



St. Croix Preparatory Academy  
Board Meeting Agenda  
March 28, 2023

1. Call to Order
2. Open Forum
3. Consent Agenda (Board Minutes, Executive Director Report)
  - A. Board Minutes 2
  - B. Executive Director Report 4
  - C. Governance -- Policy Approval, 1st reading Anti-Bully Policy 13
4. Agenda
  - A. Appoint Rita Thorson to the Board -- Faculty Member 23
  - B. Open Enrollment Period for 2024-2025 School Year -- August 28, 2023 to January 5, 2024 27
  - C. Board Election Update
  - D. Succession Planning Update 29
    1. S. Morrell Proposal Information 30
    2. Succession Planning Timeline 39
    3. Succession Planning RFI Issued
  - E. Financial Statement -- Quarterly Review, December 2022 Financial Statements 40
5. Adjourn Meeting

Members Present: N. Donnay, R. Hajlo, A. Galati, M. Stiles, A. Melendres

Members Absent: K. Denzer, C. Norman, Deb Keyes

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

---

## **Call to Order**

R. Hajlo called the meeting to order at 6:25PM.

## **3A - 3B Consent Agenda – J. Gutierrez**

Board minutes from the December 20, 2022 meeting and the Executive Director's Report.

- Motion to Approve: Drew
- Second: Matt
- Approved: All

## **3C - Governance Committee - J. Gutierrez**

1. No Update

## **4A - Charting the Course Gala Information: S. Peterson**

1. February 11, 2023
2. Raising money for the St. Croix Prep Foundation - Endowment - to help support teacher salaries.

## **4B-4C - Succession Planning - Scott Morrell, N. Donnay**

1. Presentation by Scott Morrell, Rebar Leadership.
2. Questions and Discussion

## **4D - Board Elections**

Board Elections: Update from N. Donnay.

Explored different options going forward to maintain a “no clear majority” board.

Upcoming elections:

- 1 year - Teacher term
- 3 year - Teacher Term
- 3 year - Teacher Term

- Motion to approve: Nicole
- Second: Matt
- Approved: All

## **Adjournment:**

- Motion to adjourn: A. Galati 8:07 PM
- Second: M. Stiles
- Approved: All

Respectfully Submitted by A. Galati  
St. Croix Preparatory Academy Board Clerk



**st.croixprep**

## **Executive Director's Report to the Board**

**Date of Report:** March 2023

**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, S. Garceau, K. Seim, C. Olson; and weekly administrative leadership meeting.
- Continued work with the Succession Planning Committee on the issuance of RFI and timeline for evaluation and recommendation by the committee.
- Continued work on board governance model resolution and Governance Committee
- Continued with escalation items related to student situations
- Performing duties of Communication, including development of communication and webpage for donors – which can also be used for prospective families.
- Conducted informational meeting on March 13 for those that are evaluating the school based on their enrollment/admissions status. The spring events are usually lower in attendance. This was true in this case, however, all of those in attendance (25) were interested in Middle and Upper School. This is due to situations in other schools.
- Current enrollment and associated information for the next school year will be communicated after Intent to Return forms are received and compiled. These were due on March 17.
- Hosted Chamber of Commerce visitors from the St. Croix Valley on February 9. This is an annual event for those who participate in the Leadership in the Valley program.
- Attended meetings with potential donors in preparation for the Gala on February 11.
- Attended National Symposium on Classical Education – February 22-24. Program attached in board packet.
- Discussions on staffing in additions with succession planning – these positions include curriculum director, dean of students, and communications director. Determination and inclusion in budget will be determined in April/May.
- Preparation for Job Fairs to expand our network, fill positions, build sub/long term sub pool, etc.

Professional Development: *See Attachment*



# st.croixprep

**J. Gutierrez**  
**Professional Development Plan**  
**2022-2023**

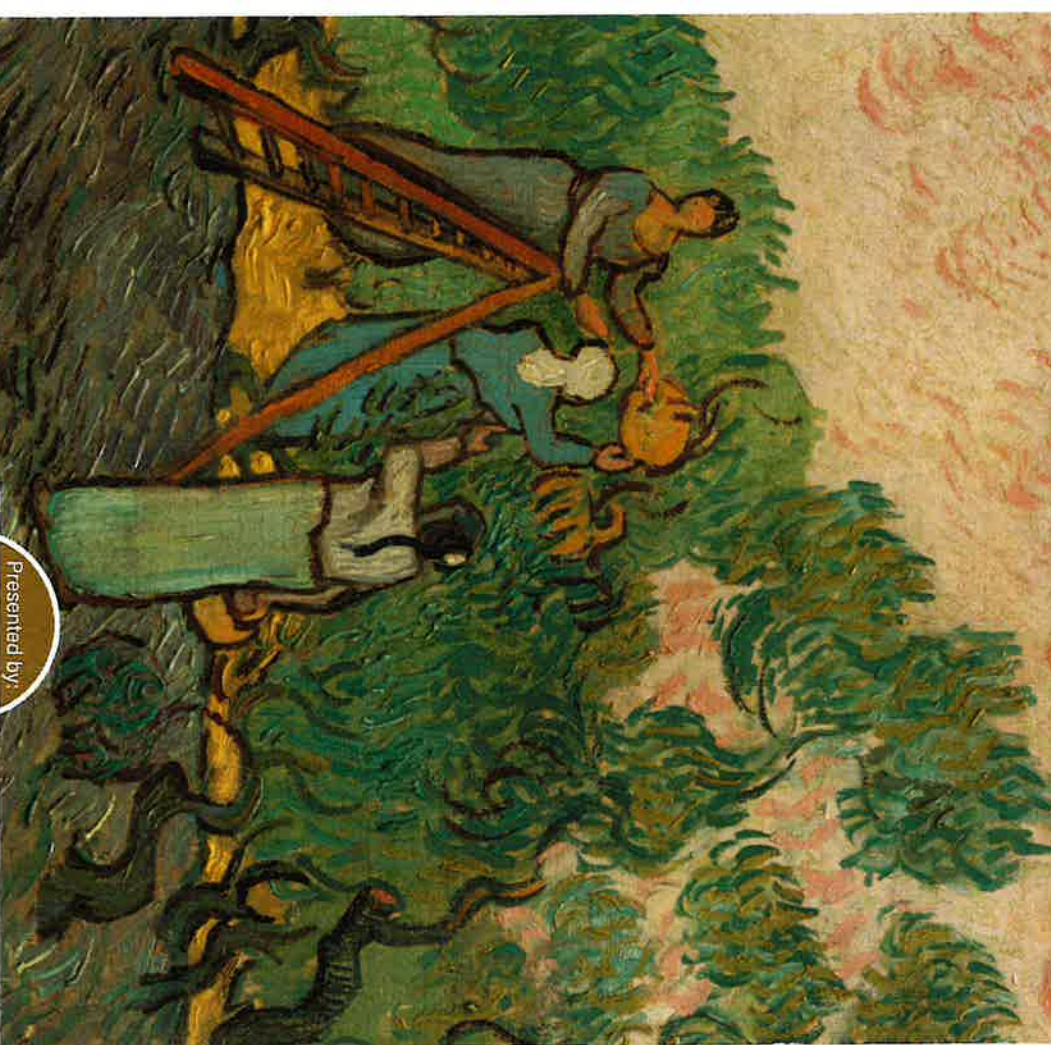
Month	Category	Title	Description/Comments
July 2022	AudioBook – 12 hours	The Iliad, translation by Robert Fagles	
	Videos – 12 hours	Erica Stevenson, Iliad Books 1-24, Moan (Modern Ancients), Inc.	
	Audiobook – 12 hours	The Odyssey, translation by Robert Fagles	
	Videos – 12 hours	Erica Stevenson, Iliad Books 1-24, Moan (Modern Ancients), Inc.	
	Book	Hostages No More, The Fight for Education Freedom and the Future of the American Child, by Betsy DeVos	
	Video Lecture – 48 minutes	The Heroic Quest, Vergil, Aeneid – Missouri State University	
	Book	Aeneid, by Virgil, books 1-7	
August 2022	Video Lectures – 15 hours	Aeneid, Books 1-7, Video lectures by Erica Stevenson, Tim McGee	
	Professional Development	Active Shooter Training – ALICE (Alert, Lockdown, Inform, Counter, Evacuate) training, Reunification Site Procedures to potentially implement	5
	Podcast – 2.5 hours	Legacy of Speed: Relax and Win – host Malcolm Gladwell	St. Jose State track team and events and context of Tommie Smith/John Carlos Mexico Olympic stand protest in 1968
	Documentary Film – 70 minutes	The Stand: How One Gesture Shook the World	Context and background of 1968 Olympic games protest
	Podcast – 30 minutes	The Daily, Inside the Adolescent Mental Health Crisis	
	Podcast – 42 minutes	The Daily, How Gorbachev Changed the World	
	Book	The Aeneid, by Virgil	
September	Videos, podcasts – 24 hours	Various Aeneid resources, Course Hero, Modern Ancients, Tim McGee	
	Book	All Quiet on the Western Front, by Erich Maria Remarque	Contrast to the glory/honor of war as depicted in The Iliad and The Aeneid. A German soldier's account of WWI – front line trench warfare
	School Law Seminar	September 30 – Rupp, Anderson, Squires, Waldspurger & Mace – topics included recent lawsuits against schools, student/staff freedom of speech issues, expulsion (and exclusion) procedures. Student searches in a digital age, data practices considerations for school administrators, discrimination claims, effective investigations.	
October	Movie – 2:35:00	All Quiet on the Western Front (1979)	
	Book	The Red Badge of Courage, by Stephen Crane	
	Book	The Revolt of the Black Athlete, by Harry Edwards	
	Conference	Minnesota Classical Education Conference <ul style="list-style-type: none"> <li>Dr. Anika Prather: <i>Why Classical Education is the best education for our children:</i></li> </ul>	

[illegible]





*National Symposium for*  
**Classical Education**  
*The Tradition Today*



Presented by:



**GreatHearts<sup>®</sup>**  
*Institute*



# GROWING WITH THE TRADITION



Welcome to the 5th Annual National Symposium for Classical Education! This year, we examine the role of tradition (and the Tradition) in shaping our understanding of the world. Like the olive trees in Van Gogh's colorful painting on the cover of this year's program, the ancient vitality of the Tradition

nonetheless welcomes ongoing human cultivation. Over the course of the week, we will explore the perennial practices of classical education to nurture, prune, and cultivate living men and women, making use of a cultural inheritance that is ever ancient, ever new. As classical education catches on across the country, we are obliged to communicate a more compelling definition of the Tradition—to our students, families, and communities. So, let's work together, participating in expert talks, panel discussions, workshops, and leadership sessions to better represent "The Tradition Today," in the classroom and throughout society.

## FOUR TRACKS TO CHOOSE FROM

*Scholarship for Practitioners*

*Leadership and School Culture*

*Workshops for Practitioners*

*Special Panels*

"Tradition means giving votes to the most obscure of all classes, our ancestors. It is the democracy of the dead. Tradition refuses to submit to the small and arrogant oligarchy of those who merely happen to be walking about."

- G.K. Chesterton

## KEYNOTE SPEAKERS

DANA GIOIA



Poet, Critic, and Translator

KATHARINE BIRBAL SINGH



Michaela Community School

DANIEL SCOOGIN



Great Hearts

LIZ HUNTLEY



The Hope Institute

## FEATURED SESSIONS

### POETRY AS HUMAN ENERGY

with Dana Gioia

Feb. 22 at 6:30pm in Ballroom 120A

### THE CULTURAL ENERGY OF SCHOOLS

with Katharine Birbalsingh

Feb. 23 at 8:00am in Ballroom 120A

### RECOVERING VIRTUE IN AN AGE OF VALUES

with Daniel Scoggin

Feb. 24 at 8:00am in Ballroom 120A

### THE ESSENTIAL IMPULSE OF HOPE

with Liz Huntley

Feb. 24 at 12:30pm in Ballroom 120A

## ADDITIONAL SYMPOSIUM SPEAKERS

Dale Ahlquist	Brighton Demarest-Smith	Peter McNamara	Matthew J. Smith
Juliette Aristides	Jeremy Whire	Jeremy Whire	Susan Spear
Toyin Afolajbe	Eugene Diamond	Keith Nix	Witch Stokes
Victor Austin	David Diener	Ierilyn Olson	Francis Su
Jon Balsbaugh	Max Eden	Angel Parham	Chris Swanson
Jonathan Bate	Laura Eidt	Jason Pedicone	Jake Tawney
Mark Bauerlein	Tracy Gardner	Christopher Perrin	Frederick Turner
Helen Baxendale	Eliot Grasso	Genevieve Peterson	Robert Turner
Joseph Becker	Jay P. Greene	Michael B. Poliakoff	Erik Twist
Jeremy Beer	Vigen Guroian	Robert Pondiscio	Peter Urickson
Lindsey M. Burke	James Hankins	Matthew Post	Erin Valdez
Jonathan Butcher	Jacob Howland	Andrew Pudewa	Michael Van Hecke
Paula Byrne	Nick Hutchison	Tucker Quayle	Jessica Vaughn
Paul Carrese	Sarah Kwilinski	Carol Reynolds	David Walker
Albert Cheng	Matthew Ladhner	Amy Richards	Chris Weir
Eric Cook	Devoney Looser	Mitchell Rocklin	Jim Weiss
Martin Cothran	Mary Loughran	David J. Rothman	Gregory Wilbur
Dan Coupland	Whitney Marsh	Ian V. Rowe	Brian Williams
Rachel Davison-Humphries	Wilfred McClay	Christopher Schlect	Peter Wood
Jeannette DeCelles-Zwerenman	Christine McLean	Colleen Sheehan	Catherine Zuckert
	Denis McNamara	Tracy Lee Simmons	Michael Zuckert
			Andrew Zwerenman

FEB. 22

## "POETRY AS HUMAN ENERGY"

with Dana Gioia

6:30pm in Ballroom 120A



# FEBRUARY 23 PROGRAM

## “THE CULTURAL ENERGY OF SCHOOLS”

with Katharine Birbaisingh  
8:00am in Ballroom 120A

9:30-11:00

### Scholarship for Practitioners

- Mathematical Thinking: “Build Mathematical Virtues, Not Just Skills” (Francis Su) and “Calculus and Classical Mathematics” (Peter Ulrickson)
- Philosophical Considerations: “On Freedom and Imagination in Classical Education” (Angel Parham) and “Classical for Students with Special Needs” (Amy Richards and Sarah Kwilinski)
- Scientific Traditions: “Plato, the Liberal Arts, and the Crisis in Contemporary Physics” (Mitch Stokes) and “The Physics Tradition: Have We Progressed?” (Chris Swanson)
- The Tradition of Arts & Sciences: “Productive Conversations Between Artists & Scientists” (Fred Turner and Robert Turner)
- Rhetorical Flourish: “Declamation for Today” (Chris Schlect) and “Climbing Parnassus Twenty Years On” (Tracy Lee Simmons)
- Artistic Ways of Knowing: “Classical Art—The Alchemy of Skill and Beauty” (Juliette Aristides) and “Music as Memory—The Art and Science of Music” (Greg Wilbur)

### Leadership and School Culture

- Leadership of Fundraising: “How Thriving Schools Think about Fundraising” (Genevieve Peterson)

9:30-10:15

### Leadership and School Culture

- Leadership of Teaching: “Cultivating Minds & Hearts through Classroom Teaching” (Katharine Birbaisingh, Chris Perrin, Andrew Pudewa, Andrew Zwerneman, and Jake Tawney)

Feb. 23

9:30-10:15

### Special Panel

- “Two Decades of Classical Renewal” (Dale Ahlquist, Jon Baisbaugh, Eric Cook, Mitchell Rocklin, Michael Van Hecke, and Dan Scoggin)

11:30-12:15

### Workshops for Practitioners

- Mathematics/K-5: “Making Your Math Course Feel More Human” (Francis Su)
- Socratic/K-5: “Philosophy for Children: Getting started with Socratic Discussions” (Rachel Davison-Humphries)
- Storytelling/K-8: “How to Teach with Stories Across the Curriculum” (Jim Weiss)
- Writing/K-8: “From Copywork to Composition: Teaching Writing through Imitation” (Andrew Pudewa)
- History/6-12: “What is Tradition?” (James Hankins)
- Rhetoric/6-12: “Rhetoric—Declamation in Action” (Chris Schlect)
  - Drama/6-12: “A Play Towards” (Nick Hutchison)

### Leadership and School Culture

- Intentional School Culture (Panel): “Establishing Culture to Last” (Jon Baisbaugh, Eric Cook, David Diener, Keith Nix, Ian Rowe, and Toyin Atoagbe)
- Classical Culture: “Liberal Education, Western Culture” (Andrew Zwerneman)
- Character Education: “Cultivating Character in Modern Society” (David Walker)
- Classical Culture: “Good Traditional, Bad Traditional: Understanding Today’s Renewal of Classical Architecture” (Denis McNamara)

12:30-1:15

### LUNCHEON PANEL

#### “Fostering the Talent Pipeline”

Paul Carrese, Martin Cothran, Daniel Coupland, Chris Perrin, Matthew Post, Chris Schlect, Brian Williams, and Jerilyn Olson

**1:30-3:00****Scholarship for Practitioners**

- Historical Vision: "The Uses of Tradition" (Wilfred McClay) and "Teaching Western Civilization in 2023" (James Hankins)
- Political Precedents: "Washington as Conservative Revolutionary—The Founding Father's Appeal to the Great Tradition" (Paul Carrese), "Madison and the 'Oracular' Thinkers, Ancient and Modern" (Colleen Sheehan), "Hamilton's 'Reading List'" (Peter McNamara), and "Thomas Jefferson and the Tradition of Liberal Learning" (Michael Zuckert)
- Language Acquisition: "Who Killed Latin?" (Jason Pedicone) and "The Trivium as a Framework for Teaching Latin and Modern Languages" (Laura Eidt)
- Humane Pursuits: "Putting Plato into Practice—Classical Education in the Classroom and School" (David Diener) and "Historical Renderings of the Liberal Arts" (Brian Williams)
- Poetic Learning: "Reading English Verse through the Tradition" (David Rothman and Susan Spear)

**Leadership and School Culture**

- Leadership of Talent: "The Essentials of Talent Management" (Jerrilyn Olson and Erik Twist)
- Leadership of Fundraising: "The Art and Science of the Capital Campaign" (Genevieve Peterson and Jeremy Beer)

**1:30-2:15****Special Panel**

- College & University Trends: "Breaking News for Higher Education—A Conversation with National Leaders" (Joseph Becker, Jacob Howland, Michael Poliakoff, Matthew Smith, Peter Wood, and Robert Jackson)

**1:30-2:15****Workshops for Practitioners**

- Grammar/K-5: "Diagramming Buffalo (for Teaching Grammar)" (Daniel Coupland)
- Mathematics/6-12: "Making Your Math Course Feel More Human" (Francis Su)
- Literature/6-12: "Asking Better Questions of Fiction" (Jeannette DeCelles-Zwerneman)

**2:30-3:15****Workshops for Practitioners**

- Mathematics/6-12: "Teaching Calculus Classically" (Mitch Stokes)
- Fine Arts/6-12: "Seeing Music: Engaging the Ideas of Sound and Harmony" (Gregory Wilbur)
- Storytelling/K-8: "How Science Progresses: Stories of Genius and Discovery" (Jim Weiss)

**3:30****CLOSING PRESENTATION****"The Redemptive Influence of Beauty"***Violin Trio, Painting, Poetry, and Song***FEBRUARY 24 PROGRAM****"RECOVERING VIRTUE IN AN AGE OF VALUES"**with Daniel Scoggin  
8:00am in Ballroom 120A

**9:30-11:00****Scholarship for Practitioners**

- Theological Thinking: "The Role of Authority in Carrying Forth a Tradition" (Victor Lee Austin) and "The Grammar of Our Lives and the Attack Upon It" (Vigen Guroian)
- Literary Explorations: "No Enjoyment Like Reading (with Jane Austen)" (Paula Byrne), "How Jane Austen's Novels Went to School" (Devoney Looser), and "Jane Austen—The Novelist-Pedagogue" (Colleen Sheehan)
- Dramatic Embodiments: "Bringing the Bard Forth" (Jonathan Bate) and "Shakespeare's Stagecraft" (Nick Hutchison)
- Philosophical Considerations: "Soul-Shaping Socratic Reading" (Matthew Post) and "Why Study Plato?" (Catherine Zuckert)
- Musical Knowledge: "The Role of Musical Tradition Today" (Eliot Grasso) and "A Classical Approach to Radical Modernism in the Arts" (Carol Reynolds)

**Leadership and School Culture**

- Intentional School Leadership (Panel): "Cultivating Leadership to Last" (Jon Balsbaugh, Eric Cook, David Diener, Keith Nix, Ian Rowe, and Toyin Atolagbe)
- Leadership of Fundraising: "Case Studies in Classical-Ed Fundraising" (Jeremy Beer, Eugene Diamond, Christine McLean, and Jessica Vaughn)

**Special Panel**

- "Considering Educational Reform and Choice for the Classical Renewal—A Conversation with National Policy Analysts" (Lindsey Burke, Max Eden, Jay Greene, Robert Pondiscio, and Helen Baxendale)

**9:30-10:15****Workshops for Practitioners**

- Latin/K-5: "Teaching Literacy with Latin in the Elementary School Classroom" (Jason Pedicone)
- SPED/K-12: "Classical for Students with Special Needs" (Amy Richards and Sarah Kwilinski)

**10:30-11:15****Workshops for Practitioners**

- Civics/K-5: "Little Republics: Civic Education & Civic Virtue in Every Classroom" (Rachel Davison-Humphries)
- Fine Arts/K-12: "Essentials of Drawing: Studying the Masters" (Brighton Demerest-Smith)

**11:30-12:15****Workshops for Practitioners**

- Storytelling/K-8: "Masters of the Renaissance: Teaching the Arts through Story" (Jim Weiss)
- Developmental Psychology/K-5: "The Psychology of Aesop" (Mark Bauerlein)
- Writing/K-5: "Paper and Pen: What the Research Says" (Andrew Rudewa)
- Music/K-5: "Teaching Principles and Milestones of our Western Musical Heritage" (Carol Reynolds)
- Mathematics/6-12: "How Can We Teach Calculus Well?" (Peter Ulrickson)
- Art Appreciation/6-12: "Learning to Attend" (Mary Frances Loughran)
- Politics/6-12: "The American Political Tradition of Questioning" (Jeremy Whire)
- Poetry/6-12: "Teaching the Secrets of English Verse to Students in Grades 6-12" (David Rothman and Susan Spear)

**Leadership and School Culture**

- Classical Culture: "Clearly Defining the Liberal Arts" (Chris Schlect)
- Cultural Topics: "The Right and Wrong Ways to Advance Diversity and Inclusion in Education" (Jay Greene)



12:30: LUNCHEON PLENARY

"THE ESSENTIAL  
IMPULSE OF HOPE"

with Liz Huntley

12:30pm in Ballroom 120A

1:30-2:15

Featured Panel

- "Challenges Facing Classical Education" (Dale Ahlquist, Eric Cook, Chris Schlect, Michael Van Hecke, and Rob Jackson)

2:30-4:00

Scholarship for Practitioners

- Literary Explorations: "Poets vs. Books" (Mark Bauerlein) and "Is There Such a Thing as a Modern Tragedy?" (Matthew J. Smith)

2:30-3:15

Workshops for Practitioners

- Language Teaching/K-5: "Teaching Latin & Modern Foreign Languages Classically in K-5" (Laura Eidt)
- History/K-5: "Beyond the Core Knowledge: Teaching American History Holistically in K-5" (Rachel Davison-Humphries)
- Music/K-12: "Composing New Music, Traditionally" (Eliot Grasso)
- Latin/6-12: "Why Your Classical School Should Teach Latin and How To Start a Program Even If You Can't Find a Full-Time Teacher" (Jason Pedicone)
- Drama/6-12: "Wild and Whirling Words" (Nick Hutchison)

Feb. 24

2:30-3:15

Leadership and School Culture

- Leadership of School Boards: "The Essentials of a Healthy Board Culture" (Whitney Marsh, Tucker Quayle, Erik Twist, and Chris Weir)
- Essential Culture: "Importance of Intellectual Leadership" (David Diener)
- Classical Culture: "The Objectivity of Beauty: An Introduction to the Realist Tradition" (Denis McNamara)

Special Panel

- Policy Considerations: "Wisdom from the Winks--How School Leaders can Participate in the Public Policymaking Process" (Jonathan Butcher, Albert Cheng, Tracy Gardner, Matthew Ladner, and Erin Valdez)

3:30-4:15

Workshops for Practitioners

- Fairy Tales/K-5: "How Do We Read Fairy Tales?" (Vigen Guroian)
- Poetry/K-5: "Teaching the Secrets of English Verse to Students in Grades K-5" (David Rothman and Susan Spear)
- Fine Arts/K-12: "Beginning Drawing" (Juliette Aristides)
- Music/6-12: "Traditional Tools for Teaching Music History" (Carol Reynolds)
- History/6-12: "The Habit and Teaching of History" (Andrew Zwerneman)
- Science/6-12: "An Inquiry Approach to Physics" (Chris Swanson)

Leadership and School Culture

- Classical Culture: "Helping to Form World-Shaping Graduates" (Jon Balsbaugh)

## **514 BULLYING PROHIBITION POLICY**

### **I. PURPOSE**

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. St. Croix Preparatory Academy (herein after "SCPA") cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of SCPA and the rights and welfare of its students and is within the control of SCPA in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist SCPA in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

### **II. GENERAL STATEMENT OF POLICY**

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on SCPA property, at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of SCPA or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off SCPA property and/or with or without the use of SCPA resources.



- B. No teacher, administrator, volunteer, contractor, or other employee of SCPA shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. A student who engages in an act of bullying, reprisal, retaliation, or knowingly making a false report of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with SCPA's policies and procedures, including S SCPA's discipline policy. A teacher, administrator, volunteer, contractor, or other employee of SCPA who permits, condones, or tolerates bullying or engages in an act of reprisal, retaliation, or knowingly making a false report of bullying shall be subject to disciplinary action. SCPA may take into account the following factors:
  - 1. The developmental ages and maturity levels of the parties involved;
  - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
  - 3. Past incidences or past or continuing patterns of behavior;
  - 4. The relationship between the parties involved; and
  - 5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying or other prohibited conduct may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. SCPA shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout SCPA, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from SCPA property and events.

- G. SCPA will act to investigate all complaints of bullying reported to SCPA and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of SCPA who is found to have violated this policy.

### **III. DEFINITIONS**

For purposes of this policy, the definitions included in this section apply.

- A. “Bullying” means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
  - 1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
  - 2. materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, “bullying,” specifically includes cyberbullying as defined in this policy.

- B. “Cyberbullying” means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on SCPA property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “Intimidating, threatening, abusive, or harming conduct” means, but is not limited to, conduct that does the following:

1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
  2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
  3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. "On school premises, on SCPA property, at school functions or activities, or on school transportation" means all SCPA buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for SCPA purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. SCPA property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, SCPA does not represent that it will provide supervision or assume liability at these locations and events.
- F. "Prohibited conduct" means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- G. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- H. "Student" means a student enrolled in SCPA.

#### **IV. REPORTING PROCEDURE**

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate SCPA official designated by this policy. A person may report bullying anonymously. However, SCPA may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. SCPA encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.
- C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a SCPA human rights officer or the Executive Director. If the complaint involves the building report taker, the complaint shall be made or filed directly with the Executive Director or the SCPA human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by SCPA shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. SCPA personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts

to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. SCPA will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

## **V. SCPA ACTION**

- A. Within three school days of the receipt of a complaint or report of bullying or other prohibited conduct, SCPA shall undertake or authorize an investigation by the building report taker or a third party designated by SCPA.
- B. The building report taker or other appropriate SCPA officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, SCPA will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular



incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. Action taken by SCPA for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy and other applicable SCPA policies; and applicable regulations.

- E. taken is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of SCPA. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, SCPA shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

## **VI. RETALIATION OR REPRISAL**

SCPA will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of SCPA who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

## **VII. TRAINING AND EDUCATION**

- A. SCPA shall discuss this policy with school personnel and volunteers and provide appropriate training to SCPA personnel regarding this policy. SCPA shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the SCPA. SCPA or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.
- B. SCPA shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
  - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
  - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
  - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
  - 4. The incidence and nature of cyberbullying; and
  - 5. Internet safety and cyberbullying.
- C. SCPA annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of SCPA is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.

- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

- F. SCPA may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. Affected students and their parents may have rights under state and federal data practices laws to obtain access to data related to an incident and to contest the accuracy or completeness of the data.

## **VIII. NOTICE**

- A. SCPA will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with SCPA.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on SCPA's website.

- F. SCPA shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

## **IX. POLICY REVIEW**

To the extent practicable, the SCPA Board shall, on a cycle consistent with other SCPA policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

***Legal References:*** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 121A.031 (School Student Bullying Policy)  
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.69 (Hazing Policy)  
Minn. Stat. Ch. 124E (Charter Schools)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)  
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)



## **Board Candidate Form for 2023 Voter's Guide**

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

I was first introduced to St Croix Prep in 2012 when my daughter was entering Kindergarten. She attended Prep from K-3rd grade until we moved out of state. We returned to Minnesota in 2021, when I joined the Upper School staff and my daughter returned as an 8th grade student. I appreciate the education she has received, and value the everyday work by my colleagues. I know there is a need for a faculty representative on our board and I want to support what I know to be the best intentions of excellent educators.

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

I have been a secondary educator for 22 years in 4 different states, bringing different perspectives from public and private, Core Knowledge, and Common Core backgrounds. I have both a teaching and administrative license and also have a current 9th grade student attending Prep, so I often look at situations from the perspective of a parent, staff member, and also consider the administrative viewpoint with various situations. In 2017, I was named a teaching Fellow in the state of Wisconsin, primarily based on my work in character education development at Meyer Middle School in River Falls. I spent one quarter out of the classroom in 2012 coaching our staff on the 11 Principles of Character Education. In 2017 our school was named a National School of Character by character.org

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

The three pillars of Prep are first and foremost on my mind as what is most important. Academics is a strength I know will be maintained. I believe the Leadership and Character pillars can and will be emphasized as we move forward in educating the whole child. When we continue to look for ways to help each student find success, we serve the most number of students, best, helping each student grow to be their best selves.

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

Succession planning is a critical aspect of the next phases of governing the school. A clear plan for transitioning to a new executive director and executive director of finance and operations is a necessity in our long term success when our current leaders retire.

**5. Which of the board committees (e.g. Governance, Succession Planning, and/or Finance) would you be willing to serve on to address the strategic issues of the School?**

I am willing to serve wherever I am most needed. That said, the succession planning piece is currently front of mind with our Founders having served significant time and nearing the ability to retire.





## **St. Croix Preparatory Academy Board Member Training Policy**

### Training Policy

A St. Croix Preparatory Academy Board Member, as a member of the governing body of the Academy, is primarily responsible for governance, fiscal accountability, student achievement, strategic direction, and fulfilling the mission of the Academy in accordance with its Bylaws and founding documents. The training described below is required and is designed to assist Board Members to effectively carry out these responsibilities.

- A. Prerequisites to Assuming the Duties of the Office of a Director. A person elected or appointed to hold office as a director does not automatically assume the duties of that office. A person cannot assume the duties of the office of a director until he or she has qualified for the office. Qualification for an incoming director requires that the person complete the training requirements described in this paragraph.
1. Reading List Requirements as noted below.
  2. Meeting with Board Chair, Vice Chair, and Executive Director about the role and responsibilities of a St. Croix Prep board member.
  3. Meeting with the Executive Director to discuss an overview of the School, its history, the organizational structure, and the required reading and its impact on strategic decision making.
  4. Meeting with the CFO to discuss school financing, budgeting, lease aid, funding challenges, and bondholder communication.
  5. Meeting with Executive Director and Principals to discuss communication protocol and homework philosophy.
- B. Initial Training (First Year on the Board). Minnesota Statutes section 124E.107subd. 7, as amended, requires initial training of directors. After assuming the duties of the office of a director (i.e., after being seated), a new director must begin the required initial training described in this paragraph. A new director who does not begin the required initial training described in this paragraph within six months after being seated and complete that training within 12 months of being seated on the board is automatically ineligible to continue to serve as a director.
1. State mandated training on finance, governance, and employment law.
  2. Attendance at one of the Informational meetings held for prospective families/students
- C. Annual Training. Minnesota Statutes section 124E.07, subd. 7, as amended, requires annual training of directors. To continue as a director, a person must comply with the annual training requirements described in this paragraph.

1. Current Issues in Education
2. Ongoing Legal and Financial Training
3. Governance Procedures and Processes

## **Reading List Requirements Prior to Assuming the Duties of an Officer or Director**

*Crossing the Chasm*, by Geoffrey Moore. Approximately 70 pages of total reading. The purpose of the reading is to introduce the theory and lens through which the organization is discussed.

### 2<sup>nd</sup> Edition

- Introduction – pages 3-7.
- Chapter 1 – pages 9-14, 16b-20. Introduction of adoption curve construct.
- Chapter 2 – pages 27-59. Description and analysis of adoption curve categories.
- Chapter 3 – pages 63-72. Crossing the Chasm introduction.
- Chapter 5 – pages 108-114. Whole product definition and introduction.
- Conclusion – pages 189-211. Operational implications of an organizations growth through the adoption curve.

### 3<sup>rd</sup> Edition

- Introduction – pages 3-9.
- Chapter 1 – pages 11-19b, 21-26. Introduction of adoption curve construct.
- Chapter 2 – pages 33-72. Description and analysis of adoption curve categories.
- Chapter 3 – pages 75-85. Crossing the Chasm introduction.
- Chapter 5 – pages 130-138b. Whole product definition and introduction.
- Conclusion – pages 213-241. Operational implications of an organizations growth through the adoption curve.

*Drive*, by Daniel Pink. Approximately 60 pages of total reading. The purpose of the reading is to discuss motivation in terms of human capital management, compensation structure, and the organizations migration through the adoption curve.

- Table of Contents – pages 1-10. Introduces intrinsic motivation and rewards.
- Drive, the Recap – pages 218-223. Summary of the book which encapsulates key terms of intrinsic motivation, Motivation 1.0, 2.0, 3.0, and the importance of Autonomy, Mastery, and Purpose.
- Chapter 1 – pages 13-19, 27-31. Introduce Motivation 1.0, 2.0, 3.0 and self/intrinsic motivation.
- Chapter 2 – pages 32-35, 57. Trade-offs of Motivation 2.0
- Chapter 3 – pages 75-79. Introduce Type I and Type X; and nutrients for Type I employee
- Chapter 4 – pages 83-92, 105-106. Discuss Autonomy (Task, Time, Technique, and Team), accountability
- Chapter 5 – pages 108-110, 118-125. Discussion of engagement, master; Mindset/attitude impact

- Chapter 6 – pages 131-133, 141-145. Purpose maximization and summary.

*Mindset*, by Carol Dweck. Approximately 80 pages of total reading. The purpose of this reading is to discuss attitude and mindset and its impact on goal achievement, esteem, work ethic, homework, AP classes, college acceptance, etc. This has implications throughout St. Croix Prep.

- Table of Contents
- Introduction
- Chapter 1 – pages 3-14. Introduction to the mindsets.
- Chapter 2 – pages 15-18a, 22c-25, 39b-41b, 45-54. Discussion of fixed mindset versus growth mindset. Implications of can't versus won't.
- Chapter 3 – pages 57-59, pages 66-67. Middle School transition and teacher/class implications.
- Chapter 4 – page 104. Summary.
- Chapter 5 – pages 142-143. Summary.
- Chapter 6 – pages 173-212. Discussion of mindsets in schools and education.
- Chapter 7 – pages 224-229. Discussion of changing mindsets.



st.croixprep

## 2023-2024 School Calendar

JULY 2023				
M	T	W	TH	F
3 No School Offices Closed	4 No School Offices Closed	5 No School Offices Closed	6 No School Offices Closed	7 No School Offices Closed
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

AUGUST 2023 (T9/S4)				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28 First Day of School	29 No School L.S. Only L.S. Conf.	30 No School L.S. Only L.S. Conf.	31 No School L.S. Only L.S. Conf.	

SEPTEMBER 2023 (T19/S18)				
M	T	W	TH	F
				1 No School
4 No School Offices Closed	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29 No School

OCTOBER 2023 (T20/S19)				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19 No School	20 No School
23 No School	24	25	26	27
30	31			

NOVEMBER 2023 (T20/S18)				
M	T	W	TH	F
		1	2	3 *End of Quarter
6 No School	7	8	9	10
13	14	15	16 LS, MS, US L.S. Conf.	17 No School L.S. Only L.S. Conf.
20	21	22 No School	23 No School Offices Closed	24 No School Offices Closed
27	28	29	30	

DECEMBER 2023 (T16/S16)				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25 No School Offices Closed	26 No School Offices Closed	27 No School Offices Closed	28 No School Offices Closed	29 No School Offices Closed

JANUARY 2024 (T22/S20)				
M	T	W	TH	F
1 No School Offices Closed	2	3	4	5
8	9	10	11	12
15 No School	16	17	18	19 *End of Quarter
22 No School	23	24	25	26
29	30	31		

FEBRUARY 2024 (T20/S19)				
M	T	W	TH	F
			1	2 No School L.S. Only L.S. Conf.
5	6	7	8	9
12	13	14	15	16 No School
19 No School	20	21	22	23
26	27	28	29	

MARCH 2024 (T16/S15)				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21 *End of Quarter	22 No School
25 No School	26 No School	27 No School	28 No School	29 No School

APRIL 2024 (T22/S22)				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

MAY 2024 (T22/S21)				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27 No School Offices Closed	28	29	30 *Last Day of School	31

JUNE 2024 (T0/S0)				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

 School Day

 No School Day

 No School Day for LS Only

 No School Day and Offices Closed

## Office of the Revisor of Statutes

## Office of the Revisor of Statutes

## 2022 Minnesota Statutes

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

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

(1) pupils within an age group or grade level;

(2) pupils who are eligible to participate in the graduation incentives program under section 124D.68; or

(3) residents of a specific geographic area in which the school is located when the majority of students served by the school are members of underserved populations.

(b) A charter school, including its preschool or prekindergarten program established under section 124E.06, subdivision 3, paragraph (b), shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils must be accepted by lot. The charter school must develop and publish, including on its website, a lottery policy and process that it must use when accepting pupils by lot. *August 28 - January 5*  
*Week of January 8*

(c) A charter school shall give enrollment preference to a sibling of an enrolled pupil and to a foster child of that pupil's parents and may give preference for enrolling children of the school's staff before accepting other pupils by lot. A charter school that is located in Duluth township in St. Louis County and admits students in kindergarten through grade 6 must give enrollment preference to students residing within a five-mile radius of the school and to the siblings of enrolled children. A charter school may give enrollment preference to children currently enrolled in the school's free preschool or prekindergarten program under section 124E.06, subdivision 3, paragraph (b), who are eligible to enroll in kindergarten in the next school year. *④ Sibling Preference then Employee Preference*

(d) A person shall not be admitted to a charter school (1) as a kindergarten pupil, unless the pupil is at least five years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences; or (2) as a first-grade student, unless the pupil is at least six years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences or has completed kindergarten; except that a charter school may establish and publish on its website a policy for admission of selected pupils at an earlier age, consistent with the enrollment process in paragraphs (b) and (c). *5 years of age*

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

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

(g) Once a student is enrolled in the school, the student is considered enrolled in the school until the student formally withdraws or is expelled under the Pupil Fair Dismissal Act in sections 121A.40 to 121A.56. *Financial Impact, Truancy, Enrollment*

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

**History:** 1991 c 265 art 9 s 3; 1993 c 224 art 9 s 8; 1Sp1995 c 3 art 9 s 2; 1996 c 412 art 4 s 2; 1998 c 397 art 2 s 7, 164; art 11 s 3; 2000 c 489 art 6 s 20; 2009 c 96 art 2 s 41; 1Sp2011 c 11 art 2 s 29; 2013 c 116 art 4 s 1; 2014 c 272 art 3 s 38, 39; 1Sp2015 c 3 art 4 s 4, 10; 1Sp2017 c 5 art 2 s 41; 2018 c 182 art 1 s 32

Official Publication of the State of Minnesota  
Revisor of Statutes





Members Present: N. Donnay, T. Smith, C. Olson, D. Melendres

Members Absent: S. Mueller,

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

---

Meeting began at 4:25 pm

## **Discussion and Next Steps from Consultant Discussion**

Discussed the proposal and timeline received from Scott Morrell.

- S. Morrell Proposal Items. These included timelines, tasks to be accomplished during those timelines, and associated costs by year given the 2025 completion (\$25,000 in 2023; \$25,000 in 2024; \$35,000 in 2025).
- Request from Other Consultants and RFI Process. These are:
  - March 14. D. Melendres will have a draft RFI.
  - March 17. RFI will sent to additional consultants.
  - March 31. Consultant questions received.
  - April 6. Written response to questions distributed.
  - April 14. Final proposals received.
  - April 19. Succession Planning Committee meeting to review proposals.
  - April 19-23. Reference calls.
  - April 25. Recommendation to Board
- Future Committee Meetings (4:20 pm to 5:00 pm). These are:
  - April 5
  - April 19
  - April 26
- Rubric for Evaluation is as follows:
  - Experience – 20%
  - Process approach – 20%
  - Cultural fit – 20%
  - Price – 40%

The meeting ended at 5:05 pm

Submitted by J. Gutierrez, St. Croix Preparatory Academy



February 24, 2023

To: St. Croix Preparatory Academy

From: Dr. Scott Morrell, Rebar Leadership

Re: Succession Planning Proposal

I thank you for the opportunity to meet with the St. Croix Preparatory Academy's school board on January 17, 2023. During the meeting you expressed a future need for seamless transition between St. Croix Preparatory Academy Founder/Executive Director, Mr. Jon Gutierrez, and his successor. Upon my departure I promised to design and submit a Succession Planning Proposal based on the information shared.

In the following proposal you will see a rationale, my understanding of the situation, the goal and objectives of a succession plan, a detailed timeline, assumptions, possible risks associated, consultant fees and estimated/projected resources.

### **Rationale**

You want to get this right. The stakes are high. A purposeful and planned process will ensure that the organization is holistically ready to receive a talented successor. I share a summary of outcomes this timeline will generate. The succession planning process will:

- Strive to be transparent resulting in organizational wide awareness, trust and confidence.
- Allow time to reflect and review assumptions, processes, and procedures by all stakeholders.
- Capitalize on strategic decisions while minimizing over-reactions to emotional panic.
- Allow focus and direction during a time of significant change within the organization.
- Examine short-term and long-term leadership competencies.

### **Situation**

The founder and executive director of St. Croix Preparatory Academy, Mr. Jon Gutierrez has announced to the school's governing board his intention to retire in 2025. Recognizing the need to seek a successor, a Succession Planning Committee has been meeting since August of 2022 and given the charge to build a foundation for succession.

An expected sense of unease surfaces when a long-time leader, in your case a founder, makes an announcement to depart the organization. This unease should be recognized, but not be allowed to paralyze tangible steps toward a bright future. When a purposeful plan is widely known, anxiety reduces and candid participation is inspired.

## **Goal**

The goal of a planned and purposeful succession plan is to have a seamless transition between the current executive director and the successor.

## **Objectives**

The steps to achieve a seamless transition includes but is not limited to the following elements.

1. Equip the board, senior leadership, teachers, staff, and stakeholders with a transparent plan.
2. Identify knowledge, skills and abilities displayed in the current executive.
3. Identify behavioral competencies displayed in the current executive.
4. Identify activities, tasks, and time distribution on a 12-months basis by the current executive.
5. Collect and analyze individual and group feedback on the competencies desired in the successor.
6. Analyze, discuss, and decide the strategic and operational leadership competencies needed in the successor.
7. Understand the nature and kind of leadership transition to occur.
8. Project confidence toward instructional staff that a pathway exists for professional continuity for the school.
9. Equip the board and succession planning committee with the confidence to select successor-candidate.
10. Provide on-boarding suggestions that assure right fit between the organization and successor.
11. Build bench strength of talented leaders throughout the timeline proposed.
12. Celebrate the exiting leadership contributions to the organization.

## **Timeline**

Permit me to define your situation. There is no need to act on an emergency succession plan. You have a generous timeline. Due to the nature of the timeline, I see the project in a series of stages. Each stage builds on the previous stage and is sequential in activity.

1. *Discovery Stage* - See APPENDIX A showing detailed steps proposed during 2023 – 2024. This period includes data collection, analysis, broad and narrow discussions, and recommendations for 2023 – 2024.
2. *Preparation Stage* – See APPENDIX B for intentional preparation to build the organizations bench strength. This period of planned development, excitement and anticipation will ensure the organization is ready for the transition. Proposed are readiness activities, customized training, and capacity building for the leadership transition.
3. *Search and Selection Stage* – See APPENDIX C. The Succession Planning Committee, along with board and senior leadership will determine sequential steps with an internally or externally driven search process. The proposal does not yet fully spell these steps out. Future discussions will outline and detail the search process logistics.

4. *Integration Stage* – See APPENDIX D. Yearlong on-boarding will be recommended as the plan unfolds. Basically, the board/succession planning committee will design and implement an effective orientation and on-boarding for the successor. The goal is to ensure that the board and executive get off to the right start by determining organizational priorities, as well as their respective roles and responsibilities, and their plans for monitoring and evaluating performance.

### **Assumptions**

Upon final agreement St. Croix Preparatory Academy would:

- Communicate to all participants that the project proposed (succession plan) is an intentional opportunity for the future of the organization, for current leadership/team growth, and mutual benefit across the entire enterprise. The activity should be a sign of positive health by leveraging everyone's expertise.
- Provide their honest feedback during interviews, focus groups, meetings and retreats.
- Provide participant contact information (i. e. full name, phone, and email address) to the consultant for communication purposes.
- Provide facilities for meetings.
- Provide reasonable snacks and drinks during meetings, as appropriate.
- Provide copy service for materials, as needed.
- Pay invoices in a timely manner.

Dr. Scott Morrell will:

- Act as the sole designer and facilitator in all succession planning activities.
- Proactively communicate roles, expectations, and activities agreed upon.
- Design agendas and engage in all planning meetings.
- Design and facilitate all interviews and focus groups.
- Design and facilitate survey(s).
- Engage in one-on-one coaching sessions.
- Communicate with key stakeholders on progress of the project.
- Provide recommendations for individual executives, principals, key stakeholders and the like.
- Be onsite for all meetings: board and succession planning committee, as needed. Virtual attendance will be kept to a minimum.

### **Risks**

The level of internal analysis required in this project can and will invite tension among participants. It is not the intent of this plan to create unhealthy conflict, but rather, to stimulate hidden assumptions, unknown agendas and so forth in the execution of the plan.

Sometimes valuable contributors will self-select themselves out of the process. Unfortunately, sometimes participants will leave the organization. Here too, it is not the intent of the succession plan to have such a result.

## Consultant Fees

1. 2023 – A comprehensive consultation retainer fee of \$25,000.
  - a. Plus, mileage reimbursement from Prior Lake, MN to SCPA campus.
  - b. In the event late night/or early morning and/or back to back days of meetings occur, a hotel stay is requested.
  - c. An invoice schedule will be suggested and negotiated with appropriate personnel.
2. 2024 – A comprehensive consultation retainer fee of \$25,000.
  - a. Plus, mileage reimbursement from Prior Lake, MN to SCPA campus.
  - b. In the event late night/or early morning and/or back to back days of meetings occur, a hotel stay is requested.
  - c. An invoice schedule will be suggested and negotiated with appropriate personnel.
3. 2025 – A comprehensive consultation retainer fee of \$35,000.
  - a. Plus, mileage reimbursement from Prior Lake, MN to SCPA campus.
  - b. In the event late night/or early morning and/or back to back days of meetings occur, a hotel stay is requested.
  - c. An invoice schedule will be suggested and negotiated with appropriate personnel.

## Resources

- Any emergent training resources (e. g. books, assessments) would be invoiced upon use.
- 2024 – Training resources for *The Change Cyle* are roughly \$75 per participant.
- Any executive coaching materials used would be invoiced upon use.

## Clients Served

A comprehensive list of clients served can be found at [www.rebarleadership.com](http://www.rebarleadership.com)

# APPENDIX A – DISCOVERY

Timeline	Activity	Objective	Person(s)
March/April, 2023	Request for Proposal	Define RFP elements	Succession Planning Committee/Board
	RFP solicitation period	Received RFP responses	
	RFP - Responses reviewed	Selection made on consultant	
April/May, 2023	Contract negotiations	Define project scope	Succession Planning Committee/Board
		Define roles	
		Define expectations	
		Uncover assumptions	
		Identify timeline/schedule	
		Agree on consultant compensation	
May/June, 2023	Contract finalized	Clarity on the Succession Plan	Succession Planning Committee/Board
June - August, 2023	Discovery Stage	1:1 interviews (Vision, competencies, skillsets)	Jon Gutierrez - Executive Director
June - August, 2023	Discovery Stage	1:1 interviews (Vision, competencies, skillsets)	Bob Hajlo - Board Chair
June - August, 2023	Discovery Stage	1:1 interviews (Vision, competencies, skillsets)	Shane Mueller - Vice Chair
June - August, 2023	Discovery Stage	1:1 interviews (Vision, competencies, skillsets)	Kelly Gutierrez - ED Finance/Ops
June - August, 2023	Discovery Stage	1:1 interviews (Vision, competencies, skillsets)	Joann Karetov - Lower School Principal
June - August, 2023	Discovery Stage	1:1 interviews (Vision, competencies, skillsets)	Amy Kleinboehl - Middle School Principal
June - August, 2023	Discovery Stage	1:1 interviews (Vision, competencies, skillsets)	Andrew Sachariason - Upper School Principal
June - August, 2023	Discovery Stage	1:1 interviews (Vision, competencies, skillsets)	Nicole Donnay - Board Member
June - August, 2023	Discovery Stage	1:1 interviews (Vision, competencies, skillsets)	Drew Melendres - Board Member
June - August, 2023	Discovery Stage	1:1 interviews (Vision, competencies, skillsets)	Chad Olson - Technology Director
June - August, 2023	Discovery Stage	1:1 interviews (Vision, competencies, skillsets)	Angela Galati - Teacher
June - August, 2023	Discovery Stage	1:1 interviews (Vision, competencies, skillsets)	Deb Keyes - Teacher
June - August, 2023	Discovery Stage	1:1 interviews (Vision, competencies, skillsets)	Kristen Denzer - Board Member
June - August, 2023	Discovery Stage	1:1 interviews (Vision, competencies, skillsets)	Christina Norman - Board Member
June - August, 2023	Discovery Stage	1:1 interviews (Vision, competencies, skillsets)	Matt Stiles - Board Member
June - August, 2023	Discovery Stage	1:1 interviews (Vision, competencies, skillsets)	Bill Blotske - Facilities Director
June - August, 2023	Discovery Stage	1:1 interviews (Vision, competencies, skillsets)	Sarah Garceau - Development Director
June - August, 2023	Discovery Stage	1:1 interviews (Vision, competencies, skillsets)	Terri Smith - Human Resources

June - August, 2023	Discovery Stage	1:1 interviews (Vision, competencies, skillsets)	Peggy Rosell - Director of Student Services
June - August, 2023	Discovery Stage	1:1 interviews (Vision, competencies, skillsets)	Authorizer - Friends of Education (?)
	Analysis/Reporting	Themes generated from all interviews conducted	Reporting to Succession Planning Committee
August/Sept, 2023	Focus Groups	Focus Group 1 - (6-8 participants)	Lower School Teachers, Specialists
August/Sept, 2023	Focus Groups	Focus Group 2 - (6-8 participants)	Student Support Services, Office Personnel
August/Sept, 2023	Focus Groups	Focus Group 3 - (6-8 participants)	Middle School Teachers
August/Sept, 2023	Focus Groups	Focus Group 4 - (6-8 participants)	Student Support Services, Office Personnel
August/Sept, 2023	Focus Groups	Focus Group 5 - (6-8 participants)	Upper School Teachers
August/Sept, 2023	Focus Groups	Focus Group 6 - (6-8 participants)	Student Support Services, Office Personnel
September, 2023	Analysis/Reporting	Themes generated from focus groups	Reporting to Succession Planning Committee
October, 2023	Fall Board meeting/retreat	<ul style="list-style-type: none"> <li>• Share findings, recommendations, next steps</li> <li>• Define leadership transition dynamics</li> <li>• Board role</li> <li>• Board checklist</li> <li>• Board responsibilities</li> <li>• Board effectiveness</li> </ul>	Board
July 1, 23 – June 30, 24	Ex Director - Time/Task Study	<ul style="list-style-type: none"> <li>• Identify time and tasks month by month.</li> <li>• Final inventory of the elements conducted by the executive director are shared and discussed.</li> <li>• Comparison of future state position description in light of time and task study findings.</li> </ul>	Jon Gutierrez - Executive Director Board Succession Planning Committee



## APPENDIX B – PREPARATION

<b>Timeline</b>	<b>Activity</b>	<b>Objective</b>	<b>Person(s)</b>
January, 2024	Change Cycle training Part 1	To equip the organization for planned change	Groups to be formed
Feb-March, 2024	Survey Parents of current students	Survey details to be determined	Succession Planning Committee
		Data shared, interpreted and decisions made	Reporting to Succession Planning Committee
TBD	Executive Coaching	To build bench of leaders to be identified	Executive Director
TBD	Executive Coaching	To build bench of leaders to be identified	CFO
TBD	Executive Coaching	To build bench of leaders to be identified	Principals
TBD	Executive Coaching	To build bench of leaders to be identified	Key Staff
July 1, 2023 – June 30, 2024	Ex Director - Time and Task Study	Identify time and tasks month by month. <ul style="list-style-type: none"> <li>Identify time and tasks month by month.</li> <li>Final inventory of the elements conducted by the executive director are shared and discussed.</li> <li>Comparison of future state position description in light of time and task study findings.</li> </ul>	Jon Gutierrez - Executive Director Board Succession Planning Committee
January, 2024	Change Cycle training Part 1	To equip the organization for planned change	Groups to be formed
June, 2024	Change Cycle training Part 2	To equip the organization for planned change	Groups to be formed
July/August, 2024	Refine job description	Tighten up job description based on data gathered	Succession Planning Committee/Human Resources
	Decide method of search	Internal search vs external search	Succession Planning Committee/Human Resources
	Communication plan for org	Transparency and confidence building	Succession Planning Committee
Summer, 2024	Compensation and Benefits reviewed	Ensure alignment with market and search in 2025	Human Resources
Fall, 2024	Begin draft press release		Succession Planning Committee
	Begin draft recruitment plan		Succession Planning Committee
November, 2024	Change Cycle training Part 3	To equip the organization for planned change	Groups to be formed

# APPENDIX C – SEARCH/SELECTION

Timeline	Activity	Objective	Person(s)
January, 2025	Develop draft recruitment plan	TBD	Search Committee
February, 2025	Press release ED retirement	TBD	Search Committee
March, 2025	Recruitment plan/Search finalized	TBD	Search Committee
April, 2025	Recruitment plan/Search executed	TBD	Search Committee
May, 2025	Recruitment plan/Search executed	TBD	Search Committee
June, 2025	Recruitment plan/Search executed	TBD	Search Committee
July, 2025	Review candidate profiles	TBD	Search Committee
	Selection of first round interview candidates	<ul style="list-style-type: none"> <li>Initiation of background checks</li> <li>References called/interviewed</li> </ul>	Search Committee
	First round	<ul style="list-style-type: none"> <li>In person? Virtual?</li> <li>Campus tours</li> <li>Standardize interview questions</li> </ul>	Search Committee
	Second round	<ul style="list-style-type: none"> <li>Require in person, onsite.</li> <li>Campus tour</li> <li>Prescribed presentation required for candidates to give.</li> <li>Meet faculty, principals, staff, students, families, key stakeholders</li> </ul>	Search Committee  Meet faculty, principals, staff, students, families, key stakeholders.
	Final candidate recommendation to board	Board discusses final candidate profile	Board/Search Committee
	Offer made	to be established	
	Negotiations	to be established	
	Acceptance	to be established	
	Start date determined	to be established	
August	Place holder in case needed		
September	Place holder in case needed		
October	Place holder in case needed		
November	Place holder in case needed		
December	Place holder in case needed		

# APPENDIX D – INTEGRATION

Timeline	Activity	Objective	Person(s)
TBD	Orientation/post-hire process begins	TBD	TBD
TBD	Successor completes 90-day plan	TBD	TBD
TBD	Board chair and successor engages in 90-day check-in review	TBD	TBD
TBD	Six-month evaluation of executive	TBD	TBD
TBD	Annual performance evaluation of executive	TBD	TBD
TBD	Executive Coaching offered	TBD	TBD



2022

2023

2024

2025

## DOCUMENTS

JAN

Performance reviews under current format

Current review process needs revision

Draft of employment agreement from legal counsel to form the framework for discussion and negotiation

Draft of job descriptions.

FEB

Job descriptions and potential approval.

Preliminary discussion and determination of items in the employment agreement.

MAR

Begin negotiation of employment agreements to begin for the upcoming school year.

APR

Finalized employment agreements for Executive Director and Executive Director of Finance & Operations.

## INTERNAL CANDATES



Identification of internal candidates with their expression of interest



Assessment/Evaluation of Internal Candidates

## EXTERNAL CANDIDATES



Assessment/Evaluation of External Candidates

## TRANSITION



One year Transition Plan



# st. croix preparatory academy

Stillwater, MN  
District 4120

December 2022  
Financial Report

bergankov | DO MORE.

*Prepared by:*

Beth Grubisch, Senior Accountant  
Kelly Gutierrez, Exec. Dir. Finance and Operations  
Travis Berends, Outsourced Controller

St. Croix Preparatory Academy  
Stillwater, Minnesota

December 2022  
Financial Statements

Table of Contents

Financial Highlights	Page 1
Dashboard	Page 4
Balance Sheet	Page 6
Statement of Revenues and Expenditures	Page 7

St. Croix Preparatory Academy  
**FY23 Financial Highlights**  
as of December 31, 2022

Total All Funds	YTD Actual (50% completed)		BUDGET			
	\$	% Of Reforecasted Budget	Reforecasted Budget 1192 ADM's	Approved Budget 1201 ADM's	Reforecasted vs. Approved Budget Variance	
					\$	%
<b>Revenues</b>						
State	6,944,000	50%	13,903,000	13,967,000	(64,000)	0%
Federal	211,000	32%	654,000	859,000	(205,000)	-24%
Local	736,000	48%	1,544,000	1,476,000	68,000	5%
<b>Total Revenues</b>	<b>7,891,000</b>	<b>49%</b>	<b>16,101,000</b>	<b>16,302,000</b>	<b>(201,000)</b>	<b>-1%</b>
<b>Expenditures</b>						
Salaries/Wages	2,993,000	48%	6,279,000	6,282,000	(3,000)	0%
Employee Benefits	583,000	42%	1,386,000	1,427,000	(41,000)	-3%
Facility Lease	975,000	50%	1,948,000	1,948,000	0	0%
Purchased Services (excluding facility lease)	761,000	60%	1,262,000	1,260,000	2,000	0%
Supplies & Materials	464,000	59%	781,000	849,000	(68,000)	-8%
Equipment	616,000	80%	768,000	1,353,000	(585,000)	-43%
Other (Fundraising, Spec Ed, Dues, Etc.)	1,752,000	43%	4,115,000	4,273,000	(158,000)	-4%
<b>Total Expenditures</b>	<b>8,144,000</b>	<b>49%</b>	<b>16,539,000</b>	<b>17,392,000</b>	<b>(853,000)</b>	<b>-5%</b>
<b>Total Revenues All Funds</b>	<b>7,891,000</b>	<b>49.01%</b>	<b>16,101,000</b>	<b>16,302,000</b>	<b>(201,000)</b>	<b>-1%</b>
<b>Total Expenditures All Funds</b>	<b>8,144,000</b>	<b>49.24%</b>	<b>16,539,000</b>	<b>17,392,000</b>	<b>(853,000)</b>	<b>-5%</b>
<b>Net Income- All Funds</b>	<b>(253,000)</b>	<b>58%</b>	<b>(438,000)</b>	<b>(1,090,000)</b>	<b>652,000</b>	<b>-149%</b>

Key Ratios & Balances	Year End Comparison June 30	
	Projected 2023	Audited 2022
<b>Fund Balance</b>	6,208,000	6,646,000
<b>Debt Service Coverage Ratio -</b> Bond Covenant 1.10 minimum	1.15	1.35
<b>Fund Balance Reserve as</b> a % of Annual Expenditures - SCPA Fund Balance Policy > 20%	38%	43%
<b>Cash on Hand</b>	5,062,000	5,656,000
<b># of Days Cash On Hand (Target &gt;60)</b>	112 days	135 days



**YTD Actual as a % of Budget : Variances > 5% of 50% YTD (i.e. less than 45% or greater than 55%)**

Through December (50% of the year), in aggregate, YTD Revenue and Expense as a % of Reforecasted Budget are within 5% of YTD completion percent. However, Federal Revenue, Employee Benefits, Purchased Service, Equipment and 'Other' Expense % complete do vary greater than 5%. The variances in Federal Revenue, Equipment and Other Expense are attributed to timing differences. The variance in Employee Benefits may indicate that the enrollment for employee benefits is below projection. A deep dive into employee benefit enrollment will be done with the March YTD financials and the budget adjusted downward if audited enrollment numbers justify an adjustment.

**Reforecasted vs. Approved Budget (line item variances > 5% AND \$10K)**

**Federal Revenue: -25% variance (-\$205K)**

**Fund 1- Gen Ed (-\$241K)** The primary component of this variance is \$277K of the \$430K 'Expanded Summer Programming' federal grant that was budgeted for FY23 expenditure has been moved to FY24 expenditure based on anticipated expenditure of summer programming. Federal grant revenue is not received until it is expended. This decrease is offset slightly by an increase to Federal Sped Revenue (\$25K). Federal Sped expenses are ahead of budget and Federal Sped revenue follows Federal Expenditures. It is also offset by an increase in Federal Title Revenue (\$10K) resulting from FY22 Federal Title Revenue that was rolled over to FY23 and expended in FY23.

**Fund 2-Food Service (\$35K)** Adjustment reflects \$35K in Federal Funding received. Components of this increase are: Federal funds received to offset the additional costs attributed to FY22 & FY23 supply chain issues (\$25K), in addition, Marianne Thole, Food Service Director, applied for and received a \$30K Farm to School federal grant of which \$10K is budgeted for FY23 expenditure.

**Supplies & Materials: -8% variance (-\$68K)**

**Fund 1- Gen (\$30K)** A portion of this increase is due to the delayed receipt of textbooks and instructional supplies ordered in June, which were budgeted in FY22, but were not received until July, 2022. The GAAP modified accrual system which schools are required to adhere to, dictate that expenses must be posted to the year in year of receipt, not in the year the order is placed (\$20K). This increase is offset by a \$20K decrease in FY22 Actual to Budget Supplies & Materials. In addition, General Supplies exceeds budget due to cost of establishing a second office site at 1015 Inspiration Pkwy, to house EDFO and Development Director. This decision was made after FY23 Budget approval (\$5K).

**Fund 2-Food Service (-\$98K)** Adjustment primarily attributed to reduced food costs. Food costs were conservatively budgeted at a 30% increase. In addition meal sales are below budget. The total projected food cost saving is \$85K. In addition, the Team Meals program for high school athletes was not run this year due to lack of interest, resulting in a food cost savings of \$12K.

**Equipment: -43% variance (-\$585K)**

**Fund 1- Gen (-\$585K)** Adjustment primarily related to timing of payment to Stadium Seating/Press box Vendors. The entire project cost was budgeted for FY23 (\$653K), however, \$477K was actually paid out in FY22. In addition, the PAC lighting project, budgeted for FY23 will not take place due to timing of the project. This will be included in the FY24 budget (\$102K)).

**Individual Fund or Business Segment Highlights**

**State Funding: FY22 In-state ADM Enrollment of 1192 is below budgeted enrollment by 1% (9 students). Full-Time Enrollment generates ADM of 1187 and PSEO enrollment of 23 generates ADM of 5.** As a result of decreased enrollment General Education revenue is reforecasted to decrease \$80K and Lease aid decrease \$14K.

Full-Time Student Enrollment shortfall is net of enrollment shortfall in Lower School of 1, Middle School enrollment excess of 1, and Upper School enrollment shortfall of 14. Lower School (LS) shortfall will not be backfilled unless a grade level falls below enrollment of 90. Currently, all LS grade level enrollment exceeds 90 except for Kindergarten. LS grades are overenrolled to accommodate the return of students who attended on-line school thru Cologne Academy. Upper School will continue to enroll students until budgeted enrollment is met.

**Interest Revenue:** Prep is benefiting from the current interest rate environment. Of the current fund balance of \$5.4 million, \$2.4M is invested in a 3 mo. CD (4.9%) and \$2.2M in a money market account (4.25%). Projected FY23 interest income is increased from \$23K to \$120K. The Finance Team will continue to monitor interest environment and cash flow to maximize interest income.

## Operating Checks > \$10,000

### Recurring

UMB Bank (\$163,967) - monthly lease payment (per agreement) July-April

PreferredOne (\$58,000 - \$65,000) - monthly health insurance premium (employee & employer) July - May

Blue Ribbon Cleaning (\$17,900 - \$24,500) - custodial services (per agreement) July-April

City of Bayport (\$10,500) - quarterly water bill (Jun-Sept)

Xcel Energy (\$12,000- \$22,800) - monthly electric and gas (Sept & March)

BerganKDV (\$10,460) - monthly financial mgmt. & accounting services (per agreement)

At Your Service (\$10,250): monthly snow removal

### Non-recurring

Jul-22 Cengage Learning (\$13,150): LS Science curriculum

Jul-22 Bindert Painting (\$15,800): June 2022 painting services

Aug-22 Loffler Companies (\$18,900): Copier usage overages

Aug-22 Region 1 (\$13,450): FY23 Synergy support & hosting

Aug-22 Skyward Accounting (\$23,750): FY23 Financial Mgmt. and True Time

Aug-22 Unique Software (\$18,650): Add'l US Chromebooks

Aug-22 Wells Fargo (\$48,800): FY23 Apple lease payment

Aug-22 Security Engineering (\$10,500): Payment for new fire alarm system

Aug-22 Houghton Mifflin Harcourt (\$11,150): FY23 Saxon math LS

Aug-22 Prolux Finishing (\$11,400): July 2022 painting services

Aug-22 Savvas Learning (\$17,1000): 9th grade science textbooks

Aug-22 Consilium (\$47,000): Sonic Wall and Aruba switches

Aug-22 Consilium (\$10,350): Equipment for Press box

Aug-22 Stoneridge Golf (\$27,300): FY23 Prep Open

Aug-22 Youth Service Bureau (\$10,700): Contract term fee

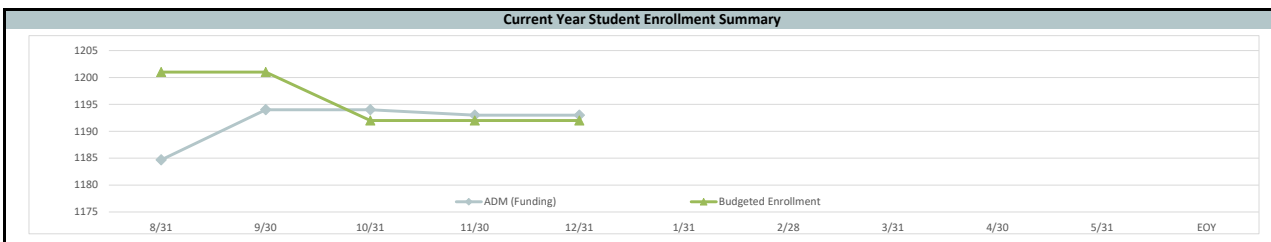
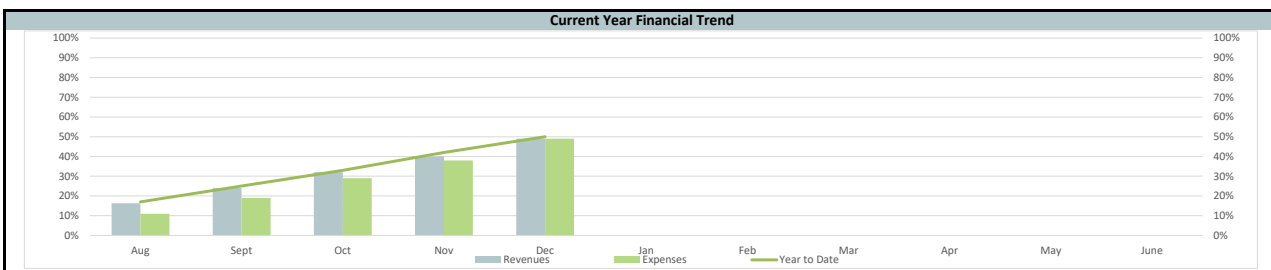
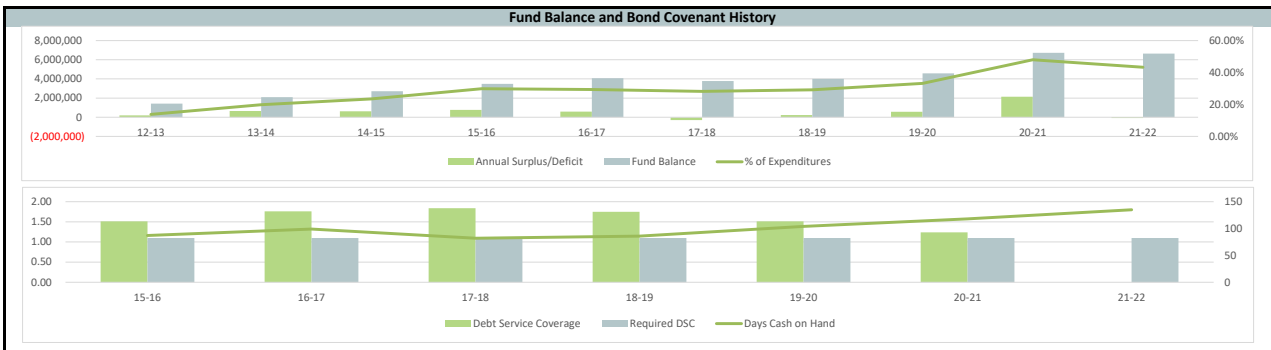
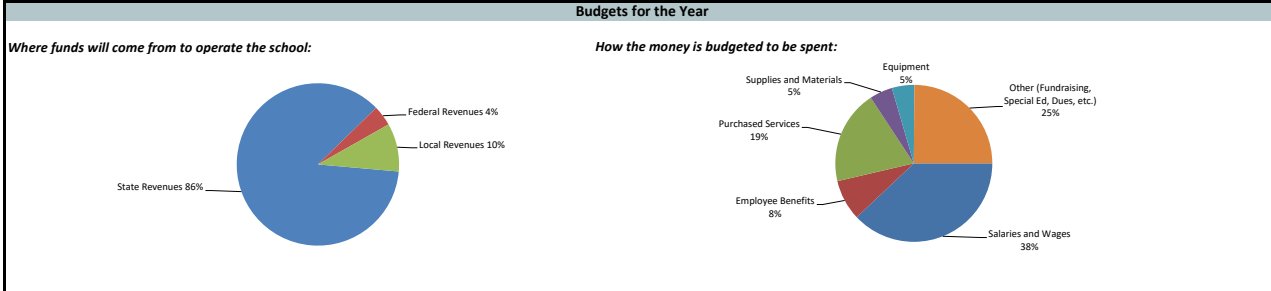
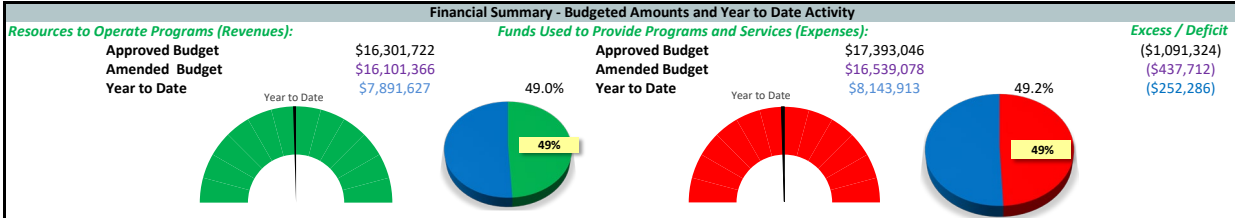
Sep-22 Minnesota Sodding (\$17,100): Deep clean and top dress turf

Sep-22 Prolux Finishing (\$17,150): August 2022 painting services

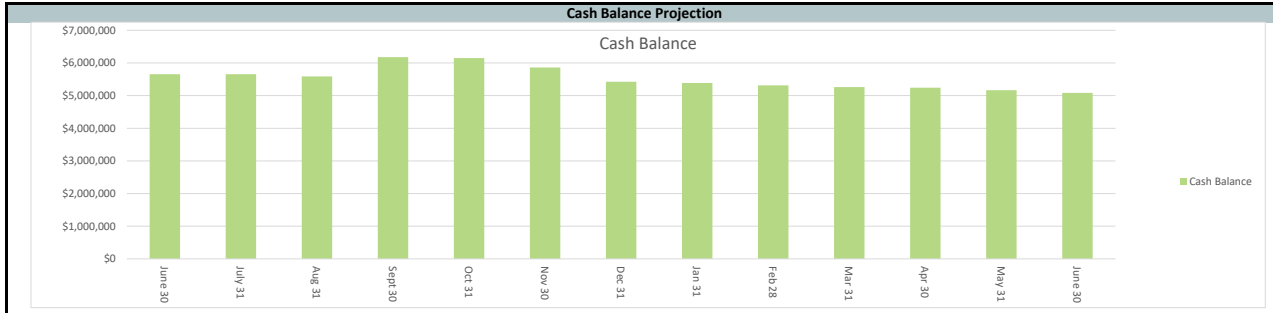
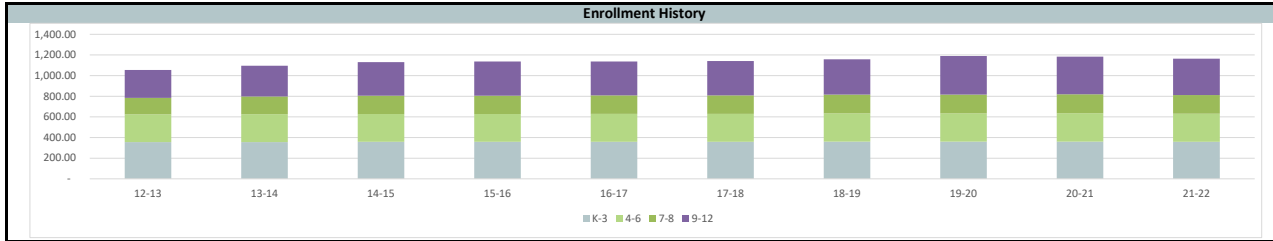
Sep-22 Stern Drywall (\$24,100): Work on new athletic offices

Sep-22 AVI Systems (\$12,750): work on Grandstand/Press box project

St. Croix Preparatory Academy  
Stillwater, MN  
Financial Report Dashboard  
As of December 31, 2022



St. Croix Preparatory Academy  
Stillwater, MN  
Financial Report Dashboard  
As of December 31, 2022



St. Croix Preparatory Academy  
Stillwater, Minnesota

Balance Sheet  
as of December 31, 2022

	Audited Balance June 30, 2022	YTD
<b><u>Assets</u></b>		
<b>Current Assets</b>		
Cash and Investments	5,656,011	5,423,761
Accounts Receivable	19,976	24,551
Due from Other Funds	68,235	71,237
PY State Aids Receivable	1,364,789	44,984
CY State Aids Receivable	0	885,439
Federal Aids Receivable	356,856	141,766
Due from Other Governments	4,287	0
Prepaid Items and Deposits	111,472	54,926
<b>Total Current Assets</b>	<b>7,581,626</b>	<b>6,650,951</b>
<b>Total All Assets</b>	<b>7,581,626</b>	<b>6,650,951</b>
<b><u>Liabilities and Fund Balance</u></b>		
<b>Current Liabilities</b>		
Salaries and Wages Payable	452,337	181,322
Accounts Payable	313,305	13,264
Payroll Deductions and Contributions	99,704	(7,628)
Deferred Revenue	70,072	70,072
<b>Total Current Liabilities</b>	<b>935,418</b>	<b>257,029</b>
<b>Fund Balance</b>		
Unassigned Fund Balance	5,936,324	5,936,324
Food Service Restricted Fund Balance	401,060	401,060
Community Service Restricted Fund Balance	100,852	100,852
Assigned Fund Balance	207,973	207,973
Change in Fund Balance		(252,286)
<b>Total Fund Balance</b>	<b>6,646,208</b>	<b>6,393,922</b>
<b>Total Liabilities and Fund Balance</b>	<b>7,581,626</b>	<b>6,650,951</b>

St. Croix Preparatory Academy  
Stillwater, Minnesota  
Statement of Revenues and Expenditures  
as of December 31, 2022

	=6/12				50.0%	
	Year to Date Activity - 1193 ADM	Reforecasted Budget 1192 ADM's 03.17.23	Original Budget 1201 ADM 05.17.22	Variance in Reforecasted to Adopted Budget	Variance in Revised to Adopted Budget	Percent of Reforecasted Budget
General Fund - 01						
Revenues						
State Revenues						
211 General Education Aid	4,683,645	9,138,746	9,220,129	(81,383)	(81,383)	51.3%
F335 Quality Compensation	91,322	304,408	293,600	10,808	10,808	30.0%
F317 EL Cross-Subsidy Aid	0	641	544	97		0.0%
F348 Charter School Lease Aid	612,900	1,740,787	1,753,402	(12,615)	(12,615)	35.2%
317 Long Term Facilities Maintenance	22,903	171,838	173,237	(1,399)	(1,399)	13.3%
201 Endowment Aid	26,570	48,737	49,560	(823)	(823)	54.5%
212 Literacy Aid	44,123	79,421	81,734	(2,313)	(2,313)	55.6%
360 Special Education Aid	557,276	2,392,336	2,374,985	17,351	17,351	23.3%
370 Other Miscellaneous State Aids/Adjustments	0	0	0	0	0	0.0%
PY Over/Under	14,279	0	0	0	0	0.0%
CY State Aids Receivable/(Deferred Revenue)	885,439	0	0	0	0	0.0%
Total State Revenues	6,938,457	13,876,914	13,947,191	(70,277)	(70,374)	50.0%
Federal Revenues						
401/414/433 Title Programs	13,983	41,516	31,000	10,516	10,516	33.7%
151-154/174 CARES/CRF/WC	22,554	267,000	544,000	(277,000)		8.4%
419/420/425 Federal Special Education Aid	107,409	212,623	186,800	25,823	25,823	50.5%
Total Federal Revenues	143,946	521,139	761,800	(240,661)	36,339	27.6%
Local Revenues						
040 Out of State Tuition	0	0	0	0	0	0.0%
Var. Fees from Patrons (5)	95,522	107,500	101,000	6,500	6,500	88.9%
Var. Extracurricular Fees (6)	204,499	314,000	300,000	14,000	14,000	65.1%
Var. Field Trips (12)	741	40,000	40,000	0	0	1.9%
Var. Fundraising - Development (1)	133,417	405,000	405,000	0	0	32.9%
Var. Fundraising - Parent Group (2)	42,672	74,700	79,900	(5,200)	(5,200)	57.1%
Var. Fundraising - Booster Club (3)	6,116	18,500	18,500	0	0	33.1%
Var. Fundraising - Other (4)	4,644	4,600	1,500	3,100	3,100	101.0%
071 Third Party Billing	935	2,000	2,000	0	0	46.8%
092 Interest Earnings	31,644	120,000	22,500	97,500	97,500	26.4%
096 Other Donations and Gifts	60	0	0	0	0	0.0%
099 Miscellaneous Revenues (14)	4,737	1,000	1,000	0	0	473.7%
622/624 Resale of Goods/Equipment	162	0	0	0	0	0.0%
Total Local Revenues	525,149	1,087,300	971,400	115,900	115,900	48.3%
Total Revenues	7,607,552	15,485,353	15,680,391	(195,038)	81,865	49.1%



St. Croix Preparatory Academy  
Stillwater, Minnesota  
Statement of Revenues and Expenditures  
as of December 31, 2022

	=6/12				50.0%	
	Year to Date Activity - 1193 ADM	Reforecasted Budget 1192 ADM's 03.17.23	Original Budget 1201 ADM 05.17.22	Variance in Reforecasted to Adopted Budget	Variance in Revised to Adopted Budget	Percent of Reforecasted Budget
Expenditures						
100's Salaries and Wages	2,542,232	5,721,290	5,754,038	(32,748)	(32,748)	44.4%
Salaries and Benefits, Estimated YTD Accrual	218,388	0	0	0	0	0.0%
200's Employee Benefits	556,652	1,325,945	1,367,222	(41,277)	(41,277)	42.0%
305/315 Contracted Services	296,899	571,000	571,000	0	0	52.0%
320 Communications Services	9,503	25,000	25,000	0	0	38.0%
329 Postage	1,574	2,100	2,100	0	0	75.0%
330 Utilities	125,348	257,281	257,281	0	0	48.7%
340 Property and Liability Insurance	47,334	47,334	41,600	5,734	5,734	100.0%
350 Repairs and Maintenance	247,473	277,000	277,000	0	0	89.3%
360 Contracted Transportation for Field Trips	0	13,000	13,000	0	0	0.0%
366 Travel, Conferences, and Staff Training	10,678	14,000	14,000	0	0	76.3%
369/394 Field Trips / Registration Fees	1,199	27,000	27,000	0	0	4.4%
348-570 Building Lease	974,637	1,948,224	1,948,224	0	0	50.0%
401/455/465 General Supplies	67,961	77,000	68,500	8,500	8,500	88.3%
P 810 Maintenance Supplies	58,605	116,000	116,000	0	0	50.5%
405/406 Software & Licensing	115,216	130,000	130,000	0	0	88.6%
430/456/466 Instructional Supplies	40,837	69,000	62,000	7,000	7,000	59.2%
460 Textbooks and Workbooks	63,762	62,000	50,000	12,000	12,000	102.8%
461 Standardized Tests	0	32,000	32,000	0	0	0.0%
490 Food Purchased	3,243	8,500	8,500	0	0	38.1%
520 Building Improvement	382,619	475,000	1,075,000	(600,000)	(600,000)	80.6%
530/535/589 Other Equipment (Furniture)	47,630	24,000	24,000	0	0	198.5%
555/556 Technology Equipment	91,528	100,000	85,000	15,000	15,000	91.5%
580/581 Capital Equipment Lease	93,302	138,816	138,816	0	0	67.2%
820 Dues and Memberships	31,091	38,000	38,000	0	0	81.8%
899 Miscellaneous	1,183	0	0	0	0	0.0%
C 217 Graduation	4,206	33,700	33,700	0	0	12.5%
C 399 COVID-19 Related Expenditures	11,084	0	0	0	0	0.0%
Var. Extracurricular Activities (6)	188,949	399,000	382,000	17,000	17,000	47.4%
Var. Fundraising - Development (1)	81,515	173,750	173,750	0	0	46.9%
Var. Fundraising - Parent Group (2)	53,999	110,000	79,900	30,100	30,100	49.1%
Var. Fundraising - Booster Club (3)	6,892	18,500	18,500	0	0	37.3%
Var. Fundraising - Other (4)	3,259	4,600	1,500	3,100	3,100	70.9%
335 Q Comp Expenditures (Excludes Sped Q Comp)	123,473	323,000	293,600	29,400	29,400	38.2%
372 Third Party Billing PRG 400	1,693	2,000	2,000	0	0	84.6%
P422 ADSIS	112,267	351,572	351,572	0	0	31.9%
740 State Special Ed Expenditures / ESY (Includes Q Comp)	1,109,219	2,446,724	2,427,864	18,860	18,860	45.3%
401/414/433 Title Programs	13,983	31,000	31,000	0	0	45.1%
151-154/174 CARES/CRF/WC	22,554	267,000	544,000	(277,000)		8.4%
419/420/425 Federal Special Education Program	107,409	212,623	186,800	25,823	25,823	50.5%
Subtotal Expenditures	7,869,397	15,872,959	16,651,467	(778,508)	(501,508)	49.6%
Transfers to Other Funds	0	0	0		0	
Total Expenditures	7,869,397	15,872,959	16,651,467	(778,508)	(501,508)	49.6%
General Fund Change in Fund Balance	(261,845)	(387,606)	(971,076)	583,470	583,373	
Beginning General Fund Balance, July 1	6,144,297	6,144,297	6,402,766			
Projected General Fund Balance, June 30	5,882,452	5,756,691	5,431,690			

St. Croix Preparatory Academy  
Stillwater, Minnesota  
Statement of Revenues and Expenditures  
as of December 31, 2022

	-6/12				50.0%	
	Year to Date Activity - 1193 ADM	Reforecasted Budget 1192 ADM's 03.17.23	Original Budget 1201 ADM 05.17.22	Variance in Reforecasted to Adopted Budget	Variance in Revised to Adopted Budget	Percent of Reforecasted Budget
<b>Food Service Fund - 02</b>						
<b>Revenues</b>						
State Revenues	6,029	26,004	19,754	6,250	6,250	23.2%
Federal Revenues	67,374	133,059	97,213	35,846	35,846	50.6%
Sale of Lunches and Other Local Revenues	162,540	323,000	388,939	(65,939)	(65,939)	50.3%
Sale of Equipment	0	0	0		0	0.0%
<b>Total Revenues</b>	<b>235,944</b>	<b>482,063</b>	<b>505,906</b>	<b>(23,843)</b>	<b>(23,843)</b>	<b>48.9%</b>
<b>Expenditures</b>						
Summer Food Service Program - Food	643	0	0	0	(130,900)	0.0%
Salaries and Wages	91,724	212,643	212,643	0	31,018	43.1%
Employee Benefits	24,165	57,919	57,919	0	16,225	41.7%
Team Meals	57	0	12,500	(12,500)	(12,500)	#DIV/0!
Purchased Services	2,026	10,000	10,000	0	0	20.3%
Supplies and Materials (Inc. A la Carte and Milk)	39,840	229,906	315,791	(85,885)	130,534	17.3%
Capital	600	20,000	20,000	0	0	3.0%
Dues and Memberships	1,332	1,701	1,701	0	1	78.3%
<b>Total Expenditures</b>	<b>160,386</b>	<b>532,169</b>	<b>630,554</b>	<b>(98,385)</b>	<b>34,378</b>	<b>30.1%</b>
<b>Food Service Fund Change in Fund Balance</b>	<b>75,558</b>	<b>(50,106)</b>	<b>(124,648)</b>	<b>74,542</b>	<b>(58,221)</b>	
Beginning Food Service Fund Balance, July 1	401,059	401,059	358,387			
<b>Projected Food Service Fund Balance, June 30</b>	<b>476,617</b>	<b>350,953</b>	<b>233,739</b>			

St. Croix Preparatory Academy  
Stillwater, Minnesota  
Statement of Revenues and Expenditures  
as of December 31, 2022

	-6/12				50.0%	
	Year to Date Activity - 1193 ADM	Reforecasted Budget 1192 ADM's 03.17.23	Original Budget 1201 ADM 05.17.22	Variance in Reforecasted to Adopted Budget	Variance in Revised to Adopted Budget	Percent of Reforecasted Budget
<b>Community Service Fund - 04</b>						
<b>Revenues</b>						
Participation Fees	48,131	133,950	115,425	18,525	18,525	35.9%
<b>Total Revenues</b>	<b>48,131</b>	<b>133,950</b>	<b>115,425</b>	<b>18,525</b>	<b>18,525</b>	<b>35.9%</b>
<b>Expenditures</b>						
Salaries and Wages	17,222	22,450	21,800	650	650	76.7%
Employee Benefits	2,164	2,343	2,325	18	18	92.4%
Purchased Services	18,743	18,044	22,200	(4,156)	(4,156)	103.9%
Supplies and Materials	27,360	56,552	53,600	2,952	2,952	48.4%
Equipment	0	10,000	10,000	0	0	0.0%
Other	1,689	24,561	1,100	23,461	23,461	0.0%
<b>Total Expenditures</b>	<b>67,179</b>	<b>133,950</b>	<b>111,025</b>	<b>22,925</b>	<b>22,925</b>	<b>50.2%</b>
<b>Community Service Fund Change in Fund Balance</b>	<b>(19,048)</b>	<b>0</b>	<b>4,400</b>	<b>(4,400)</b>	<b>(4,400)</b>	
Beginning Community Service Fund Balance, July 1	100,852	100,852	80,143			
<b>Projected Community Service Fund Balance, June 30</b>	<b>81,804</b>	<b>100,852</b>	<b>84,543</b>			

St. Croix Preparatory Academy  
Stillwater, Minnesota  
Statement of Revenues and Expenditures  
as of December 31, 2022

	=6/12				50.0%	
	Year to Date Activity - 1193 ADM	Reforecasted Budget 1192 ADM's 03.17.23	Original Budget 1201 ADM 05.17.22	Variance in Reforecasted to Adopted Budget	Variance in Revised to Adopted Budget	Percent of Reforecasted Budget
Total All Funds						
Revenues						
State Revenues	6,944,486	13,902,918	13,966,945	(64,027)	(64,027)	49.9%
Federal Revenues	211,320	654,198	859,013	(204,815)	(204,815)	32.3%
Local Revenues	735,821	1,544,250	1,475,764	68,486	68,486	47.6%
Transfer In	0	0	0	0	0	0.0%
Total Revenues	7,891,627	16,101,366	16,301,722	(200,356)	(200,356)	49.0%
	7,891,627	16,101,366	16,301,722	(200,356)		
Expenditures						
Salaries and Wages	2,993,040	6,279,383	6,282,081	(2,698)	(2,698)	47.7%
Employee Benefits	582,981	1,386,207	1,427,466	(41,259)	(41,259)	42.1%
Purchased Services	1,735,416	3,209,983	3,208,405	1,578	1,578	54.1%
Supplies and Materials	464,475	780,958	848,891	(67,933)	(67,933)	59.5%
Equipment	615,679	767,816	1,352,816	(585,000)	(585,000)	80.2%
Other (Fundraising, Special Ed, Dues, etc.)	1,752,322	4,114,731	4,273,387	(158,656)	(158,656)	42.6%
Transfer Out	0	0	0	0	0	0.0%
Total Expenditures	8,143,913	16,539,078	17,393,046	(853,968)	(853,968)	49.2%
	8,096,962	16,539,078	17,393,046	(853,968)		
Total Revenues All Funds	7,891,627	16,101,366	16,301,722	(200,356)	(200,356)	49.0%
Total Expenditures All Funds	8,143,913	16,539,078	17,393,046	(853,968)	(853,968)	49.2%
Change in Fund Balance - All Funds	(252,286)	(437,712)	(1,091,324)	653,612	653,612	
Beginning Fund Balance, All Funds, July 1						
	6,646,208	6,646,208	6,841,296			
Projected Fund Balance, All Funds, June 30						
	6,393,922	6,208,496	5,749,972			
Debt Service Coverage Ratio		1.15	1.24			
Fund Balance Reserve as Percentage of Annual Expenditures	78.5%	37.5%	33.1%			