, other)
- Vendor purchases
- Reporting requirements – State, Federal, other
- SCPA internal reporting requirements
- Provide training to admin staff



Daily, Weekly,
Monthly Recurring Functions

SCPA Board Committees

Role of committees

“A committee is created to provide counseling and advice for the board or to handle a task on the board’s agenda. Any recommendations made by a committee needs to be approved by the board, but remember, the board is not obligated to go with committee suggestions.” [\(BoardSource\)](#)

Types of Committees

Committee	SCPA Has?	Purpose
Executive	X	Formulates agenda for board meetings. Oversees and advises executive director. Completes annual performance review for executive director and presents to board for approval.
CEO Support & Evaluation		Designs and develops the systems and processes that support the board-CEO partnership and help the CEO get better at their role. (resource)
Governance	X	Leads your board’s recruiting strategy, leads new board member orientation, organizes your board’s annual retreat, assesses the board’s strengths, and ensures the board receives necessary professional development. (resource)
Policy		Reviews, drafts, and recommends policies to the full board for review, discussion, and approval.
Nominations	X	Ad Hoc – Presents recommendation to board to fill unexpected board seat openings, interviews candidates for board opening appointments and makes recommendation to the board.
Finance	X	Works with the staff to create the upcoming fiscal year budget, presents budget recommendations to the board, monitors implementation of the approved budget on a regular basis, recommends proposed budget revisions, and recommends policies for the management of the organization’s assets. (resource)
Audit		Selects the outside auditor, meets with the auditor to receive the audit report and management letter, and discusses the management letter with the full board and the senior staff. May also be charged with auditing the expenses of the board and the chief executive officer. (resource)
Strategic Planning		Partners with the school leader to write, review, and propose changes to the school’s long-term strategic plan.
Development		Works with staff to develop a realistic fundraising plan, ensures board support of fundraising tasks and realization of fundraising goals, develops relationships and fosters a positive image of organization in the community. (resource)
Academic Excellence		Measures the academic results of the organization against the goals established in your charter, accountability plan, and annual CEO goals. Monitors student performance against rigorous academic goals and raises strategic issues for board discussion. (resource)

Board Discussion:

1. Combine functions for current committees?
 - a. Executive Committee have function of CEO Support & Evaluation

- b. Move function of Nominations to Governance (combine to be same committee – “Governance”)
 - c. Finance Committee have function of Audit – rename to be Finance & Audit
 - d. Policy – separate ad hoc committee or combined function?
2. Any additional committees needed?

Committee Composition

Committee	Composition Options	Notes
Executive	Board Chair Vice Chair Parent Board Member Executive Director	4 members
	Board Chair Vice Chair Governance Committee Chair Finance & Audit Committee Chair Executive Director	5 members
Governance	Teacher Board Member Parent Board Member Community Board Member Staff Member	4 members All seats designated (teacher, parent, community)
	Teacher Board Member Parent Board Member Board Member Staff Member	4 members Two seats designated, one for best fit based on experience
Finance & Audit	Board Member Board Member Community Expert Staff Member (CFO)	4 members Board members with most relevant background/experience
	Board Member Board Member Board Member Community Expert Community Expert Staff Member (CFO)	6 members Board members with most relevant background/experience

Board Discussion:

1. How many members should there be on each committee?
2. What should be the committee membership composition (which board members and staff, community membership, etc)?
3. Requirement - All board members must be on at least one committee?

Committee Appointments

Board Discussion:

1. Which board meeting should committee appointments occur at annually? September (one month after new board members are seated)?
2. What should the committee term length be? Annual?
3. How determine which individuals are best for which committees?
 - a. Outline ideal competencies to evaluate (for example, accounting background for finance)
 - b. Board decision in September on committee appointments?
 - c. How chair selected for each committee?

Resources:

Harvard Law School Forum on Corporate Gov

Boardable - [Nonprofit Board Committees: A Q&A Guide To Grow Impact Board Officers and Committees: What Structure Works Best?](#)

[What Committees Should Your Charter School Board Have?](#) Board on Track



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Board Committee Member Nomination Form

Name:

Address:

Telephone: 651-395-5900 E-mail:

Committee interest: Finance ___ Succession Planning ___ Governance ___ Compensation ___

The strategic direction of the board includes committees related to compensation planning, succession planning, improving board governance, and finance. How will your set of skills contribute to these efforts?

What additional skills and personal characteristics cause you to want to serve on the board committee?

Are you committed to working between 5-10 hours a month in order to serve on this committee?

What questions do you have about this committee and its objectives?

This form must be fully completed.
Return form to the attention of the XXXXXXXX.
Deadline is XXXXXX

Office of the Revisor of Statutes

2019 Minnesota Statutes

[Authenticate](#)  PDF

This is an historical version of this statute chapter. Also view [the most recent published version](#).

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 art 2 s 22, 23](#); [2003 c 130 s 12](#); [2009 c 96 art 2 s 41](#); [2010 c 382 s 27](#); [1Sp2011 c 11 art 2 s 29](#); [2013 c 116 art 4 s 1](#); [2014 c 272 art 3 s 37](#); [1Sp2015 c 3 art 4 s 4, 6, 10](#); [2016 c 189 art 26 s 12](#); [art 28 s 7](#)

Official Publication of the State of Minnesota
Revisor of Statutes



st. croix preparatory academy

Annual Report

2021-2022

Introduction

The purpose of this report is to summarize the progress and achievements of St. Croix Preparatory Academy (The School) in its 18th year of operation. This study includes information on the 2021-2022 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 18th 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 2021-2022

The second year of the Covid19 pandemic created different challenges than the 2020-2021 school year. These challenges related to the community’s differing positions on masking, vaccinations, and isolation/quarantine procedures. We were not unique as every school in the country had to address these issues.. With this said, the School was open the entire year, provided non-St. Croix Prep options for those desirous of distance learning, and operated the entire year in a face-to-face/in-person learning environment. Other relevant items are:

- The School opened with K-12 masks “strongly recommended”.
- On September 4, the School changed to K-8 masks “required” and 9-12 “strongly recommended”.
- The School changed to K-12 masks “required” from January 19 to February 18.
- The School returned to K-12 masks “strongly recommended” for the remaining of the school year.

Due to the challenges of the year, at the end of the year, the School was operating with staffing at approximately 85%-90% of normal staffing levels. This situation was not unique to St. Croix Prep.

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 as of June 30, 2022 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	kristendenzer@stcroixprep.org
Deanna Thompson		Teacher	01/18/2022	08/17/2023	651-395-5900	deannathompson@stcroixprep.org
Bob Hajlo	Chair	Parent	09/20/2016	08/23/2022	952-500-0751	bobhajlo@stcroixprep.org
Deb Keyes		Teacher	03/20/2012	08/23/2022	651-395-5900	dkeyes@stcroixprep.org
Drew Melendres		Parent	09/15/2020	08/18/2023	651-303-5776	drewmelendres@stcroixprep.org
Shane Mueller	Vice Chair	Community	08/18/2015	08/31/2025	612-309-6237	shanemueller@stcroixprep.org
Angela Galati		Teacher	10/19/2021	08/18/2023	651-395-5900	angelagalati@stcroixprep.org
Kim Pleticha		Parent	11/16/2021	08/31/2022	612-242-0613	kimpleticha@stcroixprep.org

Board members serve a three year term and elections are held during the last week in May of each school year. As was experienced across the country, the School did experience some board transition (resignation of a parent board member - Jason Langfield; resignation of a teacher board member - Christoph Brown). These positions were filled by appointment (Angela Galati - teacher; Kim Pleticha - parent) with candidates who had previously served on the Board. As of June 30, 2022 two parents (Christina Norman and Matt Stiles) have been elected to the board; and one parent member (Bob Hajlo) have been reelected to the board. New parent board members, 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
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Shane Mueller Bob Hajlo Kristen Denzer Drew Melendres Kim Pleticha Deb Keyes Angela Galati Nicole Donnay Deanna Thompson	<p>Legal Training - MN Stat 120A.41 Hours of Instruction; MN Stat 120A.414 e-Learning days</p> <p>Minn. Stat. 124E.05 Authorizers, specifically related to Friends of Education, terms of charter agreements, monthly compliance, network of schools, and general partnership</p> <p>Minn. Stat. 123B.38 School fees not authorized or prohibited</p> <p>Board Election - School bylaws - Article IV Section 7, Minn Stat 124E.07;</p> <p>MN Stat 13D - Open Meeting Law, Special Meetings, Emergency Meetings and Public Notification Requirements</p> <p>MN Stat 124D.78 - requirements related to the American Indian Parent Advisory Council (e.g. membership, meetings, vote of compliance, etc.)</p> <p>Annual Charter School Assurances, specifically the history and circumstances of TIZA school, issues related to the separation of church and state - Minn. Stat. 124E.13 (facilities), 124E.06 (non-sectarian) and related policies (e.g. dress code, equal access, religion, and data practices)</p> <p>Minn. Stat. 124E.16 - Audit reports and annual report submission</p> <p>Minn. Stat 124E.17 - Dissemination of school information to underserved communities</p>
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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)
- In 2021, enrolled 1,213 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, 14% 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%
2021-22	90	90	90	91	90	92	93	92	93	105	98	96	93	1,213	3%

Full enrollment at St. Croix Prep is approximately 1,200 students. Anticipated 2022-2023 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		
2021-2022	To be released	To be released
2020-2021	44.2%	73.5%
2019-2020	n/a - Covid	n/a - Covid
2018-2019	56%	86%
2017-2018	58%	85%
2016-2017	59%	83%
2015-2016	59%	85%
2014-2015	60%	83%
2013-2014	61%	80%
2012-2013	61%	77%
2011-2012	62%	78%
2010-2011	56%	72%
2009-2010	66%	84%
2008-2009	62%	79%
2007-2008	62%	81%
2006-2007	61%	85%
2005-2006	58%	83%
READING		
2021-2022		
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		
2021-2022		
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.

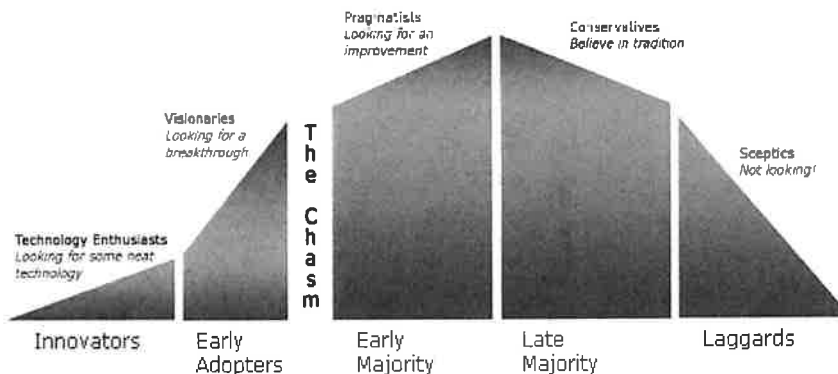
St. Croix Preparatory Academy's high academic performance has been repeatedly acknowledged by the Minnesota Department of Education, SchoolDigger (ranked the #1 district in MN for the past six years), The Washington Post (Minnesota's Most Challenging High School), Niche (#2 Elementary School in Minnesota; #6 Middle School in Minnesota; #4 High School in Minnesota), 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 2021). In addition, in the fall of 2021, St. Croix Prep's Middle School was awarded the National Blue Ribbon Award.

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. 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; future travels are scheduled for Greece. 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 impacted by the Covid-19 pandemic; and those challenges were noted in Section 2.

The goals of the 2022-2023 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 environment. Students staying power has been diminished, mental health challenges have increased, and student maturity development is behind due to time away from a normal school environment.
- 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 years. 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 16 years. In addition, the School has received the MDE Finance Award every year it has applied for this award (14 years in total). At June 30, 2022, the School had an unassigned general fund balance of 48%. 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 120 months. A copy of the School's 2012-2021 Audit Report is on file with the State of Minnesota. The field work related to the 2021-2022 audit will occur in August-September 2022.

11. Future Plans

The School's future plans consist of continued work in addressing the challenges noted in Section 9. 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: director@improvek-12education.org