



St. Croix Preparatory Academy
Board Meeting Agenda
August 19, 2025

1. Call to Order
2. Open Forum
3. Board Calendar 2
4. Consent Agenda (Board Minutes, Executive Director Report)
 - A. Board Minutes (July and August Retreat) 8
 - B. Executive Director Report 14
 - C. Executive Director of Finance Report 15
 - D. Governance -- Policy Approval
5. Agenda
 - A. Q - Comp Presentation (Updated Evaluation Rubrics) 16
 - B. Governance Items
 1. Annual By-Laws Training 30
 2. Policy 712: Video Surveillance Policy 42
712F: Acceptable Use Policy Document
(First Read)
 3. Policy 413: Harassment and Violence (First Read)
 4. Policy 402: Employee Disability Nondiscrimination Policy (First Read)
 - C. Manager of Executive and Board Services
 - D. Strategic Planning Committee
6. Adjourn Meeting



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ANNUAL BOARD CALENDAR 2025-2026

July	Responsible	Notes/Status
Public Hearing on Student Fees	K. Gutierrez	
Family Handbook Approval	J. Fuchs	
Seat New Board Members	Board Chair	
Foundation Update	M. Davis	
Conflict of Interest Form Disclosure	K. Gutierrez	
Annual Finance Designations for Next Year <ul style="list-style-type: none"> • Identified Official with Authority • Official Newspaper • Designation of Depository • Account Signatories • Collateralize Funds in Excess of FDIC Insurance • Delegation of Authority to Make Electronic Funds Transfers 		

August	Responsible	Notes/Status
Forward Together Retreat (08/07 and 08/08)	Succession Committee	
ByLaws Training	Governance	

September	Responsible	Notes/Status
Status of School Opening/Quarterly Report	Lower School Middle School Upper School Student Services	
Review of MCA Test Scores	J. Fuchs	
MN State Statute Training	Governance	
Emergency Operations Plan Approval	Incident Command/Safety Team	
MDE Assurance of Compliance	J. Fuchs	

October	Responsible	Notes/Status
Financial Statement Review	K. Gutierrez/Finance	
Foundation Update	M. Davis	
Quarterly Report	Activities Department	
Bi-Annual Report	Human Resources	
Bi-Annual Report	Academic Coordinators	
Annual Report Approval (if ready)	J. Fuchs	Can move to November?
World's Best Workforce Approval (if ready)	J. Fuchs	Can move to November?

November	Responsible	Notes/Status
Board Retreat??	T. Gulbransen	
Bi-Annual Report	Communications and Events Coordinator	

December	Responsible	Notes/Status
Affiliated Building Company Training	K. Gutierrez/Finance	
Audit Acceptance	K. Gutierrez/Finance	
FSCPA and Building Overview	B. Blotske	
Quarterly Report	Lower School Middle School Upper School Student Services	

January	Responsible	Notes/Status
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Board Election Timeframe Discussion	Governance	
Food Services Report	M. Thole	
Technology Report	C. Olson	
Quarterly Report	Activities Department	

February	Responsible	Notes/Status
Financial Statement Review	K. Gutierrez/Finance	
Board Election Timeframe Discussion	Governance	
Approve School Calendar	J. Fuchs	

March	Responsible	Notes/Status
Approve Open Enrollment Period for Next Year	J. Fuchs	

Approve Board Calendar for Next Year <ul style="list-style-type: none"> • Meetings • Election • Retreat 	Board	
Board Election Status & Time Frame	Governance	
Quarterly Check-In	Lower School Middle School Upper School Student Services	
Compensation Plan Introduction	T. Smith	
Benefits Package Introduction	T. Smith	

April	Responsible	Notes/Status
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Annual Budget Introduction	Finance	
Compensation Plan Approval	T. Smith	
Benefits Plan Approval	T. Smith	
Bi-Annual Report	Human Resources	
Quarterly Report	Activities Department	
Board Election Status & Time Frame	Governance	

May	Responsible	Notes/Status
Q Comp Report Presentation/Approval Bi-Annual Report	Academic Coordinators	
Financial Statement Review	K. Gutierrez/Finance	
Board Election Update	Governance	
Approve Annual Budget	K. Gutierrez/Finance	

June	Responsible	Notes/Status
Public Hearing on Fees – 2026	K. Gutierrez	
End of the Year Wrap Up Report	Lower School Middle School Upper School Student Services Activities Department	
New Board Member Training	Governance	
Read Well by Third Grade Approval	J. Karetov	
Introduction of Family Handbook	J. Fuchs	
Introduction of Employee Handbook	T. Smith	
<p>Annual Finance Designations for Next Year</p> <ul style="list-style-type: none"> ● Identified Official with Authority ● Official Newspaper ● Designation of Depository ● Account Signatories ● Collateralize Funds in Excess of FDIC Insurance ● Delegation of Authority to Make Electronic Funds Transfers 		



st.croixprep 2025-2026 Calendar

Board Approved: 02/06/24

July 1-4	Holiday
Aug 4-7	New Teachers Workshop
Aug 11-15	PD Day
Aug 18	First Day of School (Grades 5-12)
Aug 18-22	Prep for Success Conferences K-4
Aug 25	First Day of School (Grades K-4)
Aug 29	Teacher Non-Duty Day
Sept 1	Holiday
Sept 22	PD Day
Oct 15	End of Quarter 1
Oct 16	MN Classical Education Conference
Oct 16	PD Day
Oct 17	Teacher Non-Duty Day
Oct 20	Teacher Non-Duty Day
Oct 21	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	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 31	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	



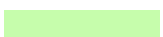
T21/S21

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
22	23	24	25	26
29	30			

T0/S0

 School Day	 No School Day for LS Only
 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	185 Returning Staff Days	170 MS/US Student Days	163 LS Student Days		

Members Present: T. Gulbransen (Chair), D. Smith (Treasurer), A. Galati (Secretary), J. Johnson, R. Thorson, M. Adams, H. Gonzalez, K. Osberghaus

Members Absent: B. Hajlo (Vice-Chair)

Remote Board Member:

Ex-officio Members Present: J. Fuchs (Executive Director)

Guests: K. Gutierrez, B. Grubisch, B. Schroeder, M. Davis

1. Public Hearing on Student Fees: B. Grubisch
2. Call to order: T. Gulbransen called the meeting to order at 6:07 PM.
3. Open Forum - None
4. [SCPA Board Calendar 2025-2026 - July](#)
 - a. [St. Croix Prep 2025-2026 Board Meetings Calendar](#)
5. Consent Agenda
 - a. Board Minutes
 - i. [June 24, 2025 SCPA Board Minutes](#)
 - b. Executive Directors' Reports
 - o [Executive Director's Report July 2025](#) - J. Fuchs
 - ii. [EDFO Board Report July 2025](#) - K. Gutierrez
 - c. Governance Policies for Approval - None at this time.
 - Motion to Approve the Consent Agenda: J. Johnson
 - Second: D. Smith
 - Approved: All
6. **Agenda**
 - a. Seating of New Board Members - Welcome!
 - i. Madelyn Adams - Parent

- ii. Heidi Gonzalez - Teacher
- iii. Kirsten Osberghaus - Teacher
 - Motion to Approve: J. Johnson
 - Second: A. Galati
 - Approved: All

- b. [Family Handbook 2025-2026](#)
 - Motion to Approve: A. Galati
 - Second: R. Thorson
 - Approved: All

- c. SCPA Foundation Presentation
 - i. [Strategic Plan 2025-2026 Overview](#)

- d. Finance Committee
 - i. [Finance Committee Minutes Board Submission 11_2025](#)
 - ii. [FY26 Class Fee Discussion and Recommendation](#)
 - M. Adams: Amendment: Fees be raised to \$40 per student to cover the \$70 shortfall forecasted for FY26; reduced would \$20 per student.
 - Motion to Approve: D. Smith
 - Second: J. Johnson
 - Approved: All

- e. Governance
 - i. [July 14, 2025 Minutes](#)
 - ii. [OML Virtual Attendance Checklist](#)
 - iii. [Oath of Office](#)
 - iv. [Conflict of Interest Form Updated 2526](#)
 - v. [Annual Assurances](#)

- f. [Succession Planning Committee](#) - July 2025

Adjournment: 7:44 PM

- Motion to adjourn: A. Galati



- Second: J. Johnson
- Approved: All

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

Members Present: T. Gulbransen (Chair), D. Smith (Treasurer), A. Galati (Secretary), J. Johnson, M. Adams, H. Gonzalez,

Members Absent: K. Osberghaus, Bob Hajlo (Vice-Chair), R. Thorson

Ex-officio Members Present: J. Fuchs

Guests: K. Gutierrez, A. Kleinboehl, P. Kerrigan, P. Rosell, C. Olson, A. Sachariason, K. Seim, M. Thole, J. Karatov., D. Thompson, N. Donnay, B. Blotske, T. Smith, B. Grubisch, S. Peterson

1. Call to order: T. Gulbransen called the meeting to order at 8:07 AM.
2. Introduction Session - K. Gutierrez and J. Fuchs
3. Review of Pre-Work - Personality Survey Results
4. SWOT Analysis Discussion
 - a. Strengths
 - b. Weaknesses
 - c. Opportunities
 - d. Threats/Challenges
5. Lunch
6. Review of Committee Goals/Needs based on SWOT
7. Organizational Structure Discussion - J. Fuchs and K. Gutierrez

Adjournment: 3:35 PM

- Motion to adjourn: A. Galati
- Second: R.Thorson
- Approved: All

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

Members Present: T. Gulbransen (Chair), D. Smith (Treasurer), A. Galati (Secretary), J. Johnson, M. Adams, H. Gonzalez, K. Osberghaus

Members Absent: Bob Hajlo (Vice-Chair), R. Thorson

Ex-officio Members Present:

Guests: K. Gutierrez, A. Kleinboehl, P. Kerrigan, P. Rosell, C. Olson, A. Sachariason, K. Seim, M. Thole, J. Karatov., D. Thompson, N. Donnay, B. Blotske, T. Smith, B. Grubisch, S. Peterson

1. Call to order: T. Gulbransen called the meeting to order at 8:06 AM.
2. Review of August 7, 2025
3. Update Annual Calendar
 - a. School Leaders talking to the Board -
 - i. Template - US, MS, LS, Activities
 - o SWOT
 - o How are you addressing the weaknesses and threats?
 - o Long term planning - what do you want the board to know about long term plans, projects, and 3-5 year financial projections?
 - o How are you continuously encouraging family engagement (LS, MS, US, Activities)
 - o Engagement of staff and morale - LS, MS, US, and SS,
 - ii. Technology - 1 x a year
 - iii. Facilities - 1 x a year
 - iv. Activities - Quarterly
 - v. Food Service - Yearly, before winter break
 - vi. Lower School - quarterly,
 - vii. Middle School - quarterly

- viii. Upper School - quarterly
 - ix. Academic Coordinators and Q-Comp - yearly - Fall and Spring
 - x. Student Services - Quarterly -
 - xi. HR - 2 times a year - Fall and Spring
- 4. Strategic Planning
 - 5. Lunch
 - 6. Large Group Synthesis

Adjournment: 12:55 PM

- Motion to adjourn: A. Galati
- Second: J. Johnson
- Approved: All

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



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Executive Director's Report to the Board

Date of Report: August 2025

Report Prepared By: Jenn Fuchs, Ph.D.

Goal 1: Analyze and Evaluate (Days 30-90)

- Evaluated and Restructured Admin Meetings
 - Agendas include Action Items, Revised Process Documents and Announcements
- Attended Board Retreat
 - Opportunity for Board and School Leaders to have a shared discussion about goals
- Facilitated School Leaders Retreat
 - Led School Leaders through a process for 25-26 that included:
 - Team Building
 - Goal Setting
 - Action Planning
 - Check-Ins and work time is embedded throughout the year
- Planning Leadership Training
 - Using The Thin Book of Trust
 - We will have 4 sessions embedded in upcoming Admin Meetings

Goal 2: Operational Leadership (Days 30-90)

- Meeting individually with School Leaders from Technology, Food Service, Communications, Facilities and Human Resources
- Evaluating resources for facilities/IT ticketing and calendaring
- Policy Review
 - Continue Reviewing the MSBA Charter School Policies compared to SCPA Policies



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Executive Director of Finance & Operations Report to the Board For Month ending August 15, 2025

- Succession Planning
 - Weekly committee meetings held
 - FY26 Strategic Plan Committee kickoff
 - August board/staff retreat completed
 - Assist with Dr. Fuchs onboarding.
 - Transitioned school operational leadership to Dr. Fuchs
 - In process of developing revised job description
 - Assist in development of board/executive support position
- Leadership Support
 - Transitioned school operational leadership to Dr. Fuchs which involved Operational team 1:1 meetings and team meetings in preparation for the change
- Governance & Accountability
 - Regular meeting with SCPA Board Chair & Executive Director to plan leadership duties transition
- Fundraising & Development
 - Assist in revising Communication and Events Manager position to align with school needs
 - Work with SCPA Foundation and School legal counsel to determine allowable shared services between school and foundation.
- Marketing & Communications
 - Prep Weekly BTS Newsletter coordination and work
- Financial Management
 - Completed annual Standard and Poor's Bond Rating Review.
 - FY25 YTD financials reviewed and budget reforecasted
 - FY26 Finance Committee Project Work:
 - Continuing compensation benchmarking to ensure competitive, equitable structures
 - Analyze operational efficiency for cost-saving opportunities
 - Optimize cash flow and investments to enhance financial stability and returns
- Consulting Engagements
 - 0 hours/week:
- Professional Development
 - None completed since last report



US General Education Teacher Summative Evaluation

Employee _____ Date of Hire _____
 Length of Service in Title _____
 Supervisor _____ Date _____
 Date of Observation #1 _____ Date of Observation #2 _____

In the following pages, circle the appropriate number (rating) and indicate your opinions of how well this employee meets the requirements of the job. This is an inventory of where the employee stands in fulfilling what is expected in the job. Remember to (1) base opinions on the entire period covered, and not upon isolated incidents; (2) be specific-be sure what is written is meaningful and helps describe the individual; and (3) consider each quality separately. Above all, this performance appraisal should be an accurate a portrayal of the individual as possible.

- 3 = Evidenced/Exceeding Job Expectation
- 2 = Evidenced/Satisfactory/Meeting Job Expectations
- 1 = Occasionally evidenced/ Not Meeting Job Expectations
- 0 = No Evidence

Section 1: Lesson Planning and Curriculum Implementation:	3	2	1	0	
1. Teacher demonstrates sufficient mastery of content knowledge.					
2. Selects and plans learning content relevant to SCPA classical curriculum and at appropriate college preparatory rigor.					
3. The teacher develops effective long- range plans/units and daily lesson plans. Long-term planning shows a commitment to using multiple teaching strategies that account for different learning styles. Draws on students' cultures and backgrounds to shape instruction as appropriate. (C2)					
4. Plans include clear and written goals and objectives that identify student learning. Students can explain what the learning target is for each lesson, and why it is important. (C4)					
5. Plans include activities, materials and resources appropriate for ability level of students. Differentiation is thoughtfully aligned to student needs and learning styles. (C5)					
6. Assessments are planned which measure the learning objective and effectiveness of student learning. Assessments are used to modify future lessons and adjust teaching as needed. (C4, C5, C7)					
Sub Total: (18 points possible)					
Overall Comments:					

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Section 2: Instruction/Lesson Implementation:	3	2	1	0	
7. Focuses student attention on lesson.					
8. Informs students of objective of the lesson.					
9. Builds background knowledge by linking concepts to student's personal experience, past learning and key vocabulary. The experiences of all students are valued in the classroom. (C2, C7)					
10. Presents learning content clearly in a logical, sequential order.					
11. Models or demonstrates with effective examples and illustrations. (C2)					
12. Monitors student learning progress continuously and effectively.					
13. Provides students with feedback on learning progress and re-teaches when necessary.					
14. Checks for Understanding by using questions and guided tasks to determine that students understand the concept, skill, process or procedure correctly.					
15. Provides opportunities for students to practice under direct guidance of the teacher.					
16. Provides opportunities for students to practice/apply learning independently, as well as allowing for meaningful and relevant group work and discussions. (C2, C3)					
17. Assessments measure learning objective and methods of evaluation are clear to students.					
Sub Total: (33 points possible)					
Overall Comments:					

Section 3: Classroom Management	3	2	1	0	
18. Sets high expectations for student achievement for all students. Communicates expectations of performance to students. (C4, C5)					
19. Encourages participation from all students. Multiple opportunities are given to allow for student voice and student leadership. (C2, C3, C5)					
20. Makes effective uses of academic learning time.					
21. Implements effective routines and procedures that promote learning and time on task.					

22. Organizes materials, supplies and equipment prior to the lesson. Transitions between activities effectively.					
23. Gives clear and concise directions.					
24. Establishes and clearly communicates parameters for student classroom behavior.					
25. Manages disruptive behavior effectively and consistently. Teacher treats each student with respect and dignity, and redresses bias as appropriate.(C1)					
26. Creates a climate in which students display initiative and assume a personal responsibility for learning. There is a classroom culture of respect and collaboration where individual experience and perspective and valued. (C1, C2, C3, C5).					
27. Demonstrates teaching fluency toward the various cultures and backgrounds in the classroom. Promotes connection and respect for a variety of cultures and experiences. (C7, C8).					
Sub Total: (30 points possible)					
Overall Comments:					

Section 4: Professional Responsibilities	3	2	1	0	
28. Implements IEP/504/ELL/ requirements effectively and professionally.					
29. Participates effectively in IEP/504 /ELL meetings as appropriate.					
30. Cooperates and proactively communicates with other teachers, the administration, and other educational personnel.					
31. Communicates with parents in the best interest of the students. Uses multiple tools to engage and considers the language needs of parents and guardians. Teacher is responsive to parent and guardian insight. (C5, C6)					
32. Attends professional meetings as required. Participation is timely, engaged and positive.					
33. PLC participation includes sharing ideas and methods with other teachers. Requirements for PLC meetings are completed on time and effectively. Collaborates and engages in inquiry and reflection with peers and administrators. (C8)					
34. Actively engages in Professional Development and seeks out opportunities to build individual teaching skills and build content knowledge and mastery.					

35. Maintains grade book and attendance records in a timely fashion. Makes an effort to communicate successes and challenges to students and parents, and considers language and cultural needs in doing so. (C6)					
Sub Total (24 points possible)					
Overall Comments:					

Section 5: Mission of St. Croix Preparatory Academy	3	2	1	0	
36. Understands the classical and college preparatory mission of the school.					
37. Strives to model the mission of the school in day-to-day interactions.					
38. Evidence of the mission implementation exists within the classroom.					
Sub Total (9 possible)					
Overall Comments:					

Total of 114 General Performance Appraisal Points Earned: _____

** 76 points minimum required for Q-Comp Incentive

Employee Response:

Please take this opportunity to discuss this appraisal of your performance. You may wish to comment on specific elements of the rating as well as its overall accuracy.

Acknowledged: _____

Prepared by: _____

Date: _____



Lower School General Education Teacher Summative Evaluation

Year: _____

Employee _____ Date of Hire _____

Length of Service in Title _____

Supervisor _____ Date _____

Date of Observation #1 _____ Date of Observation #2 _____

In the following pages, circle the appropriate number (rating) and indicate your opinions of how well this employee meets the requirements of the job. This is an inventory of where the employee stands in fulfilling what is expected in the job. Remember to (1) base opinions on the entire period covered, and not upon isolated incidents; (2) be specific-be sure what is written is meaningful and helps describe the individual; and (3) consider each quality separately. Above all, this performance appraisal should be an accurate portrayal of the individual as possible.

- 3 = Evidenced/Exceeding Job Expectation
- 2 = Evidenced/Satisfactory/Meeting Job Expectations
- 1 = Occasionally evidenced/ Not Meeting Job Expectations
- 0 = No Evidence

Section 1: Lesson Planning and Curriculum Implementation:	3	2	1	0	
Teacher demonstrates sufficient mastery of content knowledge.					
Selects and plans learning content relevant to SCPA classical curriculum and at appropriate college preparatory rigor.					
The teacher develops effective long-range plans/units and daily lesson plans and modifies those plans after careful data analysis of student achievement/needs. Draws on students' cultures and backgrounds to shape instruction as appropriate. (C2)					
Plans include clearly written goals and objectives that identify student learning outcomes.					
Plans include activities, materials and resources appropriate for ability level of all students. Plans acknowledge multiple learning styles and students differences with respect and care. (C5)					
Assessments are planned and designed to measure the learning objective(s) and effectiveness of student learning.					
Sub Total: (18 points possible)					

Section 2: Instruction/Lesson Implementation:	3	2	1	0	
Focuses student attention on lesson using classical approaches.					
Informs students of objective of each lesson and closes each lesson with analysis of objectives.					
Builds background knowledge by linking concepts to student's personal experience, past learning, linguistic, and cultural backgrounds. (C7)					
Uses school-wide vocabulary and classical practices to teach content. Incorporates real-world and culturally responsive examples to help all students retain content appropriately. (C3, C7)					
Presents learning content clearly in a logical, sequential order. Models or demonstrates with effective examples and illustrations. (C3)					
Monitors student learning progress continuously and effectively and makes modifications as needed for each lesson.					

Provides students opportunities to demonstrate understanding at multiple points in the lesson. Teacher provides with feedback on learning progress throughout and re-teaches when necessary.					
Checks for Understanding by using questions and guided tasks to determine that students understand the concept, skill, process, or procedure correctly.					
Provides opportunities for students to practice under direct guidance of the teacher.					
Provides opportunities for students to practice/apply learning independently. Prepares assignments that practice the learning objective of the lesson and are at appropriate level of rigor.					
Assessments measure learning objective and methods of evaluation/grading criteria are appropriate and clear to students.					
Sub Total: (33 points possible)					

Section 3: Classroom Management	3	2	1	0	
Sets high expectations for student achievement for all students. Communicates expectations of performance to all students. (C4, C5)					
Encourages participation from all students. There are opportunities for all student voices and experiences to be shared and respected. (C2, C5)					
School-wide vocabulary is used to support management and learning.					
Implements effective routines and procedures that promote learning and time-on- task.					
Organizes materials, supplies and equipment prior to the lesson. Transitions between activities effectively to maintain order.					
Gives clear and concise directions.					
Classical approaches to management and learning are demonstrated and achieved.					
Manages disruptive behavior effectively and consistently. Teacher treats each student with respect and dignity, recognizes and redresses bias as appropriate. (C1)					
Creates a climate in which teacher and students interact professionally and respectfully.					
Communicates with students accurately and with understanding.					
Sub Total: (30 points possible)					

Section 4: Professional Responsibilities	3	2	1	0	
Implements IEP/504/ELL requirements effectively and professionally. Participates in IEP/504 meetings appropriately and knowledgeably. Advocates in the best interest of the student.					
Data is used to drive decisions in the individual classroom and among team/division meetings.					
Cooperates and proactively communicates with other teachers, the administration, and other educational personnel.					
Communicates honestly and directly with parents in the best interest of the students. Communicates with families in culturally and linguistically responsive ways. (C6, C7)					
Attends professional meetings as required. Participation is timely, engaged and positive.					
PLC participation includes sharing ideas and methods with other teachers. Participation is positive and seeks to identify and solve areas of growth within self, grade-level team, and PLC, with a willingness to reflect on possible biases and one's own cultural lens thoughtfully. (C8)					
Actively engages in professional development and seeks out opportunities to build individual teaching skills and build content knowledge and mastery.					

Maintains grade book and attendance records accurately and in a timely fashion.					
Sub Total (24 points possible)					

Section 5: Mission of St. Croix Preparatory Academy	3	2	1	0	
Understands and supports the classical and college preparatory mission of the school.					
Strives to model the mission of the school in day-to-day interactions.					
Evidence of the mission implementation exists within the classroom.					
Sub Total (9 possible)					

Overall Comments:					
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Total of 114 General Performance Appraisal Points Earned: _____

** 76 points minimum required for Q-Comp Incentive

Employee Response:

Please take this opportunity to discuss this appraisal of your performance. You may wish to comment on specific elements of the rating as well as its overall accuracy.

Acknowledged:

Prepared by:

Date:



MS General Education Teacher Summative Evaluation

Employee _____ Date of Hire _____
 Length of Service in Title _____
 Supervisor _____ Date _____
 Date of Observation #1 _____ Date of Observation #2 _____

In the following pages, circle the appropriate number (rating) and indicate your opinions of how well this employee meets the requirements of the job. This is an inventory of where the employee stands in fulfilling what is expected in the job. Remember to (1) base opinions on the entire period covered, and not upon isolated incidents; (2) be specific-be sure what is written is meaningful and helps describe the individual; and (3) consider each quality separately. Above all, this performance appraisal should be an accurate a portrayal of the individual as possible.

- 3 = Evidenced/Exceeding Job Expectation
- 2 = Evidenced/Satisfactory/Meeting Job Expectations
- 1 = Occasionally evidenced/ Not Meeting Job Expectations
- 0 = No Evidence

Section 1: Lesson Planning and Curriculum Implementation:	3	2	1	0	
1. Teacher demonstrates sufficient mastery of content knowledge.					
2. Selects and plans learning content relevant to SCPA classical curriculum and at appropriate college preparatory rigor.					
3. The teacher develops effective long- range plans/units and daily lesson plans. Planning shows a commitment to using multiple teaching strategies that account for different learning styles. Draws on students' cultures and backgrounds to shape instruction as appropriate. (C2)					
4. Plans include clear and written goals and objectives that identify student learning. Students can explain what the learning target is for each lesson, and why it is important. (C4)					
5. Plans include activities, materials and resources appropriate for ability level of students. Differentiation is thoughtfully aligned to student needs and learning styles. (C5).					
6. Assessments are planned which measure the learning objective and effectiveness of student learning. Assessments are used to modify future learning and adjust teaching as needed. (C4, C5, C7).					
Sub Total: (18 points possible)					
Overall Comments:					

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Section 2: Instruction/Lesson Implementation:	3	2	1	0	
7. Focuses student attention on lesson.					
8. Informs students of objective of the lesson.					
9. Builds background knowledge by linking concepts to student's personal experience, past learning and key vocabulary. The experiences of all students are valued in the classroom. (C2, C7)					
10. Presents learning content clearly in a logical, sequential order.					
11. Models or demonstrates with effective examples and illustrations. (C2)					
12. Monitors student learning progress continuously and effectively.					
13. Provides students with feedback on learning progress and re-teaches when necessary.					
14. Checks for Understanding by using questions and guided tasks to determine that students understand the concept, skill, process or procedure correctly.					
15. Provides opportunities for students to practice under direct guidance of the teacher.					
16. Provides opportunities for students to practice/apply learning independently at the appropriate level of rigor. Allows for meaningful, relevant group work and discussion around content (C2, C3).					
17. Assessments measure learning objective and methods of evaluation are clear to students.					
Sub Total: (33 points possible)					
Overall Comments:					

Section 3: Classroom Management	3	2	1	0	
18. Sets high expectations for student achievement for all students. Communicates expectations of performance to students. (C4, C5)					
19. Encourages participation from all students. Multiple opportunities are given to allow for student voice and student leadership. (C2, C3, C5)					
20. Makes effective uses of academic learning time.					
21. Implements effective routines and procedures that promote learning and time on task.					

22. Organizes materials, supplies and equipment prior to the lesson. Transitions between activities effectively.					
23. Gives clear and concise directions.					
24. Establishes and clearly communicates parameters for student classroom behavior.					
25. Manages disruptive behavior effectively and consistently. Treats each student with respect and dignity, and redresses bias as appropriate. (C1)					
26. Creates a climate in which students display initiative and assume a personal responsibility for learning. There is a classroom culture of respect and collaboration where individual experience and perspective are valued. (C1, C2, C3, C5).					
27. Demonstrates teaching fluency toward the various cultures and backgrounds in the classroom. Promotes connection and respect for a variety of student backgrounds, cultures, and experiences (C7, C8).					
Sub Total: (30 points possible)					
Overall Comments:					

Section 4: Professional Responsibilities	3	2	1	0	
28. Implements IEP/504/ELL/ requirements effectively and professionally.					
29. Participates effectively in IEP/504 /ELL meetings as appropriate.					
30. Cooperates and proactively communicates with other teachers, the administration, and other educational personnel.					
31. Communicates with parents in the best interest of the students. Uses multiple tools to engage and considers the language needs of parents and guardians. Teacher is responsive to parent and guardian insight. (C5, C6)					
32. Attends professional meetings as required. Participation is timely, engaged and positive.					
33. PLC participation includes sharing ideas and methods with other teachers. Teacher collaborates with and engages in inquiry and reflection with peers and administrators. Requirements for PLC meetings are completed on time and effectively. (C8)					
34. Actively engages in Professional Development and seeks out opportunities to build individual teaching skills and build content knowledge and mastery.					

35. Maintains grade book and attendance records in a timely fashion. Communicates both successes and challenges to students and parents, considering language and cultural needs in doing so. (C6)					
Sub Total (24 points possible)					
Overall Comments:					

Section 5: Mission of St. Croix Preparatory Academy	3	2	1	0	
36. Understands the classical and college preparatory mission of the school.					
37. Strives to model the mission of the school in day-to-day interactions.					
38. Evidence of the mission implementation exists within the classroom.					
Sub Total (9 possible)					
Overall Comments:					

Total of 114 General Performance Appraisal Points Earned: _____

** 76 points minimum required for Q-Comp Incentive

Employee Response:

Please take this opportunity to discuss this appraisal of your performance. You may wish to comment on specific elements of the rating as well as its overall accuracy.

Acknowledged: _____

Prepared by: _____

Date: _____



Special Education Teacher Summative Evaluation

Year: _____

Employee _____ Date of Hire _____

Length of Service in Title _____

Supervisor _____ Date _____

Date of Observation #1 _____ Date of Observation #2 _____

In the following pages, circle the appropriate number (rating) and indicate your opinions of how well this employee meets the requirements of the job. This is an inventory of where the employee stands in fulfilling what is expected in the job. Remember to (1) base opinions on the entire period covered, and not upon isolated incidents; (2) be specific-be sure what is written is meaningful and helps describe the individual; and (3) consider each quality separately. Above all, this performance appraisal should be an accurate portrayal of the individual as possible.

- 3 = Evidenced/Exceeding Job Expectation
- 2 = Evidenced/Satisfactory/Meeting Job Expectations
- 1 = Occasionally evidenced/ Not Meeting Job Expectations
- 0 = No Evidence

Section 1: Lesson Planning and Curriculum Implementation:	3	2	1	0	
Selects and plans learning content relevant to SCPA classical curriculum, at appropriate college preparatory rigor, and/or IEP goals.					
Plans include clear and written goals and objectives that identify student learning.					
Plans include activities, materials and resources appropriate for ability level of students. Draws on student culture and backgrounds to shape goals as appropriate. (C2)					
Sub Total: (9 points possible)					

Section 2: Instruction/Lesson Implementation:	3	2	1	0	
Mastery of the content is demonstrated.					
Informs students of objective of the lesson.					
Builds background knowledge by linking concepts to students personal experience, background, past learning and key vocabulary. The experiences of every student are valued in the classroom (C2, C7).					
Presents learning content clearly in a logical, sequential order. Gives clear and concise directions that acknowledge different learning styles and linguistic backgrounds (C5).					
Models or demonstrates with effective examples and illustrations, drawing on student knowledge as appropriate (C2).					
Monitors student learning progress continuously and effectively.					
Makes effective uses of academic learning time. Pacing of lessons reflect high expectations of student learning. Differentiation is thoughtfully aligned to student needs and learning styles (C5).					
Provides students with feedback on learning progress and re-teaches when necessary.					

Checks for Understanding by using questions and guided tasks to determine that students understand the concept, skill, process or procedure correctly.					
Provides opportunities for students to practice under direct guidance of the teacher and independently. In addition, students are given a chance for their own voice to be heard in discussion, partner, and group work (C2, C3).					
Sub Total: (33 points possible)					

Section 3: Classroom Management	3	2	1	0	
Classical approaches to management and learning evidenced and achieved, and school-wide behavior expectations are demonstrated and achieved. Teacher sets high, equitable expectations for achievement for all students. (C1, C4, C5).					
Established and implemented effective routines and procedures that promote learning and time on-task. Effectively transitions between activities. A variety of activities provides opportunities for individual student needs, voices, and leadership styles to flourish. (C2, C3, C5).					
Organizes materials, supplies and equipment prior to the lesson. Classroom is orderly and effective for learning.					
Establishes and clearly communicates parameters for student classroom behavior.					
Manages disruptive behavior effectively and consistently, treating all students with care and respect (C1).					
Warm and approachable. Interactions are professional and respectful.					
Sub Total: (18 points possible)					

Section 4: Special Education	3	2	1	0	
Creates IEPs that are compliant with state and federal regulations within mandated timelines.					
Coordinates and attends Child Study meetings to discuss students of concern and assist in identifying the next step/pre-referral interventions. Assists in determining timeline for students needing an educational assessment.					
Schedules additional IEP meetings when necessary if lack of sufficient progress has occurred or when a student has achieved their goals ahead of the annual IEP meeting.					
Designs instruction, both individual and small group, to address the goals and objectives of each student's IEP. Designs these goals and objectives with respect for linguistic and/or cultural specifics as appropriate (C5, C6).					
Assists teachers in making curriculum modifications and adaptations as requested or develop an alternative plan/IEP.					
Ensures testing coordinator(s) are aware of which students need special accommodations and what those accommodations are in a timely manner. Assists in the implementation of state accommodations.					
Explores technology resources and implements those addressing students' needs.					
Writes progress reports on a quarterly basis within appropriate timelines.					
Addresses parent inquiries about the special education process and acts as a resource in parental understanding of the program and how student needs are met. Uses multiple tools to engage with parents, considering the language needs of parents and guardians. Teacher is responsive to parent insight. (C5, C6).					
Confident participation in evaluation/IEP meetings is direct and informative without overwhelming parents. Creates and follows agendas for meetings. Meetings are timely.					
Subtotal (30 points possible)					

Section 5: Professional Responsibilities	3	2	1	0	
Cooperates and proactively communicates with other teachers, the administration, and other educational personnel.					
Communicates honestly and directly with parents in the best interest of the students. (C5)					
Attends professional meetings as required. Participation is timely, engaged and positive.					
PLC participation includes sharing ideas and methods with other teachers. Requirements for PLC meetings are completed on-time and effectively. Collaborates and engages in inquiry and self-reflection with peers and administrators in an effort to grow. (C8).					
Actively engages in professional development and seeks out opportunities to build individual teaching skills and build content knowledge and mastery.					
Sub Total (15 points possible)					

Section 6: Mission of St. Croix Preparatory Academy	3	2	1	0	
Understands the classical and college preparatory mission of the school.					
Strives to model the mission of the school in day-to-day interactions.					
Evidence of the mission implementation exists within the classroom.					
Sub Total (9 possible)					

Overall Comments:

Total of 114 Special Education Performance Appraisal Points Earned: _____

** 76 points minimum required for Q-Comp Incentive

Employee Response:

Please take this opportunity to discuss this appraisal of your performance. You may wish to comment on specific elements of the rating as well as its overall accuracy.

Acknowledged:

Prepared by:

Date:



BYLAWS

OF

ST. CROIX PREPARATORY ACADEMY

Bylaws

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**BYLAWS
OF
ST. CROIX PREPARATORY ACADEMY
(the "Corporation")**

**ARTICLE I
PURPOSE**

The purposes of the Corporation are as stated in its Articles of Incorporation.

**ARTICLE II
OFFICES**

The registered office of the Corporation in the State of Minnesota is as stated in the Articles of Incorporation. The Corporation may have such other offices within the State of Minnesota as the Board of Directors may determine or as the affairs of the Corporation may require. The registered office may be, but need not be, identical with the principal office in the State of Minnesota.

**ARTICLE III
MEETINGS**

Section 1. Regular Meeting. Regular meetings of the Board of Directors shall generally be held the third Tuesday of each month.

Section 2. Special Meeting. A special meeting of the Board of Directors may be called by the Chair or at least three Directors. Notice of the special meeting shall be provided in accordance with Minnesota Statutes, section 13D.04, as amended. Such notice shall contain the date, time, place and purpose of the meeting. Only subjects listed on the agenda may be acted upon at the meeting.

Section 3. Quorum and Adjourned Meeting. A meeting at which at least a majority of the members of the Board of Directors are present shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. If, however, such quorum shall not be present at any scheduled meeting, a majority of the directors present thereat shall have the power to adjourn without notice other than announcement at the meeting, until a quorum shall be present. The meeting shall be rescheduled in accordance with the Open Meeting Law. The existence of a quorum is determined when a duly called meeting is convened.

Section 4. Open Meeting Law. All Board of Director meetings, and notice of all such meetings, shall comply with the Open Meeting Law, Minnesota Statutes chapter 13D, as amended.

**ARTICLE IV
BOARD OF DIRECTORS**

Section 1. General Powers and Voting.

- (a) The business and affairs of the Corporation shall be managed by its Board of Directors. Except as limited by the Articles of Incorporation, these Bylaws, Minn. Stat. 124E and by law, the Board of Directors shall have the power and authority to do all acts and perform all functions that the Corporation may do or perform.
- (b) Every member of the Board of Directors shall have one (1) vote on all matters to be decided by the Board. Unless otherwise stated in these Bylaws or as required by applicable law, the affirmative vote of a majority of Directors present and voting shall constitute Board action. Proxy voting is not permitted.

Section 2. Number, Tenure, and Qualifications.

- (a) Number. The Board of Directors shall consist of at least five (5) and no more than eleven (11) members.

- (b) Tenure. Each director may hold office for up to ten (10), three (3) year terms, and until a successor has been duly elected and qualified, or until the earlier death, resignation, removal, or otherwise expiration of the director's term. The terms of directors shall begin on July 1.
- (c) Qualifications.
- (i) Prohibitions. The Board of Director membership shall not contain any related parties, as defined by Minn. Stat. 124E, or any persons prohibited by Minn. Stat. 124E.
- (ii) Training Requirements. Minnesota Statutes section 124E.07, subdivision 7, as amended, requires initial and annual training of directors, and training prior to a director beginning their term. The Board of Directors will determine the specific pre-term, initial, and annual training requirements (consistent with subdivision 7, as amended) and publish these requirements in a training policy. A person elected or appointed to hold office as a director does not automatically assume the duties of that office. A person cannot assume the duties of the office of a director until he or she has qualified for the office. Qualification for an incoming director requires that the person complete the training requirements described in subdivision 7, as amended, and the training policy under the heading "Prerequisites to Assuming the Duties of the Office of a Director." To continue as a director, a person must comply with the initial and annual training requirements described in subdivision 7, as amended, and the training policy under the headings "Initial Training (First Year on the Board)" and "Annual Training". Any nonvoting ex-officio member who is a charter school director or a chief administrator must attend board training as outlined in Minnesota Statutes section 124E.07, subdivision 7, as amended.
- (iii) Additional Qualifications.
- (A) Employee Termination. A teacher who is a Director and who resigns his or her employment at the school or whose employment is terminated at the school is ineligible to be a Director and is removed from the Board as of the date of employment resignation or termination.
- (B) Teacher who is Also a Parent. A teacher employed at the school who is also a parent of a child enrolled at the school is eligible for a teacher Director position and is ineligible for a parent Director position.
- (C) Community Member who Becomes an Employee or a Parent or No Longer Resides in Minnesota. A community member Director who, during his or her Board term, becomes employed at the school or a parent of a child enrolled at the school or no longer resides in Minnesota is removed from the Board as of the date of such employment or enrollment or the date when they no longer reside in Minnesota.
- (D) Parent whose Child is Unenrolled. A parent Director whose child is unenrolled from the school during such Director's term, is removed from the Board as of the date of such unenrollment.
- (E) Current Students Attending the Corporation. Current students attending St. Croix Preparatory Academy cannot be a candidate for or hold a Board of Director position.

Section 3. Designation & Change of Governance Structure.

- (a) Designation of Governance Structure. The composition of the Board of Directors must be consistent with Minnesota Statutes section 124E.07, subdivision 3, as amended. The term governance structure means having a teacher-majority, parent majority, community member majority board, or having a board with no clear majority. The governance structure of the Board of Directors is designated as no clear majority. Any change in board governance structure must conform with the composition of the Board as set forth in Minnesota Statutes section 124E.07, subdivision 4, as amended.

- (b) Requirements to Change of Governance Structure. The Board may change the governance structure only upon:
 - (i) a majority vote of the Board of Directors

AND

 - (ii) a majority vote of the licensed teachers employed by the school as teachers who provide instruction to students, including licensed teachers providing instruction under a contract between the school and a cooperative.

AND

 - (iii) approval of the school's authorizer.

- (c) Process & Procedures to Change Governance Structure.
 - (i) Requests & Petitions to Change Structure. The Board may consider a change in its governance structure upon receipt of a request for such consideration signed by at least two Directors, or the receipt of a petition to so change the governance model signed by at least 50% of the parents of students enrolled in the school or 50% of the licensed teachers employed at the school.

 - (ii) Special Board Meeting to Solicit Community Comment. Upon receipt of a request or petition complying with (i) above, the Board shall schedule and publicize a special board meeting, to be held within thirty days of receipt of such request or petition, for the sole purpose of receiving community comment regarding the governance structure. When publicizing the special board meeting, the Board shall also invite the school community to submit written comments to the Board prior to the special board meeting.

 - (iii) Board Meeting. The Board shall place on the agenda of its regular meeting following the special board meeting consideration of changing the governance structure. Placing the item on the agenda does not require any board member to introduce a motion or second a motion for such consideration.

 - (iv) Effective Date of Change in Governance Structure. Any change in the governance structure complying with this Section 3 is not effective for the duration of the current charter contract period and will be effective for the subsequent charter contract period and begin on the same date as the effective date of the charter contract next executed between the school and its authorizer.

Section 4. Nomination Process. 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. Each nominee shall identify the category of board membership - licensed

teacher, parent/legal guardian, community member – for which s/he is seeking election. The Board of Directors will compile a list of said nominees and notify eligible voters of the nominees, the category of board membership for each nominee, voting procedures, and the date of the election, at least thirty (30) calendar days prior to the election. The Board of Directors shall prepare ballots for use by voters which shall segregate nominees by category of board membership.

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

Section 6. Resignation and Removal. Directors may resign at any time, effective immediately or at a specified later date, by giving written notice to the Board Chair or the Secretary of the Corporation. The acceptance of such resignation shall not be necessary to make it effective. If no time is specified, the resignation shall be effective at the time of its receipt by the Chair or Secretary. A director may be removed at any time, with or without cause, by a two-thirds (2/3) vote of all remaining directors of the Corporation. Failure to attend four (4) consecutive meetings or two (2) quarterly meetings shall constitute cause.

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

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

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

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

the Board of Directors. Notice of all meetings of any committee shall be given to all members of that committee as determined by the committee.

9.2. Procedures for Conducting Meetings. The activities of all committees of this Corporation shall be conducted in such manner as will advance the best interest of the Corporation. Each committee shall fix its own rules of procedure and other regulations which shall be consistent with the Articles of Incorporation, these Bylaws, the policies of the Corporation, and its charter contract. The Board Chair shall be an ex-officio member of all committees, unless he serves as a member of such committee.

Section 10. Conflict of Interest. Statutory and common law conflicts of interest are prohibited. A Conflict of Interest Policy will be established by the Board of Directors.

ARTICLE V **OFFICERS AND EMPLOYEES**

Section 1. Number, Election, and Experience.

- (a) Number of Officers. The officers of this Corporation shall consist of a President (Board Chair), Vice President (Vice Chair), Treasurer (Chief Financial Officer), Secretary and such other officers as the Board of Directors shall determine from time to time.
- (b) Election of Officers & Term. The officers of the Corporation shall be elected by the Board for the lesser of a one (1) year term or the remaining unexpired term of the Director. A Director may serve 29 terms in any officer position.
- (c) Experience. It is preferred that the President and Vice President each have at least one year of service as a Director on the Board of Directors before serving in the capacity as the President or Vice President.

Section 2. Vacancies. A vacancy in any office of this Corporation occurring by reason of death, disqualification, resignation, ~~or~~ removal, or other cause may, or in the case of a vacancy in the office of Board Chair or Treasurer shall, be filled for the unexpired portion of the term by election of a successor by a majority vote of the Board.

Section 3. President (Board Chair). The President shall:

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

Section 4. Vice-President (Vice Chair). The Vice-President shall:

- (a) Exercise the functions of the Office of the President of the Corporation, in the absence of the President;
- (b) Preside at all meetings of the Board of Directors, in the absence of the President;
- (c) Perform such duties and exercise such powers as are necessary or incident to the supervision and management of the business and affairs of the Corporation as directed by the Board of Directors, in the absence of the President;

- (d) Sign and deliver, in the name of the Corporation, all deeds, mortgages, bonds, contracts or other instruments requiring an officer's signature, unless otherwise directed by the Board, in the absence of the President;
- (e) Have the general powers and duties usually vested in the Office of the President, in the absence of the President and;
- (f) Have such other powers and perform such other duties as the Board of Directors may from time to time prescribe.

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

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

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

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

Section 7. Management and Administrative Employees. The Corporation may have such management and administrative employees as the Board of Directors deems necessary. The Board of Directors shall determine the hiring process and the duties and responsibilities for such employees.

Section 8. Compensation. The employees of the Corporation may be paid such reasonable compensation, if any, for their services rendered to the Corporation in such capacity, and may be reimbursed for reasonable out-of-pocket expenses, as the Board of Directors from time to time determines to be directly in furtherance of the purposes and in the best interests of the Corporation.

Section 9. Bond. The Board of Directors of this Corporation shall from time to time determine which, if any, of the officers, agents or employees of this Corporation shall be bonded and the amount of each bond.

Section 10. Removal of Officer. Any officer may be removed at any time, by the vote of a majority of the Board of Directors at any regular meeting or at a special meeting called for that purpose.

Section 11. Resignation. Any officer may resign at any time. Such resignation shall be made in writing to the President or Secretary of the Corporation and shall take effect at the time specified therein, or if no time be specified, at the time of its receipt by the President or Secretary. The acceptance of a resignation shall not be necessary to make it effective.

ARTICLE VI
DISTRIBUTION OF ASSETS

Section 1. Right to Cease Operations and Distribute Assets. By a two-thirds (2/3) vote of all directors, the Board of Directors may resolve that the Corporation cease operations and voluntarily dissolve. Such resolution shall set forth the proposed dissolution and direct designated officers of the Corporation to perform all acts necessary to effect a dissolution. If such cessation and distribution is called for, the Board of Directors shall set a date for commencement of the distribution.

Section 2. Cessation and Distribution. When cessation of operations and distribution of assets has been called for, the Board of Directors and the designated officers shall cause the Corporation to discontinue its regular business activities and operations as soon as practicable, and shall liquidate and distribute all the Corporation's assets to other entities in accordance with Minnesota Statutes, Section 317A.735, as amended, and in accordance with the Articles of Incorporation. Notice of intent to dissolve shall be filed with the Secretary of State pursuant to Minnesota Statutes, Section 317A.723, as amended.

ARTICLE VII
INDEMNIFICATION

Section 1. Indemnification. Each director, officer and employee of the Corporation, past or present, shall be indemnified by the Corporation in accordance with, and to the fullest extent permitted by, Minnesota Statutes, Sections 317A.161, subdivision 21, and 317A.521, as amended, except that such indemnification will be limited as required by applicable law including Minn. Stat. Chapter 124E. The Corporation shall also indemnify and hold harmless the individuals identified in Minnesota Statutes Section 124E.09, in accordance with that statute, as amended, except that such indemnification will be limited as required by applicable law including Minn. Stat. Chapter 124E. The Corporation shall not be obligated to indemnify any other person or entity, except to the extent such obligation shall be specifically approved by resolution of the Board of Directors. The Corporation shall have the power to advance such person's expenses incurred in defending any such proceeding to the maximum extent permitted by law. This Section is and shall be for the sole and exclusive benefit of the individuals designated herein and no individual, firm or entity shall have any rights under this Section by way of assignment, subrogation or otherwise, whether voluntarily, involuntarily or by operation of law.

This duty to indemnify applies provided that the director, officer, or employee, or individual identified in section 124E.09, as amended, was acting in the performance of the duties of the position and was not guilty of malfeasance of office, willful neglect of duty, or bad faith.

The Corporation may not indemnify a director who violates Minnesota Statutes section 124E.07, subd. 3(e), as amended, or who intentionally violates the Open Meeting Law outlined in Minnesota Statutes section 13D.06, subd. 1, as amended.

Section 2. Insurance. The Corporation shall purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the Corporation, or who is identified in Section 1, against any liability asserted against and incurred by such person in his or her official capacity, or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify such person against liability.

ARTICLE VIII
AMENDMENTS

The power to adopt, amend or repeal the Bylaws is vested in the Board of Directors.

ARTICLE IX
FINANCIAL MATTERS

Section 1. Contracts. The Board of Directors may authorize any officer or officers, agent or agents of the Corporation to enter into any contract or execute and deliver any instrument in the name and on behalf of the Corporation, and any such authority may be general or confined to specific instances.

Unless so authorized by the Board of Directors or these Bylaws, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement, or to pledge its credit or to render it liable pecuniarily for any purpose or to any amount.

Section 2. Loans and Pledges. No loans shall be contracted nor pledges or guarantees given on behalf of the Corporation unless specifically authorized by the Board of Directors.

Section 3. Authorized Signatures. All checks, drafts or other orders for the payment of money, notes or other evidence of indebtedness issued in the name of the Corporation shall be signed by such person or persons and in such manner as shall from time to time be determined by the Board of Directors or these Bylaws.

Section 4. Deposits. All funds of the Corporation shall be deposited to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may designate and shall be disbursed under such general rules and regulations as the Board of Directors may from time to time determine.

Section 5. Corporate Seal. The Corporation shall not have a corporate seal.

Section 6. Documents Kept at Registered Office. The Board of Directors shall cause to be kept at the registered office of this Corporation originals or copies of:

- 6.1. Records of all proceedings of the Board of Directors and all committees having any authority of the Board, including minutes of meetings;
- 6.2. Records of all votes and actions of the Board of Directors;
- 6.3. Accounting records, including all financial statements of this Corporation; and
- 6.4. Articles of Incorporation and Bylaws of this Corporation and all amendments and restatements thereof.

Section 7. Accounting System and Audit. The Board of Directors shall cause to be established and maintained, in accordance with generally accepted standards of fiscal management for a public charter school, an appropriate accounting and financial reporting system for the Corporation. The Board shall cause the records and books of account of the Corporation to be audited, in accordance with Minnesota Statutes section 124E.16, as amended, at least once each fiscal year and at such other times as it may deem necessary or appropriate, and may retain such person or firm for such purposes as it may deem appropriate.

Section 8. Funding Limits. The Board of Directors shall not allocate more than seventy percent (70%) of the total funding received from the State of Minnesota for wages and salaries. The foregoing limitation does not include benefits such as medical and dental benefits or other benefits deemed necessary by the Board of Directors.

ARTICLE X MISCELLANEOUS

Section 1. Gender References. All references in these Bylaws to a party in the masculine shall include the feminine and neuter.

Section 2. Plurals. All references in the plural shall, where appropriate, include the singular and all references in the singular shall, where appropriate, be deemed to include the plural.

CERTIFICATE

The undersigned members of the Board of Directors of the St. Croix Preparatory Academy, a Minnesota nonprofit corporation, do hereby certify that the foregoing pages constituting the bylaws are the updated bylaws adopted for the Corporation.

Date

NAME

Date

NAME

Date

NAME

Date

NAME

Date

NAME

Date

NAME

Date

NAME

Date

NAME



ST. CROIX PREPARATORY ACADEMY VIDEO SURVEILLANCE OTHER THAN ON BUSES POLICY 712

I. PURPOSE

Maintaining the health, welfare, and safety of students, staff, and visitors while on SCPA property and the protection of SCPA property are important functions of the school. The behavior of individuals who come on to SCPA property is a significant factor in maintaining order and discipline and protecting students, staff, visitors, and SCPA property. The school board recognizes the value of video/electronic surveillance systems in monitoring activity on school property in furtherance of protecting the health, welfare, and safety of students, staff, visitors, and SCPA property.

II. GENERAL STATEMENT OF POLICY

A. Placement

1. SCPA buildings and grounds may be equipped with video cameras.
2. Video surveillance may occur in any SCPA building or on any SCPA property.
3. Video surveillance will normally not be used in bathrooms or locker rooms, although these areas may be placed under surveillance by individuals of the same sex as the occupants of the bathrooms or locker rooms.

B. Use of Video Recordings

1. Video recordings will be viewed by SCPA personnel on a random basis and/or when problems have been brought to the attention of appropriate SCPA administration.
2. A video recording of the actions of students and/or employees may be used by the appropriate SCPA administration as evidence in any disciplinary action brought against any student or employee arising out of the student's or employee's conduct in SCPA buildings or on school grounds.
3. A video recording will be released only in conformance with the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13, and the Family Educational Rights and Privacy Act, United States Code 1232g, and the rules and/or regulations promulgated thereunder.

C. Security and Maintenance

1. SCPA shall establish appropriate security safeguards to ensure that video recordings are maintained and stored in conformance with the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13, and the Family Educational Rights and Privacy Act, 20 United States Code section 1232g, and the rules and/or regulations promulgated thereunder.
2. SCPA shall ensure that video recordings are retained in accordance with SCPA's records retention schedule.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.585 (Notice of Recording Device)
Minn. Stat. § 138.17 (Government Records; Administration)
Minn. Stat. § 609.746 (Interference with Privacy)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)

Cross References:

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of SCPA Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)

NOTE: SCPA's Video Surveillance Policy was adopted from MSBA's policy. See information below.

MSBA/MASA Model Policy 712 Charter
Orig. 1996 (as ISD Policy)
Orig. 2022 (as Charter Policy)

ADOPTED by SCPA's Board:

REVISED:

Acceptable Use Policy: Access and Use of Security Camera Footage

Purpose

The purpose of this policy is to ensure that all school employees with access to security camera footage do so in a manner that respects student and staff privacy, complies with legal standards, and supports the safety, security, and orderly operation of the school.

Scope

This policy applies to all employees of St. Croix Preparatory Academy who are granted access to view security camera footage.

Authorized Use

Employees may only access camera footage under the following conditions:

- To investigate a specific safety or security concern (e.g., altercations, vandalism, theft, unauthorized access).
- When directed by an administrator or law enforcement official.
- To monitor areas for ongoing safety issues (e.g., supervision during arrival/dismissal).
- As part of an administrative investigation involving staff, students, or visitors.

Access Guidelines

- Viewing access is limited to designated staff as approved by the Executive Director.
- Access to footage must be **purpose-driven**, not casual or curiosity-based.
- All viewing must occur on school devices and in a private or professional setting—not in public or shared areas.
- Employees may not save, download, or share footage unless specifically authorized by the Executive Director or their designee.
- If footage must be shared for investigation or documentation purposes, it must be shared securely and only with authorized individuals.

Prohibited Use

Employees may **not**:

- Access footage for personal reasons or to monitor individuals without cause.
- Use footage to settle personal disputes or circumvent proper reporting/investigative procedures.
- Share footage with unauthorized staff, parents, students, or the public.
- Record, screenshot, or photograph footage using personal devices.
- Use footage in any manner that violates FERPA, data privacy laws, or professional ethics.

Logging and Oversight

- All access may be logged and subject to review.
- Leadership reserves the right to audit usage and investigate any potential misuse.
- Misuse of camera footage access is a serious matter and may result in disciplinary action, up to and including termination.

Reporting Concerns

If an employee becomes aware of inappropriate or unauthorized use of security camera footage, they must report it to the Executive Director or Human Resources immediately.

Acknowledgment

All employees with access to security footage must review and sign this policy annually.

Employee Printed Name

Employee Signature



st.croixprep

Strategic Planning Committee Minutes for August 5th, 2025

Members: Jenn Fuchs, Kelly Gutierrez, Terri Gulbransen, Monica Davis, Brendon Schrader, Kierstin Osberghaus, Rita Thorson, Amy Kleinboehl, Eric Molho

Ex-Officio: Terri Gulbransen

Guests:

Absent:

Location: Nature Center

Process & Timeline Overview

Phase 1: Discovery (July-August)

We'll begin with an efficient learning phase to understand St. Croix Prep's current programs, finances, operations, and leadership context.

Activities include:

- Document review (budgets, plans, program data)
- Interviews with leadership and directors

Deliverables:

- School Profile: Strengths, challenges, and opportunities
- Financial Snapshot: Key findings and potential areas of concern
- Leadership Transition Success Profile: Priorities, expectations, and metrics to guide leadership success

Phase 2: Stakeholder Engagement (September - October)

We'll gather insights from families, students, staff, and partners to ensure the plan reflects broad community input.

Activities include:

- Community and staff surveys (students?)
- "Your Voice | Your Vision" story collection webpage
- Six facilitated focus groups (2 each of students, staff, families)

Deliverables:

- Stakeholder Engagement Report: Key themes and priorities
- Emerging Strategic Themes: Draft ideas to inform strategy

Phase 3: Data Analysis & Strategy Development (November)

We'll synthesize findings to identify top priorities and strategic choices, guiding leadership through structured decision-making.

Activities include:

- Analysis of all collected data
- Facilitation of a leadership retreat to explore strategic pathways
- Identification of 3–5 strategic focus areas
- Community forums to validate direction

Deliverables:

- SWOT Analysis
- Strategic Framework Draft with clear priorities and rationale

Phase 4: Final Strategic Plan & Implementation (December)

We will translate the work into a practical, inspiring strategic plan—ready to guide decisions and drive results.

Deliverables:

- Strategic goals and actionable strategies
- Key performance metrics and financial roadmap
- Leadership success dashboard
- Messaging for the Foundation
- One-page public summary
- **Implementation roadmap** with roles, timeline, and first steps
- **6-month check-in** to support early implementation

Roles, Commitments & Group Norms

- board owns the plan
- SPC does the work -documents to review and provide feedback
- Norms- share with Eric the way Prep community works best
- Meet monthly from August to December (primarily online)
- Eric will send out reviewables a week prior to meetings

Critical Issues Discussion

– What’s on your mind? What challenges or opportunities must we address?

“What are the most urgent challenges our school faces?”

Enrollment / funding/ grow or stay in size/ unpredictable funding / engaging parents / burned out staff

“What external trends are impacting us?”

AI Ai Ai / political discourse on non-political topics / educational pendulum

“What’s keeping you up at night about our future?”

Funding gaps / not meeting financial obligations / culture / succession planning / cutting edge curriculum (biz, robotics, engineering) / maintaining our mission & culture in a changing demographic and generation / institutionalizing the why of Prep

Defining Success

– What would a successful strategic plan look like? What should this plan ultimately achieve for our students, staff, or community?

Next Steps & Wrap-Up

– Next meeting: **Thursday September 11 8am-9:30am**

