



St. Croix Preparatory Academy
Board Meeting Agenda
June 27, 2023

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• Updated staff numbers from 125 to 170	
• Added Succession Planning Committee Description	
• Changed "CFO", "COO" to EDFO, Executive Director of Finance & Operations	
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St. Croix Preparatory Academy
Class Fee Analysis
 FY23 Actual & FY24 Projection

Description	FY23 Actual			FY24 Projection		
	# of Students	Fee per Student	Net Revenue (Expense)	Approx # of Students	Fee per Student	Net Revenue (Expense)
Technology Fee-						
Fee Collected-Full Pay students	889	20	17,780	896	20	17,920
Fee Collected-Students qualifying for reduced fees	3	10	30	3	10	30
Credit Card Processing Fees associated w/ fee colle	3.50%		(623)	3.50%		(628)
Cost of Student Information System			(16,955)			(17,030)
Net Technology Fee - excess (shortfall)			231			292
Volunteer Background Check Fee -						
Fee Collected-Full Pay students	889	5	4,445	896	5	4,480
Fee Collected-Students qualifying for reduced fees	3	3	8	3	3	8
Credit Card Processing Fees associated w/ fee colle	3.50%		(156)	3.50%		(157)
Cost of Background Checks			(3,140)			(3,200)
Net Background Check Fee - excess (shortfall)			1,157			1,130
Administrative Cost of Fee Collection						
Approx Admin assist cost @ \$21.85/hr + benefits	30 hrs		(754)	30 hrs		(754)
Approx Sr. Acct cost @ \$32.10/hr + benefits	3 hrs		(111)	3 hrs		(111)
TOTAL Administrative cost of Fee collection			(865)			(865)
Net Fee Revenue in excess (shortfall)			523			558

NOTE: fees are waived for all students who qualify for free lunch and reduced by 50% for those who qualify for reduced lunch.

FY24 Class Fees: - Public Hearing Information

- I. **Public Hearing for Annual Class Fees:** At the June 27, 2023, board meeting, in accordance with state statute 123B.38, St. Croix Preparatory Academy is holding a hearing on the proposed adoption of a fee policy which includes assessing the following per-student fees:

Fee	Description	Grade level	Fee per Student
Technology Fee (permitted statute 123b.38)	Annual licensing fee for student information system, textbook management, all-school messaging system and student fee pay system.	all	\$20
Volunteer Background Check Fee (permitted statute 123b.38)	Fund bi-annual background check required for all volunteers.	all	\$5

The administration proposes fees be waived for all students who qualify for free lunch and reduced by 50% for those who qualify for reduced lunch.

Following the hearing, the board will vote on initiation of afore mentioned fees.

II. Additional Background information:

A. **Components of the student fee.** Beginning in FY15, the board approved a single 'class fee'. The combined fee was and continues to be comprised of the following components:

- a. **Technology Fee:** The technology fee is a per student fee for the use of Synergy (student information system)

SchoolPay (student fee-pay system), and School Messenger (all-school messaging system).

- b. **Background Check Fee:** The background check fee is a per student fee to fund the cost of background checks for each volunteer.

III. Recommendation: *The administration recommends a \$25 per student FY24 class fee, with fee waived for students who qualify for free lunch and reduced by 50% (\$12.50) for those who qualify for reduced lunch.* This recommendation is based on projected FY24 class fee revenue and the corresponding expenses. Proposed FY24 are consistent with FY23 Class Fees of \$5 per full-pay student. The corresponding expenses are comprised of several components: Please see attached 'Class Fee Analysis' for additional detail.

A. Pros/Cons of assessing per student background check fee:

Because the practice of assessing a background check fee per student versus per volunteer basis varies from many school districts, it is important to review the rationale for this practice.

a. Cons of assessing 'background check fee':

- i. More background checks are processed than are required because individuals do not incur the cost.

b. Pros of assessing 'background check fee':

- i. Consistent with SCPA School Board's philosophical position in since FY11, which is: SCPA assesses the fee to the *student* who benefits from the volunteer's services, rather than the *volunteer*, who is already donating his/her time to benefit the student.
- ii. Collecting this fee and requesting background check authorization on-line, creates operational efficiency in the business office
- iii. This fee simplifies the 'volunteer recruiting process' because most fees are collected on 'back to school night' and not piece meal as volunteers choose to volunteer.
- iv. Assessing 'per student fee' encourages even the infrequent volunteer because it eliminates the

objection of, 'I can only volunteer once, I don't want to pay \$14 for a background check'.

- C. Recommendation re: Assessment of Background Check Fee:** The administration feels the 'pros' of assessing the fee outweigh the 'cons' and therefore, recommends the the Board approved FY24 'per student' background check fee as proposed.

Members Present: N. Donnay, R. Hajlo, D. Keyes, M. Stiles, K. Denzer, R. Thorson, S. Mueller

Members Absent: A. Melendres, A. Galati

Ex-officio Members Present: K. Gutierrez

1 Call to Order

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

2 Open Forum

None.

3 Board Calendar

4A - 4C Consent Agenda – B Hajlo

Board minutes from the March 28, 2023 meeting and the Executive Director’s Report.

- Motion to Approve: S. Mueller
- Second: M. Stiles
- Approved: All

5A - Board Elections

- Elections on May 15 & 16, 2023
- N Donnay will email results tomorrow (currently 240 ballots cast at this time).

5B - Q-Comp

Deanna Thompson reporting on Q Comp program:

- PLCs meet weekly
- TLCs meet monthly with new teachers
- PD this year returned to “more normal”
 - Areas of focus include mental health, school safety, curriculum alignment, school counselors assisting with a session on anxiety – the hope is to tap more into that next year
 - End of year survey from staff shows a variety of needs that are different by division

- MCA Testing: Looking at pages 5-6 on the report shows opt outs because of the negative impact on overall score (each opt out equals a “do not meet” proficiency).
- Team has been working on a site evaluation on the Q-Comp plan this year (first written 10 years ago)
 - Question about why people opt out of testing- variety of reasons
 - Question about why we are not meeting goals - still catching up but growing / direct correlation between students who are behind on STEP testing and those not meeting MCA standards
- Motion to Approve: K. Denzer
- Second: M. Stiles
- Approved: All

5C - Succession Planning - N. Donnay

- April 19, 2023 Minutes: https://drive.google.com/file/d/1Rqv8Fqc2KPJN-9d-Tx7l5toUxS1htrka/view?usp=share_link

5.C.1. Employment Agreement Draft - Executive Director:

- https://drive.google.com/file/d/1-1b6cFy1oiQIeF4qBs4dI_oZPfwQv0ge/view?usp=share_link

Clarifying agreement draft

- Should job descriptions be finalized before negotiating the contract for the job
 - Job description should be completed and approved prior to final negotiations on contract
- Questions about areas on the employment agreement:
 - 3 - Clarified
 - 4 E- insurance benefits - included to protect the school if there is a discrimination audit
 - 8 - Suggested changes on daily rate of pay (documented edits below)
 - 10 - Clarified - resignation does not entitle full retirement payout benefits -

Documented discussion::

- Adjust daily rate of pay upon retirement to 75% of ED and EDFO Daily rate (260 days of work)
- Adjust compensation (#3) for year 2 would be based on staff salary increase as a whole (currently written as 4%)

5.C.2. Employment Agreement Draft - Executive Director of Finance and Operations Draft:

- https://drive.google.com/file/d/1-4q2XkJSZ6e8ZcoPRyQ8eSWX4FqjVSTj/view?usp=share_link

5.C.3. - Selection of Succession Planning consultant

- C. Olson presenting evaluation shown below: Rebar vs Prouty-
 - Based on the evaluation, Succession Committee recommending to finalize agreement with Rebar Leadership with a goal of starting this summer.
 - Question about recommendations- Still planning to call references but Scott with Rebar also comes highly recommended from Drew Melendres (board member)
 - Waiting on other reference calls to come in as this was just determined this week
 - Question about the cultural fit and how that was determined
 - Some of this is connecting with what our needs are and doing the best to support our needs
 - Also needed to go through layers to talk to the right person at Prouty versus going right to Scott with Rebar - more readily available
- 5.C.3.a. - Rebar Leadership

Motion to move forward with Rebar leadership as our succession planning consultant pending a positive referral check from the committee

- Motion to Approve: D. Keyes
- Second: M. Stiles
- Approved: All

- a. Succession Planning Proposal:
https://drive.google.com/file/d/1t0DT96O3GJeP_Qj02OkfP2a00vNjU0IE/view?usp=share_link
- b. Appendix A - https://drive.google.com/file/d/1-9WqjEj1NvzsK1qREsH53dOKUtHJ_VaU/view?usp=share_link
- c. Appendix B - https://drive.google.com/file/d/1-JwtATeof2jPmEp_nFGzjpZzxDmFhw7z/view?usp=share_link
- d. Appendix C - https://drive.google.com/file/d/1-AiBMGJxUSSlcQ11QVIDlcmhaFJw3Xn0/view?usp=share_link
- e. Appendix D - https://drive.google.com/file/d/1-FqQjIoGK5yKumXHLSRmazWCMCs_ojSa/view?usp=share_link

- 5.C.3.b. - Prouty Project
 - a. Succession, Strategic Plan, and Leadership Development Proposal (5pgs) - https://drive.google.com/file/d/1-Nlrr_IUnry_kIU9Vwp9u2zwDIVzAljI/view?usp=share_link
 - b. Succession, Strategic Plan, and Leadership Development Proposal (30pgs) - https://drive.google.com/file/d/1-YQGTOLBUIwKgcCQLetbwsxqk6JJHZk1/view?usp=share_link

5.D. 2023-2024 Compensation Plan

1. The following updates have been made to the Compensation Plan 2023-2024:
 - The Compensation Plan for FY24 has been updated to include a 4% increase for all staff members. The salary schedules have been updated to include a 2% increase over FY23 and with moving up a placement level which a 2% increase; the total change for

employees on those schedules will be 4%. The changes that have been made are highlighted in yellow in the document.

- i. Discussion of adjusting the language to clarify messaging to staff
 - o Appendix B: Q-Comp Performance Incentive Schedule will be updated when the MCA test results are received this fall.
2. 2023-2024 Compensation Plan - Draft
 - o https://drive.google.com/file/d/1-c-5MCMVavW_PoaUc4yPFSu7YDcFuCVfj/view?usp=share_link
- Questions about compensation changes for activities stipends (Beth answered)
 - o Theater stipend for middle school increased due to it being a musical and also aligning stipends with similar activities
 - o Reviewing stipend increases in general and reporting back on changes and how they equitably compare
 - o K. Denzer suggests increasing teacher board stipend since it has not increased since it started
 - Determined to table for future discussion after analysis of what an increase should look like
- Motion to Approve: K. Denzer
- Second: B. Hajlo
- Approved: all

5.E. 2023-2024 Benefits Renewal Summary

- K Gutierrez reporting:
 - o Required to review benefits by law (every two years).
 - We experienced a lot of activity on insurance usage so we had to look at different plan structures
 - Adjusted to a single co-pay plan with a narrow network and open network resulting in 6 choices for health insurance
 - Negotiated down from 29% to 26% with NICE advantage: having a mid-level provider available
 - Motion to Approve benefits carrier plan changes: K. Denzer
 - Second: D. Keyes
 - Approved: all
1. https://drive.google.com/file/d/1-iOmu6_dNN5mkULSghA_WItOiHP1vWFf/view?usp=share_link

5.F. 2023-2024 Budget

1. March Financial Report - https://drive.google.com/file/d/1-mkVniW0SCs25HFzl_PNCH98MOzMAzIz/view?usp=share_link

2. FY24 Budget for approval - https://drive.google.com/file/d/1-t82DOs214LHKHGZ7QN6MFLyhUT_Uq3/view?usp=share_link

Proposal to adopt the 2023-2024 original budget as presented:

- General Fund Revenues of \$16,443,069 and Expenditures of \$16,388,260
 - Food Service Fund Revenues of \$742,529 and Expenditures \$721,071
 - Community Service Fund Revenues of \$169,900 and Expenditures \$177,900
-
- Motion to Approve: K. Denzer
 - Second: R. Thorson
 - Approved: all
-
3. Proposed use of Surplus money: Total allocation of \$398,000.
 - a. Propose purchasing LCD Projectors outright rather than leasing them up to \$200,000
 - b. Also outgrown use of electric gator and proposed purchase of more appropriate machine up to \$43,000
 - i. Some additional trail maintenance includes dragging once weekly to reduce weeks and more intense maintenance along the trail sides periodically
 - ii. Will be able to use for grooming trail for cross country skiing
 - iii. This work is done by our employees rather than relying on contractors - thus purchasing a more heavy duty gator to support the higher level work
 - c. Summer Remodel room 105- 108 of Lower School SPED area (capturing some concessions area space / art room space / music book room space / to add offices with doors & small classrooms along with a calming area and small group testing space
 - d. Fencing under bleachers for outdoor storage
 - e. Clay kiln needs replacement

SCPA Administration requests an allocation of \$398,000 from the projected surplus FY23 Surplus of 413K for the projects and equipment listed above.

- Motion to Approve: K Denzer
- Second: M Stiles
- Approved: all

5.G. 2023-2024 Employee Handbook

Motion to Approve Employee Handbook for FY24

- Motion to Approve: K Denzer
- Second: N Donnay
- Approved: all

Motion for a special meeting June 20 6pm to approve job descriptions of ED and EDFO and employment agreement proposals

Adjournment:

- Motion to adjourn: R Thorson
- Second: M. Stiles
- Approved: All

Respectfully Submitted by R Thorson
On behalf of A. Galati, St. Croix Preparatory Academy Board Clerk



Executive Director’s Report to the Board

Date of Report: June 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.
- Substantial work with the Succession Planning Committee on the first phase of planning; this included revision of employment agreements, Rebar Leadership reference calls, governance work to expedite future negotiations, kick-off call with Rebar Leadership, preparatory work for Discovery Phase (July 2023 – December 2023) of Succession Planning, discussion of Statement of Work (SOW) with Rebar, etc.
- Continued work on board governance Governance Committee – editing policies for first review, appropriate branding, potential appointment of parent board member, etc.
- Meetings related to year end escalation situations with families – and appropriate communication with legal counsel.
- Facilities – finalize personnel move related to new SPED office construction occurring over the summer.
- Meetings with Dean of Students, Curriculum Leads. Involved in meetings with incoming Deans and Curriculum Leaders to identify goals for the upcoming year.
- Planning and execution of year end ceremonies - graduation, Upper School awards, etc.
- Foundation work including evaluation of program to assist with donor identification, evaluation of software to increase donor capabilities, parent group direction and potential reorganization, event planning for the upcoming year, etc.
- Planning for 20th Year celebration, related giving program, and kick off with parents and incoming classes on August 23
- Friends of Education Meetings – year-end dinner with Friends and network schools for recap of year and annual awards. St. Croix Prep received \$10,000 in awards, specifically:
 - \$5,000 High Quality Charter School Award
 - \$1,000 National Blue Ribbon Continuation Award
 - \$1,000 School Finance Award
 - \$1,000 Positive Media Award
 - \$2,000 Reporting Excellence Award
- Coordination, communication, and evaluation of School’s walk to Rally Point at Inspiration and preparation for Reunification visit at Shepherd of the Valley on August 11.
- Projected enrollment information for the 2023-2024 school year and associated wait lists are:

Grade	2023-24 Enrollment	2023-24 Waitlist

Kindergarten	90	177
1 st Grade	90	85
2 nd Grade	90	75
3 rd Grade	92	78
4 th Grade	92	75
LS Total	454	490 (+17)
5 th Grade	93	79
6 th Grade	93	104
7 th Grade	93	57
8 th Grade	93	52
MS Total	372	292 (+24)
9 th Grade	104	17
10 th Grade	97	0
11 th Grade	88	0
12 th Grade	93	1
US Total	382	18 (-8)
School Total	1,208 (-17)	800 (+33)

Comments on Enrollment

- 16 Upper School offers outstanding; not included in the totals.

Professional Development: *See Attachment*



**ST. CROIX PREPARATORY ACADEMY
POLICY 531: THE PLEDGE OF ALLEGIANCE**

[Note: Recitation of the Pledge of Allegiance by students and instruction of students as provided in this policy are required by statute. Also, the statement in Part III., below, must be included in the student handbook or a policy guide. A local school board or a charter school board of directors may waive these statutory requirements by a majority vote taken annually. If the local school board or charter school board of directors waives the requirement to recite the Pledge of Allegiance, it may adopt a district or school policy regarding the reciting of the Pledge of Allegiance.]

I. PURPOSE

The school board recognizes the need to display an appropriate United States flag and to provide instruction to students in the proper etiquette, display, and respect of the flag. The purpose of this policy is to provide for recitation of the Pledge of Allegiance and instruction in school to help further that end.

II. GENERAL STATEMENT OF POLICY

Students in this school district shall recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. The recitation shall be conducted:

- A. By each individual classroom teacher or the teacher’s surrogate/designee; or
- B. Over a school intercom system by a person designated by the school principal, other person having administrative control over the school, or administrative surrogate/designee.

III. EXCEPTIONS

Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so. Students and school personnel must respect another person’s right to make that choice.

IV. INSTRUCTION

Students will be instructed in the proper etiquette toward, correct display of, and respect for the flag, and in patriotic exercises.

Legal References: Minn. Stat. § 121A.11, Subd. 3 (Pledge of Allegiance) Minn. Stat. § 121A.11, Subd. 4 (Instruction)

MSBA/MASA Model Policy 531 Orig. 2003 Revised: 2003

DOCUMENT # 531.Revision.a

ADOPTED BY THE BOARD:

REVISED BY THE BOARD: 5/17/2018

EFFECTIVE DATE: 5/17/2018



**ST. CROIX PREPARATORY ACADEMY
POLICY 531: THE PLEDGE OF ALLEGIANCE**

I. PURPOSE

The school board recognizes the need to display an appropriate United States flag and to provide instruction to students in the proper etiquette, display, and respect of the flag. The purpose of this policy is to provide for recitation of the Pledge of Allegiance and instruction in school to help further that end.

II. GENERAL STATEMENT OF POLICY

Students in this school district shall recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. The recitation shall be conducted:

- A. By each individual classroom teacher or the teacher's surrogate/designee; or
- B. Over a school intercom system by a person designated by the school principal, other person having administrative control over the school, or administrative surrogate/designee.

III. EXCEPTIONS

Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so. Students and school personnel must respect another person's right to make that choice.

IV. INSTRUCTION

Students will be instructed in the proper etiquette toward, correct display of, and respect for the flag, and in patriotic exercises.

Legal References: Minn. Stat. § 121A.11, Subd. 3 (Pledge of Allegiance) Minn. Stat. § 121A.11, Subd. 4 (Instruction)

MSBA/MASA Model Policy 531 Orig. 2003 Revised: 2003

DOCUMENT # 531.Revision.b

ADOPTED BY THE BOARD:

REVISED BY THE BOARD: 7/18/2023

EFFECTIVE DATE: 7/18/2023



**ST. CROIX PREPARATORY ACADEMY
PLEDGE OF ALLEGIANCE
Policy #531 Narrative**

I. REASON FOR REVISION

The Pledge of Allegiance policy has the introductory note from MSBA suggested policy. Per legal counsel, this should be removed.

II. NOTES ON THE POLICY

The language of the policy includes “designee” as oftentimes, students are given leadership opportunities to lead the “Pledge” with the class or over the PA system. In addition, opt-out provisions are included with the policy.

NARRATIVE DATE: July 18, 2023



ST. CROIX PREPARATORY ACADEMY STUDENT MEDICATION POLICY Policy #516

516 STUDENT MEDICATION

I. PURPOSE

The purpose of this policy is to set forth the provisions that must be followed when administering nonemergency prescription medication to students at St. Croix Preparatory Academy (Academy).

II. GENERAL STATEMENT OF POLICY

The Academy acknowledges that some students may require prescribed drugs or medication during the school day. The Academy's licensed school nurse, trained health clerk, principal/director, or teacher will administer prescribed medications, except any form of medical cannabis, in accordance with law and the Academy's procedures.

III. REQUIREMENTS

- A. The administration of prescription medication or drugs at school requires a completed signed request from the student's parent. An oral request must be reduced to writing within two school days, provided that the Academy may rely on an oral request until a written request is received.
- B. An "Administering Prescription Medications" form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs. Prescription medication as used in this policy does not include any form of medical cannabis as defined in Minnesota Statutes section 152.22, subdivision 6.
- C. Prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with law, and must be administered in a manner consistent with the instructions on the label.
- D. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the substance.
- E. Prescription medications are not to be carried by the student, but will be left with the appropriate Academy personnel. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler (See Part J.5. below), and medications administered as noted in a written agreement between the Academy and the parent or as specified in an IEP (individualized education program), Section 504 plan, or IHP (individual health plan).
- F. The Academy must be notified immediately by the parent or student 18 years old or older in writing of any change in the student's prescription medication administration. A new medical authorization or container label with new pharmacy instructions shall be required immediately as well.
- G. For drugs or medicine used by children with a disability, administration may be as provided in the IEP, Section 504 plan or IHP.



- H. The school nurse, or other designated person, shall be responsible for the filing of the Administering Prescription Medications form in the health records section of the student file. The school nurse, or other designated person, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.
- I. Procedures for administration of drugs and medicine at school and school activities shall be developed in consultation with a school nurse, a licensed school nurse, or a public or private health organization or other appropriate party (if appropriately contracted by the school district under Minnesota Statutes section 121A.21). The Academy administration shall submit these procedures and any additional guidelines and procedures necessary to implement this policy to the Academy School Board for approval. Upon approval by the School Board, such guidelines and procedures shall be an addendum to this policy.
- J. If the administration of a drug or medication described in this section requires the Academy to store the drug or medication, the parent or legal guardian must inform the Academy if the drug or medication is a controlled substance. For a drug or medication that is not a controlled substance, the request must include a provision designating the Academy as an authorized entity to transport the drug or medication for the purpose of destruction if any unused drug or medication remains in the possession of school personnel. For a drug or medication that is a controlled substance, the request must specify that the parent or legal guardian is required to retrieve the drug or controlled substance when requested by the school.
- K. Specific Exceptions:
 - 1. Special health treatments and health functions such as catheterization, tracheostomy suctioning, and gastrostomy feedings do not constitute administration of drugs and medicine;
 - 2. Emergency health procedures, including emergency administration of drugs and medicine are not subject to this policy;
 - 3. Drugs or medicine provided or administered by a public health agency to prevent or control an illness or a disease outbreak are not governed by this policy;
 - 4. Drugs or medicines used at school in connection with services for which a minor may give effective consent are not governed by this policy;
 - 5. Drugs or medicines that are prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:
 - a. the Academy has received a written authorization from the pupil's parent permitting the student to self-administer the medication;
 - b. the inhaler is properly labeled for that student; and
 - c. the parent has not requested school personnel to administer the medication to the student.

The parent must submit written authorization for the student to self-administer the medication each school year. In a school that does not have a school nurse or school



nursing services, the student's parent or guardian must submit written verification from the prescribing professional which documents that an assessment of the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting has been completed.

If the Academy employs a school nurse or provides school nursing services under another arrangement, the school nurse or other appropriate party must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers;

6. Medications:

- a. that are used off school grounds;
- b. that are used in connection with athletics or extracurricular activities; or
- c. that are used in connection with activities that occur before or after the regular school day

are not governed by this policy.

7. Nonprescription Medication. A secondary student may possess and use nonprescription pain relief in a manner consistent with the labeling, if the Academy has received written authorization from the student's parent or guardian permitting the student to self-administer the medication. The parent or guardian must submit written authorization for the student to self-administer the medication each school year. The Academy may revoke a student's privilege to possess and use nonprescription pain relievers if the Academy determines that the student is abusing the privilege. This provision does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients. Except as stated in this paragraph, only prescription medications are governed by this policy.

8. At the start of each school year or at the time a student enrolls in school, whichever is first, a student's parent, school staff, including those responsible for student health care, and the prescribing medical professional must develop and implement an individualized written health plan for a student who is prescribed epinephrine auto-injectors that enables the student to:

- a. possess epinephrine auto-injectors; or
- b. if the parent and prescribing medical professional determine the student is unable to possess the epinephrine, have immediate access to epinephrine auto-injectors in close proximity to the student at all times during the instructional day.

The plan must designate the school staff responsible for implementing the student's health plan, including recognizing anaphylaxis and administering epinephrine auto-injectors when required, consistent with state law. This health plan may be included in a student's § 504 plan.



9. A student may possess and apply a topical sunscreen product during the school day while on school property or at a school-sponsored event without a prescription, physician's note, or other documentation from a licensed healthcare professional. School personnel are not required to provide sunscreen or assist students in applying sunscreen.

L. "Parent" for students 18 years old or older is the student.

M. The Academy may obtain and possess epinephrine auto-injectors to be maintained and administered by school personnel to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine auto-injector. The administration of an epinephrine auto-injector in accordance with this section is not the practice of medicine.

The Academy may enter into arrangements with manufacturers of epinephrine auto-injectors to obtain epinephrine auto-injectors at fair-market, free, or reduced prices. A third party, other than a manufacturer or supplier, may pay for a school's supply of epinephrine auto-injectors.

N. Procedure regarding unclaimed drugs or medications.

1. The Academy has adopted the following procedure for the collection and transport of any unclaimed or abandoned prescription drugs or medications remaining in the possession of school personnel in accordance with this policy. Before the transportation of any prescription drug or medication under this policy, the Academy shall make a reasonable attempt to return the unused prescription drug or medication to the student's parent or legal guardian. Transportation of unclaimed or unused prescription drugs or medications will occur at least annually, but may occur more frequently at the discretion of the Academy.
2. If the unclaimed or abandoned prescription drug is not a controlled substance as defined under Minnesota Statutes section 152.01, subdivision 4, or is an over-the-counter medication, the Academy will either designate an individual who shall be responsible for transporting the drug or medication to a designated drop-off box or collection site or request that a law enforcement agency transport the drug or medication to a drop-off box or collection site on behalf of the Academy.
3. If the unclaimed or abandoned prescription drug is a controlled substance as defined in Minnesota Statutes section 152.01, subdivision 4, the school district or school personnel is prohibited from transporting the prescription drug to a drop-off box or collection site for prescription drugs identified under this paragraph. The Academy must request that a law enforcement agency transport the prescription drug or medication to a collection bin that complies with Drug Enforcement Agency regulations, or if a site is not available, under the agency's procedure for transporting drugs.

Legal References:

Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.21 (Hiring of Health Personnel)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.2205 (Possession and Use of Epinephrine Auto-Injectors; Model Policy)
Minn. Stat. § 121A.2207 (Life-Threatening Allergies in Schools; Stock Supply of Epinephrine Auto-Injectors)
Minn. Stat. § 121A.221 (Possession and Use of Asthma Inhalers by Asthmatic Students)
Minn. Stat. § 121A.222 (Possession and Use of Nonprescription Pain Relievers by Secondary Students)



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Minn. Stat. § 121A.223 (Possession and Use of Sunscreen)
Minn. Stat. § 151.212 (Label of Prescription Drug Containers)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.22 (Definitions)
Minn. Stat. § 152.23 (Limitations)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)

Cross References: Policy 418 (Drug-Free Workplace/Drug-Free School)



ST. CROIX PREPARATORY ACADEMY MANDATED REPORTING OF CHILD MALTREATMENT POLICY Policy #414

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child maltreatment.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school to fully comply with Minn. Stat. Ch. 260E requiring school personnel to report suspected child maltreatment.
- B. It shall be a violation of this policy for any school personnel to fail to immediately report instances of child maltreatment when the school personnel knows or has reason to believe a child is being maltreated or has been maltreated within the preceding three years.

III. DEFINITIONS

- A. "Accidental" means a sudden, not reasonably foreseeable, and unexpected occurrence or event that:
 - 1. Is not likely to occur and could not have been prevented by exercise of due care; and
 - 2. If occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence or event.
- B. "Child" means person under age 18 and, for purposes of Minn. Stat. Ch. 260C (Juvenile Safety and Placement) and Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18).
- C. "Egregious harm" means harm under Minn. Stat. § 260C.007, Subd. 14, or a similar law of another jurisdiction. Minn. Stat. § 260C.007, Subd. 14, states that "egregious harm" means the infliction of bodily harm to a child or neglect of a child which demonstrates a grossly inadequate ability to provide minimally adequate parental care. The egregious harm need not have occurred in the state or in the county where a termination of parental rights action is otherwise properly venued. Egregious harm includes, but is not limited to: (1) conduct towards a child that constitutes a violation of Minn. Stat. §§ 609.185 to 609.2114, Minn. Stat. § 609.222, Subd. 2, Minn. Stat. § 609.223, or any other similar law of any other state; (2) the infliction of "substantial bodily harm" to a child, as defined in Minn. Stat. § 609.02, Subd. 7a; (3) conduct towards a child that constitutes felony malicious punishment of a child under Minn. Stat. § 609.377; (4) conduct towards a child that constitutes felony unreasonable restraint of a child under Minn. Stat. § 609.225, Subd. 3; (5) conduct towards a child that constitutes felony neglect or endangerment of a child under Minn. Stat. § 609.378; (6) conduct towards a child that constitutes assault under Minn. Stat. §§ 609.221, 609.222, or 609.223; (7) conduct towards a child that constitutes solicitation, inducement, or promotion of, or receiving profit derived from prostitution under Minn. Stat. § 609.322; (8) conduct towards a child that constitutes murder or voluntary manslaughter as defined by United States Code, title 18, section 1111(a) or 1112(a); (9) conduct towards a child that constitutes aiding or abetting, attempting, conspiring, or soliciting to commit a murder or voluntary manslaughter that constitutes a violation of United States Code, title



18, section 1111(a) or 1112(a); or (10) conduct toward a child that constitutes criminal sexual conduct under Minn. Stat. §§ 609.342 to 609.345 or sexual extortion under Minn. Stat. § 609.3458.

- D. "Facility" means (1) a licensed or unlicensed day care facility, certified license-exempt child care center, residential facility, agency, hospital, sanitarium, or other facility or institution required to be licensed under Minn. Stat. §§ 144.50 to 144.58, 241.021, or 245A.01 to 245A.16, or Minn. Ch. 144H, 245D, or 245H; (2) a school as defined in Minn. Stat. § 120A.05, Subds. 9, 11, and 13; and Minn. Ch. 124E; or (3) a nonlicensed personal care provider organization as defined in Minn. Stat. § 256B.0625, Subd. 19a.
- E. "Immediately" means as soon as possible but in no event longer than 24 hours.
- F. "Maltreatment" means any of the following acts or omissions: (1) egregious harm under section III.C (and Minn. Stat. § 260E.03, Subd. 5); (2) neglect under section III.I (and *id.* Subd. 15); (3) physical abuse under section III.K (and *id.* Subd. 18); (4) sexual abuse under section III.N (and *id.* Subd. 20); (5) substantial child endangerment under section III.O (and *id.* Subd. 22); (6) threatened injury under section III.P (and *id.* Subd. 23); (7) mental injury under section III.H (and *id.* Subd. 13); and (8) maltreatment of a child in a facility.
- G. "Mandated Reporter" means any school personnel who knows or has reason to believe a child is being maltreated, or has been maltreated within the preceding three years.
- H. "Mental injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.
- I. "Neglect" means the commission or omission any of the acts specified below, other than by accidental means:
 - 1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter, health, medical, or other care required for the child's physical or mental health when reasonably able to do so;
 - 2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
 - 3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors as the child's age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for the child's own basic needs or safety, or the basic needs or safety of another child in their care;
 - 4. failure to ensure that a child is educated in accordance with state law, which does not include a parent's refusal to provide the parent's child with sympathomimetic medications;
 - 5. prenatal exposure to a controlled substance as defined in state law used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child at birth, or medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance, or the presence of a fetal alcohol spectrum disorder;
 - 6. medical neglect as defined by Minn. Stat. § 260C.007, Subd. 6, Clause (5);
 - 7. chronic and severe use of alcohol or a controlled substance by a person responsible for the child's care that adversely affects the child's basic needs and safety; or



8. emotional harm from a pattern of behavior that contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not occur solely because the child's parent, guardian, or other person responsible for the child's care in good faith selects and depends upon spiritual means or prayer for treatment or care of disease or remedial care of the child in lieu of medical care.

- J. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employee or agent, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.
- K. "Physical Abuse" means any physical injury, mental injury (under Minn. Stat. § 260E.03, Subd. 13), or threatened injury (under Minn. Stat. § 260E.03, Subd. 23), inflicted by a person responsible for the child's care on a child other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries, or any aversive or deprivation procedures, or regulated interventions, that have not been authorized under Minn. Stat. § 125A.0942 or § 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian that does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, executive director or school employee as allowed by Minn. Stat. § 121A.582.

Actions that are not reasonable and moderate include, but are not limited to, any of the following: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions that result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. § 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) striking a child who is at least age one but under age four on the face or head, which results in an injury; (9) purposely giving a child (i) poison, alcohol, or dangerous, harmful, or controlled substances that were not prescribed for the child by a practitioner, in order to control or punish the child, or (ii) other substances that substantially affect the child's behavior, motor coordination, or judgment; that result in sickness or internal injury; or that subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (10) unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379, including, but not limited to, tying, caging, or chaining; or (11) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minn. Stat. § 121A.58.

- L. "Report" means any communication received by the local welfare agency, police department, county sheriff, or agency responsible for child protection pursuant to this section that describes maltreatment of a child and contains sufficient content to identify the child and any person believed to be responsible for the maltreatment, if known.
- M. "School Personnel" means professional employee or professional's delegate of the school who provides health, educational, social, psychological, law enforcement or child care services.



- N. "Sexual Abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined by Minn. Stat. § 260E.03, Subd. 21) or by a person in a current or recent position of authority (as defined by Minn. Stat. § 260E.03, Subd. 16) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration, sexual contact, sexual extortion, solicitation of children to engage in sexual conduct, and communication of sexually explicit materials to children. Sexual abuse also includes any act involving a child that constitutes a violation of Minnesota statutes prohibiting prostitution, use of a minor in a sexual performance, or child sex trafficking. Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation that requires registration under Minn. Stat. § 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders).
- O. "Substantial child endangerment" means that a person responsible for a child's care, by act or omission, commits or attempts to commit an act against a child under their care that constitutes any of the following: (1) egregious harm under Minn. Stat. § 260E.03, Subd. 5; (2) abandonment under Minn. Stat. § 260C.301, Subd. 2; (3) neglect under Minn. Stat. § 260E.03, Subd. 15, paragraph (a), clause (2), that substantially endangers the child's physical or mental health, including a growth delay, which may be referred to as failure to thrive, that has been diagnosed by a physician and is due to parental neglect; (4) murder in the first, second, or third degree under Minn. Stat. §§ 609.185, 609.19, or 609.195; (5) manslaughter in the first or second degree under Minn. Stat. §§ 609.20 or 609.205; (6) assault in the first, second, or third degree under Minn. Stat. §§ 609.221, 609.222, or 609.223; (7) solicitation, inducement, and promotion of prostitution under Minn. Stat. § 609.322; (8) criminal sexual conduct under Minn. Stat. §§ 609.342 to 609.3451; (9) sexual extortion under Minn. Stat. § 609.3458; (10) solicitation of children to engage in sexual conduct under Minn. Stat. § 609.352; (11) malicious punishment or neglect or endangerment of a child under Minn. Stat. §§ 609.377 or 609.378; (12) use of a minor in sexual performance under Minn. Stat. § 617.246; or (13) parental behavior, status, or condition that mandates that the county attorney file a termination of parental rights petition under Minn. Stat. § 260C.503, Subd. 2.
- P. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has (1) subjected a child to, or failed to protect a child from, an overt act or condition that constitutes egregious harm; (2) been found to be palpably unfit; (3) committed an act that resulted in an involuntary termination of parental rights; or (4) committed an act that resulted in the involuntary transfer of permanent legal and physical custody of a child to a relative.

IV. REPORTING PROCEDURES

- A. The Minnesota Department of Education (MDE) is responsible for screening and investigating allegations of child maltreatment in schools and the school shall make its initial report of any allegations of child maltreatment in schools directly to the appropriate department at MDE. Reports of allegations of child maltreatment occurring outside of schools shall be made to the appropriate local welfare agency, agency responsible for assessing or investigating the report, police department, county sheriff, tribal social services agency, or tribal police department.
- B. A mandated reporter shall immediately report the information to the local welfare agency, police department, county sheriff, tribal social services agency, tribal police department, or agency



responsible for assessing or investigating the report. The reporter will include his or her name and address in the report. At the time the report is made, the reporter shall notify their building Principal or building supervisor of the report. The Principal or building supervisor shall notify the Executive Director. If the report involves the Principal or building supervisor, the reporter shall notify the Executive Director directly. If the report involves the Executive Director, the reporter shall notify the Principal or building supervisor, who shall notify the School Board Chair.

- C. An oral report shall be made immediately by telephone or otherwise. The oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assessing or investigating the report. Any report shall be of sufficient content to identify the child, any person believed to be responsible for the maltreatment of the child if the person is known, the nature and extent of the maltreatment, and the name and address of the reporter. A copy of the written report shall be provided to the building Principal or building supervisor, who shall provide a copy of the written report to the Executive Director. If the written report involves the Principal or building supervisor, the reporter shall provide the written report to the Executive Director directly. If the written report involves the Executive Director, the reporter shall provide the written report to the Principal or building supervisor, who shall provide the written report to the School Board Chair.
- D. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.
- E. A mandated reporter who knows or has reason to know of the deprivation of custodial or parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.
- F. With the exception of a healthcare professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.
- G. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.
- H. The school shall not retaliate against a mandated reporter for reporting in good faith, or against a child with respect to whom a report is made, because of the report.
- I. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy may be subject to discipline, up to and including discharge. Minnesota law also provides that anyone who knowingly or recklessly makes a false report shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, plus costs and reasonable attorney fees.

V. INVESTIGATION

- A. The responsibility for assessing or investigating reports of suspected maltreatment rests with the appropriate county, state, or local agency or agencies. The agency responsible for assessing or investigating reports of maltreatment has the authority to interview the child, the person or persons



responsible for the child's care, the alleged offender, and any other person with knowledge of the maltreatment for the purpose of gathering facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. When it is possible and the report alleges substantial child endangerment or sexual abuse, the interview may take place outside the presence of the alleged offender and may take place prior to any interviews of the alleged offender. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian, or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded, unless a school employee or agent is alleged to have maltreated the child.

- B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.
- C. Except where the alleged offender is believed to be a school official or employee, the time, place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable, and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school staff when an interview is conducted on school premises.
- D. Where the alleged offender is believed to be a school official or employee, the school shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.
- E. Upon request by MDE, the school shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

VI. DATA PRACTICES AND MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

- A. A written notification provided to the school to interview a child on school property shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded, unless a school employee or agent is alleged to have maltreated the child.
- B. The name of the reporter of maltreatment shall be confidential data while the report is under assessment or investigation and after the assessment or investigation is completed.



- C. A local welfare or child protection agency, or the agency responsible for assessing or investigating the report of maltreatment, shall provide relevant private data on individuals to a mandated reporter who made the report and who has an ongoing responsibility for the health, education, or welfare of a child affected by the data, unless the agency determines that providing the data would not be in the best interests of the child. A reporter who receives private data on individuals under this subdivision must treat the data as private data.
- D. All records regarding a report of maltreatment, including any notification of intent to interview that was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the assessment or investigation or by a court of competent jurisdiction.

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

VIII. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall appear in school personnel handbooks.
- B. The Executive Director will develop a method of discussing this policy with school personnel.
- C. This policy shall be reviewed regularly for compliance with state law.

ADOPTED BY THE BOARD ON: 09/2004

REVISED BY THE BOARD ON: 07/18/23



ST. CROIX PREPARATORY ACADEMY PROTECTION AND PRIVACY OF PUPIL RECORDS POLICY Policy #515

POLICY 515: PROTECTION AND PRIVACY OF PUPIL RECORDS

I. PURPOSE

The school recognizes its responsibility in regard to the collection, maintenance and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the school, pursuant to the requirements of 20 U.S.C. §1232g, *et seq.*, (Family Educational Rights and Privacy Act (FERPA)) 34 C.F.R. Part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and Minn. Rules Parts 1205.0100-1205.2000.

III. DEFINITIONS

A. Authorized Representative

“Authorized representative” means any entity or individual designated by the school, the state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

B. Biometric Record

“Biometric record,” as referred to in the definition of “Personally Identifiable,” means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual (e.g., fingerprints, retina and iris patterns, voice prints, DNA sequence, facial characteristics, and handwriting).

C. Dates of Attendance

“Dates of attendance” as referred to in “Directory Information” means the period of time during which a student attends or attended the school, including attendance in person or by paper correspondence, satellite, internet or other electronic communication technologies for students who are not in the classroom, and including the period during which a student is working under a work-study program. The term does not include specific daily records of a student’s attendance at school.



D. Dependent Student

A “dependent student” is a student who is a dependent of his or her parent(s) for income tax purposes as defined in section 152 of the Internal Revenue Code.

E. Directory Information

“Directory information” means information contained in an education record of a student which would not generally be considered harmful nor an invasion of privacy if disclosed. It includes the student’s name, date of birth, sex, major field of study, participation in officially organized teams, dates of enrollment and graduation or withdrawal, grade levels completed, degrees and awards received, pictures of students for school-approved publications/newspapers/yearbooks, school-managed websites and school-managed social media sites, bulletins, programs, or similar school-produced information pieces, and weight and height of members of athletic teams. Directory information also includes the name, street and email address(es) and telephone number(s) of the student’s parent(s) or guardian. Directory information does not include:

1. a student’s social security number;
2. a student’s identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student’s identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user; or
3. a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student’s identity, such as a PIN, password, or other factor known or possessed only by the student. †

F. Education Records

1. What constitutes “education records”. Education records means those records which: (1) are directly related to a student; and (2) are maintained by the school or by a party acting for the school.
2. What does not constitute an education record. The term “education records” does not include:
 - a. Records of instructional personnel which:
 - (1) are in the sole possession of the maker of the record; and



- (2) are not accessible or revealed to any other individual except a substitute teacher; and
 - (3) are destroyed at the end of the school year.
- b. Records of a law enforcement unit of the school, provided educational records maintained by the school are not disclosed to the unit, and the law enforcement records are:
- (1) maintained separately from education records;
 - (2) maintained solely for law enforcement purposes; and
 - (3) disclosed only to law enforcement officials of the same jurisdiction.
- c. Records relating to an individual, including a student, who is employed by the school which:
- (1) are made and maintained in the normal course of business;
 - (2) relate exclusively to the individual in that individual's capacity as an employee; and
 - (3) are not available for use for any other purpose.

However, these provisions shall not apply to records relating to an individual in attendance at the school who is employed as a result of his or her status as a student.

- d. Records relating to an eligible student, or a student attending an institution of post-secondary education, which are:
- (1) made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;
 - (2) made, maintained, or used only in connection with the provision of treatment to the student; and
 - (3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school.



- e. Records that only contain information about an individual after he or she is no longer a student at the school and that are not directly related to the individual's attendance as a student.

G. Education Support Services Data

"Education support services data" means data on individuals collected, created, maintained, used, or disseminated relating to programs administered by a government entity or entity under contract with a government entity designed to eliminate disparities and advance equities in educational achievement for youth by coordinating services available to participants, regardless of the youth's involvement with other government services. Education support services data does not include welfare data under Minn. Stat. § 13.46.

Unless otherwise provided by law, all education support services data are private data on individuals and must not be disclosed except according to Minn. Stat. § 13.05 or a court order.

H. Eligible Student

"Eligible student" means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

I. Juvenile Justice System

"Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

J. Legitimate Educational Interest

"Legitimate educational interest" includes interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education data. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or employee's contract or position description approved by the school board;
2. Perform a supervisory or instructional task directly related to the student's education; or
3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement or student financial aid.
4. Perform a task directly related to responding to a request for data.

K. Parent

"Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with



evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the contrary.

L. Personally Identifiable

“Personally identifiable” means that the data or information includes, but is not limited to: (a) a student’s name; (b) the name of the student’s parent or other family member; (c) the address of the student or student’s family; (d) a personal identifier such as the student’s social security number, student number, or biometric record; (e) other direct identifiers, such as the student’s date of birth, place of birth, and mother’s maiden name; (f) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or (g) information requested by a person who the school reasonably believes knows the identity of the student to whom the education record relates.

M. Record

“Record” means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

N. Responsible Authority

“Responsible authority” means the executive director.

O. Student

“Student” includes any individual who is or has been in attendance, enrolled, or registered at the school and regarding whom the school maintains education records. “Student” also includes applicants for enrollment or registration at the school, and individuals who receive shared time educational services from the school.

P. School Official

“School official” includes: (a) a person duly elected to the school board; (b) a person employed by the school board in an administrative, supervisory, instructional, or other professional position; (c) a person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and (d) a person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

Q. Summary Data

“Summary data” means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify the individual is ascertainable.



R. Other Terms and Phrases

All other terms and phrases shall be defined in accordance with applicable state and federal law or ordinary customary usage.

IV. GENERAL CLASSIFICATION

State law provides that all data collected, created, received, or maintained by a school are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA including the regulations promulgated thereunder.

V. STATEMENT OF RIGHTS

A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student's education records consistent with the RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS section of this policy;
2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;
4. The right to refuse release of names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions;
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the federal law and the regulations promulgated thereunder;
6. The right to be informed about rights under the federal law; and
7. The right to obtain a copy of this policy from the school.

B. Eligible Students



All rights and protections given parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an “eligible student.” However, the parents of an eligible student who is also a “dependent student” are entitled to gain access to the education records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 C.F.R. § 99.31(a).

C. Disabled Students

The school shall follow 34 C.F.R. §§ 300.610-300.617 with regard to the confidentiality of information related to students with a disability.

VI. DISCLOSURE OF EDUCATION RECORDS

A. Consent Required for Disclosure

1. The school shall obtain a signed and dated written informed consent of the parent of a student or of the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.
2. The written consent required by this subdivision must be signed and dated by the parent of the student or by the eligible student giving the consent and shall include:
 - a. a specification of the records to be disclosed;
 - b. the purpose or purposes of the disclosure;
 - c. the party or class of parties to whom the disclosure may be made;
 - d. the consequences of giving informed consent; and
 - e. if appropriate, a termination date for the consent.
3. When a disclosure is made under this subdivision:
 - a. if the parent or eligible student so requests, the school shall provide him or her with a copy of the records disclosed; and
 - b. if the parent of a student who is not an eligible student so requests, the school shall provide the student with a copy of the records disclosed.
4. A signed and dated written consent may include a record and signature in electronic form that:



- a. identifies and authenticates a particular person as the source of the electronic consent; and
 - b. indicates such person's approval of the information contained in the electronic consent.
5. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:
- a. in plain language;
 - b. dated;
 - c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;
 - d. specific as to the nature of the information the subject is authorizing to be disclosed;
 - e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;
 - f. specific as to the purpose or purposes for which the information may be used by any of the parties named in clause e. above, both at the time of the disclosure and at any time in the future; and
 - g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for (i) life insurance or non-cancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under Minn. Stat. Ch. 256B or Minnesota Care under Minn. Stat. Ch. 256L, which shall be ongoing during all terms of eligibility, for individualized education program health-related services provided by a school that are subject to third party reimbursement.

6. Eligible Student Consent

Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in the STATEMENT OF RIGHTS section of this policy.

B. Prior Consent for Disclosure Not Required



The school may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. To other school officials, including teachers, within the school whom the school determines have a legitimate educational interest in such records;
2. To a contractor, consultant, volunteer, or other party to whom the school has outsourced institutional services or functions provided that the outside party:
 - a. performs an institutional service or function for which the school would otherwise use employees;
 - b. is under the direct control of the school with respect to the use and maintenance of education records; and
 - c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made;
3. To officials of other schools, school districts, or post-secondary educational institutions in which the student seeks or intends to enroll or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (See the ANNUAL NOTIFICATION OF RIGHTS section of this policy), suspension and expulsion information pursuant to section 7917 of the federal Every Student Succeeds Act. The records also shall include a copy of any probable cause notice or any disposition or court order under Minn. Stat. § 260B.171, unless the data are required to be destroyed under Minn. Stat. § 120A.22, Subd. 7(c) or § 121A.75. On request, the school will provide the parent or eligible student with a copy of the education records which have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with the REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA section of this policy;
4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or his or her representative, or state and local educational authorities, subject to the conditions relative to such disclosure provided under federal law;
5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:
 - a. determine eligibility for the aid;



- b. determine the amount of the aid;
- c. determine conditions for the aid; or
- d. enforce the terms and conditions of the aid.

“Financial aid” for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual’s attendance at an educational agency or institution;

- 6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:
 - a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system’s ability to effectively serve the student whose records are released; or
 - b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system’s ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the school that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the school shall disclose the following information to the juvenile justice system under this paragraph: a student’s full name, home address, telephone number, and date of birth; a student’s school schedule, attendance record, and photographs, if any; and parents’ names, home addresses, and telephone numbers;
- 7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating or administering predictive tests, administering student aid programs or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, the information is destroyed when no longer needed for the purposes for which the study was conducted, and the school enters into a written agreement with the organization that: (a) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed. For purposes of this provision, the term “organizations” includes, but is not limited to, federal, state and local agencies and



independent organizations. In the event the Department of Education determines that a third party outside of the school to whom information is disclosed violates this provision, the school may not allow that third party access to personally identifiable information from education records for at least five years.

8. To accrediting organizations in order to carry out their accrediting functions;
9. To parents of a dependent student;
10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. § 2332b(g)(5)(B), an act of domestic or international terrorism as defined in 18 U.S.C. § 2331, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If the school initiates legal action against a parent or student, it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school to proceed with the legal action as plaintiff. Also, if a parent or eligible student initiates a legal action against the school, the school may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school to defend itself;
11. To appropriate parties, including the parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Paragraph E. of the RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING section of this policy. In addition, an educational agency or institution may include in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;



12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;
13. Information the school has designated as “directory information” pursuant to the RELEASE OF DIRECTORY INFORMATION section of this policy;
14. To military recruiting officers pursuant to the DISCLOSURE OF DATA TO MILITARY RECRUITING OFFICERS section of this policy;
15. To the parent of a student who is not an eligible student or to the student himself or herself;
16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;
17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students;
18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:
 - a. the following information about a student must be disclosed: a student’s full name, home address, telephone number, date of birth; a student’s school schedule, daily attendance record, and photographs, if any; and any parents’ names, home addresses, and telephone numbers;
 - b. the existence of the following information about a student, not the actual data or other information contained in the student’s education record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the executive director or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student’s parent or guardian by certified mail of the request to disclose information. If the student’s parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian



is received within fourteen (14) days, the school official must respond to the request for information.

The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file.

19. To the executive director and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by the director under Minn. Stat. § 260B.171, Subd. 3. The executive director must notify the counselor immediately and must place the disposition order in the student's permanent education record. The executive director also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the executive director believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The executive director may also notify other school employees, substitutes, and volunteers who are in direct contact with the student if the executive director determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the executive director must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian.
20. To the executive director if it is information from a peace officer's record of children received under Minn. Stat. § 260B.171, Subd. 5. The executive director must place the information in the student's education record. The executive director also must notify immediately any teacher, counselor, or administrator directly supervising the student whom the executive director believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The executive director may also notify other employees, substitutes, and volunteers who are in direct contact with the student if the executive director determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the executive director must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.



The executive director must delete the peace officer's record from the student's education record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the executive director of such action.

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements; or
22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in section 5304 of Title 25), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.

VII. RELEASE OF DIRECTORY INFORMATION

A. Classification

Directory information is public except as provided herein.

B. Former Students

Unless a former student affirmatively opted out of the release of directory information in his or her last year of attendance, the school may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of Paragraph C. of this section. In addition, under an explicit exclusion from the definition of an "education record," the school may release records that only contain information about an individual obtained after he or she



is no longer a student at the school and that are not directly related to the individual's attendance as a student (e.g., a student's activities as an alumnus of the school).

C. Present Students and Parents

The school may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein. Prior to such disclosure the school shall:

1. Annually give public notice by any means that are reasonably likely to inform the parents and eligible students of:
 - a. the types of personally identifiable information regarding students and/or parents that the school has designated as directory information;
 - b. the parent's or eligible student's right to refuse to let the school designate any or all of those types of information about the student and/or the parent as directory information; and
 - c. the period of time in which a parent or eligible student has to notify the school in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.
2. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school, in writing, that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in the DISCLOSURE OF EDUCATION RECORDS section of this policy.
3. A parent or eligible student may not opt out of the directory information disclosures to:
 - a. prevent the school from disclosing or requiring the student to disclose the student's name, ID, or school e-mail address in a class in which the student is enrolled; or
 - b. prevent the school from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the school as directory information.
4. The school shall not disclose or confirm directory information without meeting the written consent requirements contained in Paragraph A. of the DISCLOSURE OF EDUCATION RECORDS section of this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student or the student's records.

D. Procedure for Obtaining Nondisclosure of Directory Information



The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student and/or parent, as appropriate;
2. Home address;
3. School presently attended by student;
4. Parent's legal relationship to student, if applicable; and
5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration

The designation of any information as directory information about a student or parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

VIII. DISCLOSURE OF PRIVATE RECORDS

A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The school may not disclose private records or their contents except as summary data, or except as provided in the DISCLOSURE OF EDUCATION RECORDS section of this policy, without the prior written consent of the parent or the eligible student. The school will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other party to whom personally identifiable information from education records is disclosed.

B. Private Records Not Accessible to Student

Students shall not be entitled to access to private data concerning financial records and statements of the student's parent or any information contained therein.

IX. DISCLOSURE OF CONFIDENTIAL RECORDS

A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.



B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minn. Stat. Ch. 260E, written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff or the local police department subject to the provisions of Minn. Stat. Ch. 260E.

Regardless of whether a written report is made under Minn. Stat. Ch. 260E as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

Data collected by the school as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or which are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The school may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency or the public if the school determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.
2. A complainant has access to a statement he or she provided to the school.
3. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:
 - a. a decision by the school, or by the chief attorney for the school, not to pursue the civil legal action. However, such investigation may subsequently become active if the school or its attorney decides to renew the civil legal action;
 - b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or
 - c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.



4. A “pending civil legal action” for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

D. Chemical Abuse Records

To the extent the school maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student’s parent or guardian or representative shall be given access to all school records pertaining to the student, including any tests or reports upon which the action proposed by the school may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. § 121A.40, *et seq.*

XI. DISCLOSURE OF DATA TO MILITARY RECRUITMENT OFFICERS

- A. The school will release the names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.
- B. Data released to military recruiting officers under this provision:
 1. may be used only for the purpose of providing information to students about military service, state and federal veterans’ education benefits, and other career and educational opportunities provided by the military; and
 2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.
- C. A parent or eligible student has the right to refuse the release of the name, address, or home telephone number to military recruiting officers. To refuse the release of the above information to military recruiting officers, a parent or eligible student must notify the responsible authority in writing each year. The written request must include the following information:
 1. Name of student and parent, as appropriate;
 2. Home address;
 3. Student’s grade level;
 4. School presently attended by student;



5. Parent's legal relationship to student, if applicable;
 6. Specific category or categories of information which are not to be released to military recruiting officers; and
 7. Specific category or categories of information which are not to be released to the public, including military recruiters.
- D. Annually, the school will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.
- E. A parent or eligible student's refusal to release the above information to military recruiting officers does not affect the school's release of directory information to the rest of the public, which includes military recruiting officers. In order to make any directory information about a student private, the procedures contained in the RELEASE OF DIRECTORY INFORMATION section of this policy also must be followed. Accordingly, to the extent the school has designated the name, address, phone number, and grade level of students as directory information, absent a request from a parent or an eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers.

XII. LIMITS ON REDISCLOSURE

A. Re-disclosure

Consistent with the requirements herein, the school may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees and agents of any party receiving personally identifiable information under this section may use the information, but only for the purposes for which the disclosure was made.

B. Re-disclosure Not Prohibited

1. Subdivision A. of this section does not preclude the school from disclosing personally identifiable information under the DISCLOSURE OF EDUCATION RECORDS section of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school provided:
 - a. The disclosures meet the requirements of the DISCLOSURE OF EDUCATION RECORDS section of this policy; and
 - b. The school has complied with the record-keeping requirements of the RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING section of this policy.



2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student, to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 U.S.C. § 14071. However, the school must provide the notification required in FERPA, 34 C.F.R. § 99.31(a)(9)(ii), if a re-disclosure is made based upon a court order or lawfully issued subpoena.

C. Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school.

D. Notification

The school shall inform the party to whom a disclosure is made of the requirements set forth in this section, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under the RELEASE OF DIRECTORY INFORMATION section of this policy, disclosures to a parent or a student, or disclosures to parents of a dependent student. In the event that the Family Policy Compliance Office determines that a state or local educational authority, a federal agency headed by an official listed in 34 C.F.R. § 99.31(a)(3), or an authorized representative of a state or local educational authority or a federal agency headed by an official listed in § 99.31(a)(3), or a third party outside of the school improperly re-discloses personally identifiable information from education records, the educational agency or institution may not allow that third party access to personally identifiable information from education records for at least five years.

XIII. RESPONSIBLE AUTHORITY, RECORD SECURITY, AND RECORD KEEPING

A. Responsible Authority

The responsible authority shall be responsible for the maintenance and security of student records.

B. Record Security

The executive director shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.

C. Plan for Securing Student Records

The executive director shall submit to the responsible authority a written plan for securing students records by September 1 of each school year. The written plan shall contain the following information:

1. A description of records maintained;
2. Titles and addresses of person(s) responsible for the security of student records;



3. Location of student records, by category, in the buildings;
4. Means of securing student records; and
5. Procedures for access and disclosure.

D. Review of Written Plan for Securing Student Records

The responsible authority shall review the plans submitted pursuant to Paragraph C. of this section for compliance with the law, this policy, and the various administrative policies of the school. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C. which shall be attached to and become a part of this policy.

E. Record Keeping

1. The executive director shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record with the education records of the student which indicates:
 - a. the parties who have requested or received personally identifiable information from the education records of the student;
 - b. the legitimate interests these parties had in requesting or obtaining the information; and
 - c. the names of the state and local educational authorities and federal officials and agencies listed in Paragraph B.4. of the DISCLOSURE OF EDUCATION RECORDS section of this policy that may make further disclosures of personally identifiable information from the student's education records without consent.
2. In the event the school discloses personally identifiable information from an education record of a student pursuant to Paragraph B. of the LIMITS ON REDISCLOSURE section of this policy, the record of disclosure required under this section shall also include:
 - a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school;
 - b. the legitimate interests under the DISCLOSURE OF EDUCATION RECORDS section of this policy which each of the additional parties has in requesting or obtaining the information; and
 - c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Paragraph B.4. of the DISCLOSURE OF EDUCATION RECORDS section of this policy in accordance with 34 C.F.R. § 99.32 and to whom the school disclosed information from an



education record. The school shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.

3. Paragraph (1) of Record Keeping does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Paragraph B.1 of the DISCLOSURE OF EDUCATION RECORDS section of this policy, requests for disclosures of directory information under the RELEASE OF DIRECTORY INFORMATION section of this policy, or a party seeking or receiving the records as directed by a Federal grand jury or other law enforcement subpoena where the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18. U.S.C. § 2332b(g)(5)(B) or an act of domestic or international terrorism.
4. The record of requests of disclosures may be inspected by:
 - a. the parent of the student or the eligible student;
 - b. the school official or his or her assistants who are responsible for the custody of the records; and
 - c. the parties authorized by law to audit the record-keeping procedures of the school.
5. The school shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:
 - a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and
 - b. the parties to whom the school disclosed the information.
6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school maintains the student's education records.

XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS

A. Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a Dependent Student

The school shall permit the parent of a student, an eligible student, or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school to inspect or review the education records of the student, except those records which are made confidential by state or



federal law or as otherwise provided in the DISCLOSURE OF PRIVATE RECORDS section of this policy.

B. Response to Request for Access

The school shall respond to any request pursuant to Subdivision A. of this section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays, and legal holidays.

C. Right to Inspect and Review

The right to inspect and review education records under Subdivision A. of this section includes:

1. The right to a response from the school to reasonable requests for explanations and interpretations of records; and
2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school shall provide the parent or eligible student with a copy of the records requested, or make other arrangements for the parent or eligible student to inspect and review the requested records.
3. Nothing in this policy shall be construed as limiting the frequency of inspection of the education records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

D. Form of Request

Parents or eligible students shall submit to the school a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect.

E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

F. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

G. Authority to Inspect or Review



The school may presume that either parent of the student has authority to inspect or review the education records of a student unless the school has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation, or custody which provides to the contrary.

H. Fees for Copies of Records

1. The school shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school shall consider the following:
 - a. the cost of materials, including paper, used to provide the copies;
 - b. the cost of the labor required to prepare the copies;
 - c. any schedule of standard copying charges established by the school in its normal course of operations;
 - d. any special costs necessary to produce such copies from machine based record-keeping systems, including but not limited to computers and microfilm systems; and
 - e. mailing costs.
2. The cost of providing copies shall be borne by the parent or eligible student.
3. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, would impair the parent or eligible student from exercising their right to inspect or review the student's education records.
4. The school reserves the right to make a charge for copies such as transcripts it forwards to potential employers or post-secondary institutions for employment or admissions purposes.

XV. **REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA**

A. Request to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading or violates the privacy rights of the student may request that the school amend those records.

1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading, or in violation of the privacy rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes the school to make. The request shall be signed and dated by the requestor.



2. The school shall decide whether to amend the education records of the student in accordance with the request within thirty (30) days after receiving the request.
3. If the school decides to refuse to amend the education records of the student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this section.

B. Right to a Hearing

If the school refuses to amend the education records of a student, the school, on request, shall provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student. A hearing shall be conducted in accordance with Subdivision C. of this section.

1. If, as a result of the hearing, the school decides that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.
2. If, as a result of the hearing, the school decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school, or both.
3. Any statement placed in the education records of the student under Subdivision B. of this section shall:
 - a. be maintained by the school as part of the education records of the student so long as the record or contested portion thereof is maintained by the school; and
 - b. if the education records of the student or the contested portion thereof is disclosed by the school to any party, the explanation shall also be disclosed to that party.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school has received the request, and the parent of the student or the eligible student shall be given notice of the date, place, and time reasonably in advance of the hearing.
2. The hearing may be conducted by any individual, including an official of the school who does not have a direct interest in the outcome of the hearing. The school board attorney



shall be in attendance to present the school board's position and advise the designated hearing officer on legal and evidentiary matters.

3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under Subdivisions A. and B. of this section and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.
4. The school shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of the Minn. Stat. Ch. 14 relating to contested cases.



XVI. PROBLEMS ACCESSING DATA

- A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.
- B. Data practices compliance official means the executive director.
- C. Any request by an individual with a disability for reasonable modifications of the school's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA

A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, shall be submitted in writing to the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue, S.W., Washington, D.C. 20202-8520.

B. Content of Complaint

A complaint filed pursuant to this section must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA and the rules promulgated thereunder has occurred.

XVIII. WAIVER

A parent or eligible student may waive any of his or her rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school may not require such a waiver.

XIX. ANNUAL NOTIFICATION OF RIGHTS

A. Contents of Notice

The school shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;
2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy rights and the procedure for requesting amendment of records;



3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;
4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school to comply with the requirements of FERPA, and the rules promulgated thereunder;
5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school has determined to have legitimate educational interests; and
6. That the school forwards education records on request to a school in which a student seeks or intends to enroll as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.

B. Notification to Parents of Students Having a Primary Home Language Other Than English

The school shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

C. Notification to Parents or Eligible Students Who are Disabled

The school shall provide for the need to effectively notify parents or eligible students identified as disabled.

XX. DESTRUCTION AND RETENTION OF RECORDS

Destruction and retention of records by the school shall be controlled by state and federal law.

XXI. COPIES OF POLICY

Copies of this policy may be obtained by parents and eligible students at the main office of the school.

ADOPTED BY THE BOARD ON: [DATE]

REVISED BY THE BOARD ON: [DATES]



ST. CROIX PREPARATORY ACADEMY HAZING PROHIBITION POLICY Policy #526

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.
- E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.
- F. A person who engages in an act of hazing, reprisal, retaliation, or knowingly making a false report of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate hazing or engage in an act of reprisal or knowingly make a false report of hazing may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of hazing may include, but are not limited to, exclusion from school district property and events and/or termination of services and/or contracts.

- G. This policy applies to hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation.
- H. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.



- I. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

- A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to:
 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.
- B. "Immediately" means as soon as possible but in no event longer than 24 hours.
- C. "On school premises or school district property, or at school functions or activities, or on school transportation" means all school district 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 school district purposes, the area of entrance to or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district 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 hazing at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- D. "Remedial response" means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.
- E. "Student" means a student enrolled in a public school or a charter school.



- F. “Student organization” means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.

The building principal, the principal’s designee, or the building supervisor (hereinafter the “building report taker”) is the person responsible for receiving reports of hazing at the building level. Any adult school district personnel who receives a report of hazing prohibited by this policy shall inform the building report taker immediately. Any person may report hazing directly to a school district human rights officer – Terri Smith -- or to the executive director – Jon Gutierrez. If the complaint involves the building report taker, the complaint shall be made or filed directly with the executive director – Jon Gutierrez -- or the school district human rights officer – Terri Smith -- 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 a primary contact on policy and procedural matters.

- C. A teacher, administrator, volunteer, contractor, and other school employees shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct which may constitute hazing shall make reasonable efforts to address and resolve the hazing and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing or who fail to make reasonable efforts to address and resolve the hazing in a timely manner may be subject to disciplinary action.
- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter’s future employment, grades, work assignments, or educational or work environment.
- E. Reports of hazing 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 hazing and the record of any resulting investigation.



- F. The school district 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 legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three (3) school days of the receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students, or others pending completion of an investigation of alleged hazing prohibited by this policy.
- C. The alleged perpetrator of the hazing 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 hazing has occurred, the school district 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 behavior. School district action taken 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; and applicable school district policies and regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets or victims of hazing and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported and confirmed hazing incident.
- F. In order to prevent or to respond to hazing committed by or directed against a child with a disability, the school district shall, where 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 hazing.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged hazing, who provides information about hazing, who testifies, assists, or participates in an investigation of alleged hazing, or who testifies, assists, or participates in a proceeding or hearing relating to such hazing. 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.

VII. DISSEMINATION OF POLICY

- A. This policy shall appear in each school's student handbook.
- B. The school district will develop a method of discussing this policy with students and employees.

Legal References: 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)

Cross References: Policy 514 (Bullying Prohibition Policy)



**St. Croix Preparatory Academy
Board Governance Manual**

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School Information

School History

St. Croix Preparatory Academy (SCPA, School) is a K-12 charter school that opened in the Stillwater area in the fall of 2004. The School serves nearly 1,200 students in grades K-12, and employs **over 170 staff members**. Located on 59 acres of land, St. Croix Preparatory Academy's educational philosophy is based on the classical methodology of grammar, logic, and rhetoric, an educational philosophy proven to achieve outstanding academic results.

St. Croix Preparatory Academy, a Minnesota nonprofit corporation, has as its purpose education within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, including but not limited to, the establishment and operation of a charter school under the laws of the State of Minnesota.

School Mission

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

School Philosophy

The educational philosophy is founded in three characteristics noted in the mission statement:

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

Character. At St. Croix Preparatory Academy, the values of citizenship, courage, honesty, integrity, perseverance, respect, responsibility, compassion, self-control, and service will be identified, modeled and clearly conveyed. Administrators and faculty will encourage and promote these traits so that all students might practice and develop them. Upper School students are required to document at least 10 hours annually of community service in an effort to emphasize the importance of giving to their community.

Leadership. St. Croix Preparatory Academy views leadership as the ability to first think and reason, then act with integrity and responsibility. The founders of St. Croix Preparatory Academy view leadership as the product of education and character development. Real leadership entails knowledge, understanding and the ability to communicate--in conjunction with citizenship, courage, honesty, integrity, perseverance, respect, responsibility, compassion, self-control, and service. Students will examine various models and styles of leadership from American and world history. In addition, students will analyze their own unique leadership style, character attributes, and personal strengths.

Board Information

Board Guiding Documents

Aside from original incorporation documents, on a regular basis the SCPA board will refer to its bylaws, Minnesota statutes on charter schools (Chapter 124E), Minnesota Open Meeting Law (Chapter 13D), Minnesota Government Data Practices Act (Chapter 13D), Minnesota statutes on nonprofit corporations (317A) and the agreement with its authorizer, Friends of Education.

Board Structure

The St. Croix Preparatory Academy "Board of Directors shall consist of at least five (5) and no more than eleven (11) members" (SCPA Bylaws Article IV, Section 2(a); Minn Stat. 124E.07. Subd.3). The board shall include "at least one licensed teacher who is employed as a teacher at the school or provides instruction under contract between the charter school and a cooperative; (2) at least one parent or legal guardian of a student enrolled in the charter school who is not an employee of the charter school; and (3) at least one interested community member who resides in Minnesota, is not employed by the charter school, and does not have a child enrolled in the school." (Minn.Stat. 124E.07. Subd. 3). "The chief financial officer and the chief administrator may only serve as ex-officio nonvoting board members." (Minn. Stat. 124E.07 Subd. 3).

SCPA Note: As of September 1, 2022, the SCPA board consists of four parents, four faculty members, and one community member.

The board structure may include a majority of teachers . . . or parents or community members, or it may have no clear majority. (Minn. Stat. 124E.07 Subd. 3). Any changes in governance structure must follow the process defined in the School's bylaws (Article 4, Section 3) and Minnesota statute (Chapter 124E.07 Subd. 4).

SCPA Note: The SCPA Board is constituted as a "no clear majority" board.

Board Elections

"Board elections must be held during the school year but may not be conducted on days when the school is closed." (Minn. Stat. 124E.07 Subd. 2). "At least sixty (60) days prior to the Corporation's School Board election, the Board of Directors, or its committee, will solicit nominations from teachers, parents/legal guardians, and community members, for all of the Director positions that will be filled at the next election." (SCPA Bylaws – Article IV, Section 4). "A charter school must notify eligible voters of the school board election dates at least 30 days before the election." (Minn. Stat. 124E.07 Subd. 5).

SCPA Note: Currently, SCPA board elections are conducted near the end of the school year, with official seating occurring after training requirements have been completed – "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 the training policy . . ." (SCPA Bylaws – Article IV, Section 2c(ii)).

Board Training and Requirements

The board training requirements are based on requirements of Minnesota statute and a policy implemented by St. Croix Prep's Board.

State Mandated Training. Board members must meet the state mandated training requirements that they successfully complete state-approved training on board governance, the board's role and responsibilities, employment, policies and practices, and financial management as found in Minn. Stat. 124E.07. subd.7. Per this statute, this training must begin within six months of taking office, and be completed within 12 months of taking office.

SCPA Training Prior to Seating. In accordance with Board policy, SCPA will conduct training prior to a board member being seated. This training will include reading material; meeting with the Board Chair, Vice Chair, and Executive Director about the role and responsibilities of a St. Croix Prep board member; meeting with the Executive Director to discuss an overview of the School, its history, organizational structure, and the reading material and its impact on strategic decision making; meeting with the Executive Director of Finance & Operations (EDFO) to discuss school financing, budgeting, lease aid, funding challenges, and bondholder communication; and meeting with the Executive Director and Principals to discuss communication protocol and homework philosophy.

Ongoing Training. Additionally, ongoing training will be provided by the Executive Director, school staff and other personnel throughout the Directors' tenure.

Carver Governance Model

St. Croix Preparatory Academy has followed the Carver governance model. This model is designed to empower boards of directors to fulfill their obligations of accountability for the organizations they govern. The model enables the board to focus on the larger issues (e.g. fiscal accountability, student achievement, and strategic initiatives), delegate operational responsibility with clarity (e.g. hiring, curriculum, student discipline, programming, etc.), to oversee management's job, and to rigorously evaluate the accomplishment of the organization. Some defining principles of the Carver Governance model include:

- Board Decisions are predominantly Policy Decisions. These policies relate to mission, executive and operational limitation by which mission may be accomplished, and the board's own job, responsibility, and accountability.

- The Board Defines and Delegates. The Board does not want to get bogged down in detail by approving all staff plans; board policies need to be in place to allow staff to formulate plans to fulfill the mission of the School.
- The Board Speaks with One Voice or Not at All. If the Board is to lead, then it must speak with one voice. This one-voice principle does not require or imply unanimity. On the contrary, the Board must embrace all the diversity it can, differences must be respected and encouraged. Once the board has voted and spoken, its decisions can be implemented. The board should not present conflicting messages to its community.
- The Board Explicitly Designs its Own Products and Process. The Board defines its job, its products, its processes, and how it will accomplish its work.

The Board & Board Member Roles and Responsibilities

The governing board of St. Croix Preparatory Academy is primarily responsible for governance, fiscal accountability, student achievement, strategic direction, and fulfilling the mission of the School in accordance with its bylaws and founding documents.

Each board member reports to the Board of Directors and is responsible for actively participating and contributing to the purpose of the Board. The average time commitment to fulfill this work will average between 8-10 hours per month with additional work required for additional project or committee work.

The essential duties and responsibilities primarily include but are not limited to:

- Governance. This includes familiarity and adherence with public charter school statute (124E.07), the School's Bylaws, Open Meeting Law (Chapter 13D), Minnesota Government Data Practices Act (Chapter 13D), MDE and Authorizer compliance requirements, authorizer contract, and other related legal requirements. Board members are expected to be familiar with the Carver Governance model which the School has adhered to since its inception. The Board establish policies for governing the school and students consistent with the Minnesota Board of Education rules, state and federal laws.
- Financial Accountability. This includes annual budget review, annual report preparation, audit review, awareness of financial metrics to ensure continued favorable review from outside business partners (e.g. banking, investors, etc.) and to guarantee future sustainability and program growth.
- Student Achievement. This includes an annual review of student performance in comparison with state and national standardized tests and an annual evaluation of post-secondary and workforce readiness in accordance with state requirements.
- Meeting Attendance. The Board generally meets on the third Tuesday of every month. Board members are expected to review their board information prior to the meeting and to meet the attendance requirements specified in Minnesota statute.
- Strategic Direction. The Board is responsible for the continued strategic direction of the institution in alignment with the School's mission, definition of classical education, and implementation of the diffusions of innovation theory. Examples of strategic discussions may include the following: facility development, compensation models to ensure fiscal responsibility, board policy development, school replication, succession planning, revenue generation opportunities, community relations, etc.

Board Officers

Per Minn. Stat. 317A, a nonprofit corporation must, at a minimum, have a President and a Treasurer (Minn. Stat. 317A.301). Per the SCPA Bylaws, the officers of the Board will "consist of President (Chief Executive Officer), Vice President, Treasurer (Chief Financial Officer) and Secretary. (SCPA Bylaws – Article V, Section 1(a)) "The officers of the Corporation shall be elected by the Board for the lesser of a one (1) year term or the remaining unexpired term of the Director." (SCPA Bylaws – Article V, Section 1(b)).

SCPA Note: Currently, SCPA officers are called Board Chair, Vice Chair, Treasurer, and Board Clerk. This differs from the naming convention in Minn. Stat 317A and the bylaws. General board officer responsibilities are listed in the bylaws.

Board Committees

A summary of board committees and their authority is noted below:

Committees of the Board. The Board of Directors may, by resolution passed by a majority of the Board of Directors, designate, define the authority of, set the number and determine the identity of, members of one or more committees. Committee members must be natural persons, but need not be members of the Board of Directors.

Authority of Committees. Committees shall make recommendations to the Board of Directors. No committee shall have the authority to act on behalf of the Board of Directors unless such authority is specifically delegated to the committee by the Board of Directors; provided, however, that no committee shall be granted any powers or authority exceeding that granted to the Board of Directors. Each committee shall be under the direction and control of the Board and shall keep regular minutes of their proceedings

SCPA Note: Currently, the SCPA Board currently has a

- Finance Committee. The Finance Committee is designated to support the Board in understanding its financial accountability and strategic initiatives; and to support the EDFO in assessing internal controls, clarifying operational roles, and providing training for new personnel.
- Executive Committee. The Executive Committee consists of the Board Chair, Vice Chair and a parent board member selected by the Executive Director. The purpose of this committee is to serve in an advisory role to the Executive Director for operational items that require additional guidance.
- Governance Committee. The Governance Committee oversees policy development/review, board training, the annual election process, and issues related to its own governance.
- Succession Planning Committee. The Succession Planning Committee oversees the succession plans, timelines, and processes for the two current positions which report to the Board – the Executive Director and the Executive Director of Finance & Operations.

Board Meetings

The types of meetings, their purposes and requirements are noted below:

Regular Meetings. Regular meetings of the Board of Directors are usually held the third Tuesday of each month (SCPA Bylaws – Article III, Section 1). The annual meeting schedule is established at the beginning of the fiscal year.

Special Meetings. Special meetings may be called by the Chair or at least three Directors. Notice of the special meeting shall be provided in accordance with Minnesota Statutes, section 13D.04, as amended. Notice will contain the date, time, place and purpose of the meetings. Only subject listed on the agenda may be acted upon at the meeting. (SCPA Bylaws – Article III, Section 2).

Closed Meetings. The Board may call a closed meeting if the subject matter of discussion requires a closed meeting. Such subject matters include security, labor negotiations, negotiations related to real estate, items protected under attorney/client privilege or employee/student discipline. In the case of employee/student discipline, the subject of the discussion may ask that the meeting be open (Minn. Stat. 13D).

Quorum and Adjourned Meeting. A meeting at which at least a majority of the members of the Board of Directors are present shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. If, however, such quorum shall not be present at any scheduled meeting, the director or directors present thereat shall have the power to adjourn without notice other than announcement at the meeting, until a quorum shall be present. The meeting shall be rescheduled in accordance with the Open Meeting Law. The existence of a quorum is determined when a duly called meeting is convened.

Open Meeting Law. All Board of Director meetings, and notice of all such meetings, shall comply with the Open Meeting Law, Minnesota Statutes chapter 13D, as amended. General comments about Open Meeting Law are:

- Email discussion amongst a quorum of board members may be a violation of open meeting law.
- Consecutive meetings with board members constituting less than a quorum may be a violation of open meeting law if the meeting covers the same content. This is commonly called a serial board meeting.
- Board meetings require 72 hour publication notice in order to comply with the open meeting law.
- Board attendance via electronic means (e.g. phone, Skype, Facetime, etc.) are subject to the previously mentioned 72 hour publication notice requirement. This means attendance via electronic means requires public notice of the location where the participant will be located; and this also becomes a public site for those wishing to attend the meeting.

Meeting Procedure. Meetings normally proceed along the following agenda:

- Open Forum. Prior to the meeting, community members may sign up to address the board for a two minute period. The Board will not address the comments of the speaker or interact with the topic discussed.
- Consent Agenda. For sake of expediency, these items (e.g. administrative reports, previous board minutes, etc.) are items that will be approved in a single motion. Question and discussion of the items can occur prior to approval.
- Business items. The agenda for the meeting will be followed as noted in the board packet.
- Agenda. The board meeting agenda is normally determined by the Board Officers, Executive Director and EDFO. While not always possible every attempt is made to introduce items a month before requiring a vote. This gives the board members the opportunity to be briefed on the information, ask preliminary questions, then use the time between meetings to investigate, ask questions, etc. A more thorough discussion and vote will occur in the following month.
Note: At times, due to deadlines, items may be added to the agenda without following the above noted procedures. Items may be submitted to the Board Officers, Executive Director or EDFO for addition to the agenda. Factors determining whether these items are added include current agenda, strategic vs. operational consideration, data privacy issues, etc.
- Roberts Rules of Order. Currently a strict adherence to Roberts Rules of Order is not utilized. The principles of Roberts Rules of Order are utilized in order to maintain order, guarantee discussion, and encourage independent voting.

Board Communication Plan

The Board of Directors shall utilize SCPA web site as the primary means of distribution of information. The website shall contain announcements of upcoming regular meetings, board contact information, previous board minutes as well as all public documents from the Board in accordance with the existing policies and bylaws.

As a Board member you may be contacted by parents in an effort to resolve a situation related to the school's operations. In an effort to adhere to the Carver Governance Model and in alignment with the St. Croix Prep board training, it is important for board members to listen thoughtfully, then direct parents to follow the Communication Protocol which has been in place since the School's inception. The protocol is noted below:

- Direct communication with the teacher. This shows respect for the teacher and also for the parent communicating the information.
- Direct communication with the Principal if the matter remains unresolved. The Principal will coordinate a meeting between the parents, teacher, and Principal
- Direct communication with the Executive Director if the matter remains unresolved. The Executive Director will coordinate a meeting with the appropriate parties.
- Direct communication with the Board of Directors. The Executive Director will coordinate a meeting with the appropriate parties.

The general rule is to communicate with the person closest to the situation and best able to address the issue quickly and effectively. This communication protocol has been in effect since the beginning of the school. Attempts to circumvent the communication process will be directed back to the process outlined in the protocol.

Board Member Appointments

Vacancies on the board may be filled at the Board's discretion. Items considered are:

Resignation. Any Board member may resign at any time. Such resignation shall be made in writing to the President or Secretary and shall take effect at the time specified in the notice.

Vacancies on the Board. A Board member so elected/appointed as a replacement will serve the remaining year(s) of the term of office of the Board member being replaced. In the event of multiple vacancies the position of the Board member who resigned first will be filled first. In addition, per the bylaws (Article IV, Section 7), the most recent board election results shall be considered in making appointments to fill vacancies.

Board Member Compensation

Non teacher board members shall not receive compensation for their services as a member on the board. Board members may be reimbursed for reasonable out-of-pocket expenses incurred by them in serving as a board member.

Board Member Conflicts of Interest

No Board member will use their official position or office to obtain personal financial benefit or detriment or financial gain or detriment for relatives or for any business with which the Board member or a relative is associated. Business means any corporation, partnership, proprietorship, enterprise, association, franchise, firm, organization, self-employed individual or any legal entity operated for economic gain.

Miscellaneous Board Information/Practices

Board Insurance

The School maintains Director's & Officer's (D & O) insurance, therefore Directors are not personally liable for decisions made by the School.

Board Communication with the Media

Unless otherwise designated, the only personnel who may speak on behalf of the School are the Board Chair, Executive Director, and Communications Director.

Board Engagement with Legal Counsel

The only personnel who have authorization to engage with legal counsel on behalf of the School are the Board Chair, Executive Director, **EDFO**, and Special Education Director.

Board Communication with Friends of Education, the School's Authorizer

Unless otherwise designated, the only personnel who may speak on behalf of the School are the Board Chair, Executive Director, and **EDFO**.

Board Communication with the School Staff

Communication to all of the employees at the School is reserved for the administrative team in accordance with their duties. Any Board communication to all employees will be mutually determined and approved by the Board Chair and Executive Director.

Board Members, Key Employees and Data Privacy

Data privacy related to employees, students (and their families) is important. Due to the responsibilities of certain positions, members of the Executive Committee, Executive Director, and **EDFO** may have access to private employee and student data. Board members may have access to private data if they have a "legitimate educational interest" in the data.



st. croix preparatory academy

FAMILY HANDBOOK

2023-2024

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WELCOME LETTER

Dear Parents and Students:

Welcome to St. Croix Prep! We are glad to have you as a part of our school community. We are very excited to begin our 20th year of operations. We are looking forward to a year when we continue to reestablish our learning environment and the culture of our school community. We operate under the credo of establishing community, working hard, making good decisions, exhibiting character/leadership, and doing what is best for kids. The purpose of this handbook is to provide information which will make your interaction with St. Croix Prep pleasant and easy to understand.

Have a terrific year. I look forward to working with you and celebrating your many successes throughout this upcoming year!

Sincerely,

Jon Gutierrez
Executive Director

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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 BSS Conf.	30 No School L.S. Only BSS Conf.	31 No School L.S. Only BSS 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 L.S. MS, US BSS 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

11/5/22



American and world history. In addition, students will analyze their own unique leadership style, character attributes, and personal strengths.

EDUCATIONAL PHILOSOPHY

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

Grammar. The first phase of the Trivium is Grammar (grade level K – 4). Grammar emphasizes the facts and rules of each subject that later learning is built upon. This stage focuses on the accumulation of knowledge and the rules related to each particular subject. This mirrors the stage of development where children love to mimic, recite, chant, and memorize. The objective of this phase is to provide each student with a strong foundation of subject matter KNOWLEDGE.

Logic. The second phase is Logic (grade level 5 – 8). Logic focuses on a students’ ability to analyze and interact with the knowledge acquired in the Grammar stage. The Logic stage is the phase where understanding is grasped. This corresponds with the student’s curiosity and desire to ask questions. The objective of the Logic phase is UNDERSTANDING.

Rhetoric. The final phase is Rhetoric (grade level 9 – 12). Rhetoric teaches a student how to express and discuss a subject. Rhetoric is the communication stage, where students defend and refute opinions based on their understanding and knowledge of subject matter. This fits nicely with the students’ affinity for contradiction and argumentation. The objective of the Rhetoric phase is COMMUNICATION.

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

ORGANIZATIONAL STRUCTURE

St. Croix Preparatory Academy is organized into three schools—Lower School for students in grades K - 4; Middle School for students in grades 5-8; and Upper School for students in grades 9 - 12. Overseeing the operations is an administrative staff (contact information noted below.) For answers to specific questions, please see the contact information noted below.

School Address

St. Croix Preparatory Academy
4260 Stagecoach Trail North
Stillwater, MN 55082
Phone: 651-395-5900

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Fax: 651-395-5901



K - 4 Lower School

Title	Name	Phone	Email
Principal	Joann Karetov	651-395-5921	jkaretov@stcroixprep.org
Office Manager	Christine Mehlhorn	651-395-5920	cmehlhorn@stcroixprep.org

5-8 Middle School

Title	Name	Phone	Email
Principal	Amy Kleinboehl	651-395-5951	akleinboehl@stcroixprep.org
Office Manager	Kelly Vossen	651-395-5950	kvossen@stcroixprep.org

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9-12 Upper School

Title	Name	Phone	Email
Principal	Andrew Sachariason	651-395-5971	asachariason@stcroixprep.org
Office Manager		651-395-5970	
College Counselor	Mathew Williams	651-395-5926	mwilliams@stcroixprep.org

Administrative Personnel

Name	Responsibility	Phone	Email
Bill Blotske	Facility Director	651-395-5907	bblotske@stcroixprep.org
Beth Grubisch	Accountant	651-395-5706	bgrubisch@stcroixprep.org
Jon Gutierrez	Executive Director	651- 395-5905	jgutierrez@stcroixprep.org
Kelly Gutierrez	Executive Director of Finance & Operations	651-395-5902	kgutierrez@stcroixprep.org
	District Administrative Assistant	651-395-5900	
Chad Olson	Technology Director	651-395-5926	colson@stcroixprep.org
Susan Peterson	District Admin. Assistant	651-395-5994	susanpeterson@stcroixprep.org
Keven Seim	Activities Director	651-395-5944	kseim@stcroixprep.org
Terri Smith	Human Resources Director	651-395-5903	tsmith@stcroixprep.org
Marianne Thole	Food Service Director	651-395-5915	lunch@stcroixprep.org
Peggy Rosell	Director of Student Services	651-395-5707	prosell@stcroixprep.org
Terri Ellingson	Special Education Office Manager	651-395-5997	tellingson@stcroixprep.org
Jessica Skilling	Licensed School Nurse	651-395-5906	nurse@stcroixprep.org

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Facility Rental Information

Keven Seim at 651-395-5944 or kevenseim@stcroixprep.org

General Inquiries

Lower School

Christine Mehlhorn at 651-395-5920 or christinemehlhorn@stcroixprep.org

Middle School

Kelly Vossen at 651-395-5950 or kellyvossen@stcroixprep.org

Upper School

Diane Runge at 651-395-5970 or dianerunge@stcroixprep.org

Authorizer Information

St. Croix Preparatory Academy is authorized by Friends of Education, 11100 Wayzata Blvd; Suite 800, Minnetonka, MN 55305

SCHOOL BOARD

The School Board provides governance to St. Croix Preparatory Academy. The Board's primary responsibilities are fiscal oversight, student achievement, and strategic direction. The Board consists of parents, faculty, and community members voted into office by the St. Croix Prep community. Members serve staggering three year terms with annual elections determining new membership.

2023-2024 School Board Schedule

Note: All meetings are at 6:00 p.m. in the St. Croix Preparatory Academy Orchestra room or Performing Arts Center. The meetings are open to the public. 2023-2024 Meeting dates are noted below.

July 18, 2023	August 15, 2023	September 19, 2023	October 7, 2023 - Retreat
November 14, 2023	December 19, 2023	January 16, 2024	February 20, 2024
March 19, 2024	April 16, 2024	May 21, 2024	June 25, 2024

GOVERNANCE MODEL

Since its inception, St. Croix Preparatory Academy has followed the Carver governance model. This model is designed to empower boards of directors to fulfill their obligations of accountability for the organizations they govern. The model enables the board to focus on the larger issues (e.g. fiscal accountability, student achievement, and strategic initiatives), delegate operational responsibility with clarity (e.g. hiring, curriculum, student discipline, programming, etc.), to oversee management's job without meddling, and to rigorously evaluate the accomplishment of the organization. The Board of St. Croix Prep demands accomplishment of purpose and only limits the staff's means to those which do not violate the board's understood standards of prudence and ethics.

Board Members

Name	Officer	Email Address	Affiliation
Nicole Donnay		nicoledonnay@stcroixprep.org	Faculty
Bob Hajlo	Chair	bobhajlo@stcroixprep.org	Community Member

Kristen Denzer		kristendenzer@stcroixprep.org	Parent
Deb Keyes		debkeyes@stcroixprep.org	Faculty
Rita Thorson		ritathorson@stcroixprep.org	Faculty
Drew Melendres		drewmelendres@stcroixprep.org	Parent
			Parent
Deanna Thompson			Faculty
Angela Galati		angelagalati@stcroixprep.org	Faculty

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Advisory and ex-officio Board Members

Name	Role	Email Address
Jon Gutierrez	Executive Director, ex-officio member	jgutierrez@stcroixprep.org
Kelly Gutierrez	Executive Director of Finance & Operations, ex-officio member	kgutierrez@stcroixprep.org
Joann Karetov	Lower School Principal	jkaretov@stcroixprep.org
Amy Kleinboehl	Middle School Principal	akleinboehl@stcroixprep.org
Andrew Sachariason	Upper School Principal	asachariason@stcroixprep.org
Peggy Rosell	Director of Student Services	prosell@stcroixprep.org

ACADEMIC INFORMATION

Equal Opportunity

All students shall be afforded the right and opportunity to an equal education. No student shall be excluded, segregated or discriminated against in the school’s educational environment for reasons of race, color, national origin, gender, economic status, disability, religion or religious affiliation or sexual orientation. See Board Policy #102, Equal Educational Opportunity.

Academic Objectives

St. Croix Prep is a college prep K-12 school. By design and intention it is meant to be a more academically rigorous educational choice available to parents. This is reflected in the School’s expectations, curriculum, and homework. We believe this college preparatory work begins in Lower School where it is essential that students begin to exhibit reading and math proficiency. In Middle School, the efforts continue through students’ further mastery of reading and math content, as well as their transition to become a responsible student without their parents’ assistance. In Upper School, we offer curriculum and extracurricular activities which allow students to pursue admission to traditional, selective, and highly selective colleges and universities.

Prior to discussing the details of homework expectations, it is important to highlight the following information. Depending on the research you read, this information may vary, but it only varies slightly.

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In 2009, the Program for International Students Assessment ranked the United States 14th in reading, 17th in science, and 25th in math. The ranking was based on the testing done in 34 countries.

According to the Kaiser Family Foundation, children between the ages of 8-18 spend, on average, 45 hours of screen time per week (e.g. watching TV, texting, playing video games, social media, etc.). This is more time than children spend in the classroom.

According to the U.S. Department of Education, as published in The Condition of Education 2011, approximately 36% of undergraduate students considered to be in their first year of study during 2007-2008 reported taking a remedial class. These remedial classes, usually in mathematics, writing, or English, provide basic knowledge and skills within a subject and develop studying and social habits related to academic success at the college level.

St. Croix Prep intends to offer an educational program that does not contribute to these statistics, which appear to indicate a decline in our country's educational standards. St. Croix Prep offers curriculum and extracurricular activities which allow students to pursue admission to traditional, selective, and highly selective colleges and universities. Our goal is that our graduates are not a part of the pool of students who require remedial classes upon entering their postsecondary institution. The foundational skills and habits required to achieve this goal begin developing in Kindergarten.

Importance of High School Curriculum

The course a student takes and the grades he or she receives represent the most important criteria considered by college and university admission personnel. In general, colleges prefer a traditional and classical college preparatory curriculum, including English (literature and composition courses), mathematics, science (laboratory courses), social studies, and foreign languages. Colleges also look favorably on enrichment courses that supplement a strong academic program. Colleges and universities have general requirements unique to their institution. The Upper School Curriculum Guide is posted on our website and available through the Upper School office.

Academic Homework

All St. Croix Prep students, with the introduction later for Kindergarten students, should expect daily homework. St. Croix Prep intends to make homework purposeful and aligned with the goals of delivering a college preparatory education. Homework should be completed in a quiet environment, free from technology distractions.

St. Croix Prep offers a college preparatory educational program and students should expect to have nightly homework. Upper School students' homework will vary, but students hoping to receive B's and seeking admission to a traditional or selective college/university and students seeking A's and admission to a highly selective college/university can expect higher workloads.

Aside from the intellectual benefits gained through homework, students learn the benefits of hard work, discipline, failure, success, time management, organizational skills, confidence, and perseverance. These skills have lifelong benefits. For these reasons, and for the items previously noted, we respectfully disagree with literature and national campaigns that endorse a homework philosophy that differs from our mission. For detailed information on our homework philosophy, contact one of the principals or office managers. In addition, see Board Policy #513, Student Promotion and Retention.

Lower School (K – 4)

Academic Probation Policy for Students in Grades K-4

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To be promoted to the next grade, successfully complete the required work with a passing grade of 3/C- or better, as reflected in the running grades, on assignments, and on quarter report cards. D, F 2, or 1 on more than 2 quarter report cards in the same core subject (reading/language arts, writing, math, science, and history/geography) may result in you repeating your grade. Final decisions will be made prior to the end of the year by the principal.

Middle School (5 – 8)

Academic Probation Policy for Students in Grades 5-8

- A student who has a D or F in any class will not be eligible to participate in St. Croix Prep co-curricular and extracurricular activities competitions and public performances until grades have improved to C- or higher in all classes.
- A student’s grades, behavior and class conduct and effort, will be reviewed following the two-week probationary period to regain participation in the co-curricular or extracurricular activity. Sufficient academic progress and appropriate student conduct will need to be evident for participation to be regained. Activity coaches and advisors may have standards and consequences in addition to this academic probation policy.
- A student’s conduct, participation/effort and academic grades below a C- may impact a student’s participation in middle school events and activities such as field trips, Valley Fair and educational travel opportunities including Washington, D.C.
- A student who receives a “D” or an “F” in Math for two or more quarters will be required to retake the course the following year.
- A student who receives a “D” or an “F” in two or more of the core classes for two or more quarters will be required to repeat the grade level. Core classes include courses in the areas of English, Reading/Language Arts, Math, Social Studies, Science, and Latin/Logic.

Exceptions may be made for extenuating circumstances such as extended absence from school due to illness/injury, family emergency, and/or an Individual Education Plan for a student.

Upper School (9 - 12)

Academic Probation Policy for Students in Grades 9-12

A student will be placed on Academic Probation if his/her quarterly or cumulative GPA is below 1.7, or if he/she is earning a grade of an “F” at the midterm (as measured at the end of the fifth week of a quarter), or earns an “F” for the quarter or semester in one or more Core Classes. Core Classes include required courses in the areas of English, Reading/Language Arts, Math, Social Studies, Science, and Foreign Language. A student on probation is ineligible to participate in all co-curricular and extracurricular events and activities for at least two weeks from the date of the midterm or end date of the quarter in which the “F” was earned. At the discretion of the Activities Department, the Upper School Principal, and the Upper School faculty, students on academic probation may be able to continue practicing with their activity if such practice does not hinder the student’s ability to make progress toward earning their way out of academic probation.

A student’s conduct, as well as their grades, will be reviewed by the Upper School faculty and Activities Department to determine a student’s eligibility to regain participation in the co-curricular or extracurricular activity following the two week probation. Eligibility will not be automatically regained at the end of the two week probationary period. Sufficient academic progress and appropriate student conduct will need to be evident for participation to be regained. Activity coaches and advisors may have standards and consequences in addition to this academic probation policy.

Additional Academic Considerations:

Family Handbook 2023-2024

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Attendance & Extra Curricular activities

- A student who has a cumulative GPA below 1.7 will not be eligible to participate in St. Croix Prep co-curricular and extracurricular activities until such time that the cumulative GPA is brought up to a level no lower than 1.8. If a student receives an “F” in one of the Core Classes for a semester grade, the student will be required to retake the course the following year or through an approved credit recovery program. Exceptions may be made for extenuating circumstances such as extended absence from school due to illness/injury, family emergency, and/or an Individual Education Plan for a student.
- Students who fail to earn credits may fall behind their grade level and graduate at a later than expected date.

St. Croix Prep reserves the right to recommend whether a student subject to academic probation should participate in educational travel opportunities.

Curriculum Opt-Out Policy

St. Croix Prep recognizes the right of students to opt-out of curriculum and/or an instructional resource when it is deemed objectionable or if the curriculum/resource prescribes or describes behavior or beliefs that contradict a sincerely held religious belief. Students electing to opt-out of assigned material must complete alternative work within the timeframe of instruction as determined by the teacher and may be held responsible for key ideas, themes or terminology integral to the classroom instruction that was missed. Please contact the School Principal for the Curriculum Opt-out Policy and Procedures.

Academic Integrity Policy

St. Croix Prep is committed to providing an atmosphere which values academics, character, and leadership. St. Croix Prep intends to cultivate an academically honest environment and therefore prohibits academic dishonesty. Academic dishonesty occurs when students obtain or assist others in obtaining credit for work which is not their own through acts of cheating or plagiarism.

Study or homework collaboration is not considered academic dishonesty unless prohibited or limited by expectations established by the teacher. Teachers will guide students in understanding when collaborative efforts are not appropriate. In addition, parents or tutors may dialogue with a student about an assignment, but may not do the assignment for the student.

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Plagiarism is the act of taking and using as one’s own work, another’s published or unpublished thoughts, ideas and/or writings without appropriate reference or documentation. This definition includes computer programs, drawings, artwork, and all other types of work that are not one’s own. Types of plagiarism include word-for-word, mosaic (rearrangement or rewording without documentation), and indirect (paraphrasing of a passage without documentation). Material taken from another source without adequate documentation may include, but is not limited to the following:

- Failing to cite, with quotation marks, the written words or symbols of another author;
- Failing to footnote the author and sources of materials used in a composition;
- Failing to cite research materials in a bibliography;
- Failing to name a person quoted in an oral report;
- Failing to cite an author whose works are paraphrased or summarized;
- Presenting another person’s creative work or ideas as one’s own in essays, poems, music, art, computer programs, or other projects; or copying or paraphrasing ideas from literary criticism or study aids without documentation.

The consequences for academic dishonesty may include, but not be limited to the following:

Commented [11]: Add phrasing on ChatGPT here other Artificial Intelligence tools?

- The teacher will communicate the violation with the student, the student’s parent(s)/guardian(s), and St. Croix Prep administration;

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- The teacher may request a meeting with the student, the student’s parent(s)/guardian(s) and St. Croix Prep administration;
- The teacher may assign an appropriate academic penalty (e.g. the student receiving no credit for the academic work or examination involved).

Communication Protocol

The communication procedure for issues and concerns with teachers, homework, and classroom activities is as follows:

- Direct communication with the teacher. This shows respect for the teacher and also for the parent communicating the information.
- Direct communication with the principal if the matter remains unresolved. The Principal will coordinate a meeting between the parents, teacher, and Principal.
- Direct communication with the Executive Director if the matter remains unresolved. The Executive Director will coordinate a meeting with the appropriate parties.
- Direct communication with the Board of Directors. The Executive Director will coordinate a meeting with the appropriate parties.

The general rule is to communicate with the person closest to the situation and best able to address the issue quickly and effectively. This communication protocol has been in effect since the beginning of the school. Attempts to circumvent the communication process will be directed back to the process outlined in the protocol.

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SPECIAL SERVICES

Special Education

St. Croix Preparatory Academy provides special education services to students who qualify through an evaluation process. Special education is a continuum of services available to eligible students with disabilities. Services are specially designed instruction based on the needs of an individual student.

St. Croix Prep follows the federal, Individuals with Disabilities Education Act (IDEA) and Minnesota Rules and Statutes. St. Croix Prep ensures that all special education students receive a free and appropriate public education. (FAPE). Services are delivered following the student’s Individualized Education Plan (IEP) developed after a comprehensive evaluation that identifies individual student needs.

504 Plans

St. Croix Preparatory Academy provides 504 Plans for students eligible to receive these services. If it is determined that a student has a disability and qualifies under Section 504 (a part of the Rehabilitation Act of 1973), St. Croix Prep will develop and implement the needed services and accommodations.

English Learners (EL)

The English Learner Program at St. Croix Prep is a comprehensive program that focuses on English language development for students whose first language is not English. The program supports the growth and development of reading, writing, speaking, and listening in English. Each student’s English language proficiency is assessed annually with the WIDA ACCESS test, which monitors the student’s progress in acquiring English.

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ENROLLMENT

St. Croix Preparatory Academy seeks to enroll a diverse and representative student body, welcoming applicants regardless of race, ethnicity, socio-economic status, gender, special needs or English as a second language status.

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The enrollment and lottery procedures for charter schools are governed by Minnesota statutes. See Board Policy, Admission and Lottery Procedures; see Board Policy #302, Kindergarten Admission.

Enrollment for the 2023-2024 School Year

St. Croix Prep currently has openings in grades 9-12.

For more information about grades 9-12, please contact [Diane Runge at drunge@stcroixprep.org](mailto:Diane.Runge@drunge@stcroixprep.org) or 651-395-5970.

Commented [15]: Update

Enrollment for the 2024-2025 School Year

St. Croix Preparatory Academy will be accepting applications for the 2024-2025 school year beginning on August 28, 2023. The open enrollment period ends on January 5, 2024. All applications received by the January 5, 2024 deadline will be equally considered. For any grade level where we have more applicants than spaces available, we will conduct a lottery to determine admission for that grade. Applicants who are not chosen in the lottery will be placed on a waiting list and notified promptly if a space becomes available. Applicants will be notified as to the status of their applications as early as possible.

Students who submit applications after the January 5, 2024 deadline will be admitted if there are any remaining openings, or added to a waiting list. Applicant priority will be based on the order the applications are received. Any Minnesota child in the offered grades is eligible to enroll, but parents/guardians must complete the St. Croix Prep Enrollment Form to register their children. In addition, to accept a placement, we suggest that all families attend a welcoming orientation session and participate in informal student testing to ensure proper academic placement. We will send information about these activities to all students who are admitted.

Sibling Preference

Siblings of currently enrolled students who submit an application by the on-time application deadline will receive preference for admission. In the event we have more sibling applicants than open spaces at any grade level, we will conduct a lottery among all of the sibling applicants who met the deadline to determine admission for that grade. Siblings who are not chosen in the lottery will be placed on a sibling waiting list and notified promptly if a space becomes available. Per Minnesota statute, each year is considered a separate enrollment year; therefore sibling waiting lists are not "rolled over" each year, but a sibling lottery is conducted in the spring of the school year.

Intent to Return Forms and Request for Records

Each spring, St. Croix Prep sends out Intent to Return Forms to currently enrolled students. This form is only used for planning purposes to ensure vacant class spots are quickly filled by students who are on the waiting list.

Withdrawal from St. Croix Preparatory Academy

Per Minnesota statute a student's withdrawal from school must be done via a written request. Record requests from other schools indicate that a student has been enrolled in another school. Upon receipt of record requests from other schools, St. Croix Prep will attempt to obtain a written request of withdrawal from the parent/guardian. If a written withdrawal cannot be obtained within a reasonable timeframe, such record requests will be fulfilled and any openings created by these transfers will be promptly filled.

ATTENDANCE

Attendance Requirements

Minnesota state statute requires that children attend school from age 7, or upon enrollment in school, until age 18. A student is required to attend school every day and every class period, and to be on time for class. Students are not to leave campus during any part of the school day except when authorized to do so. We believe that regular class attendance increases the student's probability for successful performance and fosters the development of punctuality, self-discipline and responsibility.

Excused Absences

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Excused absences include illness; medical, dental, mental health appointments; religious holidays; and family emergency/funeral. When there are excused absences, it is important for students (especially those in grades 5-12) to find out what work they have missed. For every day of excused absence a student will have one extra day to make up the work. Some curriculum, such as class discussion and experiments, cannot be replicated. When the student returns to school it is the student's responsibility to ask the teacher when is the best time to make up a test, quiz or to get help with missed work. The teacher should ensure the student has all the necessary materials to make up the work. Any illness beyond three consecutive days may need a doctor's note upon return in order to be excused. Multiple excused absences for illness may require a meeting to determine an attendance plan. A blank Excused Medical/Dental Absence form may be obtained from the Nurse's Office or the School offices.

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Unexcused Absences

Unexcused absences include: need for rest/sleep, work, no clean uniform, did not want to go to school, babysitting, missing the bus and family vacation, and **non-St. Croix Prep sponsored athletics and activities**. Unexcused absences that occur during a day when St. Croix Prep is in session mean important material covered in class, discussions and labs cannot be made up. **Students who are considered unexcused (including vacation) may not earn credit for missing work, quizzes, or lectures. Families that decide to miss school for a vacation or calendar conflict should do so rarely. Any unexcused absence may be considered excused within a 24 hour period.**

Release During School Hours

Teachers may not release students from school at other than the regular dismissal times without prior approval of the parent and office manager. No student will be released from school to any person other than the custodial parent/guardian without the written or oral permission of the custodial parent/ guardian. The parent/guardian must go to the Main Office and have the receptionist call the appropriate office manager to retrieve their student from class. If a student is 18 years of age they may leave campus without parental permission, but must check out with the Upper School office manager.

Habitual Truant

A student who is absent without lawful excuse for one or more class periods on seven or more days during the school year is legally considered to be a "habitual truant." When a child is habitually truant, court action may result. Schools are required to report students to the County Attorney's Office after the student has been absent without lawful excuse for one or more class periods on ten or more days.

Commented [17]: Think about a plan for those that are missing 10, 15, 20plus excused absences. Doesn't need to be in here, but something w agree on processwise.

Absence Procedures

On the day of the absence the parent/guardian should leave a message on the attendance line of the specific division office (Lower School Attendance Line is 651-395-5991; Middle School Attendance Line is 651-395-5992; Upper School Attendance Line is 651-395-5993) or e-mail the specific division office manager by 9:00 a.m. This message should include: student's name, grade and homeroom teacher (if applicable); the specific reason for the absence including symptoms if the student is ill; and if the absence is only a partial day, the expected time of the student's arrival at school. If the absence is for an illness that is communicable (strep, lice, influenza, etc.) please contact the health office at 651-395-5906 or nurse@stcroixprep.org.

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Tardy Procedures

K-8 students who arrive tardy must be brought to the Main Office by a parent/guardian for sign in procedures. Upper school students do not need to be checked in by their parent/guardian. They will go directly to the Upper School office to check themselves in. Upper School students must have a note, a phone call or e-mail to the Upper School office (651-395-5970) from their parents explaining the reason for their tardiness.

Physical Education Attendance

Any student needing to miss PE for more than three consecutive days must have a written note signed by a health care provider indicating the reason for excuse and expected return to participation date. Depending on the reason, a signed statement for return to participation by the healthcare provider may be required. All notes should be given to the school nurse who will keep them in the student's health care file and will provide copies to necessary staff.

Inclement Weather and School Closing

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Because St. Croix Prep is dependent upon ISD 834 for bus transportation, St. Croix Prep will close or delay the start of school when the Stillwater School District closes or delays the start of their schools. St. Croix Prep (and Stillwater) currently provide WCCO-4, KSTP-5 and KARE-11 with their school closing information. We recommend tuning to these TV stations and their websites (www.wcco.com; www.kstp.com; www.kare11.com) for school alert information. Remember the basic rule –St. Croix Prep follows Stillwater’s decisions in these matters.

E-Learning Days

“e-Learning days” means a school day where a school offers full access to online instruction provided by a students’ individual teachers due to inclement weather. St. Croix Prep has approved three e-learning days for the 2023-2024 school year. St. Croix Prep will notify parents and students at least two hours prior to the normal school start time that students need to follow the e-learning day plan for that day.

TRANSPORTATION

Any transportation during school hours, not authorized by St. Croix Prep, must be coordinated by the parent(s) or guardian(s) of the student. Examples of this transportation include but are not limited to taxis, Uber, other family members, etc. Upper school students may sign themselves out of the building; Lower and Middle School students cannot. Therefore, parent(s) or guardian(s) utilizing non-authorized transportation need to coordinate student release with the appropriate division. Use of these transportation services releases St. Croix Prep from any liability.

Bus Transportation

Bus transportation registration is required for all students. Please submit these registration forms online. Failure to submit a transportation form constitutes voluntary waiver of the right to transportation and students will not be assigned to a bus. For questions about transportation policies, please call Stillwater School District Transportation Department at 651-351-8377. The Transportation Policies and Procedures may also be viewed at www.stillwater.k12.mn.us. See Board Policy #709, Student Transportation Safety.

Bus Conduct

Disobedience or misconduct providing grounds for suspension from riding the school bus include:

- student conduct as defined in the Student Discipline section;
- willful injury or threat of injury to a bus driver or to another rider;
- willful and/or repeated defacement of the bus; repeated use of profanity;
- repeated willful disobedience of the bus driver’s directives and such other behavior as the administration deems to threaten the safe operation of the bus and/or its occupants.

In addition to contacting St. Croix Prep, MN Central School Bus, (ph. 651-430-3311) will be able to address concerns about specific bus incidents.

Student Drivers

Students may drive personal vehicles to and from school each day. No students are allowed to be in vehicles during the noon hour or at any other time during the school day without appropriate permission from the Upper School Principal.

Commented [19]: Consequences for speeding in the parking lot. Part of the application - permit may be revoked for dangerous driving.

On school days, students must have parental permission to drive themselves from school to St. Croix Prep-sanctioned events or activities in which they are registered participants. On school days, students may not transport other students from school to St. Croix Prep-sanctioned events or activities, unless the other students are siblings and have parental permission.

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HEALTH SERVICES

Health and Dental Examinations

It is strongly recommended that children have a complete physical exam before entering kindergarten and grade 7. A dental exam is recommended at least once a year. Students participating in athletics must have had a physical exam within three years.

Immunizations

Students must have immunizations completed, a notarized conscientious objection or a signed medical exemption as specified by the Minnesota Immunization law. Should vaccine shortages occur, the Minnesota Department of Public Health requires a written note from the healthcare provider stating that the “vaccine is deferred” until the supply is again available. **(Please use the Student Immunization Form found on our website; a print out of immunizations from your clinic is acceptable.)**

St. Croix Prep’s policy requires that health records including immunizations be provided prior to the first day of school to assure that all students are adequately protected from preventable communicable diseases. Minnesota law states that students who are not in compliance with these health requirements must be excluded from school. New students entering school in September should provide the records by August 1. All students, including transfer students, must provide such health records prior to attending classes. Please bring the completed Student Immunization form to the Main Office or have your clinic fax the immunization record to the Health Office at 651-395-5901.

Conscientious or Medical Objection to Health Examination/Immunization

If a student’s parent/guardian objects to any or all of the health examination, or to immunizations, the parent must present a signed and notarized Student Immunization form. If a student is exempted from the health examination or immunizations on medical grounds, the examining healthcare provider shall provide written documentation regarding the contraindication and a section for this is provided on the Student Immunization form.

Ill or Injured Students

Students exhibiting any signs of illness (fever, vomiting, fatigue, cough, etc.) must be cared for at home to enhance their own recovery and to prevent the spread of illness to other students. Students who become ill or injured at school will not be sent home without prior contact with a family member or authorized adult. While Health Services provides interim care, the responsibility for the treatment and care of the student rests with the family once notification has been provided. Please work with your family, employer, and close contacts to assure your student who is ill can be picked up within 30 minutes of Health Services notifying you.

Health Standards When Your Child Is Ill

We will continue to follow guidance from the Minnesota Department of Health in regards to Infectious Disease, whether COVID or some other disease. If advised by a Governor’s Executive Order or guidance from the Minnesota Department of Health or Minnesota Department of Education we adjust our illness protocols accordingly.

We hope that your child never has to miss school because of illness or disease. The best protection from disease is prevention. You can help prevent many illnesses by making sure your child washes his or her hands often, receives immunizations, has a healthy diet and gets plenty of sleep.

Questions to Consider When Your Child is Ill:

1. Does your child’s illness keep him/her from comfortably taking part in all activities, including recess and PE?
2. Does your ill child need more care than the staff can give without affecting the health and safety of other children?
3. Could other children get sick from being near your child?

If the answer to any of these questions is “Yes,” please keep your child out of school.

What about minor illnesses? Minor illnesses such as common colds, runny nose, “pink” eye without fever, and or ear infections (otitis) do not need to be excluded if they feel well enough to participate. If you have questions or concerns, please contact your doctor, clinic, or school health office.

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A student with a temperature of 100.4 F or higher and no other illness symptoms must stay home until no fever without medication for a full 24 hours, unless a health care provider provides a written statement allowing the student to return to school earlier.

A student must stay at home and remain there until symptom free for 24-48 hours, without medication, if any of these symptoms are present:

- Has vomited or has diarrhea
- Has a rash that is unidentified (Please contact your family healthcare provider)
- Has an open or draining sore (Please contact your family healthcare provider)

When deemed necessary by school health staff, local paramedics will be called in case of a medical emergency.

Procedure for Ill Student Going Home

For the health and safety of all involved, students who feel ill must visit the health office. Health office staff will contact parents when appropriate, or if a child requests parent contact. If the parent decides, or the health office staff determines, that the student should go home the student will wait in the appropriate designated area based on their current symptoms, which may include a supervised isolation room. Students who contact their parents directly should be directed to come to the health office by their parent as the school does not want ill students remaining in undesignated areas for the health of all staff and students. Parents, or their designee, should make every effort to arrive within 30 minutes of being notified of an ill student. Parent/designee will need to come to the Main Office and sign the student out. Health office staff will escort the student to the Main Office upon parent/designee arrival. If this procedure is not followed (student leaves ill without going through the health office) the absence may be unexcused.

Parents are not allowed in the Health Office directly for confidentiality reasons, unless Health Office staff determine it is necessary and safe to do so.

Special Health Concerns

A student with a special health concern (e.g., asthma, allergies, concussion, diabetes, migraines, depression/anxiety, personal problems, brain health/mental health issues, seizure disorders, or on daily medications) should be known to school Health Services prior to the student entering school. To provide for safe daily care and emergency procedures, such health information gathered from the family and health records, will be sensitively shared with faculty and staff members with whom the student has contact. Health forms for certain special health concerns can be found on the St. Croix Prep website under About Us/Health Services and look for the link to your student's specific concern.

Allergies

We are an "allergy aware" building, not allergy free. Every effort is made to make your student with allergies safe at school. Pets and latex products are rarely allowed in the building. Notify the Health Office if your student has any allergies, even if they are not life threatening.

Healthy Food Initiative

St. Croix Prep does not allow student use of pop, coffee or energy drinks in the school building during regular school hours. Gum and candy are also not allowed during the school day in the building. Please do not send your child with these items. Exceptions may be granted for special school events. Please communicate with your child's teacher or the division office for approval.

School Medication Policy

It is not the responsibility of the school or its employees to prescribe drugs, medications or home remedies. Medications should be administered at home under the supervision of the parent/guardian when possible. However, some students require administration of medications to be performed during the regular school day. In those situations, the following procedure will be followed:

- Parent/Guardian should bring the medication to school; if this is not possible, the parent/guardian must communicate to the health office the name, dose and amount of medication being sent with the student, preferably via email to jessicaskilling@stcroixprep.org.

- A current school year written healthcare provider order and written parent/guardian permission (“Consent for Administration of Medication” form) must be on file with the Health Office. This form must be Prep’s designated form, forms from other schools/districts cannot be accepted. This includes permission for both over-the-counter/non-prescription medications AND prescription medications. There are separate authorizations for those who qualify for self-carry of specific medications.
- Prescription medications must be provided in an original pharmacy container with a current label. Questions regarding dosage and administration will be directed to the prescribing healthcare provider and/or the parent/guardian if the parent has signed a Release of Information form. Medications will be administered after questions have been resolved.
- Nonprescription medications must be provided in the original LABELED container and will only be administered to a student according to the label directions, unless contrary written directions from a healthcare provider are provided.
- Medications, prescription or over-the-counter, will not be given past the expiration date.
- New medication orders are required at the start of each school year AND when changes are made from the original orders (medication, dosage or frequency). Parent/guardian is responsible for notifying the health office immediately of any change in medication.
- Students may not share prescription or over-the-counter medications with other students.
- Prescription asthma medications can be self-carried/administered by a student when 1) the health office has received a completed Asthma Action Plan from the healthcare provider and a parent signed “Self-Carry/Administration of Asthma Medication Authorization” 2) inhaler is properly labeled for that student, and 3) the Licensed School Nurse has assessed and documented the student’s knowledge and skills to safely possess and use an asthma inhaler in a school setting
- For the health and safety of health services staff, and other students in the building, Prep Health Services will not administer nebulized medication. Health Services staff will help families work with their provider to assure care of student’s asthma using a MDI (metered dose inhaler) and spacer.
- Secondary students, grades 7-12, may possess and use **nonprescription pain relief** in a manner consistent with the labeling, if the health office has received written authorization from the parent/guardian. This privilege may be revoked if the school determines that the student is abusing the privilege. This provision does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients.
- A student who is prescribed a non-syringe injector of epinephrine may possess such medication once 1) the health office has received a completed Anaphylactic Action Plan from the health care provider and a parent signed “Self-Carry/Administration of Emergency Anaphylactic Medication” authorization 2) medication is properly labeled for that student and 3) the Licensed School Nurse has assessed and documented the student’s knowledge and skills to safely possess and use a non-syringe injector of epinephrine in a school setting
- Self-carry/administration of other non-pain relief or emergency medications will be handled on a case-by-case basis and at the discretion of the licensed school nurse. For the safety of all students the majority of medications will be safely and properly stored in the health office.
- Legally, a parent/guardian may refuse to sign any medication form. If you refuse, it may affect our ability to provide the services.
- The information provided will be shared only with staff in the school whose jobs require access to this information to ensure the child’s safety and school success.
- A photocopy/fax of any medication consent form which has not been altered will be treated in the same manner as the original.
- Health records received by the school district may no longer be protected by HIPPA, but they will become education records protected by the Family Educational Rights and Privacy Act (FERPA).
- When use of medication has ceased, or is no longer needed by the student, it is the parent/guardian’s responsibility to retrieve unused medications from the school. Currently abandoned medications cannot be disposed of by the school, so every effort will be made to have the parent pick up the medication. Arrangements with local law enforcement will be made to dispose of any abandoned medication that is a controlled substance. No medications are kept in the health office over the summer.



DRESS CODE

The Dress Code and uniforms of St. Croix Preparatory Academy (St. Croix Prep) build community and diminish the importance of external factors related to clothing. St. Croix Prep students are expected to dress in a way that aligns with our mission of maintaining a learning environment that focuses on the development of each student's academic potential, personal character and leadership qualities.

All St. Croix Prep students are expected to be in school uniform each day, except for the designated non-uniform days or spirit wear days. Neatness, cleanliness, and modesty should be observed at all times. Please see the modesty guidelines detailed below. St. Croix Prep reserves the right to determine appropriateness of attire. Questions related to the appropriateness of a student's dress will be determined by the administration of St. Croix Prep.

Uniform Provider

Uniform clothing must be ordered through Tommy Hilfiger School Uniform or Donald's Uniform (with the exception of shoes, socks, coats and other accessories).

Ordering Information:

Tommy Hilfiger School Uniform – Online Only

Website: <https://www.globalschoolwear.com/>
School Code: STCR01
Phone: 1-877-825-2860 (Customer Service)

Donald's Uniform – Online & Retail Storefront

Address: 972 Payne Ave
St. Paul, MN 55130
Website: <https://www.donaldsuniform.com>
School Code: STCR01
Phone: 651-776-2723

Modesty Guidelines - These guidelines apply to all school dress

Modesty is defined as the reserve in dress to prevent unintentional exposure of the body. It is recognized that there are varied opinions as to what constitutes modesty, therefore the following guidelines help define the expectations for St. Croix Prep students. **Violations of these guidelines will be treated as a uniform violation.**

- No underwear showing, bottoms are to be worn at the natural waist.
- No bra straps, or cleavage may be showing.
- No midriff may be showing.
- Outfits, both uniform or non-uniform, that are too tight and/or too revealing, including leggings, jeggings and other tight fitting spandex pants are not to be worn.
- The latest fashion or fad may not fit the dress code.
 - ***Biker shorts, or leggings, or tights MUST BE WORN under skirts (all grades K-12).***
 - K-4 any colored/patterned leggings.
 - Grades 5-12: solid colors only in navy, black, gray or white.

School Uniform Guidelines

Shirts

- All shirts must be buttoned modestly at all times. Only top button may be undone.
- Uniform shirts do not need to be tucked in. Uniform shirts may hang out under the uniform sweatshirt, sweater or fleece jacket and vests.
- No long-sleeve shirts may be worn underneath short-sleeve shirts.
- Undershirts under uniform collared shirts must be white.
 - Undershirts may not hang below the uniform shirt.
 - No print, lace or frayed shirts.
 - Peter Pan Shirt - No ruffles on collar.
- All shirts must have a St. Croix Prep logo.
- Any top layered clothing item must have a St. Croix Prep logo.

Sweatshirts

- Current dress code sweatshirts/polar fleece only – no ST. CROIX PREP hooded sweatshirt or spirit wear.
- Must have uniform shirt underneath sweatshirt if sweatshirt is removed during school hours.

Jumpers / Skirts

- **Length, no shorter than 2” above the knees. Skirts may not be rolled.**
- **Bike shorts, leggings or tights MUST BE WORN under skirts in grades K-12.**
- **Skorts are not allowed in grades 5-12. Skorts are defined as:**
 - A skirt with a pair of integral shorts hidden underneath.
- 5th-12th grade only can wear the plaid skirt.
- Uniform shirts must be worn under the jumper.
- Leg Coverings (tights, socks, leggings)
 - Lower School - any color & print.
 - Middle and Upper School - Solid colors only: navy, black, gray or white.
 - Tights (footed or footless).
 - Capri leggings.
 - Must be opaque.
 - No fishnets or full-lace tights/leggings.
 - No pajama pants under jumpers/skirts.

Pants / Shorts

- All K-8th grade pants and shorts must be purchased through Tommy Hilfiger or Donald’s School Uniform.
- K-8th grade pants and shorts must be navy and have no more than 4 pockets.
- 9th-12th grade pants may be purchased from any vendor but must be navy or khaki and have no more than 4 pockets.
- Banded bottom cargo pants (“Joggers”) are not allowed. **All 9th-12th grade pants must be similar in style, color and fabric to Tommy Hilfiger or Donald’s uniform options.**
- Inseams on shorts must be between 8”-10”.
- No skin or underwear showing.
- No rolling/cuffing.

Shoes

- **Shoes should be neat, modest and not draw undue attention to the student.**
- No flip-flops, sports sandals or slides.
- No heel height restrictions have been made, but the school reserves the right to make restrictions.

Additional Notes:

- Only Grades 9th -12th can wear navy shirts & khaki bottom.
- Only Grades 5th -12th can wear plaid skirts.
- Worn, damaged, faded or outgrown uniforms should be repaired and/or replaced.
- No letter jackets are to be worn in the classrooms except on spirit wear days.
- Hats and sunglasses are not allowed to be worn in school except for special event days that specifically allow for these to be worn.
- All clothing, jewelry, make-up, hairstyles and accessories should be neat, modest and not draw undue attention to the student. Students may be asked to remove inappropriate accessories.
- **Specifically excluded accessories include: arm warmers, bandanas, or clothing ornamentation such as scarves and pins.**
- **Belts are acceptable only with bottoms that have belt loops and belts must be worn through the belt loops.**
- No tying shirts in the back.
- No gloves or mittens may be worn during school hours except for recess. No coats and non-St. Croix Prep sweaters/sweatshirts may be worn during school hours except for recess.
- No writing on arms, legs, faces or uniforms.
- Families who are eligible for educational benefits are eligible to receive benefits for school uniforms. Please contact the main office.

Physical Education Guidelines

Students in 5th-12th are required to wear a ST. CROIX PREP gym uniform. The uniform consists of a t-shirt and mesh shorts. The gym uniform is available at **Tommy Hilfiger only. Donald's Uniform does not carry our gym uniforms.** Students are required to have tennis shoes for class in all grade levels.

Concert Attire Guidelines

- **Lower School:** Dress-up attire is suggested. No jeans, t-shirts or short skirts. For safety purposes, flat shoes should be worn.
- **7th/8th Grade Choir:**
 - Black top, black dress slacks or skirt (black dress is acceptable), and black shoes (NO jeans or leggings).
 - Shirts/tops must have sleeves or be worn with a sweater/jacket.
 - Boys must wear a collared shirt (polos are acceptable, but **no** t-shirts).
 - Girls' skirts must be **longer than the knees while sitting or wear solid opaque black or white leggings or tights under skirts/dresses.**
- **All Other Middle School Ensembles (Including 7th/8th Orchestra & Band)**
 - White top, black dress slacks or skirt, and black shoes (NO jeans or leggings).
 - Shirts/tops must have sleeves or be worn with a sweater/jacket.
 - Boys must wear a collared shirt (polos are acceptable, but **no** t-shirts).
 - Girls' skirts must be **longer than the knees while sitting or wear solid opaque black or white leggings or tights under skirts/dresses.**
- **Upper School:** Concert Attire measured for and purchased at the start of each school year.
 - Women must provide their own black tights and close-toed shoes. Minimal jewelry and hair accessories. Dress Price: approximately \$60.
 - Men must provide their own black socks and dress shoes.
 - Tuxedo Price: approximately \$100 (includes jacket, shirt, pants, tie, and cummerbund).
- **Financial Assistance for Concert Attire:** If concert attire is a financial hardship or if you have any questions, please contact your child's music director directly.



Dress Code Violations

Students and parents/guardians will be informed of dress code violations. Dress code violations will result in disciplinary actions, which vary by division (Lower, Middle or Upper School). Specific dress code violation consequences are listed in your student’s annual school planner (3rd-12th grades) or division level handbook (Lower School and Middle School). Handbooks are posted on the school website (www.stcroixprep.org) (K-8th grades).

Students and parents/guardians will be informed of dress code violations. Dress code violations will result in disciplinary actions, which may include but may not be limited to or in any particular order:

- Parents may be contacted to bring an appropriate uniform.
- Student may be sent home for the day.
- Reoccurring uniform violations may result in further disciplinary actions.

Opt-Out Provision

Parents or guardians may apply to the Division Principal for full or partial exemption from the dress code in the following situations:

- A student’s disability or medical condition which would substantially interfere with a student’s ability to comply with the dress code.
- A student’s religious observation which would be substantially hindered by compliance with the dress code.

Non-Uniform & Spirit Wear Days

Non-Uniform days will be scheduled throughout the course of the year. Students must demonstrate neatness, cleanliness, and modesty in their appearance on non-uniform days. Clothing on a non-uniform day should not be a distraction to teaching and learning. St. Croix Prep reserves the right to determine appropriateness of attire. Questions related to the appropriateness of a student’s dress will be determined by the administration of St. Croix Prep.

Non-Uniform Guidelines

- Shirts must have sleeves or have another shirt over the top and must be modestly buttoned. Only the top button may be undone. No tank tops or spaghetti straps. No underwear, bra straps, cleavage or midriff may be showing.
- Skirts, shorts, dresses must be no shorter than 2” above the knees (shorts must have 8”-10” inseam which include bermuda shorts, trouser shorts, and athletic/basketball shorts.).
- Jeans, sweats, joggers/athletic pants (no holes or fraying). No spandex pants or shorts of any kind - i.e. yoga pants, leggings, and/or biker shorts.
- All other general ST. CROIX PREP dress code guidelines should be followed.

Non-Uniform Days are as Follows:

Tuesday, November 22*	Friday, January 27	Thursday, February 16*

*Coupons obtained during Go-Green collections must be presented upon arrival in non-uniform or a violation will occur. Uniforms must be worn if you do not have a coupon.

Spirit Wear Guidelines

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To enhance school spirit and build a closer community, St. Croix Prep will have days when students may wear spirit wear in lieu of their uniform. Spirit wear days will be scheduled throughout the year. The following guidelines apply:

- All previously issued St. Croix Prep spirit wear attire, athletic participation shirts and event clothing may be worn. This includes St. Croix Prep branded or issued athletic uniform shorts and warm-up pants.
- Jeans (solid blue or black) may be worn otherwise uniform pants, shorts, or skirts are to accompany the Spirit Wear attire.

Spirit Wear Days are as follows:

Thursday, September 1	Friday, September 30	Wednesday, December 21
Friday, March 17	Friday, April 14	Friday, May 19
Wednesday, June 7		

For all spirit wear days, students must wear uniform bottoms or blue/black denim jeans.

*Marathon Day/Field Day ONLY

For Marathon Day/Field Day, appropriate athletic bottoms may be worn (sweats, basketball shorts, etc.).

STUDENT DISCIPLINE

Delegation of Authority

Each teacher and school personnel are authorized to impose any disciplinary measure, other than suspension, expulsion, or in-school suspension, which is appropriate and in accordance with the policies and rules on student discipline. Teachers may use reasonable force as needed to maintain safety for other students and remove students from a classroom for disruptive behavior. The Principal is authorized to impose the same disciplinary measures as teachers and may suspend students from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may expel students guilty of gross disobedience or misconduct for the remainder of the school term or for a shorter period.

Prohibited Student Conduct

Disciplinary action may be taken against any student guilty of disobedience or misconduct, including, but not limited to:

- using, possessing, distributing, purchasing, or selling explosives, firearms, knives, or any other object that can reasonably be considered a weapon or a replica of such an object;
- involvement in gangs or gang-related activities, including the display of gang symbols and paraphernalia;
- engaging in any activity that constitutes an interference with school purposes or an educational function or is disruptive;
- engaging in unsportsmanlike conduct.

These grounds for disciplinary action apply whenever the student’s conduct is reasonably related to school or school activities, including, but not limited to:

- on school grounds before, during, or after school hours and at any other time when the school is being used by a school group;

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- off school grounds at a school activity, function, or event traveling to or from school or a school activity, function, or event; or anywhere, if the conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member, or an interference with school purposes or an education function.
-

Tennessee Warning

A Tennessee warning will be issued by individuals collecting private or confidential data related to potential disciplinary situations, unless applicable law provides an exception to the need to provide this warning.

Disciplinary Measures

Disciplinary measures include:

- Character Notice;
- Golden Rule form;
- personal counseling;
- withholding of privileges;
- seizure of contraband;
- removal from classroom;
- in-school suspension;
- detention
- suspension from school and all school-sponsored events for up to 10 school days;
- suspension of bus riding privileges;
- expulsion from school and all school-sponsored events
- notification of juvenile authorities whenever the conduct involves illegal drugs (controlled substances), look alike drugs, alcohol, or weapons.

Substance Abuse

The use of alcohol and other non-prescribed drugs is illegal. Prohibited substances include unlawful drugs, prescription drugs not used or intended to be used in accordance with the prescription and over-the-counter drugs not used or intended to be used as directed. Students are prohibited from possessing, using, being under the influence of or distributing alcohol or other prohibited drug related substances in school buildings, on school grounds, in school vehicles or at any school event or activity. Possession or distribution of look-alike drugs or drug paraphernalia in these locations is also prohibited. In addition to instituting disciplinary proceedings, school officials will also deny attendance at any school program or function to students who appear to be under the influence of, or who are in possession of, alcohol or other prohibited substances. A student who violates this policy will normally be suspended for a period of 7 to 10 days, with the School then initiating expulsion procedures. Parents/guardians and law enforcement authorities shall be notified promptly of such misconduct.

The use or possession of tobacco by students is strictly prohibited in school buildings, on school buses or on any school property when that property is being used for any school purpose. The term "school purpose" shall include, but is not limited to, all interscholastic or extracurricular, social, athletic, academic or other events sponsored by St. Croix Prep. The term "tobacco" shall include cigarettes, e-cigarettes, cigars and tobacco in any other form, including smokeless tobacco which is loose, cut, shredded, ground, powdered, compressed and leaf tobacco that is intended to be placed in the mouth without being smoked. See Board Policy #419, Tobacco Free Environment.

Use or possession as a first offense will mean suspension (1-3 days) and a parent conference. Further incidents or selling or giving tobacco to another student will lead to expulsion.

Work Missed During Suspension

A suspended student is not entitled to extra time for work missed;

- All work must be completed in compliance with the teachers' expectations. It is the student's (parent/guardian) responsibility to be in contact with his or her teachers by phone or e-mail;
- All tests and quizzes must be scheduled in compliance with teachers' expectations;
- A suspended student is not entitled to extra supervision or aid;
- Students missing labs of any kind are not entitled to make-up labs;
- Students missing field trips or in-class activities are not entitled to earn credit for these activities;
- Students missing field trips due to a suspension are not entitled to refunds of field trip fees.

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- Usually, before a student returns to school following a suspension, a re-entrance meeting will be held with the school principal.

Expulsion

The St. Croix Prep Board is authorized to expel students guilty of gross disobedience or misconduct. During expulsion proceedings, the student and/or parents/guardians shall be afforded the following procedural protections:

- Prior to expulsion, the student shall be provided with notice of the charges and the time and place of a hearing to be conducted by the Board or a Board appointed hearing officer.
- The Board or its designee shall provide written notice by registered or certified mail to the parents/guardians of the time, place and purpose of the hearing and shall request the appearance of the parents/guardians at the expulsion hearing.
- During the expulsion hearing, the student and parents/guardians may be represented by counsel, present witnesses and other evidence, and cross-examine any witnesses presented by the St. Croix Prep. If the Board conducts the expulsion hearing, it shall be a bifurcated proceeding. First, the Board shall hear evidence on the issue of whether the student is guilty of gross disobedience or misconduct as charged. After presentation of the evidence, the Board shall decide the issue of guilt. If the Board finds the student guilty of the gross disobedience or misconduct as charged, it shall then hear evidence on the appropriate level of discipline to be meted out. After presentation of the evidence, the Board shall decide whether expulsion or some lesser form of discipline shall be imposed upon the student. If a hearing officer conducts the hearing, the hearing officer shall summarize the evidence regarding guilt and level of discipline separately and present them to the Board, which will consider them separately and take such further action as it deems appropriate.

USE OF TECHNOLOGY

Student Use of School Technology – See Board Policy #524, Internet Acceptable Use and Safety Policy.

In order to expand and facilitate teaching and learning, St. Croix Preparatory Academy (St. Croix Prep) supports the use of school-provided technology assets and services, including but not limited to computers, mobile labs, laptops as well as access to the Internet and other electronic information, programs, textbooks, services, and networks (collectively, the “St. Croix Prep Technology Assets and Services”). St. Croix Prep’s goals in providing the St. Croix Prep Technology Assets and Services to students are to stimulate creativity and innovation; encourage communication and collaboration; promote research and information fluency; support critical thinking, problem solving and decision-making; and teach digital citizenship.

Access to the St. Croix Prep Technology Assets and Services is a privilege and not a right. In making decisions regarding student access to the St. Croix Prep Technology Assets and Services, St. Croix Prep will consider its educational mission, goals and objectives. Any inappropriate, unauthorized or illegal use of the St. Croix Prep Technology Assets and Services may result in cancellation of some or all privileges and will result in appropriate disciplinary action, up to and including expulsion and possible referral to law enforcement.

Access to St. Croix Prep Technology Assets and Services

At school, students utilizing St. Croix Prep Technology Assets and Services must first have the permission of and be supervised by St. Croix Prep’s professional staff. Students utilizing St. Croix Prep Technology Assets and Services are responsible for appropriate behavior, just as they are in a classroom or any other area of the school.

Student Use of Personal Technology - Cellular Phones, iPods & Other Technology Devices

St. Croix Prep allows students to have cell phones, smartwatches, and other technology devices, but they are not to be visible, turned on, or in use during regular school hours. Students may use their phones/devices before/after regular school hours. We understand that on occasion a student may need to communicate transportation needs with a parent or family member. This communication should go through the Office Manager. The use of headphones is prohibited unless authorized by St. Croix Prep faculty. Students who violate the above restrictions shall be deemed to have created a disruption to the instructional environment and are subject to confiscation of their phones/devices. St. Croix Prep shall not assume responsibility for theft, loss, damage or unauthorized use of a cell phone or other



technology devices. **Use of camera and recording features on cell phones and other devices is prohibited without administrative approval.**

First Offense

The cell phone or other technology device being used without permission will be confiscated and turned into the Principal's office. The student must come in person at the end of the day in order to retrieve the phone.

Second Offense

The cell phone or other technology device being used without permission will be confiscated and turned into the Principal's office. The student must come in person at the end of the day in order to retrieve the phone. In addition, a detention will be issued to the student.

Third Offense

On a third offense the student and parent(s)/guardian(s) will meet with the School Principal. Appropriate consequences will be determined.

SCHOOL SECURITY

Visitors at St. Croix Prep

St. Croix Prep receives many visitors throughout the school day. These visitors include, but are not limited to, parents, special guests, vendors, and sales people. Although St. Croix Prep embraces our parent volunteers and visitors, we need to ensure the safety of our students. For this reason all visitors to our school must sign in and out at the front office. Visitors are also required to visibly wear a VOLUNTEER/VISITOR badge at all times. Students should not bring student guests to school without prior permission from the division principal.

Search and Seizure

The Board recognizes its responsibility to maintain order and security in St. Croix Prep. Accordingly, administrators or their designees are authorized to conduct searches of students and their personal effects, as well as the property of the St. Croix Prep, in accordance with this policy. See Board Policy #502, Search of Student Policy.

School Property

School property, including but not limited to desks and lockers, is owned and controlled by St. Croix Prep and students should have no expectation of privacy in them or in any personal effects left in such areas. St. Croix Prep may make reasonable regulations regarding the use of such areas and may search them or any personal effects of students found in those areas without prior notice to students and without consent.

Students and Their Personal Effects

Administrators or their designees may search a student and/or the student's personal effects (e.g., purses, wallets, backpacks, book bags, lunch boxes, etc.) when they are being carried by the student when there are reasonable grounds for suspecting that the search will produce evidence the student has violated or is violating either the law or the rules of the school. In addition, the reasonable grounds must be accompanied by specific suspicion with respect to the individual to be searched. The search itself must be conducted in a manner that is reasonably related to the objectives of the search and not excessively intrusive in light of the age and gender of the student and the nature of the infraction. When feasible, the search should be conducted outside the view of others, including students; in the presence of a school administrator or adult witness; and by a certified employee or administrator of the same gender. If any improper items are found, immediately following the search of a student, the school authority that conducted the search shall take appropriate measures.

Patrols, Inspections and Searches

It is the position of the school that a fair and equitable student motor vehicle policy will contribute to the quality of the student's education experience, will maintain order and discipline in the schools, and will protect the health, safety and welfare of students and school personnel. School officials may conduct routine patrols of school locations



and routine inspections of exteriors of the motor vehicles of students. In addition, the interiors of motor vehicles of students in school locations may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule.

“Reasonable suspicion” means that a school official has grounds to believe that the search will result in evidence of a violation of school policy, rules and/ or law. Reasonable suspicion may be based on a school official’s personal observation, a report from a student, parent of staff member, a student’s suspicious behavior, a student’s age and past history or record of conduct both in and out of the school context or other reliable sources of information.

“School property” is owned, rented, leased or borrowed by the school for school purposes as well as property immediately adjacent to such property that may be sued for parking or gaining access to such property. A school location also shall include off school property at any school-sponsored or school- approved activity, event or function, such as a field trip or athletic event where students are under the jurisdiction of the school.

HARASSMENT, BULLYING & HAZING

Minnesota Safe and Supportive Schools Act

On April 9, 2014, Governor Dayton signed the Minnesota Safe and Supportive Schools Act. The law provides schools, educators, parents, and students with tools and resources for bullying prevention and intervention. St. Croix Prep’s Anti-Bullying Policy, in accordance with the Minnesota Safe and Supportive Schools Act. See Board Policy, Student Bullying Prohibition Policy. Please contact one of the Principals or Office Managers for additional information.

OTHER INFORMATION

Activities Department

St. Croix Prep offers 19 athletic programs and over 12 co-curricular programs within its club and competitive leagues. These programs offer a well-rounded educational experience to all of our students and provide them practical experience in their character and leadership development. If you have questions, contact Activities Director, Keven Seim at kevenseim@stcroixprep.org or 651-395-5944.

Additional Parent Resources

On the each of the School’s Homepages (Lower School - <https://www.stcroixprep.org/lower-school>; Middle School - <https://www.stcroixprep.org/middle-school>; and Upper School - <https://www.stcroixprep.org/upper-school>; there are links to additional Parent Resources. These include but are not limited to information related to School Supply Lists, Background Check Procedures, Calendars, Before & After school care, Dress Code, Field Trip Procedures, Health Services, Hot Lunch Program, Parent Pick-Up Procedures, Synergy (Student Information System) Instructions, Spirit Wear and the On-line Store.

Development Department

St. Croix Prep hosts three annual events that provide families the opportunity to financially support school programming. These events are a great way to cultivate friendships and business relationships while raising money for school programs.

St. Croix Prep Marathon. The St. Croix Prep Marathon will not be held this school year. This event was held in the spring of 2023; and in order to get our events back on a pre-pandemic schedule, the next Marathon will be hld in the fall of 2024. The Event raises funds for Academics. Students will raise donated funds in the weeks leading up to the event. On event day, students will participate in opening ceremonies, run in the school marathon, play indoor and outdoor games, enjoy a picnic lunch and end the day with a pep fest. Sponsorships are available.

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Prep Gala. The Prep Gala will be held here at the Royal Golf Club on Saturday, February 24, 2024. The event raises funds for the Arts & Athletics programs. The evening will include savory hors d'oeuvres, delicious sweets, fine wines and beer, live entertainment, silent and live auctions, raffles, and a fund-a-need appeal. Parents and community members are welcome to attend. Sponsorships are available.

Prep Open. The Prep Open will be held at the Royal Golf Club on Wednesday, June 15, 2022. The event raises funds for the Arts & Athletics department. The day includes a golf tournament, wine and food pairing, dinner, silent and live auctions and a fund-a-need appeal. Sponsorships are available. If you would like more information regarding these events, please contact Susan Peterson, Events Coordinator at 651-395-5994 or susanpeterson@stcroixprep.org

Parent Group

The St. Croix Prep Parent Group promotes communication and educational opportunities throughout the school, building community and strengthening relationships between families, administration, and faculty through events and initiatives. To view a schedule of meeting dates and events please view the website at <http://stcroixprep.org/parent-group/>.

If you would like more information regarding Parent group, please contact Parent Group at parentgroup@stcroixprep.org.

Extended Day Program

St. Croix Prep partners with YMCA of Greater St. Paul to offer on-site extended day programming for students in grades kindergarten through sixth. The program is operated through the YMCA. Program information, including registration, programming, rates, and hours are available at www.twincities.org or contact Jon Spry, YMCA Child Care District Supervisor, at 651-490-4886 or jon.spry@YMCAtwincities.org

Media in the Classroom

The following guidelines will be used for viewing of movies: Parental permission must be received before showing any movies with the rating of PG [lower school], and PG-13 [middle school], and R [Upper School]. We will provide alternative learning experiences for the students who have not received parental permission.

Picture Day

Student pictures will be taken on Tuesday, September 12, 2023. Picture retake day will be held on Wednesday, October 11, 2023. All students are required to wear their student uniform for the pictures.

Food Service and Breakfast/Lunch Programs – See Board Wellness Policy

St. Croix Prep offers hot lunch, milk and supplemental a la carte offerings daily. Current prices and menus are posted on the school website at: <https://www.stcroixprep.org/food-service/> The school participates in the National School Breakfast and Lunch Programs and offers free and reduced breakfast and lunch according to federal guidelines. Additional information including free and reduced meal applications are located at: <https://stcroixprep.org/wp-content/uploads/2019/07/2019-20-Application-for-Educational-Benefits-Packet.pdf> Please direct questions regarding the free and reduced breakfast and lunch program to St. Croix Prep's Food Service Director, Marianne Thole at mthole@stcroixprep.org.

School breakfast and lunch are free to all students for the 2023/24 school year due to state funding.

To purchase milk or a la carte offerings, a student must have a sufficient balance in his/her lunch account. St. Croix Prep's Negative Lunch Balance Policy is as follows:

Hot Lunch and Breakfast

- **All students will be served a reimbursable lunch or breakfast regardless of fund availability.** Negative balances that are incurred are the responsibility of the student's parent/guardian, and are expected to be paid in full by the end of the school year.

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- If parents **DO NOT** want their child to purchase items during morning a la carte or breakfast, please email mthole@stcroixprep.org to request a block on their account.

A La Carte

- Lower, Middle, or Upper School students will not be allowed to purchase items from the a la carte line, including milk, if they have a **negative lunch account balance**.

Parents should check their student's lunch account balance frequently. Parents will be notified by School Messenger when their student's meal balance falls below an established limit. This limit is defaulted to \$0.00 by the school business office; however, parents may adjust the balance alert level to accommodate their needs in SchoolPay.

Deposits to student's lunch accounts may be made online via SchoolPay. Deposits made online will be credited to the student's lunch account within 72 hours. Deposits may also be made via cash or check and delivered to the school business office, either directly or via the student's classroom teacher. Cash or check deposits will be posted to the student's account within 24 hours of the business office's receipt of the deposit. Credit card payments are accepted in the main office and posted to the lunch account(s) immediately.

Snack

Snacks served during the school day or in YMCA care will make a positive contribution to children's diets and health, with an emphasis on fruits and vegetables as the primary snacks and water as the primary beverage. St. Croix Prep will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages and other considerations.

Rewards

St. Croix Prep will not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually, as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

Celebrations

St. Croix Prep will limit celebrations that involve food during the school day to no more than one party per class per month. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually.

School Hours

Classes operate from 9:30 am to 4:00 pm. School doors will open at 9:00 am. Students will be allowed to enter the building at that time. Earlier arrivals will need to sign in and will need permission from their teacher or organization leader to access hallways prior to this time. Lower School students arriving prior to 9:00 am must attend the before school programming area, and parents will be assessed appropriate fees; students may not be unattended in the atrium. Unless students have after school activities, they will not be allowed in the building after 4:30 pm. Each division may have additional procedures that enhance their effectiveness.

Teacher Request and Classroom Assignment

At St. Croix Prep, scheduling students into classes is a complicated and time-consuming process that involves both computer and hand scheduling. Many factors are taken into consideration when balancing class enrollment, including class size, gender, academics, and social composition. We believe our faculty are skilled educators and, additionally, that students need to learn the important life skill of working with many different types of teachers and students. In the Lower School, if a parent feels his/her student has a particular learning concern which needs to be considered, please fill out a parent input form that is sent out in the spring with the Intent to Return form and return to the office manager. Parents may not request a teacher. Our goal is to create the best possible learning environment for all students.

Statewide Assessments

Each year, St. Croix Preparatory Academy administers state assessments to measure a student's proficiency in math, reading, and science. These assessments are just one measure of a student's achievement, as well as benefiting the school in evaluating curriculum, alignment with state standards, resources and support, and potentially reducing

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Minnesota State College and University requirements. On our website, a two-page guide to Statewide Testing is listed under the Additional Resources link.

Parents/guardians have a right to not have their student participate in state-required standardized assessments. The Statewide Assessment Opt-Out Form is located on the following page: it is also included on the website with the Parent/Guardian Guide to Statewide Testing.
Need new Form inserted

The 2023-2024 Family Handbook was approved by the St. Croix Preparatory Academy School Board June 28, 2022.



Statewide Assessments: Parent/Guardian Participation Guide and Refusal Information

Your student’s participation in statewide assessments is important as it allows your school and district to ensure all students have access to a high-quality education. In the past, students with disabilities and English learners were often excluded from statewide assessments. By requiring that all students take statewide assessments, schools and teachers have more information to see how all students are doing. This helps schools to continuously improve the education they provide and to identify groups, grades, or subjects that may need additional support.

Assessments Connect to Standards

Statewide assessments are based on the [Minnesota Academic Standards](#) or the [WIDA English Language Development Standards](#). These standards define the knowledge and skills students should be learning in K–12 public and charter schools. Minnesota prioritizes high-quality education, and statewide assessments gives educators and leaders an opportunity to evaluate student and school success.

Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS)
MCA and MTAS are the annual assessments in reading, mathematics and science that measure a snapshot of student learning of the Minnesota K–12 Academic Standards.

ACCESS and Alternate ACCESS for English Learners
The ACCESS and Alternate ACCESS are the annual assessments for English learners that provide information about their progress in learning academic English based on the WIDA English Language Development Standards.

Statewide Assessments Help Families and Students

Participating in statewide assessments helps families see a snapshot of their student’s learning so they can advocate for their success in school. High school students can use MCA results:

- For course placement at a Minnesota State college or university. If students receive a college-ready score, they may not need to take a remedial, noncredit course for that subject.
- For Postsecondary Enrollment Options (PSEO) and College in the Schools programs.

English learners who take the ACCESS or Alternate ACCESS and meet certain requirements have the opportunity to exit from English learner programs.

Taking Statewide Assessments Helps Your Student’s School

Statewide assessments provide information to your school and district about how all students are engaging with the content they learn in school. This information helps:

- Educators evaluate their instructional materials.
- Schools and districts identify inequities between groups, explore root causes and implement supports.
- School and district leaders make decisions about how to use money and resources to support all students.

Student Participation in Statewide Assessments

Student participation in state and locally required assessments is a parent/guardian choice. If you choose to have your student not participate in a statewide assessment, please provide a reason for your decision on the form. Contact your student’s school to learn more about locally required assessments.

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Consequences of Not Participating in Statewide Assessments

- The student will not receive an individual score. For ACCESS and Alternate ACCESS, the student would not have the opportunity to exit their English learner program.
- School and district assessment results will be incomplete, making it more difficult to have an accurate picture of student learning.
- Since all eligible students are included in some calculations even when they do not participate, school and district accountability results are impacted. This may affect the school's ability to be identified for support or recognized for success.

Check with your local school or district to see if there are any other consequences for not participating.



(education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing)

Additional Information

- On average, students spend less than 1 percent of instructional time taking statewide assessments each year.
- Minnesota statutes limit the total amount of time students can spend taking other district- or school-wide assessments to 11 hours or less each school year, depending on the grade.
- School districts and charter schools are required to publish an assessment calendar on their website by the beginning of each school year. Refer to your district or charter school's website for more information on assessments.

(Note: This form is only applicable for the 20__ to 20__ school year.)



Statewide Assessment: Parent/Guardian Decision Not to Participate

By completing this form, you are acknowledging that your student will not participate in statewide assessments and will not receive individual assessment results. This form must be returned to your student's school before the applicable test administration.

Student Name: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____ Date: _____

Reason for Refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

- MCA/MTAS Reading
- MCA/MTAS Science
- MCA/MTAS Mathematics
- ACCESS/Alternate ACCESS

Contact your school or district for more information on how to opt out of local assessments.

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FY24 Class Fees: - Public Hearing Information

- I. **Public Hearing for Annual Class Fees:** At the June 27, 2023, board meeting, in accordance with state statute 123B.38, St. Croix Preparatory Academy is holding a hearing on the proposed adoption of a fee policy which includes assessing the following per-student fees:

Fee	Description	Grade level	Fee per Student
Technology Fee (permitted statute 123b.38)	Annual licensing fee for student information system, textbook management, all-school messaging system and student fee pay system.	all	\$20
Volunteer Background Check Fee (permitted statute 123b.38)	Fund bi-annual background check required for all volunteers.	all	\$5

The administration proposes fees be waived for all students who qualify for free lunch and reduced by 50% for those who qualify for reduced lunch.

Following the hearing, the board will vote on initiation of afore mentioned fees.

II. Additional Background information:

A. **Components of the student fee.** Beginning in FY15, the board approved a single 'class fee'. The combined fee was and continues to be comprised of the following components:

- a. **Technology Fee:** The technology fee is a per student fee for the use of Synergy (student information system)

SchoolPay (student fee-pay system), and School Messenger (all-school messaging system).

- b. **Background Check Fee:** The background check fee is a per student fee to fund the cost of background checks for each volunteer.

III. Recommendation: *The administration recommends a \$25 per student FY24 class fee, with fee waived for students who qualify for free lunch and reduced by 50% (\$12.50) for those who qualify for reduced lunch.* This recommendation is based on projected FY24 class fee revenue and the corresponding expenses. Proposed FY24 are consistent with FY23 Class Fees of \$5 per full-pay student. The corresponding expenses are comprised of several components: Please see attached 'Class Fee Analysis' for additional detail.

A. Pros/Cons of assessing per student background check fee:

Because the practice of assessing a background check fee per student versus per volunteer basis varies from many school districts, it is important to review the rationale for this practice.

a. Cons of assessing 'background check fee':

- i. More background checks are processed than are required because individuals do not incur the cost.

b. Pros of assessing 'background check fee':

- i. Consistent with SCPA School Board's philosophical position in since FY11, which is: SCPA assesses the fee to the *student* who benefits from the volunteer's services, rather than the *volunteer*, who is already donating his/her time to benefit the student.
- ii. Collecting this fee and requesting background check authorization on-line, creates operational efficiency in the business office
- iii. This fee simplifies the 'volunteer recruiting process' because most fees are collected on 'back to school night' and not piece meal as volunteers choose to volunteer.
- iv. Assessing 'per student fee' encourages even the infrequent volunteer because it eliminates the

objection of, 'I can only volunteer once, I don't want to pay \$14 for a background check'.

- C. Recommendation re: Assessment of Background Check Fee:** The administration feels the 'pros' of assessing the fee outweigh the 'cons' and therefore, recommends the the Board approved FY24 'per student' background check fee as proposed.

St. Croix Preparatory Academy

Reading Well by the End of Third Grade: Local Literacy Plan



Literacy Plan Developers
Joann Karetov, Lower School Principal
Emily Taylor, Reading Specialist

Presented to the School Board: June 27, 2023
Approved by the School Board: June 27, 2023

Overview of St. Croix Preparatory Academy Local Literacy Plan

MN Statute 120B.12 states that a school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3. This legislation is commonly referred to as “Reading Well by Third Grade”. The literacy plan “must include a process to assess students’ level of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level, and identify and meet staff development needs.”

The purpose of this document is to outline how St. Croix Preparatory Academy plans to address each of these requirements for our students in kindergarten through third grade.

Belief Statement from Minnesota Department of Education

Reading well by third grade is one of many developmental milestones in a child’s educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading well by grade three ensures that a student has a solid foundation of literacy skills to continue to expand their understanding of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and the workplace. From cradle to career, a sustained effort to create quality literacy environments in all of our schools and programs from birth through grade 12 promotes academic success. - Minnesota Department of Education

St. Croix Preparatory Academy Local Literacy Plan Goals

1. All students who are not reading at grade level will be supported in order to close the achievement gap and attain grade level reading benchmarks.
2. All students who are exceeding reading grade level benchmarks will be supported and challenged in order to make projected growth.
3. All stakeholders will be informed about the instructional efforts to ensure that all our students will be reading well by 3rd grade.

How Will SCPA Know If Our Students are Reading Well by Third Grade?

Reading proficiency will be defined as students who score at or above established SCPA benchmarks and who perform at grade level in the classroom. Reading proficiency will be ensured for ALL students in Kindergarten through grade 3 by multiple measures of assessment, data driven decision-making, and a Response to Intervention (RTI) approach to support and improve literacy skills. Students who are not reading at grade level will receive research-based interventions, and their progress will be monitored until proficiency is attained. Interventions will supplement core reading instruction.

Core curriculum is aligned to the Minnesota English Language Arts Standards. On a yearly basis, the SCPA core curriculum is aligned vertically and horizontally.

What Kind of Assessments will be Used and When?

Elementary students at St. Croix Preparatory Academy are assessed in their reading skills utilizing the Strategic Teaching and Evaluation of Progress (STEP) reading assessment. STEP is an assessment tool created by the University of Chicago Urban Education Institute. The assessment evaluates key elements of literacy development for students from kindergarten through third grade including phonemic awareness, letter/word knowledge, reading accuracy and use of reading strategies, fluency and reading rate, as well as literal and inferential comprehension.

The levels of the STEP reading assessment start at the Pre-Reading STEP and go up to STEP 12. It is the goal that all students will achieve STEP 12 by the end of third grade. The table below shows the quarterly STEP level benchmarks.

	End of Qtr. 1	End of Qtr. 2	End of Qtr. 3	End of Qtr. 4
	STEP	STEP	STEP	STEP
K	Pre-Reading	1	2	3
1	3	4	5	6
2	6	7	8	9
3	9	10	11	12

Students are assessed using STEP at least four times per year. Students read a leveled book with increasing difficulty at each STEP level. The teacher takes notes of reading behaviors and records the student’s reading accuracy and fluency. After reading the book, the test administrator has a comprehension conversation with the child about the book. There are additional components of the STEP assessment that target specific reading skills aligned with the leveled texts. The table below summarizes the scores needed for students to meet grade level benchmarks in each component of the quarterly STEP assessments.

Grade Level	First Quarter Benchmarks	Second Quarter Benchmarks	Third Quarter Benchmarks	End of Year Benchmarks
Kindergarten	Name Assessment: 3/5	Name Assessment: 4/5	Letter-Name Identification: 50/54	Letter-Sound Identification: 24/26
	Letter-Sound Identification: 0/26	Letter-Sound Identification: 8/26	Letter-Sound Identification: 18/26	Phonemic Awareness: 8/10
	Phonemic Awareness: 6/10	Phonemic Awareness: 6/10	Phonemic Awareness: 4/10	Reading Accuracy: 90/100
	Concepts of Print: 5/12	Concepts of Print: 10/13	Reading Accuracy: 88/100	Comprehension: 4/5
	Reading Record: 5/5	Comprehension: 4/5	Developmental Spelling: 18/30	
	Developmental Spelling: 5/30	Developmental Spelling: 12/30	Developmental Spelling: 12/30	
First	Letter-Sound Identification: 24/26	Reading Accuracy: 90/100	Reading Accuracy: 92/100	Reading Accuracy: 93/100
	Phonemic Awareness: 8/10	Reading Rate: 12 wpm	Reading Rate: 25 wpm	Reading Rate: 55 wpm
	Reading Accuracy: 90/100	Fluency: 3/4	Fluency: 3/4	Fluency: 3/4
	Comprehension: 4/5	Comprehension: 5/6	Comprehension: 5/6	Oral Reading Comprehension: 3/4
	Developmental Spelling: 18/30	Developmental Spelling: 16/30	Developmental Spelling: 24/30	Silent Reading Comprehension: 3/4
Second	Reading Accuracy: 93/100	Reading Accuracy: 93/100	Reading Accuracy: 93/100	Reading Accuracy: 93/100
	Reading Rate: 55 wpm	Reading Rate: 55 wpm	Reading Rate: 75 wpm	Reading Rate: 75 wpm
	Fluency: 3/4	Fluency: 3/4	Fluency: 3/4	Fluency: 3/4
	Oral Reading Comprehension: 3/4	Oral Reading Comprehension: 3/4	Retell: 3/4	Retell: 3/4
	Silent Reading Comprehension: 3/4	Silent Reading Comprehension: 3/4	Comprehension: 6/8	Written Comprehension: 2/3
				Oral Comprehension: 4/5
Third	Reading Accuracy: 93/100	Reading Accuracy: 94/100	Reading Accuracy: 94/100	Reading Accuracy: 95/100
	Reading Rate: 75 wpm	Reading Rate: 75 wpm	Reading Rate: 95 wpm	Reading Rate: 110 wpm
	Fluency: 3/4	Fluency: 3/4	Fluency: 3/4	Fluency: 3/4
	Retell: 3/4	Retell: 3/4	Retell: 3/4	Retell: 3/4
	Written Comprehension: 2/3	Written Comprehension: 2/3	Written Comprehension: 2/3	Written Comprehension: 2/3
	Oral Comprehension: 4/5	Oral Comprehension: 4/5	Oral Comprehension: 4/5	Oral Comprehension: 4/5

SCPA students are assessed at the end of each quarter. This information is used to identify students who need extra help in reaching grade level expectations. Students are assessed diagnostically in order to match their needs with instructional practices. Additionally, students who are receiving extra help, or targeted assistance, are progress-monitored regularly. Progress monitoring data is used to evaluate the effectiveness of instruction and to adjust instruction as needed to maximize growth towards grade level expectations.

Additionally, students will be assessed each quarter using reading benchmarks provided in the language arts curriculum. In grades 1-4, students will also be given a fluency benchmark assessment, with each quarter and year adding expected rules of reading, such as inflection and tone. The fluency benchmarks for each grades are as follows:

Grade Level	Quarter 1	Quarter 2	Quarter 3	Quarter 4
First	20 WPM	30 WPM	60 WPM	75 WPM
Second	75 WPM	90 WPM	105 WPM	115 WPM
Third	115 WPM	120 WPM	125 WPM	130 WPM
Fourth	125 WPM	130 WPM	135 WPM	140 WPM

Our primary assessment is STEP, but students are also considered for targeted services if they fall below the target score on any of the benchmark assessments. These students will be considered for small-group Tier II interventions provided by an Educational Assistant and/or the Reading Specialist. Data used to determine whether they receive services includes, but is not limited to the STEP assessment, MCA (grade 3), Imagine It! benchmarks, fluency benchmarks, RIGGS phonogram and orthography tests, and classroom observational data. Students are considered meeting grade level expectations if they maintain at or above grade level benchmarks on assessments. Students who qualify for special education services will receive their targeted interventions through their IEPs.

SCPA will assess all students who were previously below benchmark each September within the first 3 weeks of school. New students to SCPA will be assessed before or during their first week of school.

If a student is below benchmarks, the teacher brings the information to the Child Study team meetings. At that time, teachers discuss prior interventions, and the teacher and team run through a series of indicators to review if the child may need vision, hearing, and/or dyslexia screenings, has a potential learning disability, and/or any medical concerns, etc. The team introduces additional interventions and sets a date to review the use of the new interventions. If upon return to the Child Study team meeting it is determined that the interventions are not supporting the student in making progress, additional interventions are suggested and another review date is set, or a recommendation to the parents to attend a meeting to discuss potential educational testing may occur.

How Will Parents Be Informed That Their Child is not Reading Proficiently?

Communication with families is an ongoing process. It starts with Back to School/Open House/Prep for Success conferences and continues throughout the year through two (2) teacher conferences and ongoing phone calls and meetings. At each meeting, parents are provided information that shows the reading growth of their child.

The parents of students not reading proficiently will also be sent a formal notification and will explain entrance/exit criteria and support services. Parents will receive an additional progress report from the reading specialist at the end of each quarter that the student receives additional services. On the progress report, student data and supplemental guides/resources for parents will be attached.

If the Child Study team has discussed a student, and interventions have not supported the targeted growth, parents are invited to meet and discuss their child's progress, indicators of potential concerns (i.e. vision/hearing/dyslexia screening results, focusing issues, etc.), and any diagnoses the parents may provide that they have received by a medical doctor. SCPA will screen for dyslexia and report to parents a comprehensive checklist for any student who is showing reading deficiencies and is not meeting local benchmarks. Parents may choose to further seek dyslexia diagnosis with their child's physician. SCPA does not include screening for convergence insufficiency disorder as part of its vision screening program. Parents with concerns about the condition should see their licensed eye care specialist for assessment and treatment. Parents have the option to have their student assessed at the school for additional special education support services.

Progress in reading grades and performance can be viewed electronically in the student information software. Grades are reported four times per year and indicate individual student performance and whether students are reading at grade level.

During back to school, fall, and spring conferences, and with ongoing communication with parents, SCPA will provide parent information in regard to utilizing literacy strategies to accelerate their child's literacy development in areas where a skill deficit has been identified. Additionally, parents receive information at least three (3) times per year regarding ways they may support their child at home in attaining the next reading level.

Each summer, a letter will be sent to families of children in grades K-3 who are not meeting grade level expectations / benchmarks. The letter will include results from the most recent assessment window, student attendance (which may be a factor) and parent resources for continued literacy support, such MCA preliminary report and the STEP Student Literacy Progress Report.

Sample Parent Notification Letter

Date _____

Dear family of _____ (grade ____),

Literacy development starts at an early age and is the basis for all academic success. Reading is a critical skill upon which all other learning is built. At SCPA we use multiple assessments: STEP, Imagine It! (grades K-3), MCA (Minnesota Comprehensive Assessment, grade 3/4) to track each student’s reading development.

You are receiving this letter to let you know that your child did not meet the end of year reading benchmark, as indicated by their STEP (Strategic Teaching and Evaluation of Progress), fluency, and/or MCA test.

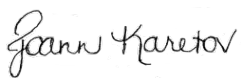
Grade:	MN and/or SCPA Benchmark:	Present Level:	Did Not Achieve:	Attendance (% of full days in school)	Habitual Truant?
STEP Level (K-4)					
Fluency Score (1-4)					
MCA Preliminary Score (3, 4)					

During the school year, your child has received some or all of the following support: small group instruction with the Reading Specialist, small group instruction with the classroom Educational Assistant, and/or individualized reading instruction by the classroom teacher. Research has shown that children who practice their reading during the summer are less likely to lose the reading skills that they have worked hard to develop. A good summer routine should include reading each day with your child. Enclosed you will find resources and activities that you and your child can do together to prevent summer reading loss.

Additionally, the chart shows the amount of time a student was in school for partial and or full days. Minnesota requires schools to report habitual truants, which consists of 7 or more days of unexcused absences. This may also have an effect on a student’s academic progress.

It is our goal, in accordance with MN Statute 120B.12 and our Reading Well by Third Grade local literacy plan, that your child has a successful foundation in reading. We wish to partner with you to ensure their success.

Sincerely,



Joann Karetov
 Lower School Principal
 651-395-5920

What Instructional Supports and Interventions Will Be Used?

If a student is identified as not reading at or above grade level, and/or not meeting some or all benchmarks during the previous school year, they will automatically qualify for support.

The foundations of reading will be met through the core curriculum. Teachers will foster students' understanding and working knowledge of concepts of print, phonemic awareness, fluency, and other basic conventions. In addition, a necessary and important component of an effective reading program is that it is structured to develop proficient readers with the capacity to think critically, read fluently, and comprehend texts across a range of text structures.

Intervention programs assist students who are struggling with literacy. Based on the results of screening and diagnostic assessments and teacher recommendation, students will receive a multi-tiered level of support that includes research-based interventions. These interventions target skill deficits in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Tiers of Literacy Support include:

Tier 1: Core Support The core curriculum includes a phonics-based program based on Orton-Gillingham called RIGGS (K-3), SRA Imagine IT! (K-3), Core Knowledge Sequence, and differentiated instruction and guided reading (K-3).

All students receive core instruction in Tier 1. Students who are at or above benchmark and are making sufficient academic growth will have their needs met through instruction in the core curriculum and guided reading. Students performing below grade level will receive additional services through Tier 2 and /or Tier 3 support.

Tier 2: Extra Support Students who are below grade level are supported through small groups and/or individual instruction during What I Need (WIN) time. Additional support is provided during a pre-determined and scheduled block. To gauge the effectiveness of specific interventions, staff will monitor student progress using the STEP assessment, benchmark assessments on comprehension and fluency, and other formative assessments. Once a student is boosted to grade level benchmarks, he/she will be placed on a "monitor" status and the amount of extra support in Tier 2 may stay the same, be reduced or terminated. Teachers will continue to monitor progress to ensure that mastery is maintained.

Instructional supports can include but are not limited to: Research based interventions for the targeted skill, additional time to reinforce classroom skills with trained Educational Assistant and/or Reading Specialist, and/or grade retention.

Tier 3: Intense Support Students who are significantly below grade level in reading may be evaluated and may qualify for an Individual Education Plan (IEP) to address their reading needs. Recommendations for assessment go through an extensive child study process and review.

What Supports Are in Place for English Learners?

Our SCPA English Learners (EL) teacher offers content based EL instructional programs, which promote students' English language proficiency and build academic content knowledge by integrating subject areas with language acquisition strategies. English Learners acquire English through participation in age-appropriate instruction aligned to district content standards as well as English Language proficiency standards. The primary objective of teaching language through content is to make the curriculum available to students at all levels of English proficiency.

At the K-3 level, the EL teacher collaborates with the general education teacher to support the language acquisition strategies. Linguistic, graphic, visual, kinesthetic, interactive, and emotional supports are provided to make content standards and SCPA curriculum/expectations accessible for English Learners at all levels of proficiency. The EL teacher pulls students out during an established block of intervention time to support students in acquisition strategies that support the core curriculum.

What Opportunities Do Teachers Have for Professional Development?

Professional development is data-driven, ongoing, and inclusive of all teachers. It is delivered in a variety of formats and aligned with school goals.

For a five (5) day training during the summer of 2018, all elementary general and special education teachers received training in the RIGGS program, which is a comprehensive reading program based on Orton-Gillingham research, which emphasizes phonemic awareness, phonics, fluency, vocabulary, orthography, grammar, writing, and comprehension. All new teachers receive this training to support RIGGS and STEP programs.

There are 10 professional development days scheduled for the 2023-24 school year. New teachers in the lower school receive an additional 9 days of development each summer, which includes 4 days of reading training, in addition to ongoing one-hour monthly meetings throughout the year. SCPA utilizes formal and informal evaluations to identify teacher-training needs. In addition, teachers will meet for grade-level/specialty area Professional Learning Community (PLC) meetings for weekly one-hour meetings. Much of this time will be devoted to reviewing data, setting goals, discussing instructional effectiveness, writing common assessments, and reviewing curriculum standards.

Additionally, time will be given for grade level teams to meet at least once per month with the principal to review student progress-monitoring data, interventions being used, and make adjustments in addressing individual student needs. Weekly Child Study meetings are also available for teachers to bring an individual student for review by the principal, reading and math specialists, and the special education team to address if additional interventions/observations are available.

Annually, teachers are given development regarding indicators of dyslexia, mental health, and other learning/medical disabilities that may impact students learning.

How Are SCPA Students Currently Performing?

Overall Student Growth	2017-2018 Pre-RIGGS	2018-2019 1 st Year of RIGGS	2019-2020 COVID Shutdown Q3-Q4	2020-2021 COVID Year 1 Hybrid/DL/ In-Person	2021-2022 COVID Year 2 Quarantine Mandates/ No DL	2022-2023
At or Above Benchmark						
Q1	400/444	407/443	377/445	204/440	327/440	353/453
	90.1%	91.9%	84.7%	46.4%	74.3%	77.9%
Q2	414/443	369/442	372/445	240/448	328/445	350/453
	93.5%	83.5%	83.6%	53.6%	73.7%	77.3%
Q3	399/447	357/444	N/A	268/448	322/444	353/453
	89.3%	80.4%		59.8%	72.5%	77.9%
Q4	382/447	343/445	N/A	270/449	299/446	326/454
	85.5%	77.1%		60.1%	67.0%	71.8%
Moved 3+ STEP Levels in 1 Year**	299/373	246/366	N/A	343/416	283/390	244/361
	80.2%	67.2%		82.5%	72.6%	67.6%
At or Above Fluency Benchmark						
Q1	N/A	N/A	N/A	154/264	200/352	169/362
				58.3%	56.8%	46.7%
Q2	N/A	N/A	N/A	170/266	230/354	210/364
				63.9%	65.0%	57.7%
Q3	N/A	N/A	N/A	219/358	241/354	246/364
				61.2%	68.1%	67.6%
Q4	N/A	N/A	N/A	216/358	230/357	237/364
				82.5%	64.4%	65.1%
MCA/MTAS Results						
3 rd /4 th grade	155/180	162/178	N/A	144/172	141/175***	140/178***
	86.1%	91.1%	N/A	83.7%	80.6%	78.7%

* Different PLC Goal during COVID.

** Kindergarten must move 4 STEP levels in 1 year to be on benchmark since students start at "Before STEP" level. Students may not reach 3 levels if ahead of benchmark. If final benchmark met, credit given. Students should have passed STEP 12 by end of 3rd grade. They will have skewed growth numbers.

***MCA scores from 2022+ are actual students who took the test (not including opt-outs that count against us with MDE)

MN Standardized Tests - SCPA Lower School
 Reading
 (all tests included)

	Level	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		2022-2023		
# LS Students Tested	Exceeds	70/176	85.2%	73/180	86.1%	76/180	91.1%	N/A	64/173	83.8%	48/177	80.8%				
	Meets	39.8%		40.6%		42.2%			37.0%		27.1%					
		80/176		82/180		88/180			81/173		95/177					
	Partially Meets	45.5%		45.6%		48.9%			46.8%		53.7%					
Statewide	Does Not Meet	15/176	14.8%	20/180	13.9%	11/180	8.9%	N/A	21/173	16.2%	22/177	19.2%				
	Meets	8.5%		11%		6.1%			12.1%		12.4%					
		11/176		5/180		5/180			7/173		12/177					
	Does Not Meet	6.3%		2.8%		2.8%			4.0%		6.8%					
EL	Exceeds	19.9%	60.2%	19.7%	59.9%	19.2%	59.2%	N/A	15.1%	52.5%	14.8%	51.1%				
	Meets	40.3%		40.2%		40.0%			37.4%		36.3%					
		18.7%	39.8%	18.3%	40.1%	18.9%	40.8%		20.4%	47.5%	20.6%	48.9%				
	Does Not Meet	21.1%		21.8%		21.9%			27.1%		28.3%					
Special Ed	Exceeds	0/3	33.3%	0/1	0.0%	0/2	100%	N/A	0/5	60.0%	0/11	27.3%				
	Meets	0.0%		0.0%		0.0%			0.0%		0.0%					
		1/3		0/1	100%	0/2	0.0%		2/2		3/5		3/11			
	Does Not Meet	33.3%	66.7%	0.0%	0.0%	100.0%	0.0%		60.0%		27.3%					
Free/Reduced Lunch	Partially Meets	1/3		0/1		0/2		N/A	2/5	40.0%	5/11	72.7%				
	Meets	33.3%		0.0%		0.0%			40.0%		45.5%					
		1/3		1/1		0/2			0/0		3/11					
	Does Not Meet	33.3%		100.0%		0.0%			0.0%		27.3%					
White	Exceeds	7/29	62.1%	9/27	59.3%	4/22	72.7%	N/A	4/24	62.5%	4/25	48.0%				
	Meets	24.1%		33.3%		18.2%			16.7%		16.0%					
		11/29		7/27	40.7%	12/22	27.3%		11/24		8/25					
	Does Not Meet	37.9%		25.9%		54.5%			45.8%		32.0%					
Black	Partially Meets	4/29	37.9%	7/27	40.7%	3/22	27.3%	N/A	6/24	37.5%	5/25	52.0%				
	Meets	13.8%		25.9%		13.6%			25.0%		20.0%					
		7/29		4/27		3/22			3/24		5/25					
	Does Not Meet	24.1%		14.8%		13.6%			12.5%		32.0%					
Hispanic	Exceeds	1/12	91.7%	3/14	71.4%	2/12	91.7%	N/A	5/12	91.7%	2/14	57.1%				
	Meets	8.3%		21.4%		16.7%			41.7%		14.3%					
		10/12		7/14	28.6%	9/12	8.3%		6/12		6/14					
	Does Not Meet	83.3%		50.0%		75.0%			50.0%		42.9%					
Native American	Partially Meets	0/12	8.3%	4/14	28.6%	1/12	8.3%	N/A	0/12	8.3%	2/14	42.9%				
	Meets	0.0%		28.6%		8.3%			0.0%		14.3%					
		1/12		0/14		0/12			1/12		4/14					
	Does Not Meet	8.3%		0.0%		0.0%			8.3%		28.6%					
Asian	Exceeds	58/146	86.3%	61/139	87.1%	63/144	91.7%	N/A	53/136	85.3%	39/129	82.9%				
	Meets	39.7%		43.9%		43.8%			39.0%		30.2%					
		68/146		60/139		69/144			63/136		68/129					
	Does Not Meet	46.6%	13.7%	43.2%	12.9%	47.9%	8.3%		46.3%	14.7%	52.7%	17.1%				
2+	Partially Meets	13/146		13/139		7/144		N/A	16/136		14/129					
	Meets	8.9%		9.4%		4.9%			11.8%		10.9%					
		7/146		5/139		5/144			4/136		8/129					
	Does Not Meet	4.8%		3.6%		3.5%			2.9%		6.2%					
Hispanic	Exceeds	2/5	100%	1/5	60.0%	0/2	50.0%	N/A	1/4	75.0%	2/9	55.6%				
	Meets	40.0%		20.0%		0.0%			25.0%		22.2%					
		3/5		2/5	40.0%	2/5	50.0%		2/4		3/9					
	Does Not Meet	60.0%	0.0%	40.0%	40.0%	50.0%	50.0%		50.0%	25.0%	33.3%	44.4%				
Black	Partially Meets	0/5		2/5		1/2		N/A	1/4		1/9					
	Meets	0.0%		40.0%		50.0%			25.0%		11.1%					
		0/5		0/5		0/2			0/4		3/9					
	Does Not Meet	0.0%		0.0%		0.0%			0.0%		33.3%					
Hispanic	Exceeds	4/10	100%	3/14	92.9%	4/11	90.9%	N/A	2/8	50.0%	3/6	83.3%				
	Meets	40.0%		21.4%		36.4%			25.0%		50.0%					
		6/10		10/14		6/11			2/8		2/6					
	Does Not Meet	60.0%	0.0%	7.1%	7.1%	54.5%	9.1%		25.0%	50.0%	33.3%	16.7%				
Native American	Partially Meets	0/10		1/14		1/11		N/A	1/8		1/6					
	Meets	0.0%		7.1%		9.1%			12.5%		16.7%					
		0/10		0/14		0/11			3/8		0/6					
	Does Not Meet	0.0%		0.0%		0.0%			37.5%		0.0%					
Asian	Exceeds	0/2	100%	N/A	N/A	1/2	100%	N/A	N/A	N/A	N/A	N/A				
	Meets	0.0%		N/A		50.0%			N/A		N/A					
		2/2		N/A		1/2			1/2		N/A					
	Does Not Meet	0.0%	0.0%	N/A	N/A	0.0%	0.0%		N/A	N/A	N/A	N/A				
2+	Partially Meets	0/2		N/A		0/2		N/A	N/A		N/A					
	Meets	0.0%		N/A		0.0%			N/A		N/A					
		0/2		N/A		0/2			0/2		N/A					
	Does Not Meet	0.0%		0.0%		0.0%			0.0%		0.0%					
2+	Exceeds	5/9	66.7%	5/11	90.9%	5/10	100%	N/A	5/18	83.3%	2/22	77.3%				
	Meets	55.6%		45.5%		50.0%			27.8%		9.1%					
		1/9		5/11		5/10			10/18		15/22					
	Does Not Meet	11.1%	33.3%	45.5%	9.1%	50.0%	0.0%		55.6%	16.7%	68.2%	22.7%				
2+	Partially Meets	1/9		1/11		0/10		N/A	3/18		4/22					
	Meets	11.1%		9.1%		0.0%			16.7%		18.2%					
		2/9		0/11		0/10			0/18		1/22					
	Does Not Meet	22.2%		0.0%		0.0%			0.0%		4.5%					
2+	Exceeds	1/6	50.0%	3/10	70.0%	4/13	84.6%	N/A	3/7	100%	2/11	81.8%				
	Meets	16.7%		30.0%		30.8%			42.9%		18.2%					
		2/6		4/10		7/13			4/7		7/11					
	Does Not Meet	33.3%		40.0%	30.0%	53.8%	15.4%		57.1%	0.0%	63.6%	18.2%				
2+	Partially Meets	1/6		3/10		2/13		N/A	0/7		2/11					
	Meets	16.7%		30.0%		15.4%			0.0%		0.0%					
		2/6		0/10		0/13			0/7		0/11					
	Does Not Meet	33.3%		0.0%		0.0%			0.0%		0.0%					

Please Note:

- Students were below normal benchmarks at the beginning of the 2021-22 school year due to the mandatory school closures from March – June, 2020 and the hybrid/distance learning during the 2020-2021 school year. Because of the various learning models and school closures for over a year, scores may not appear as high as in previous years due to limited in-person instruction and interventions.
- Although our internal STEP scores may have been lower, when compared to the statewide average, students in St. Croix Preparatory Academy Lower School consistently outperform the state averages in Reading on the MCAs. The 2023 preliminary scores again appear to be a little lower/similar to previous years.



Education Identity and Access Management Board Resolution

The Minnesota Department of Education (MDE), Professional Educator Licensing Standards Board (PELSB), and Office of Higher Education (OHE) require annual designation of an Identified Official with Authority (IOwA) for each local educational agency that uses the Education Identity Access Management (EDIAM) system. The IOwA is responsible for authorizing, reviewing, and recertifying user access for their local educational agency in accordance with the State of Minnesota Enterprise Identity and Access Management Standard, which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The IOwA will authorize user access to State of Minnesota Education secure systems in accordance with the user’s assigned job duties, and will revoke that user’s access when it is no longer needed to perform their job duties.

Your school board or equivalent governing board must designate an IOwA to authorize user access to State of Minnesota Education secure websites for your organization. This EDIAM board resolution must be completed and submitted to the Minnesota Department of Education annually, as well as any time there is a change in the assignment of the Identified Official with Authority.

It is strongly recommended that only one person at the local educational agency or organization (typically the superintendent or director) is designated as the IOwA. If the local educational agency or organization assigns this role to more than one person, identify each designated person in this board resolution.

NOTE: Please complete the following board resolution language using your organization’s letterhead.

Designation of the Identified Official with Authority for Education Identity Access Management

Organization Name: St. Croix Preparatory Academy

6-Digit or 9-Digit Organization Number (e.g., 1234-01 or 1234-01-000): 4120-07

The Director recommends the Board authorize the below named individual(s) to act as the Identified Official with Authority (IOwA) for this organization:

Print Name: Jon Gutierrez

Title: Executive Director

Board Member Signature:

Name: _____

Date: _____

Once the EDIAM Board Resolution is completed, scan and send it to: useraccess.mde@state.mn.us



FY24 Annual Designations

1. Confirm / appoint members of board of directors of Friends of St. Croix Preparatory Academy, the school's building company.
 - 2-yr term:
 - Bill Blotske
 - Kristine Fisher
2. MDE Designations
 - Designate MDE Identified Official with Authority (IOWA)
 - Jon Gutierrez, Executive Director
3. Designation of Depositories
 - First State Bank and Trust
950 North Highway 95
Bayport, MN 55003
 - First Resource Bank
811 S Washington Ave, STE 104
Minneapolis, MN 55415
 - Platinum Bank
7667 10th St. N
Oakdale, MN 55128
4. Authorized signers at banks
 - Board Chair
 - Board Treasurer
 - Executive Director:
 - Executive Director of Finance & Operations:
5. Delegation of Authority to Make Electronic Funds Transfers
 - Board Chair
 - Board Treasurer
 - Executive Director
 - Executive Director of Finance & Operations
 - Controller (Contracted)
 - CFO (Contracted)

6. Granting of Administrative Authority: Executive Director of Finance and Operations is granted administrative authority to execute and update all Cash Management Agreements with First State Bank and Trust and to further grant authority to certain BergankDV employees to perform activities necessary to carry out bank account-related functions and electronic transfers including, but not limited to:
 - Payment of employee payroll; federal, state, and unemployment taxes (deductions and/or benefits); and other payroll related deductions and benefits (when appropriate)
 - Employee Retirement Association (PERA) for deductions and benefits.
 - Payments, including, but not limited to building lease payments, credit card payments, and other vendor payments (when appropriate).
 - Other payments authorized by the board of directors.
 - Monitoring, reconciliation, and management of bank transactional activity
 - Transfer of funds between the school's bank accounts at [name school bank] Bank.
 - Investment of excess funds
 - Execution and release of pledge agreements
 - Temporary and permanent ACH Limit changes
 - Management of Positive Pay system

7. Authorization to access Legal Counsel as needed granted to:
 - Board Chair
 - Executive Director
 - Executive Director of Finance and Operations
 - Director of Human Resources
 - Special Education Director
 - Division Principals

8. Designation of Official Newspaper (require for posting of public notices).
 - Stillwater Gazette

9. Approval of Rates of Pay (substitutes, casual workers, etc.)
 - Per FY24 Compensation Plan
 - The Executive Director of Finance and Operations has discretion to adjust these rates on an as-needed basis should the need occur.

Office of the Revisor of Statutes

2018 Minnesota Statutes

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

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

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

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

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

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

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

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eLearning Day Summary

MN Statute

120A.41 LENGTH OF SCHOOL YEAR; HOURS OF INSTRUCTION.

A school board's annual school calendar must include at least 425 hours of instruction for a kindergarten student without a disability, 935 hours of instruction for a student in grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12, not including summer school. The school calendar for all-day kindergarten must include at least 850 hours of instruction for the school year. The school calendar for a prekindergarten student under section [124D.151](#), if offered by the district, must include at least 350 hours of instruction for the school year. A school board's annual calendar must include at least 165 days of instruction for a student in grades 1 through 11 unless a four-day week schedule has been approved by the commissioner under section [124D.126](#).

Overview of St. Croix Prep Schedule and Minutes Requirements of MN Statute 120A.41

	Minutes/Day	# of days	Hours/Year	MN Statute	Hour Difference	Day Difference
Upper School (9-12)	360	172	1032.0	1020	12.0	2.00
Middle School (7-8)	360	172	1032.0	1020	12.0	2.00
Middle School (5-6)	360	172	1032.0	935	97.0	16.17
Lower School (1-4)	360	166	996	935	61.0	10.17
Lower School (K)	360	166	996	850	146.0	24.33

Grade Recommendation for eLearning Days

Based on the above, the administration recommends the development, approval, and communication of three (3) eLearning days for students in grades 7-12.

Implementation of eLearning Days

Implementation of the eLearning days will be facilitated through the use of Google Classroom, student email accounts, and curriculum aligned with the class when an eLearning day is scheduled.

Communication About eLearning Days

In the event of a school closure due to inclement weather, learning expectations for students in grades 7-12 continue through an “e-Learning” day”, which will serve as student contact days.

For students in grades 7-12, learning activities may be Google Classroom based. Attendance, instruction, and teacher/student interaction will be conducted via the technology available through Google Classroom.

When will teachers be available?

Teachers will be available to students during regular school hours (from 9:30 am to 11:30 am; and from 1:30 pm to 3:30 pm) by phone, email and online processes (e.g. Google Classroom). The only time staff are not available is during their Prep Time, where they are preparing for upcoming school days, or lunch time.

Is attendance taken for an e-Learning Day?

Yes. After students log into the classes, their attendance will be verified. Students who do not log in will be contacted by their teacher to verify they are aware of the assignments for the day.

Why do we need e-Learning Days?

eLearning Days allow St. Croix Prep students to continue instruction and learning even during inclement weather. E-Learning Days are a continuation of curriculum and classroom instruction and are considered student contact days. Our plan is built upon the best practices of work already occurring in school districts across Minnesota, while adhering to Minnesota Statutes.

Can families choose to opt out of e-Learning days?

Students whose family chooses to not participate in the e-Learning day are reported as absent. It is up to the school whether to consider this an excused absence, according to Minnesota Statutes, section 120A.22, subdivision 12.

Minnesota Department of Education (MDE) e-Learning Days (MN statutes, section 120A.414)

The Minnesota Department of Education (MDE) e-Learning Days statute outlines how Minnesota school districts can implement these instructional days. According to the statute:

- Definition: "E-learning day" means a school day where a school offers full access to online instruction provided by students' individual teachers due to inclement weather.
- Each student's teacher must be accessible both online and by telephone during normal school hours on an e-learning day to assist students and parents.
- Notify parents and students at least two hours prior to the normal school start time that students need to follow the e-learning day plan for that day.
- Notify parents and students of the e-Learning Day plan at the beginning of the school year.

- Accommodations for students without sufficient access to the Internet, hardware or software in their homes. (School administration, teachers, and other staff continually work with families to ensure equitable access to online learning resources including distributing “hot spots” or alternative resources.)

date of the election, at least thirty (30) days prior to the election. The Board of Directors shall prepare ballots for use by voters which shall segregate nominees by category of board membership.

Section 5. Eligible Voters. Each member of the Board of Directors, parent or legal guardian of a child enrolled at the school, and each employee of the school shall have the right to exercise one (1) vote for its board candidates. An individual holding positions in multiple categories (i.e., parent/legal guardian who is an employee of the school; parent/legal guardian who is a Board member; teacher who is a Board member) shall have the right to exercise one (1) vote.

Section 6. Resignation and Removal. Directors may resign at any time, effective immediately or at a specified later date, by giving written notice to the Board Chair or the Secretary of the Corporation. The acceptance of such resignation shall not be necessary to make it effective. A director may be removed at any time, with or without cause, by a two-thirds (2/3) vote of all remaining directors of the Corporation. Failure to attend four (4) consecutive meetings or ~~two (2) quarterly meetings shall constitute cause.~~

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

~~Section 8. Compensation. At the discretion of the Board of Directors, directors may receive compensation for their services as a Director; nothing in these Bylaws shall be construed to preclude any director from serving the Corporation in any other capacity and receiving compensation therefore as long as no statutory or common law conflict of interest or statutory prohibition exists. In addition, the directors of this Corporation may be reimbursed for reasonable out-of-pocket expenses incurred by them in rendering services to this Corporation, as the Board of Directors from time to time determines such services to be directly in furtherance of the purposes and in the best interest of the Corporation.~~

Section 9. Committees of the Board. The Board of Directors may, by resolution passed by a majority of the Board of Directors, designate, define the authority of, set the number and determine the identity of, members of one or more committees. Committee members must be natural persons, but need not be members of the Board of Directors. The Board may, by similar vote, designate one or more alternate members of any committee who may replace any absent or disqualified member at any meeting of the committee.

9.1 Authority of Committees. Committees shall make recommendations to the Board of Directors. No committee shall have the authority to act on behalf of the Board of Directors unless such authority is specifically delegated to the committee by the Board of Directors; provided, however, that no committee shall be granted any powers or authority exceeding that granted to the Board of Directors. Unless otherwise stated in the resolutions creating it, or in these Bylaws, committee actions shall be taken only upon the affirmative vote of a majority of the members of the committee. Failure of a committee to reach an agreement upon any issue before it shall require referral of such issue to the entire Board of Directors. Each committee shall be under the direction and control of the Board and shall keep regular minutes of their proceedings, and all actions of each committee shall be reported to the Board of Directors and shall be subject to revision and alteration by the Board of Directors. Each committee shall meet as provided by its rules or by resolution of the Board of Directors. Notice of all meetings of any committee shall be given to all members of that committee as determined by the committee.

9.2. Procedures for Conducting Meetings. The activities of all committees of this Corporation shall be conducted in such manner as will advance the best interest of the Corporation. Each committee shall fix its own rules of procedure and other

May 17, 2023

St. Croix Preparatory Academy
4260 Stagecoach Trail N.
Stillwater, MN
55082 United States

To Whom It May Concern:

The following election results are certified by Simply Voting to have been securely processed and accurately tabulated by our independently managed service.

Respectfully yours,



Brian Lack
President
Simply Voting Inc.

Results - St. Croix Preparatory Academy School Board Election 2023

Start: 2023-05-15 00:01:00 America/North_Dakota/Beulah

End: 2023-05-16 23:59:00 America/North_Dakota/Beulah

Turnout: 245 (16.5%) of 1481 electors voted in this ballot.

Parent Board Member

Option	Votes
Terri Gulbransen	145 (60.4%)
Jeff Johnson	84 (35.0%)
Erik Hall	11 (4.6%)
Write-in	0 (0.0%)

VOTER SUMMARY

Total	245
Abstain	5 (2.0%)



st.croixprep

ST. CROIX PREPARATORY ACADEMY Board Election Summary Options

Option 1 is to conduct a special election next school year

Per state statute this needs to be conducted during the school year. To give the proper attention that a special election deserves we could notify the school community on September 15 (after the start of all of the new school year activities) that an election will occur in late November (We must abide by the 60 day candidate solicitation process.)

Option 2 – Appoint Jeff Johnson to the parent vacancy

Option 3 – Appoint a parent, other than Jeff Johnson, to the parent vacancy



ST. CROIX PREPARATORY ACADEMY CAPITAL ASSETS CAPITALIZATION POLICY Policy #

I. PURPOSE

The purpose of this policy is to ensure proper financial reporting for capital assets. This policy outlines the steps involved in the process in determining which expenditures would be considered to be a capital expenditure that would be considered a capital asset.

II. POLICY

The School considers any expenditure, which are capital in nature, with an individual initial cost of more than \$2,500, and an estimated useful life in excess of one year, to be a capitalized asset. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Where applicable, assets purchased together and for a common purpose should be grouped and capitalized as one asset. Donated capital assets are recorded at estimated fair market value at the date of donation. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized. Capital assets are depreciated using the straight-line method over its estimated useful life.

DOCUMENT # 427.Revision.a
ADOPTED BY THE BOARD: 09/2004
REVISED BY THE BOARD: 06/27/2023
EFFECTIVE DATE: 06/27/2023



st. croix preparatory academy

Stillwater, MN
District 4120

May 2023
Financial Report

bergankdv | **DO MORE.**

Prepared by:

Beth Grubisch, Senior Accountant

Kelly Gutierrez, Exec. Dir. Finance & Operations

Travis Berends, Outsourced Controller

St. Croix Preparatory Academy
Stillwater, Minnesota

May 2023
Financial Statements

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St. Croix Preparatory Academy
FY23 Financial Highlights
as of May 31, 2023

Total All Funds	YTD Actual (92% completed)		BUDGET			
	\$	% Of Reforecasted Budget	Reforecasted Budget 1192 ADM's	Approved Budget 1201 ADM's	Reforecasted vs. Approved Budget Variance	
					\$	%
Revenues						
State	13,088,000	92%	14,279,000	13,967,000	312,000	2%
Federal	1,243,000	75%	1,663,000	859,000	804,000	94%
Local	1,481,000	94%	1,580,000	1,476,000	104,000	7%
Total Revenues	15,812,000	90%	17,522,000	16,302,000	1,220,000	7%
Expenditures						
Salaries/Wages	5,882,000	93%	6,298,000	6,282,000	16,000	0%
Employee Benefits	1,135,000	87%	1,310,000	1,427,000	(117,000)	-8%
Facility Lease	1,801,000	92%	1,948,000	1,948,000	0	0%
Purchased Services (excluding facility lease)	1,300,000	93%	1,402,000	1,260,000	142,000	11%
Supplies & Materials	716,000	87%	819,000	849,000	(30,000)	-4%
Equipment	585,000	65%	894,000	1,353,000	(459,000)	-34%
Other (Fundraising, Spec Ed, Dues, Etc.)	3,676,000	79%	4,657,000	4,273,000	384,000	9%
Total Expenditures	15,095,000	87%	17,328,000	17,392,000	(64,000)	0%
Total Revenues All Funds	15,812,000	90%	17,522,000	16,302,000	1,220,000	7%
Total Expenditures All Funds	15,095,000	87%	17,328,000	17,392,000	(64,000)	0%
Net Income- All Funds	717,000	370%	194,000	(1,090,000)	1,284,000	662%

Key Ratios & Balances	Year End Comparison June 30	
	Projected 2023	Audited 2022
Fund Balance	6,839,000	6,646,000
Debt Service Coverage Ratio - Bond Covenant 1.10 minimum	1.65	1.35
Fund Balance Reserve as a % of Annual Expenditures - SCPA Fund Balance Policy > 20%	40%	43%
Cash on Hand	6,609,000	5,656,000
# of Days Cash On Hand (Target >60)	140 days	135 days

St. Croix Preparatory Academy
Variance & Significant Items Summary
as of May 31, 2023

YTD Actual as a % of Budget : Variances > 5% of 92% YTD (i.e. less than 87% or greater than 95%)

Through May (92% of the year), in aggregate, YTD Revenue and Expense as a % of Reforecasted Budget are within 5% of YTD completion percent. However, Federal Revenue and Equipment Expense % complete do vary greater than 5%. The variance in both line items is attributed to timing differences or unbooked journal entries; therefore these variances do not warrant a further adjustment to FY23 Budget.

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

Federal Revenue: 74% variance (\$804K)

Fund 1- Gen Ed (\$723K) The primary component of this variance is the receipt of the COVID relief Employee Retention Credit that was applied for in November 2022 (\$844K). In addition, Federal Sped Revenue exceeds budget (\$25K) and Federal Title Revenue (\$10K) exceeds budget. These line item increases are offset by a decrease in projected use of the \$430K 'Expanded Summer Programming' federal grant that was budgeted for FY23. The unexpended portion of this grant has been moved to FY24 based on projected summer programming expenditures. Federal grant revenue is not received until it is expended (-\$157K).

Fund 2-Food Service (\$80K) Components of this increase are: Federal Funding received over and above standard federal meal reimbursements (\$38K), Federal funds received to offset the additional costs attributed to FY22 & FY23 supply chain issues (\$32K), and, 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.

Local Revenue: 7% variance (\$104K)

Fund 1- Gen Ed (\$74K) This is the net of many variances. The following are primary positive variances: Interest income (\$88K) due to higher than projected interest rate on savings and Extra-Curricular Revenue (\$52K). Extra-Curricular Revenue increase is due to increased Gate revenue (\$32K) and increased student participation fees (\$20K). These increase are offset by a decrease in Development Revenue (\$80K), which is due to fundraising activities being run thru the SCPA Foundation versus the school. When combining Foundation and School Fundraising Revenue (\$527K), fundraising revenue is \$122K in excess of budget.

Employee Benefits: -8% variance (-\$117K)

Fund 1- Gen Ed (-\$117) Actual benefit enrollment below original budget.

Purchased Services: 11% variance (\$142K)

Fund 1- Gen Ed (\$101K) This is sum of many variances. Primary variances are: Increase in contracted music lessons over budget (\$30K), Engaging succession planning services (\$25K), increase in communication services due to new phone system purchased mid-FY23, and increase in financial management /audit fees over budget (\$15K).

Fund 4- Community Service (\$41K) Increase in purchased services is due to the adjustment of the summer 2023 camp schedule. Camps are being run in June (FY23) vs July (FY24) to accommodate facility work scheduled for July 2023. This increase is offset with an increase in Fund 4 revenue.

Equipment: -34% variance (-\$459K)

Fund 1- Gen Ed (-\$433K) Adjustment are:

Bleacher/Press box project expended in FY22, budgeted in FY23:	-\$416K
Trail Project/Outdoor Classroom moved to Development budget:	-\$144K
PAC Lighting moved to FY24:	-\$103K
Tech equipment approved May 2023:	\$200K
Facility Utility Vehicle approved May 2023:	\$42K
Unused Contingency:	-\$12K
Total adjustment to FY23 Fund 1 - Equip Budget	-\$433K

Fund 2-Food Service (-\$18K) \$18K of the estimated \$20K equipment replacements needs were not required.

Fund 4-Community Service (-\$8K) Portion of estimated FY23 equipment cost not expended.

Other Expenses: 7% variance (\$384K)

Fund 1- Gen Ed (\$354K)

Increase in State Special Education cost (90% offset with increase in State Sped Revenue):	\$338K
Federal Covid Relief Funding Budget in FY23, to be expended in FY24 (offset with decrease in Covid Relief revenue):	-\$157K
Discovery Trail Costs expended from FY23 Assigned Retained Earnings (Funds earned in FY22):	\$140K
FY23 Gala costs budgeted thru school, expended thru SCPA Foundation:	\$51K
ADIS Salaries/Benefit Costs, conservatively budgeted to maximize ADIS funding, not expended:	-\$75K
Increase in Federal Special Education cost (90% offset with increase in Federal Sped Revenue):	\$25K
Increase in Extra-curricular expense to support additional student enrollment:	\$23K
Net increase in Parent Group, Booster and Other Fundraising:	\$20K
FY23 Funds raised not expended in FY23:	-\$15K
Misc.:	\$4K
Total adjustment to FY23 Fund 1 - Other Budget:	\$354K

Fund 4-Community Service: (\$30K). Primarily due to cost of MN Classical Conference (offset with increase to Community Service revenue).

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

Oct-22 Northern Glass & Glazing (\$15,900): athletic wing buildout glass

Oct-22 Friends of Education (\$27,450): FY23 authorizer fee

Oct-22 Action Fence (\$15,800): salvage and reinstall stadium fence

Oct-22 Egan (\$20,950): move electrical breaker panel for grandstand

Oct-22 Egan (\$48,200): Athletic office remodel

Nov-22 Egan (\$15,800): replace condenser unit

Nov-22 MN Sodding Co (\$20,400): Oct fertilization, aerification, seed & top dressing

Nov-22 SAAFE (\$86,750): Final invoice for press box

Dec-22 Collins Electrical (\$18,450): Projector maintenance

Dec-22 Cosney (\$29,200): Activities Dept/Teacher Lounge built-ins

Dec-22 Miller Excavating (\$51,200): bleacher work

Jan-23 Miller Excavating (\$174,800): Discovery Trail Construction

Jan-23 Sideline Interactive (\$12,600): Gym Scorer's Table

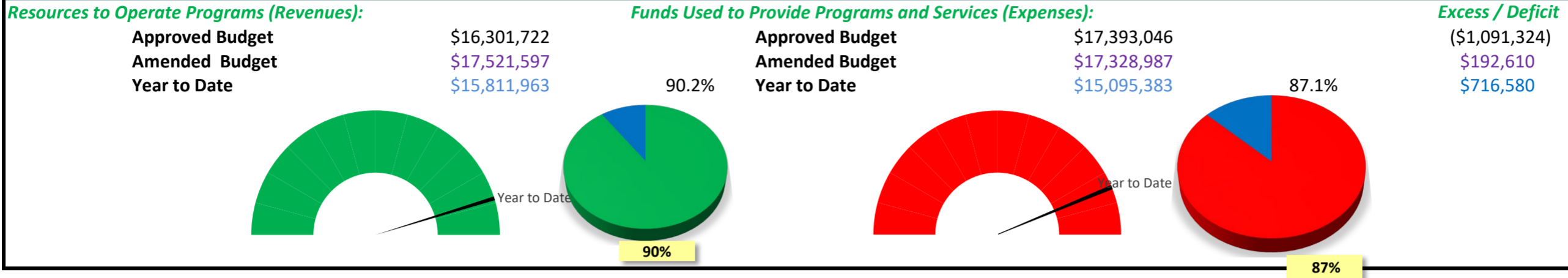
Mar-23 Par Caterers (\$15,400): Gala catering

Apr-23 BSN (\$25,200): pole vault pit

Apr-23 Egan (\$14,500): 2 new vestibule heaters

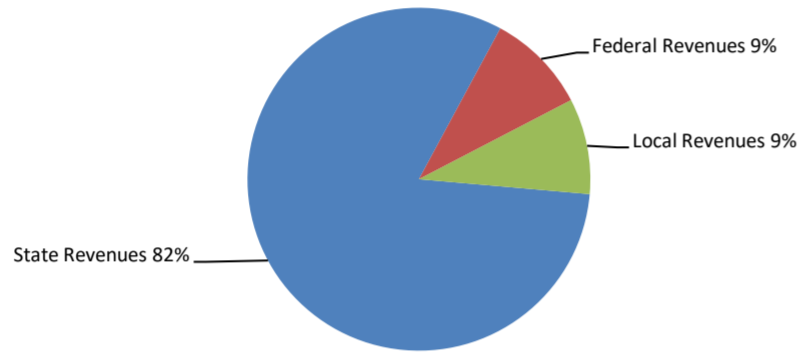
**St. Croix Preparatory Academy
Stillwater, MN
Financial Report Dashboard
As of May 31, 2023**

Financial Summary - Budgeted Amounts and Year to Date Activity

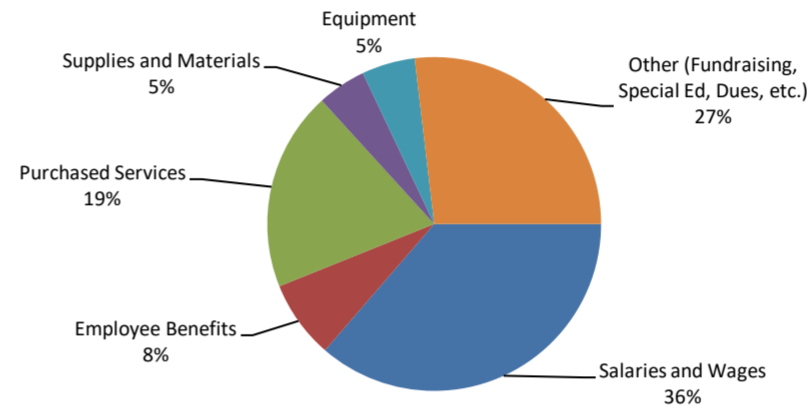


Budgets for the Year

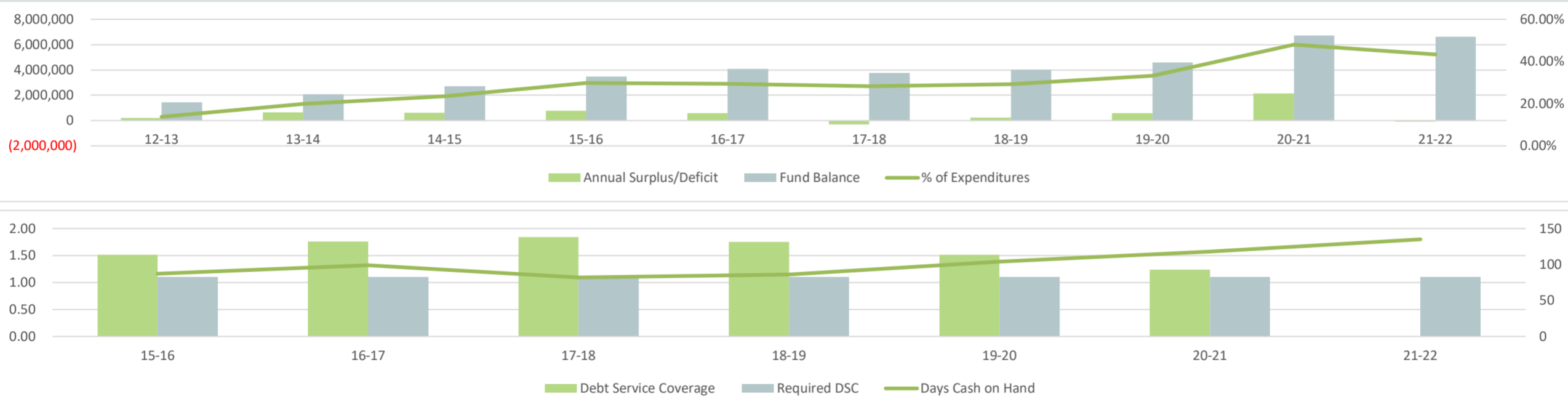
Where funds will come from to operate the school:



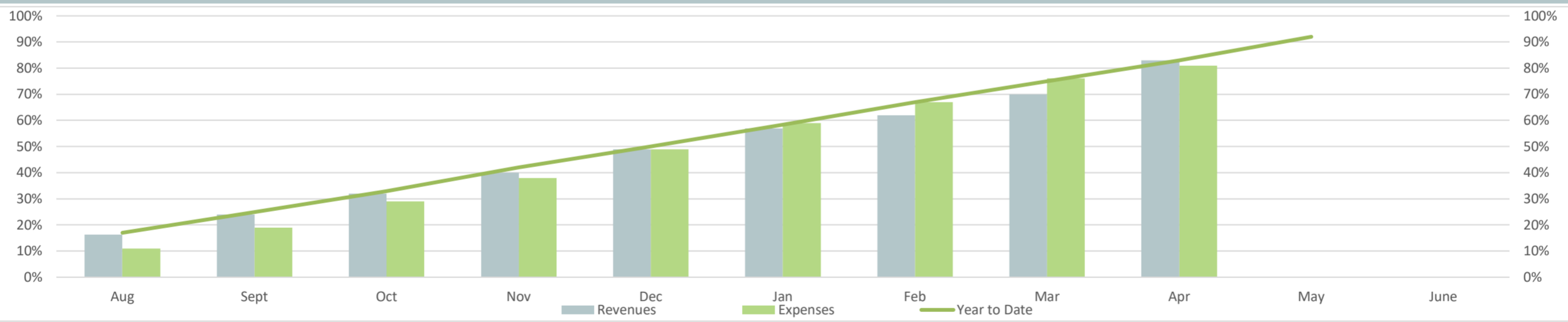
How the money is budgeted to be spent:



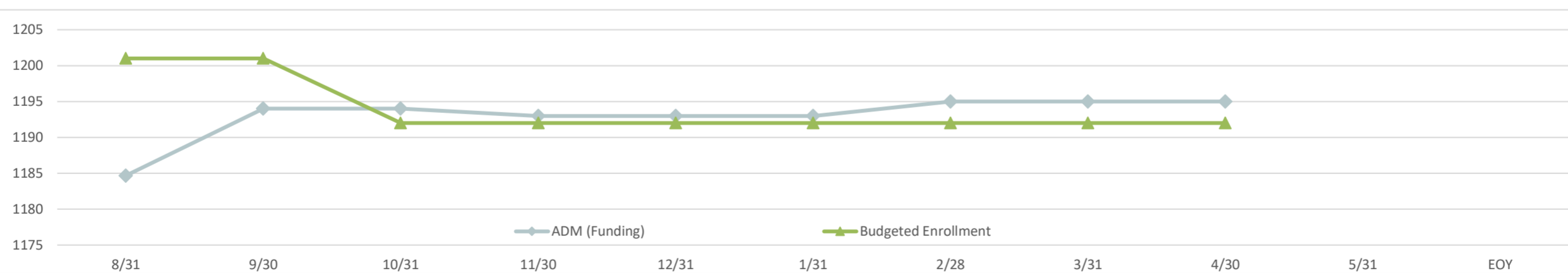
Fund Balance and Bond Covenant History



Current Year Financial Trend

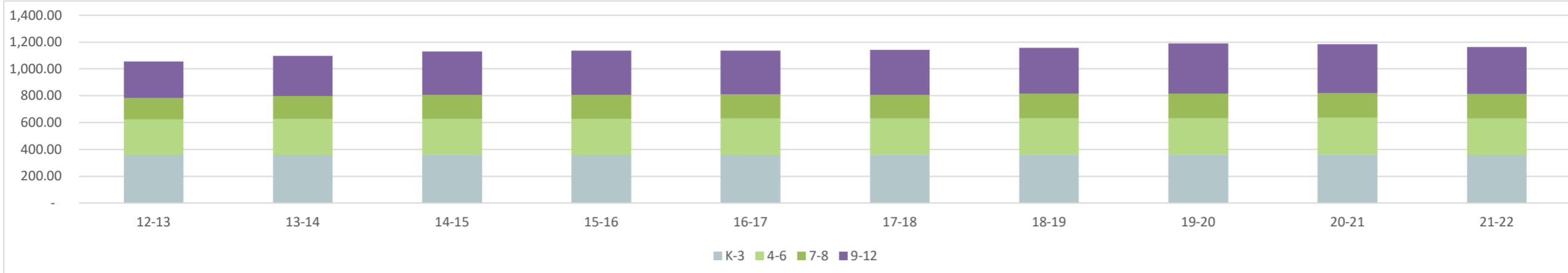


Current Year Student Enrollment Summary

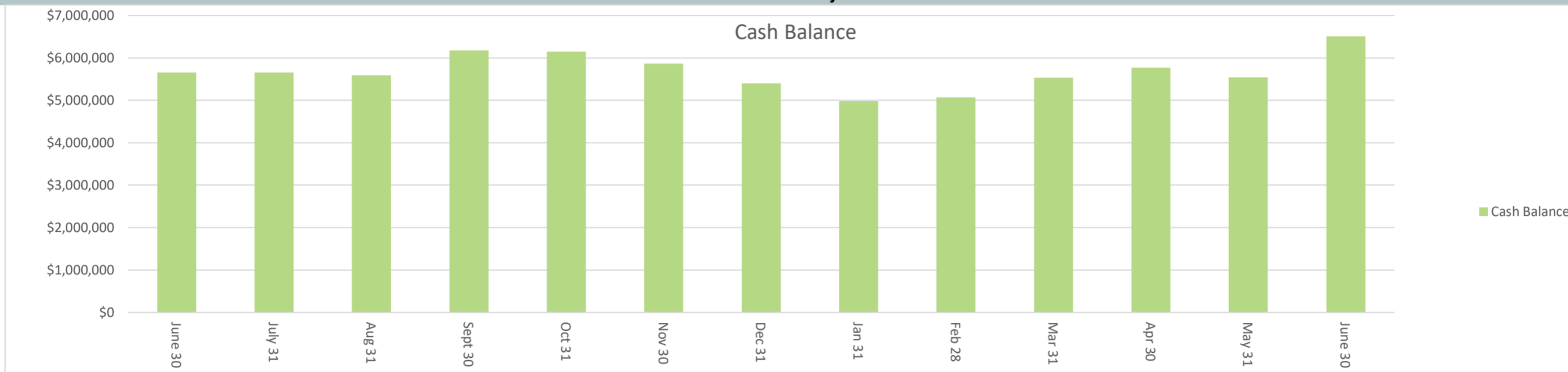


**St. Croix Preparatory Academy
Stillwater, MN
Financial Report Dashboard
As of May 31, 2023**

Enrollment History



Cash Balance Projection



St. Croix Preparatory Academy
Stillwater, Minnesota

Balance Sheet
as of May 31, 2023

	Audited Balance June 30, 2022	YTD
Assets		
Current Assets		
Cash and Investments	5,656,011	5,544,920
Accounts Receivable	19,976	8,467
Due from Other Funds	68,235	91,092
PY State Aids Receivable	1,364,789	(56,294)
CY State Aids Receivable	0	1,899,802
Federal Aids Receivable	356,856	248,441
Due from Other Governments	4,287	0
Prepaid Items and Deposits	111,472	36,390
Total Current Assets	7,581,626	7,777,105
Total All Assets	7,581,626	7,777,105
Liabilities and Fund Balance		
Current Liabilities		
Salaries and Wages Payable	452,337	399,945
Accounts Payable	313,305	13,214
Payroll Deductions and Contributions	99,704	(11,682)
Deferred Revenue	70,072	12,840
Total Current Liabilities	935,418	414,317
Fund Balance		
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		716,580
Total Fund Balance	6,646,208	7,362,788
Total Liabilities and Fund Balance	7,581,626	7,777,105

St. Croix Preparatory Academy
Stillwater, Minnesota
Statement of Revenues and Expenditures
as of May 31, 2023

	=11/12				91.7%
	Year to Date Activity - 1195 ADM	Reforecasted Budget 1192 ADM's 06.23.23	Original Budget 1201 ADM 05.17.22	Variance in Reforecasted to Adopted Budget	Percent of Reforecasted Budget
General Fund - 01					
Revenues					
State Revenues					
211 General Education Aid	8,234,861	9,138,746	9,220,129	(81,383)	90.1%
F335 Quality Compensation	91,322	304,408	293,600	10,808	30.0%
F317 EL Cross-Subsidy Aid	0	641	544	97	0.0%
F348 Charter School Lease Aid	870,596	1,740,787	1,753,402	(12,615)	50.0%
317 Long Term Facilities Maintenance	22,903	171,838	173,237	(1,399)	13.3%
201 Endowment Aid	55,945	55,945	49,560	6,385	100.0%
212 Literacy Aid	79,421	79,421	81,734	(2,313)	100.0%
360 Special Education Aid	1,791,497	2,686,736	2,374,985	311,751	66.7%
370 Other Miscellaneous State Aids/Adjustments	0	0	0	0	0.0%
PY Over/Under	26,833	83,127	0	83,127	32.3%
CY State Aids Receivable/(Deferred Revenue)	1,899,802	0	0	0	0.0%
Total State Revenues	13,073,178	14,261,649	13,947,191	314,458	91.7%
Federal Revenues					
401/414/433 Title Programs	13,983	41,516	31,000	10,516	33.7%
151-154/174 CARES/CRF/WC	56,087	387,000	544,000	(157,000)	14.5%
419/420/425 Federal Special Education Aid	194,534	212,623	186,800	25,823	91.5%
ERC Proceeds	843,872	843,872	843,872	0	100.0%
Total Federal Revenues	1,108,476	1,485,011	761,800	723,211	74.6%
Local Revenues					
040 Out of State Tuition	0	0	0	0	0.0%
Var. Fees from Patrons (5)	116,594	116,700	101,000	15,700	99.9%
Var. Extracurricular Fees (6)	334,894	352,000	300,000	52,000	95.1%
Var. Field Trips (12)	27,103	29,200	40,000	(10,800)	92.8%
Var. Fundraising - Development (1)	294,896	325,000	405,000	(80,000)	90.7%
Var. Fundraising - Parent Group (2)	64,456	72,000	79,900	(7,900)	89.5%
Var. Fundraising - Booster Club (3)	14,938	15,300	18,500	(3,200)	97.6%
Var. Fundraising - Other (4)	12,144	11,600	1,500	10,100	104.7%
071 Third Party Billing	4,364	4,364	2,000	2,364	100.0%
092 Interest Earnings	72,946	110,000	22,500	87,500	66.3%
096 Other Donations and Gifts	10	0	0	0	0.0%
099 Miscellaneous Revenues (14)	9,073	9,073	1,000	8,073	100.0%
622/624 Resale of Goods/Equipment	162	0	0	0	0.0%
Total Local Revenues	951,582	1,045,237	971,400	73,837	91.0%
Total Revenues	15,133,235	16,791,897	15,680,391	1,111,506	90.1%

St. Croix Preparatory Academy
Stillwater, Minnesota
Statement of Revenues and Expenditures
as of May 31, 2023

	=11/12				91.7%
	Year to Date Activity - 1195 ADM	Reforecasted Budget 1192 ADM's 06.23.23	Original Budget 1201 ADM 05.17.22	Variance in Reforecasted to Adopted Budget	Percent of Reforecasted Budget
Expenditures					
100's Salaries and Wages	5,019,264	5,731,290	5,754,038	(22,748)	87.6%
Salaries and Benefits, Estimated YTD Accrual	474,801	0	0	0	0.0%
200's Employee Benefits	1,084,474	1,255,000	1,367,222	(112,222)	86.4%
305/315 Contracted Services	560,324	653,000	571,000	82,000	85.8%
320 Communications Services	32,296	45,000	25,000	20,000	71.8%
329 Postage	2,728	2,100	2,100	0	129.9%
330 Utilities	237,091	285,000	257,281	27,719	83.2%
340 Property and Liability Insurance	47,735	47,334	41,600	5,734	100.8%
350 Repairs and Maintenance	318,226	260,000	277,000	(17,000)	122.4%
360 Contracted Transportation for Field Trips	7,074	14,300	13,000	1,300	0.0%
366 Travel, Conferences, and Staff Training	22,072	14,000	14,000	0	157.7%
369/394 Field Trips / Registration Fees	8,520	15,800	27,000	(11,200)	53.9%
348-570 Building Lease	1,800,916	1,948,224	1,948,224	0	92.4%
401/455/465 General Supplies	96,248	101,000	68,500	32,500	95.3%
P 810 Maintenance Supplies	117,767	130,000	116,000	14,000	90.6%
405/406 Software & Licensing	134,026	120,000	130,000	(10,000)	111.7%
430/456/466 Instructional Supplies	52,854	56,000	62,000	(6,000)	94.4%
460 Textbooks and Workbooks	48,010	64,000	50,000	14,000	75.0%
461 Standardized Tests	4,867	31,000	32,000	(1,000)	15.7%
490 Food Purchased	7,471	10,000	8,500	1,500	74.7%
520 Building Improvement	342,654	396,000	1,075,000	(679,000)	86.5%
530/535/589 Other Equipment (Furniture)	26,489	70,000	24,000	46,000	37.8%
555/556 Technology Equipment	94,704	285,000	85,000	200,000	33.2%
580/581 Capital Equipment Lease	119,122	138,816	138,816	0	85.8%
820 Dues and Memberships	35,844	38,000	38,000	0	94.3%
899 Miscellaneous	1,266	2,000	0	2,000	0.0%
C 217 Graduation	8,867	33,700	33,700	0	26.3%
C 399 COVID-19 Related Expenditures	17,766	0	0	0	0.0%
Var. Extracurricular Activities (6)	347,875	405,000	382,000	23,000	85.9%
Var. Fundraising - Development (1)	400,549	350,373	173,750	176,623	114.3%
Var. Fundraising - Parent Group (2)	95,369	107,000	79,900	27,100	89.1%
Var. Fundraising - Booster Club (3)	2,781	2,900	18,500	(15,600)	95.9%
Var. Fundraising - Other (4)	10,474	12,000	1,500	10,500	87.3%
335 Q Comp Expenditures (Excludes Sped Q Comp)	180,352	328,000	293,600	34,400	55.0%
372 Third Party Billing PRG 400	2,223	2,223	2,000	223	100.0%
P422 ADSIS	227,181	275,000	351,572	(76,572)	82.6%
740 State Special Ed Expenditures / ESY (Includes Q Comp)	2,258,082	2,766,724	2,427,864	338,860	81.6%
401/414/433 Title Programs	13,983	31,000	31,000	0	45.1%
151-154/174 CARES/CRF/WC	56,087	387,000	544,000	(157,000)	14.5%
419/420/425 Federal Special Education Program	194,534	212,623	186,800	25,823	91.5%
Subtotal Expenditures	14,512,963	16,626,407	16,651,467	(25,060)	87.3%
Transfers to Other Funds	0	0	0	387,357	
Total Expenditures	14,512,963	16,626,407	16,651,467	362,297	87.3%
General Fund Change in Fund Balance	620,273	165,490	(971,076)	749,209	
Beginning General Fund Balance, July 1	6,144,297	6,144,297	6,402,766		
Projected General Fund Balance, June 30	6,764,570	6,309,787	5,431,690		

St. Croix Preparatory Academy
Stillwater, Minnesota
Statement of Revenues and Expenditures
as of May 31, 2023

	=11/12				91.7%
	Year to Date Activity - 1195 ADM	Reforecasted Budget 1192 ADM's 06.23.23	Original Budget 1201 ADM 05.17.22	Variance in Reforecasted to Adopted Budget	Percent of Reforecasted Budget
Food Service Fund - 02					
Revenues					
State Revenues	15,255	17,235	19,754	(2,519)	88.5%
Federal Revenues	134,159	177,848	97,213	80,635	75.4%
Sale of Lunches and Other Local Revenues	367,456	344,617	388,939	(44,322)	106.6%
Sale of Equipment	0	0	0		0.0%
Total Revenues	516,870	539,700	505,906	33,794	95.8%
Expenditures					
Summer Food Service Program - Food	307	0	0	0	0.0%
Salaries and Wages	189,312	210,000	212,643	(2,643)	90.1%
Employee Benefits	48,308	52,250	57,919	(5,669)	92.5%
Team Meals	57	2,896	12,500	(9,604)	0.0%
Purchased Services	2,807	2,807	10,000	(7,193)	100.0%
Supplies and Materials (Inc. A la Carte and Milk)	194,273	241,141	315,791	(74,650)	80.6%
Capital	1,958	1,958	20,000	(18,042)	100.0%
Dues and Memberships	1,528	1,528	1,701	(173)	100.0%
Total Expenditures	438,548	512,580	630,554	(117,974)	85.6%
Food Service Fund Change in Fund Balance	78,322	27,120	(124,648)	151,768	
Beginning Food Service Fund Balance, July 1	401,059	401,059	358,387		
Projected Food Service Fund Balance, June 30	479,381	428,179	233,739		

St. Croix Preparatory Academy
Stillwater, Minnesota
Statement of Revenues and Expenditures
as of May 31, 2023

	=11/12				91.7%
	Year to Date Activity - 1195 ADM	Reforecasted Budget 1192 ADM's 06.23.23	Original Budget 1201 ADM 05.17.22	Variance in Reforecasted to Adopted Budget	Percent of Reforecasted Budget
Community Service Fund - 04					
Revenues					
Participation Fees	161,857	190,000	115,425	74,575	85.2%
Total Revenues	161,857	190,000	115,425	74,575	85.2%
Expenditures					
Salaries and Wages	18,722	29,189	21,800	7,389	64.1%
Employee Benefits	2,407	3,116	2,325	791	77.3%
Purchased Services	60,678	63,004	22,200	40,804	96.3%
Supplies and Materials	60,363	63,004	53,600	9,404	95.8%
Equipment	0	1,746	10,000	(8,254)	0.0%
Other	1,702	29,941	1,100	28,841	0.0%
Total Expenditures	143,872	190,000	111,025	78,975	75.7%
Community Service Fund Change in Fund Balance	17,985	0	4,400	(4,400)	
Beginning Community Service Fund Balance, July 1	100,852	100,852	80,143		
Projected Community Service Fund Balance, June 30	118,837	100,852	84,543		

St. Croix Preparatory Academy
Stillwater, Minnesota
Statement of Revenues and Expenditures
as of May 31, 2023

	=11/12				91.7%
	Year to Date Activity - 1195 ADM	Reforecasted Budget 1192 ADM's 06.23.23	Original Budget 1201 ADM 05.17.22	Variance in Reforecasted to Adopted Budget	Percent of Reforecasted Budget
Total All Funds					
Revenues					
State Revenues	13,088,433	14,278,884	13,966,945	311,939	91.7%
Federal Revenues	1,242,635	1,662,859	859,013	803,846	74.7%
Local Revenues	1,480,895	1,579,854	1,475,764	104,090	93.7%
Transfer In	0	0	0	0	0.0%
Total Revenues	15,811,963	17,521,597	16,301,722	1,219,875	90.2%
	<small>15,811,963</small>	<small>17,521,597</small>	<small>16,301,722</small>	<small>1,219,875</small>	
Expenditures					
Salaries and Wages	5,882,451	6,298,479	6,282,081	16,398	93.4%
Employee Benefits	1,135,189	1,310,366	1,427,466	(117,100)	86.6%
Purchased Services	3,100,465	3,350,569	3,208,405	142,164	92.5%
Supplies and Materials	716,242	819,041	848,891	(29,850)	87.4%
Equipment	584,928	893,520	1,352,816	(459,296)	65.5%
Other (Fundraising, Special Ed, Dues, etc.)	3,676,109	4,657,012	4,273,387	383,625	78.9%
Transfer Out	0	0	0	0	0.0%
Total Expenditures	15,095,383	17,328,987	17,393,046	(64,059)	87.1%
	<small>15,095,383</small>	<small>17,328,987</small>	<small>17,393,046</small>	<small>323,298</small>	
Total Revenues All Funds	15,811,963	17,521,597	16,301,722	1,219,875	90.2%
Total Expenditures All Funds	15,095,383	17,328,987	17,393,046	(64,059)	87.1%
Change in Fund Balance - All Funds	716,580	192,610	(1,091,324)	1,283,934	
Beginning Fund Balance, All Funds, July 1	6,646,208	6,646,208	6,841,296		
Projected Fund Balance, All Funds, June 30	7,362,788	6,838,818	5,749,972		
Debt Service Coverage Ratio		1.65	1.24		
Fund Balance Reserve as Percentage of Annual Expenditures	48.8%	39.5%	33.1%		

Proposed Budget Wording

I propose to adopt the 2022-2023 revised budget as presented:

- General Fund Revenues of \$16,791,897 and Expenditures of \$16,626,407
- Food Service Fund Revenues of \$539,700 and Expenditures \$512,579
- Community Service Fund Revenues of \$190,000 and Expenditures \$190,000

142



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

Members Absent: S. Mueller, D. Melendres

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

Meeting began at 12:15 pm

Reviewed RFI Responses. A discussion and analysis of the Succession Planning RFI responses from Prouty Project and Rebar Leadership. Rubric analysis indicated that Rebar Leadership would be the committee's recommendation to the Board. It was recommended that we as we proceed, we ask Rebar Leadership how they view "selection committee vs. selection firm".

Board Presentation. Discussed the committee's presentation to the Board which included the employment agreements, options for negotiation, open meeting law requirements, June 27 deadline, etc. C. Olson agreed to present the vendor selection; N. Donnay agreed to present the employment agreements.

The meeting ended at 1:15 pm

Submitted by J. Gutierrez, St. Croix Preparatory Academy



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

Members Absent: S. Mueller, D. Melendres

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

Meeting began at 12:15 pm

Reviewed Board Meeting. A discussion of the board meeting, presentation, and next steps. A summary is below.

Rebar Leadership Selection. Discussed the selection. J. Gutierrez will communicate with Rebar Leadership and Prouty Project regarding the selection. In addition, J. Gutierrez will coordinate the reference calls and clarify next steps with Rebar Leadership.

Employment Agreements. These will need to be adjusted to reflect the following:

- The second year of the agreement should have a salary increase equal to that given to the school as a whole.
- Payout daily rate (related to vacation and PTO) should be 75% of the daily rate calculation based on 260 days.

Job Descriptions. Determined that these need to be developed and approved prior to the negotiation. Agreed to have those submitted to the Board during the week of June 12.

Who Negotiates? This has yet to be determined. The two options are the Executive Committee or the Board. This will be decided at a Special Board meeting on June 20, 2023. Since S. Mueller is transitioning off the Board on June 8 – this impacts the Executive Committee structure. The Board desires another board member to be on the team should the Executive Committee perform the negotiation.

Stipend Recommendation. The Succession Planning Committee agreed that the stipend recommendation for work outside of the Job Description, should be presented to the Board as a part of the employment agreement and job description discussion. This will be provided to the Board during the week of June 12.

Additional Discussion Related to the Special Board Meeting. Additional discussion points were:

- The meeting requires public notice and the publicized agenda are the only items that can be discussed at the meeting.
- Recommended additional “housekeeping” items on the agenda, specifically the Public Hearing for Fees, the Annual Designations, and Board Officer Elections (e.g. Chair, Vice Chair, Treasurer, and Clerk). This will establish an Executive Committee should they be designated to negotiate agreements. This information will be shared with the Governance Committee.
- Discussed the impact of open meeting law public notice requirements as a potential hurdle if the entire Board decides to negotiate the employment agreements.

The meeting ended at 1:15 pm

Submitted by J. Gutierrez, St. Croix Preparatory Academy



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

Members Absent: S. Mueller, D. Melendres

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

Meeting began at 12:15 pm

Rebar Leadership Selection. J. Gutierrez communicated with Rebar Leadership and Prouty Project regarding the selection. Rebar reference calls on Thursday May 25 and Wednesday May 31.

Employment Agreements. These were reviewed and the following adjustments have been made:

- The second year of the agreement should have a salary increase equal to that given to the school as a whole.
- Payout daily rate (related to vacation and PTO) should be 75% of the daily rate calculation based on 260 days.

Job Descriptions. These are still in process.

Who Negotiates? This has yet to be determined. The two options are the Executive Committee or the Board. This will be decided at a Special Board meeting on June 20, 2023. Since S. Mueller is transitioning off the Board on June 8 – this impacts the Executive Committee structure. The Board desires another board member to be on the team should the Executive Committee perform the negotiation.

Stipend Recommendation. The Succession Planning Committee reviewed the stipend recommendation with supporting documentation. The awards certificates received from Friends of Education would fund this so there would be no budget impact.

Additional Discussion Related to the Special Board Meeting. The following items will be passed to the Governance Committee – due to the timing of negotiations and preference by the Board

- Board Officers. Move this to the June 20 Special Meeting. Shane Mueller, Vice Chair, will transition off the board on June 8. Election of new Vice Chair will ensure an Executive Committee is intact. N. Donnay is interested in serving as the V. Chair.
- Executive Committee. Board expressed having three people on the Executive Committee should the Board designate them to negotiate. If N. Donnay (teacher) is the Vice Chair, perhaps this makes it harder to proceed with finalizing employment agreements. Given D. Melendres (Executive Committee) departure from the Board, appointing new parent member to the Executive Committee would be appropriate. Per Governance Manual this appointee is selected by J. Gutierrez.
- Special Meeting Agenda would be as follows:
 - Board Officer Election
 - Executive Committee appointment
 - Job Description
 - Stipend Recommendation
 - Review of Employment for Negotiation
 - Determining process for negotiation (e.g. Executive Committee or entire Board)

This will be passed to the Governance Committee



The meeting ended at 1:10 pm

Submitted by J. Gutierrez, St. Croix Preparatory Academy



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

Members Absent: S. Mueller, D. Melendres

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

Meeting began at 12:15 pm

Rebar Leadership References. J. Gutierrez completed the reference calls; both were very positive and informative. These will be included in the June 27 board packet. N. Donnay will inform board members this has been completed with favorable results.

Rebar Leadership Next Steps. Rebar Leadership will send a Statement of Work (SOW). The Succession Planning Committee will review upon receipt.

Employment Agreements. These have been finalized and can be included in the June 20 board packet.

Job Descriptions. These are still in process.

Email for Week of June 12. This will include Job Descriptions, Employment Agreements, and Stipend Recommendation.

Stipend Recommendation. The Succession Planning Committee reviewed the stipend recommendation with supporting documentation. The awards certificates received from Friends of Education would fund this so there would be no budget impact.

Special Board Meeting Agenda. The Governance Committee has reviewed and agree with the recommendation for the agenda on June 20 -- Special Meeting Agenda will be as follows:

- Board Officer Election
- Executive Committee appointment
- Job Description
- Stipend Recommendation
- Review of Employment for Negotiation
- Determining process for negotiation (e.g. Executive Committee or entire Board)

J. Gutierrez will set up meeting to discuss this with Deb and Rita. J. Gutierrez and C. Olson will prepare a document to illustrate the points relevant to the agenda.

Website/Communication Work. On June 8, board roster will be updated, sent to Friends of Education, and appropriate website changes will be made.

Succession Planning PPT from Last Year. Chad will send to Nicole; and Nicole will forward to new board members.

The meeting ended at 12:50 pm

Submitted by J. Gutierrez, St. Croix Preparatory Academy



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

Members Absent: D. Melendres

Ex-officio Members Present: J. Gutierrez

Guests: Scott Morell, Rebar Leadership

Meeting began at 1:00 pm

Rebar Leadership References. These were discussed; and indicated that board approval was subject to favorable references, which they were.

Rebar Leadership Statement of Work. This was discussed; communication of this will be received for our June 27 board meeting. It will mirror the presentation already presented to the board. For purposes of our year end, the invoice (\$25,000) reflecting the Discovery stage will be sent for payment prior to June 30.

Board Meeting Dates. Scott requested these be sent to him so he could prepare his schedule for potential meetings with the Board. These were provided after the meeting.

Discovery Stage – Contact Information. Scott requested this to facilitate communication for the Discovery Stage. These were provided after the meeting.

Succession Planning Committee. We agreed to ask Rita Thorson, faculty board member, to join the committee once the Discovery Stage begins in July.

Succession Planning Committee Meetings. We agreed to resume these in mid-July, once the Discovery Stage has begun.

The meeting ended at 1:25 pm

Submitted by J. Gutierrez, St. Croix Preparatory Academy



ST. CROIX PREPARATORY ACADEMY REBAR LEADERSHIP REFERENCE CALL Mo Durham, Board Chair of Minnesota Business Finance Corporation; SVP Farmers & Merchants State Bank

I. SITUATION

Tom Saeher is President and CEO of Minnesota Business Finance Corporation (MBFC). He has been the President/CEO for over 20 years and is retiring in December. Mo Durham is board chair of MBFC, working with Rebar Leadership (Scott Morrell) as they transition to Tom's retirement.

II. QUESTIONS ASKED

The questions asked included: Describe the succession plan; what were the challenges/surprises. What advice do you have for a departing leader/founder; Hindsight, what changes would you have made in your planning; Describe the board members/institution leaders reaction to the process; Describe your approach to evaluating internal/external candidates; What other questions should we be asking; Strengths/weaknesses of Scott.

III. KEY FEEDBACK

Observations from reference call were:

- Rebar serves as the buffer for more difficult conversations.
- Scott's strength is he is often able to anticipate some of the more tense situations and takes action to direct them to a more positive environment. Thus, he is a very observant listener. Related to this strength (which some may perceive as a weakness), Scott will not make decisions for the Board.
- The most valuable part of the process was the time study for the CEO, as they discovered the many items he was involved in, took care of, etc. They have to figure out how to reallocate duties and will potentially hire to address the work issues.
- Recommendation for the departing CEO is to let the conversations occur and step back from some of the duties as they transition.
- Other operational leaders/employees are worried about the cultural transition with a new CEO.
- They currently have an internal candidate, but will also evaluate external candidates.
- For them, their transition accompanies some new strategic initiatives. This will bring its own changes but also allow the incoming CEO to live outside of the shadow of the departing CEO.
- Based on his experience. Mo thought that Rebar could charge a lot more for its consulting services.



ST. CROIX PREPARATORY ACADEMY REBAR LEADERSHIP REFERENCE CALL Tom Saehr, CEO of Minnesota Business Finance Corporation

I. SITUATION

Tom Saehr is President and CEO of Minnesota Business Finance Corporation (MBFC). He has been the President/CEO for over 20 years and is retiring in December. MBFC has working with Rebar Leadership (Scott Morrell) as they transition to Tom's retirement. In addition, MBFC has been working with Rebar for their past two strategic planning periods (6 years).

II. QUESTIONS ASKED

The questions asked included: Describe the succession plan; what were the challenges/surprises. What advice do you have for a departing leader/founder; Hindsight, what changes would you have made in your planning; Describe the board members/institution leaders reaction to the process; Describe your approach to evaluating internal/external candidates; What other questions should we be asking; Strengths/weaknesses of Scott.

III. KEY FEEDBACK

Observations from reference call were:

- Rebar (Scott) listens well, documents timelines, is well organized and is a good communicator.
- The most valuable part of the process was the time study for the CEO, as they discovered the many items he was involved in, took care of, etc. They have to figure out how to reallocate duties and will potentially hire to address the work issues. Tom indicated he has intentionally transitioned some of the duties that he has and there is potential of hiring an additional headcount to continue duties he has absorbed. – HR duties in this situation.
- Tom is making deliberate effort to take vacation, not be around as much during the movement toward hiring the next leader.
- There are very few qualified external candidates to fill his position. They do have an internal candidate who could fill the position. The internal candidate would satisfy the “continue as is” while protecting the cultural aspect of the institution. The external candidate could jeopardize the culture but bring skills that fit the long term strategic plan. A note on internal candidates – you always wonder how they will assume the leadership of a job they don't really know, as it is quite different.
- Tom, the departing CEO, is not on the interview committee.
- The succession planning work increased the work of the CEO significantly – documentation of processes, knowledge, training others, etc.
- Tom will work 20 hours a week during the first year of the new leader's employment, but none of the work will be managerial, but all tactical. Tom indicated that Rebar was able to develop this plan.
- Tom highly recommended Rebar Leadership for succession planning, strategic planning, etc.



June 15, 2023

To: St. Croix Preparatory Academy

From: Dr. Scott Morrell, Rebar Leadership

Re: Statement of Work

This *Statement of Work* (SOW) outlines consultative work provided by *Rebar Leadership* for St. Croix Preparatory Academy. This SOW defines succession planning objectives agreed upon to ensure successful outcomes are achieved and to generate a positive experience for all participants. This SOW builds on the proposal previously submitted in February of this year.

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 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.
10. Provide on-boarding suggestions that assure the 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

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 organization’s bench strength. This period of planned development 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 the 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 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 the progress of the project.
- Provide recommendations for individual executives, principals, key stakeholders and the like.

- Be onsite for meetings: board and succession planning committee, as needed. Virtual attendance will be kept to a minimum.

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 Cycle* are roughly \$75 per participant.
- Any executive coaching materials used would be invoiced upon use.