



Board Member Description of Duties

General Purpose: Member of the governing body of St. Croix Preparatory Academy is primarily responsible for governance, fiscal accountability, student achievement, strategic direction, and fulfilling the mission of the school in accordance with its bylaws and founding documents.

Reports To: Board

Hours: 3 year term; average time commitment is 8-10 hours per month with additional time required if involved in committees and project work. It is expected that board members will be involved on committees and project work. The total time commitment per month will be approximately 15 hours.

Essential Duties and Responsibilities include but are not limited to:

- **Governance.** This includes familiarity and adherence with public charter school statute (124E), Nonprofit Corporation statute (317A), the School's Bylaws, Open Meeting Law, Minnesota Government Data Practices Act, MDE and Authorizer compliance requirements, authorizer contract, and other related legal requirements. Board members are expected to be familiar with the Carver Governance model which the School has adhered to since its inception.
- **Financial Accountability.** This includes annual budget review, annual report preparation, audit review, awareness of financial metrics to ensure continued favorable review from outside business partners (e.g. banking, investors, etc.) and to guarantee future sustainability and program growth.
- **Student Achievement.** This includes an annual review of student performance in comparison with state and national standardized tests and an annual evaluation of post-secondary and workforce readiness in accordance with state requirements.
- **Meeting Attendance.** The Board meets on the third Tuesday of every month. Board members are expected to review their board information prior to the meeting and to meet the attendance requirements specified in Minnesota statute.
- **Strategic Direction.** The Board is responsible for the continued strategic direction of the institution in alignment with the School's mission, definition of classical education, and implementation of the diffusions of innovation theory. Examples of strategic discussions may include the following: facility development, athletic field development, compensation models to ensure fiscal responsibility, board policy development, school replication, succession planning, revenue generation opportunities, community relations, etc.
- **Training.** Board members must meet the state mandated training requirements. In addition, ongoing training will be provided on the aforementioned items (e.g. governance, financial accountability, student achievement, strategic direction, etc.) and the following items.

- Communication Protocol. The School's communication protocol has been in place since 2004. A board member's understanding and adherence to the protocol maintains respect for operational authority throughout the organization.
- Classical Education Philosophy. The School's classical education philosophy has been in place since 2004. A board member's understanding and support of this philosophy will be enhanced through this training and selected readings from *The Well-Trained Mind (Bauer and Wise)*, *Why Knowledge Matters (E.D. Hirsch, Jr.)*, *Cultural Literacy (E.D. Hirsch, Jr.)*, and *Trivium 21c (Martin Robinson)*.
- Operational Training. Although not specifically responsible for day to day operational decisions, it is important for board members to understand the operational complexity of St. Croix Prep. This will be done through meetings with the administrative personnel (e.g. Executive Director, CFO, Lower School Principal, Middle School Principal, Upper School Principal, Special Education Director, Activities Director, Facilities Director, Communications Director, Technology Director, etc.). In addition, newly elected board members must attend one of the prospective family Informational meetings.
- Diffusions of Innovation Theory. The School has always evaluated its purpose, growth model, marketing, and operations in terms of diffusions of innovation theory (developed by Everett Rogers in 1962) as presented by Geoffrey Moore in his books *Crossing the Chasm* and *Inside the Tornado*. Marketing the school, positioning/differentiating it within its market, development of a whole product and operations (e.g., hiring, governance models, policy development, recruiting, and programming) all take into consideration the five segments of classification typically described in technology adoption (e.g., innovators, early adopters, early majority, late majority, and laggards). This impacts the School's hiring practices, governance model, policy development, recruiting practices, etc. Board members will be introduced to this through selected readings from *Crossing the Chasm (G. Moore)*, *Inside the Tornado (M. Gladwell)*, *The Tipping Point (M. Gladwell)*, *Built to Last (J. Collins)*

Note: This training will be conducted on an on-going basis and some will be included as a part of the regular board meeting agenda. An estimate of the time required for training is noted below:

- State mandated training on governance, finance, and employment law – 6-8 hours.
- Meetings with operational personnel – 10 hours
- Informational meeting – 2 hours
- Required reading – 15 to 20 hours
- Communication Protocol – 1 hour
- Classical Education Philosophy – 1 hour
- Open Meeting Law – 1 hour
- Minnesota Government Data Practices Act – 1 hour