

# **ANNUAL REPORT**

## **2013-2014**

SUBMITTED OCTOBER 31, 2014



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Crystal, MN 55427

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## OVERVIEW

Lionsgate Academy completed its sixth year of operation on June 30, 2014. During the academic year 2013 - 2014 Lionsgate Academy served 157 students. One hundred thirty five students were educated in grades 7 through 12. Twenty-two students participated in Lionsgate's Achieving Independence and Maturity program (AIM).

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

Due to the increasing enrollment of students in the AIM program, Lionsgate Academy expanded operations to a second site at Oak Grove Church, located at 5920 Golden Valley Road, Golden Valley, MN 55422-4414. The expansion was not intended as a method to provide new service to students who were not currently enrolled at Lionsgate. Due to students entering the AIM program at age 18 and not exiting for up to 2 years, the growth of currently-enrolled students strained the already crowded school building currently located at 3420 Nevada Ave. N., Crystal. The Minnesota Department of Education (MDE) viewed the move as a typical site expansion, however, and required the authorizer to file an affidavit for expansion. This was approved by MDE in March of 2014.

During the 2013-2014 school year, Lionsgate Academy continued to work on the strategic development of the school as outlined in Lionsgate's 5-year Strategic Plan. The main themes of the plan, Student Learning, Enhancing Resources, Systems Development and Innovation, and Strategic Partnerships were retained; and a number of initiatives were undertaken to realize the strategic planning goals.

## LIONSGATE ACADEMY MISSION

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

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

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*My child has matured and learned to function in the school. He is always improving. He has done great at a number of things he never had a chance to do before he came to Lionsgate.*

*LGA Parent*

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## VISION

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

## PROGRESS ON STRATEGIC PLAN

The balanced score card approach™ helps organizations plan their strategies around the four distinct, but inter-related perspectives. For Lionsgate Academy these perspectives are learning and development, internal processes, financial stewardship, and customer (or in this case) students and families. Within each perspective, objectives are written, performance measures are established, and initiatives are developed and executed.

### Perspective: Learning and Development

Within this perspective, Lionsgate Academy identified two objectives. They were to learn the needs of stakeholders and to learn the needs of employers. In the 2013-2014 school year, an initiative was begun to complete a project entitled, "Gateway to Independence." This project is a tool to evaluate the students' readiness to be successful in either employment or post-secondary education. Unlike other evaluation tools for secondary students, the Gateway to Independence is specifically designed to capture the unique challenges of students with autism spectrum disorders. The Gateway to Independence measures student progress across nine broad areas:

- Academics
- Health and Self-Care
- Safety
- Executive Functioning
- Emotional Regulation
- Social
- Employment
- Independent Living and
- Post-Secondary Education

This goal will continue into the 2014-2015 school year. The second goal of learning the needs of employers will take shape in a project entitled, "Gateway to Partnerships." The purpose of this project is to clearly identify the needs of employers in the current job market and employment conditions, recognizing that these conditions will change from year to year and the analysis must be ongoing.

## Perspective: Internal Processes

Within this perspective, Lionsgate Academy developed five objectives and identified four for implementation. These objectives were to improve instructional practice, professional development, integration of service delivery, and policy.

### ***Improve Instructional Practice - Teacher Evaluation***

The first initiative undertaken was to improve instructional practice through the development of a compliant teacher-evaluation system.

Minnesota Statutes, sections 122A.40 and 122A.41 define requirements for teacher evaluation. The Teacher Evaluation Work Group began work in December 2011 and met at least monthly through 2012. Work group members included teachers, principals, superintendents, parents, higher education partners, and business leaders. The goal of the work group was to create a state model for the Commissioner that meets statutory requirements. Since spring 2013, the Minnesota Department of Education (MDE) has been partnering with 18 Minnesota school districts and charter schools to pilot Minnesota's example teacher evaluation model. Concurrent with the pilot from MDE, each district was required to develop a teacher evaluation process. In order to be approved the process must satisfy twelve criteria:

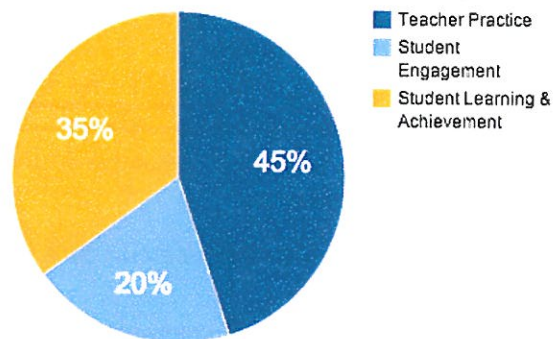
1. Must provide the requisite evaluations for probationary teachers;
2. Must establish a three-year professional review cycle for each teacher that includes an individual growth and development plan, peer review, and at least one summative evaluation by a qualified and trained evaluator;
3. Must be based on Minnesota's Standards of Effective Practice for Teachers in MN Rule 8710.2000;
4. Must coordinate staff development activities with the evaluation process and outcomes;
5. May allow school time for coaching and collaboration;
6. May include mentoring and induction programs;
7. Must allow teachers to present a portfolio demonstrating evidence of reflection and professional growth that includes teachers' own performance assessments;
8. Must use an agreed-upon teacher value-added model where value-added data are available and use state or local student growth measures where value-added data are unavailable as a basis for 35% of teacher evaluation results;
9. Must use longitudinal data on student engagement and connection and other student outcome measures aligned with curriculum for which teachers are responsible;
10. Must require qualified and trained evaluators to perform summative evaluations;
11. Must give teachers not meeting professional teaching standards the support to improve with established goals and timelines;
12. Must discipline a teacher who does not adequately improve.

The evaluation has three main components, each weighted to compose a teacher's final performance rating. (See *Figure 1.*)

Beginning in fall of 2013, a group of lead teachers in collaboration with LGA Leadership, began to build on an evaluation model that would suit Lionsgate Academy's needs.

The 2014-15 school year will be Lionsgate Academy's pilot year for the new evaluation system. The process will be revised as needed.

**Teacher Evaluation Percentage Breakdown**



### ***Improve Professional Development***

The second objective was to improve professional development, was demonstrated through the refinement and narrowing of the focus of professional development. Beginning in August of 2013, an ambitious schedule of professional development was undertaken. (See Appendix B.) Short courses and trainings were offered for both the veteran Lionsgate staff as well as those individuals who were new to Lionsgate. An extra three days of professional training and development were provided as “new employee orientation.” All employees, regardless of their position, complete training that covers such topics as autism, behavioral basics, systems employed by the school, and technology. The specific topics can also be found in Appendix B.

Lionsgate Academy has maintained the “keep certified” program that ensures that all licensed professionals are meeting the continuing education requirements for maintaining certification.

Lionsgate Academy provided a series of professional development opportunities every third Tuesday of the months from October through May. In 2013-2014, staff had a choice of topics on either mental health or social emotional learning.

### ***Improve Policy***

In regard to improving policy, Lionsgate established a system to ensure the timely review and revision of school policies. This process involves a monthly delegation of five policies for review by the administrative staff. Each member of administration takes turns either revising or researching a proposed policy. These policies are then presented to the larger administrative team and the governance committee for comment. Comments are collected and policies are revised and then presented to the governance committee. The governance committee makes final changes and then those policies are submitted as part of the consent agenda for the next board of directors meeting. In 2013 – 2014, 31 policies have been revised, reviewed and approved.

### ***Coordinate Services***

In 2013-14, in strategic planning, Lionsgate created a full time position for a clinical coordinator. The duties of the clinical coordinator directly address the efforts to orchestrate support service provision to ensure that all clinical, support services are being delivered in a way that supports the students with a consistent, non-duplicative manner and that results from treatment are documented and shared with other providers.

## Perspective: Students and Families

### ***Improve Student Outcomes***

Literature supports a high co-morbid rate of mental health issues in children with autism. At Lionsgate, a file review indicates a higher concordance of mental health issues than the literature suggests. Therefore, a strategic initiative in improving student outcomes is the establishment of mental health services on site.

### ***Establish Mental Health Services on Site***

Activities were undertaken that spanned investigating partnerships, identifying best practices around school mental health, orchestrating support services across providers and domains of practice, and finally completing the certification process for Children’s Therapeutic Services and Supports.

The first decision process addresses the benefits and drawbacks of using a contracted relationship with an existing mental health provider in place of using internal providers.

The next challenge is to identify best practices around delivering mental health services to secondary students with autism. The National Standards Project, (NSP, 2014) a peer reviewed, national report on evidence based practices for students with autism shows a paucity of research that addresses the three key variables: secondary students, mental health and individuals with autism. In the absence of all three variables, Lionsgate Academy is taking the lead in examining the evidence base around secondary students with mental health issues and then evaluating how the proposed interventions need modification to address core deficits associated with autism spectrum disorders, such as perspective taking, language processing, or executive functioning deficits.

Finally, Lionsgate Academy participated in numerous trainings from the department of human services (DHS) that enable employees to meet requirements for CTSS mental health practitioners. In addition, school-level documentation has been submitted to DHS that supports Lionsgate in the process of becoming a tier-2 provider of services.

It is notable that for Lionsgate Academy, unlike other districts and many charter schools, accessing the line of funding supplant the stream of income from resident districts. Thus, our efforts will not yield additional funding that can be used directly for Lionsgate, but will instead offset the amount of funding that is recouped from the tuition-billing process from resident districts.

## INNOVATIVE PRACTICES AND IMPLEMENTATION

### **Comprehensive Programming**

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



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

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

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

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

### **Lionsgate’s Overall Approach to Meeting Student Needs**

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

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

### **Differentiated Instruction and Team Teaching Model**

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

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

Team teaching involves a group of instructors (i.e., special education, general education and related service professionals) working purposefully, regularly, and cooperatively to help students of all

academic and social abilities reach their full potential. Teachers collaborate to set goals for a course, design a syllabus, prepare individual lesson plans, teach students, and evaluate the results. A team can be single-discipline, interdisciplinary, or school-within-a-school teams that meet with a common set of students over an extended period of time.

## Transition Framework

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

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

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

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*My son was a late-start student last year due, thankfully, to a last-minute opening. As you know, this can be an extremely difficult transition for a child with Autism, but the staff and his case manager eased him into his new schedule and environment so well. LGA staff and students have created an environment of acceptance and opportunity for my child who otherwise felt useless, and for that we are both eternally grateful.*  
LGA Parent

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## 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 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 low staff-student ratio, students who may need additional direction or guidance will be able to access it more readily on an ongoing basis. At the same time, those who need less guidance will have the freedom to study and learn more independently.

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

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

## **Social Skills Instruction**

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

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

## **Academic Credits, Course Structure, and Graduation Requirements**

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

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

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

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

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

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

### **Extracurricular Activities**

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

### **Lionsgate Academy's Collaborations and Partnerships**

Lionsgate Academy has partnered with many organizations to provide the best and most cost-effective experiences and enrichment for its students. These have included the Minnesota Association of Charter Schools (Providing charter school training, governance, accountability, and a range of other school specific services), Autism Works, Non-Profit Assistance Fund, the Autism Society of Minnesota, and the department of vocational rehabilitation.

## **AUTHORIZER**

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

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

NEO seeks to enhance public education in Minnesota by supporting charter schools which validate quality performance. The sole purpose of Novation Education Opportunities (NEO) is to authorize public charter schools in accordance with Minnesota Statute 124D.10 which governs the duties and responsibilities of charter school authorizers.

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

## SCHOOL ENROLLMENT POLICY

The school's enrollment policy was thoroughly reviewed for compliance with public charter school law. Previously, the school had endorsed a two wait-list system to ensure that the school could provide a rich curriculum including a number of elective classes in visual and performing arts, Spanish and business. This second waiting list inadvertently discriminates against students whose behavioral needs are high. As a result, the enrollment policy was revised to be compliant with law. The consequences of this will impact the size of the incoming classes, and the way that Lionsgate enrolls students.

For the school year 2014 – 2015, a determination will be made of the number of students who can safely be enrolled in setting iii resource rooms. This number of places will be open to incoming 7<sup>th</sup> graders. Students in grade 7 will be admitted until the number of resource room spaces are full. Following that, the grade will be closed and no other students will be admitted to the program.

Lionsgate Academy is a public charter school. Enrollment policies comply with Minnesota's Open Enrollment Law, Minn. Stat § 124D.10 subd.9. Enrollment in Lionsgate Academy is open to all students, without regard to race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, disability, or any other factors. Capacity of program, class, grade level or building cannot be based on student intellectual ability or disability.

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

Enrollment Process:

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

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

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

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

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

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

**Lottery:** If the number of applications received during the open enrollment period exceeds available enrollment capacity established by the Board after siblings and children of employees have been enrolled, the school conducts a general lottery within one week after expiration of the Open Enrollment period. All applications for each such grade(s) from current residents of Minnesota received before the expiration of the Open Enrollment Period are included in the general lottery. Applicant may only apply for admission into the one grade/class level into which the applicant will matriculate the next school year. Lionsgate Academy conducts all lotteries through a method of random selection. Students are admitted to the school in the order in which they are numbered in the lottery in accordance with Minn. Stat § 124D.10 subd.9 (b).

**Waiting List:** There is one waiting list with two determinations of preference. Students who are siblings of currently enrolled students are given preference over all other students on the waiting list. The students of current employees are given next priority on the waiting list. Students who are children of current employees have priority over the general waiting list, but not over siblings on the waiting list. A student may only be kept on the current employee's waiting list while their parent is employed at Lionsgate Academy. When a student is admitted based on this priority, the parent must remain employed at Lionsgate Academy for the first full year of the student's attendance at the school. All other students are put on the waiting list after those with a preference after all open places in grades are filled. The order of the waiting list is determined by the random numbering from the lottery. Applications received after the lottery are added to the end of the applicable waiting list for each such grade, in the order received. The general waiting list does not carry over from year to year.

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

The school board reserves the right to close admission in accordance with Minn. Stat § 124D.10 subd.9 (b).

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

Upon acceptance of an offer of admission, by the deadline specified in the Offer of Admission letter, a student is then considered enrolled in Lionsgate Academy. If Lionsgate Academy does not receive a

response of acceptance by the specified deadline, the student is placed at the end of the waiting list. Families will be notified of their number on the waitlist by letter.

#### Registration of Enrolled Students:

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

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

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

**First Transition Meeting:** Lionsgate Academy invites the student's family and the student to meet with administration to discuss the student's transition to Lionsgate Academy. At this time Lionsgate Academy schedules an optional, half-day for the student to shadow a current student. Lionsgate staff also arrange to observe the student in his/her current academic setting.

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

#### Location of Service and Educational Placement

Upon enrollment all students with a disability will receive services comparable to those in their current IEP. Once a student has accepted admission, any placement decision is made by the IEP team, including parents, and reviewed annually in accordance with federal special education law. Should the student be placed in another district or setting, the student remains enrolled in Lionsgate and will receive services, on-site or off-site, based on the IEP team's placement decision.

#### Declination of Admission

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

Enrollment Limitations:

Enrollment limitations comply with Minn. Stat § 124D.10 subd.9 (b) Also, the LGA Board of Directors has determined that only current residents of Minnesota may be included in the lottery.

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*Our son had never been invited to a birthday party by a friend in his whole life until this year. He was invited to 5 different birthday parties by his LGA classmates this year.*

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## STUDENT ENROLLMENT & ATTRITION RATES

During the 2013 – 2014 school year, Lionsgate served 157 students in grades 7 through 12 and in the 18 – 21 year old transition program. Students who withdraw from Lionsgate during the school year are usually replaced by students on the waiting list.

Grades										
Year										
	7	8	9	10	11	12	13	12 & 13	Total Average	Attrition Rate
08-09	26.5	12.74	14.36	14					67.6	18%
09-10	21.08	21.16	19.77	16.55	15.08				93.64	21%
10-11	28.78	28.28	25.82	22.02	25.52	12.87			133.29	19%
11-12	20.40	28.12	25.17	24.73	17.95			22.66	139.22	3.5%
12-13	21.32	21.95	25.33	24.0	22.58			32.05	147.86	9%
13-14	22.94	22.08	23.70	25.87	22.26			38.92	155.77	6%

The waiting list for students for the 2013 – 2014 school year was as follows:

Grades									
Year									
	7	8	9	10	11	12	13	12 & 13	Total
13-14	32	39	29	30	-	-	-	-	130



## GOVERNANCE AND MANAGEMENT

### Governance

Lionsgate Academy utilizes a balanced governing board that includes three parents, three licensed staff, and three community members. Each May, an election for open board seats is held. For the spring of 2014, one licensed staff position was open for election. Sara Bydzovsky, a special education transition teacher on the Crystal campus, was elected to the position and will be seated at the July 2014 Board of Directors meeting.

Table 3 shows the individuals who served on the LGA Board during year and their terms of service.

### 2013-2014 Lionsgate School Board

Name	Board Position	Group (if teacher, file folder #)	Date Seated	Phone Number	E-Mail Address	Meeting Attendance Rate
Thorstad, Alicen	Chair	Parent	7/17/2012	763-537-8556	Board.athorstad@lgamn.org	100% 13/13
Weber, Ryan	Vice Chair	Teacher 431654	6/19/2012	763-486-5359	Board.rweber@lgamn.org	92% 12/13
Fuller, Meg	Secretary	Teacher 451646	10/18/11	612-741-1057	Board.mfuller@lgamn.org	92% 12/13
Barker, John	Director	Community	7/16/2013	763-486-5359	Board.jbarker@lgamn.org	100% 13/13
Cleland, Nicole	Director	Parent	7/17/2012	612-861-4364	Board.ncleland@lgamn.org	83% 10/12
Nisi, Kurt	Treasurer	Parent	5/20/2013	763-521-1426	Board.knisi@lgamn.org	100% 13/13
Peper, Christine	Director	Community	8/20/2013	763-486-5359	Board.cpeper@lgamn.org	100% 12/12
Klug, Tracy	Director	Teacher 462748	9/17/2013	763-486-5359	Board.tklug@lgamn.org	90% 10/11
Johnson, Darren	Director	Community	12/17/2013	763-486-5359	Board.djohnson@lgamn.org	75% 6/8
Halpin, Diane	Ex-Officio	Executive Director	7/1/2012	763-486-5359	dhalpin@lgamn.org	100% 13/13

### **Board Training**

All newly seated board members for 2013 - 2014 attended board training. For the second consecutive year, Mr. Hatlie of non-profit assistance fund provided training to the full board of directors. This training was conducted in November of 2013. The Minnesota Association of Charter Schools offered training on the basic board requirements: governance, personnel, and finances.

### **Board Committees**

Every member of the board of directors must volunteer for one of three standing committees: finance, executive director evaluation, and governance. The chairs of the committees are as follows:

Finance – Kurt Nisi (parent, treasurer)

Governance – John Barker (community member)

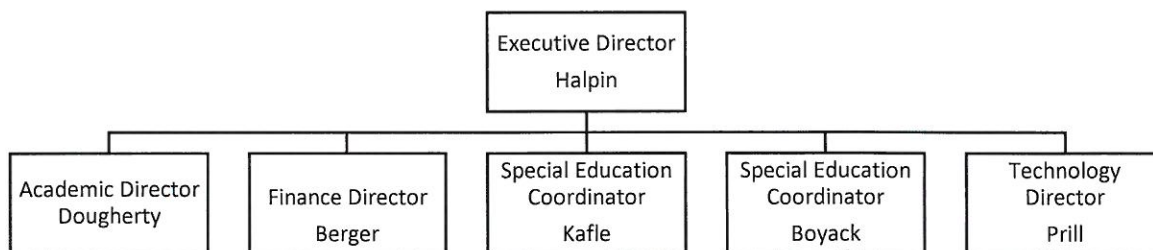
Director Evaluation – Nicole Cleland (parent)

The finance committee met monthly prior to the full board of directors meetings. Governance meets monthly on the second Tuesday of the month. In the 2013 – 2014 school year, the governance committee undertook a robust overhaul of policies. They committee reviewed and approved 31 school policies.

The director evaluation committee met monthly to ensure a fair, timely, and accurate evaluation of the performance of the executive director. The committee developed a method for evaluation drawing heavily from the MASA, MESPA, MASSP, and BOSA for Minnesota School Principals. The director’s evaluation was conducted in a closed meeting of the board in June of 2014.

### **Management**

The management structure was refined in 2013-2014 to include an executive team as follows:



A human resource professional, Angela Bennett, was hired to replace the outgoing human resource professional. Ms. Bennett reports directly to Mr. Berger.

### **Executive Director Professional Development**

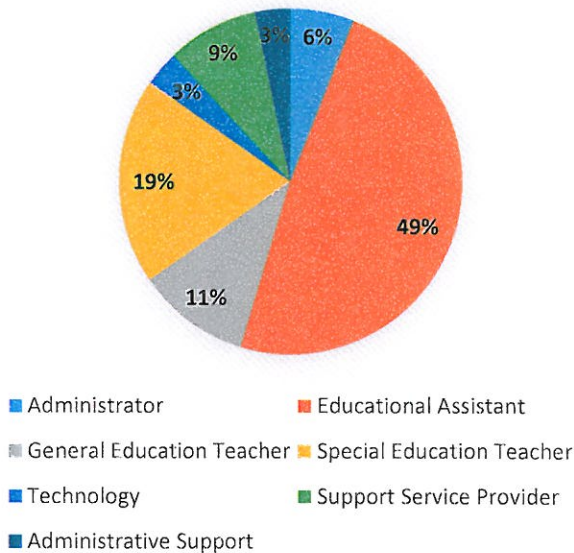
Diane Halpin, Ph.D., completed her second year as executive director of Lionsgate Academy. Dr. Halpin is not a licensed principal and has undertaken a professional development program to ensure

that she continues in her knowledge as the educational leader and chief administrator at Lionsgate. Dr. Halpin attends a cohort learning group focused on the professional development of school superintendents. The cohort is moderated by Dr. Mark Wolak, former superintendent of Minnetonka and Mahtomedi school districts. The program links evidence-based practices with the study of implementation practices in order to move education systems to higher levels of performance. Through this program, in 2013-2014 she earned 36 total continuing education credits from the Minnesota Board of School Administrators.

## STAFFING

Lionsgate Academy employed 153 regular employees during the 2013 – 2014 school year. The majority of the staff (49%) are educational assistants who play important and varied roles at the school. All educational assistants are hired to support the needs of our special education students, many of whom have a documented need for 1:1 support.

### Distribution of Staff by Position



Support service providers at Lionsgate include licensed clinical social workers, speech and language pathologists, school psychologists, adaptive physical education teachers, and occupational therapists. School nursing services were contracted. These service providers meet identified needs from comprehensive evaluations and may include services around mental health, emotional regulation, social skills, skills of daily living, transition skills, speech & language needs, fine and gross motor needs and other health needs.

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

**Staff Retention and Attrition**

Overall the attrition rate of staff was 19%. Figure 3 shows the retention of staff through year's employed at Lionsgate Academy. Appendix A details the entire list of staff for the school.



## FINANCES

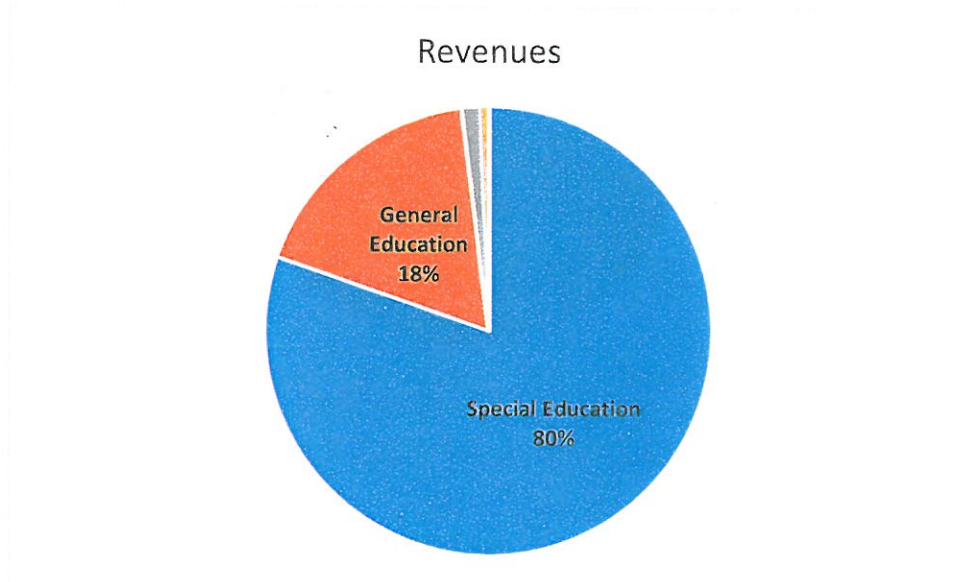
Since almost all of Lionsgate Academy's students' education programming includes at least some special education components, the cost to educate our students is significantly greater than those for other charter schools. Lionsgate's revenue and cash flow is derived primarily from Special Education allocations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

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

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

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

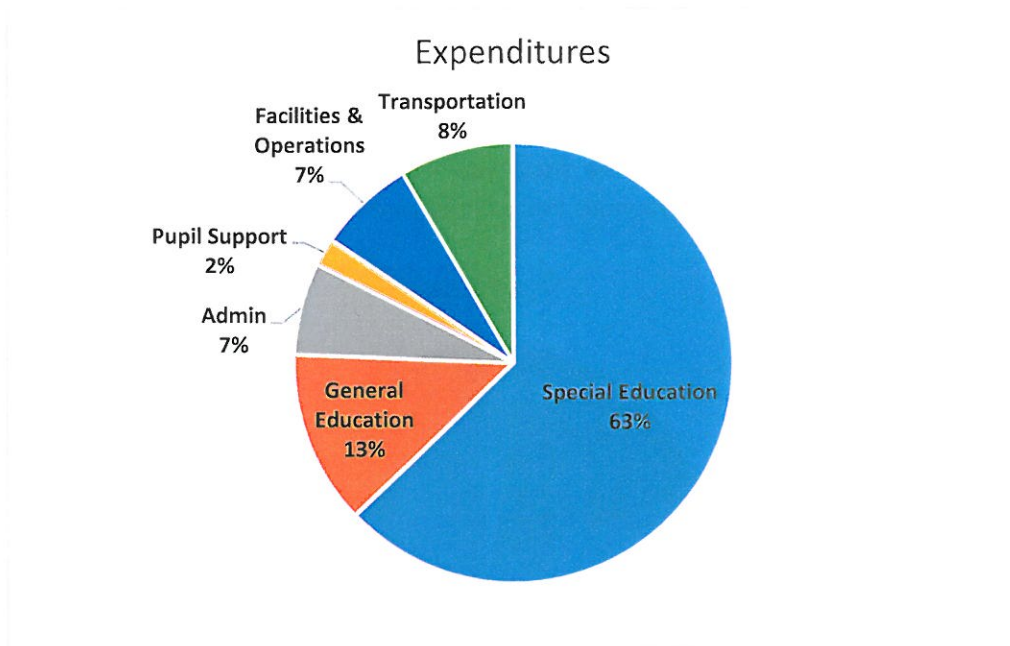
Total revenues and expenditures for the fiscal year ending June 30, 2013 were \$7.4 million. A breakdown of the components of revenues and expenditures is illustrated in Figures 4 and 5.



Revenues:	
Special Education	5,971,438.42
General Education	1,315,502.22
Federal	97,120.95
Other	48,669.54
	7,432,731.13

Expenditures:

Special Education	5,290,096.01
General Education	1,075,059.92
Admin	569,752.99
Pupil Support	171,570.06
Facilities & Operations	595,838.50
Transportation	712,105.31
	8,414,422.79





## STUDENT PERFORMANCE

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

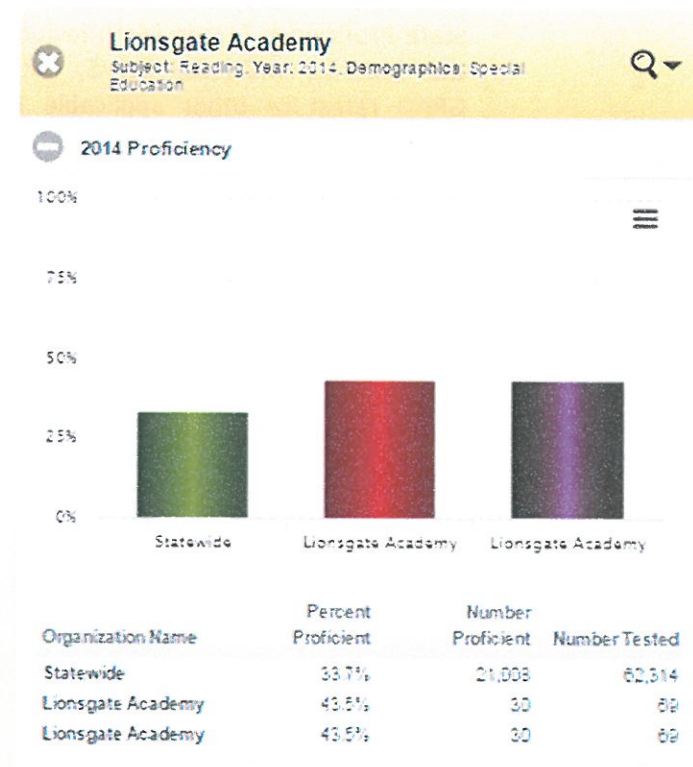
Student behavior, willingness to come to school, social competence, decreases in work refusal, and reductions in challenging behaviors are all notable gains made by students at Lionsgate that are not reflected in standardized assessments. Therefore, while important, the following results should be interpreted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

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

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

### *2013 – 2014 Reading Goal*

Sixty percent (60%) of the 2015 Cohort of Lionsgate Students will have met the Minnesota graduation requirement in Reading by scoring “Meet” or “Exceeds” level of Proficiency on the appropriate State Proficiency Test in Reading including the MCA-II, MCA-III, MCA Modified, MTAS, GRAD, GRAD retest or other applicable test adopted by the state of Minnesota.



Results: Sixty Eight percent (68%) of the 2015 Cohort has met the Minnesota graduation requirement in Reading by scoring “Meet” or “Exceeds” level of Proficiency. Lionsgate has exceeded its performance goal.

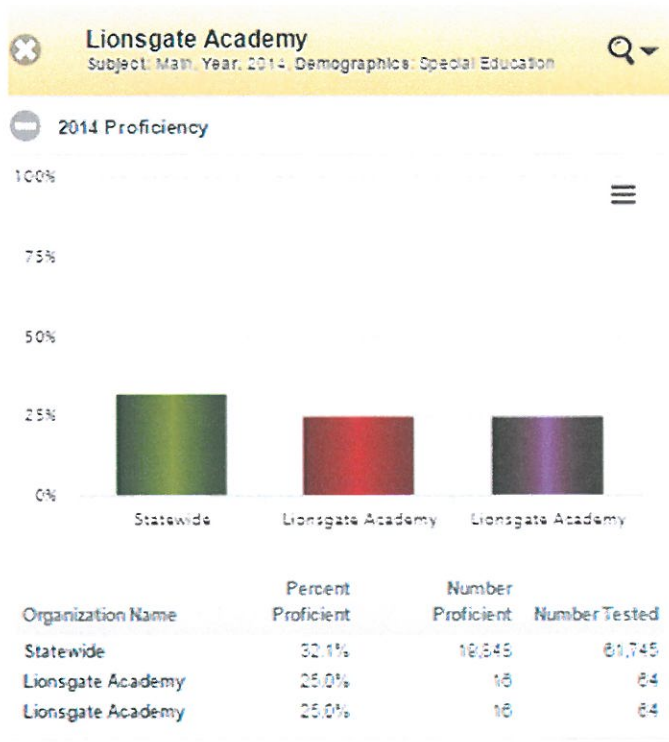
### *2014-2015 Reading Goal*

New Goal: Seventy percent (70%) of the 2016 Cohort will meet the Minnesota graduation requirement in Reading by scoring “Meet” or “Exceeds” level of Proficiency on the appropriate State Proficiency Test in Reading including the MCA-II, MCA-III, MTAS, GRAD, GRAD retest or other applicable test adopted by the state of Minnesota.

*2013-2014 Math Goal*

Thirty percent (30%) of the 2015 Cohort of Lionsgate Students will have met the Minnesota graduation requirement in Math by scoring “Meet” or “Exceeds” level of proficiency on the appropriate State Proficiency Test in Math including the MCA-IIs, MCA-IIIs, MCA Modified, MTAS, GRAD, GRAD retest or other applicable test adopted by the state of Minnesota.

Results: Twenty five percent (25%) of the 2015 Cohort of Lionsgate students have currently met the Minnesota graduation requirement in Math by scoring “Meet” or “Exceeds” level of Proficiency. They have only had 1 opportunity to meet this standard during their 11th grade year. Although Lionsgate has not met its goal at this time, the aggregate measure for proficiency is continuing to make progress towards the statewide special education scores in Math for all grades.



*2014-2015 Mathematics Goal*

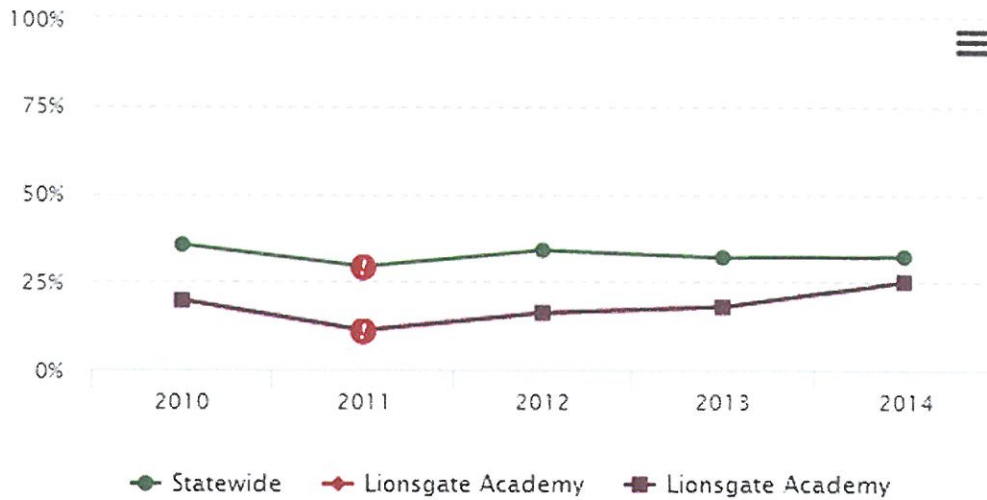
Thirty percent (32%) of the 2016 Cohort of Lionsgate Students will have met the Minnesota graduation requirement in Math by scoring “Meet” or “Exceeds” level of proficiency on the appropriate State Proficiency Test in Math including the MCA-IIs, MCA-IIIs, MTAS, GRAD, GRAD retest or other applicable test adopted by the state of Minnesota.

## Lionsgate Academy

Subject: Math, Demographics: Special Education



### 2010 - 2014 Proficiency



### 2013 – 2014 Writing Goal

Sixty eight percent (68%) of the 2015 Cohort of Lionsgate Students will have met the Minnesota graduation requirement in Writing by scoring “Meet” or “Exceeds” level of Proficiency on the appropriate State Proficiency Test in Writing including the AA, GRAD writing, GRAD writing retest or other applicable test adopted by the state of Minnesota.

Results: Ninety five percent (95%) of the 2015 Cohort have met the Minnesota graduation requirement in writing. One student did not pass the writing test when administered. This student was passed individually.

2014 – 2015 Writing Goal

Eighty percent (80%) of the 2016 Cohort of Lionsgate Students will have met the Minnesota graduation requirement in Writing by scoring “Meet” or “Exceeds” level of Proficiency on the appropriate State Proficiency Test in Writing including the AA, GRAD writing, GRAD writing retest or other applicable test adopted by the state of Minnesota.

2013 – 2014 NWEA MAP Reading Goal

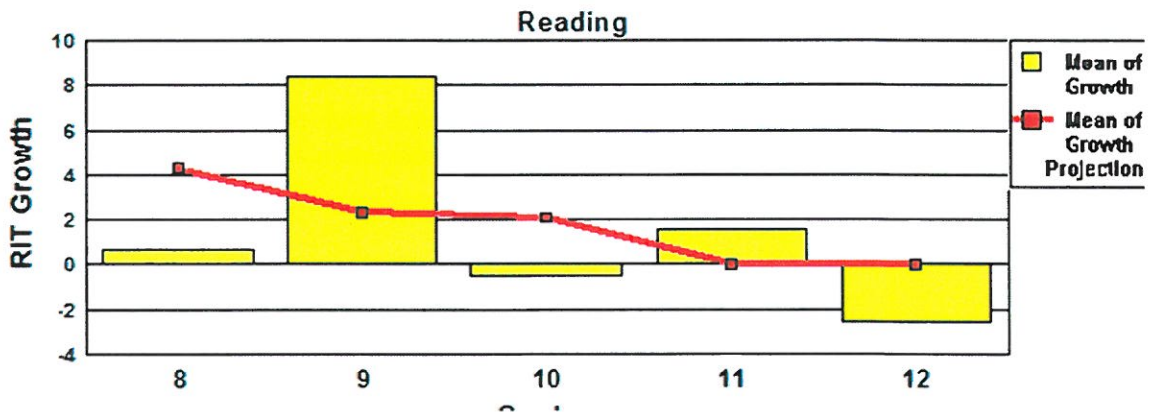
By the Spring of the 2013-14 school year, the weighted average of all student scores from grades seven to twelve taken collectively, shall meet or exceed 60 percent (60%) of projected growth in Reading for one year as demonstrated by the Student Growth Summary Report of Northwest Education Association Measures of Academic Progress (NWEA MAP).

**Student Growth District Summary - Spring 2013 to Spring 2014**

District: Lionsgate Academy

\*( Small Group Summary Display is OFF

Reading	Grade (Spring 2014)	Count	Spring 2013		Spring 2014		Growth			Mean** Growth Projection	Growth Index	Percent of Projection	Count Meeting Projection	Percent Meeting Growth Projection
			Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error					
	Grade 8	17	213.5	20.4	214.2	23.9	0.7	10.4	2.5	4.3	-3.6	16.4	6	35.3
	Grade 9	17	205.0	25.9	213.4	22.5	8.4	9.6	2.3	2.4	6.0	355.0	12	70.6
	Grade 10	19	218.9	18.8	218.4	17.1	-0.5	9.8	2.2	2.1	-2.6	-25.0	7	36.8
	Grade 11	20	223.7	21.4	225.3	19.4	1.6	8.7	2.0					
	Grade 12	14	223.8	19.6	221.2	18.1	-2.6	11.2	3.0					



*I have been continually impressed by the knowledge, caring and quality of teachers and staff. We feel so lucky to be part of this community.*

Results: This goal can be interpreted in two ways: Due to the fact that the NWEA MAP assessments do not make projected growth targets for 11<sup>th</sup> and 12<sup>th</sup> grade, all students in those grades could be considered as meeting targets. The valid interpretation of this objective is that 48% of all students with growth targets (those in grades 8, 9, and 10) met the growth targets in reading.

#### *2014-2015 NWEA MAP Reading Goal*

The new goal for NWEA MAP reading is that 70% of the weighted average of all students will meet growth targets for reading.

#### *2014-2015 NWEA MAP Mathematics Goal*

The new goal for NWEA MAP mathematics is that 60% of the weighted average of all students will meet growth targets for mathematics.

### ***Closing the Gap***

Historically, students receiving special education services have scored significantly below their general education peers in reading and mathematics. When compared to all students in the state receiving special education, Lionsgate Academy has exceeded the state average MCA scores in reading. Our goal for next year is to close the gap between students at Lionsgate receiving special education and all other students in the state. In mathematics, Lionsgate has significantly reduced the gap between our student scores and all students receiving special education services in the state.

#### **2014-2015 Goals for Closing the Gap**

Lionsgate will reduce the existing gap in reading between our students and all students in the state (not special education) as measured by MCA Reading Scores by 25% of the existing gap.

Lionsgate will reduce the gap between state special education students completely. We will reduce the gap in math scores for all students by 15% as measured by MCA math.

## OPERATIONAL PERFORMANCE

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

### Staff Survey

A staff culture survey was administered in the spring of 2014. Of those responding with a preference:

- 90% of staff report that they enjoy working at Lionsgate Academy.
- 96% of staff report they get a personal sense of accomplishment from their work.
- 75% of staff report that their salary is adequate for their position

### Parent Survey

The parent survey was administered online using google forms. Multiple reminders were sent to parents; however, there was a very low response rate was 16%. Of those responding:

- 100% of families agreed that Lionsgate was a good choice of school for their student.
- 92% of families agree that they are pleased with the quality of educational programming at Lionsgate.
- 85% report that they are satisfied with their student's academic progress at Lionsgate.

### Student Survey

The student survey was administered to 57% of the student body. Of those students who reported an answer:

- 93% reported feeling successful at Lionsgate.
- 86% reported feeling challenged at Lionsgate.
- 86% reported that they liked to learn.
- 98% reported that people at Lionsgate liked them.
- 97% reported that they have friends at Lionsgate.
- 94% that they felt respected.
- 96% reported that they felt safe at Lionsgate.

### PBIS

Using the 2013-2014 school year as the base year, Lionsgate Academy staff shall implement PBIS strategies in order to reduce Hallway Behavior Referrals by 10% during the 2014-2015 school year.

Quarter Goals - Each quarter of the 2014-2015 school year in comparison to corresponding quarter of the Base Year (2013-2014) shall show a 10% reduction in Hallway Behavior Referrals.

## 2014-2015 Operational Performance Goals

For the 2014-2015 school year, over 90% of teachers at Lionsgate teachers will report that they feel safe in the building; over 80% will that they get a sense of accomplishment from their work, and at least 75% of staff will report that they are satisfied with their pay.

For the 2014-2015 school year, over 90% of parents will report that they agree that Lionsgate is a good choice of school for their student, that they are satisfied with the educational programming at Lionsgate and that they are satisfied with their student's academic progress.

For the 2014-2015 school year, over 90% of students will report that they feel safe in their school, that they feel challenged at Lionsgate and that they have made friends.

## PBIS Goal

During the 2014-2015 school year, behavior reports for the cafeteria will decline by 20% from the spring of 2014 to the spring of 2015.

## PROFESSIONAL DEVELOPMENT

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

- Characteristics of Individuals with Autism
- Non-Violent Crisis Prevention Intervention
- CPR
- Social-Emotional Learning
- Classroom Management
- Educational Differentiation
- Executive Functioning
- Mental Health

## FUTURE PLANS

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

In the coming year, Lionsgate will work to accomplish a number of strategic goals. In the area of Learning and Development, Lionsgate will continue to work on the Gateway Projects™ (Gateway to Independence, Gateway to Success, and Gateway to Partnerships). These projects are part of Lionsgate's World's Best Workforce efforts.

In the internal processes area, Lionsgate will develop a formal communications plan. This plan will organize the efforts of Lionsgate to communicate both within and outside of the organization.

In areas of financial stewardship, Lionsgate will re-vitalize its building committee to ensure that the school has the physical space to deliver services to our students.

Lionsgate will continue to focus on improving student outcomes. We will plan for the opening of a program specifically designed to address the needs of students with autism and mental health disorders. The objectives of the WBWF will also support this strategic objective.

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

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*Thank you for another incredible year at LGA!!*  
*LGA Parent*

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## REFERENCES

National Autism Center (2009). *National Standards Project*. Randolph, Mass.



APPENDIX A. STAFF 2012 – 2013

	Last Name	First Name	Position at Conclusion of 2013-2014 School Year	File Number	Years Employed by School	Left During the 2013-2014 School Year	Not Returning for 2014-2015 School Year
1	Ahlgren	Cherish	Educational Assistant	N/A	4		
2	Anderson	Kiefer					
3	Anderson	Nate	Teacher-Science	455006	2		
4	Armour	Nate	Special Education	455521	4	X	
5	Armour	Nicole	Educational Assistant	N/A	2		
6	Ashley	Dana	Special Education Case Manager	458607	4		
7	Backman	Annie	Occupational Therapist	N/A	2	X	
8	Baumgard	Sarah	Special Education Case Manager/Teacher	462902	3		X
9	Bearmon	Michael	Educational Assistant	N/A	1		
10	Berg	Adena	Educational Assistant	N/A	3		X
11	Berger	Ronald	Financial Director	N/A	1		
12	Bennett	Angela	Human Resources Coordinator	N/A	1		
13	Berris	Julie	Lead Educational Assistant	N/A	5		
14	Betz	Hannah	Educational Assistant	N/A	1		
15	Bingham	Devin	Educational Assistant	N/A	.5		
16	Blaisdell	Mary	Teacher-Social Studies	391699	2		
17	Blakely	Jessica	Educational Assistant	N/A	1		

	Last Name	First Name	Position at Conclusion of 2013-2014 School Year	File Number	Years Employed by School	Left During the 2013-2014 School Year	Not Returning for 2014-2015 School Year
18	Bolt	Matt	Educational Assistant	N/A	3		
19	Bortel	Shawn	Special Education Coordinator	396599	4		
20	Bothum	Krisan	Lunch Assistant	N/A	2		
21	Boyack	Rachel	Special Education Coordinator	416399	5		
22	Busse	Katrina	Educational Assistant	N/A	4		
23	Bydzovsky	Sara	Special Education Teacher	449169	5.5		
24	Campbell	Nicole	Educational Assistant	N/A	1		
25	Chesla	Patrick	Social Worker	357980	4		x
24	Cottingham	Andrew	Teacher - Math	460453	2		
22	Czajkowski	Nancy	Special Education Teacher/DAC	428362	3		
23	Damerow	Chad	Educational Assistant	N/A	1		
24	Dorsey	Kelly	Lunch Coordinator	N/A	3		
25	Dougherty	Brandy	Academic Director	402907	6		
26	Edwards	Amber	Educational Assistant	N/A	5		
27	Falcon	Steven	Educational Assistant	N/A	2		

	Last Name	First Name	Position at Conclusion of 2013-2014 School Year	File Number	Years Employed by School	Left During the 2013-2014 School Year	Not Returning for 2014-2015 School Year
28	Falkner	Joe	Clinical Director	394782	5		
29	Farrar	Rose	Educational Assistant	N/A	3.5		
30	Fink	Adam	Educational Assistant	N/A	1		
31	Finnerty	Michael	Special Education Teacher	455131	4		
32	Forshee	Brittany	Teacher - Social Studies	434499	5		
33	Fricke	Matthew	Teacher - Spanish				
34	Fuller	Margaret	Special Education Case Manager	451646	4.5		
35	Gahler	Malia	Educational Assistant	N/A	3		
36	Gand	Tony	Educational Assistanat	N/A	1		
37	Gjovik	Peter	Educational Assistant	N/A	2		x
38	Godfrey	Stephanie	Educational Assistant	N/A	1		
39	Gonzalez	Nancy	Educational Assistant	N/A	4		
40	Goodwin	Nicholas	Educational Assistant	N/A	5		
41	Graham	Jack	Educational Assistant	471912	3		x
42	Graham	Laura	Special Education Case Manager/Teacher	460232	3		x
43	Gran	Bradford	Teacher - Physical Education	321517	3		

	Last Name	First Name	Position at Conclusion of 2013-2014 School Year	File Number	Years Employed by School	Left During the 2013-2014 School Year	Not Returning for 2014-2015 School Year
44	Guenzler	Erin	Educational Assistant	N/A	1		
45	Ha	Janet	Special Education Case Manager/Teacher		1		
46	Halpin	Diane	Executive Director	N/A	2		
47	Harbison	Angie	Educational Assistant	N/A	1		
48	Harms	Jim	General Education	467907	6		
49	Hatton	McKenzie	Application Management Specialist	N/A	1		
50	Hauer	Sarah	Educational Assistant	N/A	3		
51	Hennessey	Erin	PBIS Coordinator	N/A	6		
52	Hennessey	McKenzie	Social Worker	459381	4		
53	Herbes	Aimee	General Education Administrative Assistant	N/A	3		
54	Higbe	Jane	Educational Assistant	N/A	3		
55	Hillman	Susan	Executive Administrative Assistant	N/A	1.5		
56	Hinners	Julie	Special Education Case Manager/Teacher		1		X
57	Hitzeman	Kelly	Educational Assistant	N/A	2		
58	Johnson	Steven	Educational Assistant	N/A	1		
59	Jost	Laurie	Educational Assistant	N/A	2		

	Last Name	First Name	Position at Conclusion of 2013-2014 School Year	File Number	Years Employed by School	Left During the 2013-2014 School Year	Not Returning for 2014-2015 School Year
54	Kafle	Emily	Special Education Lead Case Manager	446904	5		
56	Kitzman	Jessica	Teacher - Art	449909	5		
57	Klug	Tracy	Teacher-Social Studies	462748	3		
58	Knight	Joe	Educational Assistant	N/A	1	X	
59	Kosher	Malory	Teacher-Health	449779	5		
60	Krown	Kira	Educational Assistant	N/A	3		X
62	LaFleur	Jeff	Educational Assistant	N/A	2		
63	Landers	Michael	Educational Assistant	N/A	2		
65	LeCuyer	Therese	Educational Assistant	N/A	4		
66	Martin	Justin	Systems & Network Administrator	N/A	5		
67	McKinney	Mallory	Special Education Case Manager	459939	4		
68	Meissner	Ryan	Educational Assistant	N/A	4		
69	Mills	Alison	Teacher - Language Arts	411379	5		
70	Morgan	Sean	Educational Assistant	N/A	3		
71	Morse	Amanda	School Psychologist	420228	2		

	Last Name	First Name	Position at Conclusion of 2013-2014 School Year	File Number	Years Employed by School	Left During the 2013-2014 School Year	Not Returning for 2014-2015 School Year
72	Mulcare	Kerri	Educational Assistant	N/A	4		x
73	Mundy-Evans	Sarah	Special Education Administrative Assistant	N/A	4		
75	Nygaard	Lindsay	Educational Assistant	N/A	4		
76	Nyvold	Madeline	Educational Assistant	N/A	4		
77	O'Donnell	Theresa	Special Education Case Manager	380713	3		
78	Olmstead	Matt	Special Education Teacher	409591	3		x
79	O'Meara	Therese	Special Education Case Manager	445135	3.5		
80	Ondich	Laura	Educational Assistant	N/A	6		
81	Otieno	Alyssa	Human Resource Coordinator	N/A	3	x	
83	Pearson	Elizabeth	Educational Assistant	N/A	4		
84	Pellinen	David	Educational Assistant	N/A	3.5		
85	Pellinen	Andrew	Educational Assistant	N/A	3	x	
86	Peterson	Annemarie	Teacher - Science	460580	3		

	Last Name	First Name	Position at Conclusion of 2013-2014 School Year	File Number	Years Employed by School	Left During the 2013-2014 School Year	Not Returning for 2014-2015 School Year
87	Peterson	Darby	Educational Assistant	N/A	1		
88	Peterson	Kinga	Educational Assistant	N/A	3		
89	Pfeffer	Megan	Special Education Teacher	447739	5		
90	Quass	Lindsay	Special Education Case Manager	453916	4		
91	Ramsden	Michael	Educational Assistant	N/A	3		
92	Richards	Emily	Administrative Assistant	N/A	2		
93	Ringgenberg	Eric	Educational Assistant	N/A	4		
95	Roth	Carly	Speech Language Pathologist	447093	3.5		x
96	Rumsey	DeAnna	Educational Assistant	N/A	5	x	
97	Rumsey	Shane	Educational Assistant/Com.Com	N/A	4	x	
98	Schalow	Ted	Teacher - Math	251888	4		
99	Schmidt	Jenny	Special Education Teacher	466540	3		
101	Scott	Lucas	Educational Assistant	N/A	32		
103	Simm-Palmer	Laura	Educational Assistant	N/A	6		
104	Sinclair-Wood	Lorna	Educational Assistant	N/A	4		



	Last Name	First Name	Position at Conclusion of 2013-2014 School Year	File Number	Years Employed by School	Left During the 2013-2014 School Year	Not Returning for 2014-2015 School Year
106	Suggs	Dustin	Educational Assistant	N/A	5		
107	Swanson	Lori	Educational Assistant	N/A	4		
108	Thomas	Donald	Educational Assistant	N/A	5		
82	Thomas	Meta	Teacher - Art	448056	5		
109	Thompson	Stephanie	Educational Assistant	N/A	2		
110	Tisch	Lyndsey	Social Worker	433500	4		
111	Van Esch	Kelly	Educational Assistant	N/A	2		
112	Walsh	Jocelyn	Speech Language Pathologist	461423	3		x
113	Walz	Jason	Teacher - Transitions	454901	2		
114	Weber	Ryan	Special Education Teacher -DAPE	431654	4		
115	West	Mary Ellen	School Psychologist	N/A	4		
116	White	Amanda	Special Education Case Manager/Teacher	449763	5		
117	Willis	Drake	Operations Manager	N/A	4		
118	Wilson	Ellie	Educational Assistant	N/A	2		
120	Wirth-Davis	Spencer	Educational Assistant	N/A	2		



APPENDIX B – PROFESSIONAL DEVELOPMENT 2013-2014



## Appendix B--Professional Development

Date	Title	Provider	Attendees	Hrs.	Location
8/12/2013	Continuing Education	Rachel Boyack	All Licensed Staff	0.5	LGA
8/12/2013	Structure of Classroom	Brandy Dougherty	General Education Teachers, Inclusion, and Transitions	1	LGA
8/12/2013	Mentor Training	Rachel Boyack and Brandy Dougherty	General Education Teachers, Inclusion, and Transitions	1	LGA
8/13/2013	PBIS	PBIS Team	All Staff	1	LGA
8/13/2013	Go over Gen Ed Strategic Plan-Doctopus	Brandy Dougherty	General Education Teachers, Inclusion, and Transitions	1	LGA
8/13/2013	MDE Sped Compliance Results	Rachel Boyack and Emily Kafle	Case Managers, Support Services, Resource Rooms, Emotion Regulation Team, AIM Staff	1	LGA
8/14/2013	Data Collection	Rachel Boyack and Emily Kafle	Case Managers, Resource Rooms, Transitions, Support Services, Inclusion	1	LGA
8/15/2013	Due Process	Rachel Boyack and Emily Kafle	New Special Education Staff	1	LGA
8/16/2013	NCI Refresher	Donald Thomas and Nate Armour	Selected Staff	4	LGA
8/19/2013	LGAapps	Technology Team	General Education Teachers, Case Managers, Inclusion and Transitions	1	LGA
8/20/2013	NCI Training	Donald Thomas and Nate Armour	New Staff	8	LGA
8/21/2013	Differentiation	Dr. Karen Rogers and Brandy Dougherty	General Education Teachers, Inclusion and Transitions	2	LGA
8/21/2013	BIT - Behavior Forms	Eric Riggberg	All Staff	1	LGA
8/21/2013	Sensory Training	Occupational Therapists	Educational Assistants	1	LGA
8/22/2013	Study Island Training	Study Island Company Trainer	General Education Teachers, Inclusion, and Educational Assistants	3	LGA
8/22/2013	I-Plan	Emily Kafle and Rachel Boyack	New Special Education Staff	2	LGA
8/22/2013	BIT - Behavior tracking in I-Cue	Eric Riggberg	AIM and Emotional Regulation Team	1	LGA
8/22/2013	Prader Willi Syndrome, Attendance in TIES, Operations / Emergency Plans	Various LGA Staff	All Staff	2	LGA
8/23/2013	NCI Training	Erin Hennessey	New Staff	8	LGA
8/23/2013	Returning Staff: NCI Refresher	Donald Thomas and Nate Armour	Returning Staff	4	LGA
8/23/2013	MH/Family Training	DHS	All staff not attending NCI	8	LGA
8/23/2013	Engaging Classrooms Part 1	Brittany Forshee and Brandy Dougherty	General Education Teachers and Inclusion	2.5	LGA

8/26/2014	Transitions IEP Reporting Doc, PLAN/EXPLORE	Rachel Boyack and Emily Kafle	Case Managers, Resource Rooms, and Transitions	1	LGA
8/26/2013	ESY Determination Documentation	Emily Kafle and Rachel Boyack	Case Managers, Support Services, Resource Rooms, Inclusion, AIM, and Emotional Regulation Team	2	LGA
8/27/2013	HR Training	Booth and Lavarato Law Group	All Staff	1.5	LGA
8/27/2013	HR Leadership Training	Booth and Lavarato Law Group	Leadership	1.5	LGA
8/27/2013	Transitions Activities Reporting Process	Emily Kafle and Rachel Boyack	Case Managers, Resource Rooms, Transitions	1	LGA
8/27/2013	Volunteer Site Specific Training	Rachel Boyack	AIM Staff	1	LGA
8/28/2013	MH/Family Training	DHS	Selected Staff	8	LGA
8/28/2013	Resource Rooms Round Table Discussion	Resource Room Staff	All Staff (except case managers and AIM)	1	LGA
8/28/2013	Due Process Update	Emily Kafle and Rachel Boyack	All Staff (except General Education Teachers)	1	LGA
8/28/2013	Classroom Structure Scavenger Hunt	Brandy Dougherty	General Education Teachers	1	LGA
8/29/2013	Grade 12 / AIM Scaffolding	Rachel Boyack and Emily Kafle	Case managers, Support services, Resource Rooms, Transitions, AIM, and Emotional Regulation Team	1	LGA
8/29/2013	TLO Training for New Staff	Emily Richards	New staff	1	LGA
8/29/2013	PBIS	PBIS Team	All staff	1	LGA
8/29/2013	8:45 -11:00 Epipen, Bloodborne Pathogens & Food Allergy Training -NURSE	Mary Ellen West	All Staff	2.5	LGA
9/10/2013	Academic Case Conferencing	ACC Committee	Classroom Teachers	1	LGA
9/20/2013	Executive Function Part I	Fraser	Mary Blaisdell	2	Bloomington, MN
9/24/2013	Social Security with Work Incentives	Fraser	Amanda White, Meg Fuller	2	Bloomington, MN
9/24/2013	PBIS -Big 5 Presentation	Eric Riggberg	All Staff	1	LGA
9/26/2013	The Evolving Theatre Classroom	Educational Theater Association	Sarah Prill	4 days	Minneapolis
9/27/2013	SketchUp-Pro and Geographic Information System (GIS)	MDE	Tracy Klug	6	MDE Conference Center
10/1/2013	Sensory Strategies	Occupational Therapists	All Staff	1	LGA
10/8/2013	Differentiation	Dr. Karen Rogers and Brandy Dougherty	Classroom Teachers	1	LGA
10/10/2013	Minnesota Business Education Association Fall Conference and Board Meeting.	Varied - MBEI.	Kristi Person	16	Mankato, MN
10/12/2013	8th Annual GEOFEST Minnesota Conference	MAGE	Brittany Forhsee	6	Macalester College
10/12/2013	GeoFest 2013	MAGE	Tracy Klug	6	Macalaster St. Paul, MN

10/15/2013	Mental Health: Co-morbidity/Executive Function: Organization, Problem-solving, Planning	Support Services	All Staff	1	LGA
10/22/2013	Academic Case Conferencing	ACC Committee	Classroom Teachers	1	LGA
10/24/2013	Annual Health and Physical Education state convention	Wisconsin Health and Physical Education	Malory Kosher	14	Waukesha, WI
10/24/2013	Autism and Employment	AUSM	Sara Bydzovsky and Therese O'Meara	2	Hopkins, MN
10/25/2013	MACAC's College Counseling Institute (CCI) for High School Counselors	MACAC	Aimee Herbes and Meg Fuller	8	St Catherine University
10/31/2013	Executive Function Part II	Fraser	Mary Blaisdell	2	Bloomington, MN
11/5/2013	Differentiation	Dr. Karen Rogers and Brandy Dougherty	Classroom Teachers	1	LGA
11/12/2013	Academic Case Conferencing	ACC Committee	Classroom Teachers	1	LGA
11/14/2013	From Treasure Maps to GIS: Mapping the Past, Present and Future	Various Trainers	Tracy Klug	6	Minnesota History Center
11/19/2013	Cognition and Language: Strategies for the Classroom/Emotion Regulation: Self-Management, Self-Monitoring	Support Services	All Staff	1	LGA
11/20/2013	What's New in Young Adult Literature	Patti Tjomsland	Alison Mills	7	Earle Brown Heritage Center
12/3/2013	Academic Case Conferencing	ACC Committee	All Staff	1	LGA
12/17/2013	PBIS	Eric Riggberg	All Staff	1	LGA
1/9/2014	MN Math Leaders and MDE Best Practices Series, Part I Math/Special Education Workshop	MN Math Leaders and MDE	Ted Schalow, Brian Zimmer, Mike Finnerty	7.5	MDE Conference Center
1/14/2014	IT Exploration MN training through the Advance IT Minnesota organization.	Advance IT Minnesota organization.	Kristi Person	5.5	Metro State Midway Campus
1/14/2014	Mathematics Informational Webinar	MN Math Leaders and MDE	Andrew Cottingham	2	Webinar
1/20/2014	Integrating Technology into the History Classroom	Sponsor: MN Council for History Education	Brittany Forshee	5.5	Mill City Museum
1/30/2014	Social, Behavioral, & Independent Thinking Strategies for the Student/Child with Autism Spectrum Disorder"	Dr. Nicole Beurkens and Jennifer Cook O'Toole	Ted Schalow, Brian Zimmer, Andrew Cottingham, Mike Finnerty	15	Double Tree Minneapolis
2/7/2014	MESTA Conference 2014	Larry Rudnick, Kent Kirkby, Tony Runkel	Nate Anderson	7.15	Plymouth, MN
2/9/2014	Math and Special Education: Models for Success, Issues, and Pitfalls	MN Math Leaders and MDE	Brian Zimmer, Mike Finnerty	7.5	MDE Conference Center
2/12/2014	504 Training	MDE	Malory Kosher, Jeffrey Osterhout	6.5	St. Paul, MN
2/18/2014	National Association of School Psychologist National Convention	NASP	Jeffrey Osterhout	24	Washington, DC

3/1/2014	Noble Peace Prize Forum	Dalai Lama and Sister Helen Prejean	Brittany Forshee	8.5	Augsburg College
3/3/2014	Annual MCSS Conference	MCSS	Tracy Klug	8	Sheraton Bloomington
3/3/2014-3/4/2014	Annual MCSS Conference	MCSS	Brittany Forshee	10	Bloomington, MN; Sheraton
3/7/2014	Sped Directors Forum	MDE	Rachel Boyack, Ron Berger	6.5	St. Paul, MN
3/18/2014	Transitions Training	ISES	Brenna McHugh, Cayla Lauderbaugh, Julie Hinners, Mallory McKinney, Amanda Morse, Stephanie Thompson	2	St. Paul, MN
3/28/2014	MNCIMP and Post School Outcome Survey Updates	MDE	Rachel Boyack	3	St. Paul, MN
4/3/2014	MCEE	TIES	Megan Pfeffer, Meta Thomas	6.5	St. Paul, MN
4/7/2014	Transitions Services	Northwest Family Services	Kelly Van Esch	2	Brooklyn Park, MN
4/28/14-4/29/14,	MACMH Conference	MACMH	Patrick Chesla, Mary Ellen West, McKenzie Hennessey, Mallory McKinney	17	Duluth, MN
4/29/2014	Third Party Billing	MDE	Rachel Boyack, Sarah Mundy-Evans	6.5	St. Paul, MN
5/1/14-5/2/14	Autism Conference (various sessions)	AuSM	Sarah Baumgard, Theresa O'Donnell, Jenny Schmidt, Theresa LeCuyer, Matt Fricke, Brian Zimmer, Michael Finnerty,	4-16	Minneapolis, MN
5/7/2014	ISES Assistive Technology	ISES	Michelle Pose, Jessica Wandrie	2.5	White Bear Lake, MN
5/12/2014	ISES Assistive Technology	ISES	Kristi Person, Mary Blaisdell, Derek Kent	2.5	Roseville, MN
5/15/2014	Sped Directors Forum	MDE	Rachel Boyack, Sarah Mundy-Evans, Ron Berger	6.5	St. Paul, MN
5/19/2014	Rhythmic Entrainment Intervention online training	REI	Michelle Pose, Derek Kent	6	Online
5/20/2014	Audio Visual Entrainment Training	A Chance to Grow	Derek Kent, Carly Roth	5	Minneapolis, MN
5/21/2014	Ethics training for LICSW	NASW-MN	Lyrdsey Tisch	4	St Paul, MN
6/18/14 - 6/20/14	Peer Mediated Intervention: Creating Social Competence Across the Life Span	Autism Symposium for Educators	Janet Ha, Cayla Lauderbaugh, Stephanie Thompson, Matt Olmstead	17.5	St. Joseph, MN
6/23/2014	Personal Finance Camp	MCEE	Kristi Person	3 Days	Duluth, MN
6/25/2014	Civics in Minnesota: The Three Branches Bus Tour.	MN History Center	Tracy Klug	6	MN History Center, Ramsey House, State Capitol, and Judicial Center
8/2013-10/2014	Board of School Superintendents (BOSS)	Gary Cohen and Mark Wolak	Diane Halpin	10x/yr	Minneapolis, MN
Spring 2014	K-6 Math Methods course	Augsburg College	Michael Finnerty	1 Sem	Minneapolis, MN