

Lionsgate Academy

ANNUAL REPORT

2011-2012

SUBMITTED OCTOBER 1, 2012

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Crystal, MN 55427

www.lionsgateacademy.org

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OVERVIEW

Lionsgate Academy, a 501(c)(3) nonprofit, is an innovative Minnesota charter school that opened in the fall of 2008 focusing on the needs and potential of students on the autism spectrum. The school serves a student population that often struggles to succeed in school, college, community, and employment settings for a variety of reasons, including: compromised executive function and disabling social deficits. Lionsgate Academy provides academic instruction toward a standard high school diploma along with personalized supports to help each student develop social skills, independent living skills, and college/employment readiness. Thus Lionsgate offers a specially designed learning environment for students with autism to maximize both their academic learning and personal potential.

Because of the unique needs of Lionsgate's students, they require a greatly increased staff-to-student ratio and far more learning resources to assimilate and apply information. In addition, our staff requires more specialized training in methodologies and approaches to best assess and educate these students, including acquiring a better understanding of autism. Although many Lionsgate students are extremely intelligent, they must be taught in ways that fully take into account their individual barriers to learning, as many have difficulty understanding instructions and social cues. Thus the degree of services, supplies, and equipment necessary to educate this population is significantly greater than for a typical student population.

During the 2011-2012 academic year, Lionsgate Academy enrolled an average of 140 students in grades 7-12 and in our 18 to 21 year old program. A diverse staff of over 100 served in many different roles – including general education teachers, special education teachers, educational assistants, therapists and other specialists.

To achieve its goals, Lionsgate implemented specially designed and integrated services in various program areas:

- School program: Providing individualized educational services for students in grades 7-12 that were designed to meet all Minnesota academic and graduation standards, as well as offering a wide array of

special education services (including speech, occupational therapy, and social work), social skills development, art and music, and community-based programs.

- Parent program: Providing supports for parents of students with autism, including seminars, workshops, and volunteer opportunities.



MISSION AND VISION

The mission of Lionsgate Academy is to provide a transition-oriented and personalized learning program focused on high-functioning 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.

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 diploma and post-secondary schooling/career options.

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 mainstream classroom teachers, special education teachers, parents and students, and various providers such as: medical, therapeutic, identified professionals, and community partners.

Our goal is to provide a suitable learning environment for students – especially those living with ASD (Autism Spectrum Disorder), 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 supported by Individualized Education Plans (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 Minnesota state standards, as well as having instructional strategies that promote various post-secondary options. The fundamental promise of federal policy as manifested in both No Child Left Behind (NCLB) 2001 and in the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004 is that all students with a disability will have access to and make progress in the general education curriculum. To address the challenges and the expectations of NCLB and IDEIA, Lionsgate will:

- 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 the task that 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 with differing learning styles.

Differentiating instruction creates multiple paths so that students of different abilities, interests, 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 or interdisciplinary, teams that meet with a common set of students over an extended period of time.

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

Integrating the Minnesota Academic Standards and transition-based instruction provides a multi-faceted framework which 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 IDEIA, is a top 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 considers the larger community as an extended classroom for its students. While we value and utilize in-school transition classes, we

recognize that placing teens in a school environment that is isolated from the real world will not effectively prepare them for life after school. Thus, we consider partnerships with the greater community as integral to their education and preparation for life after graduation. These opportunities permit our students to learn real-life skills in an authentic environment.

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 academics, vocational skills, community-based instruction and social skills. This approach emphasizes 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.

Social Skills Instruction

Social skills 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 students' isolation, decrease access to positive staff and peer interactions, limit options for later post-secondary opportunities, and increase the students' 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 include, but are not limited to, understanding conversation, perspective taking, and relationship skills.

Lionsgate staff members receive ongoing training in how to teach social skills 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, drama, 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 case managers to develop areas of particular interests, and to move them towards successful completion of a high school diploma.
- 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.

Through the implementation of a differentiated curriculum model, using a wide variety of teaching strategies, including team teaching, and through the continuous assessment of individual learning outcomes and student learning modalities, Lionsgate Academy teachers ensure that "no child is left behind." The Lionsgate Academy's curriculum for grades 7-12 allows for creativity and flexibility in how content is delivered. 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.

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.

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 Adler Graduate School (the original authorizer of Lionsgate Academy), Novations Education Opportunities (the current authorizer), the Autism Society of Minnesota, Opportunity Partners, the Minnesota Association of Charter Schools (Providing charter school training, governance, accountability, and a range of other school specific services), the University of Minnesota Center for Community Integration (Transitional Programming), the Courage Center (Transitional Programming), the MacPhail Center for Music (Curriculum Development), the University of St. Thomas (Staff & Curriculum Development), and Border Foods (Fundraising).

AUTHORIZER (SPONSOR)

Authorizer Name	Novation Education Opportunities
Contact Information	Phone: 612-964-3491 email: neo2010@me.com

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. NEO is committed to serving as an authorizer for the full five-year term of each charter school it authorizes.

NEO was incorporated in November 2009 under Minnesota Statute 317A as a nonprofit corporation solely to provide authorizer services permitted under Minnesota Statute 124D.10. NEO has received approval from the Internal Revenue Service as a 501(c)(3) public charity. NEO obtained approval by the Minnesota Department of Education as a charter school authorizer in early 2010.

SCHOOL ENROLLMENT AND POLICIES

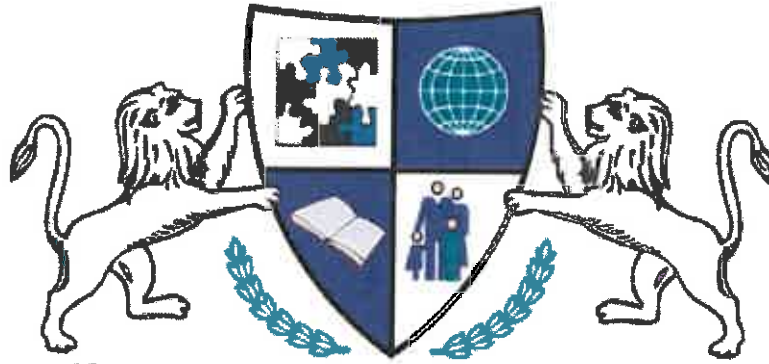
Enrollment Policy and Schedule

Lionsgate Academy began its enrollment process for grades 7-12 for the 2011-2012 academic year in November of 2010. Our enrollment policy was published on our website, stating that the enrollment period would end on February 28th of 2011. As there were several hundred applicants for the 28 spots available, a lottery was held in early March of 2011. Students who were not selected by lottery were placed on a randomly generated wait list and notified by letter in early May of 2011 of their status.

All entering students will remain enrolled through graduation, and their siblings will have preference on the wait list should they choose to enroll. As the wait list does not carry over from year to year, those students not gaining entry in any one year will be able to reapply next year.

The act of submitting an application to Lionsgate Academy does not remove students from their current school until all of the enrollment paperwork has been completed, nor is the current school district notified in any way prior to such completion.

Our enrollment process has been conducted in accordance with the school's Enrollment Policy and developed in full compliance with the Minnesota Charter Law. Lionsgate does not discriminate against any student based on race, ethnicity, national origin, gender, or disability; nor on any other basis that would be unlawful for a public school.



Lionsgate Academy

INITIAL APPLICATION FORM

Please print the following information for the primary parent or Guardian:

Date _____

Student Name _____

Male _____ Female _____ Grade in Fall '10 _____

Parent/Guardian Name _____

Student's Primary Address _____

City _____

State _____ Zip Code _____

Home Phone _____ Cell Phone _____

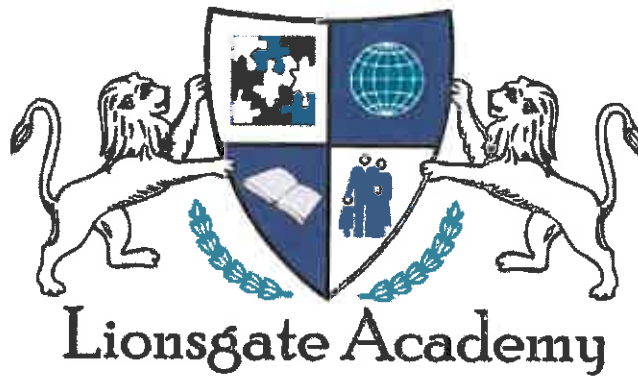
Work Phone _____

E-Mail _____

Students will not lose their place in their current school or other schools they have applied to by submitting an initial application to Lionsgate Academy.

Please mail or fax this enrollment form to the address or fax below:

Lionsgate Academy
3420 Nevada Avenue North, Crystal, MN 55427
Phone: 763-486-5359 Fax: 1-763-390-0012
www.LionsgateAcademy.org



Lionsgate Academy Student Enrollment Form Checklist			
Student Name:			
	Last	First	Middle
Grade:			
Date of Birth:			
	Completed	Partial	Missing
1. Student Registration Form			
2. Medical Emergency Form			
4. Transfer of Student Records			
3. Health Record			
4. Immunization (Bring from Doctor)			
5. Administration of Medication			
6. School Directory			
7. Field Trip Permission			
11. Free & Reduced Form			

Student Enrollment and Attrition Rates

This table identifies the number of students enrolled at the school during the 2008-09, 2009-10, 2010-2011 and 2011-2012 enrollment. Data are based on October 1 Average Daily Membership (ADM).

School Year	7	8	9	10	11	12	13	12&13 (As reported from MDE)	Total Average	Attrition Rate
2008-2009	26.5	12.74	14.36	14					67.6	18%
2009-2010	21.08	21.16	19.77	16.55	15.08				93.64	21%
2010-2011	28.78	28.28	25.82	22.02	15.52	12.87			133.29	19%
2011-2012	20.47	28.12	25.17	24.73	17.95			22.66	139.22	3.5%
Estimated 2012-2013	20	23	26	24	23	19	17		152	n/a

GOVERNANCE AND MANAGEMENT

Board of Directors

During the 2011-2012 school year, Lionsgate Academy Board of Directors was governed by primarily a seven-member school board that brought considerable educational and financial expertise. The Board decided, prior to the May elections in 2011, to adopt a board model comprising of three community members, three parents, and three staff members. The Board adopted this recommended model as in their eyes it provided for the best and fairest leadership and governance. Five board directors were elected in May 2011: Ron Berger, Jonathon Scharlau, Oscar Prill, Hemi Kafle, and Marc Berris.

Three of the elected directors, Prill, Kafle, and Berris, voluntarily resigned after a review of board by-laws suggested that spouses serving on the board of directors could create a conflict of interest. Meg Fuller, a special education case manager, was chosen to replace Oscar Prill as the third staff member on the board. The Board decided to leave the other two positions vacant until the May 2012 election. At the 2012 May election, Ryan Weber, DAPE teacher; Nicole Cleland, parent; and Ann Sarles, community member were elected to the board.

The Board has since transitioned in new members and is fully cognizant that it must now be updated and trained in all new legislative changes. In addition, it will continue its governance trainings and ensure that any new members are brought up-to-date on previous sessions.

All board members regularly attended meetings, except for infrequent absences for sickness or vacations.

Lionsgate Academy

2011-2012 School Year Charter Public School Board

This table contains information for ALL board members.

2012-13 Election Date: **May 14th & 15th, 2012**

2013-14 Anticipated Election Date: **May 2013**

Name	Board Position	Group (teacher, file folder #)	Date Seated	Phone Number	E-Mail Address	Meeting Attendance Rate
Berger, Ron, M.B.A	Chair	Community	August 18, 2009	952-240-1137	ron.berger@dcmsservices.com	92%
Steinmann, Joan, J.D.	Vice Chair	Parent	June 22, 2010	651-236-5821	acemann@mac.com joan.steinmann@hbfuller.com	92%
Scharlau, Jonathan, CFA, CFP	Treasurer	Community	March 23, 2010	952-474-5186	J.Scharlau@silveroakwealth.com	92%
Dougherty, Brandy, M.A.	Secretary	Teacher 402907	February 17, 2009	763-486-5359	bdougherty@lgamn.org	92%
Berris, Marc	Director	Parent	June 28, 2011	612-396-2998	marc@berrislaw.com	
Fuller, Meg	Director	Teacher 451646	October 18, 2011	612-741-1057	mfuller@lgamn.org	100%
Kafle, Hemlal	Director	Community	June 28, 2011	651-592-7135	hemlal.kafle@cctwincities.org	
Pautsch, Meta	Director	Teacher 448056	June 22, 2010	612-910-1171	mpautsch@lgamn.org	100%
Radspinner, Bob, B.A.	Director	Parent	June 22, 2010	651-260-2301	bobr395@gmail.com	92%

Lionsgate Academy School Board Director Biographies

Ron Berger

Ron Berger is the Chief Financial Officer of DCM Services, LLC. He is responsible for the Company's finance, accounting, human resources, compliance, and cash processing operations. He has been with the Company since March 2007 and brings 30 years of finance and business experience to DCM. Prior to DCM, Ron held senior finance roles at Allianz Life and Liberty Check Printers. He was also a principal in an investment banking firm involved in directing M&A and structured finance projects. He is a graduate of St. John's University and holds an MBA from the University of St. Thomas.

Joan M. Steinmann, Parent, Vice Chair

Joan Steinmann is Senior Counsel at H.B. Fuller Company, an attorney with more than 20 years' experience and the parent of a student at Lionsgate among the group first enrolled at the time the school opened its doors in 2008. Joan grew up in Minneapolis and graduated from the University of Minnesota Law School, then practiced as a business litigator at two major law firms in Los Angeles. In 2005, she and her family returned to Minnesota, where her son entered middle school. Joan was elected to the Lionsgate School Board in May 2010 on a platform of commitment to parental involvement in governance as critical to realizing Lionsgate's mission. As well as leveraging parents' rich knowledge and dedication, Joan's agenda as a board member is to foster best practices in educating teenagers with autism spectrum disorders and to focus on sound decision-making and problem-solving.

Jonathan Scharlau, Community Member, Treasurer

Jonathan is a Principal and Investment Consultant at SilverOak Wealth Management LLC. He has over 16 years of investment management experience as both an analyst and portfolio manager with several major financial services organizations. He has extensive experience in the investment industry and has spent many years assisting both individuals and institutions in building effective portfolio strategies. In addition, Jonathan works with his clients in developing comprehensive financial plans that take into account items such as risk management, tax planning and estate planning. Jonathan's experience working with both individuals and institutions provides him a unique perspective. He brings his clients a unique depth of understanding regarding the financial markets and he works closely with them in defining and achieving their long-term goals.

Brandy Dougherty, M.A., Academic Director, Secretary

Brandy Dougherty is beginning her fourth year at Lionsgate Academy as the Academic Director. She has been part of the Lionsgate staff since its first year, when she was the Lead Social Studies Instructor. She was born and raised in Colorado and moved to Minnesota for her post-secondary education. While attending Bemidji State University, she received a History and Political Science degree. She furthered her education at Minnesota State University-Moorhead, where she received her Social Studies Education degree. After teaching for three years in a small southwest Minnesota town, she moved to the St. Paul area and completed her Master of Arts degree in Gifted, Creative, and Talented Education from the University of St. Thomas. Brandy was elected to the school board for the second time and brings with her dedication and commitment to the organization, vision and mission of the school.

Meta Pautsch, Art Teacher, Director

Meta Pautsch grew up on a hog farm just south of Gaylord, MN, a small farming community about 60 miles southwest of the Twin Cities. She attended St. Cloud State University where she obtained her B.S. in Art Education with minors in Graphic Design and Creative Writing. Meta started her teaching career at LGA three years ago and currently leads the Art Department. Away from school she enjoys artistic endeavors, biking city trails, and cooking. She serves as a director on the school board representing teachers and other staff members, where her main focus is to remind ourselves why we are here—to do what is best for the students we serve. She is very dedicated to LGA and genuinely believes in the mission and in the school's ability to give the students the tools they need to lead successful and happy lives outside of LGA. Meta is also involved with the fundraising committee, more specifically doing event planning and design work.

Bob Radspinner, B.A., Parent, Director

Bob Radspinner is originally from out west and graduated from the University of North Dakota with a BA in social work, chemical dependency, and American Studies. His interests include music performance and lutherie. Currently, Bob is working as a mental health case manager in St. Paul. His son attends Lionsgate, which brought him to run for a position on the board where he is currently serving on the Governance and Transition Committees. Bob's work during the last 24 years has primarily centered on preparing and supporting people with a variety of disabilities to live in community settings where they can grow and thrive as they work towards establishing more independent lives for themselves.

Margaret Fuller, Case Manager

Margaret Fuller has been a Special Education Case Manager at Lionsgate Academy since February 2010. She studied Special Education at St. Cloud State University and is licensed in Developmental and Cognitive Disabilities. Margaret was fortunate to have student-taught in South Africa and has a growing passion for traveling. What she loves most about working at Lionsgate is supporting the school's mission to help students reach their fullest potential as students today and adults tomorrow. Her position as a staff member at Lionsgate provides her with many opportunities to collaborate with students, families, teachers, service providers, administrators, and outside agencies to provide the highest quality services for students.

Staffing

Administration

During its fourth year of operations, Lionsgate's daily operations continued to be overseen by Stanley G. Hacker as its Executive Director, who is a licensed educator with a background in alternative education and charter school administration. Mr. Hacker holds a Bachelor's Degree in Mathematics Education and a vocational license and work experience both with special needs students and students with disabilities. Stan also had a number of successful years directing an at-risk alternative high school for Intermediate District #287 and served as a consultant and educational leader for a charter school, Sobriety High. Mr. Hacker played a wide variety of roles in that position, including acting executive director on one of their campuses. Upon completion of that position, he was appointed Chairman of their school board.

Stan has played a major role in ensuring the success of Lionsgate Academy's during his three years of employment as Executive Director by utilizing his many years of experience. Stan retired in June 2012 and an extensive search was conducted to find his replacement. The Board, after careful consideration, chose Dr. Diane Halpin to be the new Executive Director. She brings extensive experience in the areas of education, autism and leadership to the position.

In addition:

- Joe Falkner, after playing many different roles at Lionsgate, provided excellent support and knowledge to the staff as Clinical Director.
- Diane Elkerton completed a one year contract as Special Education Director.
- Brandy Dougherty performed in an exceptional manner as Academic Director.

Lionsgate has adopted a new Special Education leadership model for 2012-13 school year. Sandy Strand, a member of Innovative Special Education Services, will return as the contracted Special Education Director.

Emily Kafle and Rachel Boyack will be promoted to the leadership team and will be Special Education Coordinators on staff.

The Lionsgate staff consists of licensed secondary school teachers in each subject area as well as licensed special education teachers with Autism certifications, Autism-trained paraprofessionals, and administrative support staff. All Lionsgate staff, regardless of role, have received additional training in Autism Spectrum Disorder.

Professional Development Plans for School Leaders

Brandy Dougherty, Academic Director: Achieving a greater understanding of the functioning aspects of students on the autism spectrum; expanding the capacity to oversee and encourage quality general education teaching to ensure ongoing students academic achievement in the following subjects: language arts, social studies, and science; and learning and replicating best practices for secondary students with autism by corresponding with, studying, researching, and/or visiting private and public/charter schools in other states with share an ASD focus.

2011-12 School Management and Faculty Information

See Appendix A

This table in Appendix A contains information for ALL members of the school management/administrative team and also includes faculty employed by the school that did not serve as a classroom teacher (e.g. curriculum coordinators, social workers, counselors, administrative assistants, paraprofessionals, custodial, technology, etc.)

PROFESSIONAL DEVELOPMENT

Through a continued commitment to professional development trainings, Lionsgate's staff has enhanced their understanding of autism, underlying factors that impact students' behavioral and academic performance and methods to improve classroom and academic programming as these relate to the school's diverse population.

Lionsgate's Continuing Education Committee tracks relevant professional development activities for all staff, makes recommendations for professional development opportunities, approves re-certification hours, and assists in organizing ongoing training activities.

See Appendix B

FINANCES

Funding requirements to educate students at Lionsgate are of necessity much greater per student than in a traditional charter school. Lionsgate Academy maintained a positive cash flow throughout 2011-2012, with primary revenue from special education allocations. We contract with the business/accounting firm, School Business Solutions, that works with a large number of charter schools in Minnesota and has worked closely with the tracking of income, expenses and our federal implementation grant. In addition, Lionsgate contracted with the auditing firm of Larson-Allen to undertake our audit. Lionsgate Academy subsequently received a clean audit opinion.

Chris Wood, who has performed in various roles at Lionsgate for its entire four years of operation, was appointed Business Manger in March, 2012. He is only a very few credits short of obtaining his administrative license. Since his appointment, he has worked tirelessly to improve his knowledge in all areas of school finance. He has also quickly developed a strong working relationship with School Business Solutions.

A Lionsgate Foundation was officially formed in the winter of 2012. Its primary function is to raise funds for non-reimbursable, yet vital resources for Lionsgate students. The foundation also may raise funds for other autism-related secondary school efforts. The foundation kicked off their initial campaign with a well-attended spring breakfast fundraiser. They also worked in conjunction with two different companies in holding a motorcycle ride and silent auctions.

Total revenues for the 2011-2012 school year were \$7,211,562.01 and expenses totaled \$7,211562.02.

ACADEMIC PERFORMANCE

The Multiple Measurement System has supplanted Adequate Yearly Progress as the primary measurement used for federal school accountability under No Child Left Behind in Minnesota. The Multiple Measurement data was used to designate schools for recognition, accountability and support. The system was implemented upon federal approval of Minnesota's ESEA Flexibility Request and used data from 2010 and 2011 to make designations for the 2012-13 school year which include: Priority, Focus School, Continuous Improvement, Reward, and Celebration. Lionsgate Academy did not receive a designation for the school year 2012-2013. As part of this process, Minnesota administers the following tests to gather the Multiple Measurement data: MCA II in Reading and MCA III in Mathematics in grades 3 – 8, MCA II in Reading in Grade 10, and MCA III in Mathematics in Grade 11.

2011-2012 ACADEMIC GOALS

Reading and Math Skills

Academic Goal 1:

Lionsgate Academy will make AYP in 2012 (at least 22% of students will score at the "Meets" or "Exceeds" levels of proficiency in MCA III Mathematics and at least 42% of students will score at the "Meets" or "Exceeds" level of proficiency in the MCA II Reading). This goal will be modified to match Federal and MDE Requirements.

LIONSGATE ACADEMY, MCA 2011-2012

Percentage of Students Meets or Exceeds

Grade	Reading	Mathematics
Grade 7	43%	13%
Grade 8	55%	10%
Grade 10	50%	10%
Grade 11	11%	19%

Reading Grade 7:

- 14 students took the MCA II Reading in grade 7.
- 6 students met or exceeded the grade level standard.
- 4 students partially met the standard
- 4 students did not meet the standard

Grade/subject	#Tested	Does Not Meet the Standards	Partially Meets the Standard	Meets the Standard	Exceeds the Standards
7 th Reading (2010)	21	8	6	5	2
7 th Reading (2011)	24	7	7	5	5
7 th Reading (2012)	14	4	4	1	5

Reading Grade 8:

- 20 students took the MCA II Reading in grade 8.
- 11 students met or exceeded the grade level standard.
- 6 students partially met the standard
- 3 students did not meet the standard

Grade/subject	#Tested	Does Not Meet the Standards	Partially Meets the Standard	Meets the Standard	Exceeds the Standards
8 th Reading (2010)	20	10	5	3	2
8 th Reading (2011)	25	5	8	7	5
8 th Reading (2012)	20	3	6	5	6

Reading Grade 10:

- 20 students took the MCA II Reading in grade 10.
- 10 students met or exceeded the grade level standard.
- 5 students partially met the standard
- 5 students did not meet the standard

Grade/subject	#Tested	Does Not Meet the Standards	Partially Meets the Standard	Meets the Standard	Exceeds the Standards
10 th Reading (2010)	16	1	6	5	4
10 th Reading (2011)	18	0	2	10	6
10 th Reading (2012)	20	5	5	8	2

Math Skills

Math Grade 7:

- 16 students took the MCA II Math in grade 7.
- 2 students met or exceeded the grade level standard.
- 5 students partially met the standard
- 9 students did not meet the standard

Math Grade 8:

- 20 students took the MCA II Math in grade 8.
- 2 students met or exceeded the grade level standard.
- 6 students partially met the standard
- 12 students did not meet the standard

Math Grade 11:

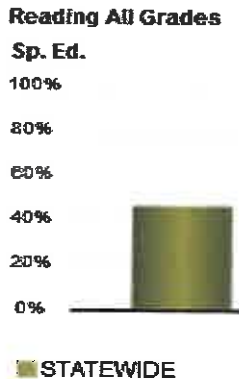
- 16 students took the MCA II Mathematics in grade 11.
- 3 students met or exceeded the grade level standard.
- 4 students partially met the standard
- 9 students did not meet the standard

Grade/subject	#Tested	Does Not Meet the Standards	Partially Meets the Standard	Meets the Standard	Exceeds the Standards
11 th Math (2010)	10	10	0	0	0
11 th Math (2011)	11	7	1	2	1
11 th Math (2012)	16	9	4	2	1

Academic Goal 2:

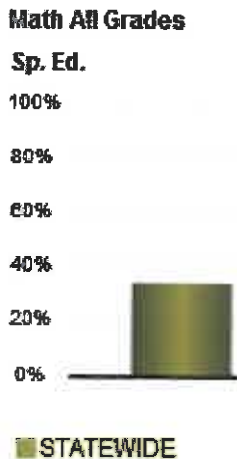
The percent of students scoring at "Meets" or "Exceeds" levels of proficiency will exceed the state in both Reading and Mathematics for students receiving special education services, as measured by the spring 2012 administration of the MCAII Reading and MCAIII Mathematics.

Reading proficiency comparison (all grades) with the State of Minnesota:



In Spring of 2012, 54 students (38 %) participated in MCA II Reading testing at Lionsgate Academy. The majority of students at Lionsgate Academy receive special education services and therefore state data for students receiving these services will be reported for comparison. In all, 50% of students enrolled at Lionsgate Academy met their grade level proficiency in Reading, compared to 46.1% of students receiving special education services in the state. The average scores of students met or exceed state averages in all grade levels.

Math proficiency comparison (all grades) with the State of Minnesota:



In spring of 2011, 52 out of 143 students (36 %) participated in MCA III Math testing at Lionsgate Academy. The majority of students at Lionsgate Academy receive special education services and therefore state data for students receiving these services will be reported for comparison. In all 16.4% of students enrolled at Lionsgate Academy met their grade level proficiency in Math, compared to 33.9 % of students receiving special education services in the state.

Academic Goal 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 2012 administration of the MCAII Reading and the MCAIII Mathematics.

The mean scale scores listed below for Lionsgate Academy are compared to the mean scale scores statewide for students receiving special education services. Lionsgate Academy’s mean scale score met or exceeded the average state score in both Reading and Mathematics.

Scale Scores

GRAD Reading 2012 Grade 10
Special Education

<u>Organization</u>	<u>Grade</u>	<u>Total Number Tested</u>	<u>Mean Scale Score</u>
STATEWIDE	10	5,847	46.33
LIONSGATE ACADEMY	10	20	46.35

Scale Scores

GRAD Math 2012 Grade 11
Special Education

<u>Organization</u>	<u>Grade</u>	<u>Total Number Tested</u>	<u>Mean Scale Score</u>
STATEWIDE	11	6,204	38.40
LIONSGATE ACADEMY	11	18	42.44

NWEA MAP TEST

In addition, in Fall 2011 and Spring 2012, Lionsgate Academy also administered the national standardized tests, the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAPS), in Reading, Mathematics, Language Usage, General Science, and Science Concepts and Processes. These tests allow schools to measure student growth in academic achievement when administered at the beginning and end of the school year.

In addition to providing schools and parents the information regarding growth in academic achievement, the NWEA MAPS also provide information regarding how students are performing compared to national norms. The tests administered in fall 2010 and spring 2011 established baseline information in order to measure growth in future years.

Academic Goal 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 2012 administration of the NWEA MAPs.

In Fall 2011 and Spring 2012, 52% of Lionsgate students met or exceeded the NWEA MAP national median score in Reading. In Math, 38% of Lionsgate students met or exceeded the national median score. In Language Usage, 47% of Lionsgate students met or exceeded the national median score. In Science, 38% of Lionsgate students met or exceeded the General Science national median score and 48% met or exceeded the national median score in Concepts and Processes.

Academic Goal 5:

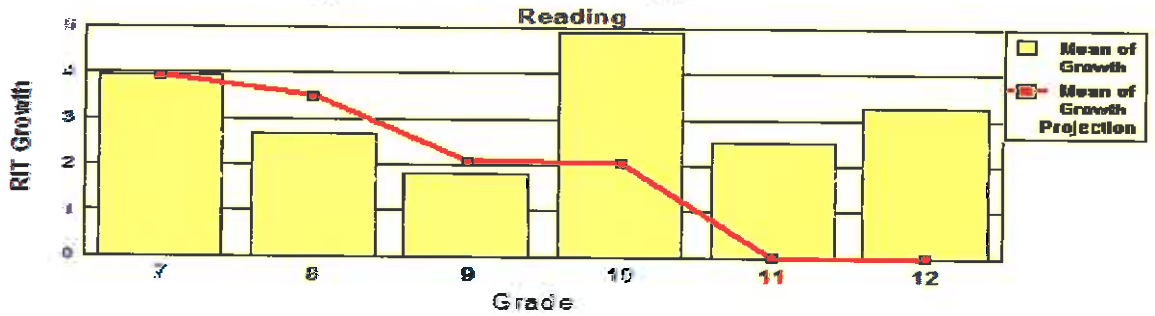
At least 50% of students enrolled at Lionsgate Academy will meet or exceed the NWEA MAP academic growth target (average growth in the nation for students enrolled at the same grade level beginning the year with the same score) in Reading and in Mathematics as measured by the fall 2011 and spring 2012 administrations of the NWEA MAPs.

The following data and graphs show a summation of all student assessment results in the areas of Reading, Language Usage, Mathematics, General Science, and Science Concepts and Process for the school year 2011-2012. In Reading, data was unavailable for grades 11 and 12. However, in grades 7 through 10, 54 percent of the students met the growth projection. In Math, data was also unavailable for grades 11 and 12, but in grades 7 through 10 there was a significant increase in that 82 percent of the students met the growth projection.

Reading:

Student Growth District Summary - Fall 2011 to Spring 2012
District: Lionsgate Academy

Reading		Fall 2011		Spring 2012		Growth			Mean ¹¹ Growth Projection	Growth Index	Percent of Projection	Count Meeting Growth Projection	Percent Meeting Growth Projection
Grade (Spring 2012)	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error					
Grade 7	18	200.3	28.0	207.2	23.3	3.9	3.2	2.2	3.9	0.9	100.0	11	61.1
Grade 8	24	210.3	17.3	218.5	19.5	2.9	12.4	3.5	3.5	-0.3	76.2	11	45.8
Grade 9	21	219.5	24.7	219.3	24.9	1.3	9.9	1.9	2.1	-0.3	99.4	8	38.1
Grade 10	19	212.0	20.4	219.9	24.9	4.9	10.3	2.4	2.1	2.3	293.5	14	73.7
Grade 11	19	229.9	23.9	209.1	21.9	2.9	7.8	1.9					
Grade 12	14	231.4	12.8	234.7	11.4	3.3	5.7	1.5					



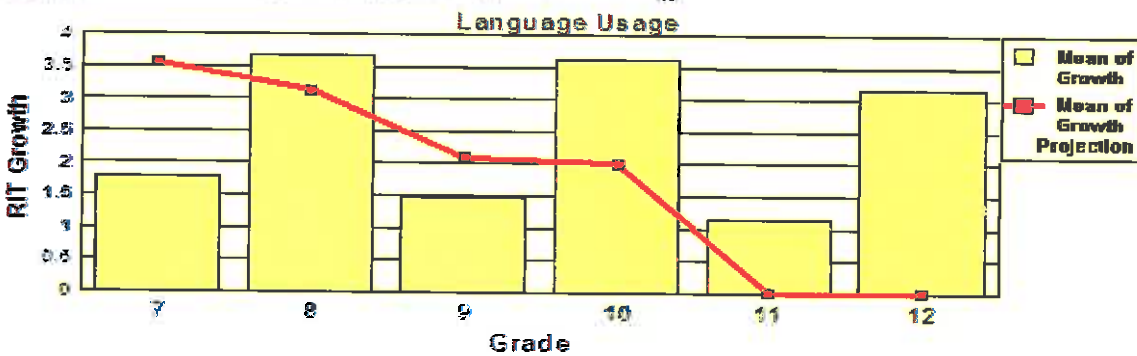
Language Usage:

Student Growth District Summary - Fall 2011 to Spring 2012

District: Lionsgate Academy

*(Small Group Summary Display is OM)

Language Usage		Fall 2011		Spring 2012		Growth			Mean*	Growth	Percent of	Count	Percent
Grade (Spring 2012)	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error	Growth Projection Index	Growth Projection	Projection	Meeting Projection	Meeting Growth Projection
Grade 7	19	200.8	23.9	204.3	22.8	1.7	11.1	2.6	3.3	-1.8	50.0	9	50.0
Grade 8	24	211.3	13.8	215.0	13.5	3.7	9.0	1.8	3.1	2.5	117.3	12	50.0
Grade 9	21	211.4	18.7	212.9	18.2	1.5	7.8	1.7	2.1	-0.9	70.5	10	47.6
Grade 10	19	211.4	18.3	215.9	18.0	4.5	11.4	2.7	2.8	1.9	159.3	11	61.1
Grade 11	14	222.4	17.5	220.5	18.8	-1.1	5.7	1.5					
Grade 12	12	224.3	19.5	226.0	19.1	1.2	6.7	1.3					



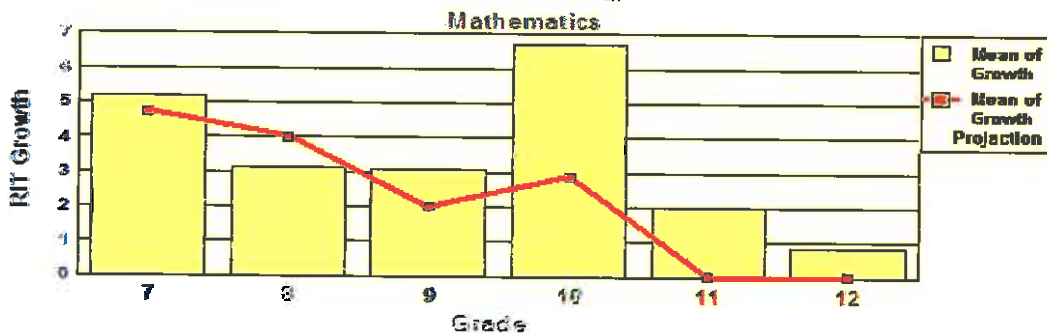
Mathematics:

Student Growth District Summary - Fall 2011 to Spring 2012

District: Lionsgate Academy

*(Small Group Summary Display is OM)

Mathematics		Fall 2011		Spring 2012		Growth			Mean*	Growth	Percent of	Count	Percent
Grade (Spring 2012)	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error	Growth Projection Index	Growth Projection	Projection	Meeting Projection	Meeting Growth Projection
Grade 7	17	208.2	23.5	210.4	25.8	2.2	9.0	2.2	4.7	0.5	110.0	11	64.7
Grade 8	22	217.3	18.5	220.5	22.1	3.2	8.2	1.7	4.0	-0.9	78.4	9	40.9
Grade 9	20	221.9	19.9	224.9	19.9	3.0	7.0	1.6	2.0	1.1	152.5	11	55.0
Grade 10	17	215.3	19.7	222.0	22.5	6.7	11.5	2.8	2.9	3.3	232.7	11	64.7
Grade 11	14	238.9	24.1	239.9	25.8	2.0	5.8	1.5					
Grade 12	11	241.3	22.9	242.5	22.1	0.9	5.9	1.7					



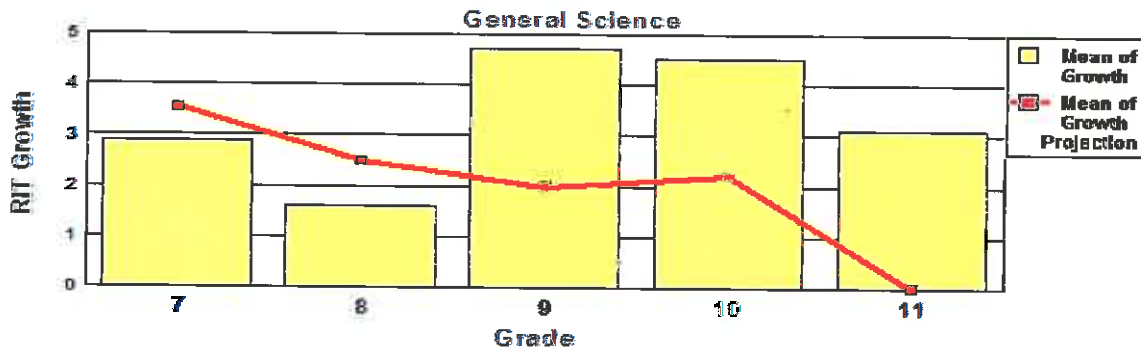
General Science:

Student Growth District Summary - Fall 2011 to Spring 2012

District: Lionsgate Academy

*(Small Group Summary Display is ON)

General Science	Grade (Spring 2012)	Count	Fall 2011		Spring 2012		Growth			Mean* Growth Projection	Growth Index	Percent of Projection	Count Missing Growth Projection	Percent Missing Growth Projection
			Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error					
	Grade 7	18	200.9	20.9	208.2	19.2	2.9	5.7	1.3	3.6	-0.7	91.3	10	55.6
	Grade 8	26	206.5	15.4	209.2	12.9	1.7	11.1	2.2	2.5	-0.9	94.5	12	46.2
	Grade 9	20	208.0	18.2	212.7	17.2	4.7	10.4	2.3	2.0	2.7	209.0	11	55.0
	Grade 10	19	207.2	18.0	211.7	18.9	4.5	8.3	1.9	2.2	2.3	204.9	10	52.6
	Grade 11	18	215.2	16.5	219.3	18.9	3.1	9.2	1.5					



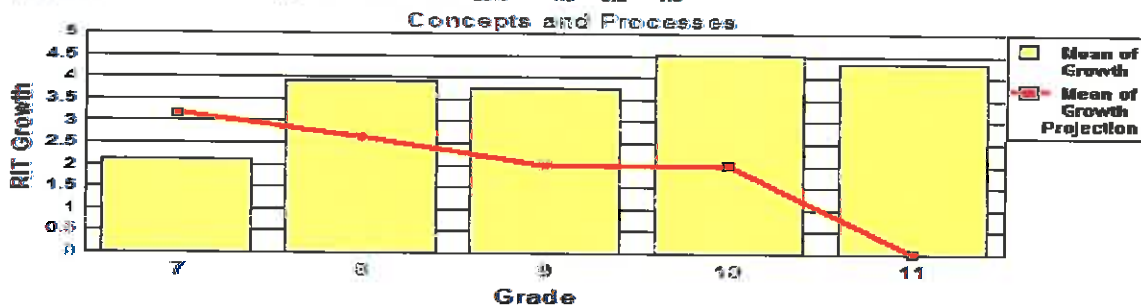
Science Concepts and Processes:

Student Growth District Summary - Fall 2011 to Spring 2012

District: Lionsgate Academy

*(Small Group Summary Display is ON)

Concepts and	Grade (Spring 2012)	Count	Fall 2011		Spring 2012		Growth			Mean* Growth Projection	Growth Index	Percent of Projection	Count Missing Growth Projection	Percent Missing Growth Projection
			Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error					
	Grade 7	19	200.2	19.0	202.3	21.9	2.1	10.2	2.4	3.2	-1.1	99.7	5	44.4
	Grade 8	26	200.3	15.3	207.2	18.2	3.9	10.5	2.1	2.5	1.3	199.0	14	53.8
	Grade 9	21	205.3	16.4	209.1	19.7	3.3	9.2	1.9	2.0	1.3	199.1	14	66.7
	Grade 10	19	202.2	16.4	208.7	21.9	4.5	13.2	3.0	2.9	2.5	209.3	10	69.4
	Grade 11	19	212.9	19.9	217.2	20.9	4.3	8.2	1.9					



While many Lionsgate students with Asperger's Syndrome and Autism may be of average or above average intelligence, they process or acquire information in radically different ways. Thus, Lionsgate Academy's staff continues to require a substantial amount of time during the school year for all instructors to determine a teaching approach that would work best for each student and to establish appropriate individual assessments.

In terms of other rubrics (in addition to the MCAIIs, MCA IIIs, and NWEA MAPs), multiple assessments were examined during weekly child study meetings and pre and post tests examined through teacher evaluations and observations.

Classroom (core content) assessments provided continuous data specific to student learning, assisting teachers in the identification of student needs and planning appropriate instructional strategies to ascertain optimal learning styles for each student. These assessments were ongoing and built into the curriculum, and a defined curricular plan developed to include pre and post-tests in each subject area to ensure full alignment with state standards.

Quarterly grade reports were also distributed to each student. These reports reflected student scores on curriculum assessments. Progress reports regarding meeting individual goals and objectives were also issued quarterly (and at times more often) based on each student's personal learning plan.

DATA Driven Decision-Making

Upon completion of baseline data collection and analysis, Lionsgate Academy's Continuing Education committee meets monthly and reports to the Administration on academic progress and suggested areas of professional development. Administration reported directly to the School Board. The Board also determined that using year-end data, Lionsgate Academy will set additional performance targets for its Continuous Improvement plan (CIP) Other data-driven decisions included:

- Test results continually influenced Lionsgate Academy's programming decisions for future evaluation and curricular tools, including the need to develop a literacy profile and a more individualized math program for each student.

- Lionsgate also used testing and related data to create a behavioral and academic plan for each student, and comprehensive interventions were also developed through the academic team. This included measurable objectives as data were gathered over fixed intervals. This data, along with academic performance and teacher/parent/student input, was analyzed and used in weekly team meetings to determine and revise goals and outcomes.
- Instructional strategies were continually adjusted based on student achievement, motivation and interest.
- In addition to testing assessments, Special Education case managers were kept abreast of student progress and needs by individual teachers, who tracked each student's progress through class assignments and assessments as well as classroom observations and undertook tracking of grade reports in each subject area.
- As part of the scheduling process, MAP scores were one of the considerations used for class recommendations as well as the grouping of students according to their skills needed in order to increase student achievement in Math and Language Arts classes.

OPERATIONAL PERFORMANCE

Parent Surveys

In the Spring of 2012, Lionsgate Academy asked for parent feedback via Parent Surveys, which were available using Google Forms. There were 56 parent responses to the survey.

Operational Goal 1:

According to a parent survey administered each spring, at least 80% of parents will indicate that they are "satisfied" / "highly satisfied" with the

overall performance of Lionsgate Academy in the areas of the overall school environment, teaching, and learning.

The parents were given statements and asked to choose between the following responses: Strongly Agree, Agree, Disagree, Strongly Disagree, and No Opinion.

Lionsgate is a good choice of a school for my student:

- 100% of parents that responded either strongly agreed or agreed that Lionsgate was a good choice for their students
- 77% of parents that responded strongly agreed
- 23% of parents that responded agreed
- No parents that responded disagreed or strongly disagreed

Lionsgate has a safe and secure school environment:

- 96% of parents that responded strongly agreed or agreed
- 70% of parents that responded strongly agreed
- 26% of parents that responded agreed
- 1 parent that responded disagreed.
- 1 parent that responded had no opinion

I am pleased with the quality of educational programming at Lionsgate:

- 89% of parents that responded strongly agreed or agreed
- 54% of parents that responded strongly agreed
- 35% of parents that responded agreed
- 11% of parents that responded disagreed
- No parents that responded strongly disagreed

I am satisfied with my student's academic progress at Lionsgate:

- 84% of parents that responded strongly agreed or agreed
- 30% of parents that responded strongly agreed
- 54% of parents that responded agreed
- 12% of parents that responded disagreed
- No parents that responded strongly disagreed
- 4% of parents that responded had no opinion

My student has become a more effective learner while attending Lionsgate:

- 86% of parents that responded strongly agreed or agreed
- 47% of parents that responded strongly agreed
- 39% of parents that responded agreed
- 7% of parents that responded disagreed
- No parents that responded strongly disagreed
- 7% of parents that responded had no opinion

Operational Goal 2:

At least 80% of the parents of Lionsgate Academy student will actively participate in the school by attending all-school meetings and events, donating equipment or funding, and/or volunteering at school activities. This will be verified through responses to a parent survey administered each spring.

- 100% of the parents that responded to the survey attended at least the parent teacher conferences.
- 48% of the parents that responded to the survey attended at one other meeting or event besides the parent teacher conferences.

PARENT COMMUNICATIONS AND SUPPORT

Lionsgate Academy is dedicated to providing a supportive environment that does not stop at the front door.

- Students were provided with planners so that homework could be easily seen for each subject and that family members were able to easily identify which assignments coincided with each discipline. Students are also able to use alternative organization systems to achieve the same goal.
- Parents were notified on the school's website of upcoming events and important announcements.
- Community meetings were held by the Director to provide additional information to parents, students, staff and interested community members.

- To ensure that parents were kept abreast of student progress, tests and other assessments were provided to students to take home, as well as discussed at length during parent-teacher conferences. Teachers also regularly emailed parents about academic and other concerns.
- Classroom websites were created and maintained for parents to monitor lessons that were being taught within the classroom, allowing them to ask questions of a teacher and seek additional support for assignments given to their children. Lesson plans and other classroom materials were available for parents on the website.
- Each case manager remained in regular contact with families to ensure a continuity of services was provided.
- Lionsgate also continued the SchoolView, parent portal that allowed parents and guardians to review attendance, demographic, contact, family, and emergency info and request changes to be made. It also includes viewing assignments and classroom grades through GradeBook, daily schedules, and the capacity to make lunch payments online.

In addition, many parents volunteered their time on the school Board, the Special Education Advisory Board (SEAC), in the lunch room, office, and through the school PTO.

STUDENT SURVEYS

In addition to its focus on serving and surveying parents, Lionsgate Academy continued its policy of surveying both students and staff during the 2011-2012 school year.

Operational Goal 3: Student Satisfaction

In a survey administered each spring, at least 80% of Lionsgate Academy students will indicate overall satisfaction with Lionsgate Academy by choosing responses of "mostly satisfied" or "highly satisfied" to the following:

- a. Improved motivation to learn and sense of being supported in learning*

- b. Comfort with the overall school environment*
- c. Comfort with the quality of teaching and relationships with academy staff*
- d. Improved feeling of social acceptance.*

An online survey was distributed to Lionsgate Academy students via Google Forms. Results from 100 responses are reported here. With an enrollment of 143, 100 students responded to the survey for a response rate of 70 percent. Students were asked to respond Agree, Disagree, or No Opinion to the following questions:

I feel like I belong at this School:

- 61% of Students that responded Agree
- 29% of Students that responded No Opinion
- 8% of Students that responded Disagree

I like attending school at Lionsgate:

- 74% of Students that responded Agree
- 23% of Students that responded No Opinion
- 3% of Students that responded Disagree

I feel safe at school:

- 76% of Students that responded Agree
- 14% of Students that responded No Opinion
- 6% of Students that responded Disagree

Bathrooms in this school are a safe place to be:

- 69% of Students that responded Agree
- 21% of Students that responded No Opinion
- 4% of Students that responded Disagree

I like the students at this school:

- 52% of Students that responded Agree
- 42% of Students that responded No Opinion
- 4% of Students that responded Disagree

Students at this school like me:

- 57% of Students that responded Agree
- 39% of Students that responded No Opinion
- 3% of Students that responded Disagree

I have friends at this school:

- 91% of Students that responded Agree
- 7% of Students that responded No Opinion
- 2% of Students that responded Disagree

I have a best friend at this school:

- 71% of Students that responded Agree
- 20% of Students that responded No Opinion
- 9% of Students that responded Disagree

Students at this school treat me with respect:

- 65% of Students that responded Agree
- 27% of Students that responded No Opinion
- 6% of Students that responded Disagree

Students behave well in the hallways and lunchroom:

- 29% of Students that responded Agree
- 51% of Students that responded No Opinion
- 16% of Students that responded Disagree

Staff members treat me with respect:

- 81% of Students that responded Agree
- 16% of Students that responded No Opinion
- 1% of Students that responded Disagree

There is at least one staff member who knows me well:

- 81% of Students that responded Agree
- 13% of Students that responded No Opinion
- 4% of Students that responded Disagree

My teachers give me individual attention when I need it:

- 70% of Students that responded Agree
- 28% of Students that responded No Opinion
- 1% of Students that responded Disagree

I feel successful at this school:

- 71% of Students that responded Agree
- 27% of Students that responded No Opinion
- 2% of Students that responded Disagree

I feel challenged at this school:

- 42% of Students that responded Agree
- 37% of Students that responded No Opinion
- 18% of Students that responded Disagree

I think Lionsgate Academy is a good school:

- 79% of Students that responded Agree
- 17% of Students that responded No Opinion
- 3% of Students that responded Disagree

I like to learn:

- 58% of Students that responded Agree
- 31% of Students that responded No Opinion
- 10% of Students that responded Disagree

I like the classes at this school:

- 61% of Students that responded Agree
- 30% of Students that responded No Opinion
- 3% of Students that responded Disagree

Students that responded gave some of these representative comments when asked what they liked about the school.

- "It helps my needs and has given me my education."
- Everything, the classes, afterschool clubs, PE, school dances, Art classes, talent show, daily communications

- "They give you more help and attention than other schools. When you are walking down the hallways all you see from people are smiles."
- "Well, I like the teachers – they're very nice and energetic! Clubs and drama class."
- "The staff care and listen to what I have to say."
- "The students know what I have been through and don't judge for occasional behavior."
- "I have a lot of friends here."
- "I like how the students can relate to me in some way."
- "I like how I get the chance to show my talent + connect help students when they need it. They give people privacy when they need it."
- "How safe, relaxed, it can be."
- "Most staff are understanding Art and Acting are amazing. I like the amenities."
- "That we get breaks when we need them."
- "That its one of the only school that understands me."
- "I like that everybody likes me. That I'm never bullied. That I can attend stuff. Not like at my last school where people thought I was crazy on a daily basis. Able to participate in school play, choir."

Students that responded gave some of these representative comments when asked what they wished was different at this school.

- I'd like to have more classes with my friends and less homework.
- Nothing, I like it the way it is.
- Sports teams for all middle school/high school sports, and I wish there would be one-on-one matches in martial arts club.
- Bigger school, more students.
-

STAFF SURVEYS

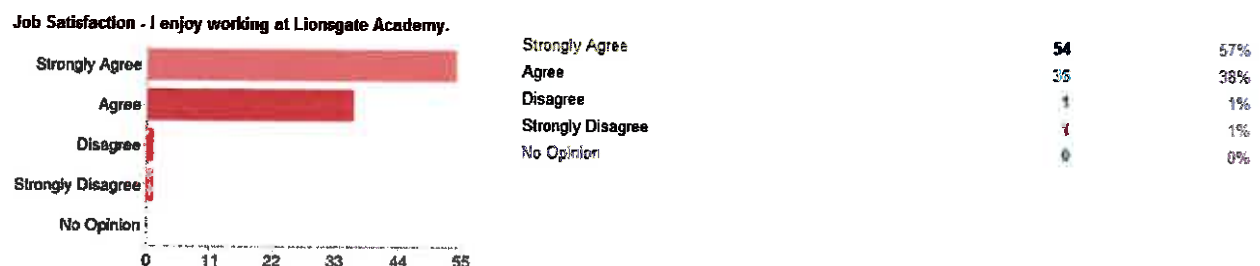
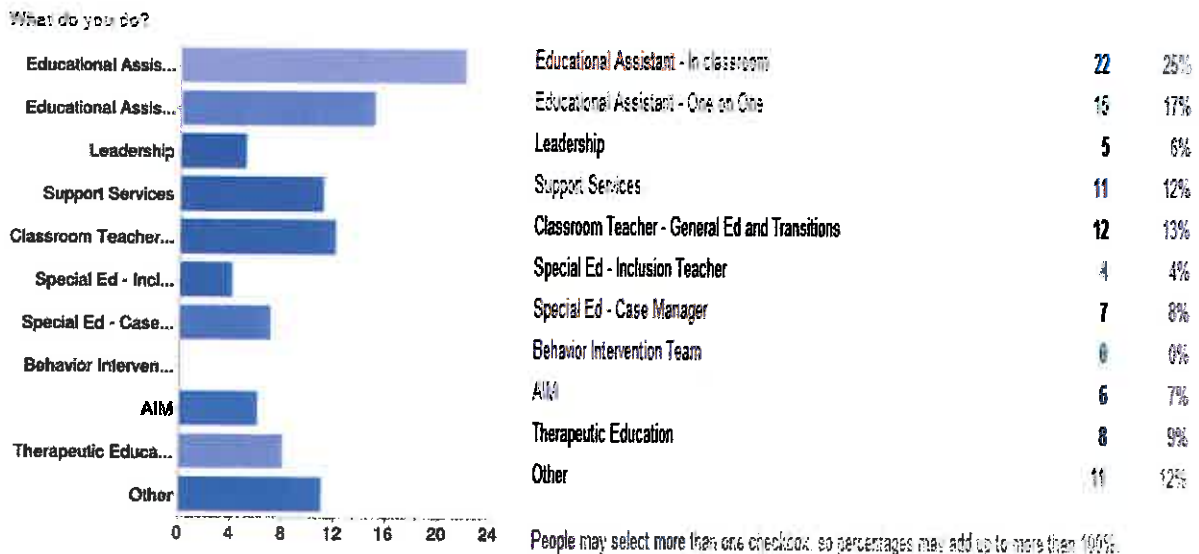
Operational 4: Staff Satisfaction

In a survey administered each spring, at least 80% of staff will respond that they experience:

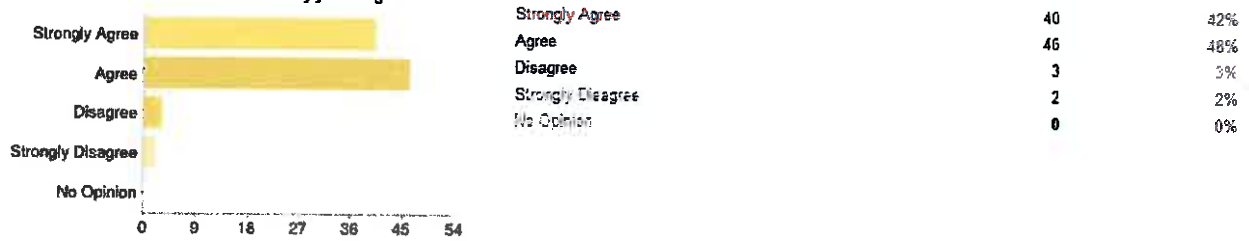
- Being adequately supported by the administration and overall school operations;*

- b. Being a part of an educational organization that effectively responds to the needs of children on the autism spectrum;
- c. An ongoing sense of professional growth as part of the school learning community.

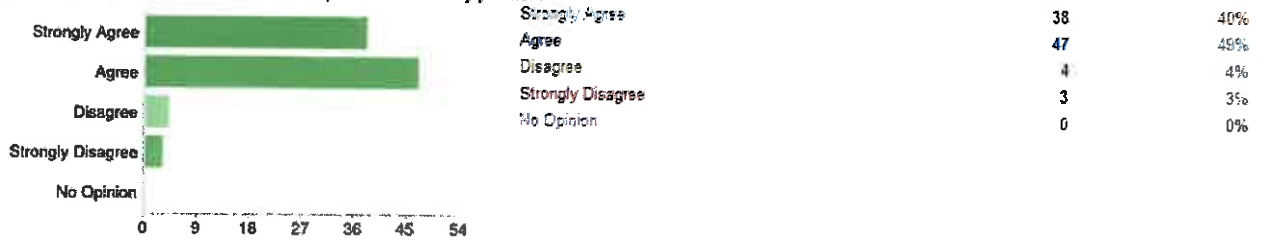
In spring 2012, the staff of Lionsgate was given the opportunity to respond to an online survey using Google Forms. There were 101 responses received out of 116 staff members. Staff members responded Strongly Agree, Agree, Disagree, Strongly Disagree, and No Opinion when given questions on Job Satisfaction, Working Conditions, Staff Meetings, Co-Worker Support, Leadership Outside of Your Department, and other categories. Staff responses to questions related to Operational Goal 4 are listed below.



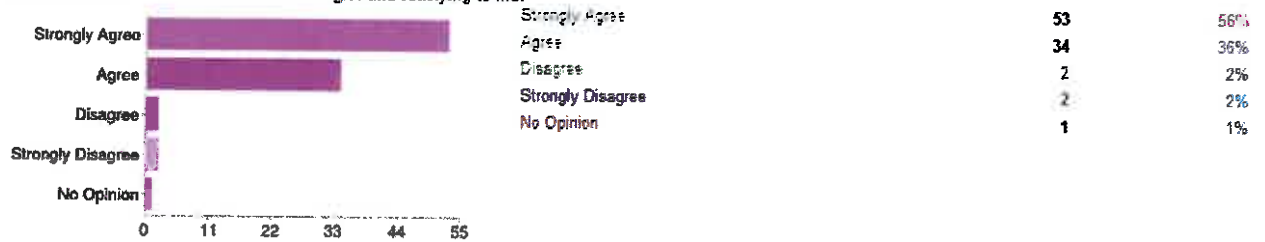
Job Satisfaction - I am satisfied with my job assignment.



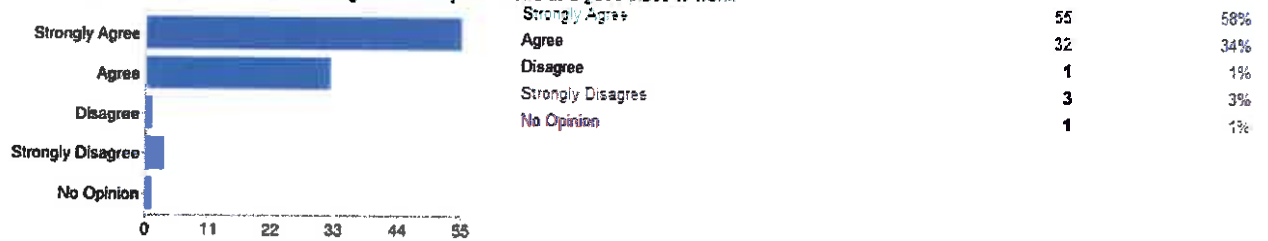
Job Satisfaction - I understand what is expected of me in my position.



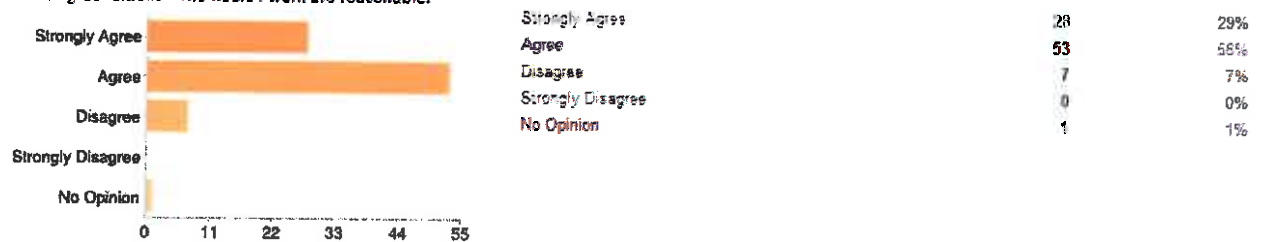
Job Satisfaction - The work I do is meaningful and satisfying to me.



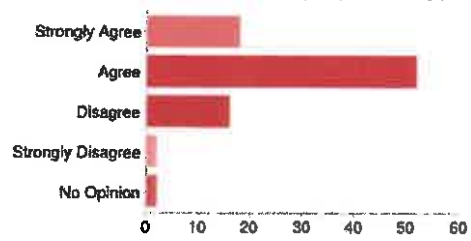
Job Satisfaction - I would recommend Lionsgate Academy to a friend as a good place to work.



Working Conditions - The hours I work are reasonable.

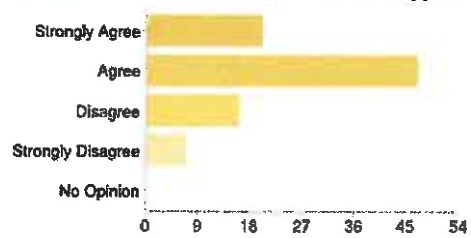


Working Conditions - My workload is appropriate for my position.



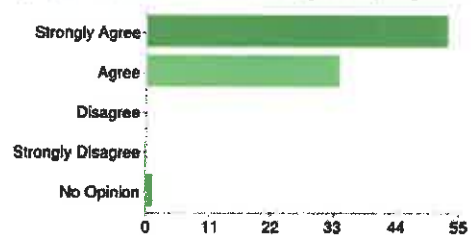
Strongly Agree	18	19%
Agree	52	55%
Disagree	16	17%
Strongly Disagree	2	2%
No Opinion	2	2%

Working Conditions - I have adequate space to do my job.



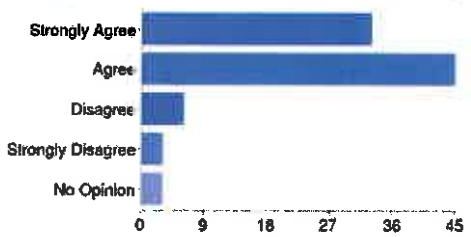
Strongly Agree	20	21%
Agree	47	49%
Disagree	16	17%
Strongly Disagree	7	7%
No Opinion	0	0%

Working Conditions - I feel safe working in the Lionsgate/Comerston building.



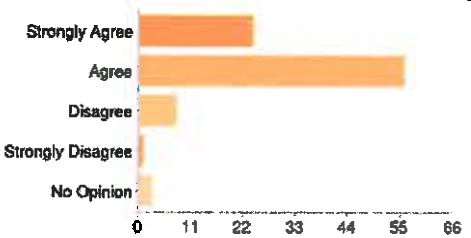
Strongly Agree	53	56%
Agree	34	36%
Disagree	0	0%
Strongly Disagree	0	0%
No Opinion	1	1%

Working Conditions - I feel secure about my continued employment at Lionsgate.



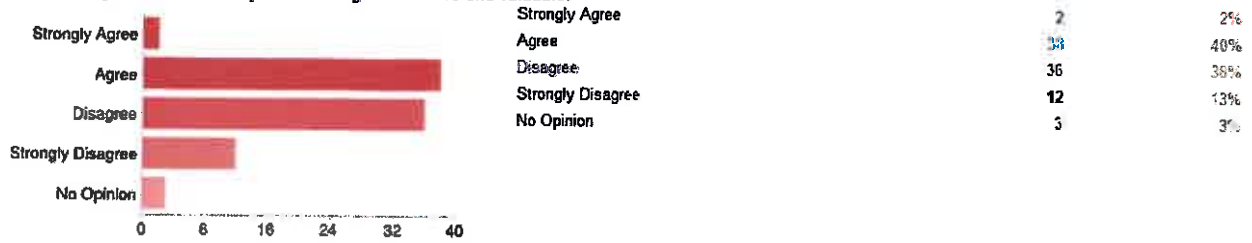
Strongly Agree	33	35%
Agree	45	47%
Disagree	6	6%
Strongly Disagree	3	3%
No Opinion	3	3%

Staff Meetings - I find the weekly all staff meeting on Tuesdays informative and valuable.

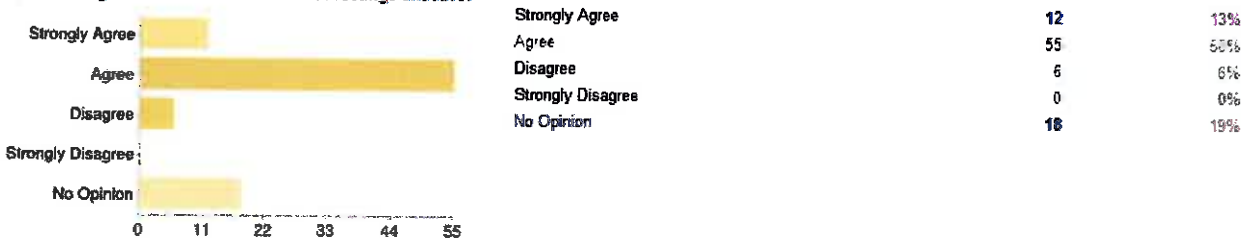


Strongly Agree	24	25%
Agree	56	59%
Disagree	6	6%
Strongly Disagree	1	1%
No Opinion	3	3%

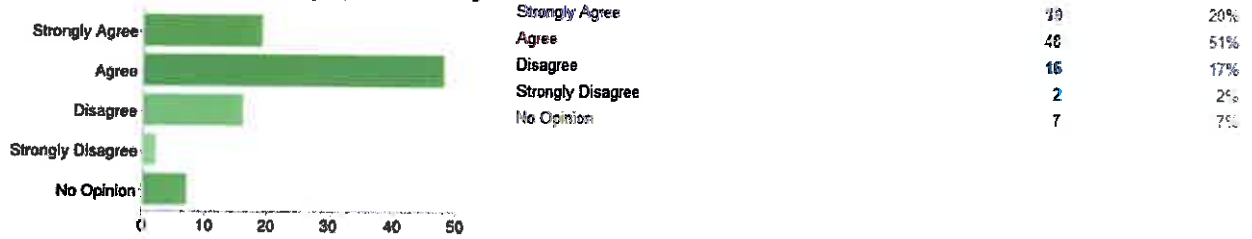
Staff Meetings - I find the weekly PLC meetings informative and valuable.



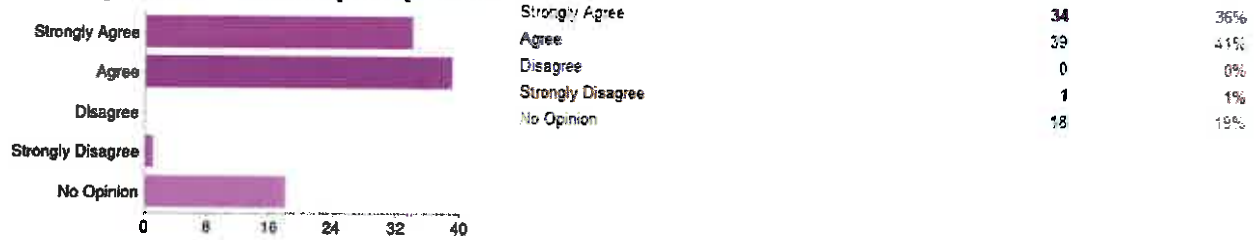
Staff Meetings - I find the classroom team meetings effective.



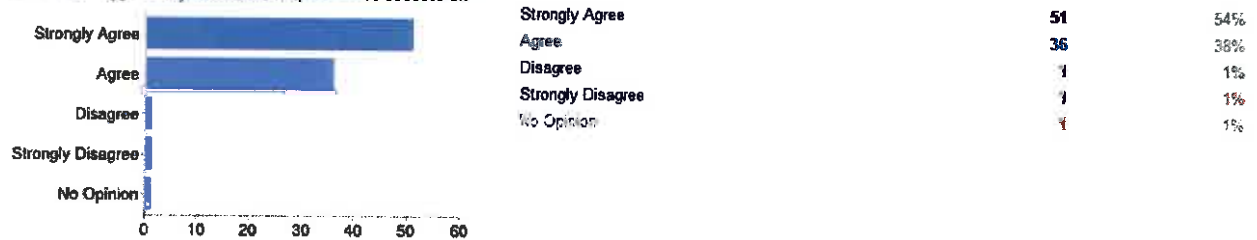
Staff Meetings - I find the Friday morning department meetings informative and valuable.

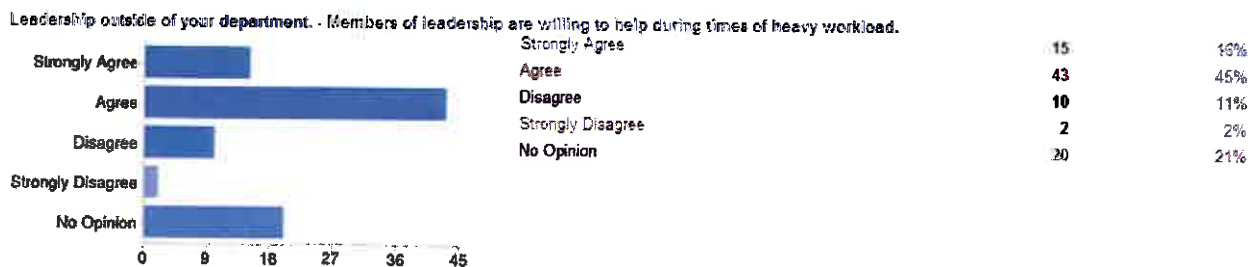
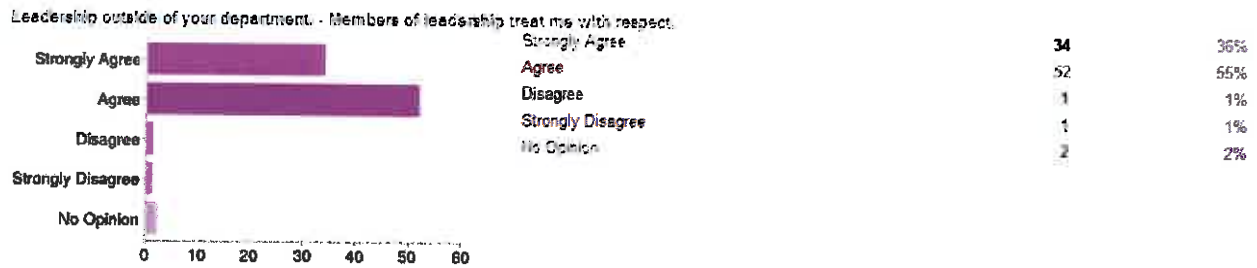
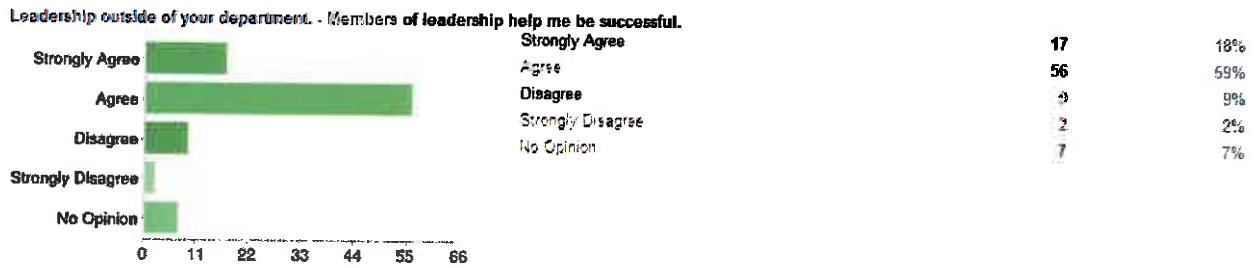
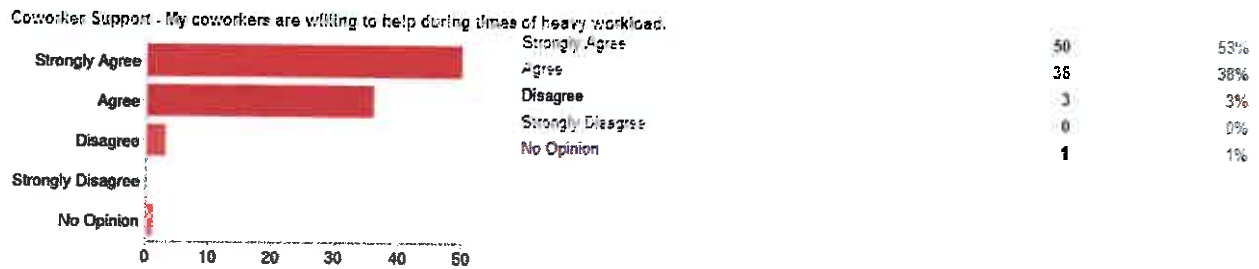
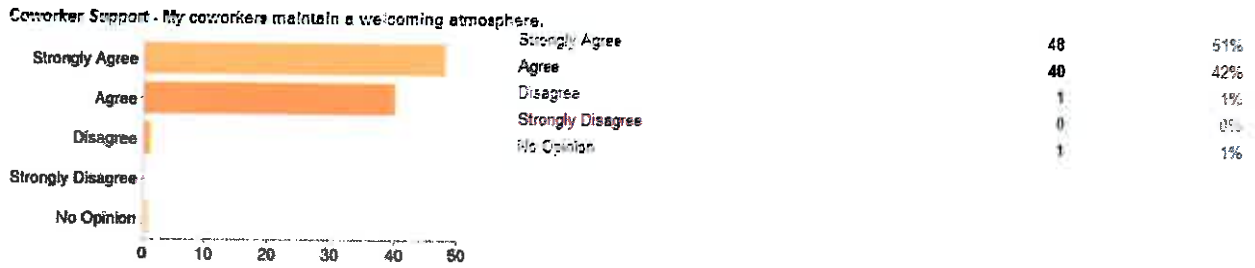
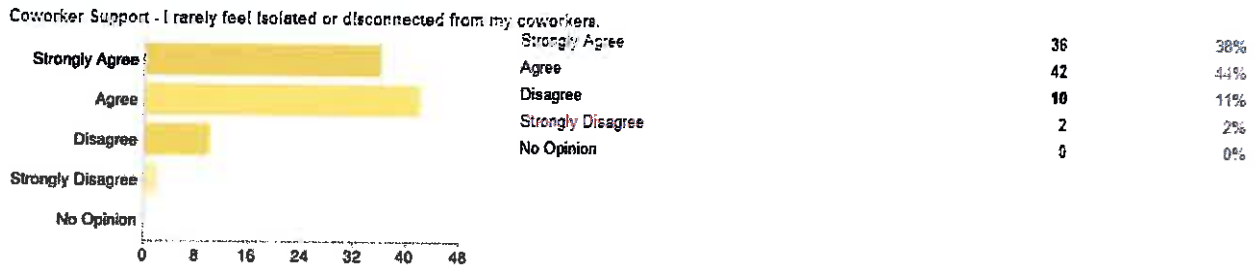


Staff Meetings - I find the case conferencing meetings effective.

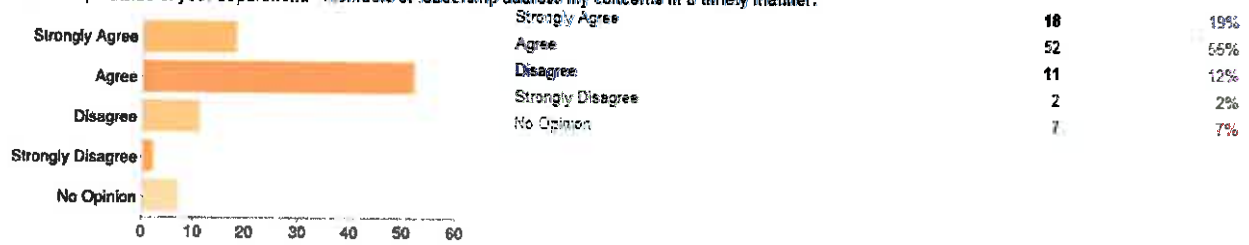


Coworker Support - My coworkers help me to be successful.

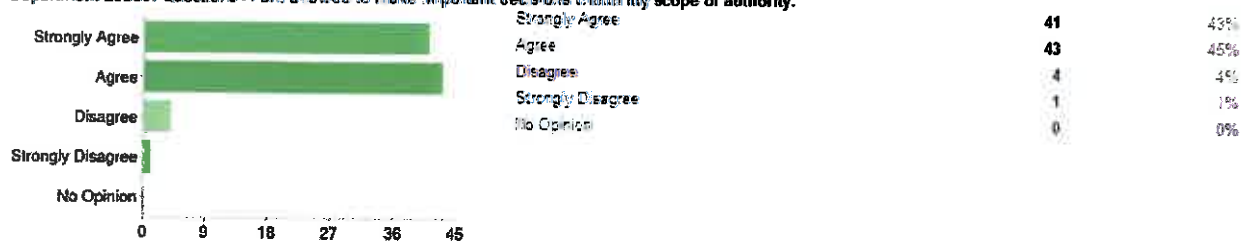




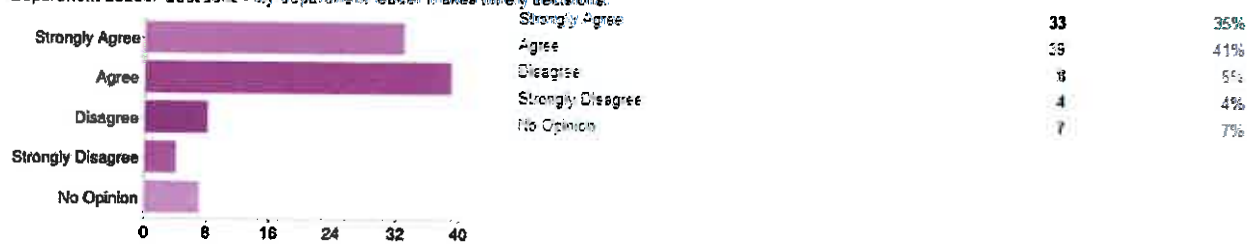
Leadership outside of your department. - Members of leadership address my concerns in a timely manner.



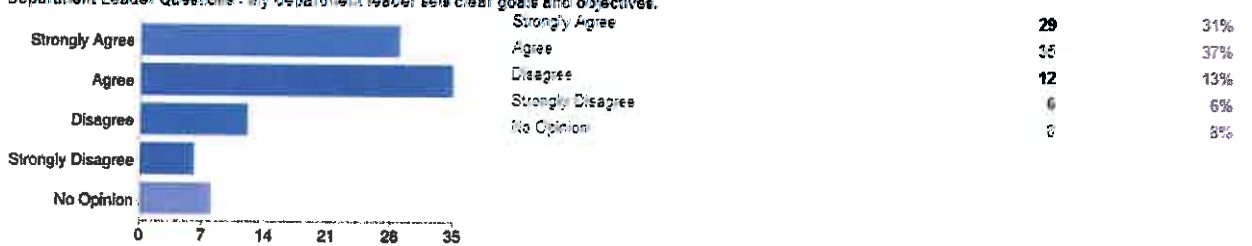
Department Leader Questions - I am allowed to make important decisions within my scope of authority.



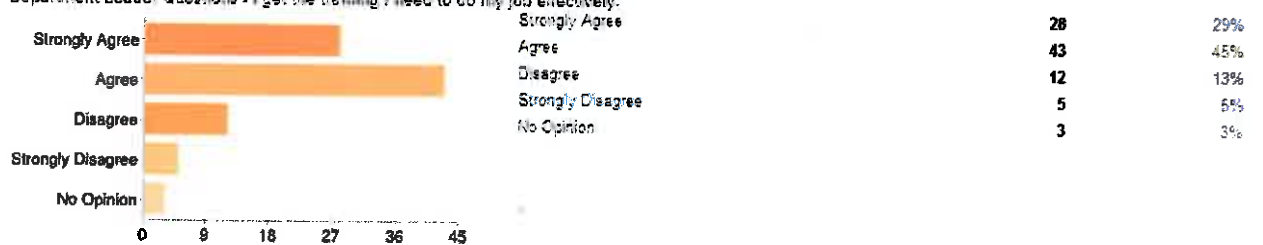
Department Leader Questions - My department leader makes timely decisions.



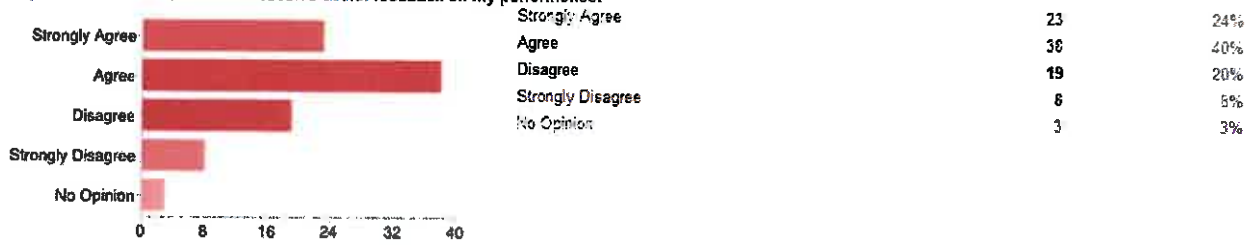
Department Leader Questions - My department leader sets clear goals and objectives.



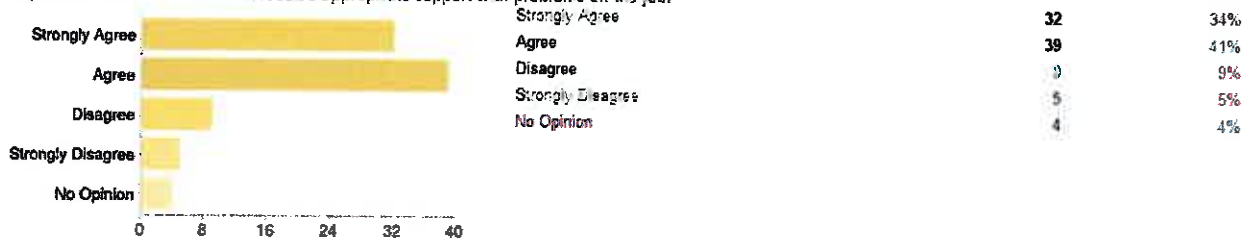
Department Leader Questions - I get the training I need to do my job effectively.



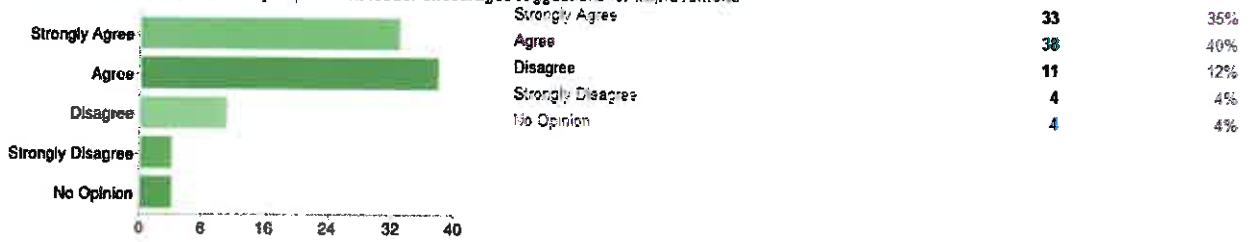
Department Leader Questions - I receive useful feedback on my performance.



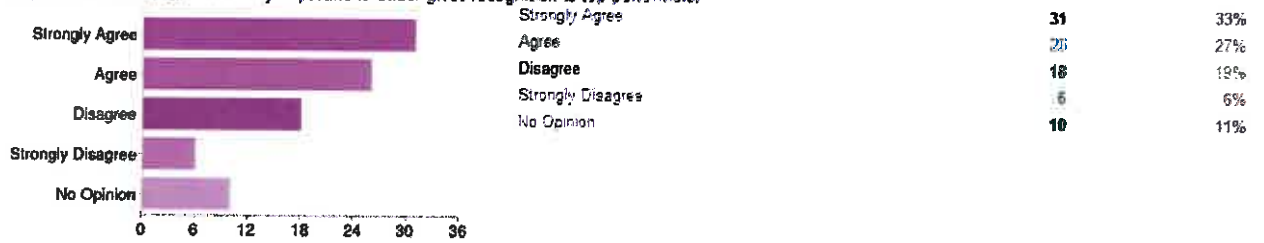
Department Leader Questions - I receive appropriate support with problems on the job.



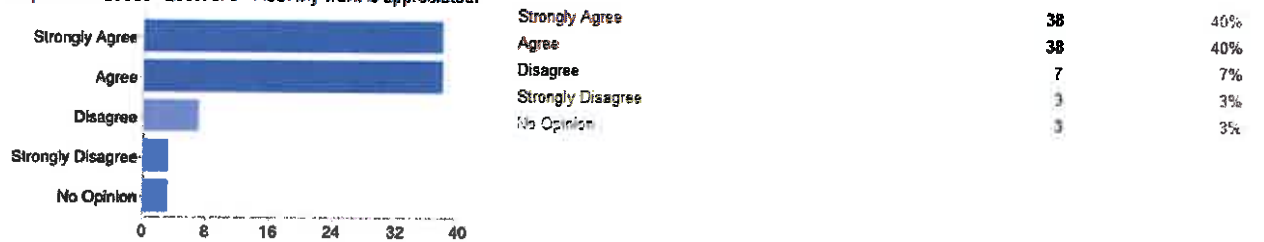
Department Leader Questions - My department leader encourages suggestions for improvement.

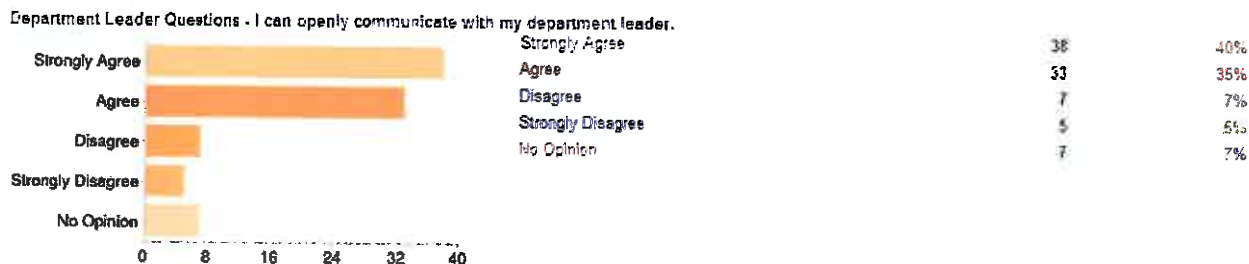


Department Leader Questions - My department leader gives recognition to top performers.



Department Leader Questions - I feel my work is appreciated.





OTHER ACCOMPLISHMENTS

Differentiated Lessons – the curriculum was tailored to best meet individual student needs while still conforming to graduation standards and state and federal guidelines.

Lunch Room Assistants – Students volunteered their time in the school lunchroom, both in the food delivery system and in maintaining the facilities.

School Store – Lionsgate Academy supported its students in their decision to create an entrepreneurial business involving running a store which sold a variety of items that included edibles and school supplies. Students were successful in maintaining cash flow, stocking the store, providing excellent customer service and maintaining a level of professionalism.

Public Performances – Lionsgate Academy continued its tradition in the Arts by putting on several performances that were available to the public, including a talent/variety show, art showcase, and a play performed by students.

Volunteer Work – Students participated in volunteering at a variety of organizations, including the Emergency Foodshelf Network, Feed My Starving Children, PRISM (People Responding In Social Ministry), Open Arms, Leonardo’s Basement, Bridging, Free Geek Twin Cities. Students also participated in drives for PACER’s National Bullying Prevention Center, Coups for Troops, the Emergency Foodshelf Network, and Toys for Teens.

Community Outings – In addition, students traveled to various museums, professional sporting events, universities, colleges, farmer’s markets and theatrical entertainment venues. In connection with their programming in Transitions and related coursework, they participated in events geared to support and enrich their classroom curriculum.

Field Day – Lionsgate also hosted events designed to engage student in physical activities while facilitating appropriate social skills within a group environment. Students participated in a Field Day in the spring to support communication, social awareness and motor skills planning.

Soccer Game – Lionsgate’s soccer club participated in a game with Grove’s Academy, which allowed students to practice social skills and to engage in a fun physical activity.

Clubs – A variety of clubs provided a rich opportunity for students to practice their social and team-building skills within a safe environment. Students were given options which included athletics, crafts, drama, music, and a Lego club – each supervised and facilitate by staff.

Music – Lionsgate was prod to offer students the opportunity to participate in music classes run by highly qualified and accomplished musicians who not only provided technical experience but also teaching knowledge in working with our specialized student population.

Dances – Students organized a fall, winter, and spring dance where they were given the opportunity to experience and practice their social skills and interact with their peers in a safe environment. Many students were able to express the individuality through dancing to various selections of music.

Integration of Social Skills – Increasing collaboration between service providers and educators with an emphasis on transferring skills from the small group service setting to classrooms, hallways, and the lunchroom.

FUTURE PLANS

The primary focus for Lionsgate Academy's fifth year of operation will be to transition to a new leadership team and leadership model. It will also include stabilizing staff and students after experienced four years of expansion and growth in both areas.

The secondary focus will be on the following new and some continuing areas:

1. Positive Behavioral Interventions and Supports (PBIS)
2. Communication with families
3. Improved community presence
4. Social and emotion learning
5. Improved support service immersion
6. Evaluate new leadership model
7. Students' mental health
8. Increased staff satisfaction within professional learning PLCs
9. Increase real life, student-focused, and relationship-based math instruction

ACADEMIC GOALS 2012-2013

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.

OPERATIONAL PERFORMANCE GOALS 2012-2013

1. According to a parent survey administered each spring, at least 80% of parents will indicate that they are satisfied with the overall performance of Lionsgate Academy in the areas of the overall school environment, teaching, and learning by choosing "Agree" or "Strongly Agree" with such statements.
2. At least 85% of the parents of Lionsgate Academy students will actively participate in the school by attending all-school meetings and events, donating equipment or funding, and/or volunteering at school activities. This will be verified through responses to a parent survey administered each spring.
3. In a survey administered each spring, at least 80% of Lionsgate Academy students will indicate overall satisfaction with Lionsgate Academy by choosing responses of "Agreed" to statements that the students:
 - a. Feel successful and challenged at this school
 - b. Feel they like to learn

- c. Like attending Lionsgate, feel safe at school, and feel like they belong.
 - d. Feel treated with respect by staff, feel at least one staff member knows them well, and feel they get the individual attention they need.
 - e. Like the students at this school, feel liked, have friends, and feel that students treat them with respect.
4. In a survey administered each spring, at least 80% of staff will respond that they experience, by choosing "Agree" or "Strongly Agree" to:
- a. Being adequately supported by the administration and overall school operations;
 - b. Being a part of an educational organization that effectively responds to the needs of children on the autism spectrum;
 - c. An ongoing sense of professional growth as part of the school learning community.

2011-12 School Management and Faculty Information

Appendix A

Last Name	First Name	Position at Conclusion of the 2011-12 School Year	File Number	Years Employed by the School	Left During the 2011-12 School Year	Not Returning for 2012-13 School Year
Ahlgren	Cherish	Paraprofessional	N/A	2		
Armour	Nate	Paraprofessional	N/A	2		
Ashley	Dana	Special Education Case Manager	458607	1		
Bachman	Emily	Teacher – Computer Technology	432614	2		
Baumgard	Sarah	Special Education Case Manager/Teacher	462902	1		
Beardsley	Beth	Special Education Teacher	372026	1.5		x
Berg	Adena	Paraprofessional	N/A	1		
Berg	Lauren	Occupational Therapist	N/A	Less than 1		x
Berris	Julie	Paraprofessional	N/A	2		
Birkhofer	Jennifer	Paraprofessional	N/A	1		x
Blixt	Jamee	Special Education Teacher	465999	2	x	
Bortel	Shawn	Work-Based Learning Coordinator	396599	2		
Boyack	Rachel	Special Education Teacher	416399	3		
Brekke	Ben	Paraprofessional	N/A	4		
Bruns	Wayne	Special Education Teacher	464116	1		x
Burmer	Brittany	Teacher – Social Studies	434499	3		
Busse	Katrina	Paraprofessional	N/A	2		
Butler	Shabnam	Teacher – Science	363557	Less than 1		x
Bydzovsky	Sara	Special Education Teacher	449169	3		
Cacich	Frank	Paraprofessional	N/A	Less than 1		
Chesla	Patrick	Social Worker	357980	2		
Cushing	Hannah	Teacher – English	433300	2		

Last Name	First Name	Position at Conclusion of the 2011-12 School Year	File Number	Years Employed by the School	Left During the 2011-12 School Year	Not Returning for 2012-13 School Year
Czajkowski	Nancy	Special Education Teacher/DAC Coordinator	428362	1		
Dorsey	Kelly	Paraprofessional	N/A	1		
Dougherty	Brandy	Academic Director	402907	4		
Edwards	Amber	Paraprofessional	N/A	3		
Elkerton	Diane	Special Education Director	355746	1		x
Falkner	Joe	Clinical Director	394782	3		x
Farrar	Rose	Paraprofessional	N/A	1.5		
Fernelius	Lisa	Paraprofessional	N/A	Less than 1		x
Finnerty	Michael	Special Education Teacher	455131	2		
Fox	Joan	Paraprofessional	N/A	1.5	x	
Fuller	Margaret	Special Education Case Manager	451646	2.5		
Gahler	Malia	Paraprofessional	N/A	1		
Gonzalez	Nancy	Paraprofessional	N/A	2		
Goodwin	Nick	Paraprofessional	N/A	3		
Gorder	Adrian	Paraprofessional	N/A	3		
Graham	Jack	Paraprofessional	N/A	Less than 1		
Graham	Laura	Special Education Case Manager/Teacher	460232	1		
Gran	Bradford	Teacher – Physical Education	321517	2		
Hacker	Stan	Executive Director	451646	3		x
Hafermann	Robert	Special Education Case Manager	441602	1		
Harms	Jim	Paraprofessional	N/A	4		
Hauer	Sarah	Paraprofessional	N/A	1		
Hawkinson	Lisa	Paraprofessional	N/A	4		x
Hayes	Allana	Special Education Case Manager	463309	1		

Last Name	First Name	Position at Conclusion of the 2011-12 School Year	File Number	Years Employed by the School	Left During the 2011-12 School Year	Not Returning for 2012-13 School Year
Hennessey	Erin	Paraprofessional	N/A	4		
Hennessey	McKenzie	Social Worker	459381	2		
Herbes	Aimee	General Education Administrative Assistant	N/A	1		
Higbe	Jane	Paraprofessional	N/A	1		
Kafle	Emily	Special Education Lead Case Manager	446904	3		
Kallhoff	Kimberly	Special Education Case Manager	464380	1		
Kitzman	Jessica	Paraprofessional	N/A	3		
Klug	Tracy	Teacher – Social Studies	462748	1		
Kosher	Malory	Teacher – Health	449779	3		
Krown	Kira	Paraprofessional	N/A	2		
Krueger	Natalie	Paraprofessional	N/A	2		
Krueger-Raiche	Katie	Paraprofessional	N/A	Less than 1	x	
Kunesh	Emily	Paraprofessional	N/A	2		x
Lauer	Amber	Paraprofessional	N/A	4		
Laugen	Shari	Paraprofessional	N/A	1		x
LeCuyer	Therese	Paraprofessional	N/A	2		
Lofstrand	Ashley	Paraprofessional	N/A	3	x	
Martin	Justin	Paraprofessional	N/A	3		
McKinney	Mallory	Special Education Case Manager	459939	2		
Meissner	Ryan	Paraprofessional	N/A	2		
Merrick	Alicia	Teacher – Math	446793	2		
Mills	Alison	Teacher – Language Arts	411379	3		
Morgan	Sean	Paraprofessional	N/A	1		
Mulcare	Kerri	Paraprofessional	N/A	2		
Mundy-Evans	Sarah	Special Education Administrative Assistant	N/A	2		

Last Name	First Name	Position at Conclusion of the 2011-12 School Year	File Number	Years Employed by the School	Left During the 2011-12 School Year	Not Returning for 2012-13 School Year
Nemiccola	Sonja	Special Education Teacher	459934	1		
Northrup	Nina	Teacher – Science	404323	1	x	
Novak	Abigail	Paraprofessional	N/A	2		x
Nygaard	Lindsay	Paraprofessional	N/A	2		
Nyvoid	Madeline	Paraprofessional	N/A	2		
O'Donnell	Theresa	Special Education Case Manger	380713	1		
Olmstead	Matthew	Special Education Teacher	409591	1		
Olson	Susan	Special Education Case Manager	292531	Less than 1	x	
O'Meara	Therese	Special Education Case Manager	445135	1.5	x	
Ondich	Laura	Paraprofessional	N/A	4		
Otieno	Alyssa	Human Resources Coordinator	N/A	1		
Pautsch	Meta	Teacher – Art	448056	3		
Pearson	Elizabeth	Paraprofessional	N/A	2		
Pellinen	Andrew	Paraprofessional	N/A	1		
Pellinen	David	Paraprofessional	N/A	1.5		
Peterson	Annemarie	Teacher – Science	460580	1		
Peterson	Kinga	Paraprofessional	N/A	1		
Pfeffer	Megan	Special Education Teacher	447739	3		
Pierson	Zach	Paraprofessional	N/A	2		x
Pokela	Lori	Paraprofessional	N/A	1		x
Quass	Lindsay	Special Education Case Manager	453916	2		
Ramsden	Michael	Paraprofessional	N/A	1		
Rasmussen	Wyayn	Transitions Coordinator	400915	1		x
Reinke	Dave	Business Manager	N/A	1	x	
Richards	Emily	Administrative Assistant	N/A	Less than 1		

Last Name	First Name	Position at Conclusion of the 2011-12 School Year	File Number	Years Employed by the School	Left During the 2011-12 School Year	Not Returning for 2012-13 School Year
Ringgenberg	Eric	Paraprofessional	N/A	2		
Rosen	Minda	Certified Occupational Therapy Assistant	N/A	1		
Roth	Carly	Speech Language Pathologist	447093	1.5		
Rumsey	Deanna	Paraprofessional	N/A	4		
Rumsey	Shane	Paraprofessional	N/A	2		
Schalow	Theodore	Teacher – Math	251888	2		
Schmidt	Jenny	Special Education Teacher	466540	1		
Scott	Lucas	Paraprofessional	N/A	1		
Sherva	Kathryn	Paraprofessional	N/A	1		
Shore	Leeann	Occupational Therapist	N/A	Less than 1	x	
Siewert	Amanda	Special Education Teacher – Math	418411	2		x
Simcox	Kathy	Occupational Therapist	N/A	1	x	
Simenson	Ryan	Teacher – Spanish	453286	1		x
Simm-Palmer	Laura	Paraprofessional	N/A	4		
Sinclair-Wood	Lorna	Paraprofessional	N/A	2		
Suggs	Dustin	Paraprofessional	N/A	3		
Swanson	Lori	Paraprofessional	N/A	2		
Temp	Blake	Paraprofessional	N/A	Less than 1	x	
Thomas	Donald	Paraprofessional	NA	3		
Tisch	Lyndsey	Social Worker	433500	2		
Twomey	Jeanine	Paraprofessional	N/A	1.5	x	
Walsh	Jocelyn	Speech Language Pathologist	461423	1		
Weber	Ryan	Special Education Teacher – DAPE	431654	2		
Wellman	Austin	Paraprofessional	N/A	1.5		x
West	Mary Ellen	Nurse	N/A	2		

Last Name	First Name	Position at Conclusion of the 2011-12 School Year	File Number	Years Employed by the School	Left During the 2011-12 School Year	Not Returning for 2012-13 School Year
White	Amanda	Special Education Case Manager/Teacher	449763	4		
Willis	Drake	Paraprofessional	N/A	2		
Wilson	Michael	Social Worker	34 1907	1		
Wojciechowski-Prill	Sarah	Teacher – Drama/Theater	430728	4		
Wojciechowski-Prill	Oscar	Technology Coordinator	N/A	3		
Wood	Audra	Paraprofessional	N/A	1		
Wood	Chris	Administration – Various Positions	411871	4		
Zant	Patrick	Paraprofessional	N/A	1		x
Zwiefelhofer	Chantel	School Psychologist	449187	4		

**Staff Trainings 2011-2012
Appendix B**

Date	Program	Presenter	Your Name	Hours	Location
12/19/2011	Minnesota Secondary Transition Compliance Toolkit Training	Jayne Spain and Brenda Tantow	Allana Hayes	5	District 287 Offices
11/4/2011	Art Educators of Minnesota Fall Conference 2011	Art Educators of MN	Meta Pautsch	8	Northland Inn Brooklyn Park, MN
12/19/2011	Minnesota Secondary Transition Compliance Toolkit Training	Intermediate District 287	Margaret Fuller	5	Educational Cooperative Service Unit, St Anthony, MN
11/28/11-11/29/11	ADOS Initial Workshop for Clinicians and Educators	Dr. Jennifer Endre Olson	Chantel Zwiefelhofer	13	St. Paul Continuing Education Center
2/1/2012	MDE Compliance Training	Minnesota Department of Education	Margaret Fuller	5	Minnesota Department of Education- Roseville, Minnesota
2/1/2012	MDE Compliance Training	MDE	Emily Kafke	5	MDE, Roseville, MN
3/6/2012	Practical Co-Teaching Strategies	Kathleen Kryza	Rachel Boyack	5	Brooklyn Center
3/1/2012	The Power of Formative Assessment in Action	Minnesota ASCD	Rachel Boyack	6	TIES Bldg, St Paul MN
03/01/2012-03/02/2012	NAEA (National Art Educators Association) Annual Conference	NAEA	Meta Pautsch	16	Hilton/Sheraton- New York City, NY
3/9/2012	Special Education Accommodations	Coni Wahl	Emily Kafke	2	St Paul
3/9/2012	Mental Health	Susan Kelley	Emily Kafke	2	St Paul
2/15/2012	Education for Everyone ft Fidgety Fairy Tales	University of St. Thomas	Nate Armour	2	University of St. Thomas, St Paul, MN
2/23/2012	Echos and Reflections	Yad Vashem	Brittany Burrner	6	Orono School District, MN
3/2/12-3/3/12	Minnesota Conference on Science Education	Minnesota Science Teachers Association	Annemarie Peterson	7	The DECC, Duluth, MN
2/15/2012	Education is for Everyone: Fidgety Fairytales	University of St. Thomas	Megan Pfeiffer	2	University of St Thomas, St Paul, MN
01/12/12, 01/17/12	First Aid/CPR/AED Instructor Training	American Red Cross	Malory Kosher	25	American Red Cross, Minneapolis MN
3/6/2012	Co-Teaching for Success: Powerful Strategies for Working Together (K-12)	Bureau of Education & Research	Alison Mills	5	Earle Brown Heritage Center, Brooklyn Center, MN

3/22/2012	MTAS Training	MDE	Emily Kafke	2	Lionsgate Academy, Crystal, MN
5/4/2010	Working with students with Autism Spectrum Disorder	Metro ECSU and Metro SPLISE	Ryan Weber	2	Anoka Hennepin Learning Center
2/15/2012	2nd Annual Education for Everyone featuring Fidgety Fairy Tales	Terri Vandercook	Ryan Weber	2	University of St. Thomas
4/11/2012	Teaching Japan: New Online Resources from Primary Source	Maggie Epstein	Tracy Klug	1	Webinar via PrimarySource.org
4/16/2012	Revised Social Studies Standards	Terry Alvarado	Tracy Klug	1	Webinar via MN Dept of Ed
4/26/2012	Building a Life Skills Tool Kit: Helping Prepare the Adolescent on the Autism Spectrum for Life	Kevin T Blake, PhD	Sara Bydzovsky	6	Autism Society of Minnesota State Conference. Held at Double Tree Hotel Minneapolis, MN
2/29/2012	Understanding & Helping the Asperger's Plus Child	George Lynn	Patrick Chesla	5.5	Shoreview, MN
3/7/2012	MN School Social Workers 2012 Spring Conference	Gary Johnson, Kendra Garrett	Patrick Chesla	5	MDE, Roseville MN
11/28/2011 - 1/29/2011	ADOS Initial Workshop for Clinicians and Educators	Metro ECSU	Chantel Zwiefelhofer	14	University of Minnesota, St. Paul Campus
2/1/2012	MDE Compliance Training	Minnesota Department of Education	Chantel Zwiefelhofer	5	MDE, Roseville, MN
7/23/12-7/27/12	Preparing for High School Economics	MCEE	Brittany Burmer	40	U of M St Paul, MN
8/6/2012	Mental Health Symposium	PACER	Brittany Burmer	8	Bloomington
6/25/12-6/29/12	Geography Summer Institute	MAGE	Brittany Burmer	Taking for Grad Credit	Macalester College St. Paul, MN
3/1/12-3/3/12	Minnesota Conference on Science Education	MnSTA	Annemarie Peterson	7	Duluth, MN
8/7/12-8/8/12	Summer Institute for Climate Change Education	Will Steger Foundation	Annemarie Peterson	9	School for Environmental Studies, Apple Valley, MN
7/28 - 7/31	NCI Instructor Training	Nonviolent Crisis Intervention (CPI)	Nate Armour	24	Bloomington, MN
1/23/2012	Smart but Scattered: Executive Dysfunction at Home and School	Peg Dawson	Lyndsey Tisch	6	St Cloud, MN

						0.6 CEUs/6 contact hours	
11/18/2011	Autism & Asperger's Syndrome Conference	Dr. Temple Grandin,					Minneapolis
2/1/2012	IDE Compliance Training	Dr. Jed Baker		Carly Roth		5 hours	Roseville
		Donna Nelson		Carly Roth			
3/4/2012	Practical Co-Teaching Strategies	Kathleen Kryza		Jenny Schmidt		7.25 hours	Earl Brown Heritage Center,
4/12/2012	Japanese Culture: From Animism to Anime	Primary Source		Tracy Klug		1	Brooklyn Center MN
4/10/2012	Teaching Japan: New Online Resources from Primary Source	Primary Source		Tracy Klug		1	Webinar
4/20/2012	Social Studies Standards	MN Dept of Ed		Tracy Klug		1	Webinar
8/16/2011	Accommodations and Modifications	Brandy Dougherty and Diane Ekerton		All Staff		2	Lionsgate Academy
8/15/2011	Understanding ASD	Joe Falkner,		All Staff		2	Lionsgate Academy
8/16/2011	Therapeutic Education Program	DeAnna Rumsey		All Staff		2	Lionsgate Academy
		Michael Wilson					
8/16/2011	Classroom Structure and Structured Teaching	Brandy Dougherty, Joe Falkner, DeAnna Rumsey		All Staff		1	Lionsgate Academy
8/17/2011	Web 2.0 Technology Integration in Curriculum and Practical Ideas	Emy Bachman		All Staff		0.5	Lionsgate Academy
8/17/2011	IEP Meetings	Diane Ekerton		Sped Staff		2	Lionsgate Academy
8/18/2011	I-Plan Training	Emily Karle		Sped Staff		2	Lionsgate Academy
8/22/2011	ASD and the Family	DeAnna Rumsey		All Staff		2	Lionsgate Academy
8/25/2011	Bloodborne Pathogens	Mary Ellen West		All Staff		0.5	Lionsgate Academy
8/25/2011	Collaborative Problem Solving	Support Services		All Staff		2.5	Lionsgate Academy
8/25/2011	Web Training	Oscar Prill		All Staff		1	Lionsgate Academy
11/10/2011	Standards Based IEPs	Diane Ekerton		Sped Staff		1	Lionsgate Academy
11/11/2011	TIES Training	Sue Coons / Diane Ekerton		Sped Staff		2	Lionsgate Academy
11/17/2011	Transition Presentation	Amanda White		All Staff		0.5	Lionsgate Academy
3/27/2012	Anaphylaxis/Epipen Training	Mary Ellen West		All Staff		0.5	Lionsgate Academy
		Minnesota Association for Children's Mental Health					
4/30/2012	Fidgety Fairy Tales			All Staff		1	Lionsgate Academy