



St. Croix Preparatory Academy
Board Meeting Agenda
July 21, 2026

1. Call to Order	
2. Open Forum	
3. Approve Agenda	
4. Board Calendar	2
5. Consent Agenda (Board Minutes, Executive Director Report)	
A. Board Minutes	7
B. Executive Director Report	12
C. Governance – Policy Approval	14
721 - Procurement Policy (2nd Read)	
D. Financial Reports	37
E. Lower School Entry-Seeking to amend handbook procedure	
6. Agenda	
A. Public Hearing on Student Fees: Class Analysis	59
B. Carpool Parking Fee Approval-Cost is for the entire carpool, not per individual. It is has been \$250 since 2021.	
C. Q-Comp Program Update	63
D. Discussion of Potential Amendment to Board Meeting Schedule	
E. Finance Committee Update	
F. Board Member Resignation	
1. Vacant Board Seat Discussion	116
2. Board Officer Vacancy - Vice Chair	
G. Continuous Improvement Plan-Based on Strategic Plan	117
H. Contract: Onecause for Marathon	120
I. Contract: Prom Venue- Loft-2027	127
J. Policies (1st Reading)	136
101 - Legal Status of the Charter School	
201 - Legal Status of the Charter School Board	
202 - Charter School Board Officers	
506 - Student Discipline	
806 - Crisis Management Policy	
7. Adjourn Meeting	



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ANNUAL BOARD CALENDAR 2026-2027

July	Responsible	Notes/Status
Public Hearing on Student Fees	Bus Office/Finance	
Family Handbook Approval	Executive Director	
Employee Handbook Approval	HR Director	
Foundation Update	Managing Director	
Q-Comp Program Update	Q-Comp Coordinator	

August	Responsible	Notes/Status
Bylaws Training	Governance Committee	

September	Responsible	Notes/Status
Status of School Opening/Quarterly Report	LS Principal MS Principal US Principal Student Serv. Director	
Review of MCA Test Scores	T&L Director	
MN State Statute Training	Governance Committee	
Emergency Operations Plan Approval	Crisis Team	
MDE Assurance of Compliance	Executive Director	
Q-Comp Goals	Q-Comp Coordinator	
Unaudited Financials FY 26 - Review	Bus Office/Finance	

October	Responsible	Notes/Status
Financial Statement Review	Bus Office/Finance	
Foundation Update	Managing Director	
Quarterly Report	Activities Director	
Bi-Annual Report	HR Director	
Bi-Annual Report	Q-Comp Coordinator	
Annual Report Approval (if ready)	Executive Director	
Comprehensive Achievement and Civic Readiness (CACR)-Includes Staff Development	T&L Director	

November	Responsible	Notes/Status
Snow Removal (Facilities) - approval for contract.	Facilities Director	
Bi-Annual Report	Communications & Events Manager	
Policy Approval (Consent Agenda and 1st and 2nd read approval)	Board Chair	
Policy 1st Read (Governance)	Governance Committee	
Governance Notes	Governance Committee	
Strategic Planning Notes	Board Chair	
Finance Committee Notes	Finance Committee	
Quarterly Financial Report	Bus Office/Finance	
MN State Statute Training (124E)	Board Chair	

December	Responsible	Notes/Status
Affiliated Building Company Training	Bus Office/Finance	
Audit Acceptance	Bus Office/Finance	
FSCPA and Building Overview	Facilities Director	
Quarterly Report	LS Principal MS Principal US Principal Student Serv. Director	

January	Responsible	Notes/Status
Board Election Timeframe Discussion	Governance Committee	
Food Services Report	Food Services Director	
Technology Report	Technology Director	
Quarterly Report	Activities Director	

February	Responsible	Notes/Status
Financial Statement Review	Bus Office/Finance	
Board Election Timeframe Discussion	Governance Committee	
Approve School Calendar	Executive Director	
AIPAC concurrence/noncurrence	T&L Director	

March	Responsible	Notes/Status
Approve Open Enrollment Period for Next Year	Executive Director	
Approve Board Calendar for Next Year • Meetings • Election • Retreat	Board	
Board Election Status & Timeframe	Governance Committee	
Quarterly Check-In	LS Principal MS Principal US Principal Student Serv. Director	
Compensation Plan Introduction	HR Director	
Benefits Package Introduction	HR Director	

April	Responsible	Notes/Status
Annual Budget Introduction	Bus Office/Finance	
Compensation Plan Approval	HR Director	

Benefits Plan Approval	HR Director	
Bi-Annual Report	HR Director	
Quarterly Report	Activities Director	
Board Election Status & Time Frame	Governance Committee	

May	Responsible	Notes/Status
Q-Comp Report Presentation/Approval Bi-Annual Report	Q-Comp Coordinator	
Financial Statement Review	Bus Office/Finance	
Board Election Update	Governance Committee	
Approve Annual Budget	Bus Office/Finance	
Curriculum Advisory Update	T&L Director	
Literacy Plan	T&L Director	
Bi-Annual Report	Communications and Events Manager	

June	Responsible	Notes/Status
Public Hearing on Fees – 2026	Bus Office/Finance	
End of the Year Wrap Up Report	LS Principal MS Principal US Principal Student Serv. Director Athletic/Act. Director	
Seat New Board Members	Board Chair	
New Board Member Training	Governance Committee	
Conflict of Interest Form Disclosure	Bus Office/Finance	
Introduction of Family Handbook	Executive Director	
Introduction of Employee Handbook	HR Director	

Annual Finance Designations for Next Year • 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	Board Chair	
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Members Present: T. Gulbransen (Chair), R. Thorson (Vice-Chair), D. Smith (Treasurer), H. Gonzalez (Secretary), A. Bagwell, H. Johnson, J. Johnson, K. Osberghaus, A. Sachs

Members Absent:

Remote Board Members:

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

Guests: None

1. Call to order: T. Gulbransen called the meeting to order at **6:00** PM.
2. Open Forum - None
3. Seating New Board Members
4. [Board Calendar](#)
5. **Consent Agenda:** Board Minutes
 - a. [May 19, 2026 Board Minutes](#)
 - b. Executive Director's Report:
 - i. [Executive Director's Report June 23, 2026](#) - J. Fuchs
 - c. Business Manager Report - T. Netzke
 - i. [June 2026 Divvy](#)
 - ii. [Budget Update](#)
 - iii. [Cash Flow](#)
 - iv. [Bills Paid](#)
 - v. [Top 20 Paid Vendors](#)
 - vi. [Bank #, Last Four](#)

- vii. [Bank 1 Reconciliation](#)
- viii. [Bank 4 Reconciliation](#)
- ix. [Bank 10 Reconciliation](#)
- x. [Bank 12 Reconciliation](#)
- xi. [Bank 13 Reconciliation](#)
- xii. [Balance Sheet](#)
- xiii. [Covenant Compliance](#)
- d. Governance Manual Policy Approval
 - i. [Policy 208 \(Clean\) Development, Adoption, and Implementation of Policies](#)
 - ii. [Policy 606 Formal Request for Alternative Instruction](#)
 - iii. [Policy 660 Honoring Deceased Students and Staff \(No Prior Policy\)](#)
 - iv. [Policy 721 Procurement Policy \(MSBA Updates - 2nd Read\)](#)
 - 1. 5.D.1. [Technical Edits - Change Board Clerk to Board Secretary](#)
 - 2. 5.D.2. Board Member Documents (Signing Electronically):
 - a. 5.D.2.a. [Assurances](#)
 - b. 5.D.2.b. [Oath of Office](#)
 - c. 5.D.2.c. [Conflict of Interest Statement](#)
 - d. 5.D.2.d. [Conflict of Interest Acknowledgments and Disclosures](#)
 - e. Contracts

5.E.1. [Deaf and Hard of Hearing](#)

5.E.2. [School Psychologist Contract](#)

5.E.3. [Youth Frontiers Contract](#)

5.E.3.a. [Nice Healthcare Contract](#)

- Motion to Approve the Consent Agenda: D. Smith
- Second: R. Thorson
- Approved: All

6. Agenda

- a. [Upper School Principal Report](#)
- b. [Middle School Principal Report](#)
- c. [Lower School Principal Report](#)
- d. [Special Education Director Report](#)

i. 6.D.1. Comparison Data Report

- a. [SPED RFP Comparison for Board](#)
- b. [PHRS St. Croix](#)

- Motion to Approve the contract with Precision HR or Para Support on Occupational Therapy Support: K. Osberghaus
- Second: J. Johnson
- Approved: All

e. [Activities Director Report](#)

f. [Approval of MSHSL Membership \(Board Secretary Signature Required\)](#)

- Motion to Approve the 2026 Minnesota State High School League Membership Resolution and authorize board secretary to execute all required documents on behalf of St. Croix Preparatory Academy : R. Thorson
- Second: K. Osberghaus
- Approved: All

g. Employee Handbook

- i. [Draft FY27 Employee Handbook](#)
- ii. [Employee Handbook 2026-27 Cover Summary for Board - June 23, 2026](#)

- Motion to Approve 2026-2027 Employee Handbook: J. Johnson
- Second: D. Smith
- Approved: All

h. [Family and Student Handbook](#)

- Motion to Approve the Student and Family Handbook as presented with the edit of a *To Be Determined* under the Parking Permit Cost: R. Thorson
- Second: D. Smith
- Approved: All

i. [Board Calendar 2026-2027](#)

i. [Internal Calendar - Board](#)

- Motion to Approve the 26-27 St. Croix Prep Board Calendar: K. Osberghaus
- Second: H. Gonzalez
- Approved: All

j. [Finance Committee Update](#)

k. [Policy Removal - Requires Approval, SCPA 302 - Kindergarten Admission](#)

- Motion to Approve to Rescind and Remove SCPA Policy 302 Kindergarten Admission as recommended by Governance and the Executive Director: J. Johnson
- Second: K. Osberghaus
- Approved: All

l. [Board Governance Committee Policy Review Procedure](#)

m. Annual Finance Designations for Next Year (Requires Signatures)

i. [EDIAM Board Resolution](#)

ii. [SCPA FY 27 Annual Designations \(Delegation of Authority\)](#)

- Motion from Terri G.: I motion to approve the annual financial designations for the 2026–2027 fiscal year, including the Identified Official with Authority, Official Newspaper, Designation of Depository, Account Signatories, Collateralization of Funds in Excess of FDIC Insurance Limits, and Delegation of Authority to Make Electronic Funds Transfers as presented: D. Smith
- Second: J. Johnson
- Approved: All

Closed Meeting: 7:45 pm

The Board will now close the meeting pursuant to Minnesota Statutes Section 13D.05, Subdivision 3(a), to evaluate the performance of the Executive Director. The meeting will be recorded as required by law. Upon conclusion of the closed session, the Board will reconvene in open session.

- Motion to reconvene the regular meeting in open session: Terri G. (8:35 pm)
- Second: Danielle S.
- Approved: All

- Motion to Approve the summary of the Executive Director's Evaluation pending negotiation of the goals with Dr. Fuchs delegating that authority to the Executive Committee: A. Bagwell
- Second: J. Johnson
- Approved: All

Adjournment: 8:43 PM

Motion to adjourn: R. Thorson

Second: J. Johnson

Approved: All

Respectfully Submitted by H. Gonzalez St. Croix Preparatory Academy Board Secretary



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Executive Director's Report to the Board

Date of Report: July 21, 2026

Report Prepared By: Jenn Fuchs, Ph.D.

Priority 1: Academic Excellence

Focus: Alignment of curriculum, continuous improvement, and evolving needs.

- **Continuous Improvement:** Seeking Board Approval on Continuous Improvement Plan that aligns with the strategic plan. Due to Friends of Ed on Aug 1.

Priority 2: Culture and Organizational Alignment

Focus: Unified culture, safety, shared norms, and policy compliance.

- **Safety:** Working on a grant for an additional buzz-in system to allow families to enter directly into the LS.
- **Policy Compliance:** We have started the 3-year review cycle for all policies, this is the first time you will be approving for the 3-year rotation.

Priority 3: People and Professional Excellence

Focus: Developing faculty, investing in people, and professional growth.

- **Back to School Planning:** After the 2025 Back to School event, we met in August to plan the 2026 event. That type of planning has made it much easier to plan for our August Back to School Night.
- **Administrative Development:** Working on plans for developing our leaders as next steps from the Thin Book of Trust.

Priority 4: Financial Sustainability and Stewardship

Focus: Stewardship, diversifying revenue, and aligning resources.

- **Budget and Oversight:** We have received approval for our lease aid

application for the 26-27 school year

- **Additional reporting:** We have a total of 7 financial reports coming before the Board each month.

Priority 5: Strategic Communication and Brand Development

Focus: Trust, transparency, and telling the school's story.

- **Institutional Transparency:** Using “workflow” in as many products as possible to route approval requests for everything from CEUs to field trips through Frontline.

ST. CROIX PREPARATORY ACADEMY

Adopted: 9/09/2024

Revised: 12/16/2025

Revised: 02/20/2026

MSBA/MASA Model Policy 721

Orig. 2016

Rev. 2026

721 Procurement Policy

I. PURPOSE

The purpose of this policy is to ensure compliance with the requirements of the federal Uniform Grant Guidance regulations by establishing uniform administrative requirements, cost principles, and audit requirements for federal grant awards received by the school district. This policy also seeks to ensure compliance with Minnesota procurement laws governing charter schools.

II. DEFINITIONS

- A. "Compensation for personal services" includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including, but not necessarily limited to, wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in 2 Code of Federal Regulations, section 200.431 (Compensation - Fringe Benefits).
- B. "Competitive procurement process" means a process for procurement by sealed bids or by proposals under Minnesota Statutes, section 124E.26, subdivision 4a.
- C. "Contract" means a legal instrument by which a charter school purchases property or services needed to carry out the project or program under a federal award. The term, as used in 2 Code of Federal Regulations, Part 200, does not include a legal instrument, even if the charter school considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward.
- D. "Direct costs" are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.
- E. "Equipment" means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which exceeds the lesser of the capitalization level established by the charter school for financial statement purposes, or \$10,000.
- F. "Federal award" has the meaning, depending on the context, in either paragraph 1. or 2. below:
 - 1.
 - a. The federal financial assistance that a charter school receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations, section 200.101 (Applicability); or
 - b. The cost-reimbursement contract under the federal Acquisition Regulations that the charter school receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations, section 200.101.

2. The instrument setting forth the terms and conditions. The instrument is the grant agreement, cooperative agreement, other agreement for assistance covered in paragraph (2) of the definition of *Federal financial assistance* in 2 Code of Federal Regulations 200.1, or the cost-reimbursement contract awarded under the federal Acquisition Regulations.
 3. "Federal award" does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal-government-owned, contractor-operated facilities.
- G. "Grants" Includes
1. "State-administered grants" are those grants that pass through a state agency such as the Minnesota Department of Education (MDE).
 2. "Direct grants" are those grants that do not pass through another agency such as MDE and are awarded directly by the federal awarding agency to the grantee organization. These grants are usually discretionary grants that are awarded by the U.S. Department of Education (DOE) or by another federal awarding agency.
- H. "Non-federal entity" means a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient.
- I. "Post-retirement health plans" refer to costs of health insurance or health services not included in a pension plan covered by 2 Code of Federal Regulations, section 200.431(g) for retirees and their spouses, dependents, and survivors.
- J. "Severance pay" is a payment in addition to regular salaries and wages by the charter school to workers whose employment is being terminated.
- K. "Travel costs" are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the charter school.

III. PROCUREMENT METHOD OPTIONS

A. Procurement by micro-purchase

The acquisition of supplies or services when the aggregate dollar amount of the procurement transaction does not exceed the micro-purchase threshold (generally \$10,000, except as otherwise discussed in 48 Code of Federal Regulations, subpart 2.1 or as periodically adjusted for inflation).

B. Procurement by small purchase procedures

This procurement method may be used when the value of the procurement transaction does not exceed the federal simplified acquisition threshold and is within the state threshold of \$175,000. If a small purchase procedure is used, price or rate quotations must be obtained from an adequate number of qualified sources. Unless specified by the Federal agency, the charter school may exercise judgment in determining what number is adequate.

C. Procurement by sealed bids (formal advertising)

This procurement method involves a publicly solicited and a firm, fixed-price contract (lump sum or unit price) awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest in price.

D. Procurement by competitive proposals

This procurement method is normally conducted with more than one source submitting an offer, and either a fixed-price or cost-reimbursement type contract is awarded. Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids.

E. Procurement by noncompetitive proposals

This procurement method involves solicitation of a proposal from only one source.

F. A charter school procurement policy must at a minimum include:

1. conflict of interest provisions consistent with Minnesota Statutes, section 124E.14;
2. thresholds for purchases by employees without board approval;
3. thresholds for purchases that require competitive procurement processes as defined in Minnesota Statutes, section 124E.02, paragraph (e), except that a competitive procurement process must occur for any procurement estimated to exceed \$25,000; and
4. a prohibition on breaking up a procurement into smaller components to avoid the thresholds established in 2. and 3. above.

G. Notwithstanding Paragraph B, clause (3) above, for a procurement estimated to exceed \$25,000 but not \$175,000, the purchase may be made either by a competitive procurement process, or by direct negotiation, by obtaining two or more bids or proposals for the purchase or sale when possible and without advertising for bids or proposals or otherwise complying with the requirements of a competitive procurement process.

H. If a procurement is estimated to exceed \$175,000, a competitive procurement process must occur.

IV. GENERAL PROCUREMENT STANDARDS

A. The charter school must use its own documented procurement procedures that reflect applicable state laws, provided that the procurements conform to the applicable federal law and the standards identified in the Uniform Grant Guidance.

B. The charter school must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

C. The charter school's procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach. Breaking up a procurement into smaller components to avoid the thresholds established in this policy is prohibited.

D. The charter school must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

E. The charter school must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement; selection of the contract type; contractor selection or rejection; and the basis for the contract price.

F. The charter school alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the charter school of any contractual responsibilities under its contracts.

G. The charter school must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, veteran-owned businesses, and labor surplus area firms are considered.

H. Thresholds for Employee Purchases

The Executive Director and/or the Director of Student Services, in conjunction with the charter school board, is responsible for overseeing the procurement process, including establishment of procedures, internal controls, quality assurance, methods of greatest economy, and compliance with all applicable laws. To be valid, all contracts must be approved by the board, except as otherwise provided in this policy.

Individual charter school employees may incur expenditures in the following amounts without prior board approval so long as such expenditures are consistent with the charter school board-approved budget, provided that in all cases the charter school board retains authority to disapprove any expenditure for any reason at its sole discretion:

1. Any charter school employee may make a purchase for use in connection with charter school operations when the expenditure is less than \$1,000 and is consistent with this policy's requirements.

2. In addition to the foregoing, the following charter school employees may execute a purchase or procurement that requires the expenditure of up to the following amounts:

a. Executive Director: Up to \$100,000

b. Director of Student Services: Up to \$100,000

V. PROCUREMENT METHODS WHEN USING STATE FUNDS

The charter school must use one of the following methods of procurement when using state funds:

A. Procurements for \$25,000 or less

If the amount of the contract is estimated to be \$25,000 or less, the contract may be made either upon quotation or in the open market, in the charter school's discretion. If the contract is made upon quotation it shall be based, so far as practicable, on at least two (2) quotations which shall be kept on file for a period of at least one (1) year after their receipt.

Alternatively, the charter school may award a contract for construction, alteration, repair, or maintenance work to the vendor or contractor offering the best value under a request for proposals as described in Minnesota Statutes, section 16C.28, subdivision 1, paragraph (a), clause (2), and paragraph (c).

Procurements for \$25,000 or less also may be conducted by micro-purchase.

B. Procurements Exceeding \$25,000 but not \$175,000

1. Sealed Bids or Direct Negotiation

If the amount of the contract is estimated to exceed \$25,000 but not to exceed \$175,000, the contract may be made either upon sealed bids or by direct negotiation, by obtaining two (2) or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding. All quotations obtained shall be kept on file for a period of at least one (1) year after receipt thereof.

2. Best Value Alternative

As an alternative to the procurement method described in Subparagraph B.1 above, the charter school may award a contract for construction, alteration, repair, or maintenance work to the vendor or contractor offering the best value under a request for proposals as described in Minnesota Statutes, section 16C.28, subdivision 1, paragraph (a), clause (2), and paragraph (c).

C. Procurements Exceeding \$175,000

If the amount of the contract is estimated to exceed \$175,000, sealed bids shall be solicited by public notice in the manner and subject to the requirements of the law governing charter school contracts.

Procurement by Sealed Bids

Procurement by sealed bids means a process in which bids are publicly solicited and a firm fixed price contract by lump sum or unit price is awarded to the responsible bidder whose bid, conforming with all material terms and conditions of the invitation for bids, is the lowest in price. If sealed bids are used, the following requirements apply:

1. bids must be solicited from an adequate number of qualified sources, providing bidders sufficient response time prior to the date set for opening bids;
2. the invitation for bids, which includes any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond;

3. all bids will be opened at the time and place prescribed in the invitation for bids, and the bids must be opened publicly;
4. a firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the low bid when prior experience indicates that the discounts are usually taken advantage of;
5. any or all bids may be rejected if there is a sound documented reason; and
6. in order for a sealed bid to be feasible, the following conditions must be present:
 - a. a complete, adequate, and realistic specification or purchase description is available;
 - b. two (2) or more responsible bidders are willing and able to compete effectively for the business; and
 - c. the procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the price.

D. Procurement by Proposals

"Procurement by proposals" means a process in which either a fixed price or cost-reimbursement type contract is awarded. Proposals are generally used when conditions are not appropriate for the use of sealed bids. They are awarded in accordance with the following requirements:

1. requests for proposals must be publicized and identify all evaluation factors and their relative importance. Proposals must be solicited from an adequate number of qualified offerors. Any response to publicized requests for proposals must be considered to the maximum extent practical;
2. the charter school must have a written method for conducting technical evaluations of the proposals received and for making selections; and
3. contracts must be awarded to the responsible offeror whose proposal is most advantageous to the charter school, with price and other factors considered.

VI. PROCUREMENT METHODS WHEN USING FEDERAL FUNDS

A. Procurement by Competitive Proposals

This is a procurement method used when conditions are not appropriate for using sealed bids. This procurement method may result in either a fixed-price or cost-reimbursement contract. If this method is used, the following requirements apply:

1. Requests for proposals require public notice, and all evaluation factors and their relative importance must be identified. Proposals must be solicited from multiple qualified entities. To the maximum extent practicable, any proposals submitted in response to the public notice must be considered;

2. Proposals must be solicited from an adequate number of qualified sources;

3. The charter school must have a written method for conducting technical evaluations of the proposals received and for selecting recipients;

4. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered; and

5. The charter school may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method where price is not used as a selection factor can only be used in procurement of A/E professional services; it cannot be used to purchase other types of services, though A/E firms are a potential source to perform the proposed effort.

B. Procurement by Noncompetitive Proposals

Procurement by noncompetitive proposals may be used only when one (1) or more of the following circumstances apply:

1. The aggregate amount of the procurement transaction does not exceed the micro-purchase threshold;

2. The item is available only from a single source;

3. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;

4. The DOE or MDE expressly authorizes noncompetitive proposals in response to a written request from the charter school; or

5. After solicitation of a number of sources, competition is determined inadequate.

C. Competition

1. All procurement transactions under the Federal award must be conducted in a manner that provides full and open competition and is consistent with the standards of 2 Code of Federal Regulations, sections 200.319 and .320.

2. The charter school must have written procedures for procurement transactions. These procedures must ensure that all solicitations:

a. are made in accordance with 2 Code of Federal Regulations, section 200.319(b)(2)

b. incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When making a clear and accurate description of the technical requirements is impractical or uneconomical, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and

c. identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.

D. The charter school must ensure that all prequalified lists of persons, firms, or products in procurement transactions are current and include enough qualified sources to ensure maximum open competition. When establishing or amending prequalified lists, the charter school must consider objective factors that evaluate price and cost to maximize competition. The charter school must not preclude potential bidders from qualifying during the solicitation period.

E. The charter school is prohibited from contracting with or making subawards under "covered transactions" to parties that are suspended or debarred or whose principals are suspended or debarred. "Covered transactions" include procurement contracts for goods and services awarded under a grant or cooperative agreement that are expected to equal or exceed \$25,000.

F. All nonprocurement transactions entered into by a recipient (i.e., subawards to subrecipients), irrespective of award amount, are considered covered transactions, unless they are exempt as provided in 2 Code of Federal Regulations, section 180.215.

G. Managing Property and Equipment and Safeguarding Assets

1. Property Standards

The charter school must, at a minimum, provide the equivalent insurance coverage for real property and equipment acquired or improved with federal funds as provided to other property owned by the charter school~~non-federal entity~~. Federally owned property need not be insured unless required by the terms and conditions of the federal award.

The charter school must adhere to the requirements concerning real property, equipment, supplies, and intangible property set forth in 2 Code of Federal Regulations, sections 200.311, 200.314, and 200.315.

2. Managing Equipment

Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until disposition takes place will, at a minimum, meet the following requirements:

- a. Property records must be maintained that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.
- b. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two (2) years.
- c. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.
- d. Adequate maintenance procedures must be developed to keep property in good condition.
- e. If the charter school is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

H. Cybersecurity

The charter school must take reasonable cybersecurity and other measures to safeguard

- 1. Personally identifiable information;
- 2. Information that the federal agency or pass-through entity designates as sensitive; and
- 3. other information that the charter school district considers sensitive and is consistent with applicable federal, state, local, and tribal laws regarding privacy and responsibility over confidentiality.

VII. FINANCIAL MANAGEMENT REQUIREMENTS

A. Financial Management

The charter school's financial management systems, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and to establish that funds have been used in accordance with federal statutes, regulations, and the terms and conditions of the federal award.

B. Payment

The charter school must be paid in advance, provided it maintains or demonstrates the willingness to maintain both written procedures that minimize the time elapsing between the transfer of funds and disbursement between the charter school and the financial management systems that meet the standards for fund control and accountability.

Advance payments to the charter school must be limited to the minimum amounts needed and be timed with actual, immediate cash requirements of the charter school in carrying out the purpose of the approved program or project. The timing and amount of advance payments must be as close as is administratively feasible to the actual disbursements by the charter school for direct program or project costs and the proportionate share of any allowable indirect costs. The charter school must make timely payment to contractors in accordance with the contract provisions.

C. Internal Controls

The charter school must establish and maintain effective internal control over the federal award that provides reasonable assurance that the charter school is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award.-These internal controls should align with guidance in "Standards for Internal Control in the Federal Government" issued by the Comptroller General of the United States, or the "Internal Control Integrated Framework," issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

The charter school must comply with federal statutes, regulations, and the terms and conditions of the federal award.

The charter school must evaluate and monitor the charter school's compliance with statutes, regulations, and the terms and conditions of the federal award.

The charter school must take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.

The charter school must take reasonable measures to safeguard protected personally identifiable information and other information considered sensitive consistent with applicable federal and state laws regarding privacy and obligations of confidentiality.

VIII. ALLOWABLE USE OF FUNDS AND COST PRINCIPLES

A. Allowable Use of Funds

The charter school administration and board will enforce appropriate procedures and penalties for program, compliance, and accounting staff responsible for the allocation of federal grant costs based on their allowability and their conformity with federal cost principles to determine the allowability of costs.

B. Definitions

1. "Advance payment" means a payment that a federal agency or pass-through entity makes by any appropriate payment mechanism and payment method before the charter school disburses the funds for program purposes.

2. "Allowable cost" means a cost that complies with all legal requirements that apply to a particular federal education program, including statutes, regulations, guidance, applications, and approved grant awards.

3. "Education Department General Administrative Regulations (EDGAR)" means a compilation of regulations that apply to federal education programs.—These regulations contain important rules governing the administration of federal education programs and include rules affecting the allowable use of federal funds (including rules regarding allowable costs, the period of availability of federal awards, documentation requirements, and grants management requirements).

4. "Omni Circular" (also known as 2 Code of Federal Regulations, part 200s, the "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards," or the Uniform Grant Guidance) means federal cost principles that provide standards for determining whether costs may be charged to federal grants.

C. Allowable Costs

The following items are costs that may be allowable under the 2 Code of Federal Regulations, part 200, subpart E under specific conditions (review the specific part of 2 Code of Federal Regulations 200, subpart E for allowability requirements for the specific cost):

1. Advertising and public relations;
2. Advisory councils;
3. Audit costs and related services;
4. Bonding costs;
5. Compensation - personal services;
6. Compensation – fringe benefits;
7. Conferences;
8. Contingency provisions;
9. Depreciation;
10. Employee health and welfare costs;
11. Equipment and other capital expenditures;
12. Gains and losses on disposition of depreciable assets;
13. Insurance and indemnification;
14. Intellectual property;
15. Maintenance and repair costs;
16. Materials and supplies costs, including costs of computing devices;

17. Memberships, subscriptions, and professional activity costs;
18. Organization costs;
19. Participant costs;
20. Plant and security costs;
21. Pre-award costs;
22. Professional service costs;
23. Proposal costs;
24. Publication and printing costs;
25. Rearrangement and reconversion costs;
26. Recruiting costs;
27. Relocation costs of employees;
28. Rental costs of buildings and equipment;
29. Scholarships, student aid costs, and tuition remission;
30. Specialized service facilities;
31. Taxes;
32. Telecommunication and video surveillance costs;
33. Termination and standard closeout costs;
34. Training and education costs;
35. Transportation costs; and
36. Travel costs.

D. Costs Forbidden by Federal Law

2 Code of Federal Regulations, part 200 and EDGAR identify certain costs that may never be paid with federal funds. The list below provides examples of such costs. If a cost is on this list, it may not be supported with federal funds unless an exception exists (review the specific part of 2 Code of Federal Regulations 200, subpart E for possible exceptions to unallowable costs). The fact that a cost is not on this list does not mean it is necessarily permissible. Other important restrictions apply to federal funds, such as those items detailed in the 2 Code of Federal Regulations, part 200, subpart E; thus, the following list is not exhaustive:

1. Alcoholic beverages;
2. Bad debts;

3. Contingency provisions (with limited exceptions);
4. Contributions and donations
5. Entertainment (with limited exception);
6. Fines, penalties, damages, and other settlements;
7. Fundraising and investment management costs (with limited exceptions);
8. General costs of government (with limited exceptions pertaining to Indian tribal governments and Councils of Government (COGs));
9. Goods or services for personal use;
10. Interest (except interest specifically stated in 2 Code of Federal Regulations, section 200.449 as allowable);
11. Lobbying;
12. Losses on other Federal awards or contracts;
13. Selling and marketing;
14. Student activity costs;
15. Religious use;
16. The acquisition of real property (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs);
17. Construction (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs); and
18. Tuition charged or fees collected from students applied toward meeting matching, cost sharing, or maintenance of effort requirements of a program.

E. Program Allowability

1. Any cost paid with federal education funds must be permissible under the federal program that would support the cost.
2. Many federal education programs detail specific required and/or allowable uses of funds for that program. Issues such as eligibility, program beneficiaries, caps or restrictions on certain types of program expenses, other program expenses, and other program specific requirements must be considered when performing the programmatic analysis.
3. The two largest federal K-12 programs, Title I, Part A, and the Individuals with Disabilities Education Act (IDEA), do not contain a use of funds section delineating the allowable uses of funds under those programs. In those cases, costs must be consistent with the purposes of the program in order to be allowable.

F. Federal Cost Principles

The Omni Circular defines the parameters for the permissible uses of federal funds. While many requirements are contained in the Omni Circular, it includes core principles that serve as an important guide for effective grant management. These core principles require all costs to be:

1. Necessary for the proper and efficient performance or administration of the program.
2. Reasonable. An outside observer should clearly understand why a decision to spend money on a specific cost made sense in light of the cost, needs, and requirements of the program.
3. Allocable to the federal program that paid for the cost. A program must benefit in proportion to the amount charged to the federal program – for example, if a teacher is paid 50% with Title I funds, the teacher must work with the Title I program/students at least 50% of the time. Recipients also need to be able to track items or services purchased with federal funds so they can prove they were used for federal program purposes.
4. Authorized under state and local rules. All actions carried out with federal funds must be authorized and not prohibited by state and local laws and policies.
5. Adequately documented. A recipient must maintain proper documentation so as to provide evidence to monitors, auditors, or other oversight entities of how the funds were spent over the lifecycle of the grant.

G. Program Specific Fiscal Rules

The Omni Circular also contains specific rules on selected items of costs. Costs must comply with these rules in order to be paid with federal funds.

1. All federal education programs have certain program specific fiscal rules that apply. Determining which rules apply depends on the program; however, rules such as supplement, not supplant, maintenance of effort, comparability, caps on certain uses of funds, etc., have an important impact when analyzing whether a particular cost is permissible.
2. Many state-administered programs require charter schools to use federal program funds to supplement the amount of state, local, and, in some cases, other federal funds they spend on education costs and not to supplant (or replace) those funds. Generally, the “supplement, not supplant” provision means that federal funds must be used to supplement the level of funds from non-federal sources by providing additional services, staff, programs, or materials. In other words, federal funds normally cannot be used to pay for things that would otherwise be paid for with state or local funds (and, in some cases, with other federal funds).
3. Auditors generally presume supplanting has occurred in three (3) situations:
 - a. Charter schools use federal funds to provide services that the charter school is required to make available under other federal, state, or local laws.

b. Charter schools use federal funds to provide services that the charter school provided with state or local funds in the prior year.

c. Charter schools use Title I, Part A, or Migrant Education Program funds to provide the same services to Title I or Migrant students that the charter school provides with state or local funds to nonparticipating students.

4. These presumptions apply differently in different federal programs and also in schoolwide program schools. Staff should be familiar with the supplement not supplant provisions applicable to their program.

H. Approved Plans, Budgets, and Special Conditions

1. As required by the Omni Circular, all costs must be consistent with approved program plans and budgets.

2. Costs must also be consistent with all terms and conditions of federal awards, including any special conditions imposed on the charter school's grants.

I. Training

1. The charter school will provide training on the allowable use of federal funds to all staff involved in federal programs.

2. The charter school will promote coordination between all staff involved in federal programs through activities, such as routine staff meetings and training sessions.

J. Employee Sanctions

Any charter school employee who violates this policy will be subject to discipline, as appropriate, up to and including the termination of employment.

K. Reduction in Aid

If the charter school makes a purchase without a procurement policy adopted by the school's board or makes a purchase not in conformity with the school's procurement policy, the Commissioner may reduce that charter school's state aid in an amount equal to the purchase.

L. Property, Financial Investments, and Contracting

A charter school is subject to and must comply with Minnesota Statutes, sections 15.054 and 118A.01 to 118A.06 governing government property and financial investments and sections 471.38, 471.391, 471.392, and 471.425 governing municipal contracting.

M. Mandatory Disclosures

The charter school must promptly disclose whenever, in connection with the federal award (including any activities or subawards thereunder), it has credible evidence of the commission of a violation of federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations found in 18 United States Code or a violation of the civil False Claims Act (31 United States Code, sections 3729–3733).

The disclosure must be made in writing to the DOE, MDE, and the MDE Office of Inspector General-(if applicable). Charter schools are also required to report matters related to charter school integrity and performance in accordance with Appendix XII of 2 Code of Federal Regulations, part 200. Failure to make required disclosures can result in any of the remedies described in 2 Code of Federal Regulations, section 200.339.

IX. **COMPENSATION – PERSONAL SERVICES EXPENSES AND REPORTING**

A. Compensation – Personal Services

Costs of compensation are allowable to the extent that they satisfy the specific requirements of the Uniform Grant Guidance and that the total compensation for individual employees:

1. Is reasonable for the services rendered and conforms to the established written charter school policy consistently applied to both federal and non-federal activities; and
2. Follows an appointment made in accordance with the charter school's written policies and meets the requirements of federal statute, where applicable.

Unless an arrangement is specifically authorized by a federal awarding agency, the charter school must follow its written non-federal, entity wide policies and practices concerning the permissible extent of professional services that can be provided outside the charter school for non-organizational compensation.

B. Compensation – Fringe Benefits

1. During leave

The costs of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

- a. They are provided under established written leave policies;
 - b. The costs are equitably allocated to all related activities, including federal awards; and
 - c. The accounting basis (cash or accrual) selected for costing each type of leave is consistently followed by the charter school.
2. The costs of fringe benefits in the form of employer contributions or expenses for social security; employee life, health, unemployment, and worker's compensation insurance (except as indicated in 2 Code of Federal Regulations, section 200.447(d)); pension plan costs; and other similar benefits are allowable, provided such benefits are granted under established written policies. Such benefits must be allocated to federal awards and all other activities in a manner consistent with the pattern of benefits attributable to the individuals or group(s) of employees whose salaries and wages are chargeable to such federal awards and other activities and

charged as direct or indirect costs in accordance with the charter school's accounting practices.

3. Actual claims paid to or on behalf of employees or former employees for workers' compensation, unemployment compensation, severance pay, and similar employee benefits (e.g., post-retirement health benefits) are allowable in the year of payment provided that the charter school follows a consistent costing policy.

4. Pension plan costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with the charter school's written policies.

5. Post-retirement costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with established written policies of the charter school.

6. Costs of severance pay are allowable only to the extent that, in each case, severance pay is required by law; employer-employee agreement; established policy that constitutes, in effect, an implied agreement on the charter school's part; or circumstances of the particular employment.

C. Insurance and Indemnification

Types and extent and cost of coverage are in accordance with the charter school's policy and sound business practice.

D. Recruiting Costs

Short-term, travel visa costs (as opposed to longer-term, immigration visas) may be directly charged to a federal award, so long as they are:

1. Critical and necessary for the conduct of the project;
2. Allowable under the cost principles set forth in the Uniform Grant Guidance;
3. Consistent with the charter school's cost accounting practices and charter school policy; and
4. Meeting the definition of "direct cost" in the applicable cost principles of the Uniform Grant Guidance.

E. Travel Costs

Under 2 Code of Federal Regulations, section 200.475, travel costs include the transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the charter school.

Travel costs may be charged on an actual cost basis, on a per diem or mileage basis, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip. The method used must be consistent with those normally allowed in like circumstances in the charter school's other activities and in accordance with the charter school's established written policies.

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the charter school in its regular operations as a result of the charter school's written policy.

In addition, when costs are charged directly to the federal award, documentation must justify that:

1. Participation of the individual is necessary to the federal award; and
2. The costs are reasonable and consistent with the charter school's established written policy.

Temporary dependent care costs above and beyond regular dependent care are allowable provided that these costs are:

1. A direct result of the individual's travel for the federal award;
2. Consistent with the charter school's established written policy for all charter school travel; and
3. Only temporary during the travel period.

X. SUBRECIPIENT MONITORING

A. The charter school will:

1. Verify that the subrecipient is not excluded or disqualified in accordance with 2 Code of Federal Regulations, section 180.300. Verification methods are provided in section 180.300, which include confirming in *SAM.gov* that a potential subrecipient is not suspended, debarred, or otherwise excluded from receiving federal funds.
2. Ensure that every subaward is clearly identified to the subrecipient as a subaward and includes the information provided below. A pass-through entity must provide the best available information when some of the information below is unavailable. A pass-through entity must provide the unavailable information when it is obtained.

a. Required information includes:

(1) Federal award identification

- i. Subrecipient's name (must match the name associated with its unique entity identifier);
- ii. Subrecipient's unique entity identifier;
- iii. Federal Award Identification Number (FAIN);
- iv. Federal Award Date;
- v. Subaward Period of Performance Start and End Date;

- vi. Subaward Budget Period Start and End Date;
- vii. Amount of Federal Funds Obligated in the subaward;
- viii. Total Amount of Federal Funds Obligated to the subrecipient by the pass-through entity, including the current financial obligation;
- ix. Total Amount of the Federal Award committed to the subrecipient by the pass-through entity;
- x. Federal award project description, as required by the Federal Funding Accountability and Transparency Act (FFATA);
- xi. Name of the Federal agency, pass-through entity, and contact information for awarding official of the pass-through entity;
- xii. Assistance Listings title and number; the pass-through entity must identify the dollar amount made available under each Federal award and the Assistance Listings Number at the time of disbursement;
- xiii. Identification of whether the federal award is for research and development; and
- xiv. Indirect cost rate for the federal award (including if the de minimis rate is used in accordance with 2 Code of Federal Regulations, section 200.414).

(2) All requirements of the subaward, including requirements imposed by Federal statutes, regulations, and the terms and conditions of the Federal award;

(3) Any additional requirements that the pass-through entity imposes on the subrecipient for the pass-through entity to meet its responsibilities under the Federal award. This includes information and certifications (see 2 Code of Federal Regulations, section 200.415) required for submitting financial and performance reports that the pass-through entity must provide to the federal agency;

(4) Indirect cost rate:

(5) A requirement that the subrecipient permit the pass-through entity and auditors to access the subrecipient's records and financial statements for the pass-through entity to fulfill its monitoring requirements; and

(6) Appropriate terms and conditions concerning the closeout of the subaward.

3. Evaluate each subrecipient's fraud risk and risk of noncompliance with a subaward to determine the appropriate subrecipient monitoring described in 2 Code of Federal Regulations, section 200.332, paragraph (f). When evaluating a subrecipient's risk, a pass-through entity should consider the following:

- a. The subrecipient's prior experience with the same or similar subawards;
- b. The results of previous audits. This includes considering whether or not the subrecipient receives a Single Audit in accordance with 2 Code of Federal Regulations, part 200, subpart F and the extent to which the same or similar subawards have been audited as a major program;
- c. Whether the subrecipient has new personnel or new or substantially changed systems; and
- d. The extent and results of any federal agency monitoring (for example, if the subrecipient also receives federal awards directly from the federal agency).

4. If appropriate, consider implementing specific conditions in a subaward as described in 2 Code of Federal Regulations, section 200.208 and notify the Federal agency of the specific conditions.

5. Monitor the activities of a subrecipient as necessary to ensure that the subrecipient complies with Federal statutes, regulations, and the terms and conditions of the subaward. The pass-through entity is responsible for monitoring the overall performance of a subrecipient to ensure that the goals and objectives of the subaward are achieved. In monitoring a subrecipient, a pass-through entity must:

- a. Review financial and performance reports.
- b. Ensure that the subrecipient takes corrective action on all significant developments that negatively affect the subaward. Significant developments include Single Audit findings related to the subaward, other audit findings, site visits, and written notifications from a subrecipient of adverse conditions which will impact their ability to meet the milestones or the objectives of a subaward. When significant developments negatively impact the subaward, a subrecipient must provide the pass-through entity with information on their plan for corrective action and any assistance needed to resolve the situation.
- c. Issue a management decision for audit findings pertaining only to the Federal award provided to the subrecipient from the pass-through entity as required by 2 Code of Federal Regulations, section 200.521.
- d. Resolve audit findings specifically related to the subaward. However, the pass-through entity is not responsible for resolving cross-cutting audit findings that apply to the subaward and other Federal awards or subawards. If a subrecipient has a current Single Audit report and has not been excluded from receiving Federal

funding (meaning, has not been debarred or suspended), the pass-through entity may rely on the subrecipient's cognizant agency for audit or oversight agency for audit to perform audit follow-up and make management decisions related to cross-cutting audit findings in accordance with 2 Code of Federal Regulations, section 200.513(a)(4)(viii). Such reliance does not eliminate the responsibility of the pass-through entity to issue subawards that conform to agency and award-specific requirements, to manage risk through ongoing subaward monitoring, and to monitor the status of the findings that are specifically related to the subaward.

6. Depending upon the pass-through entity's assessment of the risk posed by the subrecipient (as described in 2 Code of Federal Regulations, section 200.332, paragraph (c)), the following monitoring tools may be useful for the pass-through entity to ensure proper accountability and compliance with program requirements and achievement of performance goals:

- a. Providing subrecipients with training and technical assistance on program-related matters;
- b. Performing site visits to review the subrecipient's program operations; and
- c. Arranging for agreed-upon-procedures engagements as described in 2 Code of Federal Regulations, section 200.425.

7. Verify that a subrecipient is audited as required by 2 Code of Federal Regulations, part 200, subpart F.

8. Consider whether the results of a subrecipient's audit, site visits, or other monitoring necessitate adjustments to the pass-through entity's records.

9. Consider taking enforcement action against noncompliant subrecipients as described in 2 Code of Federal Regulations, section 200.339 and in program regulations.

XI. CONFLICT OF INTEREST

A. Standards of Conduct

The charter school will maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts.

B. No employee, officer, agent, or board member may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, agent, or board member, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The employees, officers, agents, and board members of the charter school may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, the charter school may set standards for situations in

which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by employees, officers, agents, or board members of the charter school. Disciplinary actions may be undertaken pursuant to the school's Discipline, Suspension, and Dismissal of Charter School Employees policy.

The charter school's Conflict of Interest – Charter School Board Members policy provides additional measures regarding conflicts of interest.

C. Organizational Conflicts of Interest

If the charter school has a parent, affiliate, or subsidiary organization that is not a state, local government, or Indian tribe, the charter school must maintain written standards concerning organizational conflicts of interest. Organizational conflicts of interest means that because of relationships with a parent company, affiliate, or subsidiary organization, the charter school is unable or appears to be unable to be impartial in conducting a procurement action involving the related organization.

D. Disclosing Conflicts of Interest

The charter school will disclose in writing any potential conflict of interest to the federal agency or MDE in accordance with established federal agency policies.

Legal References: Minn. Stat. § 15.054 (Sale or Purchase of State Property; Penalty)
Minn. Stat. § 16C.28 (Contracts; Awards)
Minn. Stat. § 118A.01-.06 (Deposit and Investment of Local Public Funds)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 124E.02 (Definitions)
Minn. Stat. § 124E.26 (Use of State Money)
Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)
Minn. Stat. § 471.38 (Claims)
Minn. Stat. § 471.391 (Declaration Form)
Minn. Stat. § 471.392 (Penalty)
Minn. Stat. § 471.425 (Prompt Payment of Local Government Bills)
18 U.S.C. (Crimes and Criminal Procedures)
31 U.S.C. §§ 3729–3733 (False Claims)
2 C.F.R. § 180.215 (Which Nonprocurement Transactions are Not Covered Transactions)
2 C.F.R. § 180.300 (What Must I Do before I Enter Into a Covered Transaction with Another Person at the Next Lower Tier?)
2 C.F.R. 200 Subpart E (Cost Principles)
2 C.F.R. 200 Subpart F (Audit Requirements)
2 C.F.R. § 200.1 (Definitions)
2 C.F.R. § 200.101 (Applicability)
2 C.F.R. § 200.112 (Conflict of Interest)
2 C.F.R. § 200.113 (Mandatory Disclosures)
2 C.F.R. § 200.205(d) (Federal Awarding Agency Review of Merit of Proposals)
2 C.F.R. § 200.208 (Specific Conditions)
2 C.F.R. § 200.214 (Suspension and Debarment)
2 C.F.R. § 200.300(b) (Statutory and National Policy Requirements)
2 C.F.R. § 200.302 (Financial Management)
2 C.F.R. § 200.303 (Internal Controls)
2 C.F.R. § 200.305(b)(1) (Federal Payment)

2 C.F.R. § 200.310 (Insurance Coverage)
 2 C.F.R. § 200.311 (Real Property)
 2 C.F.R. § 200.312 (Federally-owned and Exempt Property)
 2 C.F.R. § 200.313(d) (Equipment)
 2 C.F.R. § 200.314 (Supplies)
 2 C.F.R. § 200.315 (Intangible Property)
 2 C.F.R. § 200.318 (General Procurement Standards)
 2 C.F.R. § 200.319-(Competition)
 2 C.F.R. § 200.320 (Methods of Procurement to be Followed)
 2 C.F.R. § 200.321 (Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms)
 2 C.F.R. § 200.328 (Financial Reporting)
2 C.F.R. § 200.332 (Requirements for Pass-Through Entities)
 2 C.F.R. § 200.339 (Remedies for Noncompliance)
 2 C.F.R. § 200.403(c) (Factors Affecting Allowability of Costs)
2 C.F.R. § 200.413 (Direct Costs)
2 C.F.R. § 200.414 (Indirect Costs)
2 C.F.R. § 200.415 (Required Certifications)
2 C.F.R. § 200.425 (Audit Services)
 2 C.F.R. § 200.430 (Compensation – Personal Services)
 2 C.F.R. § 200.431 (Compensation – Fringe Benefits)
 2 C.F.R. § 200.447 (Insurance and Indemnification)
 2 C.F.R. § 200.463 (Recruiting Costs)
 2 C.F.R. § 200.464 (Relocation Costs of Employees)
 2 C.F.R. § 200.474 (Transportation Costs)
 2 C.F.R. § 200.475 (Travel Costs)
2 C.F.R. § 200.513 (Responsibilities)
2 C.F.R. § 200.521 (Management Decisions)
45 C.F.R. § 75.2 (Definitions)
45 C.F.R. § 75.317 (Insurance Coverage)
45 C.F.R. § 75.320 (Equipment)
48 C.F.R. Subpart 2.1 (Definitions)

Cross References: MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies)
 MSBA/MASA Model Policy 210.1 (Conflict of Interest – Charter School Board Members)
 MSBA/MASA Model Policy 412 (Expense Reimbursement)
 MSBA/MASA Model Policy 701 (Establishment and Adoption of Charter School Budget)
 MSBA/MASA Model Policy 701.1 (Modification of Charter School Budget)
 MSBA/MASA Model Policy 702 (Accounting)
 MSBA/MASA Model Policy 703 (Annual Audit)

Resources: Minnesota Department of Education (MDE):
Procurement Handbook [January 8, 2025] (accessed 01/07/26)
MDE: *Competitive Proposal Method* [April 2020] (accessed 01/07/26)
MDE: *Guidance on Conflicts of Interest for Charter Schools and Authorizers* [Updated January 2025] (accessed 01/07/26)
Office of Management and Budget: *OMB Guidance for Federal Financial Assistance (Uniform Guidance)* (accessed 02/20/26)
U.S. DOE: *Education Department General Administrative Regulations (EDGAR) and Other Applicable Grant Regulations* (accessed 01/09/26)
U.S. DOE: *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (accessed 01/09/26)

St. Croix Prep Academy 4120**Payment Listing for the month of June 2026**

CHECK NUMBER	CHECK DATE	CHECK TYPE	VENDOR	AMOUNT
9000403	6/30/2026	R	Divy	55,624.57
202501544	6/15/2026	W	Franklin Templeton Investments	3,310.90
202501545	6/15/2026	W	H.S.A. Associated Bank	4,184.03
202501546	6/15/2026	W	Internal Revenue Service	119,666.68
202501547	6/15/2026	W	MN Dept of Revenue	20,434.08
202501548	6/15/2026	W	Public Employees Retirement Assoc	12,220.96
202501549	6/15/2026	W	Reliastar Life Insurance Company	50
202501550	6/15/2026	W	Teachers Retirement Assoc	77,301.15
202501573	6/30/2026	W	A Chance To Grow, Inc.	254.56
202501701	6/30/2026	W	A Chance To Grow, Inc.	442.52
202501576	6/30/2026	W	Acapulco Restaurante	2,302.76
202501574	6/30/2026	W	ACT FINANCE	4,330.50
202501577	6/30/2026	W	Albin Acquisition Corp	182
202501568	6/30/2026	W	Alerus/Alliance Benefit Group	2,166.39
202501583	6/30/2026	W	Amazon Capital Services Inc.	55.1
202501600	6/30/2026	W	Amazon Capital Services Inc.	32.55
202501591	6/30/2026	W	Amazon Capital Services Inc.	3,164.99
202501584	6/30/2026	W	Amazon Capital Services Inc.	38.97
202501598	6/30/2026	W	Amazon Capital Services Inc.	1,026.21
202501603	6/30/2026	W	Amazon Capital Services Inc.	236.89
202501605	6/30/2026	W	Amazon Capital Services Inc.	5.93
202501596	6/30/2026	W	Amazon Capital Services Inc.	9.99
202501607	6/30/2026	W	Amazon Capital Services Inc.	71.1
202501581	6/30/2026	W	Amazon Capital Services Inc.	18.98
202501595	6/30/2026	W	Amazon Capital Services Inc.	564.4
202501587	6/30/2026	W	Amazon Capital Services Inc.	1,012.37
202501602	6/30/2026	W	Amazon Capital Services Inc.	204.91
202501579	6/30/2026	W	Amazon Capital Services Inc.	431.98
202501582	6/30/2026	W	Amazon Capital Services Inc.	54.04
202501604	6/30/2026	W	Amazon Capital Services Inc.	101.59
202501578	6/30/2026	W	Amazon Capital Services Inc.	23.99
202501589	6/30/2026	W	Amazon Capital Services Inc.	9.88
202501601	6/30/2026	W	Amazon Capital Services Inc.	21.22
202501585	6/30/2026	W	Amazon Capital Services Inc.	37.99
202501586	6/30/2026	W	Amazon Capital Services Inc.	27.98
202501599	6/30/2026	W	Amazon Capital Services Inc.	31.3
202501580	6/30/2026	W	Amazon Capital Services Inc.	7.12
202501594	6/30/2026	W	Amazon Capital Services Inc.	62.05
202501606	6/30/2026	W	Amazon Capital Services Inc.	12.28
202501593	6/30/2026	W	Amazon Capital Services Inc.	268.55
202501588	6/30/2026	W	Amazon Capital Services Inc.	224.18
202501592	6/30/2026	W	Amazon Capital Services Inc.	431.88
202501590	6/30/2026	W	Amazon Capital Services Inc.	34.98
202501597	6/30/2026	W	Amazon Capital Services Inc.	91.96
202501608	6/30/2026	W	Amazon Capital Services Inc.	35.14
202501765	6/30/2026	W	Amplyus LLC	2,423.00

St. Croix Prep Academy 4120
Payment Listing for the month of June 2026

CHECK NUMBER	CHECK DATE	CHECK TYPE	VENDOR	AMOUNT
202501575	6/30/2026	W	ARVIG	543.95
202501769	6/30/2026	W	ASPI SOLUTIONS INC	749.5
202501611	6/30/2026	W	AVIBEN LLC	187.75
202501612	6/30/2026	W	Bachman's, Inc.	198.36
202501570	6/30/2026	W	Bancorps/Flex Spending Acct	933.32
202501613	6/30/2026	W	Bartlett Tree Experts Inc.	3,200.00
202501616	6/30/2026	W	Bartlett Tree Experts Inc.	457.5
202501615	6/30/2026	W	Bartlett Tree Experts Inc.	457.5
202501614	6/30/2026	W	Bartlett Tree Experts Inc.	457.5
202501617	6/30/2026	W	Bartlett Tree Experts Inc.	915
202501618	6/30/2026	W	Bella Vida Catering	7,337.00
202501680	6/30/2026	W	Bettcher, Paul	100
202501572	6/30/2026	W	Bill.com	554.18
202501619	6/30/2026	W	Bimbo Bakeries USA	210
202501621	6/30/2026	W	Blazerworks	7,697.00
202501620	6/30/2026	W	Blazerworks	7,945.50
202501700	6/30/2026	W	Blotske, William	349.59
202501556	6/30/2026	W	Blue Cross and Blue Shield of MN	75,776.22
202501622	6/30/2026	W	Blue Ribbon Cleaning, Inc.	243.29
202501624	6/30/2026	W	Blue Ribbon Cleaning, Inc.	92.68
202501625	6/30/2026	W	Blue Ribbon Cleaning, Inc.	23,044.47
202501623	6/30/2026	W	Blue Ribbon Cleaning, Inc.	3,989.48
202501681	6/30/2026	W	Bonesteel, Paul	112
202501668	6/30/2026	W	Brown, Kimberly	1,022.13
202501732	6/30/2026	W	Brown, Kimberly	446.9
202501733	6/30/2026	W	Brown, Kimberly	600
202501696	6/30/2026	W	Burns, Tia	467.5
202501695	6/30/2026	W	Burns, Tia	371.25
202501675	6/30/2026	W	CALE, Micah	112
202501688	6/30/2026	W	Christenson, DAVID	28.5
202501551	6/30/2026	W	Chubb	1,172.00
202501750	6/30/2026	W	cici, Samantha	50
202501630	6/30/2026	W	Cintas Corporation	311.79
202501629	6/30/2026	W	Cintas Corporation	99.18
202501628	6/30/2026	W	Cintas Corporation	756
202501632	6/30/2026	W	City of Bayport	103.69
202501631	6/30/2026	W	City of Bayport	88.87
202501709	6/30/2026	W	Clitherow, Katie	19.95
202501552	6/30/2026	W	Clover App	45.41
202501708	6/30/2026	W	College Board	29,103.00
202501633	6/30/2026	W	Consilium Inc.	308
202501626	6/30/2026	W	Crissinger, Brenda	665
202501730	6/30/2026	W	Cronk, Julie	77.85
202501634	6/30/2026	W	David Hardware Inc	756
202501745	6/30/2026	W	Davis, Monica	28.05
202501717	6/30/2026	W	Dillinger, Megan	117

St. Croix Prep Academy 4120
Payment Listing for the month of June 2026

CHECK NUMBER	CHECK DATE	CHECK TYPE	VENDOR	AMOUNT
202501760	6/30/2026	W	Donovan, william	156
202501637	6/30/2026	W	Eagle Ridge Academy	800
202501711	6/30/2026	W	Eckroth Music	71.8
202501635	6/30/2026	W	ECM Publishers, Inc	227.64
202501638	6/30/2026	W	Ecolab Inc.	723.08
202501647	6/30/2026	W	Egan Company Inc.	3,449.93
202501641	6/30/2026	W	Egan Company Inc.	425
202501640	6/30/2026	W	Egan Company Inc.	425
202501644	6/30/2026	W	Egan Company Inc.	260
202501642	6/30/2026	W	Egan Company Inc.	443
202501643	6/30/2026	W	Egan Company Inc.	2,069.62
202501646	6/30/2026	W	Egan Company Inc.	5,319.60
202501645	6/30/2026	W	Egan Company Inc.	443
202501712	6/30/2026	W	Egan Company Inc.	1,357.00
202501713	6/30/2026	W	Egan Company Inc.	443
202501714	6/30/2026	W	Egan Company Inc.	443
202501707	6/30/2026	W	Eiselt, Jill	622.93
202501694	6/30/2026	W	Enhance Mats	976.76
202501648	6/30/2026	W	Expert's Edge LLC dba Expert's Edge Athletics	1,275.00
202501636	6/30/2026	W	EZ New Media LLC	1,700.00
202501770	6/30/2026	W	First State Bank & Trust	164.68
202501563	6/30/2026	W	Franklin Templeton Investments	1,932.12
202501670	6/30/2026	W	Frye, Marissa	715
202501752	6/30/2026	W	Fuerstenberg, Sarah	38.1
202501731	6/30/2026	W	Fuerstenberg, Sarah	60.25
202501666	6/30/2026	W	Gilman, Katherine	468.96
202501651	6/30/2026	W	Grainger	57.4
202501650	6/30/2026	W	Grainger	50.11
202501649	6/30/2026	W	Grainger	112.08
202501753	6/30/2026	W	Gregg, Stacy	144.1
202501562	6/30/2026	W	H.S.A. Associated Bank	3,959.03
202501554	6/30/2026	W	HealthPartners	6,664.71
202501658	6/30/2026	W	HeartStrings Studio	919.75
202501655	6/30/2026	W	Herff Jones LLC	645
202501656	6/30/2026	W	Herff Jones LLC	1,280.08
202501657	6/30/2026	W	Heritage Printing	261.8
202501697	6/30/2026	W	Houle, Tom	100
202501653	6/30/2026	W	HP Payment Processing Center	136.7
202501654	6/30/2026	W	HP Payment Processing Center	661.54
202501764	6/30/2026	W	Hu, Yubei	42.25
202501571	6/30/2026	W	I3 Verticals LLC - SchoolPay	1,646.75
202501564	6/30/2026	W	Internal Revenue Service	104,232.36
202501719	6/30/2026	W	Irondale HS	350
202501721	6/30/2026	W	J.W. Pepper & Son, Inc.	19.99
202501722	6/30/2026	W	J.W. Pepper & Son, Inc.	14.99
202501723	6/30/2026	W	J.W. Pepper & Son, Inc.	11

St. Croix Prep Academy 4120**Payment Listing for the month of June 2026**

CHECK NUMBER	CHECK DATE	CHECK TYPE	VENDOR	AMOUNT
202501724	6/30/2026	W	J.W. Pepper & Son, Inc.	213.93
202501725	6/30/2026	W	J.W. Pepper & Son, Inc.	6
202501726	6/30/2026	W	J.W. Pepper & Son, Inc.	10.99
202501720	6/30/2026	W	J.W. Pepper & Son, Inc.	-7.99
202501716	6/30/2026	W	Johnson, Ethan	25
202501664	6/30/2026	W	Johnson Janitorial Supply, LLC	1,955.67
202501662	6/30/2026	W	Johnson Janitorial Supply, LLC	1,233.96
202501660	6/30/2026	W	Johnson Janitorial Supply, LLC	445.74
202501663	6/30/2026	W	Johnson Janitorial Supply, LLC	844.9
202501661	6/30/2026	W	Johnson Janitorial Supply, LLC	1,211.61
202501659	6/30/2026	W	Johnson Janitorial Supply, LLC	371.28
202501729	6/30/2026	W	Johnson Janitorial Supply, LLC	576.79
202501728	6/30/2026	W	Junker, john	600
202501667	6/30/2026	W	Kemps	2,662.58
202501702	6/30/2026	W	Kertz, Gerald	124.05
202501718	6/30/2026	W	Korba, Henrick	75
202501734	6/30/2026	W	Legacy Christian Academy	225
202501559	6/30/2026	W	Loffler Companies Inc.	5,765.00
202501736	6/30/2026	W	Loggers Trail Golf Course	11,344.00
202501766	6/30/2026	W	MASSP	635
202501740	6/30/2026	W	Metro Baseball League	425
202501672	6/30/2026	W	Metro Volleyball Officials Association	60
202501674	6/30/2026	W	Meyer Sewer Service, Inc.	350
202501673	6/30/2026	W	Meyer Sewer Service, Inc.	105
202501741	6/30/2026	W	Meyer Sewer Service, Inc.	420
202501560	6/30/2026	W	Minnesota Association of Charter Schools	603.75
202501677	6/30/2026	W	Minnesota Sodding Company, LLC	6,812.18
202501676	6/30/2026	W	Minnesota Sodding Company, LLC	1,090.55
202501744	6/30/2026	W	Minnesota Sodding Company, LLC	3,056.41
202501561	6/15/2026	W	MN Dept of Revenue	18,305.80
202501737	6/30/2026	W	MN Dept of Health	50
202501738	6/30/2026	W	MN Dept of Health	50
202501767	6/30/2026	W	MN School Boards Assoc.	6,000.00
202501727	6/30/2026	W	Mohlenhoff, Rikki	62.25
202501746	6/30/2026	W	MystiQue Sound Solutions, Inc.	8,618.50
202501610	6/30/2026	W	Nunez, Arlene	200
202501705	6/30/2026	W	O'Grady, Bohdan	203.25
202501627	6/30/2026	W	Olson, Chad	73.99
202501678	6/30/2026	W	Paffy's Pest Control, Inc	125
202501679	6/30/2026	W	Paffy's Pest Control, Inc	225
202501609	6/30/2026	W	Peterson, Amy	48.93
202501703	6/30/2026	W	Peterson, Amy	91.91
202501689	6/30/2026	W	Povolny, Deanna	38
202501747	6/30/2026	W	Prolux Finishing	9,211.62
202501565	6/30/2026	W	Public Employees Retirement Assoc	8,850.46
202501557	6/30/2026	W	Quadient Finance USA Inc	150

St. Croix Prep Academy 4120
Payment Listing for the month of June 2026

CHECK NUMBER	CHECK DATE	CHECK TYPE	VENDOR	AMOUNT
202501683	6/30/2026	W	Ratwik Roszak & Maloney, PA	5,225.68
202501735	6/30/2026	W	Reeh, Stephanie	57.22
202501566	6/30/2026	W	Reliastar Life Insurance Company	50
202501768	6/30/2026	W	Reliastar Life Insurance Company	150
202501715	6/30/2026	W	Richgels, Erin	124.19
202501748	6/30/2026	W	Rose Floral & Greenhouse, Inc	130
202501749	6/30/2026	W	Rupp Anderson Squires & Waldspurger P.A.	1,175.30
202501704	6/30/2026	W	Sather, Anne	51.2
202501684	6/30/2026	W	Schmitt & Sons	22,840.80
202501687	6/30/2026	W	Schneeman, Cecelia	74.19
202501742	6/30/2026	W	Schroeder, Micah	1,288.29
202501751	6/30/2026	W	Schultz, STEVE	69.6
202501639	6/30/2026	W	Schumacher, Edward	780
202501685	6/30/2026	W	Security Engineering Assoc., Inc.	3,625.00
202501763	6/30/2026	W	Segelstrom, Xiaomei	42.4
202501686	6/30/2026	W	Sentient Healthcare, Inc	187.5
202501553	6/30/2026	W	SFM	5,839.00
202501743	6/30/2026	W	Stober, Michelle	91
202501762	6/30/2026	W	Sullivan, Thomas	112
202501755	6/30/2026	W	Sweetwater	317.93
202501754	6/30/2026	W	TapSpace	437.48
202501665	6/30/2026	W	Taylor, Karin	99.39
202501567	6/30/2026	W	Teachers Retirement Assoc	49,737.10
202501690	6/30/2026	W	The Branding Wearhouse	128
202501756	6/30/2026	W	The Branding Wearhouse	533
202501691	6/30/2026	W	The Great Northwest	520
202501693	6/30/2026	W	The Sherwin Williams Co.	24.88
202501692	6/30/2026	W	The Sherwin Williams Co.	17.57
202501669	6/30/2026	W	Thole, Marianne	18.38
202501652	6/30/2026	W	Tiede, Gretchen	62.57
202501710	6/30/2026	W	Tomperi, Leo	107
202501671	6/30/2026	W	TROM, Alexandriana	99.65
202501698	6/30/2026	W	Ultimate Events	4,560.80
202501758	6/30/2026	W	Ultimate Events	4,856.50
202501569	6/30/2026	W	UMB Bank, N.A.	163,057.67
202501699	6/30/2026	W	Upper Lakes Foods	79.38
202501757	6/30/2026	W	USI Insurance Services LLC	232.75
202501555	6/30/2026	W	VSP Insurance Co.	727.82
202501682	6/30/2026	W	Wareham, Peter	1,900.00
202501759	6/30/2026	W	Wayne Peterson Enterprises	157.99
202501739	6/30/2026	W	Weber, Mark	156
202501706	6/30/2026	W	Wiekamp, Bridgett	25
202501761	6/30/2026	W	Wolf Ridge Environmental Learning Center	9,851.00
202501558	6/30/2026	W	Xcel Energy	14,947.66
Subtotal				1,019,981.57

St. Croix Prep Academy 4120**Top 20 Vendors****June 2026**

Rank	Vendor	June Total
1	Internal Revenue Service	223,899.04
2	UMB Bank, N.A.	163,057.67
3	Teachers Retirement Assoc	127,038.25
4	Blue Cross and Blue Shield of MN	75,776.22
5	Divvy	55,624.57
6	MN Dept of Revenue	38,739.88
7	College Board	29,103.00
8	Blue Ribbon Cleaning, Inc.	27,369.92
9	Schmitt & Sons	22,840.80
10	Public Employees Retirement Assoc	21,071.42
11	Blazerworks	15,642.50
12	Egan Company Inc.	15,078.15
13	Xcel Energy	14,947.66
14	Loggers Trail Golf Course	11,344.00
15	Minnesota Sodding Company, LLC	10,959.14
16	Wolf Ridge Environmental Learning Center	9,851.00
17	Ultimate Events	9,417.30
18	Prolux Finishing	9,211.62
19	MystiQue Sound Solutions, Inc.	8,618.50
20	Amazon Capital Services Inc.	8,350.50

Bank Statement Closing Date: 06/30/2026

Bank Cash Account: 12 (Building Co. MMKT Savings)

Cash Account #: ** A 101 51

Reconciled: YES Reconciliation Date: 07/10/2026 Reconciled By: Tammy Langer

Transitional Reconciliation: NO Initial Reconciliation: NO

Bank Statement Balance		
Ending Balance Shown on this Bank Statement:		211,883.20
<u>Items Not Listed on this Statement</u>		
Cash Receipts Sources:	0.00	
Subtotal of Skyward Sources not on Statement:		0.00
Manual Adjustments:		0.00
Adjusted Bank Statement Balance:		211,883.20

Ending Cash Balance as of 06/30/2026		
Beginning Cash Balance:		211,622.30
<u>Items from Skyward Sources</u>		
Cash Receipts Sources:	260.90	
Subtotal of Skyward Sources:		260.90
Month End Balance:		211,883.20
43		

Variance:	0.00
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***** End of report *****

Bank Statement Closing Date: 06/30/2026

Bank Cash Account: 1 (Accounts Payable Checking)

Cash Account #: ** A 101 00

Reconciled: NO Reconciliation Date:

Transitional Reconciliation: NO Initial Reconciliation: NO

Reconciled By:

Bank Statement Balance		
Ending Balance Shown on this Bank Statement:		250,000.00
<u>Items Not Listed on this Statement</u>		
Checks:	-91,428.93	
Cash Receipts Sources:	0.00	
Subtotal of Skyward Sources not on Statement:	-91,428.93	
Manual Adjustments:	0.00	
Adjusted Bank Statement Balance:		158,571.07

Ending Cash Balance as of 06/30/2026		
Beginning Cash Balance:		215,111.66
<u>Items from Skyward Sources</u>		
Accounts Payable Sources:	-1,018,809.57	
Cash Receipts Sources:	1,665,014.25	
Payroll Sources:	-706,392.87	
Subtotal of Skyward Sources:	-60,188.19	
Month End Balance:		154,923.47

Variance:

-3,647.60

***** End of report *****

Bank Statement Closing Date: 06/30/2026

Bank Cash Account: 10 (FSBT MM Savings)

Cash Account #: ** A 101 10

Reconciled: YES Reconciliation Date: 07/10/2026 Reconciled By: Tammy Langer

Transitional Reconciliation: NO Initial Reconciliation: NO

Bank Statement Balance

Ending Balance Shown on this Bank Statement:

2,479,076.53

Items Not Listed on this Statement

Cash Receipts Sources:

0.00

Subtotal of Skyward Sources not on Statement:

0.00

Manual Adjustments:

0.00

Adjusted Bank Statement Balance:

2,479,076.53

Ending Cash Balance as of 06/30/2026

Beginning Cash Balance:

2,906,115.47

Items from Skyward Sources

Cash Receipts Sources:

-427,038.94

Subtotal of Skyward Sources:

-427,038.94

Month End Balance:

2,479,076.53

45

Variance:

0.00

***** End of report *****

Bank Statement Closing Date: 06/30/2026

Bank Cash Account: 4 (Building Company)

Cash Account #: ** A 101 50

Reconciled: YES Reconciliation Date: 07/10/2026 Reconciled By: Tammy Langer

Transitional Reconciliation: NO Initial Reconciliation: NO

Bank Statement Balance			
Ending Balance Shown on this Bank Statement:			551,419.76
<u>Items Not Listed on this Statement</u>			
Checks:	0.00		
Cash Receipts Sources:	0.00		
Subtotal of Skyward Sources not on Statement:		0.00	
Manual Adjustments:		0.00	
Adjusted Bank Statement Balance:			551,419.76

Ending Cash Balance as of 06/30/2026			
Beginning Cash Balance:			528,058.36
<u>Items from Skyward Sources</u>			
Accounts Payable Sources:	-1,172.00		
Cash Receipts Sources:	24,533.40		
Subtotal of Skyward Sources:		23,361.40	
Month End Balance:			551,419.76

Variance:	0.00
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***** End of report *****

CHECK NUMBER	CHECK DATE	CHE TYP	VENDOR	AMOUNT
9000403	06/30/2026	R	Divvy	55,624.57
202501544	06/15/2026	W	Franklin Templeton I	3,310.90
202501545	06/15/2026	W	H.S.A. Associated Ba	4,184.03
202501546	06/15/2026	W	Internal Revenue Ser	119,666.68
202501547	06/15/2026	W	MN Dept of Revenue	20,434.08
202501548	06/15/2026	W	Public Employees Ret	12,220.96
202501549	06/15/2026	W	Reliastar Life Insur	50.00
202501550	06/15/2026	W	Teachers Retirement	77,301.15
202501573	06/30/2026	W	A Chance To Grow, In	254.56
202501701	06/30/2026	W	A Chance To Grow, In	442.52
202501576	06/30/2026	W	Acapulco Restaurante	2,302.76
202501574	06/30/2026	W	ACT FINANCE	4,330.50
202501577	06/30/2026	W	Albin Acquisition Co	182.00
202501568	06/30/2026	W	Alerus/Alliance Bene	2,166.39
202501583	06/30/2026	W	Amazon Capital Servi	55.10
202501600	06/30/2026	W	Amazon Capital Servi	32.55
202501591	06/30/2026	W	Amazon Capital Servi	3,164.99
202501584	06/30/2026	W	Amazon Capital Servi	38.97
202501598	06/30/2026	W	Amazon Capital Servi	1,026.21
202501603	06/30/2026	W	Amazon Capital Servi	236.89
202501605	06/30/2026	W	Amazon Capital Servi	5.93
202501596	06/30/2026	W	Amazon Capital Servi	9.99
202501607	06/30/2026	W	Amazon Capital Servi	71.10
202501581	06/30/2026	W	Amazon Capital Servi	18.98
202501595	06/30/2026	W	Amazon Capital Servi	564.40
202501587	06/30/2026	W	Amazon Capital Servi	1,012.37
202501602	06/30/2026	W	Amazon Capital Servi	204.91
202501579	06/30/2026	W	Amazon Capital Servi	431.98
202501582	06/30/2026	W	Amazon Capital Servi	54.04
202501604	06/30/2026	W	Amazon Capital Servi	101.59
202501578	06/30/2026	W	Amazon Capital Servi	23.99
202501589	06/30/2026	W	Amazon Capital Servi	9.88
202501601	06/30/2026	W	Amazon Capital Servi	21.22
202501585	06/30/2026	W	Amazon Capital Servi	37.99
202501586	06/30/2026	W	Amazon Capital Servi	27.98
202501599	06/30/2026	W	Amazon Capital Servi	31.30
202501580	06/30/2026	W	Amazon Capital Servi	7.12
202501594	06/30/2026	W	Amazon Capital Servi	62.05
202501606	06/30/2026	W	Amazon Capital Servi	12.28
202501593	06/30/2026	W	Amazon Capital Servi	268.55
202501588	06/30/2026	W	Amazon Capital Servi	224.18
202501592	06/30/2026	W	Amazon Capital Servi	431.88
202501590	06/30/2026	W	Amazon Capital Servi	34.98
202501597	06/30/2026	W	Amazon Capital Servi	91.96
202501608	06/30/2026	W	Amazon Capital Servi	35.14
202501765	06/30/2026	W	Ampliyus LLC	2,423.00
202501575	06/30/2026	W	ARVIG	543.95
202501769	06/30/2026	W	ASPI SOLUTIONS INC	749.50
202501611	06/30/2026	W	AVIBEN LLC	187.75
202501612	06/30/2026	W	Bachman's, Inc.	198.36
202501570	06/30/2026	W	Bancorps/Flex Spendi	933.32
202501613	06/30/2026	W	Bartlett Tree Expert	3,200.00
202501616	06/30/2026	W	Bartlett Tree Expert	457.50
202501615	06/30/2026	W	Bartlett Tree Expert	457.50
202501614	06/30/2026	W	Bartlett Tree Expert	457.50
202501617	06/30/2026	W	Bartlett Tree Expert	915.00

CHECK	CHECK	CHE		
NUMBER	DATE	TYP	VENDOR	AMOUNT
202501618	06/30/2026	W	Bella Vida Catering	7,337.00
202501680	06/30/2026	W	Bettcher, Paul	100.00
202501572	06/30/2026	W	Bill.com	554.18
202501619	06/30/2026	W	Bimbo Bakeries USA	210.00
202501621	06/30/2026	W	Blazerworks	7,697.00
202501620	06/30/2026	W	Blazerworks	7,945.50
202501700	06/30/2026	W	Blotske, William	349.59
202501556	06/30/2026	W	Blue Cross and Blue	75,776.22
202501622	06/30/2026	W	Blue Ribbon Cleaning	243.29
202501624	06/30/2026	W	Blue Ribbon Cleaning	92.68
202501625	06/30/2026	W	Blue Ribbon Cleaning	23,044.47
202501623	06/30/2026	W	Blue Ribbon Cleaning	3,989.48
202501681	06/30/2026	W	Bonesteel, Paul	112.00
202501668	06/30/2026	W	Brown, Kimberly	1,022.13
202501732	06/30/2026	W	Brown, Kimberly	446.90
202501733	06/30/2026	W	Brown, Kimberly	600.00
202501696	06/30/2026	W	Burns, Tia	467.50
202501695	06/30/2026	W	Burns, Tia	371.25
202501675	06/30/2026	W	CALE, Micah	112.00
202501688	06/30/2026	W	Christenson, DAVID	28.50
202501551	06/30/2026	W	Chubb	1,172.00
202501750	06/30/2026	W	cici, Samantha	50.00
202501630	06/30/2026	W	Cintas Corporation	311.79
202501629	06/30/2026	W	Cintas Corporation	99.18
202501628	06/30/2026	W	Cintas Corporation	756.00
202501632	06/30/2026	W	City of Bayport	103.69
202501631	06/30/2026	W	City of Bayport	88.87
202501709	06/30/2026	W	Clitherow, Katie	19.95
202501552	06/30/2026	W	Clover App	45.41
202501708	06/30/2026	W	College Board	29,103.00
202501633	06/30/2026	W	Consilium Inc.	308.00
202501626	06/30/2026	W	Crissinger, Brenda	665.00
202501730	06/30/2026	W	Cronk, Julie	77.85
202501634	06/30/2026	W	David Hardware Inc	756.00
202501745	06/30/2026	W	Davis, Monica	28.05
202501717	06/30/2026	W	Dillinger, Megan	117.00
202501760	06/30/2026	W	Donovan, william	156.00
202501637	06/30/2026	W	Eagle Ridge Academy	800.00
202501711	06/30/2026	W	Eckroth Music	71.80
202501635	06/30/2026	W	ECM Publishers, Inc	227.64
202501638	06/30/2026	W	Ecolab Inc.	723.08
202501647	06/30/2026	W	Egan Company Inc.	3,449.93
202501641	06/30/2026	W	Egan Company Inc.	425.00
202501640	06/30/2026	W	Egan Company Inc.	425.00
202501644	06/30/2026	W	Egan Company Inc.	260.00
202501642	06/30/2026	W	Egan Company Inc.	443.00
202501643	06/30/2026	W	Egan Company Inc.	2,069.62
202501646	06/30/2026	W	Egan Company Inc.	5,319.60
202501645	06/30/2026	W	Egan Company Inc.	443.00
202501712	06/30/2026	W	Egan Company Inc.	1,357.00
202501713	06/30/2026	W	Egan Company Inc.	443.00
202501714	06/30/2026	W	Egan Company Inc.	443.00
202501707	06/30/2026	W	Eiselt, Jill	622.93
202501694	06/30/2026	W	Enhance Mats	976.76
202501648	06/30/2026	W	Expert's Edge LLC db	1,275.00
202501636	06/30/2026	W	EZ New Media LLC	1,700.00

CHECK NUMBER	CHECK DATE	CHE TYP	VENDOR	AMOUNT
202501770	06/30/2026	W	First State Bank & T	164.68
202501563	06/30/2026	W	Franklin Templeton I	1,932.12
202501670	06/30/2026	W	Frye, Marissa	715.00
202501752	06/30/2026	W	Fuerstenberg, Sarah	38.10
202501731	06/30/2026	W	Fuerstenberg, Sarah	60.25
202501666	06/30/2026	W	Gilman, Katherine	468.96
202501651	06/30/2026	W	Grainger	57.40
202501650	06/30/2026	W	Grainger	50.11
202501649	06/30/2026	W	Grainger	112.08
202501753	06/30/2026	W	Gregg, Stacy	144.10
202501562	06/30/2026	W	H.S.A. Associated Ba	3,959.03
202501554	06/30/2026	W	HealthPartners	6,664.71
202501658	06/30/2026	W	HeartStrings Studio	919.75
202501655	06/30/2026	W	Herff Jones LLC	645.00
202501656	06/30/2026	W	Herff Jones LLC	1,280.08
202501657	06/30/2026	W	Heritage Printing	261.80
202501697	06/30/2026	W	Houle, Tom	100.00
202501653	06/30/2026	W	HP Payment Processin	136.70
202501654	06/30/2026	W	HP Payment Processin	661.54
202501764	06/30/2026	W	Hu, Yubei	42.25
202501571	06/30/2026	W	I3 Verticals LLC - S	1,646.75
202501564	06/30/2026	W	Internal Revenue Ser	104,232.36
202501719	06/30/2026	W	Irondale HS	350.00
202501721	06/30/2026	W	J.W. Pepper & Son, I	19.99
202501722	06/30/2026	W	J.W. Pepper & Son, I	14.99
202501723	06/30/2026	W	J.W. Pepper & Son, I	11.00
202501724	06/30/2026	W	J.W. Pepper & Son, I	213.93
202501725	06/30/2026	W	J.W. Pepper & Son, I	6.00
202501726	06/30/2026	W	J.W. Pepper & Son, I	10.99
202501720	06/30/2026	W	J.W. Pepper & Son, I	-7.99
202501716	06/30/2026	W	Johnson, Ethan	25.00
202501664	06/30/2026	W	Johnson Janitorial S	1,955.67
202501662	06/30/2026	W	Johnson Janitorial S	1,233.96
202501660	06/30/2026	W	Johnson Janitorial S	445.74
202501663	06/30/2026	W	Johnson Janitorial S	844.90
202501661	06/30/2026	W	Johnson Janitorial S	1,211.61
202501659	06/30/2026	W	Johnson Janitorial S	371.28
202501729	06/30/2026	W	Johnson Janitorial S	576.79
202501728	06/30/2026	W	Junker, john	600.00
202501667	06/30/2026	W	Kemps	2,662.58
202501702	06/30/2026	W	Kertz, Gerald	124.05
202501718	06/30/2026	W	Korba, Henrick	75.00
202501734	06/30/2026	W	Legacy Christian Aca	225.00
202501559	06/30/2026	W	Loffler Companies In	5,765.00
202501736	06/30/2026	W	Loggers Trail Golf C	11,344.00
202501766	06/30/2026	W	MASSP	635.00
202501740	06/30/2026	W	Metro Baseball Leagu	425.00
202501672	06/30/2026	W	Metro Volleyball Off	60.00
202501674	06/30/2026	W	Meyer Sewer Service,	350.00
202501673	06/30/2026	W	Meyer Sewer Service,	105.00
202501741	06/30/2026	W	Meyer Sewer Service,	420.00
202501560	06/30/2026	W	Minnesota Associatio	603.75
202501677	06/30/2026	W	Minnesota Sodding Co	6,812.18
202501676	06/30/2026	W	Minnesota Sodding Co	1,090.55
202501744	06/30/2026	W	Minnesota Sodding Co	3,056.41
202501561	06/15/2026	W	MN Dept of Revenue	18,305.80

CHECK	CHECK	CHE		
NUMBER	DATE	TYP	VENDOR	AMOUNT
202501737	06/30/2026	W	MN Dept of Health	50.00
202501738	06/30/2026	W	MN Dept of Health	50.00
202501767	06/30/2026	W	MN School Boards Ass	6,000.00
202501727	06/30/2026	W	Mohlenhoff, Rikki	62.25
202501746	06/30/2026	W	MystiQue Sound Solut	8,618.50
202501610	06/30/2026	W	Nunez, Arlene	200.00
202501705	06/30/2026	W	O'Grady, Bohdan	203.25
202501627	06/30/2026	W	Olson, Chad	73.99
202501678	06/30/2026	W	Paffy's Pest Control	125.00
202501679	06/30/2026	W	Paffy's Pest Control	225.00
202501609	06/30/2026	W	Peterson, Amy	48.93
202501703	06/30/2026	W	Peterson, Amy	91.91
202501689	06/30/2026	W	Povolny, Deanna	38.00
202501747	06/30/2026	W	Prolux Finishing	9,211.62
202501565	06/30/2026	W	Public Employees Ret	8,850.46
202501557	06/30/2026	W	Quadient Finance USA	150.00
202501683	06/30/2026	W	Ratwik Roszak & Malo	5,225.68
202501735	06/30/2026	W	Reeh, Stephanie	57.22
202501566	06/30/2026	W	Reliastar Life Insur	50.00
202501768	06/30/2026	W	Reliastar Life Insur	150.00
202501715	06/30/2026	W	Richgels, Erin	124.19
202501748	06/30/2026	W	Rose Floral & Greenh	130.00
202501749	06/30/2026	W	Rupp Anderson Squire	1,175.30
202501704	06/30/2026	W	Sather, Anne	51.20
202501684	06/30/2026	W	Schmitt & Sons	22,840.80
202501687	06/30/2026	W	Schneeman, Cecelia	74.19
202501742	06/30/2026	W	Schroeder, Micah	1,288.29
202501751	06/30/2026	W	Schultz, STEVE	69.60
202501639	06/30/2026	W	Schumacher, Edward	780.00
202501685	06/30/2026	W	Security Engineering	3,625.00
202501763	06/30/2026	W	Segelstrom, Xiaomei	42.40
202501686	06/30/2026	W	Sentient Healthcare,	187.50
202501553	06/30/2026	W	SFM	5,839.00
202501743	06/30/2026	W	Stober, Michelle	91.00
202501762	06/30/2026	W	Sullivan, Thomas	112.00
202501755	06/30/2026	W	Sweetwater	317.93
202501754	06/30/2026	W	TapSpace	437.48
202501665	06/30/2026	W	Taylor, Karin	99.39
202501567	06/30/2026	W	Teachers Retirement	49,737.10
202501690	06/30/2026	W	The Branding Wearhou	128.00
202501756	06/30/2026	W	The Branding Wearhou	533.00
202501691	06/30/2026	W	The Great Northwest	520.00
202501693	06/30/2026	W	The Sherwin Williams	24.88
202501692	06/30/2026	W	The Sherwin Williams	17.57
202501669	06/30/2026	W	Thole, Marianne	18.38
202501652	06/30/2026	W	Tiede, Gretchen	62.57
202501710	06/30/2026	W	Tomperi, Leo	107.00
202501671	06/30/2026	W	TROM, Alexandriana	99.65
202501698	06/30/2026	W	Ultimate Events	4,560.80
202501758	06/30/2026	W	Ultimate Events	4,856.50
202501569	06/30/2026	W	UMB Bank, N.A.	163,057.67
202501699	06/30/2026	W	Upper Lakes Foods	79.38
202501757	06/30/2026	W	USI Insurance Servic	232.75
202501555	06/30/2026	W	VSP Insurance Co.	727.82
202501682	06/30/2026	W	Wareham, Peter	1,900.00
202501759	06/30/2026	W	Wayne Peterson Enter	157.99

CHECK NUMBER	CHECK DATE	CHE TYP	VENDOR	AMOUNT
202501739	06/30/2026	W	Weber, Mark	156.00
202501706	06/30/2026	W	Wiekamp, Bridgett	25.00
202501761	06/30/2026	W	Wolf Ridge Environme	9,851.00
202501558	06/30/2026	W	Xcel Energy	14,947.66
Totals for checks				1,019,981.57

FUND SUMMARY

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
01	GENERAL FUND	514,815.15	3,055.19	449,772.85	967,643.19
02	Food Service Fd	8,053.08	1,017.20	4,267.95	13,338.23
04	Community Service Fund	306.00	0.00	37,522.15	37,828.15
50	Building Company	0.00	0.00	1,172.00	1,172.00
***	Fund Summary Totals ***	523,174.23	4,072.39	492,734.95	1,019,981.57

***** End of report *****

ST. CROIX PREPARATORY ACADEMY 4120		ST. CROIX PREPARATORY ACADEMY 4120					REVENUE & EXPENDITURE SUMMARY BY SOURCE, OBJECT SERIES & PROGRAM SERIES			June 30, 2026							
GENERAL FUND - REVENUE												June 30, 2026	June 30, 2025 % of Actuals Received	June 30, 2024 % of Actuals Received			
REVENUE CATEGORIES	June 30, 2024	June 30, 2025	Adopted Budget	Revised Budget	June 30, 2026	Budget Remaining	% of Budget Received				Current YTD vs. Prior YTD	June 30, 2025	June 30, 2024				
STATE	14,701,457	15,138,093	15,206,840	15,673,509	13,837,810	1,835,699	88.3%	79.2%	78.2%		1,853,164	11,984,646	11,503,600				
FEDERAL	577,013	283,139	266,400	287,437	17,134	270,303	6.0%	69.1%	82.0%		(178,608)	195,742	473,061				
LOCAL (FEES, INTEREST, ETC.)	1,352,390	1,536,704	1,251,500	1,289,130	1,142,942	146,188	88.7%	66.4%	84.0%		122,242	1,020,700	1,136,448				
TOTALS	16,630,859	16,957,935	16,724,740	17,250,076	14,997,885	2,252,190	86.9%	77.8%	78.8%		1,796,797	13,201,088	13,113,109				
GENERAL FUND - EXPENDITURES BY OBJECT SERIES												June 30, 2026	June 30, 2025 % of Actuals Expended	June 30, 2024 % of Actuals Expended			
OBJECT SERIES	June 30, 2024	June 30, 2025	Adopted Budget	Revised Budget	June 30, 2026	Budget Remaining	% of Budget Expended				Current YTD vs. Prior YTD	June 30, 2025	June 30, 2024				
SALARIES & WAGES	9,109,771	9,004,470	9,045,486	9,536,421	9,135,815	400,607	95.8%	100.0%	100.0%		131,345	9,004,470	9,109,771				
EMPLOYEE BENEFITS	2,098,029	2,302,779	2,482,199	2,531,572	2,299,540	232,032	90.8%	100.0%	100.0%		(3,238)	2,302,779	2,098,029				
PURCHASED SERVICES	2,259,453	1,978,168	1,935,493	1,906,529	1,955,716	(49,187)	102.6%	100.0%	100.0%		(22,452)	1,978,168	2,259,453				
SUPPLIES	838,546	1,062,280	1,090,993	815,063	747,097	67,966	91.7%	100.0%	100.0%		(315,183)	1,062,280	838,546				
EQUIPMENT	2,422,026	2,184,394	2,106,578	2,171,862	2,167,495	4,367	99.8%	100.0%	100.0%		(16,899)	2,184,394	2,422,026				
OTHER EXPENDITURES	57,743	260,676	38,000	275,849	60,359	215,490	21.9%	100.0%	100.0%		(200,317)	260,676	57,743				
TOTALS	16,785,568	16,793,511	16,698,749	17,238,064	16,366,021	872,043	94.9%	100.0%	100.0%		(427,490)	16,793,511	16,785,568				
GENERAL FUND - EXPENDITURES BY PROGRAM SERIES												June 30, 2026	June 30, 2025 % of Actuals Expended	June 30, 2024 % of Actuals Expended			
PROGRAM SERIES	June 30, 2024	June 30, 2025	Adopted Budget	Revised Budget	June 30, 2026	Budget Remaining	% of Budget Expended				Current YTD vs. Prior YTD	June 30, 2025	June 30, 2024				
SITE ADMINISTRATION	905,215	1,004,908	1,071,658	1,063,263	1,007,316	55,947	94.7%	100.0%	100.0%		2,408	1,004,908	905,215				
DISTRICT ADMINISTRATION	260,143	312,877	300,013	294,725	279,206	15,519	94.7%	100.0%	100.0%		(33,672)	312,877	260,143				
SUPPORT SERVICES	1,502,389	1,862,644	1,696,294	1,492,397	1,402,969	89,429	94.0%	100.0%	100.0%		(459,675)	1,862,644	1,502,389				
REGULAR INSTRUCTION	5,582,257	5,178,637	5,165,043	5,978,014	5,623,962	354,052	94.1%	100.0%	100.0%		445,325	5,178,637	5,582,257				
EXTRA-CURRICULAR ACTIVITES	471,017	425,796	432,450	455,978	475,951	(19,973)	104.4%	100.0%	100.0%		50,155	425,796	471,017				
VOCATIONAL INSTRUCTION	-	-	-	-	-	-	0.0%	0.0%	0.0%		-	-	-				
SPECIAL EDUCATION	3,226,360	3,401,320	3,427,212	3,338,018	3,036,456	301,562	91.0%	100.0%	100.0%		(364,864)	3,401,320	3,226,360				
INSTRUCTIONAL SUPPORT	928,138	888,683	872,743	821,755	711,852	109,903	86.6%	100.0%	100.0%		(176,831)	888,683	928,138				
PUPIL SUPPORT SERVICES	420,363	452,190	457,450	478,690	436,252	42,437	91.1%	100.0%	100.0%		(15,938)	452,190	420,363				
FACILITIES	3,436,065	3,203,485	3,215,386	3,243,224	3,320,770	(77,546)	102.4%	100.0%	100.0%		117,285	3,203,485	3,436,065				
OTHER FINANCING USES	53,620	62,971	60,500	72,000	71,287	713	99.0%	100.0%	100.0%		8,316	62,971	53,620				
TOTALS	16,785,568	16,793,511	16,698,749	17,238,064	16,366,021	872,043	94.9%	100.0%	100.0%		(427,490)	16,793,511	16,785,568				



ACTIVITY - OTHER FUNDS							June 30, 2026	June 30, 2025 % of Actuals Received	June 30, 2024 % of Actuals Received			
	June 30, 2024	June 30, 2025	Adopted Budget	Revised Budget	June 30, 2026	Budget Remaining	% of Budget Received			Current YTD vs. Prior YTD	June 30, 2025	June 30, 2024
REVENUE												
FOOD SERVICE	804,989	811,657	834,500	830,000	850,490	(20,490)	102.5%	85.5%	88.1%	156,316	694,174	709,308
COMMUNITY EDUCATION	205,914	207,486	163,000	224,779	274,976	(50,197)	122.3%	89.7%	89.1%	88,804	186,172	183,412
							June 30, 2026	June 30, 2025 % of Actuals Received	June 30, 2024 % of Actuals Received			
	June 30, 2024	June 30, 2025	Adopted Budget	Revised Budget	June 30, 2026	Budget Remaining	% of Budget Received			Current YTD vs. Prior YTD	June 30, 2025	June 30, 2024
EXPENDITURES												
FOOD SERVICE	714,937	767,496	810,000	837,461	683,445	154,016	81.6%	100.0%	100.0%	(84,050)	767,496	714,937
COMMUNITY EDUCATION	223,813	218,435	175,000	223,011	248,283	(25,272)	111.3%	100.0%	100.0%	29,848	218,435	223,813
SUMMARY - ALL FUNDS							June 30, 2026	June 30, 2025 % of Actuals Received	June 30, 2024 % of Actuals Received			
	June 30, 2024	June 30, 2025	Adopted Budget	Revised Budget	June 30, 2026	Budget Remaining	% of Budget Received			Current YTD vs. Prior YTD	June 30, 2025	June 30, 2024
SUMMARY												
REVENUE	19,741,871	20,065,446	17,722,240	20,369,854	17,327,341	3,042,514	85.1%	79.7%	80.7%	1,331,363	15,995,978	15,926,036
EXPENDITURES	19,801,050	19,798,956	17,683,749	19,851,992	18,710,333	1,141,659	94.2%	100.0%	99.7%	(1,088,623)	19,798,956	19,743,832
SPENDING VARIANCE	(59,179)	266,490	38,491	517,863	(1,382,993)	N/A	N/A	N/A	N/A	2,419,985	(3,802,978)	(3,817,796)

St. Croix Preparatory Academy
Covenant Compliance Calculations
As of June 30, 2026

Days Cash On Hand Ratio / Liquidity

Formula: Cash on Hand / Annual Operating Expense / 365 Days

Cash on Hand	Annual Operating Expense / 365	Days Cash on Hand	Standard
\$ 5,701,152.00	\$ 47,227.57	120.72	60.0

Debt Coverage Ratio

Formula: Net Operating Income + Lease Payment / Debt Service

Net Operating Income	Debt Service (Lease Payment)	Debt Coverage Ratio	Standard
\$ 2,355,360.00	\$ 1,963,992.00	1.20	1.10

Fund Balance as a % of Annual Operating Expenses

Formula: General Fund Fund Balance / General Fund Expenditures

6/30/2026 Fund Balance	Annual General Fund Expenditures	Fund Balance %
\$ 6,102,048.00	\$ 17,238,064.00	35.4%

St. Croix Prep Academy 4120
Cash Receipts Activity - June 2026

FD T ORG PRG CRS FIN	June 2025-26 Monthly Activity		Description		Date
01 R 005 000 236 000 050		150.00			
06/30/26	CR		25-50356	7 ST CROIX LUTHERAN 5/14/26 MS MEET	06/30/26
01 R 005 000 248 000 050		-64.00			
06/30/26	CR		25-50353	87 25/26 AP Exam Total	07/10/26
01 R 005 000 254 000 050		94.95			
06/30/26	CR		25-50353	84 LOST/DAMAGED BOOK FEE	06/30/26
01 R 005 000 316 000 050		204.56			
06/30/26	CR		25-50355	9 SCRIP	07/10/26
01 R 005 107 328 000 050		1,800.00			
06/30/26	CR		25-50355	8 PREP OPEN	06/30/26
01 R 005 000 263 000 060		1,289.00			
06/30/26	CR		25-50355	1 Parent Group-8th grade Party	06/30/26
06/30/26	CR		25-50355	5 PARENT GROUP - 4TH GR PARTY	06/30/26
01 R 005 000 306 000 060		-3,143.55			
06/30/26	AP		DIV0630 Divvy	0 Divvy,Grubisch,Literati Book Fairs,May 06.30.26.87	06/30/26
01 R 030 107 217 000 060		1,081.58			
06/30/26	CR		25-50355	7 SENIOR PARTY	06/30/26
01 R 005 000 000 000 092		8,158.54			
06/30/26	CR		25-50344	1 SWEEP INTEREST	06/30/26
06/30/26	CR		25-50345	1 X6795 INTEREST	06/30/26
01 R 005 000 000 000 096		80.00			
06/30/26	CR		25-50355	6 DONATION	06/30/26
01 R 005 000 255 000 096		1,715.18			
06/30/26	CR		25-50356	3 CYBERGRANTS CAFA MCGANN	06/12/26
06/30/26	CR		25-50356	4 BBGF WOOD	06/01/26
06/30/26	CR		25-50356	5 BBGF CHS	06/30/26
06/30/26	CR		25-50356	8 AMER ONLINE BENEVITY	06/25/26
01 R 005 000 299 000 096		60.22			
06/30/26	CR		25-50356	1 LUDUS	06/30/26
06/30/26	CR		25-50356	2 LUDUS FEE	06/30/26
01 R 005 000 000 335 300		202,405.22			
06/30/26	CR		25-50349	2 FY26 ALT COMP	07/10/26
01 R 005 000 000 343 300		12,065.73			
06/30/26	CR		25-50349	3 FY26 SCHOOL LIB AID	07/10/26
06/30/26	CR		25-50350	1 FY25 SCHOOL LIB AID	07/10/26
01 R 005 000 000 348 300		883,413.37			
06/30/26	CR		25-50349	1 FY26 CHARTER SCHOOL LEASE	07/10/26
06/30/26	CR		25-50350	2 FY26 CHARTER SCHOOL LEASE	07/10/26
01 R 005 000 000 373 300		35,314.51			
06/30/26	CR		25-50349	4 FY26 STUDENT SUPPORT CHARTER	07/10/26
01 R 005 000 150 311 300		360.00			
06/30/26	AP		BILL0630 ARVIG	0 erate 5/28/26-6/27/26 5.28.26	05/28/26
01 R 005 000 329 000 619		-192.26			
06/30/26	AP		DIV0630 Divvy	0 06.30.26.90	06/30/26
01 R 005 000 349 000 619		-82.09			
06/30/26	CR		25-50354	5 JUNE CANTALOUPE VENDING FEES	06/30/26
06/30/26	AP		BILL0630 Upper	0 concessions A36633-00	05/15/26
01 R 005 000 349 000 620		45.50			
06/30/26	CR		25-50354	1 JUNE CANTALOUPE VENDING	06/30/26
02 R 005 770 000 701 300		42,866.59			
06/30/26	CR		25-50348	2 STATE LUNCH	06/08/26
02 R 005 770 000 705 300		9,021.94			
06/30/26	CR		25-50348	1 STATE BREAKFAST	06/08/26
02 R 005 770 000 699 405		354.30			
06/30/26	CR		25-50351	1 FY25 FARM TO SCHOOL	07/10/26
02 R 005 770 000 701 471		5,914.80			
06/30/26	CR		25-50348	4 NPS LUNCH	06/08/26
06/30/26	CR		25-50348	6 NPS XCENTS	06/08/26
02 R 005 770 000 701 472		4,954.00			
06/30/26	CR		25-50348	5 NPS FREE/REDUCED	06/08/26
02 R 005 770 000 705 476		3,295.28			
06/30/26	CR		25-50348	56 NPS BREAKFAST	06/08/26
02 R 005 770 000 701 601		-878.31			

St. Croix Prep Academy 4120
Cash Receipts Activity - June 2026

FD T ORG PRG CRS FIN	June 2025-26 Monthly Activity		Description	Date
06/30/26	CR	25-50353	46 Deposit to STUDENT Food Service Account Total	06/30/26
06/30/26	CR	25-50357	1 STUDENT Lunch	06/30/26
06/30/26	AP	BILL0630 Alexan	0 refund lunch balance 6.12.26	06/09/26
06/30/26	AP	BILL0630 DAVID	0 refund lunch balance Cecelia Christens 6.12.26	06/12/26
06/30/26	AP	BILL0630 Deann	0 refund lunch balance Lea Povolny 6.12.26	06/12/26
06/30/26	AP	BILL0630 Gerald	0 refund lunch balance William Kertz 6.12.26	06/12/26
06/30/26	AP	BILL0630 Anne S	0 Refund: lunch balance Larson Sather 6.12.26	06/12/26
06/30/26	AP	BILL0630 Katie C	0 refund lunch balance Randall Clitherov 6.9.26	06/09/26
06/30/26	AP	BILL0630 Rikki M	0 refund lunch balance Addison Mohlenl 109080	06/09/26
06/30/26	AP	BILL0630 Julie C	0 Refund: lunch balance Ella Cronk 6.12.26	06/12/26
06/30/26	AP	BILL0630 Sarah F	0 refund lunch balance for Zayne Fuerst 6.9.26	06/12/26
06/30/26	AP	BILL0630 Michel	0 Refund: lunch balance Ava Stober 6.12.26	06/12/26
06/30/26	AP	BILL0630 Monica	0 refund lunch balance Kate Davis 6.12.26	06/12/26
06/30/26	AP	BILL0630 STEVE	0 refund lunch balance for Ethan Schultz 6.12.26	06/12/26
06/30/26	AP	BILL0630 Sarah F	0 Refund lunch balance Eleanor Fuerster 6.12.26	06/12/26
06/30/26	AP	BILL0630 Stacy C	0 refund lunch balance Kaden Gregg 6.9.26	06/12/26
06/30/26	AP	BILL0630 Xiaome	0 refund lunch balance Reina Segelstrom 6.9.26	06/09/26
06/30/26	AP	BILL0630 Yubei F	0 refund lunch balance Lynne Hu 6.12.26	06/12/26
04 R 005 585 149 000 050		4,625.00		
06/30/26	CR	25-50355	3 2026 Kgtn Camp	06/30/26
04 R 005 585 226 000 050		1,200.00		
06/30/26	CR	25-50353	88 Summer 2026 Camp - GIRLS Lacrosse Total	07/10/26
04 R 005 585 244 000 050		340.00		
06/30/26	CR	25-50353	39 Summer 2026 Camp - GIRLS Basketball LS Total	06/30/26
04 R 005 585 249 000 050		85.00		
06/30/26	CR	25-50353	34 Summer 2026 Camp - Boys Basketball LS Total	06/30/26
04 R 005 585 251 000 050		170.00		
06/30/26	CR	25-50353	41 Summer 2026 Camp - GIRLS Volleyball LS Total	06/30/26
04 R 005 585 290 000 050		-95.00		
06/30/26	CR	25-50353	38 Summer 2026 Camp - Dance & Cheer Total	06/30/26
04 R 005 585 337 000 050		1,310.00		
06/30/26	CR	25-50353	78 25/26 Team Banquet - Baseball	06/30/26
06/30/26	CR	25-50353	80 25/26 Team Banquet - Golf	06/30/26
06/30/26	CR	25-50353	81 25/26 Team Banquet - Softball	06/30/26
04 R 005 585 347 000 050		325.00		
06/30/26	CR	25-50353	70 25/26 WOLF RIDGE OUTDOOR ADVENTURE	06/30/26
04 R 005 585 166 000 096		1,000.00		
06/30/26	CR	25-50356	6 AMER ONLINE BENEVITY	06/30/26

St. Croix Preparatory Academy
Balance Sheet
As of June 30, 2026

	Audited Balance June 30, 2025	YTD
Assets		
<u>Current Assets</u>		
Cash & Investments	4,913,567	5,496,481
Accounts Receivable	94,560	9,132
Interest Receivable	359,483	-
Due from Other Funds	63,017	267,874
PY State Aid Receivable	1,948,370	(77,747)
CY State Aid Receivable		1,474,890
PY Federal Aids Receivable	75,982	
CY Federal Aids Receivable		159,440
Inventory	7,915	7,915
Prepaid Expenses	152,769	172,372
Total Current Assets	7,615,663	7,510,357
Total Assets	7,615,663	7,510,357
<u>Liabilities and Fund Balance</u>		
<u>Current Liabilities</u>		
Salaries Payable	446,517	228,899
Summer Salaries Payable		
Accounts Payable	217,008	1,411
Payroll Liabilities	122,411	31,128
Summer Benefits Payable		68,563
Deferred Revenue	87,963	47,225
Total Current Liabilities	873,899	377,226
<u>Fund Balance</u>		
Unassigned	5,754,872	5,754,872
Food Service	570,587	570,587
Community Service	69,128	69,128
Assigned/Restricted/Nonspendable	347,176	347,176
Change in Fund Balance		391,368
Total Fund Balance	6,741,763	7,133,131
Total Liabilities and Fund Balance	7,615,662	7,510,357

St. Croix Preparatory Academy
Class Fee Analysis
FY26 Actual & FY27 Projection

approved a \$40 class fee in order to not have to increase annually

FY27 projected enrollment = 1214

Description	FY26 Projection			FY26 Actual			FY27 Projection		
	# of Students	Fee per Student	Net Revenue (Expense)	# of Students	Fee per Student	Net Revenue (Expense)	Approx # of Students	Fee per Student	Net Revenue (Expense)
Technology Fee-									
Fee Collected-Full Pay students	840	\$35	\$29,400	828	\$35	\$28,980	836	\$36	\$30,108
Fee Collected-Students qualifying for reduced fees	30	\$17.50	\$525	17	\$17.50	\$298	17	\$18	\$308
Fee Collected-Students qualifying for free fees	30	\$0	\$0	34	\$0	\$0	34	\$0	\$0
Credit Card Processing Fees associated w/ fee collection	3.50%		(\$1,047)	3.50%		(\$1,025)	3.50%		(\$1,065)
Cost of Student Information System			(\$26,192)			(\$29,460)			(\$29,463)
Net Technology Fee - excess (shortfall)			2,685			(\$1,207)			(\$112)
Volunteer Background Check Fee -									
Fee Collected-Full Pay students	840	\$5	\$4,200	828	\$5	\$4,140	836	\$5	\$4,182
Fee Collected-Students qualifying for reduced fees	30	\$2.50	\$75	17	\$2.50	\$43	17	\$2.50	\$43
Fee Collected-Students qualifying for free fees	30	\$0	\$0	34	\$0	\$0	34	\$0	\$0
Credit Card Processing Fees associated w/ fee collection	3.50%		(\$150)	3.50%		(\$146)	3.50%		(\$148)
Cost of Background Checks			(\$3,200)			(\$2,818)			(\$3,200)
Net Background Check Fee - excess (shortfall)			925			\$1,218			\$877
Administrative Cost of Fee Collection									
Approx Admin assist cost @ hrly rate + benefits	10 hrs		(\$264)	10 hrs		(\$264)	10 hrs		(\$337)
Approx Sr. Acct cost @ hrly rate + benefits	3 hrs		(\$116)	3 hrs		(\$116)	3 hrs		(\$128)
TOTAL Administrative cost of Fee collection			(380)			(\$380)			(\$465)
Net Fee Revenue in excess (shortfall)			3,230			(\$370)			\$299

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

shortfall due to adding Synergy OLR (\$3321), increased cost for constant contact (\$798), lower revenue than projected **(\$720)**

FY27 Class Fees: - Public Hearing Information

- I. Public Hearing for Annual Class Fees: At the July 21, 2026, board meeting, in accordance with state statute 123B.38, St. Croix Preparatory Academy is holding a hearing on the proposed adoption of a fee policy which includes assessing the following per-student fees:

Fee	Description	Grade level	Fee per Student
Technology Fee (permitted statute 123b.38)	Annual licensing fee for student information system, textbook management, all- school messaging systems and student fee pay system.	all	\$36
Volunteer Background Check Fee (permitted statute 123b.38)	Fund bi-annual background check required for all volunteers.	all	\$5

NOTE: see attached 'Class Fee Analysis' for additional detail.

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

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

II. Additional Background information:

- A. Components of the student fee. Beginning in FY15, the board approved a single 'class fee'. The FY27 combined fee is comprised of the following components:
 - a. Technology Fee: The technology fee is a per student fee for the following annual license fees:
 - i. Synergy (student information system)
 - ii. SchoolPay (student fee-pay system)
 - iii. School Messenger (all-school messaging system)
 - iv. SignUp (Parent Teacher Conference and Parent Group activities signup tool)
 - v. Smore (Lower School newsletter tool)
 - vi. Linden Tech (Visitor sign in tool)
 - vii. Region 1 (On-Line registration module)
 - viii. Constant Contact (All School Newsletter tool)
 - ix. Formstack (Survey and student registration tool)
- B. Background Check Fee: The background check fee is a per student fee to fund the cost of background checks for each volunteer.

III. Recommendation: *The administration recommends a \$41 per student FY27 class fee, with the fee waived for students who qualify for free lunch and reduced by 50% (\$20.50) for those who qualify for reduced lunch.* This recommendation is based on projected FY27 class fee revenue and the corresponding expenses.

- A. Technology Fee of \$40 is \$1 more than FY26 Technology Fees due to license fee increases and the addition of the Online Registration module license. The FY27 projected participation reflects the FY26 actual participation percentage.
- B. Background Check Fee of \$5 is consistent with FY26 Class Fees of \$5 per full-pay student.

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

A. Cons of assessing 'background check fee':

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

B. Pros of assessing 'background check fee':

- a. Consistent with SCPA School Board's philosophical position since FY11, which is: SCPA assesses the fee to the *student* who benefits from the volunteer's services, rather than the *volunteer*, who is already donating his/her time to benefit the student.
- b. Collecting this fee and requesting background check authorization on-line, creates operational efficiency in the business office.
- c. This fee simplifies the 'volunteer recruiting process' because most fees are collected on 'back to school night' and not piecemeal as volunteers choose to volunteer.
- d. Assessing 'per student fee' encourages even the infrequent volunteer because it eliminates the objection of, 'I can only volunteer once, I don't want to pay \$14 for a background check'.
- e. Recommendation re: Assessment of Background Check Fee: The administration feels the 'pros' of assessing the fee outweigh the 'cons' and therefore, recommends the Board approved FY27 'per student' background check fee as proposed.

Updates for July Board Meeting are in yellow

Q Comp Program Update Form for 2026-2027

Due: August 31, 2026

General Information: This form is to be used by all implementing districts and charter schools to provide information to the Minnesota Department of Education (MDE) regarding changes to the approved Quality Compensation (Q Comp) program as outlined in [Minnesota Statutes, section 122A.414](#). The form will expand to fit the responses. For each core component, begin by putting an "X" next to either Yes or No to signify that there are changes, or no changes, to that component. Then, complete that section, if applicable, or move to the next component. Send the completed document and any related attachments via email to mde.q-comp@state.mn.us.

Note: There is no need to submit a program update form if no changes are being made to the approved

Q Comp program.

District or Charter School Name: St. Croix Preparatory Academy

Superintendent or Director: Jenn Fuchs

- Phone: 651-395-5905
- Email: jennfuchs@stcroixprep.org

President of the Exclusive Representative of the Teachers: Enter text here

- Phone: Enter text here
- Email: Enter text here

Program Contact Person: Nicole Donnay

- Phone: 651-964-6046
- Email: nicoledonnay@stcroixprep.org

It is the district's responsibility to align any program changes with statutory requirements. To assist with this process, read the [Q Comp Requirements and Guiding Principles document](#) on the Teacher Development and Evaluation (TDE) and Q Comp web page, under the Implementation section.

Please address all items related to the component(s) that are being changed and attach any additional information and related materials. Ensure that when designing program changes the fiscal implications of the change are thoroughly considered so that funds are available to cover related costs and that for school districts both the school board/administration and exclusive representative of the teachers understands and agrees

to all changes. MDE staff will review the provided information and contact the district/charter school if further clarification is needed.

Core Component: Career Advancement Options

Are changes being made to this component? ☒ Yes ☐ No

If yes, please complete the following sections as applicable.

Discontinuing—Identify any position(s) being removed: Teaching and Learning Coordinators

Expanding—Provide the full job descriptions, below, for any position(s) being added:

Title: **Q Comp Coordinator**

Qualifications:

- Valid MN Teaching License

Responsibilities:

- Coordinate with Curriculum and Instruction team, Admin Team, and Staff Development/Re-licensure Committee to plan, implement, and evaluate Q Comp initiatives
- Participate as a member of the Q Comp Committee and report progress on Q Comp initiative implementation
- Co-plan professional development, ensuring an integrated focus on classical education and the incorporation of Q Comp into the overall professional development plan, including budgetary and schedule considerations
- Collaborate with PLC leaders to ensure alignment of the PLC and peer observation process with the District's professional development program
- Co-Plan and co-lead new teacher orientation
- Work with the Curriculum and Instruction team to develop and implement teacher growth and development plans
- Create and maintain necessary documentation for teacher growth and development
- QComp reporting compliance with MDE

Hiring Process:

- Posted position
- Screened applicants
- Two rounds of interviews
 - o Phone interview
 - o In-person interview with a panel that had representation from each division

Length of Term:

- 5 year term

Evaluation:

- Mid-year and end-of-year evaluation

Compensation: \$85,000-95,000

Title: **Mentor Teacher**

Qualifications:

- Current MN teaching license
- 4+ years of successful teaching experience
- Previous successful experience in leadership roles preferred
- Demonstrated ability to build relationships with new employees and colleagues
- Demonstrated commitment to furthering the classical framework at SCPA

Responsibilities:

- Welcome new teachers in transitioning to a new school during New Staff Orientation and Back to School Week
- Answer questions or direct employees to other resources
- Assist new teachers in finding solutions to questions about curriculum and instructional best practices, such as classroom management, lesson planning, and student assessment
- Assist new teachers in planning effective seminars
- Meet with mentees weekly or bi-weekly
- Attend required mentor meetings and professional development
- Provide feedback as requested to the Q Comp Coordinator
- Collaborate with the Q Comp Coordinator

Length of Term:

- 3 year term

Hiring Process:

- Posted position
- Screened applicants
- In-person interview
- Create a pool of mentors to draw from as needed

Evaluation:

- Mid-year and end-of-year evaluation

Compensation:

- Year 1: \$2,000 Stipend
- Year 2: \$1,000 Stipend
- Year 3: \$500 Stipend

Revising—Using the categories above, describe any changes to an existing position description(s):

Title: **PLC Facilitator** - 16 positions available

Qualifications:

- Current MN teaching license
- 4+ years of teaching experience
- Demonstrated commitment to continued professional development
- Demonstrated commitment to furthering the classical framework at SCPA
- Demonstrated effective leadership skills, communication, and support to staff

- Willingness to participate in summer Q-Comp-related training opportunities
- Ability to use data and technology to analyze and track student performance

Responsibilities:

- Facilitate bi-weekly PLC meetings
- Assist in reviewing and evaluating the Q-Comp program as needed
- Attend monthly PLC Facilitator meetings with the Q Comp Coordinator and administration
- Coordinate with Q Comp Coordinator to facilitate effective data-driven PLC teamwork, focused on Student Learning Goals
- Continue professional growth through readings and training on Q-Comp initiatives
- Compile PLC meeting agendas, minutes, and collaboration records

Length of Term:

- The term will be 1 year, with up to a 2-year renewal.

Hiring Process:

- Post positions
- Screen applicants
- If one applicant per PLC: In-person interview
- If more than one applicant per PLC: two rounds of interviews
 - o Phone interview
 - o In-person interview

Evaluation:

- Mid-year and end-of-year evaluation

Compensation: \$1,000

Core Component: Job-Embedded Professional Development

Are changes being made to this component? ☒ Yes ☐ No

If yes, please complete the following sections as applicable.

PLC Meetings

Frequency—Describe how often teams meet: Twice a month

Length—Describe how long each team meeting is: 45 minutes

Composition—Describe the new team (e.g., grade levels, banded grades, departments):

PLC 1: K-2nd Grade

PLC 2: 3rd-4th Grade

PLC 3: LS SpEd

PLC 4: MS Humanities

PLC 5: MS SpEd

PLC 6: MS Math/Science

PLC 7: Music

PLC 8: Art

PLC 9: US Science

PLC 10: US Math

PLC 11: US Social Studies
 PLC 12: US English
 PLC 13: US Language
 PLC 14: US SpEd
 PLC 15: Health/PE
 PLC 16: Student Support

Peer to Peer Observations—“Colleague Connections”

Frequency—Describe how often: twice per year

Components—listed below:

- Teachers will engage in peer-to-peer classroom observations to support professional growth, promote reflective practice, strengthen collaboration among staff, and support continuous improvement in teaching and learning.
- Teachers will complete two peer observations per school year. Observation 1 will be completed before winter break, and observation 2 will be completed before the final PLC meeting.
- Observations may take place within grade levels, content areas, or across departments to encourage diverse learning opportunities.
- Following each observation, teachers will complete a reflection form documenting what they observed, key takeaways, and how the experience may impact their own instructional practices.
- [Colleague Connections Form](#)

Core Component: Teacher Evaluation

Are changes being made to this component? ☒ Yes ☐ No

If yes, please complete the following sections as applicable.

Peer Review—Describe the revised Peer Review Process (e.g., number of observations, number of different observers, use of the rubric, link to growth plans, observation process, training for observers, coaching):

Level and Year	Peer Review
Level 1, Years 1-3	• Informal observations and coaching from Mentor Teachers - general classroom (2 observations per year) • Seminar observations and coaching from Q Comp Coordinator or Director of Teaching and Learning (2 observations per year)
Level 2, Years 1 & 2	• Informal observations and coaching from Q Comp Coordinator - general classroom or seminar (2 observations per year)

Level 2, Year 3	• NA
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Summative Evaluation—Outline the revised Summative Evaluation Process (e.g., frequency of summative process, number of evaluations, use of the rubric, link to growth plans, evaluations process, training for evaluators, coaching):

Level and Year	Summative Evaluation
Level 1, Years 1-3	• Formal observation by principal/student services director (2 per year) • Informal observations by principal/student services director (2 per year) • Summative end-of-year evaluation
Level 2, Year 3	• Formal observation by principal/student services director (2 per year) • Informal observations by principal/student services director (2 per year) • Summative end-of-year evaluation

Observations:

- Level 1 Teachers:
 - Teachers will complete both the Peer Review and Principal/SSD Observation 1 within the first 90 days of the school year and Observation 2 by the final PLC meeting.
- Level 2 Teachers:
 - Teachers will complete either the Peer Review or Principal/SSD Observation 1 before winter break and Observation 2 by the final PLC meeting.
- Lesson Observation
 - Pre-observation conference and/or documentation form will be completed at least one day prior to the observation
 - The teacher will provide learning objectives and select an evaluation domain/IGDP goal area to focus on during observation and talk through any questions or concerns they have before observation.
 - Post-observation conference will occur within a week of the observation
 - The teacher and evaluator will review lesson notes, reflect on student performance/learning, and identify areas of strength and growth from the observation and the rubric.
- Seminar Observation
 - Pre-observation conference and documentation form will be completed at least two days prior to the observation.
 - The teacher will provide learning objectives and select an evaluation domain/IGDP goal area to focus on during observation and talk through any questions or concerns they have before observation.

- Post-observation reflection questions and student work samples will be completed at least one day prior to the post-observation meeting. The post-observation meeting will occur within a week of the observation.
 - The teacher and evaluator will review lesson notes, reflect on student performance/learning, and identify areas of strength and growth from the observation and the rubric.

Individual Growth and Development Plan—Specify the changes to the teacher’s Individual Growth and Development Plan (IGDP) (e.g., the process for setting goals and plans, the goal and plan review process, documentation is required throughout the year):

- At the beginning of the school year, teachers will complete a self-assessment using the summative evaluation. Based on this reflection, they will identify their strengths and areas for growth. With the support of their division principal/student services director and the Q Comp Coordinator, teachers will develop both a professional growth goal and an instructional goal for their IGDP, and develop an action plan outlining the steps needed to achieve their goals, including timelines, resources, and supports required for success. Teachers will reflect on their progress at the end of each quarter. At the end of the year, teachers will meet with their division principal/student services director and/or the Q Comp Coordinator to review their IGDP goals and reflection.
-  **Individual Growth and Development Plan**

Measures of student growth and literacy— Describe changes to the measures of student growth and literacy (e.g., how the goal is set, oversight, results, and scoring):

Student Learning Goals:

- Teachers will create Student Learning Goals (SLGs) that are measurable, standards-aligned academic growth targets based on baseline student data, standardized tests, assessments, and other student performance measures. SLGs will identify the student group, instructional timeframe, assessments used to measure growth, expected outcomes, and the rationale for the goal. Goals will be designed to be rigorous yet attainable, aligned to district and curriculum priorities, and focused on monitoring student progress and improving student achievement through ongoing instructional reflection and data analysis. Goals will be reviewed and reflected on quarterly.
-  **Student Learning Goal Form 26-27**

Student Engagement:

- Student engagement surveys will be implemented in the Lower, Middle, and Upper Schools. Surveys may be grade-level, division-specific, or content-specific to ensure

meaningful and age-appropriate feedback. Data collected will support instructional reflection, continuous improvement, and monitoring the impact of teaching practices on student engagement and achievement. Surveys will be reviewed at the end of each year and shared with the division principal/student services director on a teacher's summative evaluation year.

Teacher Improvement Process—Provide the updated Teacher Improvement Process (TIP) (e.g., identification for the process, goal setting, support, moving out of the process): No change

Summative Evaluation Rubric— Identify any changes to the rubric, including:

- What rubric is being used (e.g., Danielson, 5D+, locally developed)? If locally developed, please attach.
 - **LS Summative Eval**
 - **MS Summative Eval**
 - **US Summative Eval**
 - **Special Ed Teacher Summative Evaluation**
 - **Counselor/Student Support Specialist Summative Evaluation**
 - **Dean of Students Summative Evaluation**
- What modifications have been made to the rubric?
 - Rubrics were updated to ensure they include culturally responsive practices and all components of the TDE plan.
 - Rubrics were updated to require a minimum score of 75% in each category for salary schedule advancement, replacing the previous overall point-total requirement.
- What is the standard of performance expected of tenured/continuing contract teachers?
 - Teachers are expected to actively engage in the evaluation process, reflect on their practice, and use feedback to support continuous professional growth.
- What is the standard of performance expected of probationary/non-tenured teachers, if different from tenured/continuing contract teachers?
 - All teachers have the same expectation

Peer Review Rubric—Identify any changes to the rubric, including:

- What rubric is being used (e.g., Danielson, 5D+, locally developed)? If locally developed, please attach
 - **LS Peer Reviewer/Admin Pre & Post Observation Meeting Form**
 - **MS/US Peer Reviewer/Admin Pre & Post Observation Meeting Form**
 - **Dean of Students Peer Reviewer/Admin Observation**
 - **Counselor/Student Support Specialist Peer Reviewer/Admin Observation**

- All seminar forms remain the same
- What modifications have been made to the rubric?
 - Updated categories and criteria to align with the summative evaluation
 - Add the pre-observation meeting information to form
- What is the standard of performance expected of tenured/continuing contract teachers?
 - Teachers are expected to actively engage in the peer review process, reflect on their practice, and use feedback to support continuous professional growth.
- What is the standard of performance expected of probationary/non-tenured teachers, if different from tenured/continuing contract teachers?
 - All teachers have the same expectation

Core Component: Performance Pay and Reformed Salary Schedule

Are changes being made to this component? ☒ Yes ☐ No

If yes, please complete the following sections as applicable.

Salary schedule—Describe changes to how vertical movement is made on the salary schedule: [No Change](#)

Performance pay—Outline changes to the performance pay system:

- **Site Goal: \$1** for schoolwide student achievement gains will be awarded to each teacher if the schoolwide site goal (updated annually) is met.
 - Satisfactorily meeting School-Wide Student Achievement Goals: TBD in the Fall
- **Measure of Student Growth and Literacy: \$630** for measure of student growth and literacy will be awarded to each teacher if progress was made toward their individual annual student learning goal.
- **Teacher Observation/Evaluation: \$685** for teacher evaluation will be awarded to each teacher who completes all observation requirements required for their category level by the final PLC meeting.
- **Additional Measure of Performance: PLC Attendance and Participation \$484** for PLC meeting attendance and participation will be awarded to each teacher who attends PLC meetings with timely attendance (two absences allowed) and completes the Individual Growth and Development Plan, Colleague Connections, and engagement survey requirements.
- **Total Pay= \$1,800**

OPTIONAL Hiring bonus—Describe how Q Comp funding is being used for hiring bonuses for hard to staff positions (e.g., bonus amount, process for determining who receives, positions eligible): No

OPTIONAL Additional licensure—Outline how Q Comp funding is being used to provide compensation for additional licensure or grow your own systems (e.g., positions eligible, length and amount of funding): No

The undersigned hereby certifies on behalf of the district/charter school that all of the proposed changes meet statutory requirements.

Superintendent/Executive Director Name Signature

Date

Colleague Connections Form

Name:

Date of Observation:

Class:

Name of Observer:

Division:

Area of focus for observation (choose one per observation):

- ☐ Strong Start
- ☐ Planning and Preparation
- ☐ Student Engagement Methods
- ☐ Classroom Management
- ☐ Delivery and Instruction
- ☐ Systems and Routines
- ☐ Monitoring and Accommodations

Notes on area of focus:

What did you see that can help you in your own classroom?:

What will you put in place or try in your classroom based on what you learned in this observation?:

**Counselor/Student Support Specialist
Peer Reviewer/Admin Observation**

Name:

Observer:

Pre-observation Date:

Observation Date;

Post-observation Date:

Pre-Observation Meeting - Standard:

Pre-Observation Meeting - Lesson objective:

Pre-Observation Meeting - Area of focus for observation:

Pre-Observation Meeting

Lesson notes from observer taken during the lesson:

Post-Observation Meeting - Evidence of focus in the lesson:

Post-Observation Meeting - Next Steps (areas to focus on for improvement):

Post-Observation Meeting Final thoughts:

Artifact upload

Section 1: Planning & Preparation	Observed	Not Observed
Demonstrates knowledge of counseling theory and techniques.		
Demonstrates knowledge of child and adolescent development.		
Demonstrates an understanding of the diversity of students and their needs.		
Designs and delivers effective mental health-related presentations.		
Individual and group plans include activities, materials, and resources appropriate for the ability level of students.		
Organizes and manages time effectively.		
Engages with school administrators, teachers, and other staff to ensure the effective implementation of instruction.		
Sub Total (21 points possible)		

Section 2: The School Environment	Observed	Not Observed
Creates an environment of respect and rapport.		
Contributes to the school culture in which all students are expected to excel and be college/career ready.		
Communicates clearly and professionally with staff and administrators.		
Reinforces school-wide standards of student conduct.		
Manages disruptive behavior effectively and consistently.		
Contributes to a safe school environment.		
Physical space is organized and welcoming.		
Sub Total (21 points possible)		

Section 3: Counseling and Instruction	Observed	Not Observed
Uses counseling techniques in individual and classroom programs.		

Provides accurate identification of issues and develops appropriate actions, using effective listening and responding skills.		
Presents learning content clearly in a logical, sequential order. Gives clear and concise directions.		
Checks for understanding to determine that students understand the concept or skill taught.		
Analyzes data from lessons and activities to determine impact on student outcomes.		
Provides assistance to students and staff to help students function effectively in the school.		
Warm and approachable. Interactions are professional and respectful.		
Collaborates with outside agencies for the continuum of care.		
Demonstrates flexibility and responsiveness when changes in services are needed.		
Demonstrates the ability to manage crisis situations.		
Addresses parent inquiries/concerns and provides information regarding available community resources.		
Understands and communicates the limits of school counseling and the continuum of mental health services.		
Maintains a list of current referral resources for families and refers families as needed.		
Sub Total (36 points possible)		

Section 4: Professional Responsibilities	Observed	Not Observed
Reflects on practices - what worked and what didn't work.		
Evaluates overall program effectiveness.		
Participates in a professional learning community. Requirements for PLC meetings are completed on time and effectively.		
Engages in professional development activities (readings, workshops) to enhance skills/expertise.		
Maintains current notes/data and keeps these in a secure location.		



Maintains confidentiality and understands appropriate occasions for sharing records/information.		
Attends professional meetings as required. Participation is timely, engaged, and positive.		
Attends Child Study meetings and consults with teachers, parents, and administrators to identify students with mental health and wellness concerns and develops intervention strategies.		
Sub Total (24 points possible)		

Section 5: Mission of St. Croix Preparatory Academy	Observed	Not Observed
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 points possible)		

Overall Comments:

Counselor/Student Support Specialist Summative Evaluation

Employee:
Date of Hire:
Length of Service in Title:
Supervisor:
Date:

Select the appropriate number (rating) and indicate your opinions of how well this employee meets the job requirements. This is an inventory of the employee's standing in fulfilling the job's expectations. 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 as accurate a portrayal of the individual as possible.

5 = Outstanding: Functions at or near the highest level of expected performance.

4 = High: Functions at a generally high level of expected performance.

3 = Satisfactory: Functions at a generally satisfactory level of expected performance.

2 = Marginal: Functions at a minimally acceptable level of expected performance. Requires follow-up review in three months to assess.

1 = Unsatisfactory: Fails to fulfill the function at a minimum level of expected performance. Requires an established date for termination or a change in position.

Section 1: Planning & Preparation	5	4	3	2	1
Demonstrates knowledge of counseling theory and techniques.					
Demonstrates knowledge of child and adolescent development.					
Demonstrates an understanding of students' diversity and their needs.					
Designs and delivers effective mental health-related presentations.					
Individual and group plans include activities, materials, and resources appropriate to students' ability levels.					
Organized and manages time effectively.					
Engages with school administrators, teachers, and other staff to ensure the effective implementation of instruction.					
Subtotal (35 points possible)					

Section 2: School Environment	5	4	3	2	1
Creates an environment of respect and rapport.					
Contributes to the school culture in which all students are expected to excel and be college/career ready.					
Communicates clearly and professionally with staff and administrators.					
Reinforces school-wide standards of student conduct.					
Manages disruptive behavior effectively and consistently.					
Contributes to a safe school environment.					
Physical space is organized and welcoming.					
Subtotal (35 points possible)					

Section 3: Counseling and Instruction	5	4	3	2	1
Uses counseling techniques in individual and classroom programs.					
Provides accurate identification of issues and develops appropriate actions, using effective listening and responding skills.					
Presents learning content clearly in a logical, sequential order. Gives clear and concise directions.					
Checks for understanding to determine that students understand the concept or skill taught.					
Analyzes data from lessons and activities to determine impact on student outcomes.					
Provides assistance to students and staff to help students function effectively in the school.					
Warm and approachable. Interactions are professional and respectful.					
Collaborates with external agencies to support the continuum of care.					
Demonstrates flexibility and responsiveness when changes in services are needed.					
Demonstrates the ability to manage crisis situations.					
Addresses parent inquiries/concerns and provides information					

regarding available community resources.					
Understands and communicates the limits of school counseling and the continuum of mental health services.					
Maintains a list of current referral resources for families and refers families as needed.					
Subtotal (65 points possible)					

Section 4: Professional Responsibilities & Mission of St. Croix Preparatory Academy	5	4	3	2	1
Reflects on practices - what worked and what didn't work.					
Evaluates overall program effectiveness.					
Participates in a professional learning community. Requirements for PLC meetings are completed on time and effectively.					
Engages in professional development activities (readings, workshops) to enhance skills/expertise.					
Maintains current notes/data and keeps these in a secure location.					
Maintains confidentiality and understands appropriate occasions for sharing records/information.					
Attends professional meetings as required. Participation is timely, engaged, and positive.					
Attends Child Study meetings and consults with teachers, parents, and administrators to identify students with mental health and wellness concerns and develops intervention strategies.					
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.					
Subtotal (55 points possible)					

Overall Comments:

Advancement of a placement level on the Licensed Instructional Staff Salary Schedule is contingent upon the following:

A) Year-End Performance Appraisal with Division Principal or Director: Must earn a minimum score of 75% in each category on the annual year-end performance evaluation.

B) Completion of Annual Q Comp Requirements

C) SCPA Administration Recommendation to move placement levels

Section 1: Section 1: Planning & Preparation (75% - 26/35)

Section 2: Section 2: The School Environment (75% - 26/35)

Section 3: Section 3: Counseling and Instruction (75% - 48/65)

Section 4: Section 4: Professional Responsibilities & Mission of St. Croix Preparatory Academy (75% - 41/55)

Total of 190 General Performance Appraisal Points Earned: _____

Teacher met 75% or more in each category: Yes or No

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:



st.croixprep

Dean of Students
Peer Reviewer/Admin Coaching Observation Form

Name:

Observer:

Pre-observation Date:

Observation Date;

Post-observation Date:

Pre-Observation Meeting - Standard:

Pre-Observation Meeting - Lesson objective:

Pre-Observation Meeting - Area of focus for observation:

Pre-Observation Meeting

Lesson notes from observer taken during the lesson:

Post-Observation Meeting - Evidence of focus in the lesson:

Post-Observation Meeting - Next Steps (areas to focus on for improvement):

Post-Observation Meeting Final thoughts:

Artifact upload

Section 1: Job Duties

Dean of Students, Grades K-12

	Observed	Not Observed
Report to and meet regularly with division principals.		
Serve as a member of school committees, as appropriate and requested.		
Meet regularly with division staff along with the division principals as requested. Assist in developing, implementing, promoting and enhancing a positive school climate and culture through the Character Education program. Work with Activities Director and Student Council Advisors to develop and coordinate activities to support these areas.		
Work with staff to develop programs- academic, social-emotional and physical, which support the needs of students. To include: Coordination of New Student /Family Orientation Program along with Student Council Advisors. Work with Office Managers to ensure that new families receive a Welcome letter/packet, are added to e-mail lists for Parent Updates and Division Communications. Serve as contact person for questions and assist Parent Volunteer Coordinator in seeking out mentor families to work with new families.		
Review student progress data and oversee development of support plan to meet student's academic, behavior or social/emotional needs --- as requested by division principals.		
Monitor students who are at risk --- report concerns to division principals. Serve as contact person with parents regarding student progress and concerns.		
Attend IEP meetings as requested by the division principal as an administrative representative along with the division principal.		
Implement policy and procedure that maintains a safe, and optimal, learning environment for students and staff.		
Along with division principals support and regularly check-in with students regarding academic, behavioral, and social issues.		

Collect and manage student data related to academic progress, attendance and behavior as requested by division principals.		
As requested by division principals, respond to and report on student issues and concerns. Provide behavioral support and intervention to classroom teachers and for the building in general. Conduct meetings with students, staff and parents regarding student behaviors and progress as needed. Assist in maintaining and logging behavior interventions and tracking data on discipline.		
Coordinate and oversee Peer tutoring, Homework Help, and summer and after school tutoring programs.		
Coordinate and oversee detention assignment calendar, contact parents and students, and supervise detention		
Coordinate and oversee dress code violations, contact students and parents and log in student records.		
Assist division principals to oversee bus conduct reports, contact students and parents and log in student records.		
Assist in the management of student supervision issues. Assist activities director, student council advisors and division principals with development, coordination and supervision of student activities as requested.		
Helps supervise student activities as directed (arrivals/departures, parking lots, lunch periods, detention, school wide assemblies, etc.). Oversees teachers scheduled by divisions for supervision duty and serves as substitute in as needed for staff members. Coordinates with division principals and office managers to ensure that information and calendar events are included in district communications and on website calendar.		
Keep abreast of current and innovative educational research as related to school mission and goals and share as appropriate.		
Perform other related duties as directed.		

Section 2: Professional Skills

Non-Instructional Staff 2: Professional Skills

	Observed	Not Observed
Continues his/her professional growth through readings, workshop and conference participation and staff in-services.		
Attitude toward job: Constructive, cooperative. Not cynical.		
Receptiveness to Criticism: Willingly accepts criticism and is positively motivated to improved performance.		
Self-Control: Steady and well-balanced under pressure. Does not transmit tensions of job to others.		
Job Knowledge: Extensive knowledge of own job. Eager to learn more.		
Professional Maturity: Loyalty to organization, positive representation of objectives and goals within the school and community.		

Section 3: Personal Traits

Non-Instructional Staff 3: Personal Traits

	Observed	Not Observed
Creativity: Produces original ideas. Has an inquiring mind. Shows imagination and originality in thinking.		
Flexibility: Adjusts to changing conditions. Receptive to new ideas and methods.		
Personality: Open and approachable. Affects others in a positive way.		
Tact and Persuasion: Effective in communicating with supervisor, staff and parents.		
Punctuality: Reports for shift in a timely manner, as well as scheduled meetings.		

Overall Comments:



Dean of Students Summative Evaluation

Employee:

Date of Hire:

Current Date:

Length of Service in Title:

Supervisor:

Select 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.

5 = Outstanding: Functions at or near highest level of expected performance.

4 = High: Functions at a generally high level of expected performance.

3 = Satisfactory: Functions at a generally satisfactory level of expected performance.

2 = Marginal: Functions at a minimally acceptable level of expected performance. Requires follow-up review in three months to assess.

1 = Unsatisfactory: Fails to fulfill function at a minimum level of expected performance. Requires and established date for termination or change in position.

Section 1: Job Duties

Dean of Students, Grades K-12

Report to and meet regularly with division principals.					
	<u>Enter Notes</u>				
Serve as a member of school committees, as appropriate and requested.					
	<u>Enter Notes</u>				
Meet regularly with division staff along with the division principals as requested. Assist in developing, implementing, promoting and enhancing a positive school climate and culture through the Character Education program. Work with Activities Director and Student Council Advisors to develop and coordinate activities to support these areas.					
	<u>Enter Notes</u>				
Work with staff to develop programs- academic, social-emotional and physical, which support the needs of students. To include: Coordination of New Student /Family Orientation Program along with Student Council Advisors. Work with Office Managers to ensure that new families receive a Welcome letter/packet, are added to e-mail lists for Parent Updates and Division Communications. Serve as					
	<u>Enter Notes</u>				

contact person for questions and assist Parent Volunteer Coordinator in seeking out mentor families to work with new families.					
Review student progress data and oversee development of support plan to meet student's academic, behavior or social/emotional needs --- as requested by division principals.					Enter Notes
Monitor students who are at risk --- report concerns to division principals. Serve as contact person with parents regarding student progress and concerns.					Enter Notes
Attend IEP meetings as requested by the division principal as an administrative representative along with the division principal.					Enter Notes
Implement policy and procedure that maintains a safe, and optimal, learning environment for students and staff.					Enter Notes
Along with division principals support and regularly check-in with students regarding academic, behavioral, and social issues.					Enter Notes
Collect and manage student data related to academic progress, attendance and behavior as requested by division principals.					Enter Notes
As requested by division principals, respond to and report on student issues and concerns. Provide behavioral support and intervention to classroom teachers and for the building in general. Conduct meetings with students, staff and parents regarding student behaviors and progress as needed. Assist in maintaining and logging behavior interventions and tracking data on discipline.					Enter Notes
Coordinate and oversee Peer tutoring, Homework Help, and summer and after school tutoring programs.					Enter Notes
Coordinate and oversee detention assignment calendar, contact parents and students, and supervise detention					Enter Notes
Coordinate and oversee dress code violations, contact students and parents and log in student records.					Enter Notes
Assist division principals to oversee bus conduct reports, contact students and parents and log in student records.					Enter Notes
Assist in the management of student supervision issues. Assist activities director, student council advisors and division principals with development, coordination and supervision of student activities as requested.					Enter Notes
Helps supervise student activities as directed (arrivals/departures, parking lots, lunch periods, detention, school wide assemblies, etc.). Oversees teachers scheduled by divisions for supervision duty and serves as substitute in as needed for staff members. Coordinates with division principals and office managers to ensure that information and calendar events are included in district communications and on website calendar.					Enter Notes
Keep abreast of current and innovative educational research as related to school mission and goals and share as appropriate.					Enter Notes
Perform other related duties as directed.					Enter Notes

Subtotal (100 points possible)

Section 2: Professional Skills

Non-Instructional Staff 2: Professional Skills

Continues his/her professional growth through readings, workshop and conference participation and staff in-services.					
	<u>Enter Notes</u>				
Attitude toward job: Constructive, cooperative. Not cynical.					
	<u>Enter Notes</u>				
Receptiveness to Criticism: Willingly accepts criticism and is positively motivated to improved performance.					
	<u>Enter Notes</u>				
Self-Control: Steady and well-balanced under pressure. Does not transmit tensions of job to others.					
	<u>Enter Notes</u>				
Job Knowledge: Extensive knowledge of own job. Eager to learn more.					
	<u>Enter Notes</u>				
Professional Maturity: Loyalty to organization, positive representation of objectives and goals within the school and community.					

Subtotal (30 points possible)

Section 3: Personal Traits

Non-Instructional Staff 3: Personal Traits

Creativity: Produces original ideas. Has an inquiring mind. Shows imagination and originality in thinking.					
	<u>Enter Notes</u>				
Flexibility: Adjusts to changing conditions. Receptive to new ideas and methods.					
	<u>Enter Notes</u>				
Personality: Open and approachable. Affects others in a positive way.					
	<u>Enter Notes</u>				
Tact and Persuasion: Effective in communicating with supervisor, staff and parents.					
	<u>Enter Notes</u>				

Punctuality: Reports for shift in a timely manner, as well as scheduled meetings.

Subtotal (25 points possible)

Advancement of a placement level on the Licensed Instructional Staff Salary Schedule is contingent upon the following:

- A) Year-End Performance Appraisal with Division Principal or Director: Must earn a minimum score of 75% in each category on the annual year-end performance evaluation.
- B) Completion of Annual Q Comp Requirements
- C) SCPA Administration Recommendation to move placement levels

Section 1: Section 1: Job Duties (75% - 75/100)

Section 2: Section 2: Professional Skills (75% - 22/30)

Section 4: Section 3: Personal Traits (75% - 18/25)

Total of 155 General Performance Appraisal Points Earned: _____

Teacher met 75% or more in each category: Yes or No

Acknowledged:

Prepared by:

Date:

Individual Growth and Development Plan

Staff Member _____ Date _____

Division(s) _____

Administrator(s) _____

Goals

(Write directions/explanation for developing goals)	
Instructional Goal	
Activities or Actions to Support Goal	Resources/Support Needed to Attain Goal
Professional Growth Goal	
Activities or Actions to Support Goal	Resources/Support Needed to Attain Goal
PLC SMART Goal	
Activities or Actions to Support Goal	Resources/Support Needed to Attain Goal

Reflections

Quarter 1 Reflections	
Instructional	
Professional	
PLC SMART Goal	
Quarter 2 Reflections	
Instructional	
Professional	
PLC SMART Goal	
Quarter 3 Reflections	
Instructional	
Professional	
PLC SMART Goal	
Quarter 4/End-of-Year Reflections	
Instructional	
Professional	
PLC SMART Goal	
How did you incorporate seminar and habits of discussion in your classroom this year?	
What habits of discussion skills do you see students using outside of seminar?	
What instructional strategies did you use in your classroom to meet the varied needs of English Language Learners and/or Special Education students?	
What instructional and developmental goals	92

might you consider for next year's IDP and why?	
---	--

LS Peer Reviewer & Admin Pre & Post-Observation Meeting Form

Name:

Observer:

Pre-observation Date:

Observation Date;

Post-observation Date:

Pre-Observation Meeting - Standard:

Pre-Observation Meeting - Lesson objective:

Pre-Observation Meeting - Area of focus for observation:

Pre-Observation Meeting

Lesson notes from observer taken during the lesson:

Post-Observation Meeting - Evidence of focus in the lesson:

Post-Observation Meeting - Next Steps (areas to focus on for improvement):

Post-Observation Meeting Final thoughts:

Artifact upload

Section 1: Lesson Planning and Curriculum Implementation	observed	not observed
Lesson plan/unit is aligned with SCPA Curriculum and/or State Standards expectations.		
Lesson is set at an appropriate level of rigor , and all students are held to high expectations.		

Lesson plan was appropriate for class and showed evidence of effective planning .		
Lesson demonstrates awareness of students' needs and abilities through lesson planning and instructional delivery.		
Teacher demonstrates a mastery of the content .		
Comments:		
Section 2: Instruction/Lesson Implementation		
<i>Teacher opens the lesson thoughtfully. Learning objectives are communicated and/or posted for students.</i>		
Teacher builds background knowledge by linking concepts to students' personal experience, past learning, and key vocabulary.		
Clear examples and explanations are used to deliver the material.		
<i>Teacher presents information in multiple ways (direct instruction, reading, writing on board, notes, and chanting). Well-designed tasks and materials encourage memorization of content and application.</i>		
Teacher has structured the lesson thoughtfully to allow for multiple modes of instruction , including lecture, small-group work, partner work, and independent work time as needed.		
Instructional time is used effectively. Pacing of lessons reflects high expectations regarding student learning.		
Students are engaged as evidenced by asking questions, responding to prompts, taking notes, etc. The teacher models enthusiasm for subject.		
<i>Teacher uses questioning techniques to check for understanding, reinforce material, and/or challenge students cognitively.</i>		
Students have opportunities to demonstrate understanding at multiple points in the lesson. The teacher monitors students' understanding and adjusts instruction as needed.		
Effectively communicates and responds to students' questions.		
<i>Teacher uses the classroom space thoughtfully to support learning (seating charts, utilizing curricular display boards, neat and clear of excess, etc.). Classroom is orderly and effective for learning.</i>		
<i>Teacher gives students clear and concise directions.</i>		
Classical approaches to management and learning are demonstrated and achieved.		
The teacher brings students back together to close the lesson and reinforce the lesson objective.		
Directions for follow-up work/homework are clear and provide students opportunity to practice skills in class. Expectations and grading criteria are clear and appropriate.		
Instruction follows a gradual release model (I do, We do, You do) to support student learning and independence.		
Comments:		
Section 3: Classroom Management		
<i>Teacher and students interact professionally and respectfully. Teacher is warm and</i>		

approachable.		
Teacher addresses disruptions , minimizing the impact on student learning.		
Teacher has established classroom routines for learning and participation. Students understand and follow them.		
The teacher uses effective transitions between activities.		
Teacher gives students clear and concise directions .		
Classical approaches to classroom management and learning are evident throughout the lesson.		
Comments:		
Section 4: Professional Responsibilities & Mission of St. Croix Preparatory Academy		
Teacher follows IEP/504 accommodations or modifications evidenced by planning, instruction, and assessment.		
Teacher reflected on the effectiveness of the lesson.		
EAs and Paras understand their role and contribute to the classroom productively.		
A classical, caring, engaging environment is evidenced, and good character and leadership is encouraged.		
Comments:		

Classical Instructional Strategies (make a checklist for those strategies used)	observed	not observed
Direct instruction		
Questioning		
Chanting/Repetition		
Think pair share/partner work		
<i>TTQA - writing and speaking</i>		
Cold call		
Wait time		
Call and response		

Overall Comments:
--



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 _____

Select the appropriate number (rating) and indicate your opinions of how well this employee meets the job requirements. This is an inventory of the employee's standing in fulfilling the job's expectations. 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 as accurate a portrayal of the individual as possible.

5 = Outstanding: Functions at or near the highest level of expected performance.

4 = High: Functions at a generally high level of expected performance.

3 = Satisfactory: Functions at a generally satisfactory level of expected performance.

2 = Marginal: Functions at a minimally acceptable level of expected performance. Requires follow-up review in three months to assess.

1 = Unsatisfactory: Fails to fulfill the function at a minimum level of expected performance. Requires an established date for termination or a change in position.

Section 1: Lesson Planning and Curriculum Implementation:	5	4	3	2	1
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.					
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.					
Assessments are planned and designed to measure the learning objective(s) and effectiveness of student learning.					
Subtotal: (30 points possible)					
Section 2: Instruction/Lesson Implementation:	5	4	3	2	1
Focuses student attention on lesson using classical approaches.					
Informs students of objective of each lesson and closes each lesson with an analysis of objectives.					
Builds background knowledge by linking concepts to students' personal experiences, prior learning, and linguistic and cultural backgrounds. ⁹⁷					

Uses school-wide vocabulary and classical practices to teach content. Incorporates real-world and culturally responsive examples to help all students retain content appropriately.					
Presents learning content clearly in a logical, sequential order. Models or demonstrates with effective examples and illustrations.					
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 feedback on learning progress throughout and re-teaches when necessary.					
Checks for Understanding using questions and guided tasks to determine whether students understand the concept, skill, process, or procedure.					
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 an appropriate level of rigor.					
Assessments measure the learning objective and methods of evaluation/grading criteria are appropriate and clear to students.					
Subtotal: (55 points possible)					

Section 3: Classroom Management	5	4	3	2	1
Sets high expectations for student achievement for all students. Communicates expectations of performance to all students.					
Encourages participation from all students. There are opportunities for all student voices and experiences to be shared and respected.					
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.					
Creates a climate in which teacher and students interact professionally and respectfully.					
Communicates with students accurately and with understanding.					
Subtotal: (50 points possible)					

Section 4: Professional Responsibilities & Mission of St. Croix Preparatory Academy	5	4	3	2	1
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, administrators, and 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.					
Actively engages in professional development and seeks out opportunities to build individual teaching skills and build content knowledge and mastery.					
Maintains gradebook and attendance records accurately and in a timely manner.					
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.					
Subtotal (55 points possible)					

Advancement of a placement level on the Licensed Instructional Staff Salary Schedule is contingent upon the following:

- A) Year-End Performance Appraisal with Division Principal or Director: Must earn a minimum score of 75% in each category on the annual year-end performance evaluation.
- B) Completion of Annual Q Comp Requirements
- C) SCPA Administration Recommendation to move placement levels

Section 1: Lesson Planning and Curriculum Implementation (75% - 22/30)

Section 2: Instruction/Lesson Implementation (75% - 41/55)

Section 3: Classroom Management (75% - 37/50)

Section 4: Professional Responsibilities & Mission of St. Croix Preparatory Academy (75% - 41/55)

Total of 190 General Performance Appraisal Points Earned: _____

Teacher met 75% or more in each category: Yes or No

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/US Peer Reviewer & Admin Pre & Post-Observation Meeting Form

Name:

Observer:

Pre-observation Date:

Observation Date;

Post-observation Date:

Pre-Observation Meeting - Standard:

Pre-Observation Meeting - Lesson objective:

Pre-Observation Meeting - Area of focus for observation:

Pre-Observation Meeting

Lesson notes from observer taken during the lesson:

Post-Observation Meeting - Evidence of focus in the lesson:

Post-Observation Meeting - Next Steps (areas to focus on for improvement):

Post-Observation Meeting Final thoughts:

Artifact upload

Section 1: Lesson Planning and Curriculum Implementation	observed	not observed
Lesson plan/unit is aligned with SCPA Curriculum and/or State Standards expectations.		
Lesson is set at an appropriate level of rigor , and all students are held to high expectations.		
Lesson plan was appropriate for class and showed evidence of effective planning .		

Lesson demonstrates awareness of students' needs and abilities through lesson planning and instructional delivery.		
Teacher demonstrates a mastery of the content .		
Comments:		
Section 2: Instruction/Lesson Implementation		
<i>"Do Now" or agenda is posted and presented. Learning objectives are communicated and/or posted for students.</i>		
Teacher builds background knowledge by linking concepts to students' personal experience, past learning, and key vocabulary.		
Clear examples and explanations are used to deliver the material.		
<i>Teacher presents information in multiple ways (slides, reading, writing on board, photos, graphs, etc.). Well-designed tasks and materials encourage complex thinking and inquiry.</i>		
Teacher has structured the lesson thoughtfully to allow for multiple modes of instruction , including lecture, small-group work, partner work, and independent work time as needed.		
Instructional time is used effectively. Pacing of lessons reflects high expectations regarding student learning.		
Students are engaged as evidenced by asking questions, responding to prompts, taking notes, etc. The teacher models enthusiasm for the subject.		
<i>Teacher uses questioning techniques to improve and check for understanding, reinforce material, challenge students cognitively, and/or advance discourse.</i>		
Students have opportunities to demonstrate understanding at multiple points in the lesson. The teacher monitors students' understanding and adjusts instruction as needed.		
Effectively communicates and responds to students' questions.		
<i>Teacher uses the classroom space thoughtfully to support learning (seating charts, posting agenda/objectives, moving students around for group work, utilizing vocabulary/word walls, etc.).</i>		
<i>Teacher gives students clear and concise directions.</i>		
Technology is used to support learning and/or for assessment. It is not a distraction to learning.		
The teacher brings students back together to close the lesson and reinforce the lesson objective.		
Directions for follow-up work/homework are clear and provide students opportunity to practice skills in class. Expectations and grading criteria are clear and appropriate.		
Instruction follows a gradual release model (I do, We do, You do) to support student learning and independence.		
Comments:		
Section 3: Classroom Management		
Teacher and students interact professionally and respectfully. Teacher is approachable and establishes appropriate boundaries with students.		

Teacher addresses disruptions , minimizing the impact on student learning.		
Teacher has established classroom routines for learning and participation. Students understand and follow them.		
The teacher uses effective transitions between activities.		
Teacher gives students clear and concise directions .		
Classical approaches to classroom management and learning are evident throughout the lesson.		
Comments:		
Section 4: Professional Responsibilities & Mission of St. Croix Preparatory Academy		
Teacher follows IEP/504 accommodations or modifications evidenced by planning, instruction, and assessment.		
Teacher reflected on the effectiveness of the lesson.		
EAs and Paras understand their role and contribute to the classroom productively.		
A classical, caring, engaging environment is evidenced, and good character and leadership is encouraged.		
Comments:		

Classical Instructional Strategies (make a checklist for those strategies used)	observed	not observed
Direct instruction		
Questioning		
Small group work		
Think pair share/partner work		
TEE- writing and speaking		
Cold call		
Wait time		
Call and response		

Overall Comments:



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 _____

Select the appropriate number (rating) and indicate your opinions of how well this employee meets the job requirements. This is an inventory of the employee's standing in fulfilling the job's expectations. 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 as accurate a portrayal of the individual as possible.

- 5 = Outstanding:** Functions at or near the highest level of expected performance.
4 = High: Functions at a generally high level of expected performance.
3 = Satisfactory: Functions at a generally satisfactory level of expected performance.
2 = Marginal: Functions at a minimally acceptable level of expected performance. Requires follow-up review in three months to assess.
1 = Unsatisfactory: Fails to fulfill the function at a minimum level of expected performance. Requires an established date for termination or a change in position.

Section 1: Lesson Planning and Curriculum Implementation:	5	4	3	2	1
Teacher demonstrates sufficient mastery of content knowledge.					
Selects and plans learning content relevant to SCPA classical curriculum and at an appropriate college preparatory rigor.					
The teacher develops effective long- range plans/units and daily lesson plans. Planning demonstrates a commitment to using multiple teaching strategies that accommodate different learning styles. Draws on students' cultures and backgrounds to shape instruction as appropriate.					
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.					
Plans include activities, materials and resources appropriate for ability level of students. Differentiation is thoughtfully aligned to student needs.					
Assessments are planned that measure the learning objective and effectiveness of student learning. Assessments are used to modify future learning and adjust teaching as needed.					
Subtotal: (30 points possible)					

Section 2: Instruction/Lesson Implementation:	5	4	3	2	1
Focuses student attention on lesson.					
104 Informs students of objective of the lesson.					

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.					
Presents learning content clearly in a logical, sequential order.					
Models or demonstrates with effective examples and illustrations.					
Monitors student learning progress continuously and effectively.					
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.					
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.					
Assessments measure learning objective and methods of evaluation are clear to students.					
Subtotal: (55 points possible)					

Section 3: Classroom Management	5	4	3	2	1
Sets high expectations for student achievement for all students. Communicates expectations of performance to students.					
Encourages participation from all students. Multiple opportunities are given to allow for student voice and student leadership.					
Makes effective uses of academic learning time.					
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.					
Gives clear and concise directions.					
Establishes and clearly communicates parameters for student classroom behavior.					
Manages disruptive behavior effectively and consistently. Treats each student with respect and dignity, and redresses bias as appropriate.					
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.					
Demonstrates teaching fluency toward the various cultures and backgrounds in the classroom. Promotes connection and respect for diverse student backgrounds, cultures, and experiences.					
Subtotal: (50 points possible)					

Section 4: Professional Responsibilities & Mission of St. Croix Preparatory Academy	5	4	3	2	1
Implements IEP/504/ELL/ requirements effectively and professionally.					
Participates effectively in IEP/504 /ELL meetings as appropriate.					

Cooperates and proactively communicates with other teachers, the administration, and other educational personnel.					
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.					
Attends professional meetings as required. Participation is timely, engaged and positive.					
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.					
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 in a timely fashion. Communicates both successes and challenges to students and parents, considering language and cultural needs in doing so.					
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.					
Subtotal (55 points possible)					

Advancement of a placement level on the Licensed Instructional Staff Salary Schedule is contingent upon the following:

- A) Year-End Performance Appraisal with Division Principal or Director: Must earn a minimum score of 75% in each category on the annual year-end performance evaluation.
- B) Completion of Annual Q Comp Requirements
- C) SCPA Administration Recommendation to move placement levels

Section 1: Lesson Planning and Curriculum Implementation (75% - 22/30)

Section 2: Instruction/Lesson Implementation (75% - 41/55)

Section 3: Classroom Management (75% - 37/50)

Section 4: Professional Responsibilities & Mission of St. Croix Preparatory Academy (75% - 41/55)

Total of 190 General Performance Appraisal Points Earned: _____

Teacher met 75% or more in each category: Yes or No

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 _____

Select the appropriate number (rating) and indicate your opinions of how well this employee meets the job requirements. This is an inventory of the employee's standing in fulfilling the job's expectations. 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 as accurate a portrayal of the individual as possible.

5 = Outstanding: Functions at or near the highest level of expected performance.

4 = High: Functions at a generally high level of expected performance.

3 = Satisfactory: Functions at a generally satisfactory level of expected performance.

2 = Marginal: Functions at a minimally acceptable level of expected performance. Requires follow-up review in three months to assess.

1 = Unsatisfactory: Fails to fulfill the function at a minimum level of expected performance. Requires an established date for termination or a change in position.

Section 1: Lesson Planning, Instruction, & Curriculum Implementation	5	4	3	2	1
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.					
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.					
Presents learning content clearly in a logical, sequential order. Gives clear and concise directions that acknowledge different learning styles and linguistic backgrounds.					
Models or demonstrates with effective examples and illustrations, drawing on student knowledge as appropriate.					
Monitors student learning progress continuously and effectively.					
Makes effective use of academic learning time. The pacing of lessons reflects high expectations for student learning. Differentiation is thoughtfully aligned to student needs.					
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.					
Subtotal: (65 points possible)					

Section 2: Classroom Management	5	4	3	2	1
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.					
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.					
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.					
Warm and approachable. Interactions are professional and respectful.					
Subtotal: (30 points possible)					

Section 3: Special Education	5	4	3	2	1
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.					
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.					
Confident participation in evaluation/IEP meetings is direct and informative without overwhelming parents. Creates and follows agendas for meetings. Meetings are timely.					
Subtotal (50 points possible)					

Section 4: Professional Responsibilities & Mission of St. Croix Preparatory Academy	5	4	3	2	1
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.					
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.					
Actively engages in professional development and seeks out opportunities to build individual teaching skills and build content knowledge and mastery.					
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.					
Subtotal (40 points possible)					

Advancement of a placement level on the Licensed Instructional Staff Salary Schedule is contingent upon the following:

- A) Year-End Performance Appraisal with Division Principal or Director: Must earn a minimum score of 75% in each category on the annual year-end performance evaluation.
- B) Completion of Annual Q Comp Requirements
- C) SCPA Administration Recommendation to move placement levels

Section 1: Lesson Planning, Instruction, & Curriculum Implementation (75% - 48/65)

Section 2: Classroom Management (75% - 22/30)

Section 3: Special Education (75% - 37/50)

Section 4: Professional Responsibilities & Mission of St. Croix Preparatory Academy (75% - 30/40)

Total of 185 General Performance Appraisal Points Earned: _____

Teacher met 75% or more in each category: Yes or No

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:

109

Prepared by:

Updated 7/15/26

Date:

Student Learning Goal 26-27

Name:

Admin:

Beginning of year conference date:

Mid-Year review conference #1 date:

Mid-Year review conference #2 date:

End of year conference date:

Beginning of year conference - Complete Goal Form

Baseline and Trend Data

What information is being used to inform the creation of the SLG and establish the amount of growth that should take place?

Student Population

Which students will be included in this SLG? Include course, grade level, and number of students.

Interval of Instruction

What is the duration of the course that the SLG will cover? Include beginning and end dates.

Standards and Content

What content will the SLG target? To what related standards is the SLG aligned?

Assessment(s)

What assessment(s) will be used to measure student growth for this SLG?

Growth Target(s)

Considering all available data and content requirements, what growth target(s) can students be expected to reach?

Rationale for Growth Target(s)

What is the rationale for setting the above target(s) for student growth within the interval of instruction?

Strategies

What instructional strategies will be used to support growth goals?

Professional Learning and Support

What support might you need?

Artifacts:

Mid-Year review conference #1

Collaborative Mid-Year Goal Review:

Strategy Modification:

Artifacts:

Mid-Year review conference #2

Collaborative Mid-Year Goal Review:

Strategy Modification:

Artifacts:

End of year conference

End-of-Year Data:

Reflection on Results:

Professional Growth Plan Implications:

Artifacts:

Did teacher make progress toward their individual annual student learning goal and document progress each quarter/trimester?

Yes or No



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 _____

Select the appropriate number (rating) and indicate your opinions of how well this employee meets the job requirements. This is an inventory of the employee's standing in fulfilling the job's expectations. 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 as accurate a portrayal of the individual as possible.

- 5 = Outstanding:** Functions at or near the highest level of expected performance.
4 = High: Functions at a generally high level of expected performance.
3 = Satisfactory: Functions at a generally satisfactory level of expected performance.
2 = Marginal: Functions at a minimally acceptable level of expected performance. Requires follow-up review in three months to assess.
1 = Unsatisfactory: Fails to fulfill the function at a minimum level of expected performance. Requires an established date for termination or a change in position.

Section 1: Lesson Planning and Curriculum Implementation:	5	4	3	2	1
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. 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.					
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.					
Plans include activities, materials and resources appropriate for ability level of students. Differentiation is thoughtfully aligned to student needs.					
Assessments are planned that measure the learning objective and effectiveness of student learning. Assessments are used to modify future lessons and adjust teaching as needed.					
Subtotal: (30 points possible)					

Section 2: Instruction/Lesson Implementation:	5	4	3	2	1
Focuses student attention on lesson.					
113 Informs students of objective of the lesson.					

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.					
Presents learning content clearly in a logical, sequential order.					
Models or demonstrates with effective examples and illustrations.					
Monitors student learning progress continuously and effectively.					
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.					
Provides opportunities for students to practice/apply learning independently, as well as allowing for meaningful and relevant group work and discussions.					
Assessments measure learning objective and methods of evaluation are clear to students.					
Subtotal: (55 points possible)					

Section 3: Classroom Management	5	4	3	2	1
Sets high expectations for student achievement for all students. Communicates expectations of performance to students.					
Encourages participation from all students. Multiple opportunities are given to allow for student voice and student leadership.					
Makes effective uses of academic learning time.					
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.					
Gives clear and concise directions.					
Establishes and clearly communicates parameters for student classroom behavior.					
Manages disruptive behavior effectively and consistently. Teacher treats each student with respect and dignity, and redresses bias as appropriate.					
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.					
Demonstrates teaching fluency toward the various cultures and backgrounds in the classroom. Promotes connection and respect for a variety of cultures and experiences.					
Subtotal: (50 points possible)					

Section 4: Professional Responsibilities & Mission of St. Croix Preparatory Academy	5	4	3	2	1
Implements IEP/504/ELL/ requirements effectively and professionally.					
Participates effectively in IEP/504 /ELL meetings as appropriate.					
Cooperates and proactively communicates with other teachers, the administration, and other educational personnel.					

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.					
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 reflection with peers and administrators.					
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 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.					
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.					
Subtotal (55 points possible)					

Advancement of a placement level on the Licensed Instructional Staff Salary Schedule is contingent upon the following:

A) Year-End Performance Appraisal with Division Principal or Director: Must earn a minimum score of 75% in each category on the annual year-end performance evaluation.

B) Completion of Annual Q Comp Requirements

C) SCPA Administration Recommendation to move placement levels

Section 1: Lesson Planning and Curriculum Implementation (75% - 22/30)

Section 2: Instruction/Lesson Implementation (75% - 41/55)

Section 3: Classroom Management (75% - 37/50)

Section 4: Professional Responsibilities & Mission of St. Croix Preparatory Academy (75% - 41/55)

Total of 190 General Performance Appraisal Points Earned: _____

Teacher met 75% or more in each category: Yes or No

Acknowledged:

Prepared by:

Date:



Terri Gulbransen <terrifulbransen@stcroixprep.org>

New Role

1 message

Rita Thorson <ritathorson@stcroixprep.org>
 To: Terri Gulbransen <terrifulbransen@stcroixprep.org>
 Cc: Jenn Fuchs <jennfuchs@stcroixprep.org>

Wed, Jul 15, 2026 at 1:37 PM

Dear Board members (BCC),

I am excited to share that I will be stepping into a new role as the full-time Dean of Students for the upcoming school year. While I will certainly miss being in the classroom with students every day, I am looking forward to being able to fully support our students and staff in this new capacity.

As you know, charter school teacher board members must be actively teaching classes. Because my new Dean of Students position no longer meets that requirement, I have submitted my resignation from the board to Terri.

I want each of you to know how much I have appreciated the opportunity to serve alongside you. I have tremendous respect for each of you and for the professionalism, dedication, and care you bring to this role. I am confident that our school is in excellent hands with the leadership of this team, and I look forward to continuing to work with you in my new position.

Thank you for your support, collaboration, and friendship. I am excited for all that this school year will bring.

--

Rita Thorson
 Dean of Students
 Upper School AP Research, & Leadership
 St Croix Preparatory Academy
 4260 Stagecoach Trail
 Stillwater, MN 55082
ritathorson@stcroixprep.org



Continuous Improvement Plan Aligned to 5-Year Strategic Plan

This plan provides a continuous improvement cycle for each strategic area. Each section follows a Plan–Do–Study–Act (PDSA) framework with annual review.

Academics

Component	Continuous Improvement Plan
Objective	Increase student achievement while strengthening classical curriculum alignment.
Plan	Establish baseline achievement data (IXL FAST, MCA), curriculum maps, intervention systems, and instructional expectations.
Do	Implement PLCs, first year of MTSS, curriculum audits, and quarterly data reviews.
Study	Analyze MCA/IXL/FAST, growth, classroom observations, graduation/readiness, intervention effectiveness.
Act	Adjust curriculum, professional development, intervention staffing, and resource allocation based on findings.
Annual Deliverables	CACR report, curriculum review, and ADSIS intervention report.

Culture

Component	Continuous Improvement Plan
Objective	Strengthen a unified 'One School' culture rooted in the classical mission.
Plan	Define schoolwide expectations, operational service standards, and character framework.
Do	Implement common expectations, cross-divisional collaboration, family engagement, and staff recognition.

Study	Review staff and family surveys, behavior data, and retention.
Act	Revise expectations, improve systems, and expand successful practices.
Annual Deliverables	Staff Retention data, behavior report, family and staff survey data.

People & Professional Excellence

Component	Continuous Improvement Plan
Objective	Recruit, develop, and retain exceptional employees.
Plan	Benchmark compensation, clarify roles, strengthen hiring and onboarding.
Do	Implement leadership development, strategic PD, coaching, evaluation, and career pathways.
Study	Review retention, staff engagement, PD participation, evaluation trends.
Act	Adjust compensation priorities, PD offerings, hiring processes, and workload.
Annual Deliverables	Compensation review, staff retention data and staff surveys.

Finance

Component	Continuous Improvement Plan
Objective	Maintain long-term financial sustainability aligned with strategic priorities.
Plan	Develop multiyear financial model, diversify revenue, align budget to strategy.
Do	Quarterly forecasting, Foundation partnership, grant development, budget monitoring.
Study	Review fund balance, enrollment, cash flow, fundraising, audit results, ROI.
Act	Reallocate resources, update forecasts, revise financial assumptions.
Annual Deliverables	Five-year forecast, strategic budget report, Investment report.

Communication

Component	Continuous Improvement Plan
Objective	Deliver clear, timely, transparent communication that builds trust.
Plan	Establish communication standards, crisis protocols, messaging calendar.
Do	Implement newsletters, staff updates, family communication calendar, storytelling strategy.
Study	Review survey results and engagement analytics.
Act	Revise communication channels and messaging based on stakeholder feedback.
Annual Deliverables	Parent weekly updates, staff weekly update, family and staff surveys.



One more family fed,
One more animal saved,
One more child educated,
One more step towards a cure,
And a better tomorrow.

One Team. OneCause®.



Date: 04-29-2026

Quote: DHQ-89935

Original Event Code: BPE531013

For remittance of payments:

OneCause Inc
PO BOX 8103
Carol Stream, IL 60197-8103

Prepared For:

Susan Peterson
Executive Assistant
4260 Stagecoach, Stillwater, MN, United
States, 55082

Prepared By:

Kari Robbins
krobbins@onecause.com
(888) 729-0399

Dear Susan,

Here is the contract for the software & services we discussed. Please review the DealRoom and sign electronically at your earliest convenience. Let me know if you have any questions. I'm so excited to see OneCause accelerate your fundraising efforts!

Sincerely,

Kari Robbins

Kari Robbins
Customer Success Manager

This Services Order Form (the "Order Form") is entered into by and between the "Customer" (as defined below) and OneCause, Inc. (d/b/a "OneCause"). This Order Form with the terms and conditions of the OneCause Master Services Agreement ("MSA") and those of any other document referenced in this Order Form or the MSA constitute the agreement between Customer and OneCause (the "Agreement"). The MSA can be found at onecause.com/msa and is incorporated herein by reference. Modifications, if any, to the MSA are included in Addendum A. Customer must complete, execute and deliver a copy of this Order Form, along with the applicable Amount Due at Signing (as defined below), in order to guarantee the pricing included in this Order Form. Reservation of the Event Date is confirmed upon receipt of the Amount Due at Signing and execution of this Order Form by both parties. Prices are subject to change without notice, until such time as the signed Order Form and applicable Amount Due at Signing are received by OneCause. All the terms and conditions applicable to Customer's use of the services and hardware provided by OneCause (collectively, the "Services") are set forth in this Order Form, the Addendum(s) attached hereto and incorporated herein, and the MSA. This Agreement may be modified only by a written agreement executed by both parties.

Software & Subscription Products/Services

Qty	Product	List Price	Discount USD	Net Price	Amt Due
1	Peer-to-Peer Solution	\$3,600.00	\$700.00	\$2,900.00	\$2,900.00

Total Due at Signing

\$2,900.00

Invoice(s) that contain Software & Subscription Products/Services will be sent upon execution of this Contract, Due on Receipt.

Product Descriptions

Product Name	Description
Peer-to-Peer Solution	Peer-to-Peer Solution includes unlimited campaigns branded with the organization's logos, images and colors and enables Run-Walk-Rides, Personal Fundraising Campaigns, Ambassador Fundraising Campaigns, Awareness Campaigns, Match Campaigns (Photo, Video, or Donation), Giving Campaigns, Donations Forms, DIY Campaigns (Host Events, Create Challenges), Memorials and Tributes, Donate Occasion Campaigns, Choose a Challenge, and Scavenger Hunts and other activities with Geo-Location. This plan also includes unlimited administrators. Includes live phone, chat & email support, access to OneCause University on-demand training and OneCause Help Center articles. For information on the related scope of work, please visit http://www.onecause.com/sow/p2p . This subscription renews an existing Peer2Peer subscription scheduled to end on 07-07-2026. The Customer's right to use software for campaigns and fundraisers shall terminate on 07-07-2027 .

Currency

Please note that pricing on the contract is in US Dollars (USD). All invoices will be sent in USD. Invoices can be paid by a check/ ACH transfer that originates from a US bank or by credit card. If Canadian Dollars (CAD) is the preferred billing currency, please contact Kari Robbins prior to signing this contract so your billing currency can be updated to CAD.

For remittance of payments:

Standard Priority Mail:

PO BOX 8103

Carol Stream, IL 60197-8103

Peer-to-Peer/Online Giving Solution Merchant Account

Customer indicates intent to use an existing or external merchant account that is NOT connected to OneCause software for all or part of their transaction processing. A 1.5% transaction fee will be applied to all proceeds raised via OneCause Peer-to-Peer or Online Giving Solution software. Customer is responsible for opening account for payment processing. A discounted rate may be available for nonprofit customers.

Billing Information

Please complete the following billing information before signing your agreement.

Accounts Payable	Email	Phone
------------------	-------	-------

Contact Name		
Beth Grubisch	bgrubisch@stcroixprep.org	651-395-5902

Billing Street Address	City	State	Zip	Country
4260 Stagecoach	Stillwater	MN	55082	United States

Tax Id/EIN
833180088

OneCause Representative	
Name	James Rischar
Title	CSO
Signature	
Date	Jun 9, 2026 12:52:36 PM UTC-0400

St. Croix Preparatory Academy	
Name	Jenn Fuchs
Title	Executive Director
Signature	
Date	Jun 9, 2026 11:22:02 AM UTC-0500

Original BPE Code:	BPE531013
Quote Name:	DHQ-89935
Opportunity Name:	Peer2Peer Subscription 2026



St. Croix Prep Prom

Saturday, April 17, 2027

EVENT CONTRACT

ACCOUNT: Angela Lee

SALES MANAGER: Lindsey Sparks

CONTACT: Angela Lee

EMAIL: sparks@one23events.com

ADDRESS:

PHONE: (651) 342-2416

EMAIL: angelalee@stcroixprep.org

PHONE: 651-395-5970

EVENT SUMMARY

Name	Date	Time	Areas	Event Type	Guests	Gtd	Rental	Event F&B Min
St. Croix Prep Prom	4/17/2027	6:00 pm - 10:00 pm	Loft 214 - Corporate + Social					

ROOM RENTAL

Qty Price Total

Cancellation Policy

\$2,500 deposit is non-refundable; over 18 months out = 90% of all other payments, over 12 months out = 50% of all other payments, less than 12 months out = 0% of other payments. Deposit is returned if JX is re-booked for equal rental less a \$250 admin fee.

The Loft Amenities & Information

- Main room that accommodates up to 200 people (plated dinners) or up to 337 people (cocktail-style)
- 60" Round Tables (25), Banquet Tables (12) and White Washed Chiavari Chairs provided for up to 200 guests, 8-10 people per 60" Round Table, Additional tables/chairs for rent-
- (2) Private VIP Rooms for 12 hours
- Onsite Photobooth Room + Digital Files
- (4) Crystal Chandeliers + Ceiling Cafe Lighting

- 12 Hours Full Venue Access
- Venue Lead + Security
- Multimedia Capabilities: (3) HDTV's, (2) Wireless mics, (1) Lapel Mic, (1) Projectors, (5) Customizable Downlights
- (2) Easels + Podium

159	Unlimited Pop & Water Package (per person)	\$2.00	\$318.00
1	November - April: Saturdays, 15% discount	\$4,165.00	\$4,165.00

ESTIMATED BILLING

			Total
Room Rental			\$4,483.00
Subtotal			\$4,483.00
State Sales Tax	7.375%		\$39.67
Damage Waiver	2.0%		\$83.30
Service Charge	12.0%		\$537.96
CC Fee	3.0%		\$134.49
Grand Total			\$5,278.42
Deposit		Unpaid	\$2,500.00
Estimated Amount Due			\$5,278.42



St. Croix Prep Prom

Saturday, April 17, 2027

TERMS AND CONDITIONS

THIS LOFT AT STUDIO J USAGE POLICY AND RENTAL CONTRACT is entered into between The Loft at Studio J and One23 Events., LLC (214 Main Street South, Stillwater, MN , 55082) a Minnesota company ("Management ") and the renters specified above (Collectively, the "Renter(s)") to be effective as of the date signed by the Renter(s) below. The Management and the Renter(s) are sometimes collectively referred to herein as the "Parties" and individually as a "Party." The Parties hereby agree and bind themselves, their successors and assigns as follows:

1. Rental Location: The real property upon which the venue rental and usage is to be performed is located at the address of 214 Main Street South, Stillwater, MN 55082_ and is referred to herein as the "Property".

2. Rental Agreement: Room time(s) listed on rental receipt include setup and cleanup time. Rentals running past or before preset facility times will be charged the current hourly room rental fee. Additional facility time(s) must be arranged a week prior to the event. Renter(s) may not transfer or sublet Property to any other party without express written consent of Management.

3. Rental Policies: The Renter(s) agree to abide by the following rental and usage policies:

- a) Decorations, banners, or signs may not be pinned taped or otherwise affixed to walls, ceiling or windows. Exceptions can be made upon written approval of venue management.
- b) Fire codes state that all candles must be enclosed in glass. Candles not enclosed cannot be lit. Candles in approved containers are acceptable. No candles are to be placed on the ground or stairs. Candles must be enclosed in items such as votive holders or rose bowls. Tapers are not allowed.
- c) Venue management reserves the right to regulate volume, conduct, set up and tear down or any and all vendors to ensure the comfort and safety of all current and future guests.

- d)** Rooms will be arranged in accordance to event coordinator and Renter(s) request.
- e)** Peanuts must not be served at events. Rice, confetti, glitter, small gemstones, and stones or similar items are not allowed. Ask venue management for further clarification should you wish to use these decorative items.
- f)** Smoke or fog machines are not allowed. Sparklers are not allowed unless venue management provides written consent.
- g)** Outdoor Chinese lanterns or similar candle-lit items are prohibited in the state of Minnesota.
- h)** Dragging of tables and chairs is not allowed. All movement of furniture must be performed by catering company staff or Loft at Studio J staff. If table rearrangement is necessary, Manager on Duty will assist.
- i)** Caterer is responsible for consolidation of trash in wastebaskets and disposal in appropriate and designated dumpster(s) by the end of the rental time. Any excess waste must be disposed of by Renter(s) to prevent cleaning charges or fines deducted from refundable damage deposit.
- j)** All items brought into Property by Renter(s), caterer or contracted service must be out of facility by end of rental time.
- k)** Smoking is prohibited inside Property. The interior of Property is smoke-free environment. Should alarm(s) be activated as a result of banquet function, Renter(s) will automatically be charged a \$200 fine. Smoking is allowed outside and in designated areas only and not within twenty (20) feet of any entrance to Property.

4. Details Meeting(s): Venue management will schedule details meeting approximately six (6) weeks prior to Renter(s) event date. This meeting is mandatory and required for every event at Property. At the time of meeting all remaining balance(s) are to be paid in full. After balance is paid in full, venue management will create spatial table arrangement(s) diagram and email to Renter(s). Upon Renter(s) approval, management will send arrangement to appropriate vendor(s).

5. Audio Visual: Property has a variety of services to facilitate AV needs. Equipment is limited and additional needs can be brought in by Renter(s) or rented by contracted services company. It is required that all equipment is tested prior to event to ensure equipment compatibility. An AV technician can be hired to assure all programming needs and tech requirements are met. If any cords need to be secured Renter(s) is responsible for delivery and installation of a mat to cover exposed cords. Gaff tape is the only acceptable tape to secure loose cords. Duct tape is prohibited.

6. Coat Check and Security: Coat racks are available for self-service coat check. Property and Management is not responsible for lost or stolen items. Security is required for all Friday and Saturday night functions and other functions at the discretion of Management. Certain pricing packages include security fee(s). Management only hires trained and professional security however identifying “party crashers” or otherwise unauthorized persons is the responsibility of Renter(s).

7. Unauthorized Persons at Property Site: The Renter(s) shall be responsible for and shall indemnify and hold harmless Management from, any damages or injuries sustained by invitees or guests of the Renter(s), including family, friends and other third persons and persons not expressly authorized by Management to enter upon the Property. If clients require check in of all invited guests, additional fees will be incurred. Otherwise, the venue will make every effort to identify and remove invited guests, with the help of the client.

8. Music and Entertainment: All entertainment must be set up and taken down during allotted rental time (typically 1:00 PM to 1:00 AM). Management prohibits drinks on dance floor. All hired entertainers are responsible for any and all beverages on or near dance floor. DJ’s and musicians must complete and execute the Close Out Sheet prior to departure.

9. Alcohol Policy: Only The Loft at Studio J’s bartenders are allowed to supply and serve alcoholic beverages.

- a) Alcohol is restricted to the rental room and designated areas on Property grounds.
- b) Management will coordinate and provide bartenders for each event and give Renter(s) the bartender(s) contact information for further details regarding bar needs.

10. Catering and Kitchen Use: Only the Property(s) preferred caterers, and caterers who paid the Outside Catering Fee, are allowed to have access to staging area. Renter(s) are not to access staging facilities.

- a) Management will provide prep area tables based on Renter(s) needs, if caterer or Renter need additional tables the caterer or Renter(s) need to coordinate and pay associated fee.
- b) Management will provide wastebaskets and trash bags. All trash must be disposed of properly and caterers must keep staging area clean at all times.
- c) There will be a 15% surcharge applied to all Preferred Caterers to Renter(s) as a usage fee. Outside Caterers using Loft at Studio J do not have to pay the 15% surcharge, the Renter(s) will be charged \$1000 in place of 15% surcharge. Renter(s), caterers and Management must coordinate this properly. If an outside caterer is chosen, Renter(s) will be charged a surcharge of \$1000 and must schedule a catering consult between said caterer and Management to tour the Property and allow Management to receive license

and insurance from selected caterer.

d) Caterer must provide staff to oversee Property cleanup. Renter(s) is otherwise responsible for cleanup and waste disposal.

11. Damage Waiver: 2% Damage waiver is required for all events at Property and covers damage up to \$5000. Renter(s) is responsible for all damage incurred to Property over \$5000.

12. Rental Deposit, Final Payments & Refund Policy. A reservation is not guaranteed until a deposit for Property rental is paid and a contract is executed. Reservations will not be accepted without required deposit and signed contract.

Renter(s) may cancel a reservation by giving written notice to Management. Property rental refunds are determined as follows:

Cancellation Percent of Refund

18+ months prior to event 90% refund of all payments

12+ months prior to event 50% refund of all payments

12 months or less prior to event 0% refund of all payments

This policy is subject to change at any time and without notice. If Property gets re-booked for equal rental rate, deposit is refunded less \$250 administrative fee. Otherwise deposit fee is non-refundable.

13. Force Majeure Event: Any occurrence of:

a) an act of war (whether declared or not), hostilities, invasion, act of foreign enemies, terrorism or civil disorder;

b) circumstances beyond the Parties' control (such as, but not limited to, act of God, fires or explosions that result in the closure of the Venue on the event date, floods, and government

restrictions);

c) rebellion, revolution, insurrection, or military or usurped power, or civil war;

d) riot, commotion, strikes, go slows, lock outs or disorder, unless solely restricted to employees of the Management; or

e) acts or threats of terrorism.

i. Neither Party shall be in breach of its obligations under this Agreement (other than

payment obligations); neither Party shall have the right to terminate this Agreement so long as One23's premises are structurally capable, if applicable; nor shall either Party incur any liability to the other Party for any losses or damages of any nature whatsoever incurred or suffered by that other (otherwise than under any express indemnity in this Agreement) if and to the extent that it is prevented from carrying out those obligations by, or such losses or damages are caused by, a Force Majeure Event except to the extent that the relevant breach of its obligations would have occurred, or the relevant losses or damages would have arisen, even if the Force Majeure Event had not occurred.

ii. As soon as reasonably practicable following the date of commencement of a Force Majeure Event, and within a reasonable time following the date of termination of a Force Majeure Event, any Party invoking it shall submit to the other Party reasonable proof of the nature of the Force Majeure Event and of its effect upon the performance of the Party's obligations under this Agreement.

iii. Under no circumstances will any fees paid to One23 be returned. All fees and rental payments will be transferred to a new date, agreed upon by the Parties. One23 will waive the rescheduling fee for the event scheduled to a future date within the same year. Rescheduling into a new year will incur a transfer fee + increased rental rates for the new year.

Disclaimer

If for reasons beyond our control, the venue is unable to perform the rental obligations, then such non-performance is excused, with no liability. Rental payments will be transferred to a new date. Venue will waive the rescheduling fee for the event scheduled to a future date within the same year. Rescheduling into a new year will incur a transfer fee + increased rental rates for the new year."

Disputes; Non-Binding Mediation; Binding Arbitration:

In the event that any dispute shall arise which shall not otherwise be resolved by the Parties, the following mediation and arbitration procedures shall apply:

i. Within twenty (20) days of delivery of written notice by either Party notifying the other party that mediation shall be pursued as a potential remedy, either party may refer the dispute to the American Arbitration Association ("AAA"). AAA shall then appoint a mediator, who shall conduct non-binding mediation. The cost of the mediator shall be borne equally by the Parties, unless a Party shall refuse to attend mediation, in which event the Party refusing attendance shall bear the costs and expenses of AAA and its mediator.

ii. If the mediation process provided for in 8(a) above should be unsuccessful in causing the Parties to reach an agreement or if a Party shall refuse to attend mediation, then upon

twenty (20) days prior written notice by either Party, the dispute may be submitted to AAA, who shall appoint one arbitrator to hear the dispute. The Parties may be represented at arbitration by legal counsel if they desire. The decision of the arbitrator shall be final and binding on all Parties in all respects and shall not be appealed or appealable to any Court. The arbitrator may apportion fees and costs between the Parties, including reasonable attorney fees and costs of arbitrations, based upon the merits of the Parties' respective positions, as decided in the sole discretion of the arbitrator.

14. Entire Agreement: This Agreement constitutes the entire agreement of the Parties and may not be modified except by a written instrument signed by the Parties.

15. Governance: Minnesota law governs this Agreement.

16. Severability: In the event that any provision of this Agreement conflicts with applicable law, such conflict shall not affect other provisions of the Agreement.

17. Outside Alcohol:

Any outside alcohol found will be charged at \$7 per container (opened or unopened), and confiscated because our insurance requires that bartenders need to monitor consumption.

a) NO outside alcohol of any kind without express written consent from JX

b) "The Venue" includes all VIP rooms, hallways, stairwells... basically the entire premises.

18. Loss of Property: Venue staff and the venue are not liable for loss of any personal property on premises. This includes gifts and cards. Leaving gifts and cards in plain view of cameras may be safer than putting in locked room.

RENTER(S) HAS CAREFULLY READ THE WITHIN AND FOREGOING AGREEMENT, UNDERSTANDS THE CONTENTS THEREOF AND EXECUTES SAME OF HIS/HER OWN FREE ACT AND DEED.

Client Signature

Printed Name: Jenn Fuchs

Signed: 6/11/2026 at 12:49 pm

Jenn Fuchs



St. Croix Prep Prom

Saturday, April 17, 2027

CREDIT CARD AUTHORIZATION

ACCOUNT: Angela Lee

CONTACT: Angela Lee

ADDRESS:

EMAIL: angelalee@stcroixprep.org

PHONE: 651-395-5970

SALES MANAGER: Lindsey Sparks

EMAIL: sparks@one23events.com

PHONE: (651) 342-2416

Please fill in the following form to secure your reservation on Saturday, April 17, 2027 at Loft 214, Venue on Main. The deposit for this event is \$2,500 and will be charged to the card below.

Credit Card Authorization Form

ST. CROIX PREPARATORY ACADEMY

Adopted: 12/16/2025

Revised: _____

*MSBA/MASA Model Policy 101 Charter
Orig. 1995 (as IDS Policy)
Rev. 2025*

101 LEGAL STATUS OF THE CHARTER SCHOOL

I. PURPOSE

A primary purpose of charter schools is to improve all pupil learning and achievement. Additional purposes include to (1) increase learning opportunities for all pupils; (2) encourage the use of different and innovative teaching methods; (3) measure learning outcomes and create different and innovative forms of measuring outcomes; (4) establish new forms of accountability for schools; and (5) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

II. GENERAL STATEMENT OF POLICY

- A. The charter school is subject to the control of the legislature, limited only by constitutional restrictions. The charter school has been created for educational purposes.
- B. The legislature has authority to prescribe the charter school's powers and privileges, its boundaries, and territorial jurisdictions.
- C. The charter school has only the powers conferred on it by the legislature; however, the board of directors' authority to govern, manage, and control the charter school, to carry out its duties and responsibilities, and to conduct the business of the charter school includes implied powers in addition to any specific powers granted by the legislature.

III. NONPROFIT CORPORATION

The charter school must be organized and operated as a nonprofit corporation under Minnesota Statutes, chapter 317A and the provisions of that chapter shall apply to the charter school except as provided in Minnesota Statutes, chapter 124E.

IV. POWERS AND AUTHORITY OF THE CHARTER SCHOOL

A. Funds

- 1. The charter school, through its board of directors, has authority to raise funds for the operation and maintenance of its schools and authority to manage and expend such funds, subject to applicable law.
- 2. The charter school has wide discretion over the expenditure of funds under its control for public purposes, subject to the limitations provided by law.
- 3. Charter school officials occupy a fiduciary position in the management and expenditure of funds entrusted to them.

B. Raising Funds

The charter school has authority to accept gifts and donations for school purposes, subject to applicable law.

C. Property

1. The charter school may lease space from: an independent or special school board; other public organization, private, nonprofit, nonsectarian organization; private property owner; or a sectarian organization if the leased space is constructed as a school facility. The charter school must not enter into a lease of real property with a related party unless the lessor is a nonprofit corporation under Minnesota Statutes, chapter 317A or a cooperative under Minnesota Statutes, chapter 308A, and the lease cost is reasonable under Minnesota Statutes, chapter 124E.
2. The charter school shall manage its property in a manner consistent with the educational functions of the school.
3. The charter school may permit the use of its facilities for community purposes which are not inconsistent with, nor disruptive of, its educational mission.

D. Contracts

1. The charter school is empowered to enter into contracts in the manner provided by law.
2. The charter school has authority to enter into installment purchases and leases with an option to purchase, pursuant to Minnesota Statutes section 465.71 or other applicable law.
3. The charter school has authority to make contracts with other governmental agencies and units for the purchase, lease or other acquisition of equipment, supplies, materials, or other property, including real property.
4. The charter school has authority to enter into employment contracts. As a public employer, the charter school, through its designated representatives, shall meet and negotiate with public employees in an appropriate bargaining unit and enter into written collective bargaining agreements with such employees, subject to applicable law.

E. Textbooks, Educational Materials, and Studies

1. The charter school, through its board of directors and administrators, has the authority to determine what textbooks, educational materials, and studies should be pursued.
2. The charter school shall establish and apply the school curriculum.

F. Actions and Suits

The charter school has authority to sue and to be sued.

V. Notice and Website Posting

- A. The charter school must post a link in a conspicuous place on the school's official website

to the section of its authorizer's website where information listed in Minnesota Statutes, section 124E.17, paragraph (c) specific to that school are published.

- B. The charter school must also, upon the request of the authorizer, distribute information from their authorizer about interventions, corrective actions, and probationary status by publication, mail, or electronic means to its authorizer, school employees, and parents and legal guardians of students enrolled in the charter school.

Legal References: Minn. Const. Art. 13, § 1

Minn. Stat. Ch. 124E (Charter Schools)
Minn. Stat. § 124E.03 (Applicable Law)
Minn. Stat. § 124E.13 (Facilities)
Minn. Stat. Ch. 179A (Public Employment Labor Relations)
Minn. Stat. Ch. 317A (Nonprofit Corporations)
Minn. Stat. § 465.035 (Public Corporation, Conveyance or Lease of Land)
Minnesota Association of Public Schools v. Hanson, 287 Minn. 415, 178 N.W.2d 846 (1970)
Independent School District No. 581 v. Mattheis, 275 Minn. 383, 147 N.W.2d 374 (1966)
Village of Blaine v. Independent School District No. 12, 272 Minn. 343, 138 N.W.2d 32 (1965)
Huffman v. School Board, 230 Minn. 289, 41 N.W.2d 455 (1950)
State v. Lakeside Land Co., 71 Minn. 283, 73 N.W.970 (1898)

Cross References: MSBA/MASA Model Policy 201 (Legal Status of the Charter School Board)

MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 704 (Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System)
MSBA/MASA Model Policy 705 (Investments)
MSBA/MASA Model Policy 706 (Acceptance of Gifts)
MSBA/MASA Model Policy 801 (Equal Access to Charter School Facilities)

ST. CROIX PREPARATORY ACADEMY

Adopted: 12/16/2025

Revised: _____

*MSBA/MASA Model Policy 201 Charter
Orig. 1995 (as ISD Policy)
Orig. 2022 (as Charter Policy)
Rev. 2024*

201 LEGAL STATUS OF THE CHARTER SCHOOL BOARD OF DIRECTORS

I. PURPOSE

The care, management, and control of the charter school is vested by statutory and constitutional authority in the board of directors. The board of directors shall carry out the mission of the charter school with diligence, prudence, and dedication to the ideals of providing the finest public education. The purpose of this policy is to define the authority, duties, and powers of the board of directors in carrying out its mission.

II. GENERAL STATEMENT OF POLICY

- A. The board of directors is the governing body of the charter school. As such, the board of directors has responsibility for the care, management, and control over the charter school.
- B. Generally, members of the board of directors have binding authority only when acting as a board of directors legally in session, except where specific authority is provided to board of directors' members or officers individually. Generally, the board of directors is not bound by an action or statement on the part of an individual board of directors' member unless the action is specifically directed or authorized by the board of directors.

III. DEFINITION

"Board of directors" means the governing body of the charter school.

IV. ORGANIZATION AND MEMBERSHIP

- A. The initial board of directors must not be related parties. The initial board continues to serve until a timely election for members of the ongoing charter school board of directors is held according to the school's Articles and Bylaws under Minnesota Statutes, section 124E.07, subdivision 4. The initial board of directors and school developers must comply with the training requirements in subdivision 7 upon the incorporation of the school.
- B. The initial board must begin the transition to the ongoing board structure by the end of the first year of operation and complete the transition by the end of the second year of operation. The terms of board members shall begin on July 1. Terms shall be no less than two years. The bylaws shall set the number of terms an individual may serve on the board and as an officer of the board. Board elections must be held during the school year but may not be conducted on days when the school is closed.
- C. The number, tenure, and qualifications of the charter school board of directors shall be in accordance with the charter school bylaws and the provisions in this policy.
- D. Resignation or removal of a member of the board of directors shall be governed by the charter school bylaws. Vacancies shall be filled in accordance with the charter school bylaws.
- E. The membership of the ongoing board of directors consists of at least five members. The ongoing board must include:

1. at least one licensed teacher; (No charter school employees shall serve on the board other than teachers under this clause);
 2. at least one parent or legal guardian of a student enrolled in the charter school who is not an employee of the charter school; and
 3. at least one interested community member. A community member serving on the board must reside in Minnesota, must not have a child enrolled in the school, and must not be an employee of the charter school.
- F. To serve as a licensed teacher on a charter school board, an individual must:
1. be employed by the school or provide at least 720 hours of service under a contract between the charter school and a teacher cooperative;
 2. be a qualified teacher as defined under section 122A.16, either serving as a teacher of record in a field in which the individual has a field license, or providing services to students the individual is licensed to provide; and
 3. not serve in an administrative or supervisory capacity for more than 240 hours in a school calendar year.
- G. The board structure must be defined in the bylaws. The board structure may (1) be a majority of teachers under paragraph F. above, (2) be a majority of parents, (3) be a majority of community members, or (4) have no clear majority. The executive director may only serve as an ex-officio nonvoting board member.
- H. A contractor providing facilities, goods, or services to a charter school must not serve on the board of directors. In addition, an individual is prohibited from serving as a member of the charter school board of directors if: (1) the individual, an immediate family member, or the individual's partner is a full or part owner or principal with a for-profit or nonprofit entity or independent contractor with whom the charter school contracts, directly or indirectly, for professional services, goods, or facilities; or (2) an immediate family member is an employee of the school. An individual may serve as a member of the board of directors if no conflict of interest exists under this paragraph, consistent with this section. A violation of this paragraph renders a contract voidable at the option of the Commissioner of the Minnesota Department of Education or the charter school board of directors. A member of a charter school board of directors who violates this paragraph is individually liable to the charter school for any damage caused by the violation.
- "Immediate family member" means any relationship by blood, marriage, adoption, or partnership of spouses, parents, grandparents, siblings, children, first cousins, aunts, uncles, grandchildren, nieces, and nephews.
- I. Any employee, agent, contractor, or board member of the authorizer who participates in initially reviewing, approving, overseeing, evaluating, renewing, or not renewing the charter school is ineligible to serve on the board of directors of a school chartered by that authorizer.
- J. An individual is prohibited from serving on more than one charter school board at the same time in either an elected or ex-officio capacity, except that an individual serving as an administrator serving more than one school under Minnesota Statutes, section 124E.12, subdivision 2, paragraph (f), may serve on each board as an ex-officio member.
- K. A majority of voting members constitutes a quorum. The act of the majority of a quorum is the act of the board of directors.

V. BOARD STRUCTURE

- A. The charter school bylaws outline the process and procedures for changing the board's governance structure, consistent with Minnesota Statutes, chapter 317A. A board may change its governance structure only:
 - 1. by a majority vote of the board of directors;
 - 2. by 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
 - 3. with the authorizer's approval.
- B. Any change in board governance structure must conform with the board composition established under this policy and Minnesota Statutes, section 124E.07.

VI. BOARD ELECTIONS

- A. Staff members employed at the charter school, including teachers providing instruction under a contract with a cooperative, members of the board of directors, and all parents or legal guardians of children enrolled in the charter school are the voters eligible to elect the members of the charter school's board of directors.
- B. The board of directors must establish and publish election policies and procedures on the school's website.
- C. The board of directors must notify eligible voters of the school board election dates and voting procedures at least 30 calendar days before the election and post this information on the school's website.
- D. The board of directors must notify eligible voters of the candidates' names, biographies, and candidate statements at least ten calendar days before the election and post this information on the school's website.

VII. POWERS AND DUTIES

- A. The board of directors has the powers and duties set forth in Minnesota Statutes, chapter 317A, except as limited by the charter school's Articles of Incorporation, the charter school Bylaws, and Minnesota Statutes, chapter 124E and other applicable law. The board of directors' authority includes implied powers in addition to specific powers granted by the legislature.
- B. The board of directors exercises administrative functions. It also has certain powers of a legislative character and other powers of a quasi-judicial character.
- C. The board of directors shall supervise and manage the charter school; adopt rules for its organization, government, and instruction; prescribe textbooks and courses of study; and make and authorize contracts.
- D. The board of directors shall have the general charge of the business of the charter school, its facilities and property, and of the interest of the school.
- E. The board of directors shall call an annual meeting of the charter school corporation membership. Notification shall be provided in accordance with Minnesota's Open Meeting Law and the Minnesota Nonprofit Corporations Law. Election of members of the board of directors shall take place at the annual meeting.
- F. The board of directors, among other duties, shall perform the following in accordance with applicable law:

1. The board of directors shall decide and is responsible for policy matters related to operating the school, including budgeting, curriculum programming, personnel, and operating procedures;
 2. The board shall adopt a nepotism policy;
 3. The board shall adopt personnel evaluation policies and practices that, at a minimum:
 - a. carry out the school's mission and goals;
 - b. evaluate how the charter school's contract goals and commitments are executed;
 - c. evaluate student achievement, postsecondary and workforce readiness, and student engagement and connection goals;
 - d. establish a teacher evaluation process under Minnesota Statutes section 124E.03, subdivision 2, paragraph (h); and
 - e. provide professional development related to the individual's job responsibilities.
 4. conduct the business of the schools and pay indebtedness and proper expenses;
 5. employ and contract with necessary qualified teachers and discharge the same for cause;
 6. provide services to promote the health of its pupils;
 7. purchase, sell, and exchange charter school property and equipment as deemed necessary by the board of directors for school purposes;
 8. provide for payment of claims against the charter school, and prosecute and defend actions by or against the charter school, in all proper cases;
 9. employ and discharge necessary employees and contract for other services;
 10. provide for transportation of pupils to and from school, as governed by statute;
 11. procure insurance against liability of the charter school, its officers, and employees; and
 12. cause to be kept at the corporation's registered office originals or copies of:
 - a. Approved minutes and records of all proceedings of the Board of Directors and all committees;
 - b. all financial statements of the corporation; and
 - c. Articles of Incorporation and Bylaws of the corporation, including all amendments and restatements thereof.
- G. The board of directors, at its discretion, may perform the following:
1. provide library facilities, public evening schools, adult and continuing education programs, summer school programs, and intersession classes of flexible school year programs;

2. furnish school lunches for pupils and teachers on such terms as the board of directors determines;
3. enter into agreements with one or more other independent school districts to provide for agreed upon educational services;
4. purchase land or buildings with nonstate funds;
5. lease space from an independent or special school board; other public organization; private, nonprofit, nonsectarian organization; private property owner; or a sectarian organization if the leased space is constructed as a school facility, subject to review and approval by the Commissioner of the Minnesota Department of Education;
6. lease real property from a related party pursuant to Minnesota Statutes, section 124E.13.
7. organize an affiliated nonprofit building corporation to renovate or purchase an existing facility or to construct a new facility pursuant to Minnesota Statutes, section 124E.13;
8. authorize the use of school facilities for community purposes that will not interfere with their use for school purposes;
9. authorize cocurricular and extracurricular activities;
10. receive, for the benefit of the charter school, bequests, donations, or gifts for any proper purpose; and
11. perform other acts as the board of directors shall deem to be reasonably necessary or required for the governance of the schools; and
12. sue and be sued.

Legal References: Minn. Stat. Chapter 124E (Charter Schools)
Minn. Stat. § 124E.02 (Definitions)
Minn. Stat. § 124E.07 (Board of Directors)
Minn. Stat. § 124E.13 (Facilities)
Minn. Stat. Ch. 317A (Nonprofit Corporations)

Cross References: Charter School Bylaws
MSBA/MASA Model Policy 101 (Legal Status of the Charter School)
MSBA/MASA Model Policy 202 (Charter School Board Officers)
MSBA/MASA Model Policy 203 (Operation of the Charter School Board -Governing Rules)
MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)

ST. CROIX PREPARATORY ACADEMY

Adopted: 1/20/2026

Revised: _____

*MSBA/MASA Model Policy 202 Charter
Orig. 1995 (as ISD Policy)
Orig. 2022 (as Charter Policy)
Rev. 2024*

202 CHARTER SCHOOL BOARD OFFICERS

I. PURPOSE

The purpose of this policy is to create a formal process for the yearly election of SCPA Board Officers. This policy applies to the SCPA Board Officer positions of Chair, Vice-Chair, Treasurer, and Board Clerk/Secretary (SCPA Bylaws Article V Section 1).

Charter school board officers are charged with the duty of carrying out the responsibilities entrusted to them for the care, management, and control of the public schools of the charter school. The purpose of this policy is to delineate those responsibilities.

II. GENERAL STATEMENT OF POLICY

- A. The charter school board shall meet annually and organize by selecting a chair, a Clerk/Secretary, a treasurer, and such other officers as determined by the charter school board. At its option, the charter school board may appoint a vice-chair to serve in the temporary absence of the chair.

III. ORGANIZATION

- A. The charter school board shall meet annually at the May meeting, or as soon thereafter as practicable, and organize by selecting a chair, a Clerk/Secretary, a treasurer, and such other officers as determined by the charter school board. These officers shall hold office for one year and until their successors are elected and qualified.
- B. The persons who perform the duties of Clerk/Secretary and treasurer need not be members of the charter school board.
- C. The charter school board by resolution may combine the duties of the offices of Clerk/Secretary and treasurer in a single person in the office of business affairs.
- D. Every year at the May meeting, nominations will be given for each Board Officer position, Chair, Vice-Chair, Treasurer, and Board Clerk/Secretary.
- E. Voting will follow each of the nominations and Board Officer positions will be determined by a majority vote.
- F. SCPA Board Officer positions are one year terms and will run from May to May.
- G. The Chair and Vice-Chair positions: It is preferred that the Chair and Vice-Chair have one year of previous experience serving on the SCPA Board.

IV. OFFICER'S RESPONSIBILITIES

- A. The charter school officers shall have the responsibilities and exercise the functions set forth in Minnesota Statutes, section 317A.305, the charter school Bylaws, and this policy.
- B. Chair
 - 1. The chair shall exercise the functions of the office of president of the charter school corporation as set forth in Minnesota Statutes, section 317A.305.

2. The chair, when present, shall preside at all meetings of the charter school board, countersign all orders upon the treasurer for claims allowed by the charter school board, represent the charter school in all actions, and perform all duties a chair usually performs.
2. In case of absence, inability, or refusal of the Clerk/Secretary to draw orders for the payment of money authorized by a vote of the majority of the charter school board to be paid, the chair may draw the orders, or the office of the Clerk/Secretary may be declared vacant by the chair and treasurer and filled by appointment.

C. Treasurer

1. The treasurer shall deposit charter school funds in the official depository.
2. The treasurer shall make all reports which may be called for by the charter school board and perform all duties a treasurer usually performs.
3. In the event there are insufficient funds on hand to pay valid orders presented to the treasurer, the treasurer shall receive, endorse, and process the orders.

D. Clerk/Secretary

1. The Clerk/Secretary shall keep a record of all meetings in the books provided.
2. Within three days after an election, the Clerk/Secretary shall notify all persons elected of their election.
3. On or before September 15 of each year, the Clerk/Secretary shall:
 - a. file with the charter school board a report of the revenues, expenditures, and balances in each fund for the preceding fiscal year.
 - b. make and transmit to the commissioner certified reports, showing:
 - (1) revenues and expenditures in detail, and such other financial information required by law, rule, or as may be called for by the commissioner;
 - (2) length of school term and enrollment and attendance by grades; and
 - (3) other items of information as called for by the commissioner.
4. The Clerk/Secretary shall enter into the Clerk/Secretary's record book copies of all reports and of the teachers' term reports, and of the proceedings of any meeting, and keep an itemized account of all expenses of the charter school.
5. The Clerk/Secretary shall draw and sign all orders upon the treasurer for the payment of money for bills allowed by the charter school board for salaries of officers and for teachers' wages and all claims, to be countersigned by the chair.
6. The Clerk/Secretary shall perform such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.
7. The Clerk/Secretary shall perform the duties of the chair in the event of the chair's and the vice-chair's temporary absences.

E. Vice-Chair [Optional]

The vice-chair shall perform the chair duties in the event of the chair's temporary absence.

F. Executive Director

1. The Executive Director shall be an ex officio, nonvoting member of the charter school board.
2. The Executive Director shall perform the following:
 - a. supervise the charter school, report and make recommendations about their condition when advisable or on request by the charter school board;
 - b. recommend to the charter school board employment and dismissal of teachers;
 - c. annually evaluate each employee assigned responsibility for supervising the school;
 - d. superintend school grading practices and examinations for promotions;
 - e. make reports required by the Minnesota Commissioner of Education; and
 - f. perform other duties prescribed by the charter school board.

Legal References: Minn. Stat. Ch. 124E (Charter Schools)
Minn. Stat. § 317A.305 (Duties of Required Officers)

Cross References: MSBA/MASA Model Policy 101 (Legal Status of the Charter School)
MSBA/MASA Model Policy 201 (Legal Status of the Charter School Board of Directors)
MSBA/MASA Model Policy 203 (Operation of the Charter School Board – Governing Rules)

ST. CROIX PREPARATORY ACADEMY

Adopted: _____

*MSBA/MASA Model Policy 506 Charter
Orig. 2022 (as Charter Policy)
Rev. 2024 (June)*

Revised: 11/18/2025

506 STUDENT DISCIPLINE

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the charter school's expectations for student conduct. Such compliance will enhance the charter school's ability to maintain discipline and ensure that there is no interference with the educational process. The charter 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. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. 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. The position of the charter school is that a fair and equitable charter 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, Minnesota Statutes, sections 121A.40-121A.56.

In view of the foregoing and in accordance with Minnesota Statutes, section 121A.55, the school board, with the participation of charter school administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the charter 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 Minnesota Statutes, 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 or charter school administrator and a pupil's parent to withdraw a student from the charter 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 charter school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. 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 charter school or is awaiting enrollment in a new charter school, the charter 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 charter 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 charter school under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new charter school; and
 - 3. the charter 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 charter school website.

V. AREAS OF RESPONSIBILITY

A. The Charter School Board

The charter school board holds all school personnel responsible for the maintenance of order within the charter 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. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.

C. Principal

The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. 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 the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A principal shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

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. A teacher, in exercising the person's 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. A teacher shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

E. Other Charter School Personnel

All charter 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. A school employee, school bus driver, or other agent of a charter school, in exercising the person's 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. A charter school employee, which does not include a school resource officer, shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

For the purpose of Minnesota Statutes, section 121A.582 (Student Discipline; Reasonable Force), a school resource officer, as defined in Minnesota Statutes, section 626.8482, subdivision 1, paragraph (c) is not a school employee or agent of the charter school.

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 and this policy.

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 charter 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. The charter school must report annually by July 15, in a form and manner determined by the Commissioner of the Minnesota Department of Education ("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 (MDE) 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, policies, 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, policies, 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 and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable charter 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.

VIII. CODE OF STUDENT CONDUCT

- A. The following are examples of unacceptable behavior subject to disciplinary action by the charter 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 or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for charter school purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. Charter school property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the charter 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 charter 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. Violation of the charter school's Hazing Prohibition Policy;
 - 5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
 - 6. Violation of the charter school's Student Attendance Policy;
[View Attendance Policy](#)
 - 7. Opposition to authority using physical force or violence;

8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the charter school's Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;
9. 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;
10. 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);
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the charter school's Weapons Policy;
14. Violation of the charter school's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. 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;
17. 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;
18. 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;
19. Violation of any local, state, or federal law as appropriate;
20. 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;
21. Violation of the charter school's Internet Acceptable Use and Safety Policy;
22. Use of a cell phone in violation of the charter school's Internet Acceptable Use and Safety Policy;
23. Violation of school bus or transportation rules or the charter school's Student Transportation Safety Policy;
24. 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;

25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the charter school's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the charter school's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the charter school's Bullying Prohibition Policy;
30. Student attire or personal grooming 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;
31. Criminal activity;
32. Falsification of any records, documents, notes, or signatures;
33. Tampering with, changing, or altering records or documents of the charter school by any method including, but not limited to, computer access or other electronic means;
34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other charter school personnel;
36. Violation of the charter school's Harassment and Violence Policy;
37. 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 charter school personnel, or other persons;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. 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;
40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;
41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. 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;

43. Violation of the charter school's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
44. Violation of the charter school's one-to-one device rules and regulations;
45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
46. Other acts, as determined by the charter school, which are disruptive of the educational process or dangerous or detrimental to the student or other students, charter 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 charter 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 charter school is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.
- C. The charter 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.
- D. The charter school must not withhold recess from a student based on incomplete schoolwork.
- E. The charter school must require school staff to make a reasonable attempt to notify a parent or guardian within twenty-four (24) hours of using recess detention.
- F. The charter 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. This information must be available to the public upon request. The charter school is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.
- G. The charter school must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a charter school or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

X. DISCIPLINARY ACTION OPTIONS

The general policy of the charter school is 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 charter school. At a minimum, violation of charter school code of conduct, rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The charter school shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the charter 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 charter school personnel, and verbal warning;
- B. Confiscation by charter school personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any charter school policy, rule, regulation, procedure, or state or federal law. If confiscated by the charter 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 charter school 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 charter school.

XI. REMOVAL OF STUDENTS FROM CLASS

- A. The teacher of record shall have the general control and government of the classroom. 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, or other charter school employee to prohibit a student from attending a class or activity for a period of time not to exceed five (5) days, 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 charter 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 is at 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.

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another.

- B. If a student is removed from class more than ten (10) times in a school year, the charter 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.

C. Procedures for Removal of a Student from a Class.

1. *When circumstances warrant, a student may be removed from class upon agreement of the appropriate teacher and the principal or designee. When appropriate, an informal conference with the student may occur before the student is removed from class.*
2. *The removal from class may be imposed without an informal conference with the student if it appears that the student is creating a substantial disruption or is an immediate danger to themselves, to persons, or property.*
3. *The removal from class will be documented following the School's standard procedures.*

D. Period of Time for which a Student may be Removed from a Class (may not exceed five (5) class periods for a violation of a rule of conduct)

1. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

E. Responsibility for and Custody of a Student Removed from Class.

1. *A student removed from class must report directly to the appropriate school office;*
2. *Staff will come get the student or wait for them in the office based on directions given to the teacher at the time of the report; Designation of how student is to get to designated destination;*
3. *If the administrator determines there is a safety risk the student will wait in the classroom for an escort to the office; Whether student must be accompanied;*
4. *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.; Statement of what student is to do when and while removed;*
5. *The student will remain with the administrative staff until the situation has been processed and is ready to return to class or go home.*

F. Procedures for Return of a Student to a Specific Class from which the Student was Removed.

1. *The principal or designee will complete any appropriate follow-up disciplinary consequences and school documentation with the student and determine any steps necessary to readmit the student to class; Specification of procedures;*
2. *The principal or designee will readmit the student to class upon completion of the determined steps. Actions or approvals required such as notes, conferences, readmission plans.*

G. Procedures for Notifying a Student and the Student's Parents or Guardian of Violation of the Rules of Conduct and of Resulting Disciplinary Actions;

1. *The principal or designee will work together to ensure that parents/guardians are informed of the situation; Specification of Procedures;*
2. *Parents/guardians will be notified of all significant behavior issues. Actions or approvals required, such as notes, conferences, readmission plans.*

H. Students with a Disability; Special Provisions.

1. *Students who are currently identified as eligible under the Individuals with Disabilities Education Act (IDEA) or Section 504 will be subject to the provisions of this policy, unless the student's Individualized Education Program (IEP) or 504 Plan specifies a necessary modification; Previous Policy: Procedures for consideration of whether there is a need for further assessment can be found in the school's Total Special Education System manual. Procedures for consideration of whether there is a need for further assessment;*
2. *The principal or designee and the student's case manager will give consideration of whether there is a need for a review of the adequacy of the*

- 3. *current IEP or 504 Plan;*
- 3. *Prior to the initiation of an expulsion or exclusion of a student with an IEP or 504 Plan, the district will follow state and federal laws regarding such a proposal;*
- 4. *Teachers and staff members who notice a pattern of persistent behaviors may refer a student to the Child Find process. Staff members may also contact the Director of Student Support Services with questions or concerns.*

I. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.

- 1. *The School will establish teacher reporting procedures to the chemical abuse preassessment team pursuant to Minnesota Statutes section 121A.29.*

J. Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct.

A teacher who removes a student from class may complete a request for a student study team review of the following:

- 1. *Any procedures or services for encouraging early involvement of guardians to improve the student's behavior;*
- 2. *Any procedures or services determined appropriate for encouraging early detection of behavioral problems;*
- 3. *Whether the student may need special education services*
- 4. *The appropriateness of addressing the student's behavior through a chemical abuse preassessment team;*
- 5. *The appropriateness of any other interventions to improve the student's conduct and behavior.*

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 charter 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 charter school shall not dismiss any student without attempting to use nonexclusionary disciplinary policies and procedures 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.

The use of exclusionary practices for early learners as defined in Minnesota Statutes, section 121A.425, is prohibited. The use of exclusionary practices to address attendance and truancy issues is prohibited.

- 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 charter 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. a preschool or prekindergarten program, including an early childhood family education, school readiness, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or
 - b. 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 resources outlined under nonexclusionary discipline 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 where a student with a disability does not receive regular or special education instruction during that dismissal period.
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. The school principal or other person having administrative control of the school building or program is encouraged to designate a charter school or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.
3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the charter 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 student'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 less than one school day, 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 charter 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 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 (6th) consecutive day of suspension or the tenth (10th) 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 charter school or in an alternative learning center under Minnesota Statutes, section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes, section 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. strongly encourage a parent or guardian of the student to attend school with the student for one day;
 - b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and

- c. petition the juvenile court that the student is in need of services under Minnesota Statutes, chapter 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, Minnesota Statutes, sections 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. (See attached sample Notice of Suspension.)
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, Minnesota Statutes, sections 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 charter 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, Minnesota Statutes, sections 121A.40-121A.56; describe the 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 charter 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 its

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 charter 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 charter school shall record the hearing proceedings at charter 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 charter school shall 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. The school board may appoint an attorney to represent the charter 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 an independent hearing officer designated by the charter school. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer 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 charter 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 charter 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 charter 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 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 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 hearing officer's findings and recommendation 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 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 Minnesota Statutes, section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The charter 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 charter 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 charter 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 Minnesota Statutes, section 120B.232, subdivision 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 charter school official may provide additional notification as deemed appropriate.

In addition, the charter school must report, through the MDE electronic reporting system, each exclusion or expulsion, each physical assault of a charter 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 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

The policy of the charter school is that complete and accurate student discipline records be

maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable charter school policies and federal and state law, including the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 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 and (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 charter 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 charter 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 charter school shall continue to provide special education and related services during the period of expulsion or exclusion.

XVII. DISCIPLINE COMPLAINT PROCEDURE

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;
2. provide an opportunity for involved parties to submit additional information related to the complaint;
3. provide a procedure to begin to investigate complaints within three (3) school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;
4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;
5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and
6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a

complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

XIII. DISTRIBUTION OF POLICY

The charter 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's office.

XIX. REVIEW OF POLICY

The principal and representatives of parents, students and staff in each school building 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.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 and 121A.575 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.58 (Corporal Punishment; Prone Restraint; And Certain Physical Holds)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. §§ 121A.60 (Definitions)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.611 (Recess and Other Breaks)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)
Minn. Stat. § 124E.03 (Applicable Law)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 152.22, Subd. 6 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 507.5 (School Resource Officers)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)

MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles;
Patrols, Inspections, and Searches)
MSBA/MASA Model Policy 610 (Field Trips)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

ST. CROIX PREPARATORY ACADEMY

Adopted: 8/20/2019

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*MSBA/MASA Model Policy 806 Charter
Orig. 1999 (as ISD Policy)
Orig. 2022 (as Charter Policy)
Rev. 2025*

806 CRISIS MANAGEMENT POLICY

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for the school, school administration, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the charter school. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each charter school should develop tailored building-specific crisis management plans for each school building in the charter school, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The charter school will, to the extent possible, engage in ongoing emergency planning within the charter school and with emergency responders and other relevant community organizations. The charter school will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to charter school staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The School's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that school administration can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

The charter school's administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the Charter school Crisis Management Policy

1. General Crisis Procedures.

The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These charter school-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is

inoperable. Each building in the charter school will have access to a copy of the Comprehensive School Safety Guide to assist in the development of building-specific crisis management plans.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

a. Lock-Down Procedures

Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the Executive Director or his or her designee. The Executive Director or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. The Executive Director will submit lock-down procedures as part of the building-specific crisis management plan.

b. Evacuation Procedures

Evacuations of classrooms and buildings—shall be implemented at the discretion of the Executive Director or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the Executive Director or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

c. Sheltering Procedures

Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The Executive Director or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

2. Crisis-Specific Procedures

The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These charter school-wide procedures are designed to enable Executive Directors to tailor response procedures when creating building-specific crisis management plans.

3. School Emergency Response Teams

a. Composition

The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the school administration. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the charter school office, or in a secondary location in single building charter schools.

b. Leaders

The Executive Director or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. Charter School Employees

Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the charter school's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.

2. Students and Parents

Students and parents shall be made aware of the charter school's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each charter school's building-specific crisis management plan shall set forth how students and parents are made aware of the charter school and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with

emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)

2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g. lunch time, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes, section 299F.30. See Minnesota Statutes, section 121A.035.
6. A record of fire drills conducted at the building will be maintained in the building administrator's office.
7. The charter school will have prearranged sites for emergency sheltering and transportation as needed.
8. The charter school will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The charter school also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the Facilities Director and will be easily accessible and on file in the charter school office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the charter school office, or at a secondary location for single building charter schools and will be updated annually.

Charter school employees will receive training on how to make emergency contacts, including 911 calls, when the charter school's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

Charter school plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

E. Warning and Notification Systems

The charter school shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The charter school should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The Executive Director, and his or her designee, shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. The crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The Executive Director will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or charter school or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

G. Media Procedures

The Executive Director has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The Executive Director will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the charter school is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available employees, contracted services, and volunteers including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the Executive Director or the Lower, Middle, or Upper School principals determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. The Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.
2. Fiscal recovery.
3. Academic recovery.
4. Social/emotional recovery.

IV. ACTIVE SHOOTER DRILL

A. Definitions

1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real-life shooting.
2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real-life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.
3. "Evidence-based" means a program or practice that demonstrates any of the following:
 - a. a statistically significant effect on relevant outcomes based on any of the following:
 - (1) strong evidence from one or more well designed and well implemented experimental studies;
 - (2) moderate evidence from one or more well designed and well implemented quasi-experimental studies; or

- (3) promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias
- b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.
4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.
5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

1. accessible;
2. developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;
3. culturally aware;
4. trauma-informed; and
5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

1. The charter school must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.
2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor

may nonparticipation alone make a student ineligible to participate in or attend school activities.

3. The Commissioner must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A charter school or charter school conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually.
2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:
 - a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;
 - b. the importance of taking threats seriously and seeking help; and
 - c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity, including providing information about the Department of Public Safety's statewide anonymous threat reporting system and any local threat reporting systems.
3. A charter school or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:
 - a. student opportunities for leadership related to prevention and safety;
 - b. encouragement and support to students in establishing clubs and programs focused on safety; and
 - c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. Board Meeting

At a regularly scheduled school board meeting, a school board of a charter school that has conducted an active shooter drill must consider the following:

1. the effect of active shooter drills on the safety of students and staff; and
2. the effect of active shooter drills on the mental health and wellness of students and staff.

V. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the *Comprehensive School Safety Guide* (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

- A. Fire
- B. Hazardous Materials
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding
- D. Medical Emergency
- E. Fight/Disturbance
- F. Assault
- G. Intruder
- H. Weapons
- I. Shooting
- J. Hostage
- K. Bomb Threat
- L. Chemical or Biological Threat
- M. Checklist for Telephone Threats
- N. Demonstration
- O. Suicide
- P. Lock-down Procedures
- Q. Shelter-In-Place Procedures
- R. Evacuation/Relocation
- S. Media Procedures
- T. Post-Crisis Procedures
- U. School Emergency Response Team
- V. Emergency Phone Numbers

W. Highly Contagious Serious Illness or Pandemic Flu

X. Bus Safety

VI. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

B. Visitors

The charter school shall implement procedures mandating visitor sign in and visitors in school buildings. See MSBA/MASA Model Policy 903 (Visitors to Charter School Buildings and Sites).

The charter school shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The charter school shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the charter school.

Legal References: Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.038 (Students Safe at School)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses)
Minn. Rules Ch. 7511 (Fire Code)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References: MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
MSBA/MASA Model Policy 903 (Visitors to Charter School Buildings and Sites)

Resources: *Comprehensive School Safety Guide:* [Minnesota School Safety Center - Resources \(mn.gov\)](https://mn.gov/school-safety-center/resources/)

Comprehensive school safety guide

The Minnesota Department of Homeland Security Emergency Management offers valuable guidance for school emergency planning. While the MnSSC

Comprehensive School Safety Guide is being updated, we encourage you to explore resources from our partners at [SchoolSafety.gov](https://school-safety.gov). Their [Foundation Elements of School Safety](#) can serve as a helpful framework for your planning efforts.]

I Love U Guys Foundation, *Standard Response Protocol*
<https://iloveguys.org/The-Standard-Response-Protocol.html> (012325)

Safe and Sound Schools
<https://safeandsoundschools.org/> (012325)