

ANNUAL REPORT

2012-2013

SUBMITTED OCTOBER 1, 2013



3420 Nevada Ave N
Crystal, MN 55427

www.lionsgateacademy.org

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OVERVIEW

Lionsgate Academy completed its fifth year of operation on June 30, 2013. During the academic year 2012 - 2013, Lionsgate Academy served 143 students. One hundred thirty two students were educated in grades 7 through 12. Eleven students participated in Lionsgate's Achieving Independence and Maturity program (AIM).

Lionsgate Academy is a public charter school that opened in 2008. Our program is inclusively designed to meet the needs of students living with Asperger's syndrome and other autism spectrum disorders. These supports also benefit the needs of students without disabilities; and all students, regardless of their disability status are welcome at Lionsgate.

The research literature surrounding outcomes for individuals with autism spectrum disorders paints an alarming picture. In 2012, a study out of Washington University in St. Louis, funded by Autism Speaks, reported that more than 50% of ASD students who had left high school in the past two years had no participation in employment or education. When compared with youth in other disability categories, Youth with ASD had the lowest rates of participation in employment and the highest rates of no participation in post-secondary education (Eaves & Ho, 2008)ⁱ. Additionally, in 2013, a national health statistics report sponsored by two government agencies, released a study that found the prevalence of autism to be 1 in 50, citing that the previous estimates of 1 in 88 published by the Center for Disease Control (CDC) were, in fact, an under-estimate.

Putting these two reports together has implications for our schools, our state and our nation. If 1 in 50 of our children have autism, research suggests that 1 in 100 individuals graduating from high school will be unemployable and unprepared to take part in secondary education. The purpose of Lionsgate Academy is to improve transition outcomes through innovative programming, family involvement, and the use of evidence-based practice. The need for our unique educational model is great. With over 150 families on the waiting list, Lionsgate fills a unique void in the educational community.

In April of 2013, the board of directors and leadership staff developed a three to five year strategic plan for Lionsgate Academy. The plan uses a balanced scorecardⁱⁱ approach. The plan yielded a strategic plan with 4 central themes: enhancing resources, systems development and innovation, strategic partnerships, and student learning.

In our efforts to enhance resources, Lionsgate Academy is putting our efforts into permanent, adequate space. Currently, LGA leases the property at 3420 Nevada Ave. North, but does not have access to the entire space. This poses a number of problems due to converting classroom space for evening programming for the lessor, three classroom spaces that are not available for use, and two office suites that also are not available to Lionsgate students and staff. Further, classroom environment is key to student success at Lionsgate and our programming would be greatly enhanced if we could make permanent changes to the spaces.

For systems development and innovation, Lionsgate is committed to improving our communication systems, expanding professional development of our staff, and programming for the mental health needs of our students. A 2008 study published in the Journal of the American Academy of Child & Adolescent Psychiatryⁱⁱⁱ, (Leyfer, et. al, 2006) estimates that 70% of individuals with autism have at least 1 co-morbid mental health condition. Too often, our students' abilities are masked by these

conditions, and treatment is ignored because their failure to achieve is attributed to their autism and their mental health goes unmanaged. Further studies last year indicate that 49% of students with autism who receive mental health services, receive them at school.

For strategic partnerships, Lionsgate is reaching out to develop partnerships with organizations for jobs, training, and support. Our efforts will be to focus on the strengths and abilities of our students.

For student learning, Lionsgate will continue to set high expectations, remove barriers to employment and secondary education, and build the capacity of our students to learn. Much of the programming to achieve these strategic goals are in development. This annual report is intended to state our progress in regard to these goals.

LIONSGATE ACADEMY MISSION

The Mission of Lionsgate Academy is to provide a transition-oriented and personalized learning program focused on secondary students on the autism spectrum that supports their full potential, participation, and self-determination within their school, family, and community.

To this end, Lionsgate Academy will create an educational environment that will model best instructional practice and research-based techniques so that its graduates will—to the fullest extent possible—live independently, be involved in further education and/or gainful employment, and develop meaningful relationships with others.

Our son used to hate school and now he actually likes it. Yesterday he said he doesn't want to go anywhere else and is looking forward to being an LGA graduate. You have made a difference in his and our lives. Thank you so much!
LGA Parent

VISION

Lionsgate Academy is an academic community where students may safely experience the transition to young adulthood. Here students are partners in learning; empowered to become confident and disciplined. Students are challenged to grow through a balance of academic, social and emotional experiences so they are adequately prepared for transition into their communities.

CORE VALUES: LIONSGATE ACADEMY

Journey of Discovery

Balancing risk with conformity.

Transformation - A commitment to view each student, family member and staff as a work in progress. LGA recognizes that individuals are always growing and moving toward a goal to improve themselves. Therefore, we recognize struggles as a learning opportunity to make better choices in the future. In short, everyone will get better.

Eliminate Hurdles - To give students and staff the supports, structure, and as many opportunities as possible for them to achieve success.

Realize Highest Potential - To challenge students and staff to gain the skills and knowledge to the best of their ability.

Overcome Obstacles – To be resilient. To gaining perseverance with the challenges we face.

Leadership - To provide opportunities for students and staff to gain confidence, experience, and skills while showcasing their talents and abilities in a leadership role.

Communication

Communication systems provide timely, unified, and accurate information.

Responsive - The ability to listen attentively and provide, through dialogue, a timely, efficient and purposeful response to attain a thoughtful and positive outcome.

Passion - The energy to push boundaries, to maintain vision, to not succumb to despair and complacency in the face of setbacks. To always believe that the organization serves a vital purpose to our community and work tirelessly to achieve our goals.

Trust

To engender a common purpose so that individuals assume the best of intentions in our motives and actions. To be predictable in our integrity and commitment to our students and families.

Transparency - We believe that open and honest dialogue and communication is the best way to serve the needs of our students as they grow, develop, and change. This is important in gaining and maintaining trust with our families, staff, students, and community members. We all want the best for our students and we strive to be clear about how our own behavior and self-reflection is an essential component in maintaining trust and working as a partnership.

Servant Leadership - This is a shared responsibility. The school values individuals' expertise and experience that is grounded in serving our school community. We value self-reflection, self-regulation, living and reflecting the values of the organization, and providing leadership at all levels. We strive to foster an atmosphere of teamwork and increase the potential for success. First serve, then lead.

Forgiveness - We believe that all stakeholders must have the ability to forgive each other. Mistakes will happen and unpopular decisions will be made, and we have to have the ability to move forward quickly and collegially.

Relationships

The foundation of our success

Respect - The ability, self-reflection, and self-control to recognize the value, skills, and uniqueness of every individual and treat them with dignity.

Collaboration - To work with students, families and staff toward resolutions and outcomes that serve a common purpose and to consider the views of stakeholders in developing processes and policies and in making decisions.

Belonging - To foster a safe, comfortable, inclusive learning environment that celebrates differences.

Balance - The understanding that the needs of the students, the needs of the organization, the needs of one's self may not always be equal. To acknowledge that each component is important in creating and maintaining a positive learning environment for our students and a healthy work environment for our staff.

Patience - The courage to pause and reflect before responding with students, families, staff, and each other. Allowing individuals time to grow and mature at their own pace. To know that mistakes will happen and to learn from them.

INNOVATIVE PRACTICES AND IMPLEMENTATION

Comprehensive Programming

Lionsgate Academy offers a learning program for middle and high school students who have a wide range of learning needs. The educational philosophy is highly student-centered, and IEPs (Individualized Education Plans) and 504 Plans (academic accommodations) are implemented for each student as appropriate. Each student will develop specific goals toward completion of a high school degree and post-secondary schooling/career options.

For those students who, at the end of grade 12, have remaining IEP goals to meet, Lionsgate Academy offers a program, Achieving Independence & Maturity (AIM). This program is highly individualized and serves to provide students of transition ages (18 – 21) with skills and support in three areas:

- (a) Instruction;
- (b) community experiences; and
- (c) employment and other post-school living objectives.

Lionsgate Academy curriculum is adapted through a continuous and ongoing process of assessing the developmental, cognitive, and social-emotional needs of each student. This process involves collaboration among general education classroom teachers, special education teachers, parents and students, and various providers.

Our goal is to provide an optimal learning environment for students – especially those living with ASD, based on ongoing research and evidence-based practices. Lionsgate Academy is committed to utilizing academic best practices, and we deliver an innovative program that provides our students with learning environments uniquely suited to each individual’s strengths, skills, independence level, interests, and needs.

Lionsgate’s Overall Approach to Meeting Student Needs

Students with IEPs are entitled to a Free & Appropriate Public Education (FAPE) under federal law. Lionsgate defines “appropriate” as both the acquisition of core academic content as defined by Common Core and Minnesota State Standards.

- Ensure that content and performance standards are broad enough to meet individual and diverse needs of all students.
- Extend its assessment system to include all students with disabilities who require accommodations to demonstrate the mastery of knowledge and skills.
- Use assessment results to improve students’ learning by changing instructional practice.
- Actively engage students in their learning by requiring high rates of appropriate responses to the material presented.
- Carefully match instruction to each student’s abilities and skill levels.
- Provide instructional cues and prompts to support learning at an appropriate level.
- Provide detailed feedback that is directed explicitly to whatever task the student is expected to complete.

Differentiated Instruction and Team Teaching Model

Lionsgate utilizes curriculum differentiation as well as team teaching in its instructional delivery. Differentiation is a successful approach to designing course instruction, materials and content to benefit students from all learning styles.

Differentiating instruction creates multiple paths so that students of different abilities, interest or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process. It allows students to take greater responsibility and ownership for their own learning, and provides opportunities for peer teaching and cooperative learning. Differentiating instruction is also an essential tool for integrating technology into classroom activities.

Team teaching involves a group of instructors (i.e., special education, general education and related service professionals) working purposefully, regularly, and cooperatively to help students of all academic and social abilities reach their full potential. Teachers collaborate to set goals for a course, design a syllabus, prepare individual lesson plans, teach students, and evaluate the results. A team can be single-discipline, interdisciplinary, or school-within-a-school teams that meet with a common set of students over an extended period of time.

Transition Framework/Community-Based Instruction (CBI) and Vocation

Transition services are a coordinated set of activities that promote movement from school to such post-school activities as post-secondary education, vocational training, employment, adult services, independent living and community participation. They must be based on the individual student's needs, taking into account his or her preferences and interests. Transition services must include instruction, community experiences, and development of employment and other post school adult living objectives. If appropriate, daily living skills and functional vocational evaluation may also be included.

Integrating the Minnesota Academic Standards and transition-based instruction provides a multi-faceted framework that allows students to set goals towards completion of a high school degree and post-secondary school/career aspirations.

Teaching viable life and employment skills, called "transition skills" under IDEA, is the number one priority of secondary special education and also a high priority of vocational rehabilitation. Lionsgate plays a key part in assuring that students have the educational support they will need for this transition.

Lionsgate is in the process of embarking upon a modified vocational program designed for a smooth transition into the adult working world and to help students to learn to work independently, follow directions, and use appropriate social skills with a sense of responsibility, respect and a strong work ethic.

Academic Program: Individualized Learning Programs and Instructional Delivery

Lionsgate tailors instruction to each student's IEP and/or 504 plan. A variety of instructional methods are used when presenting standards-based materials. Multiple methods of demonstrating understanding of content are encouraged, and technology/media are used to increase student accessibility. Natural supports for learning, such as peer mentors and study buddies from within the learning community, are utilized.

For example, those students who might need more structure, such as many with Asperger's, will have an IEP or 504 Plan in which structure is firmly built into their program or plan to allow content to be accessed in more traditional ways through direct instruction. In the same way, because Lionsgate has a high staff-student ratio, students who may need additional direction or guidance will be able to access it more readily on an ongoing basis. At the same time, those who need less guidance will have the freedom to study and learn more independently.

Lionsgate's individualized approach with curriculum is based on a multidisciplinary team collaboration that includes functional academics, vocational skills, community-based instruction and social skills:

- This approach reflects skills required for students to function independently, based on the premise that learning is best achieved through direct instruction and real-life experiences.
- Social and communication skills instruction are integrated throughout the curriculum.
- Curriculum delivery is age- and developmentally appropriate and as close to a real-world environment as possible to promote life-long independence and self-fulfillment.

LGA has been a place where our son can feel like he fits in and he is a valued person. The staff at LGA has been wonderful and we believe our son's life would be drastically different (negatively) without the dedication of the LGA staff. Keep up the good work!!!
LGA Parent

Social Skills Instruction

Social skill instruction is a hallmark of the educational practices at Lionsgate Academy because it addresses one of the core struggles that students on the autism spectrum experience. Social skills deficits are often more limiting than deficits in academic subjects, because they increase the student's isolation, decrease access to positive staff and peer interactions, limit options for later post-secondary opportunities, and increase the student's vulnerability for mental health challenges. Lionsgate Academy bases its social skills instruction on current research and evidence-based practices related to learning for students on the autism spectrum. Social skills instruction at Lionsgate Academy is focused on both explicit and integrated instructional programming in social skills, which is taught daily in "pride" lessons, via direct services, and in the natural environment as situations arise throughout the school day. Social skill areas will include, but are not limited to, understanding conversations, perspective taking, and relationship skills.

Lionsgate staff members receive ongoing training in how to teach social skills as a positive approach and seek to use teachable moments as they occur. Formal social skills lessons may take the form of role-play activities, team-building exercises, games, or small group interactions. Teachers reinforce students when they are using positive social skills. All staff members are aware that they represent

visible models of appropriate social skills and also monitor the students in a variety of settings throughout the day to ensure they practice these skills.

Academic Credits, Course Structure, and Graduation Requirements

Middle school students are expected to complete a minimum of 16.25 credits in their required subject areas either through teacher-facilitated projects, traditional coursework, computer-based courseware, or adapted subject matter. High school students complete a minimum (depending on their post-secondary goals) of 23 credits in the required subject areas.

All students participate in traditional mathematics, English language arts, social studies, and science.

All core academic courses imbed literacy and social skills within the curriculum. Students also take additional courses such as language electives, music, art, physical education, and transition skill courses as determined through student's IEPs, PLPs, or 504 Plans. In addition to teacher-directed learning, students work closely with their advisors to develop areas of particular interests and to move them towards successful completion of a high school degree.

Lionsgate Academy students meet the Minnesota high school graduation requirements through a combination of credits assigned to subject area courses and credit equivalencies given for interdisciplinary projects and community-based activities as defined within student's IEPs, PLPs, or 504 Plans.

In addition, each student receives a progress report each quarter. This is an assessment of their credit progress and an overview of the academic rigor of their personalized academic program, learning skills, and community participation.

By utilizing the NWEA/MAP, assistive technology, and formal and informal assessment data (including curriculum-based assessments of individual skills in literacy, mathematics, and other subject areas), Lionsgate Academy teachers are able to develop student's IEPs, PLPs, or 504 Plans that ensure goal attainment for all students, regardless of their learning needs.

Extracurricular Activities

Lionsgate Academy students have the opportunity to be active in a variety of extra-curricular activities. These activities include clubs such as yearbook, athletics, board games, instrumental music, and theater. Clubs provide students with additional opportunities for social interaction and provide a well-rounded middle and high school experience. The Lionsgate club program is provided free of charge to participating students.

Lionsgate Academy's Collaborations and Partnerships

Lionsgate Academy has partnered with many organizations to provide the best and most cost-effective experiences and enrichment for its students. These have included Novations Educational Opportunities (the authorizer of Lionsgate Academy), Opportunity Partners (for Transitional Programming), the Minnesota Association of Charter Schools (Providing charter school training, governance, accountability, and a range of other school specific services), and the department of vocational rehabilitation.

AUTHORIZER (SPONSOR)

The authorizer for Lionsgate Academy is Novation Education Opportunities (NEO). Novation Education Opportunities (NEO) Vision: To be the leading Minnesota Authorizer of high quality charter schools.

Novation Education Opportunities (NEO) Mission: To oversee innovative charter schools through consistent, ongoing and robust evaluation to achieve significant and measurable student growth for the benefit of our schools and community.

NEO seeks to enhance public education in Minnesota by supporting charter schools which validate quality performance. The sole purpose of Novation Education Opportunities (NEO) is to authorize public charter schools in accordance with Minnesota Statute 124D.10 which governs the duties and responsibilities of charter school authorizers. In 2012- 2013, NEO renewed its contract with Lionsgate for a period of two years.

NEO is located at 3432 Denmark Ave., Suite 130; Eagan, Minnesota 55123. Their contact information is as follows: executive.director.neo@gmail.com; 612-889-2103.

SCHOOL ENROLLMENT POLICY

Lionsgate Academy is a public charter school. Enrollment policies comply with Minnesota's Open Enrollment Law, Minn. Stat § 124D.10 subd.9. Enrollment in Lionsgate Academy is open to all students, without regard to race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, disability, or any other factors, other than the capacity of the program, class, grade level, or building allows , Minn. Stat § 124D.10 subd.9(b) .

A student is considered to be enrolled in Lionsgate Academy when the student's name is drawn by lot.

Enrollment Process:

Application for Admission:

Admission applications are posted on Lionsgate Academy's website. Additionally, applications may be mailed upon request.

In order to apply to Lionsgate Academy, information requested on the Admission Application must be submitted during the Open Enrollment Period. The Open Enrollment Period for any school year falls between July 1 and January 31 of the prior school year. Admission Applications may be submitted via electronic submission, in person, or by mail. Open enrollment closes at midnight on January 31.

Offer of Admission and Lottery:

All applications received during the Open Enrollment Period are automatically admitted unless more applications are received than the available enrollment capacity established by the Board for the applicable grade level, program, class or building. In this situation, all submitted applications for such program, class grade level or building are placed in the lottery. In the case of lottery admission, only current residents of the State of Minnesota may be accepted into the lottery.

Preferences for siblings and children of current Lionsgate employees:

Two classes of students have preference for enrollment at Lionsgate Academy: siblings of currently admitted students and children of current employees. This preference is in accordance with Minn. Stat § 124D.10 subd.9(c).

Siblings, who submit an application before the expiration of the open enrollment period, of currently admitted students are automatically offered admission unless the number of sibling applications exceeds the available enrollment established by the Board for the applicable grade(s). If the number of sibling applications exceeds available enrollment in any grade, the sibling of the student with the lowest lottery number (first drawn) has preference and is awarded the placement.

If all available enrollments in a grade are filled by siblings, the sibling is added to the waiting list with priority over any other student.

Children of employees also have preference over the general public. Siblings have preference over children of current employees. Children of current employees, who submit an application before the expiration of the open enrollment period, are automatically offered admission unless the number of children of employee applications exceeds the available enrollment established by the Board for the applicable grade(s). If the number of children of employees applications exceeds available enrollment in any grade, the child of the employee with the most seniority has preference and is awarded the placement. Employees who wish to enroll their children at Lionsgate Academy using this preference must maintain employment with the organization through the child's first complete year of school.

If all available enrollments in a grade are filled, Lionsgate Academy places the child on the waiting list with preference over the general population, but not over siblings.

Lottery

If the number of applications received during the open enrollment period exceeds available enrollment capacity established by the Board for any program, class, grade level or building after siblings and children of employees have been enrolled, the school conducts a general lottery within one week after expiration of the Open Enrollment period. All applications for each such grade(s) from current residents of Minnesota received before the expiration of the Open Enrollment Period are included in the general lottery.

Lionsgate Academy conducts all lotteries through a method of random selection. Students are admitted to the school in the order in which they are numbered in the lottery, as long as there is available enrollment as determined by the Board for the capacity of the applicable program, class, grade level or building, Minn. Stat § 124D.10 subd.9(b) .

WAITING LISTS

There is one waiting list with two determinations of preference. Students who are siblings of currently enrolled students are given preference over all other students on the waiting list. The students of current employees are given next priority on the waiting list. Students who are children of current employees have priority over the general waiting list, but not over siblings on the waiting list. A student may only be kept on the current employees waiting list while their parent is employed at Lionsgate Academy. When a student is admitted based on this priority, the parent must remain employed at Lionsgate Academy for the first full year of the student's attendance at the school. All

other students are put on the waiting list after those with a preference after all open places in grades are filled. The order of the waiting list is determined by the random numbering from the lottery. Applications received after the lottery are added to the end of the applicable waiting list for each such grade, in the order received. The general waiting list does not carry over from year to year.

A student may simultaneously be on two separate waitlists for two separate academic years, i.e. if a student is not accepted by July 1 of any year, that student can re-apply to Lionsgate Academy for the next academic year without giving up his/her position on the current academic year waitlist.

The school board reserves the right to close admission to any particular program, class, grade level or building for any given year Minn. Stat § 124D.10 subd.9(b).

Acceptance of Offer of Admission:

Students are offered admission, or notified of status on the waitlist, by letter. Submitting an application to Lionsgate Academy will not take a student out of their current school until registration is completed, nor will the current school be notified until Lionsgate Academy receives an acceptance of an offer of admission.

Upon acceptance of an offer of admission, by the deadline specified in the Offer of Admission letter, a student is then considered enrolled in Lionsgate Academy. If Lionsgate Academy does not receive a response of acceptance by the specified deadline, the student is placed at the end of the waiting list. Families will be notified of their number on the waitlist by letter.

Registration of Enrolled Students:

Records Request:

Upon acceptance of an offer of admission, Lionsgate Academy requests academic records, transcripts, schedules, standardized test results, most recent 3 year evaluation, and special education records, if any. Lionsgate Academy includes a Consent to Release Records form to be signed and returned with the acceptance letter, although Lionsgate does not need such a form in order to request school records.

Pursuant to Code of Federal Regulations 34 § 99.31(a)(2) and Minn. Stat. § 13.32 Subd. 3(e), generally, education data cannot be released without the consent of a parent or eligible student (a student who is 18 or attending a postsecondary institution). One exception is that a school district can release education data to school officials in another district where a student seeks or intends to transfer or enroll, or where a student already is enrolled as long as the release is for purposes related to the student's enrollment or transfer.

Program Preparation:

In order to best serve the student, upon receipt of school records, Lionsgate Academy prepares for the student's first class day through several planning measures.

- **First Transition Meeting:**

Lionsgate Academy invites the student's family and the student to meet with administration to discuss the student's transition to Lionsgate Academy. At this time Lionsgate Academy schedules an optional,

half-day for the student to shadow a current student. Lionsgate staff also arrange to observe the student in his/her current academic setting.

- **Second Transition Meeting:**

Following the observation and optional student shadow described above, Lionsgate Academy invites the student's family to meet with administration a second time to discuss the results of the student's experience and the observations of the supports in the student's current school placement. All families are required to complete federal, state, and school registration forms prior to a student's first day of attendance at Lionsgate Academy and can obtain required paperwork at this time. Additionally, Lionsgate Academy schedules a Registration Day each fall prior to the start of school.

Declination of Admission:

If a family declines admission to Lionsgate Academy after an offer of admission is made, the student's name will be removed from the waitlist. If a family declines admission and then chooses to re-apply, the Open Enrollment Period criterion applies, and the student will be considered for admission for the next academic year. Lionsgate Academy in no way suggests, urges, nor compels neither declination of admission nor disenrollment of its students.

Enrollment Limitations:

In accordance with Minn. Stat § 124D.10 subd.9(b) Lionsgate limits enrollment for a program, class, grade level or building when that program, class, grade level or building reaches capacity. Also, the LGA Board of Directors has determined that only current residents of Minnesota may be included in the lottery.

STUDENT ENROLLMENT & ATTRITION RATES

The school year of 2012-2013 will be the last year of projected growth. One more year of increased enrollment is projected. The current facility is at capacity and it is expected that students who are 18 – 21 years of age and continuing to complete transition goals will move to a separate facility.

It is also notable that these numbers reflect the attrition of students who have left Lionsgate, but do not consider that when a student leaves the school in the middle of a year, that student is replaced by a student on the waiting list for that grade.

Grades										
Year										
	7	8	9	10	11	12	13	12 & 13	Total Average	Attrition Rate
08-09	26.5	12.74	14.36	14					67.6	18%
09-10	21.08	21.16	19.77	16.55	15.08				93.64	21%
10-11	28.78	28.28	25.82	22.02	25.52	12.87			133.29	19%
11-12	20.40	28.12	25.17	24.73	17.95			22.66	139.22	3.5%
12-13	21.32	21.95	25.33	24.0	22.58			32.05	147.86	9%

GOVERNANCE AND MANAGEMENT

Governance

Lionsgate Academy utilizes a balanced governing board that includes three parents, three licensed staff, and three community members. Each May, an election for open board seats is held. For the spring of 2013, Lionsgate held electronic elections from May 13th to May 20th. The school makes computers available to parents in common areas during that time.

During the 2012-2013 school year, the Lionsgate Board of Directors experienced considerable turnover. Table 2 shows the individuals who served on the LGA Board during the 2012-2013 school year, and their terms of service. Like many charter schools, high quality, non-related community members are difficult to retain. Quality service to a charter school board requires a considerable investment of time and personal resources. Although Lionsgate has been successful in recruiting high-quality community board members, their ability to fulfill the time commitment has proven challenging.

2012-2013 School Year Charter Public School Board

Name	Board Position	Group (if teacher, file folder #)	Date Seated	Phone Number	E-Mail Address	Meeting Attendance Rate
Steinmann, Joan, J.D.	Chair	Parent	6-22-10	651-236-5821	joan.steinmann@hbfuller.com	92%
Weber, Ryan	Vice Chair	Teacher 431654	5-15-12	763-486-5359	rweber@lgamn.org	100%
Fuller, Meg	Secretary	Teacher 451646	10-18-11	612-741-1057	mfuller@lgamn.org	100%
Jensen, Twila	Treasurer	Community	6-19-12 Resigned 4-13	612-508-1672	Jense130@umn.edu	67%
Badio, Gyade	Treasurer	Community	4-16-13	763-377-2915	badi0009@umn.edu	16%
Cleland, Nicole	Director	Parent	5-15-12	612-861-4364	jnicole.cleland@target.com	83%
Hacker, Stan	Director	Community	1-15-13 Resigned 6-13	612-669-6425	shacker@lgamn.org	25%
Pautsch, Meta	Director	Teacher 448056	6-22-10	612-910-1171	mpautsch@lgamn.org	92%
Radspinner, Bob	Director	Parent	6-22-10	651-260-2301	bobr395@gmail.com	50%
Sarles, Anne	Director	Community	5-15-12 Resigned 5-15-13	763-258-9983	sarles5family@comcast.net	100%

Lionsgate Academy Board of Directors was governed by a nine member school board composed of three community members, three licensed staff and three parents. During May of 2013, Sarah Prill, Alicen Thorstad and Kurt Nisi were elected to three open positions on the board. Board Chair, Ron Berger resigned due to a conflict of interest with taking a new job for a Lionsgate vendor. Twila Jensen was appointed to the board as treasurer and resigned in September of 2013 for personal reasons. Gyade Badio was appointed to fill the open position. Anne Sarles resigned for personal reasons. Stanley Hacker was appointed to the board in September of 2012 and resigned due to personal reasons in June of 2013.

Joan Steinmann, Bob Radspinner, and Meta Pautsch completed their three year terms.

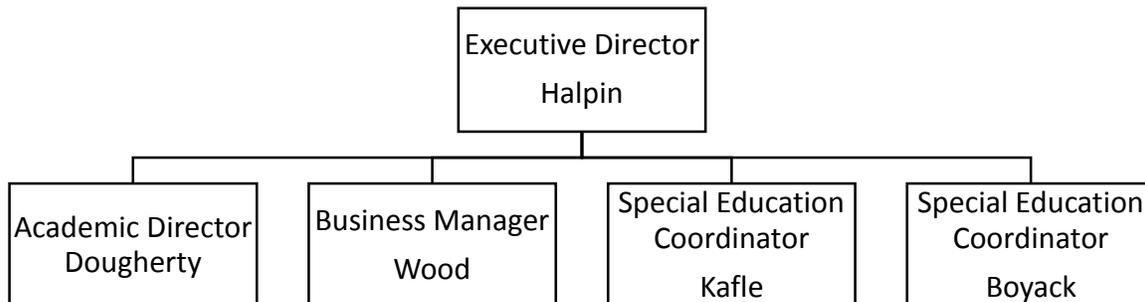
Board Training

All newly seated board members for 2012 – 2013 attended board training. Governance training took place at the University of St. Thomas on December 8, 2012. Directors Weber, Fuller, Cleland, and Sarles along with Executive Director, Diane Halpin attended the training. Financial training was provided by Phil Hatlie of Non-Profit's Assistance Fund. Mr. Hatlie provided training to the full board of directors. This training was conducted in November of 2012.

Management

Lionsgate Academy hired a new executive director, Diane Halpin, in May of 2012. Dr. Halpin officially began at Lionsgate on July 1 of 2012. Dr. Halpin has over 20 years of professional experience in education, management and research. She holds a Ph.D. in educational psychology from the University of Minnesota as well as a master's degree in educational administration from the George Washington University. Dr. Halpin is a parent of a child on the autism spectrum.

For the 2012 – 2013 school year, the following organizational chart outlines the management structure at Lionsgate Academy



Lionsgate employed two consultants for the school year: Former executive director, Stanley Hacker and former clinical coordinator, Joe Falkner. Mr. Hacker completed his term of service in December of 2012 and Mr. Falkner completed his consulting services in June of 2013.

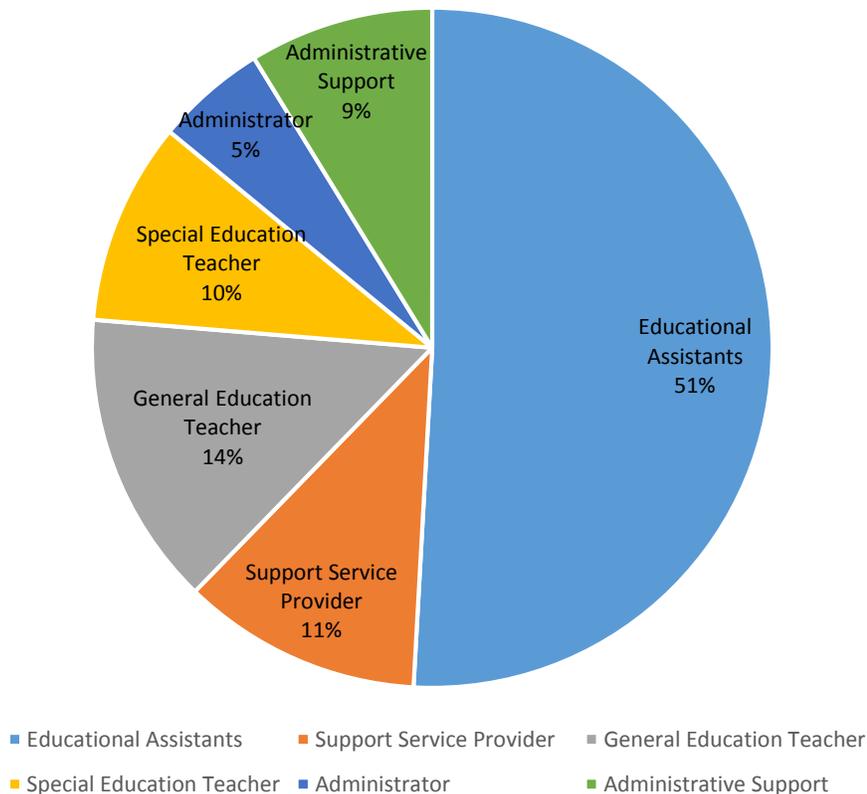
STAFFING

Lionsgate employed 120 regular employees during the 2012-2013 school year. The majority of staff are educational assistants who play important and varied roles at the school. All educational assistants are hired to support the needs of our special education students, many of whom have a documented need for 1:1 support.

Support service providers at Lionsgate include licensed clinical social workers, speech and language pathologists, school psychologists, adaptive physical education teachers, a school nurse, an occupational therapist and a certified occupational therapy assistant. These service providers meet identified needs from comprehensive evaluations and may include services around mental health, emotional regulation, social skills, skills of daily living, transition skills, speech & language needs, fine and gross motor needs and other health needs.

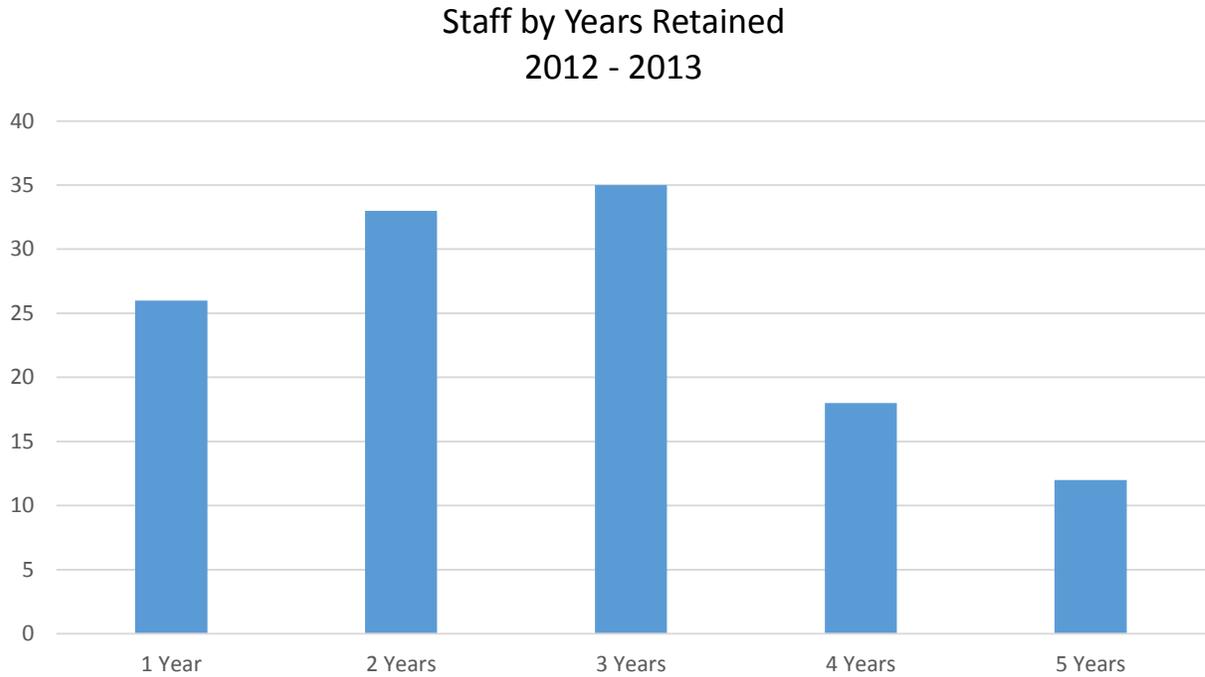
Administrative support personnel include operations and building staff, human resources, MARRSS coordinators and other supports required for special education documentation and accounting.

Distribution of Staff
2012 - 2013



Staff Retention and Attrition

Overall the attrition rate of staff was 8%. Table 5 shows the retention of staff through years employed at Lionsgate Academy. Appendix A. details an entire list of staff for Lionsgate Academy.



FINANCES

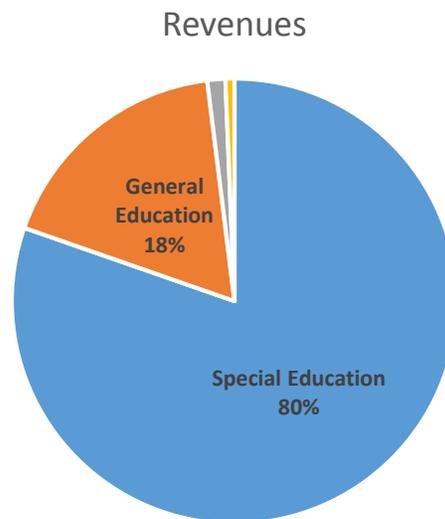
Since almost all of Lionsgate Academy's students' education programming includes at least some special education components, the cost to educate our students is significantly greater than those for other charter schools. Lionsgate's revenue and cash flow is derived primarily from Special Education allocations from the State of Minnesota.

The Lionsgate Foundation, an unaffiliated non-profit foundation, provides the largest share of private contributions to the School.

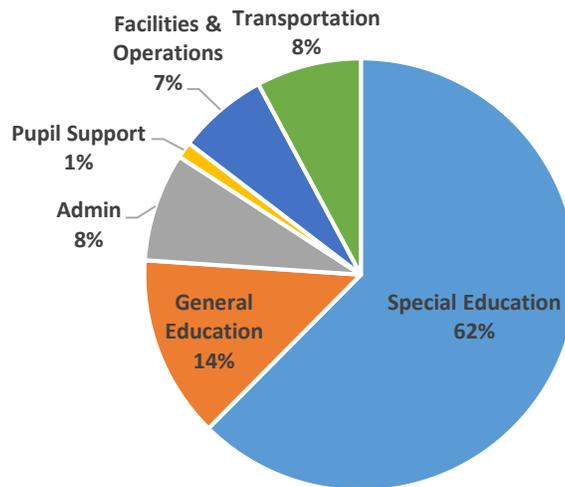
Ron Berger, MBA, CPA (Inactive) was appointed Finance Director in September, 2013. He has been associated with the School since 2009, including serving one year as Board Treasurer and two years as Board Chair. He brings 35 years' finance and business experience to Lionsgate, including senior finance roles in three Twin Cities-based companies.

Lionsgate uses School Business Solutions, an accounting services firm that specializes in charter schools, for accounting, financial statement preparation, and audit coordination, as well as working closely with the School in its relationship with MDE. Lionsgate's audit firm is CliftonLarsonAllen LLP; the School has always received a clean opinion on its financial statements.

Total revenues and expenditures for the fiscal year ending June 30, 2013 were \$7.4 million. A breakdown of the components of revenues and expenditures is illustrated in the following charts.



Expenditures



Simply put, I don't think THANK YOU for everything that has been provided for my son at LGA even comes close to what I want to say. I am beyond grateful for the existence of the entire program.

LGA Parent

STUDENT PERFORMANCE

Student growth and performance cannot be measured through the results of standardized assessments alone. While Lionsgate takes seriously its commitment to student achievement, the results of such tests do not fully reflect the benefit that students receive from a Lionsgate experience.

Student behavior, willingness to come to school, social competence, decreases in work refusal, and reductions in challenging behaviors are all notable gains made by students at Lionsgate that are not reflected in standardized assessments. Therefore, while important, the following results should be interpreted in a larger context of student performance.

Students at Lionsgate Academy are required to take State standardized assessments. In addition, Lionsgate uses the North West Educational Association's Measures of Student Progress (NWEA-MAP) assessments to track student growth across the year.

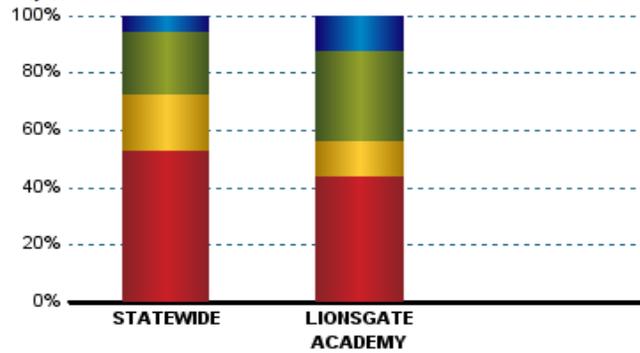
This year, Lionsgate had five academic performance goals.

1. Lionsgate Academy will make AYP in 2013 (at least 34% of students will score at the "Meets" or "Exceeds" levels of proficiency in MCA III Mathematics and at least 47% of students will score at the "Meets" or "Exceeds" level of proficiency in the MCAII Reading). This goal may be modified to match Federal and MDE Requirements.
2. The percent of students scoring at "Meets" or "Exceeds" levels of proficiency will exceed the state in both Reading and Mathematics for students receiving special education services, as measured by the spring 2013 administration of the MCAII Reading and MCAIII Mathematics.
3. The average score of students at Lionsgate Academy will meet or exceed the average state score in Mathematics and in Reading for students receiving special education services, as measured by the spring 2013 administration of the MCAII Reading and the MCAIII Mathematics.
4. At least 50% of students enrolled at Lionsgate Academy will meet or exceed the NWEA MAP national median score in all subject areas tested as measured by the spring 2013 administration of the NWEA MAPs.
5. At least 60% of students enrolled at Lionsgate Academy will meet or exceed the NWEA MAP academic growth target (average growth in the nation for students enrolled at the same grade level beginning the year with the same score) in Reading and in Mathematics as measured by the fall 2012 and spring 2013 administrations of the NWEA MAPs.

Lionsgate partially met academic goals 1, 2, and 3. Students at Lionsgate exceeded state averages for MCA-III assessments when compared to all students in the state enrolled in special education for reading. Students at Lionsgate did not exceed state averages on the MCA III assessments for mathematics. Student scores on the Mathematics MCAs did not exceed state averages, but Lionsgate student scores on Reading MCAs exceeded average state scores.

Student Achievement Level

2013 Reading MCA-III Grade All Grades
Special Education

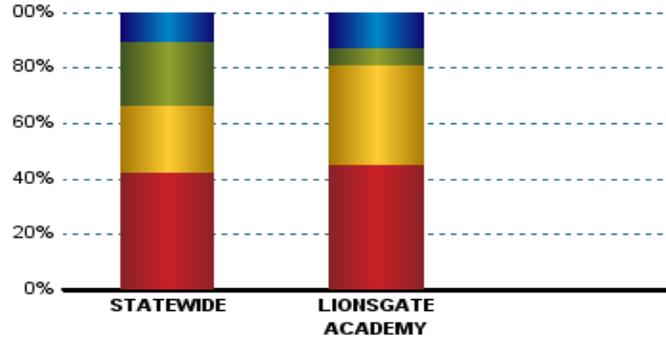


Measure	Exceeds	Meets	Partially Meets	Does Not Meet
STATEWIDE				
Count	2,834	10,312	9,575	25,364
Percent	5.9%	21.4%	19.9%	52.7%
LIONSGATE ACADEMY				
Count	6	15	6	21
Percent	12.5%	31.3%	12.5%	43.8%

Run Report

Student Achievement Level

2013 Math MCA-III Grade All Grades
Special Education



Measure	Exceeds	Meets	Partially Meets	Does Not Meet
STATEWIDE				
Count	4,495	9,606	10,109	17,498
Percent	10.8%	23.0%	24.2%	42.0%
LIONSGATE ACADEMY				
Count	4	2	11	14
Percent	12.9%	6.5%	35.5%	45.2%

Before Lionsgate my son became withdrawn, quiet, and sad. He was being bullied on a very regular basis. Since attending Lionsgate, he has friends, he is a natural performer, he is being challenged academically, and he is back to the bright, shining light we had missed.

LGA Parent

NWEA MAP TESTING

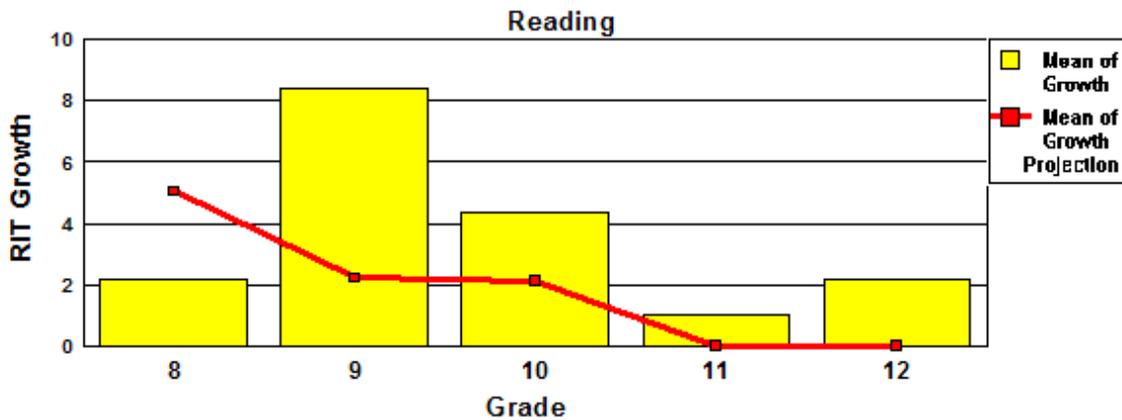
NWEAP MAP testing goals mirror those of the MCA assessments. Students at Lionsgate performed better in reading than in mathematics. Students in grades 9 and 10 exceeded expected growth targets in reading, while students in grades 8 did not grow as expected.

Student Growth District Summary - Spring 2012 to Spring 2013

District: Lionsgate Academy

*(Small Group Summary Display is ON)

Grade (Spring 2013)	Count	Spring 2012		Spring 2013		Growth			Mean** Growth Projection	Growth Index	Percent of Projection	Count Meeting Growth Projection	Percent Meeting Growth Projection
		Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error					
Grade 8	17	204.9	24.1	207.1	25.0	2.2	6.4	1.6	5.1	-2.9	43.0	7	41.2
Grade 9	21	213.8	21.5	222.2	18.7	8.4	10.5	2.3	2.2	6.1	374.5	16	76.2
Grade 10	21	218.7	21.8	223.0	21.1	4.3	8.1	1.8	2.1	2.2	202.2	13	61.9
Grade 11	19	218.9	18.8	219.9	20.9	1.0	13.5	3.1					
Grade 12	13	229.0	22.9	231.2	21.8	2.2	6.8	1.9					



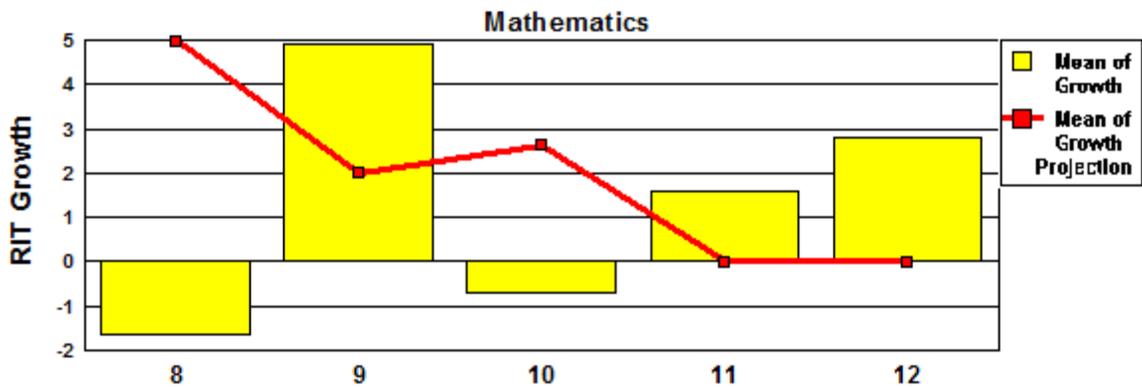
RIT scores in mathematics demonstrate that students in grade 9 exceeded growth targets, while students in grades 8 and 10 did not make growth from spring of 2012 to spring of 2013.

Student Growth District Summary - Spring 2012 to Spring 2013

District: Lionsgate Academy

*(Small Group Summary Display is ON)

Mathematics	Grade (Spring 2013)	Count	Spring 2012		Spring 2013		Growth			Mean** Growth Projection	Growth Index	Percent of Projection	Count Meeting Growth Projection	Percent Meeting Growth Projection
			Mean RIT	Std Dev	Mean RIT	Std Dev	Mean Dev	Std Dev	Sampling Error					
	Grade 8	16	219.5	28.7	217.9	28.4	-1.6	8.8	2.2	5.0	-6.6	-32.5	5	31.3
	Grade 9	21	217.8	25.4	222.7	22.1	4.9	9.0	2.0	2.0	2.9	245.2	15	71.4
	Grade 10	19	228.8	15.9	228.2	14.9	-0.6	7.0	1.6	2.6	-3.3	-26.0	7	36.8
	Grade 11	19	220.6	21.7	222.2	21.1	1.6	7.9	1.8					
	Grade 12	15	233.7	21.5	236.5	18.4	2.8	6.2	1.6					



OPERATIONAL PERFORMANCE

Operational performance at Lionsgate is measured indirectly through student and staff attrition rates as well as the number of families on the school's waiting list. Low student and staff attrition suggest that the organization is well run and provides a good environment for both learning and teaching. Operational performance is also measured directly through surveys delivered to three stakeholders: students, parents and staff.

Students

In a survey administered each spring, at least 80% of Lionsgate Academy students indicated overall satisfaction with Lionsgate Academy.

Of the students who reported an opinion:

- 94% of students reported that they felt successful at Lionsgate Academy
- 74% of students reported that they felt challenged at Lionsgate Academy
- 80% reported that they liked to learn.
- 95% of students reported that they feel liked at school.
- 98% of students report that they have friends.
- 97% report that they feel respected.
- 95% report that at least one staff member knows them well.
- 95% report that they get individual help when they need it.
- 92% report that they feel safe at school.

Parents

A parent survey was administered last year to measure parent satisfaction with Lionsgate. The following results demonstrate that Lionsgate exceeded its 80% target for satisfaction with school environment, teaching and learning.

- 98% of parents report that Lionsgate has a safe and secure environment for their student.
- 97% of parents report that they are pleased with the quality of educational programming...
- 88% of parents report that they are pleased with their student's academic progress.

Staff

A survey was administered to staff in the spring of 2013. Results from the staff survey indicate that overall staff are satisfied with most aspects of working at Lionsgate. An 8% attrition rate indicates that Lionsgate is a good work environment.

- 96% of staff report that they enjoy working at Lionsgate.
- 87% of staff report that they feel supported by their supervisor.

The school handles all issues that may come up, big and small. They do not just handle the problem, but work through the problem and use it as a learning experience.

PROFESSIONAL DEVELOPMENT

Lionsgate Academy staff engage in extensive and comprehensive professional development. Appendix B to this document details the scope and sequence of early training for staff. Unlike many districts, Lionsgate provides 3 weeks of intensive training and preparation to licensed staff and 2 weeks of intensive training and preparation to educational assistants. In addition to required trainings such as blood borne pathogens and harassment training, Lionsgate preparation includes:

- Autism 101
- Non-Violent Crisis Prevention Intervention
- CPR
- Social-Emotional Learning
- Classroom Management
- Educational Differentiation
- Executive Functioning
- Mental Health

FUTURE PLANS

Lionsgate is a unique educational entity. There are few public schools in the country with a charter to inclusively serve the needs of students on the autism spectrum. It is important to remember that many of the accommodations and modifications that help students with disabilities succeed in school also assist those students without disabilities. Small class sizes, individualized programming, mental health supports, and a caring and nurturing environment are beneficial to students of all abilities.

In the coming year, Lionsgate will work to accomplish a number of strategic goals. In the area of Learning and Development, Lionsgate will assess the needs of stakeholders including students, families, employers and postsecondary institutions with the purpose of designing programming that is responsive to the needs of these groups. In addition, Lionsgate will continue to monitor the needs of its staff and develop pathways to ensure that incoming staff have the skills and knowledge that they need to be successful in the school environment.

Internal processes will be created or refined to assess teacher performance in accordance with new directives from the Minnesota Department of Education. Further, a system will be developed to help determine the specific professional development needs of staff beyond the training provided at Lionsgate.

Lionsgate will seek to improve its financial stability by fully understanding its funding sources and ensuring that all documentation is submitted in a timely and accurate fashion.

Lionsgate will also seek to evaluate school culture with an eye toward analyzing those results and working to improve school culture. Lionsgate will also implement School-Wide Positive Behavioral Supports and Interventions. This research-based intervention program will be used to reduce the number of behavioral incidents, increase positive student/staff interactions, and promote a safe, predictable learning environment.

Most importantly Lionsgate will work to improve student outcomes. This work will consist of improving mental health services to students on site.

Also a significant effort will be made to improve academic performance, especially in mathematics. A continual improvement plan (CIMP) will be implemented and include elements such as professional development for teachers, instructional differentiation, implementation of evidence based practices in mathematics, increased supervision and coaching and frequent formative assessments.

Lionsgate Academy will meet or exceed the following School wide Performance Indicators:

- 1) 60 percent of the 2017 Cohort of Lionsgate Students will have met the Minnesota graduation requirement in Reading by scoring “Meet” or “Exceeds” level of Proficiency on the appropriate State Proficiency Test in Reading including the MCA-II, MCA-III, MCA Modified, MTAS, GRAD, GRAD retest or other applicable test adopted by the state of Minnesota.
- 2) 30 percent of the 2017 Cohort of Lionsgate Students will have met the Minnesota graduation requirement in Math by scoring “Meet” or “Exceeds” level of Proficiency on the appropriate State Proficiency Test in Math including the MCA-IIs, MCA-IIIs, MCA Modified, MTAS, GRAD, GRAD retest or other applicable test adopted by the state of Minnesota.

- 3) 68 percent of the 2017 Cohort of Lionsgate Students will have met the Minnesota graduation requirement in Writing by scoring “Meet” or “Exceeds” level of Proficiency on the appropriate State Proficiency Test in Writing including the AA, GRAD writing, GRAD writing retest or other applicable test adopted by the state of Minnesota.
- 4) By the Spring of the 2016-2017 school year, the weighted average of all student scores from grades seven to twelve taken collectively, shall meet or exceed 60 percent of projected growth in Reading for one year as demonstrated by the Student Growth Summary Report of Northwest Education Association Measures of Academic Progress (NWEA MAP).

CONCLUSION

Lionsgate Academy is a unique educational institution. It is the only public charter school in the nation with the unique mission of serving students on the autism spectrum. With the dramatic rise in the incidence of autism spectrum disorder in the United States, Lionsgate is poised to serve as an incubator for research and practice around effective programming for these students. On a smaller, but equally important level, Lionsgate is committed to providing students of all abilities a safe and supportive environment to reach their potential.

Our daughter blossomed this year and especially grew through the drama program and play production. She overcame fears and grew her confidence dramatically!

REFERENCES

ⁱ Eaves, L.C. & Ho, H.H. (2008). Young adult outcome of autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 38, 739-747.

ⁱⁱ Balanced Score Card

ⁱⁱⁱ Leyfer, O.T., Folstein, S.E., Bacalman, S., Davis, N.O., Dinh, El, Morgan, J., et. al (2006). Comorbid psychiatric disorders in children with autism: interview development and rates of disorders, *Journal of Autism and Developmental Disorders*, 36,849-861.

APPENDIX A. STAFF 2012 – 2013

	Last Name	First Name	Position at Conclusion of 2012-2013 School Year	File Number	Years Employed by School	Left During the 2012-2013 School Year	Not Returning for 2013-2014 School Year
1	Ahlgren	Cherish	Educational Assistant	N/A	3		
2	Anderson	Nate	Teacher-Science	455006	1		
3	Armour	Nate	Special Education	455521	3		
4	Ashley	Dana	Special Education Case Manager	458607	2		
5	Bachman	Emily	Teacher-Computer Technology	432614	3	x	x
6	Backman	Annie	Occupational Therapist	N/A	1		
7	Baumgard	Sarah	Special Education Case Manager/Teacher	462902	2		
8	Berg	Adena	Educational Assistant	N/A	2		
9	Berris	Julie	Lead Educational Assistant	N/A	3		
10	Blaisdell	Mary	Teacher-Social Studies	391699	1		
11	Bolt	Matt	Educational Assistant	N/A	1		
12	Bortel	Shawn	Worked Based Learning Coordinator	396599	3		
13	Bothum	Krisan	Lunch Assistant	N/A	1		
14	Boyack	Rachel	Special Education Coordinator	416399	4		

	Last Name	First Name	Position at Conclusion of 2012-2013 School Year	File Number	Years Employed by School	Left During the 2012-2013 School Year	Not Returning for 2013-2014 School Year
15	Brekke	Ben	Educational Assistant	N/A	5		
16	Busse	Katrina	Educational Assistant	N/A	3		
17	Bydzovsky	Sara	Special Education Teacher	449169	4.5		
18	Cacich	Frank	Educational Assistant	N/A	2		x
19	Chesla	Patrick	Social Worker	357980	3		
20	Cottingham	Andrew	Teacher - Math	460453	1		
21	Cushing	Hannah	Teacher - English	433300	3		x
22	Czajkowski	Nancy	Special Education Teacher/DAC	428362	2		
23	Dorsey	Kelly	Lunch Coordinator	N/A	2		
24	Dougherty	Brandy	Academic Director	402907	5		
25	Edwards	Amber	Educational Assistant	N/A	4		
26	Falcon	Steven	Educational Assistant	N/A	1		
27	Falkner	Joe	Clinical Director	394782	4		
28	Farrar	Rose	Educational Assistant	N/A	2.5		
29	Finnerty	Michael	Special Education Teacher	455131	3		

	Last Name	First Name	Position at Conclusion of 2012-2013 School Year	File Number	Years Employed by School	Left During the 2012-2013 School Year	Not Returning for 2013-2014 School Year
30	Forshee	Brittany	Teacher - Social Studies	434499	4		
31	Fuller	Margaret	Special Education Case Manager	451646	3.5		
32	Gahler	Malia	Educational Assistant	N/A	2		
33	Gjovik	Peter	Educational Assistant	N/A	1		
34	Gonzalez	Nancy	Educational Assistant	N/A	3		
35	Goodwin	Nicholas	Educational Assistant	N/A	4		
36	Gorder	Adrian	Educational Assistant	N/A	4		x
37	Graham	Jack	Educational Assistant	471912	2		
38	Graham	Laura	Special Education Case Manager/Teacher	460232	2		
39	Gran	Bradford	Teacher - Physical Education	321517	2		
40	Hafermann	Rob	Special Education Case Manager	441602	2		x
41	Halpin	Diane	Executive Director	N/A	1		
42	Hanly	Audra	Educational Assistant	N/A	2		x
43	Harms	Jim	General Education	467907	5		
44	Hauer	Sarah	Educational Assistant	N/A	2		

	Last Name	First Name	Position at Conclusion of 2012-2013 School Year	File Number	Years Employed by School	Left During the 2012-2013 School Year	Not Returning for 2013-2014 School Year
45	Hayes	Allana	Special Education Case Manager	463309	2		x
46	Hennessey	Erin	PBIS Coordinator	N/A	5		
47	Hennessey	McKenzie	Social Worker	459381	3		
48	Herbes	Aimee	General Education Administrative Assistant	N/A	2		
49	Higbe	Jane	Educational Assistant	N/A	2		
50	Hillman	Susan	Executive Administrative Assistant	N/A	4 mo		
51	Hitzeman	Nicole	Educational Assistant	N/A	1		
52	Hitzeman	Kelly	Educational Assistant	N/A	1		
53	Jost	Laurie	Educational Assistant	N/A	1		
54	Kafle	Emily	Special Education Lead Case Manager	446904	4		
55	Kallhoff	Kimberly	Special Education Case Manager	464380	2		x
56	Kitzman	Jessica	Teacher - Art	449909	4		
57	Klug	Tracy	Teacher-Social Studies	462748	2		
58	Knight	Joe	Educational Assistant	N/A	1		

	Last Name	First Name	Position at Conclusion of 2012-2013 School Year	File Number	Years Employed by School	Left During the 2012-2013 School Year	Not Returning for 2013-2014 School Year
59	Kosher	Malory	Teacher-Health	449779	4		
60	Krown	Kira	Educational Assistant	N/A	3		
61	Krueger	Natalie	Teacher - Speech	433670	3		x
62	LaFleur	Jeff	Educational Assistant	N/A	1		
63	Landers	Michael	Educational Assistant	N/A	1		
64	Lauer	Amber	Educational Assistant	N/A	5		x
65	LeCuyer	Therese	Educational Assistant	N/A	3		
66	Martin	Justin	Systems & Network Administrator	N/A	4		
67	McKinney	Mallory	Special Education Case Manager	459939	3		
68	Meissner	Ryan	Educational Assistant	N/A	3		
69	Mills	Alison	Teacher - Language Arts	411379	4		
70	Morgan	Sean	Educational Assistant	N/A	2		
71	Morse	Amanda	School Psychologist	420228	1		
72	Mulcare	Kerri	Educational Assistant	N/A	3		
73	Mundy-Evans	Sarah	Special Education Administrative Assistant	N/A	3		

	Last Name	First Name	Position at Conclusion of 2012-2013 School Year	File Number	Years Employed by School	Left During the 2012-2013 School Year	Not Returning for 2013-2014 School Year
74	Nemiccola	Sonja	Special Education Teacher	459934	2		x
75	Nygaard	Lindsay	Educational Assistant	N/A	3		
76	Nyvold	Madeline	Educational Assistant	N/A	3		
77	O'Donnell	Theresa	Special Education Case Manager	380713	2		
78	Olmstead	Matt	Special Education Teacher	409591	2		
79	O'Meara	Therese	Special Education Case Manager	445135	2.5		
80	Ondich	Laura	Educational Assistant	N/A	5		
81	Otieno	Alyssa	Human Resource Coordinator	N/A	2		
82	Pautsch	Meta	Teacher - Art	448056	4		
83	Pearson	Elizabeth	Educational Assistant	N/A	3		
84	Pellinen	David	Educational Assistant	N/A	2.5		
85	Pellinen	Andrew	Educational Assistant	N/A	2		
86	Peterson	Annemarie	Teacher - Science	460580	2		
87	Peterson	Darby	Educational Assistant	N/A	1		

	Last Name	First Name	Position at Conclusion of 2012-2013 School Year	File Number	Years Employed by School	Left During the 2012-2013 School Year	Not Returning for 2013-2014 School Year
88	Peterson	Kinga	Educational Assistant	N/A	2		
89	Pfeffer	Megan	Special Education Teacher	447739	4		
90	Quass	Lindsay	Special Education Case Manager	453916	3		
91	Ramsden	Michael	Educational Assistant	N/A	2		
92	Richards	Emily	Business/Human Resources Administrative Assistant	N/A	1		
93	Ringgenberg	Eric	Educational Assistant	N/A	3		
94	Rosen	Minda	Certified Occupational Therapy Assistant	N/A	2		x
95	Roth	Carly	Speech Language Pathologist	447093	2.5		
96	Rumsey	DeAnna	Educational Assistant	N/A	5		
97	Rumsey	Shane	Educational Assistant/Com.Com	N/A	3		
98	Schalow	Ted	Teacher - Math	251888	3		
99	Schmidt	Jenny	Special Education Teacher	466540	2		
100	Schwartz	Alexandra	Educational Assistant	N/A	1		x
101	Scott	Lucas	Educational Assistant	N/A	2		

	Last Name	First Name	Position at Conclusion of 2012-2013 School Year	File Number	Years Employed by School	Left During the 2012-2013 School Year	Not Returning for 2013-2014 School Year
102	Sherva	Kathryn	Educational Assistant	N/A	2		x
103	Simm-Palmer	Laura	Educational Assistant	N/A	5		
104	Sinclair-Wood	Lorna	Educational Assistant	N/A	3		
105	Strand	Sandy	Contracted Special Education Director		1		x
106	Suggs	Dustin	Educational Assistant	N/A	4		
107	Swanson	Lori	Educational Assistant	N/A	3		
108	Thomas	Donald	Educational Assistant	N/A	4		
109	Thompson	Stephanie	Educational Assistant	N/A	1		
110	Tisch	Lyndsey	Social Worker	433500	3		
111	Van Esch	Kelly	Educational Assistant	N/A	1		
112	Walsh	Jocelyn	Speech Language Pathologist	461423	2		
113	Walz	Jason	Teacher - Transitions	454901	1		
114	Weber	Ryan	Special Education Teacher -DAPE	431654	3		
115	West	Mary Ellen	Nurse	N/A	3		
116	White	Amanda	Special Education Case Manager/Teacher	449763	4		

APPENDIX B – PROFESSIONAL DEVELOPMENT

2012 - 2013

Date	Title	Provider	Attendees	HRS	Location
7/23/2012	Legal Update for School Administrators	Kennedy & Graven Chartered	Rachel Boyack, Emily Kafle, Diane Halpin, Alyssa Otieno, Chris Wood	7	Brooklyn Park, MN
8/1/2012	New Charter School Training	MDE	Diane Halpin	6	MDE Roseville
8/13/2012	Licensed Staff Overview	Diane Halpin	All Licensed Staff	2	LGA
8/14/2012	Balanced Literacy Session	Hannah Cushing	All Licensed Staff	1	LGA
8/14/2012	Data Collection	Rachel L. Boyack	All Licensed Staff	1	LGA
8/14/2012	Balanced Literacy Session	Hannah Cushing	All Licensed Staff	1	LGA
8/15/2012	IEP Meetings: Roles and Responsibilities	Rachel L. Boyack	All Licensed Staff	2.5	LGA
8/15/2012	Working with EAs	Rachel L. Boyack	All Licensed Staff	1	LGA
8/16/2012	Overview of Accommodations	Rachel L. Boyack	All Licensed Staff	2	LGA
8/16/2012	Prompting and Fading	Diane Halpin	All Licensed Staff	2	LGA
8/17/2012	Co-Teaching	Jenny Schmidt and Alison Mills	Licensed Classroom Teachers	1	LGA
8/17/2012	Writing the IEP	Rachel L. Boyack	Sped Staff	1	LGA
8/21/2012	Bloodborne Pathogens/Hemophilia	Mary Ellen West	All Licensed Staff	1	LGA
8/21/2012	Social Emotional Competence	Patrick Chesla	All Staff	1.5	LGA
8/22/2012	Health and ASD	Mary Ellen West	All Licensed Staff	1	LGA
8/22/2012	Data Privacy	Emily Kafle	All Licensed Staff	1	LGA
8/23/2012	Mental Health	Patrick Chesla	All Staff	1	LGA
8/23/2012	Sensory Breaks and Movement	DeAnna J. Rumsey	All Staff	1.5	LGA
8/24/2012	Nonviolent Crisis Intervention Refresher Course	Erin K. Hennessey	Returning Staff	4	LGA
8/24/2012	Nonviolent Crisis Intervention Full Course	Erin K. Hennessey	New Staff	6.5	LGA
8/28/2012	PBIS	Lynn Stansberry	All Staff	1	LGA
8/29/2012	EPI Pens and Food Allergies	Mary Ellen West	All Licensed Staff	1	LGA

Date	Title	Provider	Attendees	HRS	Location
10/17/2012	GeoFest	Minnesota Alliance for Geographic Education	Tracy Klug	6	St. Paul, MN
12/4/2012	Social Emotional Learning-Self Awareness	McKenzie Hennessey	All Staff	1	LGA
12/8/2012	Board Governance & Employment Matters	University of St. Thomas	Diane Halpin, Nicole Cleland, Ryan Weber, Anne Sarles	3.5	St. Thomas University
3/11/2013	Minnesota Council for Social Studies Annual Conference	MCCS	Tracy Klug	6	St. Cloud, MN
3/22/2013	Allergy and Asthma Conference	Allergy and Asthma Specialists	Mary Ellen West	8	St. Louis Park, MN
4/11/2013	Reaching All Students, Meeting All Standards	MCTE	Alison Mills, Hannah Cushing, Jenny Schmidt	7	Bloomington, MN
4/20/2013	2013 Strategic Planning	Diane Halpin	Administration and School Board	7	LGA
4/29/2013	2013 Strategic Planning Breakout Part 1	Diane Halpin	Administration	6	LGA
5/6/2013	Assistive Technology Workshop	ISES	Rachel Boyack, Annie Backman	3	St. Paul, MN
5/9/2013	2013 Strategic Planning Breakout Part 2	Diane Halpin	Administration	5.5	LGA
6/26/2013	Opening Doors Conference	WACOSA	Meg Fuller	8	St. Cloud, MN
10/3/2013	Minnesota Association for Career and Technical Administrators Fall Conference	MACTA	Shawn Bortel	8	St Cloud, MN
10/9/2013	Autism and Employment	AuSM	Shawn Bortel, Sara Bydzovsky	3.5	St. Paul, MN
10/22/2013	The College Counseling Institute for High School Counselors	Minnesota Association for College Admission Counseling	Meg Fuller	6	Minneapolis, MN
10/23/2013	MCTE Fall Workshop	Minnesota Council for Teachers of English	Jenny Schmidt	6	Plymouth, MN
10/24/2013	Metro Center for Independent Living Luncheon	Metropolitan Center for Independent Living	Shawn Bortel	2	St. Paul, MN

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11/9/12 - 11/10/12	Art Educators of MN, annual conference	Art Educators of MN	Meta Pautsch		
3/11- 3/15/13	Microsoft SVR 2012 Training	Microsoft	Justin Martin		Microsoft
3/11- 3/15/13	New Horizons Anniversary training event	New Horizons Anniversary training event	Justin Martin		New Horizons
12/5/12, 12/6/12	Together We Work: 2012 Employment Conference	Minnesota Association of People Supporting Employment	Shawn Bortel	12	Brooklyn Center, MN
4/11/13 - 4/14/13	National Science Teachers Association National Conference	NSTA	Annie Peterson		San Antonio, TX
4/18- 4/19/13	Freedom Riders Workshop	Tolerance Minnesota	Brittany Forshée	8	Orono, MN