



St. Croix Preparatory Academy  
Board Meeting Agenda  
January 16, 2024

1. Call to Order
2. Open Forum
3. Board Calendar 2
4. Consent Agenda (Board Minutes, Executive Director Report)
  - A. Board Minutes 5
  - B. Executive Director Report 7
  - C. Governance -- Policies, 1st Reading 8
5. Agenda
  - A. 2024 Gala Information
  - B. Board Election Timeframe -- Introduction 38
  - C. Board Calendar Draft for Next Two Years -- 2024-2025 and 2025-2026. Approval in February 40
  - D. Plans for Hiring -- Communication Director, Development Director 45
  - E. Succession Planning -- Allocation of Duties, Communication, Next Steps 46
6. Adjourn Meeting



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## ANNUAL BOARD CALENDAR 2023-2024

July	Responsible	Notes/Status
No Meeting		

August	Responsible	Notes/Status
Status of School Opening	J. Gutierrez	September
Seat New Board Members	B. Hajlo	Completed
Family Handbook Approval	J. Gutierrez	Completed
Emergency Operations Plan Approval	J. Gutierrez	Completed
Q Comp Plan Approval	D. Thompson	Completed

September	Responsible	Notes/Status
Status of School Opening	Principals	Completed
Review of MCA Test Scores	J. Gutierrez	Completed
Development Update	S. Garceau	
Q Comp Site Goals	D. Thompson	Completed
Financial Statement Review – Unaudited	K. Gutierrez	October

October	Responsible	Notes/Status
File Charter Assurances with Friends	J. Gutierrez	September
Board Retreat	N. Donnay	Completed
MDE Assurance of Compliance	J. Gutierrez	Completed

November	Responsible	Notes/Status
Financial Statement Review	K. Gutierrez	Completed
Development Update	K. Gutierrez	

Annual Report Approval – 2022-2023	J. Gutierrez	Completed
World's Best Workforce Approval	J. Gutierrez	Completed
Activities – Fall Overview, Winter Plan	K. Seim	Completed

<b>December</b>	<b>Responsible</b>	<b>Notes/Status</b>
Audit Acceptance	K. Gutierrez	Completed

<b>January</b>	<b>Responsible</b>	<b>Notes/Status</b>
Board Election Timeframe Discussion		

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

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

<b>April</b>	<b>Responsible</b>	<b>Notes/Status</b>
Annual Budget Introduction		
Compensation Plan Introduction		

<b>May</b>	<b>Responsible</b>	<b>Notes/Status</b>
Q Comp Report Presentation/Approval	D. Thompson	
Financial Statement Review	3 K. Gutierrez	

Compensation Plan Approval	T. Smith	
Board Election Update	N. Donnay	
Approve Annual Budget	K. Gutierrez	
Approve Employee Handbook	T. Smith	
Introduction of Family Handbook	J. Gutierrez	
MSHSL Membership Resolution	J. Gutierrez	
Conflict of Interest Form Disclosure	K. Gutierrez	

<b>June</b>	<b>Responsible</b>	<b>Notes/Status</b>
Public Hearing on Fees - 2024	K. Gutierrez	
New Board Member Training	N. Donnay	
Read Well by Third Grade Approval	J. Karetov	
Approval of Family Handbook	J. Gutierrez	
Annual Finance Designations for Next Year <ul style="list-style-type: none"> <li>● Identified Official with Authority</li> <li>● Official Newspaper</li> <li>● Designation of Depository</li> <li>● Account Signatories</li> <li>● Collateralize Funds in Excess of FDIC Insurance</li> <li>● Delegation of Authority to Make Electronic Funds Transfers</li> </ul>		

Members Present: N. Donnay, R. Hajlo, D. Keyes, A. Galati, R. Thorson, J. Johnson, M. Stiles, K. Denzer, T. Gulbransen

Members Absent:

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

## **1 Call to Order**

R. Hajlo called the meeting to order at 6:00 PM.

## **2. Open Forum**

- No one.

## **3. Board Calendar 2023-2024 - J. Gutierrez**

Link: [Board Calendar 2023-2024](#)

## **4. Consent Agenda**

- A. Board Minutes -
  - a. [November 14, 2023 Minutes](#)
- B. Executive Director report
  - a. [https://drive.google.com/file/d/1-8-Ux3b5iLZ8OPFpEXeP0EltZwNqd\\_Ci/view?usp=sharing](https://drive.google.com/file/d/1-8-Ux3b5iLZ8OPFpEXeP0EltZwNqd_Ci/view?usp=sharing)
- C. Governance Committee - No report
  - Motion to Approve: A. Galati
  - Second: M. Stiles
  - Approved: All

## **5 - Agenda**

- A. Executive Audit Summary - Lucas Chase from CLA, LLP
  - a. Audit Summary Link: [https://drive.google.com/file/d/1-AI6\\_VjXvTdvx6Hpu8KI0m2PBE4yPjnE/view?usp=sharing](https://drive.google.com/file/d/1-AI6_VjXvTdvx6Hpu8KI0m2PBE4yPjnE/view?usp=sharing)
  - b. Financial Statements Link: <https://drive.google.com/file/d/1-IEfLRbV230Ardw6bwVouXfDybIqGH3e/view?usp=sharing>
  - c. Management Letter Link: <https://drive.google.com/file/d/1-K-Cv5Kz2zAVlqdNQkoPTt0QvCpy9rQ/view?usp=sharing>
- Motion to Approve: A. Galati

- Second: M. Stiles
  - Approved: All
- B. **2025-2026 School Calendar Preliminary Information**
- a. Stillwater was considering implementing the following changes for the 2024-2025 school year. See the below documentation. **They have delayed the implementation of this for a year but will be making decisions on this in the next couple of months.**
    - i. **2024-2025 (DELAYED to 2025-2026) Stillwater Calendar:**  
<https://drive.google.com/file/d/1-MOvfwC77xcVtgrO-AVuEp7qaGLjnzO/view?usp=sharing>
    - ii. **2024-2025 (DELAYED to 2025-2026) SCPA Internal Calendar:**  
<https://drive.google.com/file/d/1-ODofN1ahcXAbzcXmNVniNhTR9y0Hfac/view?usp=sharing>
    - iii. **Calendar Date Calculation - Differences:** <https://drive.google.com/file/d/1-S6aZD3rnp-WnZZNsTSH5bJ9d-ut2zQw/view?usp=sharing>
- C. Succession Planning Minutes: Dec. 13, 2023
- a. Link: [https://drive.google.com/file/d/1-\\_U9F2rTynpDNRBXZA7B265hW-xD-q3d/view?usp=sharing](https://drive.google.com/file/d/1-_U9F2rTynpDNRBXZA7B265hW-xD-q3d/view?usp=sharing)
- D. Scott Morrell, Rebar Leadership - Succession Planning Board Report and Discussion
- Motion to add an additional board meeting in February - Tuesday, February 6, 2023 at 6:00pm to discuss whether to hire a search firm.- K. Denzer
  - Second: M. Stiles
  - Approved: All
  - Motion to add an additional board meeting in March 12, 2023 at 6:00pm to review the results of the Board Effectiveness Evaluation : N. Donnay
  - Second: K. Denzer
  - Approved: All

## **Adjournment: - 7:50 PM**

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

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



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

**Date of Report:** January 2024

**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, K. Seim, C. Olson; and weekly administrative leadership meeting.
- Succession Planning, communication, foundation, branding work.
- Assisted Seven Hills Preparatory Academy (internship visit) and Great Oaks Academy (facilities, Gala).
- Continued professional development through reading, podcasts, etc.
- Lottery conducted on January 10; revised enrollment, waitlist and applications will be provided in February
- Conducted informational meeting on Jan 4 – normal attendance is between 30-40 people; this meeting had over 125 people in attendance.
- Involvement in weekly curriculum and meetings with the deans to see operational issues, ensure mission adherence, etc.

Professional Development: *See Attachment*



## **ST. CROIX PREPARATORY ACADEMY STUDENT DISCIPLINE Policy #506**

### **I. PURPOSE**

The purpose of this policy is to ensure that students are aware of and comply with the school's expectations for student conduct. Such compliance will enhance the school's ability to maintain discipline and ensure that there is no interference with the educational process. The school will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

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

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. It is the position of the school that a fair school-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

In view of the foregoing and in accordance with Minn. Stat. § 121A.55, the school board has developed this policy which governs student conduct and applies to all students of the school.

### **III. DEFINITIONS**

- A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic





screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

- B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator and a pupil's parent to withdraw a student from the school to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

#### IV. POLICY

- A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of Minnesota Statutes sections 121A.40 to 121A.56. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.
- B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.
- C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.
- D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:
  - 1. for a pupil who remains enrolled in the school or is awaiting enrollment in a new school district, the school's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;



2. a pupil receiving school-based or school-linked mental health services in the school under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and
3. the school must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school website.

## V. AREAS OF RESPONSIBILITY

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school and supports all personnel acting within the framework of this discipline policy.
- B. Executive Director. The executive director shall establish guidelines and directives to carry out this policy, hold all school personnel, students and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The executive director shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents.
- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent imminent bodily harm or death to the student or another.
- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent imminent bodily harm or death to the student or another.
- E. Other School Personnel. All school personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the executive director or their immediate supervisor. A school employee, school bus driver, or other agent of a school, in exercising



his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another.

- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.
- I. Reasonable Force Reports.
  - 1. The school must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).
  - 2. Beginning with the 2024-2025 school year, the school must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).
  - 3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

## VI. STUDENT RIGHTS

All students have the right to an education and the right to learn.



## VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school policy;
- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.
- O. To accept the consequences if they break any school rules, regulations, policies, and procedures.

## VIII. CODE OF STUDENT CONDUCT

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school. These examples are not intended to be an exclusive list. Any student who engages



in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities, events, or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school purposes; the area of entrance or departure from school premises or events; and all school-related functions, activities, or events. This policy may also apply to a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school or the safety or welfare of the student, other students, or employees.

1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
2. The use of profanity or obscene language, or the possession of obscene materials;
3. Gambling, including, but not limited to, playing a game of chance for stakes;
4. Hazing;
5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
6. Opposition to authority using physical force or violence;
7. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia;
8. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);



10. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
11. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
12. Violation of the school Weapons Policy;
13. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
14. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
15. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
16. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
17. Violation of any local, state or federal law as appropriate;
18. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
19. Use of a cell phone in violation of the Family Handbook and Electronic Technology Acceptable Use and Safety Policy;
20. Violation of school bus or transportation rules or the school bus safety policy;
21. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
22. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
23. Possession or distribution of slanderous, libelous or pornographic materials;
24. Student attire which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal



for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;

25. Criminal activity;
26. Falsification of any records, documents, notes or signatures;
27. Tampering with, changing, or altering records or documents of the school by any method including, but not limited to, computer access or other electronic means;
28. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of cell phones or other technology to accomplish this end;
29. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school personnel;
30. Sexual and/or racial abuse and/or harassment;
31. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school personnel, or other persons;
32. Committing an act that inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
33. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
34. Verbal assaults, or verbally abusive behavior, including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that is discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;
35. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
36. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin or sexual orientation;
37. Violation of school rules, regulations, policies, or procedures;



38. Other acts, as determined by the school, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school or the safety or welfare of students or employees.

## **IX. RECESS AND OTHER BREAKS**

- A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.
- B. The school must not use recess detention unless:
  1. a student causes or is likely to cause serious physical harm to other students or staff;
  2. the student's parent or guardian specifically consents to the use of recess detention; or
  3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.
- C. The school must not withhold recess from a student based on incomplete schoolwork.
- D. The school must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.
- E. The school must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. The school is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.
- F. The school must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

## **X. DISCIPLINARY ACTION OPTIONS**





It is the general policy of the school to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school. At a minimum, violation of school code of conduct, rules, regulations, policies or procedures will result in discussion of the violation and a verbal warning. The school, however, shall, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, principal, executive director, counselor or other school personnel, and verbal warning;
- B. Confiscation by school personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school policy, rule, regulation, procedure, or state or federal law. If confiscated by the school, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;



- R. Saturday school;
- S. Expulsion under the Pupil Fair Dismissal Act;
- T. Exclusion under the Pupil Fair Dismissal Act; and/or
- U. Other disciplinary action as deemed appropriate by the school.

Students who participate in activities governed by the Minnesota State High School League may be subject to additional penalties for discipline violations as defined by the policies and procedures governing Minnesota State High School League activities.

## **XI. REMOVAL OF STUDENTS FROM CLASS**

- A. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, executive director, or other school employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) periods pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

- B. Any student who engages in assault or other violent behavior shall be immediately removed from class.



- C. If a student is removed from class more than three (3) times in a quarter, the school will typically notify the parent or guardian of the student's fourth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class. If a student is removed from class more than ten (10) times in a school year, the school shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.
- D. **Procedures for Removal of a Student from a Class.** In order to remove a student from class, the teacher, administrator or other designated staff member shall follow the established communication procedures depending on the circumstances. The designated staff member will proceed immediately to the classroom or other school location to facilitate the removal of the student. Once removed, and by the end of that particular school day, the teacher, administrator or designated staff member shall complete and file as necessary the required documentation and communicate with the parent/guardian accordingly.
- E. **Responsibility for the Custody of a Student Removed From Class.** Once removed from class, the student shall be accompanied by the designated staff member who was summoned to assist to an agreed upon location. Depending on the situation, the teacher may provide the student with work to be completed during the time that s/he is removed from class. During that time, the student shall be monitored by the administrator or designated staff member.
- F. **Procedures for Return of a Student to a Class From Which the Student Was Removed.** Depending on the circumstances and, as appropriate, notes shall be sent home to parents/guardians, and/or conferences will be held with parents/guardians outlining concerns, decisions and disciplinary actions, if any, along with behavior agreements/contracts, if necessary, to be implemented on a go forward basis which appropriately address remediation for the conduct for which the student was removed from the classroom.
- G. **Procedures for Notification.** Whenever disciplinary action is required, other than re-direction in the ordinary course of classroom management, contact will be made with the parent/guardian consisting of an explanation of the situation, the action that was taken and other information deemed relevant under the circumstances. Copies of all such correspondence/ notes home shall be kept in appropriate files.
- H. **Students with Disabilities; Special Provisions.**
  - 1. Procedures for consideration of whether there is a need for further assessment can be found in the school's Total Special Education System manual.



2. Procedures for consideration of whether there is a need for a review of the adequacy of the current Individual Education Program (IEP) of a student with a disability can be found in the school's Total Special Education System manual.
3. Any procedures determined appropriate for referring students in need of special education services to those services can be found in the school's Total Special Education System manual.

## **XII. DISMISSAL**

- A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion and suspension. Dismissal does not include removal from class.

The school shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school shall not dismiss any student without attempting to use nonexclusionary disciplinary policies and practices before dismissal proceedings or pupil withdrawal agreements, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:
1. Willful violation of any reasonable school board regulation, including those found in this policy;
  2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
  3. Willful conduct that endangers the student or other students, or surrounding persons, including school employees, or property of the school.
- C. Disciplinary Dismissals Prohibited
1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:
    - a. kindergarten through Grade 3.
  2. This section does not apply to a dismissal from school for less than one school



day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.

3. Notwithstanding this section, expulsions and exclusions may be used only after the nonexclusionary discipline resources outlined in Minnesota Statutes, section 121A.425, subdivision 2, have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

#### D. Suspension Procedures

1. “Suspension” means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the executive director with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less, except as may be provided in federal law for a student with a disability.
2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments.
3. If a student’s total days of removal from school exceed ten (10) cumulative days in a school year, the school shall make reasonable attempts to convene a meeting with the student and the student’s parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian’s expense. The purpose of this meeting is to attempt to determine the pupil’s need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
4. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for one school day or less, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation,



screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

5. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive school days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6<sup>th</sup>) consecutive day of suspension or the tenth (10<sup>th</sup>) cumulative day of suspension has elapsed.
6. Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minn. Stat. § 123A.05 selected to allow the pupil to progress toward meeting graduation standards under Minn. Stat. § 120B.02, although in a different setting.
7. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.



8. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
  - a. partner with the parent on additional support services for the student
  - b. assign the student to engage in a restorative justice practice
  - c. petition the juvenile court that the student is in need of services under Minn. Stat. Ch. 260C.
9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference.
10. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
11. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
12. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) consecutive school days.

#### E. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.



3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56; describe nonexclusionary disciplinary practices accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school must advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on the MDE's website.
6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school, student, parent or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent or guardian and shall be closed, unless the student, parent or guardian requests an open hearing.
8. The school shall record the hearing proceedings at school expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school must advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE and is posted on the MDE's website. The school board may appoint an attorney to represent the school in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the





parent or guardian providing them with access to and/or copies of the student's records.

11. All expulsion or exclusion hearings shall take place before and be conducted by (1) an independent hearing officer, (2) a member of the school board, (3) a committee of the school board, or (4) the full school board, as designated by the school. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer, school board member, board committee, or school board shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer, school board member, or board committee shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer, school board member, or board committee and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the findings and recommendation by the hearing officer, school board member, or board committee provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.



18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minn. Stat. § 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school.

### **XIII. ADMISSION OR READMISSION PLAN**

A school administrator must prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan must include measures to improve the student's behavior, which may include completing a character education program consistent with Minn. Stat. § 120B.232, Subd. 1, social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan must include reasonable attempts to obtain parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

### **XIV. NOTIFICATION OF POLICY VIOLATIONS**

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal, executive director, or other school official may provide additional notification as deemed appropriate.



In addition, the school must report, through the MDE electronic reporting system, each exclusion or expulsion, each physical assault of a school employee by a pupil, and each pupil withdrawal agreement within thirty (30) days of the effective date of the dismissal action, pupil withdrawal, or assault, to the MDE Commissioner. This report must include a statement of the nonexclusionary disciplinary practices, or other sanction, intervention, or resolution in response to the assault given to the pupil and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the pupil's age, grade, gender, race, and special education status.

## **XV. STUDENT DISCIPLINE RECORDS**

It is the policy of the school that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school policies and federal and state law, including the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13.

## **XVI. STUDENTS WITH DISABILITIES**

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability or (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school will proceed with discipline - up to and including expulsion - as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school shall continue to provide special education and related services during the period of expulsion or exclusion.



## **XVII. DISCIPLINE COMPLAINT PROCEDURE**

- A. Students, parents, legal guardians, and school staff members may file a complaint and seek corrective action if they believe the District has not appropriately implemented Minnesota Statutes sections 121A.40 to 121A.61, including the District's code of conduct for students or the District's discipline policies, or has implemented them in a discriminatory manner.
- B. The complaint must be filed in writing with the school principal. If the school principal is the subject of the complaint, the complaint must be filed directly with the executive director.
- C. The report must include a detailed account of how the District violated Minnesota Statutes sections 121A.40 to 121A.61, including the District's code of conduct for students or the District's discipline policies, or how the law, code of conduct, or policies were implemented in a discriminatory manner.
- D. The person receiving the report (principal or executive director), or a designee, will begin to investigate the complaint within three (3) school days of receipt. During the investigation, the parties may submit additional information related to the complaint.
- E. The investigator will apply a preponderance of the evidence standard in determining whether the allegations have been substantiated.
- F. After completing the investigation, the investigator will issue a written determination to the complainant that contains findings and conclusions and addresses each allegation.
- G. If the investigator determines that the requirements of Minnesota Statutes sections 121A.40 to 121A.61, including the District's code of conduct for students or the District's discipline policies, were not implemented or were implemented in a discriminatory manner, the report of findings will include a corrective action plan to correct the student's record, if appropriate, and to provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future.
- H. The complaint and any records resulting from the investigation will be maintained by the building principal or, if the principal is the subject of the complaint, by the executive director or a designee. Access to the records will be governed by the Minnesota Government Data Practices Act and will not be disclosed except as permitted by law.
- I. The school district prohibits reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and will impose appropriate consequences for any person who engages in reprisal or retaliation. Submission of a discipline complaint will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- J. A party to an exclusion or expulsion decision made under sections 121A.40 to 121A.56 may appeal the decision to the commissioner of education within 21 calendar days of school board action. Upon being served with a notice of appeal, the district shall provide the commissioner and the parent or guardian with a complete copy of the hearing record within five days of its



receipt of the notice of appeal. All written submissions by the appellant must be submitted and served on the respondent within ten days of its actual receipt of the transcript. All written submissions by the respondent must be submitted and served on the appellant within ten days of its actual receipt of the written submissions of the appellant. The decision of the school board must be implemented during the appeal to the commissioner.

K. The District will communicate this policy as set forth in Section XVIII below.

## **XVIII. DISTRIBUTION OF POLICY**

The school will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal or executive director's office.

## **XIX. REVIEW OF POLICY**

The principal and staff shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the executive director for consideration by the school board, which shall conduct an annual review of this policy.

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**ADOPTED BY THE BOARD ON: [INCLUDE DATE]**

**REVISED BY THE BOARD ON: [INCLUDE DATES]**



## **ST. CROIX PREPARATORY ACADEMY LITERACY AND READ ACT Policy #621**

### **I. PURPOSE**

This policy aligns with Minnesota law established in the Read Act and on other topics related to reading.

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

The school recognizes the centrality of reading in a student's educational experience.

### **III. DEFINITIONS**

- A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students.
- B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.
- C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.
- D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. A literacy specialist employed by the department under Minnesota Statutes, section 120B.123, subdivision 7, or by a district as a literacy lead, is not required to complete the approved training before August 30, 2025.
- E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with



the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one district, jointly by two or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.

- F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through a MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.
- G. "Oral language," also called "spoken language," includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics.
- H. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.
- I. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.
- J. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.
- K. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.
- L. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension.
- M. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading,



and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

#### **IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT**

- A. The school must administer an approved evidence-based reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by the Minnesota Department of Education (MDE).
- B. The school district must identify any screener it uses in the school's annual literacy plan, and submit screening data with the annual literacy plan by June 15.
- C. Schools, at least biannually after administering each screener, must give the parent of each student who is not reading at or above grade level timely information about:
  - 1. the student's reading proficiency as measured by a screener approved by MDE;
  - 2. reading-related services currently being provided to the student and the student's progress; and
  - 3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.
- D. The school may not use this section to deny a student's right to a special education evaluation.

#### **V. IDENTIFICATION AND REPORT**

- A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and oral language.
- B. The school must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.
- C. Students in grades 4 and above, including multilingual learners and students receiving special education services, who do not demonstrate mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral





language, must be screened using a screening tool approved by MDE for characteristics of dyslexia and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency.

- D. Reading screeners in English, and in the predominant languages of school students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school must use an approved, developmentally appropriate, and approved screener and annually report summary screener results to the MDE Commissioner by June 15 in the form and manner determined by the MDE Commissioner.
- E. The school must include in its literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under paragraph (a), the report must include:
  - 1. a summary of the school district's efforts to screen for dyslexia;
  - 2. the number of students universally screened for that reporting year;
  - 3. the number of students demonstrating characteristics of dyslexia for that year; and
  - 4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

## **VI. INTERVENTION**

- A. For each student identified under the screening identification process, the school shall provide reading intervention to accelerate student growth.
- B. The school must implement progress monitoring, as defined in Minnesota Statutes, section 120B.1118, for a student not reading at grade level.
- C. The school must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Starting July 1, 2023, if the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.1118.
- D. If a student does not read at or above grade level by the end of the current school year, the school must continue to provide reading intervention until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that



specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.

- E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE.
- F. The school must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

## **VII. LOCAL LITERACY PLAN**

- A. The school must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school must update and submit the plan to the Commissioner of MDE by June 15 each year. The plan must be consistent with the Read Act, and include the following:
  - 1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;
  - 2. a process to notify and involve parents;
  - 3. a description of how the school will determine the targeted reading instruction that and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
  - 4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;
  - 5. identification of staff development needs, including a plan to meet those needs;
  - 6. the curricula used by school site and grade level;



7. a statement of whether the school district has adopted a MTSS framework;
  8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
    - a. students in kindergarten through grade 3;
    - b. students who demonstrate characteristics of dyslexia; and
    - c. students in grades 4 to 12 who are identified as not reading at grade level; and
  9. the number of teachers and other staff that have completed training approved by the department.
- B. The school must post its literacy plan on the official school district website and submit it to the Commissioner of MDE using the template developed by the Commissioner beginning June 15, 2024.

## **VIII. STAFF TRAINING**

- A. Beginning July 1, 2024, a school must provide access to the training required under Minnesota Statutes, section 120B.123, subdivision 5, to:
1. intervention teachers working with students in kindergarten through grade 12;
  2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
  3. special education teachers;
  4. curriculum directors;
  5. instructional support staff who provide reading instruction; and
  6. employees who select literacy instructional materials for the school.
- B. The school must provide training from a menu of approved evidence-based training programs to all reading intervention teachers, literacy specialists, and other teachers and staff identified in Minnesota Statutes, section 120B.12, subdivision 1, paragraph (b), by July 1, 2025; and by July 1, 2027, to other teachers in the school, prioritizing teachers who work with students with disabilities, English learners, and students who



qualify for the graduation incentives program under Minnesota Statutes, section 124D.68. The Commissioner of MDE may grant a school district an extension to these deadlines.

- C. By August 30, 2025, the school must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.

## **IX. STAFF DEVELOPMENT**

- A. The school must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with subdivision 1, paragraph (b). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.
- B. The school shall use the data under Article V. above to identify the staff development needs so that:
  - 1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.1118 and other literacy-related areas including writing until the student achieves grade-level reading proficiency;
  - 2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;
  - 3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction.

## **X. LITERACY INCENTIVE AID USES**

The school must use its literacy incentive aid to support implementation of evidence-based reading instruction. The following are eligible uses of literacy incentive aid:

- 1. training for kindergarten through grade 3 teachers, early childhood educators, special education teachers, reading intervention teachers working with students



in kindergarten through grade 12, curriculum directors, and instructional support staff that provide reading instruction, on using evidence-based screening and progress monitoring tools;

2. evidence-based training using a training program approved by MDE;
3. employing or contracting with a literacy lead, as defined in Minnesota Statutes, section 120B.1118;
4. materials, training, and ongoing coaching to ensure reading interventions under Minnesota Statutes, section 125A.56, subdivision 1, are evidence-based; and costs of substitute teachers to allow teachers to complete required training during the teachers' contract day.

**Legal References:**

Minn. Stat. § 120B.1118 (Read Act Definitions)

Minn. Stat. § 120B.12 (Read Act Goal and Interventions)

Minn. Stat. § 120B.123 (Read Act Implementation)

Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)

Minn. Stat. § 124D.68 (Graduation Incentives Program)

Minn. Stat. § 124D.98 (Literacy Incentive Aid)

Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)

**Cross References:**

None

Name of School: ST CROIX PREPARATORY ACADEMY

District #: 4120

Date of Report: Aug 2023

## BOARD MEMBER ROSTER

	Director Name	Check One		E or A	Terms	Term		Officer	Director Contact Information	Affiliation - Check One			Date Obtained Required Training		
		Current Director	Director Elect			Date Seated	Date Term Expires			Identify Officer Position (if any)	Email Address and Phone Number	Teacher *	Parent *	Community Member *	Finance
P4	Jeff Johnson		X	A	1	8/15/2023	8/31/2025		<a href="mailto:jeffjohnson@stcroixprep.org">jeffjohnson@stcroixprep.org</a>		X				
P3	Matthew Stiles	X		E	1	8/16/2022	8/19/2025		<a href="mailto:matthewstiles@stcroixprep.org">matthewstiles@stcroixprep.org</a>		X		1/17/2023	2/27/2023	1/17/2023
T2	Nicole Donnay	X		E	4	3/25/2014	8/18/2026	Vchair	<a href="mailto:ndonnay@stcroixprep.org">ndonnay@stcroixprep.org</a>	X			8/12/2014	8/12/2014	8/30/2014
T3	Angela Galati			E		10/19/2021	8/18/2026		<a href="mailto:angelagalati@stcroixprep.org">angelagalati@stcroixprep.org</a>	X			8/9/2016	8/10/2016	8/11/2016
P1	Kristen Denzer	X		E	2	8/21/2018	8/17/2024		<a href="mailto:kristendenzer@stcroixprep.org">kristendenzer@stcroixprep.org</a>		X		8/13/2018	8/21/2018	8/21/2018
T1	Deb Keyes	X		E	4	8/18/2012	8/19/2025		<a href="mailto:dkeyes@stcroixprep.org">dkeyes@stcroixprep.org</a>	X			4/21/2012	4/21/2012	4/21/2012
C	Bob Hajlo	X		A	3	9/20/2016	8/19/2025	Chair	<a href="mailto:bobhajlo@stcroixprep.org">bobhajlo@stcroixprep.org</a>			X	4/1/2015	4/1/2015	4/1/2015
P2	Terri Gulbransen		X	E	1	8/15/2023	8/15/2026		<a href="mailto:terrigulbransen@stcroixprep.org">terrigulbransen@stcroixprep.org</a>		X				
T4	Rita Thorson	X		A	1	3/28/2023	8/17/2024		<a href="mailto:ritathorson@stcroixprep.org">ritathorson@stcroixprep.org</a>	X				9/5/2023	
*Teacher = Licensed Teacher Employed at the School															
*Parent = Parent of Student Enrolled at the School															
*Community Member = Individual who is neither a teacher employed at school nor a parent of student enrolled in the school															

## Board Election Update (2023-2024 school year)

The following is a summary of the board election update:

- The online Board Election will be held on **May 14-15, 2024**.
- The Board Nomination Form will be included in the Prep Weekly on **February 10, 2024**.
- The Board Nomination Form has been updated for the 23-24 school year. Candidates must submit a Board Nomination Form by **April 5, 2024**.
- Send Board Candidate Questions to board candidates by **April 6, 2024**.
- The candidates' names will be published in the Parent Update on **April 13, 2024**. Blurb in Prep Weekly re 2 household emails in the student information system in order to receive 2 ballots.
- Candidates will complete Voter's Guide questions by **April 19, 2024**.
- The Executive Committee will request a meeting with all candidates to review expectations, responsibilities, etc.
- The Voter's Guide will be distributed the last week of April. The Voter's Guide will be included in the Prep Weekly on **April 27, 2024**.
- A Voter's Forum will only be held if the number of candidates warrants it.
- Deadline to update email addresses with the school is **May 7, 2024**.
- Upload parent emails and employee emails to SimplyVoting by **May 10, 2024**.
- All of the above dates will make St. Croix Prep in compliance with state statutes and its bylaws.

**Commented [1]:** 3rd Tuesday of the month

**Commented [2]:** Feb 15th is 90 days, so Feb 10 is the Friday before to go in the PU

**Commented [3]:** This date was picked to have 40 days in advance. This date is similar to the previous years to give enough time to get them back and have names ready to publish.

Send voter's guide email on this date so candidates can get working on the questions.

**Commented [4]:** The 30 day date is April 15th. Goes in the PU the Friday before.

**Commented [5]:** This is similar to the previous year in order to have one week before it goes out to the Parent Update.

**Commented [6]:** This is a similar date to previous years. There is no specific legal date on this one.

This is similar to past years so it's in the Parent Update three times. I changed the wording to say "last week of April" as it normally says "first week of May".

"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).

### Seats up for re-election in 2024:

Parent seat: Kristen Denzer (3 year term)

Teacher seat: Rita Thorson (3 year term)

Community member: NA



**st.croixprep**

**St. Croix Preparatory Academy  
School Calendar FY25 and FY26  
January 16, 2024**

St. Croix Prep will submit school calendars for the next two school years: 2024-25 (FY25) and 2025-26 (FY26) for board approval. This follows the Stillwater school district's move to approve their school calendars for the next two school years.

The most significant change is the number of student contact days has been decreased by two days from 172 to 170. The school remains in compliance with state statute, but this change will allow our staff and families better use of the winter break rather than a two-day school week. For FY25, the two days added to the break are January 2-3. For FY26, the two days added to the break are December 22-23. The two days have previously been additional days above the 170 required by statute and have been used as "snow" days in the event of inclement weather. With this change, we request the board to approve five e-learning days for FY25 and FY26 for use with inclement weather. The school board has previously approved three e-learning days for use with inclement weather.

Action requested: None at this time. Will ask for approval at February 2024 board meeting.



## 2024-2025 School Calendar

### 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	170	1020.0	1020	0.0	0.00
Middle School (7-8)	360	170	1020.0	1020	0.0	0.00
Middle School (5-6)	360	170	1020.0	935	85.0	14.17
Lower School (1-4)	360	164	984	935	49.0	8.17
Lower School (K)	360	164	984	850	134.0	22.33

#### Days Comparison with 2023-24 and 2024-25 School Year Calendars

	2023-24	2024-25
Lower School Student Days (Yellow - Orange)	166	164
Middle & Upper School Student Days (Yellow)	172	170
Returning Staff Days (Purple + Yellow)	186	185
New Staff Days (Pink + Purple + Yellow)	191	189
No School Offices Closed (Red)	20	21
No School (Blue)	9	9
No School (Purple)	14	15
New Teacher Workshop (Pink)	5	4



July 1-5	Holiday
Aug 12-15	New Teachers Workshop
Aug 19-23	PD Day
<b>Aug 26</b>	<b>First Day of School (Grades 5-12)</b>
Aug 26-29	Prep for Success Conferences K-4
Aug 30	Teacher Non-Duty Day
Sept 2	Holiday
<b>Sept 3</b>	<b>First Day of School (Grades K-4)</b>
Sept 30	PD Day
Oct 16	Teacher Non-Duty Day
Oct 17	MN Classical Conference
Oct 18	Teacher Non-Duty Day
Oct 31	End of Quarter 1
Nov 1	PD/Grading Day
Nov 14	LS/MS/US PM Conferences
Nov 15	LS Conferences
Nov 27	PD Day
Nov 28-29	Holiday
Dec 23-Jan 3	Holiday
Jan 16	End of Quarter 2/Semester 1
Jan 17	PD/Grading Day
Jan 20	PD Day
Jan 31	LS Conferences
Feb 17	PD Day
Mar 20	End of Quarter 3
Mar 21	PD/Grading Day
Mar 24-28	Spring Break - Teacher Non-Duty
Mar 31	PD Day
April 18	Teacher Non-Duty Day
May 26	Holiday
June 3	Last Day of School/ End of Semester 2
June 4	PD/Grading Day
June 6	Graduation
June 19	Holiday
June 30	Holiday

July 2024				
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	31		

T0/S0

August 2024				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

T9/S4

September 2024				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

T20/S19

October 2024				
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	29	30	31*	

T21/S20

November 2024				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

T19/S17

December 2024				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

T15/S15

January 2025				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16*	17
20	21	22	23	24
27	28	29	30	31

T20/S18

February 2025				
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

T20/S19

March 2025				
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
31				

T16/S14

April 2025				
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	29	30		

T21/S21

May 2025				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

T21/S21

June 2025				
M	T	W	Th	F
2	3*	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

T3/S2

<span style="background-color: yellow; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> School Day	<span style="background-color: orange; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> No School Day for LS Only
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<span style="background-color: #f08080; border: 1px solid black; display: inline-block; width: 20px; height: 10px;"></span> Teacher Training	
<span style="background-color: #add8e6; border: 1px solid black; display: inline-block; width: 20px; height: 10px;"></span> Non-Duty	No School Day/ No Students Day/ OFFICES CLOSED
<span style="background-color: #e6e6fa; border: 1px solid black; display: inline-block; width: 20px; height: 10px;"></span> PD Day	
<span style="background-color: #ff4500; border: 1px solid black; display: inline-block; width: 20px; height: 10px;"></span> Holiday	

Quarter 1 = 43	Quarter 2 = 41	Semester 1 = 84	Quarter 3 = 42	Quarter 4 = 44	Semester 2 = 86
42		189 New Staff Days	185 Returning Staff Days	170 MS/US Student Days	164 LS Student Days

## 2025-2026 School Calendar

### 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
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Middle School (7-8)	360	170	1020.0	1020	0.0	0.00
Middle School (5-6)	360	170	1020.0	935	85.0	14.17
Lower School (1-4)	360	163	978	935	43.0	7.17
Lower School (K)	360	163	978	850	128.0	21.33

#### Days Comparison with 2024-25 and 2025-26 School Year Calendars

	2024-25	2025-26
Lower School Student Days (Yellow - Orange)	164	163
Middle & Upper School Student Days (Yellow)	170	170
Returning Staff Days (Purple + Yellow)	185	184
New Staff Days (Pink + Purple + Yellow)	189	188
No School Offices Closed (Red)	21	20
No School (Blue)	9	8
No School (Purple)	15	15
New Teacher Workshop (Pink)	4	4



# st.croixprep 2025-2026 Calendar

Draft Date: 01/11/24  
Board Approved: TBD

July 1-4	Holiday
Aug 4-7	New Teachers Workshop
Aug 11-15	PD Day
<b>Aug 18</b>	<b>First Day of School (Grades 5-12)</b>
Aug 18-22	Prep for Success Conferences K-4
<b>Aug 25</b>	<b>First Day of School (Grades K-4)</b>
Aug 29	Teacher Non-Duty Day
Sept 1	Holiday
Sept 22	PD Day
Oct 15	End of Quarter 1
Oct 16	MN Classical Conference
Oct 16	PD Day
Oct 16-17	Teacher Non-Duty Day
Oct 20	Teacher Non-Duty Day
Oct 21	PD/Grading Day
Nov 6	LS/MS/US PM Conferences
Nov 7	LS Conferences
Nov 26	PD Day
Nov 27-28	Holiday
Dec 19	End of Quarter 2/Semester 1
Dec 22-Jan 1	Holiday
Jan 2	Grading Day
Jan 5	PD Day
Jan 19	PD Day
Jan 23	LS Conferences
Feb 16	PD Day
Mar 12	End of Quarter 3
Mar 13	PD/Grading Day
Mar 16-20	Spring Break - Teacher Non-Duty
April 3	Teacher Non-Duty Day
May 22	Last Day of School/ End of Semester 2
May 25	Holiday
May 26	PD/Grading Day
May 29	Graduation
June 19	Holiday
June 29-30	Holiday

July 2025				
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	29	30	31	

T0/S0

August 2025				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

T14/S9

September 2025				
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			

T21/S20

October 2025				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15*	16	17
20	21	22	23	24
27	28	29	30	31

T21/S19

November 2025				
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

T18/S17

December 2025				
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	31		

T15/S15

January 2026				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

T20/S18

February 2026				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

T20/S19

March 2026				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12*	13
16	17	18	19	20
23	24	25	26	27
30	31			

T17/S16

April 2026				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

T21/S21

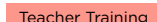
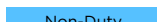


May 2026				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22*
25	26	27	28	29

T17/S16

June 2026				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
24	23	24	25	26
29	30			

T0/S0

 School Day	 No School Day for LS Only
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 Teacher Training
 Non-Duty
 PD Day
 Holiday
No School Day/ No Students Day/ OFFICES CLOSED

Quarter 1 = 40	Quarter 2 = 40	Semester 1 = 80	Quarter 3 = 46	Quarter 4 = 44	Semester 2 = 90
189 New Staff Days	44	185 Returning Staff Days	170 MS/US Student Days	163 LS Student Days	



**st.croixprep**

**ST. CROIX PREPARATORY ACADEMY  
HIRING PLANS FOR DEVELOPMENT DIRECTOR AND  
MARKETING COMMUNICATIONS DIRECTOR**

**HIRING PLANS FOR DEVELOPMENT DIRECTOR (1.0 FTE)**

- Review of Job Description
- Posting of Job on January 17, by January 22 at the latest
- Salary 85k + benefits (the same as the previous Director)
- St. Croix Prep Foundation will fund a minimum of 25k for the next three years, beginning on July 1, 2024
- Hire as soon as possible

**HIRING PLANS FOR MARKETING/COMMUNICATIONS DIRECTOR (0.5 FTE)**

- Review of Job Description
- Posting of Job by January 17, by January 22 at the latest
- Salary 50k
- Candidates and budget may allow for higher FTE
- Hire as soon as possible



Members Present: J. Gutierrez, R. Thorson, K. Gutierrez, N. Donnay, T. Smith

Members Absent: C. Olson

Ex-officio Members Present:

Guests:

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Meeting began at 11:05 am

**Board Information Prior to Board Packet:** Discussed clarification items from board meeting (e.g. retirement dates, search firm estimated costs, budget impact, etc.). In addition, Rebar Leadership sent some preliminary on criteria related to search firm consideration. Finally, Sartell school district is going through a superintendent evaluation, with assistance from Minnesota School Board Association (MSBA). This information will also be communicated to the board on January 5.

**MSBA Workshop (cost of \$1,300) – for information and potential consideration:** The workshop topics include:

- Whether to use a consultant
- How to work with a consultant
- Setting a timeline
- Developing qualifications and selection criteria
- Involving stakeholders and the media
- Dealing with internal candidates
- Legal pitfalls
- Interviewing Do's and Don'ts
- Deliberating in public
- Q & A regarding superintendent search options and best practices

**Committee Composition:** Discussed adding additional board member (parent) to the committee. Due to her school experience in personnel searches, decided to ask T. Gulbransen if she would be willing to serve on this committee. N. Donnay will ask her.

**Committee Board Chair.** Based on the next items in the succession plan, decided to have Terri Smith chair this committee. Her HR expertise will be invaluable in this process.

**Succession Planning Communication to Employees:** J. Gutierrez will attend the next division meetings (Lower School, Middle School, and Upper School) to communicate the status of the succession plan. Items to communicate will be: succession planning minutes on the website, board engagement of Rebar Leadership, updated timelines, board effectiveness survey, search firm evaluation, and change transition training).

**Board Duties and Processes.** At the January board meeting, informational documents on details related to a board meeting and board elections will be shared. This illustrates all of the items that need to be reallocated to the board? Another individual?

The meeting ended at 12:00 pm

Submitted by J. Gutierrez, St. Croix Preparatory Academy



## ST. CROIX PREPARATORY ACADEMY BOARD MEETING PROCESS – ADMINISTRATIVE ITEMS

The process and administration of the monthly board meetings is noted below:

<b>Task</b>	<b>When</b>	<b>Who</b>
Board Packet Compilation	During the two weeks prior to board meeting	Jon Gutierrez
Board Packet Release	Thursday prior to the meeting	Jon Gutierrez
Send agenda to Chad for website posting	Thursday prior to the meeting	Jon Gutierrez
Post agenda on the website	Thursday prior to the meeting	Chad Olson
Send board packet to Chad for website posting	Thursday prior to the meeting	Jon Gutierrez
Post board packet on the website	Thursday prior to the meeting	Chad Olson
Parent Update – board announcement with agenda to Susan Peterson	Thursday prior to Friday’s Parent Update	Jon Gutierrez
Invitation for Executive Committee meeting for 5:30 pm on Tuesday	Thursday	Jon Gutierrez
Invitation to Faculty Board members for board agenda meeting	Thursday	Jon Gutierrez
Notify Bill Blotske and Ryan Johnson of facility requirements	Tuesday morning of the meeting	Jon Gutierrez
Pre-meeting with Faculty board members	Monday – Tuesday before the board meeting	Jon Gutierrez
Pre-meeting with Executive Committee	Tuesday at 5:30 pm	Jon Gutierrez
Print Open Forum sign up	Tuesday before meeting – should be in the room by 5:45 pm	Angela Galati
Board Meeting	Tuesday at 6:00 pm	
Send approved board minutes to Chad for website posting	Wednesday after the meeting	Jon Gutierrez
Post approved board minutes on the website	Wednesday after the meeting	Chad Olson
Post approved board minutes to Friends of Education portal	Wednesday after the meeting	Jon Gutierrez
Post other relevant items to Friends of Education portal	Wednesday after the meeting	Jon Gutierrez





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**ST. CROIX PREPARATORY ACADEMY  
BOARD ELECTION & ON-BOARDING PROCEDURES**

Requirements	Date	Task	Current Duty	Future Duty
	2024			
	January 5	Board Roster Evaluation	Jon Gutierrez	Executive Director
	January 5	Create Board Election Update and submit for January's Board meeting	Nicole Donnay	Election Committee
	January 16	Communicate vacancies to Board	Nicole Donnay	Election Committee
Bylaws –Article IV, Section 4: solicitation of candidates at least 60 days prior to election	February 10	Prep Weekly announcement of vacancies and solicitation of candidates.	Jon Gutierrez Nicole Donnay Susan Peterson	Communications Assistant
	February 10 – April 5	Recruitment of board candidates	????	
	February 10 – April 5	Process/Track Nomination Forms	Susan Peterson	Google Form? – submission would go to Communications Asst and Election Committee
	April 6	Communication to candidates: board member job description, training requirements, board governance manual and upcoming Voters' Guide information	Jon Gutierrez	Election Committee
	April 6	Offer candidates face to face meeting with Board Chair, Vice Chair, and Executive Director	Jon Gutierrez	Executive Director
Bylaws –Article IV, Section 4: election date announced at least 30 days prior to election	April 13, April 20, and April 27	Prep Weekly update announcement of candidates, upcoming election date, election procedures, Voters' Guide, parent(s) update email address (2 household emails per family), etc.	Susan Peterson	Communications Assistant
	April 6 – April 19	Candidates complete and submit Voter's Guide answers	Candidates	
	April 19 – April 26	Voters' Guide preparation	Nicole Donnay	Election Committee
	April 27	Prep Weekly - Voters' Guide to community	Susan Peterson	Communications Assistant
	April 27	Post the election information and Voters' Guide on website	Chad Olson	Technology Director
	April 10 – May 4 (Check the email due date that Susan puts in the Weekly Update)	Compile voter information names and emails in CSV file	Susan Peterson	Communications Assistant/Office Manager?



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	May 7 – May 11	Load voter information and Voters' Guide information into Simply Voting	Nicole Donnay	Election Committee
	May 14 – May 15	Announce election via special parent/staff communication email and following Prep Weekly	Susan Peterson	Communications Assistant
	May 14 – May 15	Conduct election via Simply Voting	Simply Voting	
	May 16	Receive results from Simply Voting	Nicole Donnay	Election Committee
	May 16	Communicate results to candidates	Jon Gutierrez	Executive Director or Board Chair
	May 16	Communicate election results to parent community	Susan Peterson	Communications Assistant
	May 16	Post election results on the website	Chad Olson	Technology Director
Bylaws – Article IV, Section 2: Pre-requisite training prior to being seated	May 16	Communicate to election winners next steps – on boarding process including training	Jon Gutierrez	Election Committee
	May 18-30	Order and deliver pre training books – Crossing the Chasm, Drive, and Mindset	Susan Peterson	Board Clerk
	June 1 – August 14	Meeting with Executive Director to discuss book reading	Candidate	Candidate
	June 1 – August 14	Meeting with Executive Director of Finance and Operations to discuss finances	Candidate	Candidate
	June 1 – August 14	Meeting with the Principals to discuss operations	Candidate	Candidate <sup>50</sup>
	June 1 – August 15	Background Check	Terri Smith	HR Director
	August 15	Seating of Candidate	Board	Board
	August 16	Update Board Roster	Jon Gutierrez	Board Clerk
	August 24	Submit Schedule K to Friends of Education, per contract	Jon Gutierrez	Executive Director for now
	August 24	New board members sign Conflict of Interest, per Friends' and MN statute	Kelly Gutierrez	Executive Director of Finance & Operations
	August 24	Communicate state mandated training on governance, finance, and employment	Jon Gutierrez	Election Committee
Minn Stat. 124E.07, Subd 7 – new board member training must begin within 6 months of being seated, completed within 12 months.	August 24 – February 15	Communicate/schedule/pay for training at MSBA	Susan Peterson	Executive Director and Board Clerk
Minn Stat. 124E.07, Subd 7 – new board member training must begin within 6 months of being seated, completed within 12 months.	August 25 – February 15	State Mandated training by SCPA – meetings with Executive Director, Executive Director of Finance and Operations, and Human Resource Director	Candidate	Candidate



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## KEY RETIREMENT DATES:



### Jon Gutierrez

Executive Director (ED)

**June 30, 2025**



### Kelly Gutierrez

Executive Director of Finance & Operations (EDFO)

**June 30, 2029**

## SUCCESSION PLANNING COMMITTEE:

### Prior to August 2022

#### Committee Members

- Board Chair, Shane Mueller
- Vice Chair, Bob Hajlo
- Board member, Nicole Donnay
- Executive Director, Jon Gutierrez

#### Succession Plans Implemented

- Andrew Sacharison to Upper School Principal
- Amy Kleinboehl to Middle School Principal
- Peggy Rosell to Director of Student Services
- Keven Seim to Activities Director

### August 2022 to current

#### Committee Members

- Board Chair, Bob Hajlo
- Vice Chair, Nicole Donnay
- Teacher board member, Rita Thorson
- Executive Director, Jon Gutierrez
- Executive Director of Finance & Operations, Kelly Gutierrez
- Human Resources Director, Terri Smith
- Technology Director, Chad Olson

#### Future Items

- Board effectiveness evaluation
- Consideration of hiring a search firm
- Interview process and timeline
- Key items in the conversation include: internal vs. external candidates, business leader vs. educational leader, does strategic plan include growth

#### Items Accomplished

- Job Descriptions for ED and EDFO
- Employment Agreements for ED and EDFO
- Consultant (Rebar Leadership) hired based on RFI issued
- Consultant interviews with board members, administrative team, 12 parents
- Board retreat, with administrative team, led by consultant
- Executive Director time study (every 15 minutes)
- Succession Planning minutes at <https://www.stcroixprep.org/school-board/succession-planning-committee/>

1-5-2024

To: SCPA – Succession Committee

From: Scott Morrell, Rebar Leadership

Re: Search Firm Question

This memo shares my current thinking on the question for the Board, “Should an executive search firm be engaged?”

- I. Be very certain you (Succession Committee and Board) identify exactly what you want an agency to do, and what you do not want them to do for the search. Do you want to hire an agency to conduct everything? Or a portion of the search? Search agencies are a business. They might talk you into a full-service approach to maximize their contract. Knowing exactly what your operational needs are helps you to not feel taken advantage of in the process. I recommend negotiating the compensation rate. You can leverage being a non-profit with a fixed budget to the project.
- II. Most importantly, will the agency spend the necessary time upfront and during the process to understand your SCPA culture? Will the agency seek to really understand the history, the current/future state of the position and organization vision, classical education, meet with key stakeholders, and the ideal candidate pool mix? If so, great. There is sometimes an upfront cost from the agency for this table-setting. Of not, well that is concerning that they won't take time and effort to understand SCPA.
- III. What role would you want an agency to play? A contingency role or retainer role? Or a hybrid? Of the two roles? A hybrid could be a mix of both depending on the temperament of the agency.
- IV. Do you have reasonable confidence that there are internal resources (i.e., HR-Terri & Succession Committee) and external (i.e., Rebar Leadership) to decide on an internally driven search first. There are a couple options:
  - a. Run the search internally. See what the pool looks like by [insert date] and then have an off-ramp date identified to go external if the pool is weak.
  - b. Or run the search internally and simultaneously notify a search firm that they are welcome to recruit to the position too. Because so much upfront work has been already done or will be done soon, and the search is live, the agency simply looks for candidates. You would have to keep a record of the source, meaning SCPA or the agency sourced, of any candidates.
- V. The following operational tasks will need to be considered if you elect to run the search internally.
  - a. Commission a committee to study the executive director position. (Succession Committee – **underway/in-process with help from Rebar Leadership.**)
  - b. Identify timelines for search. (Succession Committee – **underway/in-process with help from Rebar Leadership.**)
  - c. Identify candidate submission materials (resume, leadership philosophy statement, prescribed Q: A, etc.) (**Rebar Leadership can help advise Succession Committee.**)

- d. Screen candidates in applicant pool. Sift through resumes and candidate profile materials received. Decide who to keep and who to exclude in the process. (**Succession Committee and/or Rebar Leadership.**)
- e. Invite candidates for first round interview. (**Succession Committee and/or Rebar Leadership.**)
- f. Conducted reference checks on candidates to interview. (**Succession Committee and/or Rebar Leadership.**)
- g. Set up interviews (virtual/onsite). (**Succession Committee and/or Rebar Leadership.**)
- h. Act on all first-round interview logistics. Dates, times, transportation needs, meals, interview reserved rooms, interview SCPA participants, interview questions, recording interviews. (**Succession Committee and/or Rebar Leadership.**)
- i. Follow up with each candidate on their experience and further questions or concerns. (**Succession Committee and/or Rebar Leadership.**)
- j. Follow up with SCPA stakeholders on their experience with the candidates that interviewed, and further questions or concerns about each candidate. (**Succession Committee and/or Rebar Leadership.**)
- k. Facilitate back-ground screening. (**Out-source to screening agency such as Orange Tree Employment Screening or similar competent agency.**)
- l. Design matrix for comparing first round candidates' interviews. (**Succession Committee and/or Rebar Leadership.**)
- m. Narrow pool for second round interviews. (**Succession Committee and/or Rebar Leadership.**)
- n. Schedule and conduct second round interviews. (**Succession Committee and/or Rebar Leadership.**)
- o. Conduct open forum teachers, parents, alum. (**Succession Committee and/or Rebar Leadership.**)
- p. Gather open forum feedback. (**Succession Committee and/or Rebar Leadership.**)
- q. Succession Committee makes recommendation to Board. (**Succession Committee and/or Rebar Leadership.**)
- r. Board discusses, debates, and decides on finalist. (**Succession Committee and/or Rebar Leadership.**)
- s. Offer letter is made to finalist. (**Board Chair, Succession Committee and/or Rebar Leadership.**)
- t. Finalist negotiations. (**Board Chair and appropriate stakeholders.**)
- u. Candidate acceptance. (**Board Chair and appropriate stakeholders.**)

## EXTERNAL SEARCH AGENCY CONSIDERATIONS

Pros	Cons
Design and facilitate the end-to-end process. Expertise in the recruitment industry.	Upfront fees, plus cost of placement 25% - 35% of position compensation. May be cost prohibitive.
Network of potential candidates.	Limited understanding on the culture of the organization.
Focus on the project, if contracted to "run the entire search."	Compatibility with mission, vision and core values.
Confidential to candidates.	Handing over the search; releasing control may feel awkward for SCPA.
A placement "guarantee" is sometimes a comfort to client.	"Guarantee" of misfit or misfired candidate has multiple ripple effects.
Reduction of selection bias if an internal candidate is in the mix.	Difficulty finding perfect match for SCPA.
Third party – objective perspectives	Third party – objective perspectives.
Can feel transactional – It's just business.	Can feel transactional – the fee is the heart of the agency's motivation for candidate fit.

INTERNAL VERSUS EXTERNAL SEARCH – DECISION MATRIX

	Yes	No
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1. Do we have the internal resources (personnel) to conduct the executive search?		
2. Do we have the internal resources (time) to conduct the executive search?		
3. Do we have the internal resources (budget) to conduct the executive search?		
4. Can the internal resources be freed up enough to dedicate time and energy to the search? Will we give them permission to let go of something?		
5. Would we benefit from leveraging more time/tasks from Rebar Leadership with an internal search?		
6. Do we have confidence that Rebar Leadership can be a source of assistance with an internally driven search?		
7. If we extend contractual tasks to Rebar Leadership, are we prepared to add appropriate budget resources for the search tasks?		
8. If we seek an executive search agency, are we prepared to hand over the entire search to them?		
9. If we seek an executive search agency, are we prepared to hand over parts of the entire search to them?		
10. If we seek an executive search agency, are we prepared budget for the agency fee(s)?		
11. Do we feel confident we can select an ideal candidate as a successor?		