



St. Croix Preparatory Academy Board Member Training Policy

Training Policy

A St. Croix Preparatory Academy Board Member, as a member of the governing body of the Academy, is primarily responsible for governance, fiscal accountability, student achievement, strategic direction, and fulfilling the mission of the Academy in accordance with its Bylaws and founding documents. The training described below is required and is designed to assist Board Members to effectively carry out these responsibilities.

- A. Prerequisites to Assuming the Duties of the Office of a Director. A person elected or appointed to hold office as a director does not automatically assume the duties of that office. A person cannot assume the duties of the office of a director until he or she has qualified for the office. Qualification for an incoming director requires that the person complete the training requirements described in this paragraph.
1. Reading List Requirements as noted below.
 2. Meeting with Board Chair, Vice Chair, and Executive Director about the role and responsibilities of a St. Croix Prep board member.
 3. Meeting with the Executive Director to discuss an overview of the School, its history, the organizational structure, and the required reading and its impact on strategic decision making.
 4. Meeting with the COO to discuss school financing, budgeting, lease aid, funding challenges, and bondholder communication.
 5. Meeting with Executive Director and Principals to discuss communication protocol and homework philosophy.
- B. Initial Training (First Year on the Board). Minnesota Statutes section 124E.107subd. 7, as amended, requires initial training of directors. After assuming the duties of the office of a director (i.e., after being seated), a new director must begin the required initial training described in this paragraph. A new director who does not begin the required initial training described in this paragraph within six months after being seated and complete that training within 12 months of being seated on the board is automatically ineligible to continue to serve as a director.
1. State mandated training on finance, governance, and employment law.
 2. Attendance at one of the Informational meetings held for prospective families/students



C. Annual Training. Minnesota Statutes section 124E.07, subd. 7, as amended, requires annual training of directors. To continue as a director, a person must comply with the annual training requirements described in this paragraph.

1. Current Issues in Education
2. Ongoing Legal and Financial Training
3. Governance Procedures and Processes

Reading List Requirements Prior to Assuming the Duties of an Officer or Director

Crossing the Chasm, by Geoffrey Moore. Approximately 70 pages of total reading. The purpose of the reading is to introduce the theory and lens through which the organization is discussed.

2nd Edition

- Introduction – pages 3-7.
- Chapter 1 – pages 9-14, 16b-20. Introduction of adoption curve construct.
- Chapter 2 – pages 27-59. Description and analysis of adoption curve categories.
- Chapter 3 – pages 63-72. Crossing the Chasm introduction.
- Chapter 5 – pages 108-114. Whole product definition and introduction.
- Conclusion – pages 189-211. Operational implications of an organizations growth through the adoption curve.

3rd Edition

- Introduction – pages 3-9.
- Chapter 1 – pages 11-19b, 21-26. Introduction of adoption curve construct.
- Chapter 2 – pages 33-72. Description and analysis of adoption curve categories.
- Chapter 3 – pages 75-85. Crossing the Chasm introduction.
- Chapter 5 – pages 130-138b. Whole product definition and introduction.
- Conclusion – pages 213-241. Operational implications of an organizations growth through the adoption curve.

Drive, by Daniel Pink. Approximately 60 pages of total reading. The purpose of the reading is to discuss motivation in terms of human capital management, compensation structure, and the organizations migration through the adoption curve.

- Table of Contents – pages 1-10. Introduces intrinsic motivation and rewards.
- Drive, the Recap – pages 218-223. Summary of the book which encapsulates key terms of intrinsic motivation, Motivation 1.0, 2.0, 3.0, and the importance of Autonomy, Mastery, and Purpose.
- Chapter 1 – pages 13-19, 27-31. Introduce Motivation 1.0, 2.0, 3.0 and self/intrinsic motivation.



- Chapter 2 – pages 32-35, 57. Trade-offs of Motivation 2.0
- Chapter 3 – pages 75-79. Introduce Type I and Type X; and nutrients for Type I employee
- Chapter 4 – pages 83-92, 105-106. Discuss Autonomy (Task, Time, Technique, and Team), accountability
- Chapter 5 – pages 108-110, 118-125. Discussion of engagement, master; Mindset/attitude impact
- Chapter 6 – pages 131-133, 141-145. Purpose maximization and summary.

Mindset, by Carol Dweck. Approximately 80 pages of total reading. The purpose of this reading is to discuss attitude and mindset and its impact on goal achievement, esteem, work ethic, homework, AP classes, college acceptance, etc. This has implications throughout St. Croix Prep.

- Table of Contents
- Introduction
- Chapter 1 – pages 3-14. Introduction to the mindsets.
- Chapter 2 – pages 15-18a, 22c-25, 39b-41b, 45-54. Discussion of fixed mindset versus growth mindset. Implications of can't versus won't.
- Chapter 3 – pages 57-59, pages 66-67. Middle School transition and teacher/class implications.
- Chapter 4 – page 104. Summary.
- Chapter 5 – pages 142-143. Summary.
- Chapter 6 – pages 173-212. Discussion of mindsets in schools and education.
- Chapter 7 – pages 224-229. Discussion of changing mindsets.