



st. croix preparatory academy

ACADEMICS • CHARACTER • LEADERSHIP

St. Croix Preparatory Academy will develop each student's academic potential, personal character, and leadership qualities through an academically rigorous and content-rich educational program grounded in the classical tradition.

Annual Report

2012-2013



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Introduction

The purpose of this report is to summarize the progress and achievements of St. Croix Preparatory Academy (The School) in its ninth year of operation. This study includes information on the 2012-2013 school year, such as student demographics, governance, and finances. The report also includes additional data needed to provide a comprehensive description of The School and its educational programs and practices.

This annual educational audit serves to meet the requirement of reporting progress towards the academic and non-academic goals outlined in the charter application approved by the Minnesota Department of Education. This evaluation meets Minnesota's Department of Education requirement for reporting as defined in Minnesota Statutes Section 124D.10 subdivisions 11 and 14.

During its ninth year of operation, the School received support from its authorizer, Friends of Education. In addition, the combined efforts and support of the faculty, administration, students, families, and community members were instrumental in implementing and developing a strong, supportive community and a strong academic program.

1. School Vision, Mission Statement, and Educational Philosophy

A. Vision

St. Croix Preparatory Academy envisions a learning environment centered on an integrated, rigorous, standards-based, classical curriculum that encourages students to think logically and critically, to communicate effectively and to embrace life-long learning as demonstrated by their successful pursuit of post-secondary education. The School will offer a small school community and a rigorous academic environment to area families.

B. Profile

We are the first public school in the eastern suburbs specifically dedicated to offering a demanding classical, liberal arts curriculum with an additional emphasis on development of each student's personal character, and leadership qualities. St. Croix Preparatory Academy will provide a learning opportunity that, until now, has only been available at select private schools.

The School was founded by parents, educators, and business people who wanted a more challenging education for their students. They wanted a school that demanded an education that challenges students to achieve to their highest potential as well as put forth their best in behavior, attitude, and effort. The School is creating a college prep educational program based on true inquiry, intellect, and character. By focusing on students' character and leadership qualities, in addition to developing their academic potential, The School is committed to developing young adults who are prepared to lead abundant and responsible lives as contributing members of our society.

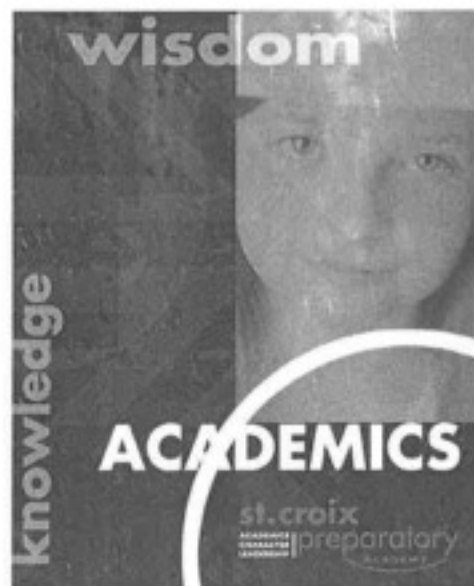
C. Mission Statement

St. Croix Preparatory Academy will develop each student's academic potential, personal character, and leadership qualities through an academically rigorous and content-rich educational program grounded in the classical tradition.

D. Educational Philosophy

The School is based on a classical model of education. A classical model focuses on providing students with the life-long educational tools to learn and think for themselves. The classical tradition is grounded in the time-tested methodology of learning called the "Trivium", which recognizes that critical learning skills must precede critical thinking skills. The Trivium methodology is organized into the following three stages corresponding to the general stages of a student's cognitive development:

- **Grammar.** The first phase of the Trivium is Grammar (grade level K - 4). Grammar emphasizes the facts and rules of each subject that later learning is built upon. This stage focuses on the accumulation of knowledge and the rules related to each particular subject. This mirrors the stage of development where children love to mimic, recite, chant, and memorize. The objective of this phase is to provide each student with a strong foundation of subject matter **KNOWLEDGE**.
- **Logic.** The second phase is Logic (grade level 5 - 8). Logic focuses on a students' ability to analyze and interact with the knowledge acquired in the Grammar stage. The Logic stage is the phase where understanding is grasped. This corresponds with the student's curiosity and desire to ask questions. The objective of the Logic phase is **UNDERSTANDING**.
- **Rhetoric.** The final phase is Rhetoric (grade level 9 - 12). Rhetoric teaches a student how to express and discuss a subject. Rhetoric is the communication stage, where students defend and refute opinions based on their understanding and knowledge of subject matter. This fits nicely with the students' affinity for contradiction and argumentation. The objective of the Rhetoric phase is **COMMUNICATION**.



GRAMMAR				LOGIC				RHETORIC			
K/1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
KNOWLEDGE				UNDERSTANDING				COMMUNICATION			
Knowledge - Comprehension				Application - Analysis				Synthesis -- Evaluation			

2. School Governance

Since its inception, St. Croix Preparatory Academy has followed the Carver governance model. This model is designed to empower a board of directors to fulfill their obligations of accountability for the School. The model enables the board to focus on the larger issues, delegate with clarity, to control management's job without meddling, to rigorously evaluate the accomplishment of the organization.

In contrast to typical board leadership, policy governance separates issues of organizational purposes from all other organizational issues. St. Croix Prep's Board demands accomplishment of purpose and only limits the staff's operational decisions to those which do not violate the board's pre-stated standards of prudence and ethics.

The Board's own purposes are defined in accordance with the roles of the board, its members, the chair and other officers, and any committees the board may need to help it accomplish its job. This includes the necessity to "speak with one voice". Dissent is expressed during the discussion preceding a vote. Once taken, the board's decisions may subsequently be changed, but are never to be undermined. The board's expectations for itself also set out self-imposed rules regarding the delegation of authority to the staff and the method by which board-stated criteria will be used for evaluation. The Board delegates with care. There is no confusion about who is responsible to the board or for what board expectations they are responsible. The Board utilizes an Executive Director, and the Board is able to hold this one position exclusively accountable.

A list of the Board members is provided below. All board members attend over 80% of the meetings, and all board members have fulfilled the board training requirements noted in state statute.

Name	Board Position	Group Affiliation	Date Elected	Date Resigned	Term Expiration	Phone Number	Email Address
Anthony Barbier		Parent	03/09/2013	03/26/2012	03/17/2013	438-476-5997	abarber@upstate.com
Dave Figen	Treasurer	Teacher	03/07/2011	09/22/2011	03/18/2014	651-595-5548	dave.figen@stcroixprep.org
Kenneth Landienned		Community	03/05/2013	09/19/2013	03/13/2016	651-361-1142	Kenneth.Landienned@state.mn.us
Pam Kucik	V. Chair	Parent	03/07/2011	09/22/2011	03/18/2014	651-562-6732	dpucik@comcast.net
Deb Keyes		Teacher	03/06/2012	03/26/2012	03/13/2015	651-595-5632	dkeyes@stcroixprep.org
Amy Kleinowich		Teacher	03/05/2013	03/19/2013	03/13/2016	651-595-5653	akleinowich@stcroixprep.org
Jason Langwerthy		Community	07/29/2010	08/17/2010	03/18/2014	651-365-5684	jason.langwerthy@gmail.com
Tom Markeo	Chair	Parent	03/08/2011	03/19/2013	03/13/2016	651-479-4677	tommarkeo@comcast.net
Dore Meyer		Parent	07/29/2010	08/17/2010	03/18/2014	651-596-8196	dore.meyer@aol.com
Jim Webber		Teacher	03/05/2012	03/19/2013	03/13/2016	651-595-5662	jwebber@stcroixprep.org
Joey Wilkro		Parent	03/03/2012	03/19/2013	03/13/2016	651-587-9182	jwilkro@stcroixprep.org

Board members serve a three year term and elections are held during the first week in March of each school year.

3. School Management and Administration

The following table lists the School's management and administration for the 2012-2013 school year. Professional development plans for those administrators requiring such are attached as exhibits to this report.

Name	ID#	Assignment	Years Employed by School	Left 10/11	Not Returning 11/12
Lisa Heathcote	337341*	Lower School Director	9	no	no
Wanda Zeman	283561	Middle School Director	4	no	no
Karen Kluegel	None*	Upper School Director	2	no	no

Andrew Sachrison	579634	Dean of Students	7	n/a	n/a
Mary Elliot Sparrow	574937	College Counselor	2	n/a	n/a
Jim Gierczak	None*	Executive Director	9	n/a	n/a
Kelly Gierczak	n/a	CEO	9	n/a	n/a
Reid Dippel	582927	Activities Director	4	n/a	n/a
Tom Stille	n/a	HR Manager	1	n/a	n/a
Candace Westlund	413594	Nurse	4	n/a	n/a
Keith Pitzer	n/a	Eye Care Director	4	n/a	n/a
Chad Gunn	416406	Technology Manager	9	n/a	n/a
Nancy Reistrac	n/a	Front Office Manager	4	n/a	n/a
Leslie Davis	n/a	Lower School Office Manager	5	n/a	n/a
Diane Anderson	n/a	Upper School Office Manager	4	n/a	n/a
Kelly Vassar	n/a	Middle School Office Manager	2	n/a	n/a
Kim Tracey	n/a	Special Education Secretary	5	n/a	n/a
Carrie Hansen	n/a	Receptionist	5	n/a	n/a
Cindy Dugra	n/a	Food Service Coordinator	5	n/a	n/a

In addition to the personnel noted above, St. Croix Prep employed nearly 40 other people who fulfilled the roles of educational assistants and Discovery Harbor (before/after school) programming.

4. Teaching Faculty Information

The following table lists the School's faculty information for the 2012-2013 school year:

Name	File #	Assignment	Left (2013)	Not Rejoining 13/14
Alison (Palcos) Jansen	438575	K	yes	n/a
Ann Oelzsch	474402	K	no	n/a

Karis (Dustlebury) Fisher	412129	K	Yes	Not Repeating
Deb Keyes	443478	L	n/a	n/a
Beth (Zadun) Johnson	485355	I	n/a	n/a
Megan Knippenberg	385150	I	n/a	n/a
Jennie (Hines) Chairchair	418896	J	n/a	n/a
Nicole Danny	417266	J	n/a	n/a
Joel Reistad	442472	J	n/a	n/a
Jake Cox	364186	J	n/a	n/a
Alicia Ganz	454674	J	n/a	n/a
Krista (Swanson) Lange	439506	K	Yes	Not Repeating
Amanda Pfeiffer	435287	K	n/a	n/a
Kelie Nelson	375433	L	n/a	n/a
Meghan (Hickel) Becke	413470	L	n/a	n/a
Maria Ruzicow	427617	S	n/a	n/a
Natalie Hansen	464139	S	n/a	n/a
Amy (Yester) Klenbuchl	419041	S	n/a	n/a
Christie Becker	415815	S	n/a	n/a
Lindsay Schutte	412402	S	n/a	n/a
Jonathan Liesane	437383	T	Yes	Not Repeating
Jessica Christians	415454	Social Studies	n/a	n/a
Leah Gilmore	420812	English	Yes	Not Repeating
Jake Gierschick	446806	Social Studies	n/a	n/a

Michelle Benz	422462	Math	Yes	Not Returning
Nancy Jones	227910	Social Studies	n/a	n/a
Stacy McLaugh	422932	English	n/a	n/a
Jay Nozard	409196	Math	n/a	n/a
Mary Ellen Sparrow	374937	College Counselor	n/a	n/a
Karen Vidlock	162906	Social Studies	n/a	n/a
Christa Hagne	382493	Science	n/a	n/a
Scress Honobrink	379805	Physical	n/a	n/a
Dustin Vincent	417546	Physical	n/a	n/a
Anni Mankesal	352002	Art	n/a	n/a
Angie Griffin	411568	Art	n/a	n/a
Peter Ecks	453928	Art	n/a	n/a
John Valke	453453	Science	n/a	n/a
Shelby Brinkman	381911	Spanish	n/a	n/a
Reid Anderson	423153	Spanish	n/a	n/a
Curtis Kjellberg	367457	Spanish	Yes	Not Returning
Tracy DeCam	434159	Band	n/a	n/a
Karla Braczovska	431790	Orchestra	n/a	n/a
Craig Wolke	360981	Latin	n/a	n/a
Olga Canning	413377	ELL	n/a	n/a
Peggy Rossell	373001	Speech Pathologist	n/a	n/a
Mike Fisher	451234	Speech Pathologist	n/a	n/a

Tyler Amcrata	441489	Special Ed	n/a	n/a
Laura Barilino	434269	Math	n/a	n/a
Thaine Branstrod	416678	English	n/a	n/a
Dave Frager	414245	Math	n/a	n/a
Jillie Harris	446399	Music	n/a	n/a
Christina Wolzica	421817	Special Ed	n/a	n/a
Elizabeth Gust	437000	Choir	n/a	n/a
Michael Haselberger	420966	Science	n/a	n/a
Heather Isernhagen	462829	Math	n/a	n/a
Anna Jeffrey	449349	Physical	n/a	n/a
Lucy Croston	659194	Reading	n/a	n/a
Kristin Henderson	461971	English	n/a	n/a
Tilward Chamberlain	434397	Science	n/a	n/a
John Gailry	451915	Music	n/a	n/a
Leigh Jagers	428311	Latin	n/a	n/a
David Sorenson	412995	Art	n/a	n/a
Angie Schumaker	431292	English	n/a	n/a
Pat Puskala	383514	Science	n/a	n/a
Cynthia Welbaum	401649	Special Ed	n/a	n/a
Theresa Phelps	414368	Special Ed	Left Mid-Year	Not Returned
Jessica Ducklow	377177	Special Ed	n/a	n/a
Susan Olson	293541	Special Ed	n/a	n/a

David Penn-DeGree	430945	Special Ed	170	n/a
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5. School Admissions and Enrollment

Enrollment is one of the keys to viability in the first years of a charter school's operations. St. Croix Prep's enrollment (1,056 students) and long waiting list (over 500) ensured that classes operated at capacity. Very few students left St. Croix Prep during the school year, and when students did leave, the available spots were quickly filled.

A historical review of The School's enrollment growth is summarized below:

- In 2004 opened with 200 students in grades K-7 (waiting list of 169)
- In 2005 enrolled 252 students in grades K-8 (waiting list of 279)
- In 2006 enrolled 342 students in grades K-9 (waiting list of 306)
- In 2007 enrolled 444 students in grades K-10 (waiting list of 549)
- In 2008 enrolled 743 students in grades K-11 (waiting list of over 450)
- In 2009 enrolled 881 students in grades K-12 (waiting list of over 500)
- In 2010 enrolled 958 students in grades K-12 (waiting list of over 500)
- In 2011 enrolled 1,010 students in grades K-12 (waiting list of over 500)
- In 2012 enrolled 1,056 students in grades K-12 (waiting list of nearly 500)

St. Croix Prep's Open Enrollment period normally runs from the first week in September to the first week in January. Families desire to know the placement of their Kindergarten students so the end of the School's enrollment period coincides with the Kindergarten registration in the local district. St. Croix Prep's school demographics mirror the local district. At St. Croix Prep, 11% of the students are Special Education students; approximately 88% of the students are Caucasian, the remaining 12% consist of Latino, Asian, and African American students.

The School's Enrollment Policy and Enrollment Form are enclosed as exhibits. Most of the interested families complete an on-line enrollment form which contains all of the information noted on the paper form.

The history of enrollment and comments related to this are noted below:

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Attrition Rate
2007-08	50	50	50	50	50	50	30	30	30	27	27			444	7%
2008-09	84	84	84	84	84	70	60	60	55	30	20	28	0	743	5%
2009-10	84	84	84	84	84	84	84	84	73	60	30	18	28	881	2%
2010-11	87	87	87	87	87	87	87	84	80	80	60	30	15	958	4%
2011-12	87	87	87	87	87	87	87	84	80	72	84	60	21	1,010	6%
2012-13	90	90	90	90	90	90	90	82	77	83	65	72	57	1,056	4%
Estimated 2013-14	90	90	90	90	90	90	90	85	74	87	86	70	73	1,105	

Full enrollment at St. Croix Prep is approximately 1,170 students. The Upper School (grades 9-12) is still in the midst of growth and therefore experiencing the characteristics of a newer organization.

6. Academic Program/Performance.

Minnesota Comprehensive Assessments (MCA). No Child Left Behind (NCLB) requires that all students reach proficiency on state standards by 2013-2014. The State of Minnesota uses the MCA test results to determine proficiency. This year St. Croix Preparatory Academy students took the MCA II and MCA III tests. The historical scores (with comparison to the MN state average) for The School are noted below:

	MN Average	St. Croix Prep
MATH		
2012-2013	61%	77%
2011-2012	62%	78%
2010-2011	56%	72%
2009-2010	66%	84%
2008-2009	62%	79%
2007-2008	62%	81%
2006-2007	61%	85%
2005-2006	58%	83%
READING		
2012-2013	58%	81%
2011-2012	76%	96%
2010-2011	74%	92%
2009-2010	72%	90%
2008-2009	72%	88%
2007-2008	71%	86%
2006-2007	69%	90%
2005-2006	72%	88%
SCIENCE		
2012-2013	53%	69%
2011-2012	51%	75%
2010-2011	48%	70%
2009-2010	49%	71%
2008-2009	46%	69%
2007-2008	39%	57%
Prior Years	n/a	n/a

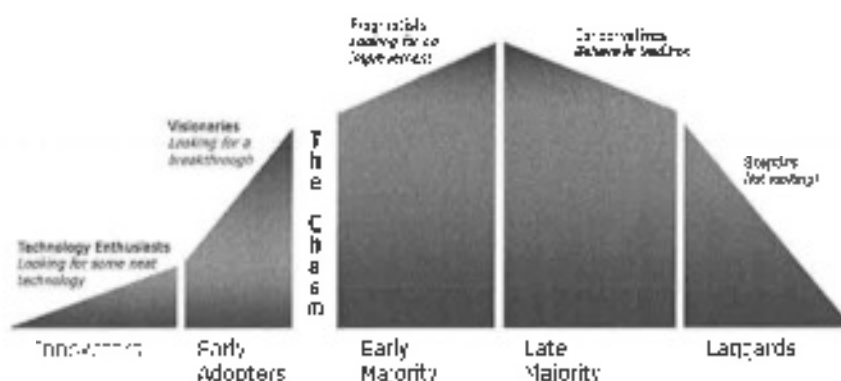
The 2012-2013 Reading Test was a new test, reflecting the more rigorous state reading standards. Per the Minnesota Department of Education, the use of a new test makes it unable to make comparisons to the scores of the previous years. It should be noted the State of Minnesota's reading scores dropped 18% with the new test; and St. Croix Prep's scores dropped 15%. The scores posted by St. Croix Prep's students continue to be among the highest in the state of Minnesota.

Apart from the core academic classes, St. Croix Preparatory Academy offers Art, Music, Physical Education, and Spanish for all students beginning in Kindergarten. The school also offers Latin and Music Performance electives (Band, Orchestra, Choir, Jazz Band) for students in grades 5-12. In addition, educational opportunities outside of the traditional classroom include field trips and service projects. St. Croix Prep offers educational travel opportunities, with 8th Grade students traveling to Washington D.C. Juniors and seniors have international educational travel opportunities; the 2011-2012 class spent 12 days in Italy. The School also offers a Marine Biology educational travel opportunity to the Cayman Islands, available to students in grades 9-12. In addition to the academic programming, St. Croix Prep offers its students a full range of extracurricular activities. These include but are not limited to:

- Academic activities – Student Council, National Honor Society, National Art Honor Society, Latin Club, Spanish Club, Yearbook, School Newspaper, Lego League.
- Athletic activities – MSHSL athletics which include football, cross country, volleyball, archery, basketball, soccer, baseball, lacrosse, tennis, track, and golf. There are also various sports clubs.
- Arts activities – Chamber choir, Concert choir, Jazz band, Drama club, One-Act play, Speech, Debate, and Drama Club.

7. Innovative Practices – Operational Philosophy centered on 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. This best practice was adopted by the leading technology companies in the 1990s and continues to be one of the standards for entrepreneurial leadership.



St. Croix Prep uses this theory for both an internal and external evaluation of the School. In accordance with the model, current goals are focused on operational excellence and customer intimacy (as opposed to prior years' goals of growth and product leadership).

8. Program Challenges

The operations at St. Croix Prep went very smoothly in its ninth year. The Upper School continues to add students to its population. With that said, there were still many challenges encountered during the ninth year of operations. St. Croix Prep's challenges relate to the following four interrelated items:

- **Training & Development of Faculty.** The hiring and training of faculty needs to ensure continuity in The School's emphasis on mission, educational philosophy, and operational philosophy. This is being accomplished through the implementation of our Q Comp initiatives which focuses on the School's classical mission.
- **Integration of New Students/Families.** Many families are relatively new to the School's culture and environment. The Parent Group has been reestablished, the volunteer system has been systematized, and the School's Honor Code is being implemented. It is anticipated that the newly formed Booster Club will aid in building the school community as well.
- **Continued development of Extracurricular Programming** essential for a High School. In accordance with the diffusions of innovation theory, main stream market providers must provide a "whole product" in order to satisfy their clients. For the upcoming 2012-13 school year, St. Croix Prep will offer students 15 athletic programs and more than 10 co-curricular programs. These will continue to expand based on student interest.
- **Operational Efficiency and Community Building.** The challenge of improving operational efficiency and community intimacy align with the diffusions of innovation theory and continues to be the School's most significant challenge. The goals of the Board and administration are to build a sustainable organizational model that is "Built to Last", sustainable through board, administration, and faculty changes.

9. Finances

During its first nine years of operation The School continues to show fiscal responsibility in its operations by adding to its fund balance during each fiscal year. This is being accomplished even while making strategic investments for the future growth of the School. In addition, The School has received a "clean" audit for the previous nine years. In addition, the School has received the MDE Finance Award every year it has applied for this award (five years in total). At June 30, 2012, the School had a 13% fund balance and has plans to increase this to 20%. In addition, the School has obtained a line of credit (\$2M) to account for the 40% holdback that was in place. Due to the current holdback percentage, The School has not drawn on the line of credit in over 12 months. A copy of the School's 2011-2012 Audit Report is on file with the State of Minnesota. The field work related to the 2012-2013 audit has been completed. The preliminary results indicate that we will add approximately \$175,000 to the School's fund balance which will increase the fund balance from 13% to 14%.

The School initiated a Capital Development Campaign approximately six months ago. The Inspiring Performance Campaign has raised approximately 15% of its 5600,000 goal. The proceeds raised contribute to the Fitness Center and Performing Arts Center at St. Croix Prep.

10. Authorizer Information

Authorizer contact information and oversight program is described below:

Authorizer:	Friends of Education
Authorizer Contact:	Beth Topoluk
Authorizer Address:	Friends of Education 200 East Lake Street EX0-01-A Wayzata, MN 55391
Eighth Year of Operation:	2011-2012
Authorizer Duration:	The Sponsor contract extends through June 30, 2015.
Accountability Initiatives:	See Friends of Education Oversight Program discussion below.

Friends of Education Oversight Program

Friends of Education ("Friends") monitors the three critical areas of charter school operations: academic performance, finance, and reporting and legal compliance. The monitoring program is described below.

1. Academic Performance. Monitoring academic performance occurs through three basic avenues: testing, site visits, and review of annual reports.

(a) Testing. Friends requires regular testing to measure student performance, and student performance results must meet or exceed the results required by non-chartered public school students. The testing required by Friends is set forth in its charter contract with its schools. Generally, however, testing data is reviewed each semester to ensure that the goals of the schools are being met, both in terms of individual student performance and for the school as a whole. Testing data is compared with other schools to measure performance.

(b) Site Visits. Friends engages in both unannounced and scheduled site visits. In addition to general observation and classroom visits, site visits may include interviews with the school leader, business manager, selected school teachers, students, and available parents and board members. Friends site visits also include an analysis as to whether the facility, school climate, and learning program constitute an effective learning environment promoting the academic goals. Friends provides feedback following each site visit; feedback may be oral and/or written.

(c) Annual Reports. Friends requires that the school prepare an annual report which details the school's evaluation of meeting each its academic performance goals.

To assist with its sponsoring responsibilities with respect to academic performance, Friends has contracted with the Minnesota Humanities Commission. The Commission's staff has assisted in the implementation of academic programs at over thirty schools in Minnesota over the past ten years. Through its contract with the Minnesota Humanities Commission, the Commission assists with monitoring the implementation of the academic program at each school. Friends has also implemented a support network for the schools it is sponsoring to engage in mutual support and problem solving.

2. Finance. Friends' oversight of financial affairs is accomplished primarily through a review of financial statements and the independent audit.

(a) Financial Statements. Prior to the July 1st before school opening, the school must submit to Friends an annual budget adopted by the School Board.

The school must also submit monthly financial statements to Friends as well as cash flow projections when requested by Friends. The financial statements must contain budget and actual expenses and contain explanations for all items exceeding budget and the manner in which the excess items will be resolved. Friends strongly encourages that its sponsored schools utilize a recognized provider of accounting services for charter schools in the initial years of operation.

(b) Independent Audit. By the date specified in its charter contract, the school must submit to Friends its independent audit report along with any school management response.

As a secondary mechanism to monitor financial affairs, site visit interviews with the school business manager and board members may reveal financial concerns.

3. **Reporting and Legal Compliance.** Friends' oversight of reporting and general legal compliance is accomplished primarily through review of documentation, site visits, and communication with the Department of Education.

(a) **Governance.** The school must submit board meeting minutes to Friends on a timely basis, generally prior to the next scheduled school board meeting. Friends may attend board meetings on either an announced or unannounced basis and is available to attend specific meetings upon request by the school.

(b) **Annual Reports.** Friends requires each school to submit an annual report which details the school's evaluation of meeting State reporting requirements.

(c) **Site Visits.** Friends engages in both unannounced and scheduled site visits. In addition to general observation and classroom visits, site visits may include interviews with the school leader, business manager, selected school teachers, students, and available parents and board members. Site visits may also include a review of pertinent files. General observation, interviews, and review of selected files during site visits facilitate determination by Friends of the school's general compliance, including compliance with the Minnesota Open Meetings Law, Public Employment Relations Act, teacher licensing requirements, student immunization compliance, Minnesota Human Rights Act, Minnesota Pupil Fair Dismissal Act, Minnesota Public Schools Fee Law, special education requirements, financial controls, and open enrollment processes.

Friends has asked that the Minnesota Department of Education inform Friends if the school is not reporting properly and to share copies of all pertinent correspondence between the school and the MDE. Friends adopts a similar procedure regarding compliance with local, State and Federal laws.

Remediation. Should a sponsored school fall short of its agreed-upon academic standards, financial targets, or fail in any aspect of reporting and legal compliance, Friends engages in a range of possible interventions including:

- Friends notifies the school leader or board chair of areas of concern
- Friends formally notifies the school board of areas of concern
- Friends recommends that the school board develop an improvement plan
- Friends requires that the school board adopt a performance improvement plan agreed to by Friends
- Friends initiates a notice and action plan whereby it intends to revoke sponsorship

11. **Future Plans**

The School's most significant challenge in 2012-2013 was that the student population and programming was growing beyond the current facility space. During the 2011-2012 school year, Friends of St. Croix Preparatory Academy, a legally separate 501c3 affiliated building company, began planning for a potential facilities expansion. It was determined that a 24,000 square foot expansion (17,000 square feet of classroom, shower/locker room, expanded cafeteria, and faculty workroom plus 7,500 square feet of multi-purpose performance space) would accommodate the growing needs of the School. By June 30, 2012, FSCPA and SCPA had proceeded with steps related to approvals (governmental, MDE) and due diligence. During the 2012-2013 school year, FSCPA has issued \$5 million related to expansion of the

school facilities, constructed the new facilities, and moved into the new additions during the 2012-2013 school year. The School will continue to evaluate additional programming, potential facilities expansion to accommodate programming, on-line learning opportunities, and school replication as a part of its strategic planning.



Executive Director – Jon Gutierrez
Reports to/Supervised/Evaluated by the Board of Directors

The Executive Director has the following responsibilities and development plan:

I. Leadership and School Culture

1. Communicate and implement a shared vision for the school and Board that focuses on academics, character and leadership.
2. Provide purpose and direction for administrators, Board and staff.
3. Shape the leadership team culture and climate.
4. Promote understanding and celebrating school/community cultures.
5. Promote and expect a school-based climate of civility.

II. Policy and Governance

1. Establish procedures for the Executive Director and Board interpersonal and working relationships.
2. Ensure timely Board meetings, agendas, minutes, establish appropriate Board committees, and reports. Also establishes nomination and election procedures for the Board, and annual meetings that are accessible to all staff and parents.
3. Ensure the timely development, implementation and posting of school operating policies.
4. File annual reports to the sponsor, MDL. Monitor and comply with charter school, state and federal laws and regulations as well as the school's bylaws.
5. Use legal counsel in governance and procedures to avoid civil and criminal liabilities.

III. Communication and Community Relations

1. Demonstrate effective communication skills.
2. Represent the school and its vision to the greater community including all external constituencies and associations with whom the school should be engaged for the achievement of its mission and goals.
3. Consult with the community, parents and school staff regarding their hopes and dreams for the future of the school and represent these views through reports to the Board of Trustees.
4. Develop and implement a communication plan to convey important information.

5. With the Board of Trustees create a strategic plan that includes collaboration with staff, parents and community.
6. Create partnerships with the community including businesses, civic organizations, etc. to gain school support.
7. Develop a consistent marketing and recruitment plan for the school.
8. Identify, track and proactively respond to issues.

IV. Organizational Management

1. Monitor short and long-term strategic plans, particularly in the areas of curriculum, technology and facility needs of the school.
2. Establish procedures and practices for dealing with emergencies such as weather, threats to the school and student violence and trauma.
3. Create a management annual evaluation plan.
4. Make sure appropriate policies and procedures are in place to effectively run the organization.

V. Curriculum Planning Development

1. Support administrators in the use of valid and reliable indicators to ensure that high levels of student and staff performance are achieved and regularly examined by school-wide assessment data.
2. Oversee the enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment to State, Core Knowledge and classical standards.
3. Ensure school administrators utilize effective research when instituting instructional practices.
4. Promote academic rigor character and leadership.

VI. Resource Management

1. Finance
 - a. Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing and monitoring state and federal funding.
 - b. Ensure the development and/or maintenance of an adequate reserve fund in accordance with the direction of the Board of Directors.
 - c. Make sure appropriate money is obtained and spent through the foundation.
2. Personnel
 - a. Identify and apply appropriate policies, criteria and processes for the recruitment, selection, induction, and compensation of personnel with attention to issues of equity and diversity.
 - b. Hire, supervise and evaluate administrators, in accordance to school policies.
 - c. Ensure all legal requirements for personnel selection, development, retention are followed.

VII. Personal Expectations

1. Model high moral and ethical standards in all interactions.
2. Explore and develop ways to find common ground in dealing with difficult and divisive issues.

VIII. Model Lifelong Learning

1. Continue lifelong learning through formal education and/or workshops, etc.
2. Set up and monitor a mentor/mentee process; oversee and assimilate growth of new staff.
3. Initiate/help plan staff development opportunities.

IX. Additional Professional Development Opportunities

1. Attend seminars related to classical education, school law, special education requirements, data analysis, and human resources practices.
2. Develop more familiarity with leadership models, and strategies related to human capital management, succession planning, and organizational efficiency.
3. Continue development of School strategy which will include but not be limited to college placement services, career planning, data analysis, organizational development, and succession planning.

Implementation of the Professional Development plan is as follows. J. Gutierrez has read over 40 books this past year. This list is available upon request, but includes such titles as Groundswell, Candide, The Scarlet Letter, Souther, Uncle Tom's Cabin, Next Generation Leadership, The Gold Standard, The Hobbit, Gulliver's Travels, The Power of Habit, 1984, The Johnstown Flood, Counterfeit Kids, Brave New World, Ethan Fromme, and the Immortal Life of Henrietta Laks. In addition, J. Gutierrez has listened to over 50 podcasts/documentaries including: World History 101, How Great Leaders Inspire Action, The Medicated Child, Txt as Language, Grit = Success, To Kill a Mockingbird, The Age of Transformation: Eugenics Transhumanism, Science and Surveillance, and Darwinism Expelled. In addition, J. Gutierrez attended a Blended Learning Workshop.



Director – Karen Klinzing

Reports to/Supervised/Evaluated by the Executive Director

The Upper School Director has the following responsibilities and development plan:

I. Administrative Responsibilities

1. Report to and meets regularly with the Executive Director.
2. Meet weekly with the administrative team.
3. Attend Board Meetings, report on a regular basis issues related to the school and serve as a member of school committees, as appropriate and requested.
4. Meet regularly with division staff
5. Attends IEP meetings

II. Leadership and Responsibilities

1. Assure the school's mission and philosophy is integral in the school's programs and that decisions are made in the best interests of the student learning.
2. Work with staff to develop programs- academic, social-emotional and physical, which support the needs of students.
3. Implement, co-ordinate, review and oversee appropriate changes in the instructional programs.
4. Coordinate programs from grade to grade to create a unified coherent school program.
5. Keep abreast of current and innovative educational research.
6. Implement policy and procedure that maintains a safe, and optimal, learning environment for students and staff.

III. Student Services

1. Student Attendance
 - a. Oversee that attendance policies and procedures are followed.
 - b. Monitor attendance.
 - c. Assure year-end summary reports appropriately filed.
2. Student Accountability
 - a. Develop and maintain policies and records regarding student behavior and accountability.

- b. Provide support for staff on discipline issues.
 - c. Oversee and evaluate report cards and conferences, ensuring effective communication of student progress.
 - d. Conference with students, parents and/or teachers as necessary.
3. Student/Staff Scheduling
 - a. Gather necessary input from teachers
 - b. Determine teacher assignments.
 - c. Design master schedule with the staff input.
 - d. Coordinate hall, lunchroom, recess, etc. monitoring.
 4. Create programs to meet student needs
 - a. Work for high performance and behavior standards.
 - b. Assure students are making appropriate progress.
 - c. Oversee social-emotional and academic needs of all students addressing special education, learning specialists, E.L. teachers, etc. so that faculty can respond to specific challenges and needs of the students.
 - d. Determine appropriate student placement within the program.
 - e. Determine appropriate programs for new students.
 - f. Develop procedures to assure smooth transitions from grade to grade.
 - g. Acknowledge students for accomplishments.
 - h. Oversee student activities:
 1. Field trips
 2. Assemblies and special events
 3. Extra-curricular activities

IV. Records

1. Ensure all students and staff records are complete.
2. Ensure compliance with all federal, state, charter, sponsor and special education guidelines related to the school.

V. Communication

1. Establish and maintain an open and supportive environment for communication with and between staff.
2. Conduct staff meetings on a pre-announced, regularly scheduled basis.
3. Communicate effectively with the Executive Director and the Board of Trustees.
4. Coordinate calendar and activities with staff.
5. Be available to parents; respond to concerns in an appropriate and timely manner.
6. Be present at the school parent events.

- Promote the school programs, its mission and goals.

VI. Staff Hiring, Development, and Retention

- Select, and supervise staff, ensuring staff are well trained and curriculum is presented appropriately.
- Monitor staff performance to ensure compliance with standards and the school's mission and goals.
- Conduct performance reviews, including setting goals with staff annually, and where staff development is an important component supporting professional growth.
- Retain staff through effective management, including proper orientation, support, and staff development.
- Develop a team environment that acknowledges staff contributions and that maintain open, supportive communication, where staff feel respected, safe to disagree and are supportive of each other.
- Provide support and consultation to staff regarding students, parents and school life in general.
- Serve as a link to the Executive Director regarding staff issues.

VII. Budget

- Help prepare the annual budget.
- Ensure adherence to all financial policies and procedures.
- Manage funds available, prioritizing expenditures as needed.

VIII. Model Lifelong Learning

- Continue lifelong learning through formal education and/or workshops, etc.
- Set up and monitor a mentor/mentee process; oversee and assimilate growth of new staff.
- Initiate/help plan staff development opportunities.

IX. Additional Professional Development Opportunities

- Maintain enrollment in Education Administration licensure program and show satisfactory completion of classes which shows progression toward licensure.
- Attend seminars related to classical education, school law, special education requirements, data analysis, and human resources practices.
- Continue development of Upper School programming which will include but not be limited to college placement services, career planning, curriculum development, and data analysis.

Implementation of the Professional Development plan is as follows: K. Klinzing is completing her administrative licensure degree program at the University of Minnesota (Doctorate Program in Education, K-12 Principal Licensure). For 2012-2013 K. Klinzing was involved in data leadership workshops conducted by Friends of Education, attended administrators training put on by the College Board as well as College Ready Assessment workshops put on by the Minnesota Department of Education. In addition, K. Klinzing attended off campus Paideia Seminar training for which credits

were earned. K. Klinzing continued to work on her portfolio for her panel presentation for her administrative license.