




Minnesota Charter School District #4111



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## ***Introduction***

Augsburg Fairview Academy has now operated for two years in its new home on Columbus Avenue in Minneapolis. After seven years, the Academy continues to evolve into the school that the founders hoped they were creating in 2004 when Augsburg Academy for Health Careers (as it was then called) – with support from the Bill and Melinda Gates Foundation, and the Center for School Change – received its charter to operate a high school in St. Paul. The intervening years have not been easy for the school, beginning with a one-year delay in opening followed by the need to move into three locations in five years. Finally, however, AFA has settled into a permanent facility and stable infrastructure with which to carry out the mission for which it was created.

This mission – which has changed only slightly from the one the founders set out in the original contract with Augsburg College – is clear and compelling:

*Augsburg Fairview Academy invites young adults from diverse communities to prepare for college, career, and life through an intense program of rigorous study and real-world connections to health care, education, and other human services.*

Augsburg Fairview Academy reaches out to marginalized communities that are underrepresented in the health occupations to enroll high school students who are motivated to engage in an intense program of rigorous study. The Academy offers them an exceptional opportunity to achieve post-secondary readiness, vocational certification in health care and other caring professions, workplace experience, and early college credit. By the time they graduate, Academy students are expected to master the knowledge, understanding, skills, and habits they need to succeed in the challenging world beyond high school.

In AFA's seven-year history, the challenges that it has faced have overwhelmed no small number of other charter schools. There are documented cases in which inadequate facilities, inability to attract students, an influx of troubled and struggling students, the vagaries of state revenues, and the mysteries of small business management have proven too much for inexperienced boards, managers, teachers, and staff who had never before run a school that was also a small business. The Academy has also faced business challenges during its journey to becoming a unique, college prep high school for urban students. It has managed to overcome these challenges. While still fragile, AFA is an essentially healthy enterprise with a strong foundation from which to achieve its mission in the coming years.

What makes AFA unique, even among generally innovative charter schools, is that it has actually managed to establish itself as a radically transformative learning community. The 2011 Academy is truly a family of learners led by teachers who are caring scholars guided by the principles of authoritative teaching and the wisdom of the Circle of Courage.

This transformative approach (see Appendix 1 and Appendix 2) reflects a commitment by the faculty and staff not just to preparing students academically but, also, to being role models who show them how to be good citizens and healthy adults: i.e., to be caring, kind, and honest with themselves and others; to seek out ways to serve the needs of others; and to practice the habits of mind that will give them a lifetime of wellness and happiness.

Many students come to AFA because of its college prep and health careers orientation. The Academy attracts others who have a real need for a welcoming community that gives them a feeling of belonging and a sense that somebody cares about them. The Academy's faculty and staff believe that it is possible to communicate high expectations, even to troubled students, and to guide and coax them, patiently, to better behavior, without resorting to coercion or punishment. The Academy has made a great effort to replace the traditional approach to behavior and discipline, which is the norm in most schools, with interventions that create a supportive, sheltered environment in which emotional and psychological healing can take place.

Young people, if they give it a fair chance, find that such a happy, supportive environment is also conducive to learning. Two measures of the success of the AFA philosophy are noteworthy:

- First, the Academy has completed five years without having to use reportable, administrative disciplinary actions – such as suspension or expulsion – to deal with any of its students' behaviors.
- Second, the Academy has graduated seniors for the past five years with an overall record of sending 90% on to college and other post-secondary studies.

An overall summary of Academy strengths in the past year would include:

Graduating college-ready seniors The Academy graduated its fifth class of 24 students in June, 2011. All but three of these students have started post-secondary studies in the fall of 2011, including one who has enrolled at Augsburg College, our authorizer. Approximately half of these graduates received scholarships from the colleges they are attending or from private sources, such as the Alan Page Foundation.

Value-added experiential learning for career and living In addition to formal classwork, the Academy has provided hands-on experiences in the health care field through blood pressure and wellness clinics for families in central Minneapolis and St. Paul. This outreach effort has become a weekly fixture at a number of local community centers. The majority of AFA students earned or renewed their First Aid/CPR certificates during the year under the direction of the Academy's health and wellness instructor, who is also certified as a trainer in this area. Students also found time to spend a day visiting legislators from Minneapolis and state-wide during Charter School Day at the Capitol. AFA sent one of the largest delegations of students to this important, annual event.

State of the art learning technologies Learning technologies have been an important element in the Academy's instructional strategy. The Academy continued to maintain a

1:1 ratio of classroom computers to students, with all computers having Wi-Fi Internet access. The use of technology augmented a continued commitment to giving teachers sufficient time to respond to individual student needs. This strategy was strongly supported by maintaining a ratio of only 12 students per full-time classroom teacher.

Programs of instruction to serve more students The Academy offered two distinct programs to meet the needs of different students. One, the “College Fast Track” offered both traditional, classroom-based, college-prep learning opportunities and self-directed learning via blended on-line/teacher assisted courses to 9-12<sup>th</sup> grade students. The second, the “Connections Program,” was offered to students age 16 years and older who sought to get back on track for graduation; many of these were returning to school after having dropped out for some time. The curriculum comprised computer-based coursework offered in teacher-assisted labs at the Academy.

Response-to-Intervention The Academy launched a comprehensive effort to assist struggling students improve their reading and math skills in 2010-11. This is described in detail below.

Tutoring and independent work with teachers Time with teachers 1:1, as well as tutoring, was made available to interested students all day Friday and, on a more limited schedule, before and after class on Mondays through Thursdays.

School governance and management by a teacher-led professional partnership The teachers and permanent staff of the Academy, with the support of the Board of Directors and the Executive Director, continued to develop the professional partnership model around which much of the school's governance and management is organized. During the spring semester, the partnership worked with the executive team to develop activity-based budgets for the 2011-12 school year, continuing a process that had been introduced in the previous budget cycle.

Excellent financial management The last of the Academy's best practices is its excellent financial management process. More charter schools have closed as a result of financial mismanagement than for any other reason. The Academy has finished each fiscal year with an operating surplus and has received a clean audit each year since it began operations. Furthermore, it is one of only a handful of the more than 450 traditional and charter school districts in Minnesota to earn the Minnesota Department of Education School Finance Award four years in a row.

Of course, AFA's transformative vision is not an assured reality. The AFA community understands that we will never achieve a perfect, consistent implementation of everything in our vision. We are confident, however, that we are headed in the right direction. It is the only direction that offers many of our students even the chance of being helped.

In the 2011-12 school year, Augsburg Fairview Academy intends to be a leader among public schools in:

- Ensuring that all students, especially those with below grade-level achievement, make at least 1.5 years of academic progress per year in reading and math;
- Aligning curriculum and instruction to what high school students really need to know, understand, and be able to do in order to succeed in college, career, citizenship, and life;
- Blending essential content knowledge with the capacity to perform in the real world: the former being learned through direct instruction from expert teachers in the classroom, the latter through project-based learning, community service, career workshops, on-the-job experience, and independent research;
- Showing students how to handle adult freedoms and responsibilities, and helping them develop good habits of mind, by providing role models and guidance in a deeply caring, protective learning environment; and
- Maintaining and, where possible, strengthening financial controls and activity-based financial planning to make even more effective use of the resources the school is likely to receive in the coming years of budget austerity from the state.

### ***School Governance***

#### **2010-2011 School Year Charter Public School Board**

2010-11 Election Date: December 3, 2010

2011-12 Election Date: December 8, 2011

<b>Name</b>	<b>Position</b>	<b>Group</b>	<b>Date Seated</b>	<b>Phone</b>	<b>E-mail</b>	<b>Attendance 7/10-6/11</b>
Anne Kaufman Term: Jan 10 – Jan 12	President, effective Jan 10	Outside Director; Augsburg College	January, 2010	612-330- 1188	kaufman@augsborg.edu	Missed 1 meeting
Heidi Anderson Term: Jan 10 – Jan 12	Treasurer	Inside Director; AFA teacher; file# 438828	January, 2010	612-991- 6743	heidi.anderson@afa.tc	Missed 0 meeting
Kendra Perry Term: Jan 11 – Jan 13	Secretary medical leave 3/11	Inside Director; AFA teacher; file# 434612	January, 2008	612-424- 7290	kendra.perry@afa.tc	Missed 4 meetings; medical leave
Bart Johnson Term: Jan 11 – Jan 13	Interim Secretary from 4/11	Inside Director; AFA teacher; file# 381670	January, 2008	612-219- 1364	bart.johnson@afa.tc	Missed 0 meetings
Louis Smith Term: Jan 10 – Jan 12	Member	Outside Director; Community	December, 2009	612-344- 1400	smith@smithpartners.com	Missed 2 meeting
Laura Beeth Term: Jan 11 – Jan 13	Member	Outside Director; Fairview Health	January, 2009	612-672- 2278	lbeeth1@fairview.org	Missed 1 meeting
Sue Hageness Term: Jan 11 – Jan 13	Member	Outside Director; College of St. Catherine	January, 2007	651-690- 8893	smhageness@stkate.edu	Missed 1 meeting
Jess Niemand (Lee) Term: Jan 10 – Jan 12	Member	Inside Director; AFA teacher; file # 427306	January, 2007	612-991- 6992	jess.lee@afa.tc	Missed 1 meeting
Ronald Bentley Term: Jan 11 – Jan 13	Member	Inside Director; AFA teacher; file # 392536	January, 2007	612-991- 6859	ron.bentley@afa.tc	Missed 2 meetings
Lori Walz Term: Jan 10 – Jan 12	Member	Inside Director; AFA teacher; file# 411347	January, 2008	612-874- 9023	lori.walz@afa.tc	Missed 0 meetings
Cavis Adams Term: Jan 11 – Jan 13	Member	Parent	January, 2011	n/a	n/a	Missed 6 meeting

## School Management

### 2009-10 School Management Information

Name	File Folder Number	Assignment	Years Employed by School	Left during 10-11	Not returning 11-12
Spira, William	371087	Executive Director & Lead Teacher	5		
Johnson, Bart	381670	Lead Teacher	3		
Patraw, Catherine	--	Operations Manager	4		
Gunderson, Kayla	--	Records Specialist	3		
Wright, Ollin	--	Custodian	1		

The professional background of Dr. William Spira, the Academy's Executive Director is documented in his *curriculum vitae*, which is included as Appendix 3. The professional background of Mr. Bart Johnson, the Academy's Lead Teacher is documented in his *curriculum vitae*, which is included as Appendix 4.

The division of management authority and responsibility for 2010-11 is shown in the organization chart included as Appendix 5. Since Mr. Johnson does not hold a MN administrators license, a professional development plan was established for him during the school year. This is documented in Appendix 6. Because Dr. Spira will be leaving his position as Executive Director at the end of the 2011-12 school year, the board did not establish a continuing professional development plan for his position.

## Teaching Faculty Information

### 2010-11 Contracted Teachers Faculty

Teacher Name	File Folder Number	Assignment/Subject	Joined Month/Year	Left during 10-11	Not returning 11-12
Wolfe, Kim	434977	Biology, Biochemistry	08/2010		
Perry, Kendra	434612	English	08/2007		
Matuseski, Tom	325479	Math	08/2007		
Walz, Lori	411347	College Readiness	08/2007		x
Bentley, Ronald	392536	Special Education	08/2005		
Anderson, Heidi	438828	Social Studies	08/2008		
Husain, Faaria	443270	English	08/2009		
Lee, Jessica	427306	Health & Wellness	08/2006		
Overlien, Anna	455717	Art (part-time contract)	08/2010	left for f.t.	
Pottratz, Elizabeth	448351	Spanish (part-time contract)	08/2010		
Tkachenko, Neliya	381773	ESL (part-time contract)	10/2008	laid off	

## ***School Admissions and Enrollment***

### **Student Enrollment and Attrition Rates**

<b>School Year</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>	<b>Attrition Rate*</b>
<b>2005-06 (opening year)</b>	26.64	14.36	5.55	0.00	46.55	n/a
<b>2006-07</b>	19.45	22.99	21.12	7.14	70.70	n/a
<b>2007-08</b>	17.72	14.72	19.98	22.77	75.19	n/a
<b>2008-09</b>	22.72	27.26	32.62	51.28	133.88	n/a
<b>2009-10</b>	12.04	17.75	29.58	52.75	112.12	n/a
<b>2010-11</b>						n/a
<b>Est. 2011-12</b>						

*\* Growth in upper class enrollments from year to year prevents calculation of meaningful attrition rate.*

The Academy's student body in 2010-11 comprised predominantly students of color (95%) and students who are eligible for free and reduced price lunch (85%). Our student body included 13% who were eligible for special education and no students who were eligible for ESL services. Further details of the demographics of the Academy's student body are included in the school's State Report Card, which is forthcoming from MDE.

### **Student application, lottery, and enrollment procedures**

The Academy is a charter public school. It has the same legal standing as a public, tax-supported educational institution as do the traditional district public schools. Because it is a public school, the Academy is open to any high school student without regard to gender, religion, race, or special needs. Students and their families do not have to pay anything to attend the Academy. As a public school, the Academy is not affiliated with any religion and is non-sectarian with regard to program, admission, employment, and curriculum. All Academy teachers are licensed in the areas they teach by the State of Minnesota and are considered highly qualified according to the criteria of the federal "No Child Left Behind Act."

The Academy enrolls students for the next school year as long as there is space available. To date, the Academy has always had space available and has not had a waiting list in spring or summer which would necessitate a lottery.

Students wishing to apply for the next school year are asked to send a brief note of interest with their name, contact information, and the grade for which they are applying. This may be sent by



post to the Academy at its legal address. The same information may also be sent by email or via an Internet form accessed through a link on the AFA website: [www.afa.tc](http://www.afa.tc), or collected in person from a student or the student's parents at events in which AFA staff are present. The Academy does not require nor does it encourage any further information about a prospective student until he/she has been enrolled.

The Academy does not have an application form other than this. It does not ask students to provide anything beyond name, contact information, and the grade for which the student is applying. A copy of the Academy's 2010-11 enrollment form is included as Appendix 7. Students and their parents fill this form out at the time they accept the Academy's offer of enrollment for the coming year.

### ***Academic Program***

The Academy's transformative approach has helped to promote emotional healing and improve the coping skills of many of our students. We see significant improvement in behavior and maturity among students who remain at the Academy even a short time. Many of these students also show improvement in academic outcomes, even though we are still not satisfied with many students' attendance or engagement with studies. We observe this pattern both with whole-group instruction and self-directed learning, even with significant, individual support. However, given the significant challenges we have faced in the past six years, we are happy with the efforts we have made to foster academic engagement and do not want to ignore our successes. Having 90% of Academy graduates, to date, enter into college and other post-secondary study is no small accomplishment.

Developing a successful, transformative pedagogy for every struggling high school student who comes to the Academy has proven to be very tough. The faculty and staff at AFA have had their share of frustration in their efforts to turn disengaged students into motivated learners. The task has become even more daunting with the severely constrained resources available to public education in the current state budget.

Part of the difficulty we face occurs with the large pool of disenfranchised upper grade students who make up the lion's share of AFA's enrollment. These students come to AFA after they have struggled and failed to make progress in one or more other schools. In 2010-11, nearly three-quarters of our student body comprised 11<sup>th</sup> and 12<sup>th</sup> grade students. Of these, nearly half enrolled in the current year and arrived well behind in the credits they needed for a diploma. The Academy implemented a self-directed learning program three years ago to offer greater freedom, flexibility, and extended hours to this group of students. In 2010-11, this program was further modified to meet the needs of chronically disengaged students and accounted for nearly half of the Academy's enrollment.

Our efforts will continue with innovative, energetic experiments aimed at developing more responsive and engaging classrooms. Our students are a highly diverse group of great young people, many of whom travel through life with a lot of emotional, social, and cognitive baggage. Along the way, many have learned not to value formal academic learning. To serve the profound range of such needs, we must continue to search for effective tools to divest such students of this baggage and show them the value, and the joy, of learning. We are proud that the Academy has evolved into a learning family that does not “push away” difficult students. Our next goal is to offer each student the support and value they need to keep them from “pulling themselves away” from our help.

#### Achievement of 2010-11 performance objectives

The Academy's academic goals for 2010-11 along with performance are described in two reports prepared by AFA's Lead Teacher, Mr. Johnson, about the Academy's main academic intervention for the year: a comprehensive Response-to-Intervention program focused on improving reading and math skills to the Academy's many struggling students. A detailed description of this program and the results after its first year of implementation are presented in a report (Appendix 8) and PowerPoint presentation (Appendix 9).

As mentioned above, the Academy's efforts to provide a supportive learning environment for students bore significant fruit in the form of 21 of 24 graduates in June, 2011, enrolling in some form of post-secondary education. The majority of the Academy's graduating seniors were students who had spent at least three years at AFA, indicating that the Academy's approach is highly successful if given enough time to have an effect.

#### New Objectives for 2011-12 School Year

The Lead Teacher's letter to parents for the new school year is included as Appendix 10. In addition to giving an overview of the year, it lays out the academic and social goals that AFA has for its students in the coming year.

#### ***Innovative Practices***

##### Building a “Circle of Courage/Reclaiming” learning environment through authoritative teaching and transformative disciplinary strategies

Since it opened for its first class in 2005, the Academy has been developing its program for urban high school students using the Circle of Courage as its guide. The following summary of the Circle of Courage is taken from the web page of Reclaiming Youth International (<http://www.reclaiming.com/content/about-circle-of-courage>), the organization responsible for developing and supporting this model:

*“The Circle of Courage, is a model of youth empowerment supported by contemporary research, the heritage of early youth work pioneers and Native philosophies of child care. The model is encompassed in four core values: belonging, mastery, independence, and generosity. The central theme of this model is that a set of shared values must exist in any community to create environments that ultimately benefit all.*

*“In 1990, Dr. Larry Brendtro, Dr. Martin Brokenleg, and Dr. Steve Van Bockern, Augustana College faculty, Sioux Falls, South Dakota, published Reclaiming Youth at Risk: Our Hope for the Future. The authors suggested that children who are often referred to as 'alienated', 'troubled' or 'difficult' are at risk because they live in an environment that is hazardous - one that breeds discouragement. By contrast, an environment that promotes courage is one that fosters changes to meet the needs of the young person and society and subsequently reclaims youth at risk.*

*“The model is represented by a circle - the medicine wheel - that is divided into quadrants. The circle is sacred and suggests the interconnectedness of life. Likewise, it expresses the sacredness of the number four - the four directions, the four elements of the universe, and the four races. Each quadrant of the CIRCLE OF COURAGE stands for a central value - belonging, mastery, independence, and generosity - of an environment that can claim and reclaim all youth. It represents the 'cultural birthright for all the world's children.'*

*“The Circle of Courage is a philosophy that integrates the best of Western educational thought with the wisdom of indigenous cultures and emerging research on positive youth development. The circle suggests the importance of the shared values of belonging, generosity, independence, and mastery. While the four dimensions of the Circle of Courage can be described individually, they must be viewed as one. Ideas from the book Reclaiming Youth at Risk: Our Hope for the Future offer insight on understanding the four values.”*

The principles and practices that the Academy has put into place as the foundation of its effort to operate as a Circle of Courage school are presented in two documents: The “AFA Overarching Framework” (Appendix 1) and the “Principles of Authoritative Instruction” (Appendix 2). AFA has made a significant investment in providing professional development time for teachers and staff to learn, discuss, and reinforce aspects of the Circle of Courage as it applies to classroom and school environments. In 2010-11, two groups of young women whose conflict-oriented behavior suggested the need for targeted cognitive behavioral interventions were invited to participate in after hours “aggression replacement training” groups. Most who were invited participated and teachers reported substantial improvements as a result, not only in the participants but in their peers whom they influenced.

In great measure due to the implementation of Circle of Courage, the Academy has not found it necessary to suspend (or expel) a student for the past four years, despite being faced with challenging behavior similar to that experienced in most urban schools. The difference lies in the Academy's positive responses to “bad behavior” and its energetic use of transformative interventions rather than retributive consequences.

In 2011-12, the Academy is committed to expanding this approach through the introduction of restorative justice/peace-keeping circles and a daily advisory in which students and staff can share thoughts and concerns in a positive, productive environment.

### New facility designed to foster a “learning family” environment

The Academy's 18,000 s.f. facility has continued to evolve in its second year of use into the space envisioned during the design phase. A significant proportion of learning activities mimic the informality of a home or a youth club, but without sacrificing a clear focus on challenging topics and rigorous study. The effectiveness of this facility is further augmented by the following characteristics:

1. The Academy is the sole occupant of a stand-alone building situated on several acres of green space (park, gardens) with adequate on-site parking.
2. The location at 2504 Columbus Avenue, Minneapolis is in the Minneapolis medical corridor and centrally located “in the heart” of the Phillips West Neighborhood, a community in which the Academy does much of its outreach and service learning.
3. While meeting the Academy's educational needs, the building footprint has a high net-to-gross space allocation and a relatively low ratio of square footage per student. This keeps leasing, furnishing and operating costs to a minimum.
4. Since the building is situated on a half-block property that includes its own playground, park/picnic area, and extensive garden (maintained in collaboration with the UM Landscape Arboretum), the facility offers extensive green space which students can enjoy as a view and use directly, whenever the weather permits.
5. The school is located one block from Park Avenue, one block from Chicago Avenue, two blocks from Portland Avenue, and less than four blocks from Lake Streets and Franklin Avenues. As a result, it is extremely well served by a number of major bus routes which, during most of the day run at 15-20 minute intervals. The site also includes a 30-car parking lot.

### ***Program Challenges***

#### Financial impact of the state's revenue policies

*The 37% holdback in state revenues (rising to 40% in 201-12) leaves the Academy in a very challenging financial situation. Like other young, charter schools serving low-income communities, AFA had limited means to weather these financial constraints.* The Academy has been managing its cash flow needs with an agreement to sell receivables to Charter School Capital in Portland, Oregon. Thus far, this mechanism has proven to be a flexible and highly efficient mechanism for managing the Academy's cash flow but it does add at least \$25,000 to the school's budget as the discount and service costs associated with these sales.

#### Continuing challenge in reaching enrollment targets, particularly in grades 9 & 10

The Academy has faced enrollment issues several times in its history. It failed to open when planned in 2004 due to low enrollment. It opened in 2005 with an unsustainable enrollment of 45. The following two years saw enrollment inch up to 70-75 with growth inhibited, first, by moving the school away from its original location in St. Paul and, second, by locating the school

downtown in an office building on Hennepin Avenue. Opening up a self-directed learning program (with flexible hours and courses) in 2008-09 produced a significant jump in enrollment due almost exclusively to a dramatic increase in older students (i.e., 12th grade, average age above 17).

Again, in 2009-10, the move to a new location left behind a portion of AFA's established enrollment. With the time and resources invested in moving, the Academy was unable to build the awareness and interest it would have liked among prospective students and families in its new neighborhoods. As a result, enrollment dropped from the previous year. It proved difficult for the faculty and staff to invest the time and resources to build a base in the school's new neighborhoods due to the pressing demands resulting from moving, coupled with the financial hold-back announced just months before school started, and exacerbated by a modest attrition in student enrollment that developed in response to AFA's other difficulties.

In 2010-11, the Academy's goal was to have 60-75 students enrolled in the morning classes associated with the College Fast Track program and at least an equal number enrolled in self-directed learning. Despite an energetic recruiting campaign, the Academy ended the year with and ADM of 110, with the bulk of the enrollment still coming from 11th and 12th grade students. At the present time, the same pattern appears to be repeating itself in 2011-12.

### ***Finances***

A preliminary financial summary as of June 30, 2011 is included as Appendix 11. It shows that the Academy was effective in continuing to protect the financial stability, continuity, and security of its operations and business infrastructure.

The financial picture for Minnesota in the current biennium is certifiably grim and does not give much evidence of improving for, at least, another two years. The Academy has, and will continue to, remain in reasonable financial health during this period with a conservative budget and very careful cash management.

### ***Authorizer (Sponsor)***

Augsburg Fairview Academy for Health Careers (“The Academy”) is sponsored by Augsburg College. The college’s liaison is Chris Brown:

Mailing address: Augsburg College Education Department  
2211 Riverside Avenue  
Minneapolis, MN 55454-1351  
Phone: 612.781.1462  
Email: [brownc@augsborg.edu](mailto:brownc@augsborg.edu)

The current contract between the Academy and Augsburg College is for one year, until June 30, 2012. This was necessary because Augsburg College was not certified until late spring by the

state as an authorizer under the new statutory provisions under which chartering is done in Minnesota after 2009. Now that the college is certified, the plan is to sign a 5-year contract with AFA, which will take effect in July, 2012.

As in all prior years, the working relationship between The Academy and Augsburg College has been notably close during the 2010-11 school year. Chris Brown, the designated liaison from Augsburg College, participated in board meetings on a quarterly basis throughout the year. During the past year, Augsburg College was represented on the Academy board by Anne Kaufman, Associate Professor of Education, who served as President and Board Chair.

One of the primary responsibilities of Augsburg College is to provide oversight of the school. Since it is the authorizer who has signed a charter agreement with the state, its role is to make sure that the school is meeting the mission of the charter as well as following state and federal regulations. This oversight is an ongoing process between Augsburg College and the Academy's board and management. It is viewed in the context of partnership rather than an authorizer holding power over an operator. Since the ultimate goal with both parties is to increase student learning, Augsburg College works jointly with the Academy to provide oversight.

The oversight function fulfills three primary purposes. First, it provides ongoing information as to the strengths and weaknesses of the Academy. If and when issues or problems, arise this information helps to better address the needs as they occur. Second, the information serves to make the charter renewal process much easier. Third, this information is shared with the state and federal government as required.

### ***School's State Report Card***

This will be available on the state website at some point in future.

### ***Non-Profit Status***

The following has been extracted from the publicly-available, current report from the Office of the Minnesota Attorney General:

Organization Name [AUGSBURG ACADEMY FOR HEALTH CAREERS](#) Organization Type [CHARITY](#) Contact Person [ATTN DR. WILLIAM M SPIRA](#) Address [730 HENNEPIN AVE](#) City [MPLS](#) State [MN](#) Zip Code [55403](#)- IRS Code 501(c) [03](#) Purpose or Description [Approved MN Charter High School Grades 9-12. Focus on preparing students for post secondary education and positions in the health careers.](#) Phone Number [\(612\) 333-1614](#) Status [ACTIVE](#)

Appendix 1



Overarching Framework  
**Augsburg Fairview Academy**  
*Helping Teens Build Happy, Meaningful, and Hopeful Lives*



- A charter public school for students in grades 9-12 focused on citizenship, college, and health care and other caring professions
- A transformative learning community that believes in its students, is committed to their well-being, and dedicated to helping them find their life's purpose by connecting them to meaningful opportunities for citizenship, work, and service to others
- A supportive family of scholars who welcome students as respected young adults into a partnership that values caring, kindness, honesty, hard work, wisdom, wellness, personal happiness, and, above all, doing good

*Authentic Teaching for Educational Impact:*

*[Yash]*

**Relationship + Relevance + Rigor = RESULTS!**

*[Jill]*

**RELATIONSHIP**

*Forge strong bonds with students and families*

**ROLE-MODELING and COMMITMENT**

*Devoted, values-centered adults who "walk the talk" and "walk with" students through good times and bad. Showing students how to build self-discipline and make better choices. High expectations reinforced by teaching and positive attention.*

**The "CIRCLE OF COURAGE"**

*Belonging – Mastery – Independence – Generosity  
 A welcoming community that fosters hope, trust and strength.  
 Transforming lives by life space intervention and restorative justice.*

**STUDENT & FAMILY SUPPORT**

*Caring people who act like family toward every student.  
 Adults who believe in, spend time with, and stand up for their students.  
 Real commitment to join with parents to help students succeed.*

**RIGOR**

*Hold ourselves to a higher standard*

**HIGH MORAL VALUES**

*The Academy Code:  
 Be caring, kind and honest to myself and others, always.  
 Do nothing that brings harm to myself or others, ever.  
 Take responsibility for any harm I cause and heal it.*

**GOOD WORK HABITS**

*Nurturing self-directed, enthusiastic effort.  
 Recognition of everyone's passion, effort, and achievement.  
 Continuous, personal academic support for all studies.*

**INTELLECTUAL INTEGRITY**

*Preparing students to think critically and wisely.  
 College-outdated learning guided by master teachers.  
 Academics focused on the "big questions" in life.*

**RELEVANCE**

*Build connections to citizenship, healthcare careers, and lifetime happiness*

**FAITH**

*We have to have faith for this to work:*

- faith in the power of caring;
- faith in the value of learning;
- faith in our vision;
- faith in ourselves;
- and
- faith in each other

**ACADEMIC ESSENTIALS**

*Building a solid foundation of knowledge, understanding & skills.  
 Integrated studies of important topics at the right level of academic challenge.  
 Accelerated, 3-year course schedule in English, math, science, and social studies.  
 Flexibility in whole group and self-directed classes to accommodate all students' needs.  
 Innovative use of technology in classrooms with 1:1 computer access.*

**POST-SECONDARY OPPORTUNITIES**

*Preparing for lifelong learning beyond high school.  
 Practical skills and habits of mind for both college and the workplace.  
 Fast track to early college in high school – Healthcare provider certification.*

**SCHOOL IN THE REAL WORLD**

*Opening doors: "Know-how, know-what, & know-who"  
 College and career network of contacts, mentors, hands-on experience.  
 Community leadership through service - Community-based extracurricular activities.*

**GROWING UP HEALTHY, HAPPY, & GOOD**

*Encouraging strong habits of personal wellness:  
 Loving others - Being a good citizen - Living with passion - Finding joy in art - Inspiring/In  
 Individualized support to address unique psychological and personal needs.*

**EFFORT**

*Faith without effort will not get us where we want to go.*

*Learning from, caring for, and trusting in one another are powerful and joyful activities but they demand commitment, sacrifice, and hard work from teachers and students, alike.*

Rev. 11.01.11

## Appendix 2

# AUGSBURG FAIRVIEW ACADEMY PRINCIPLES OF AUTHORITATIVE INSTRUCTION

rev. 08.01.2011

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Augsburg Fairview Academy is a “Circle of Courage” school. As such, it expects that its teachers and staff will be guided by certain principles of authoritative instruction and best practice. In addition to following the practices set out in the Academy’s handbooks and policy statements, an AFA employee is also expected to understand and adhere to the principles of the “Circle of Courage” as described by Brendtro and his colleagues in their books, *Reclaiming Youth at Risk: Our Hope for the Future* (2001, Solution Tree) and *Troubled Children and Youth: Turning Problems Into Opportunities* (2004, Research Press). The Academy will provide copies of these books, at no charge, to each employee at the time of his or her employment and will offer continuing professional development to help faculty and staff master the strategies they represent.

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**The Academy’s policies regarding instruction, student management, interpersonal relationships, and discipline are grounded on the following principles that apply to each and every member of the faculty or staff:**

- **My fundamental obligation is to do whatever it takes to make each student want to learn and, then, to satisfy that student’s desire with meaningful opportunities to learn.**
- **I will honor the following code and do my best to help others to do the same:**
  - Be caring, kind and honest to myself and others, always;
  - Do nothing that brings harm to myself or others, ever;
  - Take responsibility for any harm I cause and heal it.
- **I will seek to protect the safety, interests, rights, and dignity of everyone and will try to avoid even the appearance of being hurtful, demeaning, confrontational or blaming in what I say or do to anyone.**
- **When faced with challenging behavior, I will avoid being drawn into conflict or resorting to coercion to control behavior. I will, instead, be responsive to the problems underlying the behavior and provide positive support and guidance to help the person work through the issue at hand.**
- **I will be a role model of engaged learning: demonstrating for students the habits of mind that make it possible to acquire knowledge, understanding, and skills; and reinforcing for students the lifelong value to be gained by strengthening these habits.**
- **I will be a role model of good behavior: showing students, by word and deed, the virtues that they will need to practice in order to be successful citizens, parents, friends, neighbors, and workers for the rest of their lives.**
- **I will provide help and instruction that captures the interest of each student, to be highly engaged every time I interact with a student, and to demonstrate a high level of professionalism in the preparation, execution, and assessment of everything I do.**
- **I will will make myself available to students and their families in order to build strong relationships and deal with issues or concerns as they occur.**
- **I will not give up on any student no matter how much the student may resist or how difficult the student’s behavior may be.**

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*I understand the principles stated above. While I am employed at the Academy, I will do my best to use them as a guide to meeting my responsibilities to the school; to its students, families, and community stakeholders; and to my colleagues. I acknowledge that failure to adhere to this commitment may be a significant consideration in future employment decisions by the Academy.*

*My signature on the primary contract to which this statement of principles is attached shall serve of proof of my agreement to be bound by these principles.*



### Appendix 3. Curriculum vitae of Executive Director

#### **DR. WILLIAM M. SPIRA**

##### **Positions**

**Augsburg Fairview Academy (previously Augsburg Academy for Health Careers), Minneapolis** – Executive Director, 2006-present; Lead Teacher, 2005-2009. Helped to found AFA as Lead Teacher in 2005. As Executive Director for past five years, led school's growth at three different locations from 45 students to its present enrollment of 150 students. Successfully guided AFA to become an innovative leader in its primary mission of reaching out to marginalized, urban high school students and help them engage in an intense program of rigorous study. Thus far, AFA has enrolled more than 600 students. Of these, more than 90% were eligible for free and reduced lunch and more than 95% were students of color.

Provided the leadership to implement Circle of Courage, reclaiming strategies, and restorative justice circles as core values at AFA. Replaced traditional discipline practices with restorative interventions and a supportive environment for emotional and psychological healing. As a result, AFA has, to date, completed five years without a single suspension or expulsion.

Led school to strengthen its technology platform as one of the first schools in Minnesota to adopt cloud computing strategies. As a result, since 2007, AFA maintains more than 200 Internet-connected, computers and work stations for its 150 students, without the cost of a full-time technical support operation.

Designed and directed the implementation of innovative strategies to expand instructional offerings, including: self-directed learning (hybrid, teacher-guided, on-line courses), “college fast track” (accelerated program leading to senior year in college), and a one-year concentration of study tailored to help chronically disengaged students, including dropouts, reconnect to school. AFA has sent almost 90% of its graduating seniors on to college or post-secondary studies since its first graduating class of three students in 2007. Of these, more than half were eligible for scholarships, either from the colleges they chose to attend or from private sources.

**South High School, Minneapolis** – Science Teacher, 1998-2005; Science Department Chair, 4 years; School Improvement Plan (Accreditation) Chair, 2 years; Academic Excellence Co-Chair, 4 years; Union Steward, 1 year.

**The GreenGold Corporation, Minneapolis** – Chief Executive Officer, 1994-1997. Founded company to market patented aquaculture technologies for wastewater treatment. Sold interest to publicly-traded venture capital firm, Bionet Technologies, Inc., in 1997 in conjunction with decision to get involved in growing movement to improve K12 education in Minnesota.

**Lemna Corporation, St. Paul** – Vice President for R&D and interim COO, 1992 -1994.

**The PRISM Group, Columbia, MD, Lima, Peru, and Dhaka, Bangladesh** – President and Chairman, 1986-1992. Founded 501c(3) organization to promote rural enterprise and improve health in developing countries. Directed Peruvian staff of 65 in designing and installing the National Health and Management Information System of Peru (Scope: 28 computer centers, 600 health centers, 15,000 health workers; USAID '88-'92, \$4,690,000) and was principal investigator on nation-wide quality assessment of primary health care services in the Peruvian public sector (USAID, PRICOR '88-'90, \$563,000). Returned to U.S. after 1992 political coup.

**The Johns Hopkins University, Baltimore** – Associate Professor of International Health, 1978-1992. Directed research programs in cholera, infectious disease epidemiology, bacterial virulence factors, and bacteria-associated gastric cancer. Co-Principal Investigator of NIH Infectious Disease Study Center with the White Mountain Apache Tribe in Arizona. Visiting Professor at the Universidad Peruana Cayetano Heredia in Lima, Peru. In 14 years, directed or co-directed 10 projects, representing a total of \$5.6 million in extramural support, funded by four NIH RO1 and Centers grants, two contracts from USAID, a grant from the FDA, and three grants from industry.

**Cholera Research Laboratory, Dhaka, Bangladesh** – Research Microbiologist, 1976 - 1978

### **Education**

<i>Ph.D., Bacteriology, 1974</i>	<i>University of Wisconsin-Madison, WI</i>
<i>M.S., Bacteriology, 1972</i>	<i>University of Wisconsin-Madison, WI</i>
<i>B.S., Bacteriology, 1968</i>	<i>University of Wisconsin-Madison, WI</i>
<i>NRC Fellow, 1974-1976</i>	<i>U.S. Army Natick R&amp;D Center, MA</i>
<i>M.A.T., 1999 (all but thesis)</i>	<i>Mankato State University, MN</i>

### **Licenses and Certification**

*Minnesota Teaching License, Life Sciences, File No. 371087*  
*ISO 9000 Quality Systems Auditor RAB Certificate Q05966*  
*Life Space Crisis Intervention Counselor, certified 2008*

### **Publications**

*57 peer-reviewed research papers (49 in English, 8 in Spanish)*  
*7 monographs, special reports, thesis*  
*32 seminars and conference proceedings*

## Selected bibliography

### Thesis

Spira, W.M. (1997). A motivation-centered theory of classroom productivity in adolescent learners and its application to the design of high school learning centers. Unpublished thesis for Master of Arts in Teaching. Mankato State University, Mankato, MN.

### Reports

Spira, W.M., P. Skillicorn et al. 1989. Cono Sur PRICOR II Project -- Peru Country Study (USAID Cooperative Agreement DPE-5920-A-00-5056).

Vol 1: Systems assessment model with instruments and indicators, 109 pp.

Vol 2: Detailed instruments (Spanish version), 150 pp.

Vol 3: Systems assessment of the diarrhea control program in the Cono Sur, 122 pp.

Vol 4: Systems assessment of the 1988 immunization campaigns in the Cono Sur, 129 pp.

Vol 5: Epidemiological Bulletin, Cono Sur -- 1988, 140 pp.

Spira, W.M., P. Skillicorn, et al. Cono Sur PRICOR II Project -- Peru Country Study (Subagreement 87/11/3300 to USAID Cooperative Agreement DPE-5920-A-00-5056), 1990. Management assessment of primary health care services in the Peru Ministry of Health. Part A: Analysis and recommendations, 52 pp + 58 graphs and Annex; Part B: Basic tabulations, 89 pp.

### Books/chapters

Skillicorn, P., W. Spira and T. Journey. 1991 (revised 1993). Duckweed aquaculture: A new aquatic farming system for developing countries. The World Bank, EMENA Technical Dept., Agriculture Division Special Publication, 68 pp.

Colwell, R. and W.M. Spira. The ecology of *Vibrio cholerae*. In Barua, D. and W.B. Greenough, eds. Cholera. 1991.

### Peer-reviewed articles

Gastrointestinal Physiology Working Group (W.M. Spira a senior investigator). 1991. *Helicobacter pylori* and gastritis: Ecology in Peruvian patients. *Gut*: 85, 81-84.

Spira, W.M., D. Sack, S. Sanyal, J. Madden, and B. McCardell. 1983. Description of a possible new extracellular virulence factor in non-toxicogenic *V. cholerae* O1. In Proceedings of the Nineteenth Joint Cholera Conference, US-Japan Cooperative Medical Sciences Program, Bethesda.

Sack, R.B. and W.M. Spira. 1984. Animal models of acute diarrheal diseases of bacterial etiology. In: O. Zak, (ed.) Animal models in the evaluation of chemotherapy of infectious disease. CIBA-GEIGY Ltd., Basel.

Spira, W.M., Y.A. Saeed, M.U. Khan, M.A. Sattar. 1980. Microbiological surveillance of intra-neighborhood El tor cholera transmission in rural Bangladesh. *Bull. WHO*, 58: 731-740.

Spira, W.M., J.M. Goepfert. 1975. Biological characteristics of an enterotoxin produced by *Bacillus cereus*. *Can. J. Microbiol.* 21: 1236-1246.

### Invited seminars

An operations management perspective on the assessment of primary health care service delivery: Systems analysis in the Lima, Peru Cono Sur PRICOR II Project. Seminar. USAID, Bethesda MD. March 1989.

Microcomputer-based relational databases in national health information systems. IDRC Workshop on Microcomputer Applications, Nyeri, Kenya. November 1988.

Evaluation of quality and coverage of primary health care activities in peripheral services facilities of the Peru Ministry of Health. Minister and Senior Executive Group, Peru Ministry of Health. July 1988.

Applications of microcomputers in primary health care. Ind. Inst. Health Mgmt. Sci. Jaipur, India. April, 1986

### **Consultancies and Editorial Boards**

#### Consultant

*U.S. Agency for International Development – Kenya, 1986-1987; Washington, D.C. 1993; The World Bank, 1993; World Health Organization – China, 1984; Geneva, 1984-1985; Government of Peru, 1985-1988; Science Museum of Minnesota, 1994-1996.*

#### Editorial Boards

*Journal of Food Protection; Applied and Environmental Microbiology; Infection and Immunity; Journal of the American Medical Association; Science; Bull. of the World Health Org.  
Other Information*

#### Overseas Experience

*9 years resident in Peru; 2 years resident in Bangladesh; military service in Vietnam; extended periods spent in Chile, Kenya, China, and India; shorter visits to 46 other countries.*

#### Languages

*Fluent in Spanish; reading in Portuguese, French and German*

#### Business Applications

*Quality assurance (ISO 9000); financial controls (GAAP, fund accounting); organizational development; strategic assessment; systems analysis; business plans, grant proposals, product and service technical documentation, patents, training materials, and quality control manuals.*

#### Information Systems

*Database design and information systems management; project director of major, national MIS implementation; expertise with statistical analysis packages (SPSS, SAS), integrated spreadsheets, and software for project management, presentations, and Internet website authoring.*

#### Military Service

*U.S. Army ('68-'70); service in Vietnam with 9th Infantry Division; awarded Bronze Star, 1969*

#### Personal

*Born September 10, 1946. My wife, Harriet, and I have been married for 44 years and have 3 children: Kirsten, an attorney in Madison, WI; Matthew, an English teacher in South Korea; and Lisl, an Arabic specialist with the National Security Administration. We now have 7 grandchildren, as well.*

## Appendix 5. Curriculum vitae of Lead Teacher

### BART C. JOHNSON

3121 36<sup>th</sup> Ave. S. • Minneapolis, MN • (612) 219-1364 • bart\_c\_johnson@hotmail.com

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#### SUMMARY OF QUALIFICATIONS

- Administrative experience as Lead Teacher at Augsburg Fairview Academy, an urban charter school in Minneapolis
- Twelve years of teaching experience in public education
- Five years at Augsburg Fairview Academy, an urban charter high school in Minneapolis
- Five years as a director on the AFA school board
- Four years of coordinating AFA's teacher peer evaluation process
- Three years of coordinating systemic professional development activities at AFA
- Two years experience as District Assessment Coordinator for Augsburg Fairview Academy
- Deep knowledge of systemic curriculum design and development
- Skills and strengths in leadership, communication, and complex problem solving
- Training and experience working with urban youth and youth at risk
- Sixteen years of basketball coaching and recruiting experience with elementary, middle, and high school athletes

#### PROFESSIONAL EXPERIENCE

2010-present

Augsburg Fairview Academy

Minneapolis, MN

##### **Lead Teacher, 2010-2011**

- Leader of the *College Fast-Track* program.
- Set and implemented plans for four ambitious school-wide goals in August of 2010
  - Improve academic skills by 1.5 years in reading and math for 80% of our students
  - Implement *Response to Intervention (RTI)* to identify, track, and remedy 90% of students who are behind grade level in reading and math
  - Increase the number of students meeting and exceeding the standards on state standardized reading and math tests by 20% from 2009-2010
  - Establish and maintain contact with families of 80% of our students at least 12 times during the school-year
- Adopted and executed a rigorous system for evaluating and coaching teachers based on the three domains model in the Yes Prep charter school system
- Coordinated and led professional development activities including:
  - Facilitating monthly *Teach Like a Champion (Lemov)* Teacher Pedagogy Forums focusing on critical teaching competencies and techniques
  - Coordinating professional development in areas of *Alternatives To Suspension*, *Aggression Replacement Training*, welcome-to-school meetings, Star Teacher discussion, *Response to Intervention (RTI)*, *Circle of Courage* discussion, and standardized test preparation
- Managed student behavior interventions, developed behavioral plans, facilitated family and school meetings regarding student behavior, and counseled students about positive behaviors
- Coordinated *Response to Intervention (RTI)* reading and math programs
- Teamed to develop AFA's master schedule based on the school's mission and vision, student needs, and budgetary parameters
- Led hiring committees for teaching positions at AFA
- Developed healthy, long-lasting, positive relationships with students based on consistent and frequent daily interactions in the halls and classrooms of Augsburg Fairview Academy
- Fostered a school-wide tenor of high academic achievement and college readiness for all students

## BART C. JOHNSON

### *School Board Director*

- Made policy, budget, and governance decisions regarding Augsburg Fairview Academy
- Wrote the *Staff Dismissal Policy* to systematize annual evaluations of personnel and provide stipulations for remediation and dismissal
- Collaborated with Inside Directors to write a monthly report of academic operations to the AFA school board
- Recruited the current AFA board president

2007-2010

Augsburg Fairview Academy

Minneapolis, MN

### *Professional Development Coordinator, 2009-2010*

- Coordinated the development of a systemic professional development plan
- Developed a schedule and strategy for the peer evaluation process
- Served as a member of the three-person annual teacher evaluation team
- Developed a year-long schedule of professional development sessions
- Coordinated August professional development activities
- Coordinated *Ready or Not Writing* workshop, featuring Paul Carney of Minnesota State Technical and Community College, Fergus Falls
- Collaborated with the Executive Director to design student and peer evaluation surveys of teaching faculty
- Participated in MCA-II Mathematics preparation workshop with Rod Haenke of *Instructional Designs*

### *Science Teacher*

- Designed the curriculum for two thematically-based courses, *Physical Foundations of Biology* and *Biological Chemistry*
- Supervised and mentored first-year and preservice teachers, and staff
  - Mentored and advised our first-year arts teacher
  - Mentored, advised, and evaluated a student teacher from Augsburg college
  - Mentored and advised two practicum teachers' short-term field experiences
  - Mentored, advised, and evaluated AmeriCorps fellow
- Taught *Physical Foundations of Biology* and *Biological Chemistry* courses
- Taught several self-directed learning courses on Apex Learning
- Coordinated all-school interdisciplinary units
- Established 'student support cell' meeting structure for struggling students
- Instituted and chaired weekly all-staff debriefing meetings
- Recruited students to enroll at Augsburg Fairview Academy
- Collaborated with the Executive Director, other staff members, parents, and students to create individualized academic and behavior plans for students struggling in these areas
- Worked with other teachers to develop the master schedule, staff task distribution matrix, and a preliminary working budget
- Worked with the AFA Charrette Team to adopt a systemic strategic plan for the 2010-2011 school year
- Collaborated with another faculty member to hire the Arts teacher and teachers for the Essentials Program

## BART C. JOHNSON

2000-2007

Sheboygan Falls School District

Sheboygan Falls, WI

### *High School Science Teacher*

- Designed course curriculum for *Integrated Science*, a thematically based general science class for ninth grade students.
- Designed course curriculum for *Advanced Earth & Space Science*, a college prep level course for juniors and seniors.
- Coordinated and supervised trips to *Six Flags Great America* for 'Physics Days,' 2001-2007
- Chaired the Science Department, First Quarter, 2006
- Taught several courses
  - Integrated Science
  - General Biology
  - Earth Science
  - Introduction to Physics
  - Advanced Earth & Space Science
- Collaborated and took a leading role with K-12 faculty and the Director of Instruction to update and formalize the science scope and sequence for the school district
- Collected and analyzed academic, attendance, and behavioral data from incoming ninth grade students, in a new initiative called the *Freshmen Connections Program*, to promote a smooth transition from middle school

### *Varsity Boys' Basketball Coach*

- Developed and implemented a systemic plan for basketball operations in grades K-12 for the Sheboygan Falls School District
- Hired, mentored, supervised, and evaluated assistant coaches, practicum coaches, managers, trainers, videographers, and other support staff
- Coached, managed, motivated, and evaluated players
- Coordinated practice schedules for all three boys' basketball teams at the high school level
- Scheduled non-conference games and tournaments
- Recruited, marketed, coordinated, and ran the Falcon Summer Basketball Camp which doubled its enrollment within my first three years
- Coordinated the first-ever middle school summer basketball league in Sheboygan County
- Coached the varsity in 2003-2004 to the school's best record in twenty years (19-4), the first conference championship in twenty years, and the first regional play-off championship in nearly thirty years
- Coordinated the first annual SFHS basketball alumni tournament to build enthusiasm and generate community interest in the program at all levels
- Presented the first-ever formal clinic for coaches of youth teams in the district
- Organized year-end formal banquets to recognize players, parents, and support staff

1999-2000

Lake Crystal Wellcome Memorial School District

Lake Crystal, MN

### *High School Science Teacher*

- Taught several classes
  - Advanced Biology
  - Earth and Space Science
  - Anatomy & Physiology
  - Independent Research
- Coordinated high school and middle school science fair activities
- Coached nearly thirty students at the regional and state science fair competitions
- Coached, mentored, and advised four students who were selected to compete in the 2000 Intel International Science and Engineering Fair in Detroit, MI

## BART C. JOHNSON

### TEACHING LICENSES

Minnesota Department of Education File Folder #381670

- Life Sciences, Grades 7-12, Expires 6/30/2012
- Science, Grades 5-9, Expires 6/30/2012
- Chemistry, Grades 9-12, Expires 6/30/2012

### PROFESSIONAL DEVELOPMENT

- Center For School Change Charter and Alternative School Leadership Academy, 2010-present
- Monthly mentor meetings with Doug Hepper, CEO of Vision Ease Lenses, August-present
- Monthly mentor meetings with Karen Rusthoven, Executive Director of Community of Peace Academy, St. Paul, August-present
- STAR Schools teacher relicensure committee, 2010-present
- Training on teacher coaching and evaluation with Dacia Toll, Co-CEO and President of Achievement First schools, Providence, RI, February, 2011
- *Every Child Connected: Reducing Student Disconnections Through Alternatives to Suspension* conference, February, 2011
- Board Training with Dr. Terri Barreiro, Director, Donald McNeely Center for Entrepreneurship, St. Johns University, January, 2011
- *Teach Like a Champion* training with Eli Kramer of Uncommon Schools, November 2010
- Site visit to Yes Prep, Houston, Texas, October, 2010
- Site visit to KIPP: Houston, Texas, October, 2010
- Leadership training with Chris Barbic, Founder and CEO of Yes Prep Schools, September, 2010
- School Board Training with Dr. Charles Speiker, August, 2010
- Leadership training with the DESC model at Target Corporation, July, 2010
- Teacher hiring with Haberman *Star Teacher* selection tool, July, 2010
- MCA-II Math Workshop, 2010
- Love & Logic Webinar, 2010
- Praxis Chemistry Test and Certification, 2010
- Ready or Not Writing Seminar, 2009
- Red Cross CPR and First Aid Training, 2009
- Response Ability Pathways Training, Reclaiming Youth International Conference, 2009
- International Child & Adolescent Conference XIV, 2008
- Teaching with Love and Logic Conference, 2008
- Sheboygan Falls High School Professional Learning Team – *Freshmen Connections Program* – Freshmen Transition Committee, 2006-2007
- Sheboygan Falls School District Faculty Advisory Committee, 2005-2007
- Nuclear Energy Conference, University of Wisconsin, 2004
- National Science Teachers' Association Conference, 2000, 2004, 2009
- Minnesota Earth Science Teachers' Association Conference, 2000
- Minnesota Science Teachers' Association Conference, 1999



**BART C. JOHNSON**

**EDUCATION AND CREDENTIALS**

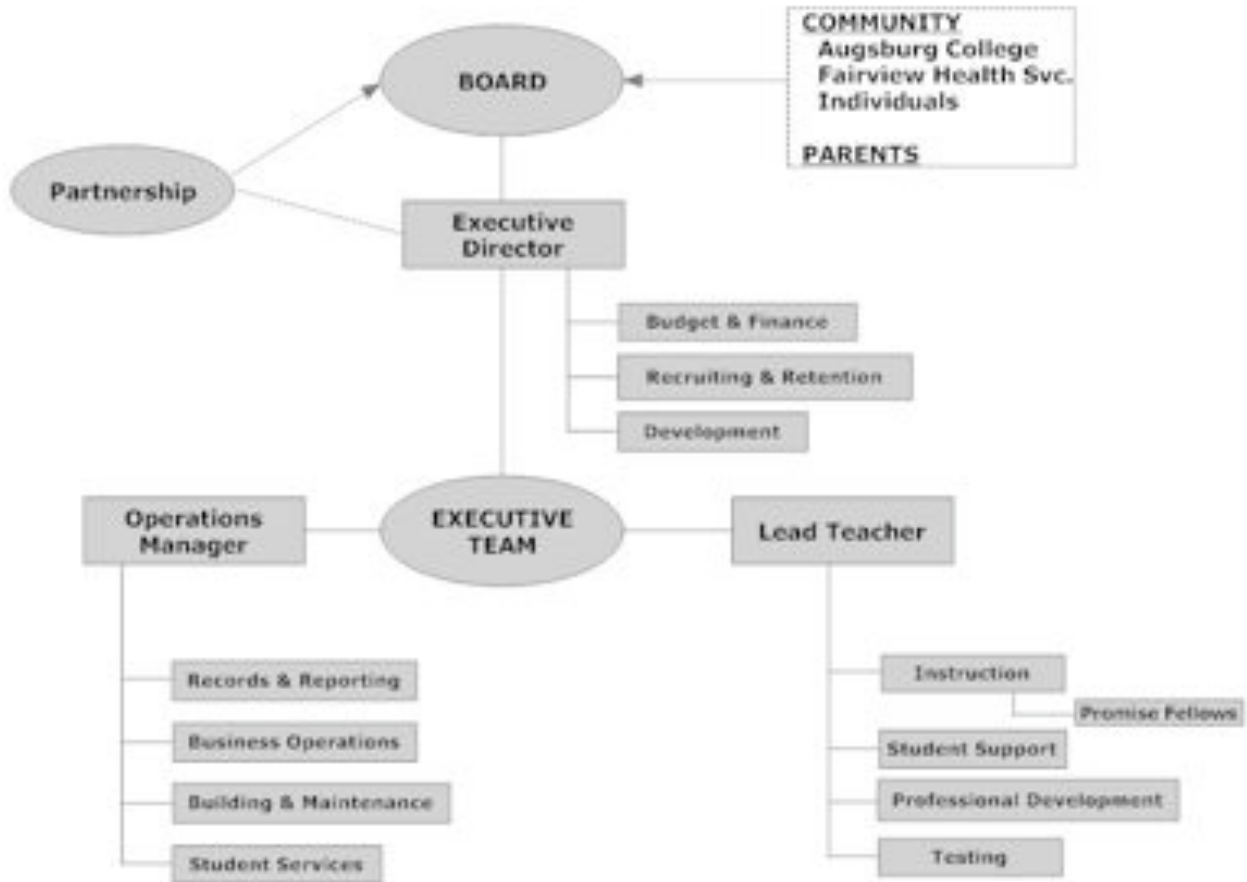
2011-present	Minnesota State University Mankato <i>Masters of Science – Educational Leadership</i> Anticipated completion – July, 2012	Mankato, MN
1994-1999	St. Cloud State University <i>Bachelor of Science – Teaching</i> <b>Majors:</b> Biology, Comprehensive Science <b>Minors:</b> Earth Science <b>Certifications:</b> Teaching Certification, Coaching Certificate	St. Cloud, MN
1993-1994	Willmar Community College	Willmar, MN

**HOBBIES AND INTERESTS**

Listening to music	Camping	Films
Playing guitar and piano	Canoeing	Art
Singing	Reading	Public Policy

Appendix 5

AUGSBURG FAIRVIEW ACADEMY ORGANIZATION CHART FOR 2010-11



## Appendix 6. Lead Teacher Professional Development Plan

Mr. Johnson was enrolled during 2010-11 in the Center For School Change Charter and Alternative School Leadership Academy at Macalester College. As part of this program, he participated in the following:

- *Monthly mentor meetings with Doug Hepper, CEO of Vision Ease Lenses, August-present*
- *Monthly mentor meetings with Karen Rusthoven, Executive Director of Community of Peace Academy, St. Paul, August-present*
- *Training on teacher coaching and evaluation with Dacia Toll, Co-CEO and President of Achievement First schools, Providence, RI, February, 2011*
- *Every Child Connected: Reducing Student Disconnections Through Alternatives to Suspension conference, February, 2011*
- *Board Training with Dr. Terri Barreiro, Director, Donald McNeely Center for Entrepreneurship, St. Johns University, January, 2011*
- *Teach Like a Champion training with Eli Kramer of Uncommon Schools, November 2010*
- *Site visit to Yes Prep, Houston, Texas, October, 2010*
- *Site visit to KIPP: Houston, Texas, October, 2010*
- *Leadership training with Chris Barbic, Founder and CEO of Yes Prep Schools, September, 2010*
- *Leadership training with the DESC model at Target Corporation, July, 2010*

Mr. Johnson is also enrolled in the Masters in Educational Leadership program at Mankato State University with the objective of earning his degree/certification in summer of 2012. The classes he has completed or is currently taking include:

- *Leadership Practicum/Center for School Change (6 cr.)*
- *Educational Research/Data & Statistics (3 cr.)*
- *Experiential Education and Leadership Studies (3 cr.)*
- *Multicultural Leadership (3 cr.)*
- *21st Century Leadership (3 cr.)*
- *Field Based Research in Education (3 cr.)*

**Appendix 7**

**2010-2011 Enrollment Form**  
**[to be filled out ONLY by AFA staff]**

<b>Contact Information</b>	
<b>Important:</b> Enter a valid e-mail address. Correspondence will be sent to this address.	
<b>*Student's Best Contact Info:</b>	Phone:
	E-mail:
<b>1st Day of Attendance at AFA</b>	
<b>*Date:</b>	
<b>Program Enrollment</b>	
<b>*In which Program are you Enrolling?</b>	<input type="radio"/> College Fast Track Program (CFT) <input type="radio"/> Self-Directed Learning Program (SDL)
<b>Student's Personal Information</b>	
<b>*Student's First Name:</b>	
<b>Student's Middle Initial:</b>	
<b>*Student's Last Name:</b>	
<b>Have you ever registered for school under a different name?</b>	<input type="radio"/> Yes, Name: _____ <input type="radio"/> No
<b>*Address Line 1:</b>	
<b>Address Line 2:</b>	
<b>*City:</b>	
<b>*State:</b>	
<b>*Zip Code:</b>	

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<b>How long have you lived at this address?</b>	<input type="radio"/> More than 3 years <input type="radio"/> 2-3 years <input type="radio"/> 1-2 years <input type="radio"/> 6 months - 1 year <input type="radio"/> Less than 6 months
<b>*Home school district:</b>	
<b>*Home Phone Number:</b>	
<b>Alternate Phone:</b>	
<b>Cell Phone:</b>	
<b>*Date and Location of Birth:</b>	Date:
	Location:
	Verified by:
<b>Date First Entered US (if applicable):</b>	
<b>Status of Immigrant Student (if applicable):</b>	<input type="radio"/> Refugee <input type="radio"/> Visitor Visa <input type="radio"/> Student Visa <input type="radio"/> Other
<b>*Will your enrollment be temporary or permanent to end of school year?</b>	<input type="radio"/> Temporary <input type="radio"/> Permanent to end of school year
<b>*Moved to District for Temporary Seasonal Agricultural or Fishing Work in the Last 36 Months?</b>	<input type="radio"/> Yes, Date: _____ <input type="radio"/> No
<b>*Where are you presently living?</b>	<input type="radio"/> With parent(s)/guardian(s) in own house/apartment <input type="radio"/> With more than one family in a house or apartment <input type="radio"/> In a shelter <input type="radio"/> In a motel, car, or campsite <input type="radio"/> With friends or family other than parent/guardian <input type="radio"/> None of these choices apply
<b>*Whom do you live with?</b>	<input type="radio"/> 1 parent <input type="radio"/> 2 parents <input type="radio"/> 1 parent and another adult <input type="radio"/> a relative, friend, or other adult <input type="radio"/> Alone with no adults <input type="radio"/> An adult that is not your parent or legal guardian
<b>*Gender:</b>	<input type="radio"/> Male <input type="radio"/> Female
<b>*Are you Hispanic/Latino?</b>	<input type="radio"/> Yes, Hispanic/Latino <input type="radio"/> No, not Hispanic/Latino

<b>*What is your race? (Check ALL that apply)</b>	<input type="radio"/> American Indian or Alaskan Native <input type="radio"/> Asian <input type="radio"/> Black or African-American <input type="radio"/> Native Hawaiian or other Pacific Islander <input type="radio"/> White	
<b>*Language spoken at home:</b>	<input type="radio"/> English only <input type="radio"/> Spanish <input type="radio"/> Oromo <input type="radio"/> Somali <input type="radio"/> Arabic <input type="radio"/> Hmong <input type="radio"/> Other	
<b>If Other, please enter language:</b>		
<b>Educational Experience</b>		
<b>*Grade you are entering in '09-10:</b>	<input type="radio"/> 9th <input type="radio"/> 11th <input type="radio"/> 10th <input type="radio"/> 12th	
<b>Most Recent Schools Attended</b>		
<b>*School Name:</b>		
<b>*City, State:</b>		
<b>*Grade(s) Attended:</b>		
<b>*Dates Attended:</b>		
<b>*Reason for Leaving:</b>		
<b>To meet any special needs that you might have in school, please answer the following question about Special Education:</b>		
<b>*Have you ever had an IEP?</b>	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure	
<b>To meet any language needs you might have in school, please answer the following question about English as a second language:</b>		
<b>*Have you ever had ELL classes?</b>	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure	

Family Information	
<b>*Whom do you live with?</b>	<input type="radio"/> Both Parents <input type="radio"/> Mother <input type="radio"/> Father <input type="radio"/> Guardian <input type="radio"/> Other
<b>If Other, whom:</b>	
<b>*Does student have any children?</b>	<input type="radio"/> Yes <input type="radio"/> No
Contact Information for Legally Responsible Adult(s)	
<b>Relationship:</b>	
<b>First Name:</b>	
<b>Last Name:</b>	
<b>Address Line 1:</b>	
<b>Address Line 2:</b>	
<b>City:</b>	
<b>State:</b>	
<b>Zip Code:</b>	
<b>Day Phone:</b>	
<b>Night Phone:</b>	
<b>E-Mail:</b>	

**Background Information**

*Please answer the following questions so that we can learn a little bit more about you. Thank you.*

**Why do you want to attend Augsburg Fairview Academy?**

**What things do you most enjoy doing?**

**Summer Orientation**

*We will confirm your enrollment as soon as we receive this signed form and the rest of the initial enrollment documents. Students and parents/guardians will be invited to participate in an orientation workshop during the summer. This will most likely be scheduled during the last two weeks of August but the final dates will be confirmed later.*

**By signing in the space below, I hereby certify that all the information I have given is accurate to the best of my knowledge and that I confirm that I wish to enroll in Augsburg Fairview Academy for the 2009-2010 school year.**

**\*Student`s Signature:**

**\*Parent/Guardian`s Signature:**

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***For Office Use Only***



An Evaluation of *Response to Intervention*  
(RtI) for Improving Reading and Math Skills  
at Augsburg Fairview Academy



DeSha Russell & Bart Johnson

# What is RtI?



According to the National Association of State Directors of Special Education, "RtI is the practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions."

# Conceptual Framework

## The Scientific Method

- Problem
- Hypothesis
- Experiment
- Analysis
- Conclusion

# Problem

Students are performing significantly below grade level in reading and math.

# Question

How much will students improve their reading and math skills with RtI?

# Hypothesis

Students receiving RtI services will improve their reading and math skills more than students who do not receive RtI services.

**Metric to measure improvement:**  
Grade Level Equivalent (GLE)

# Experimental Design

1. Assess all students early in the school year using *Star Assessments*
2. Identify students who are significantly below grade level in reading and math
3. Develop and assign Tier II interventions

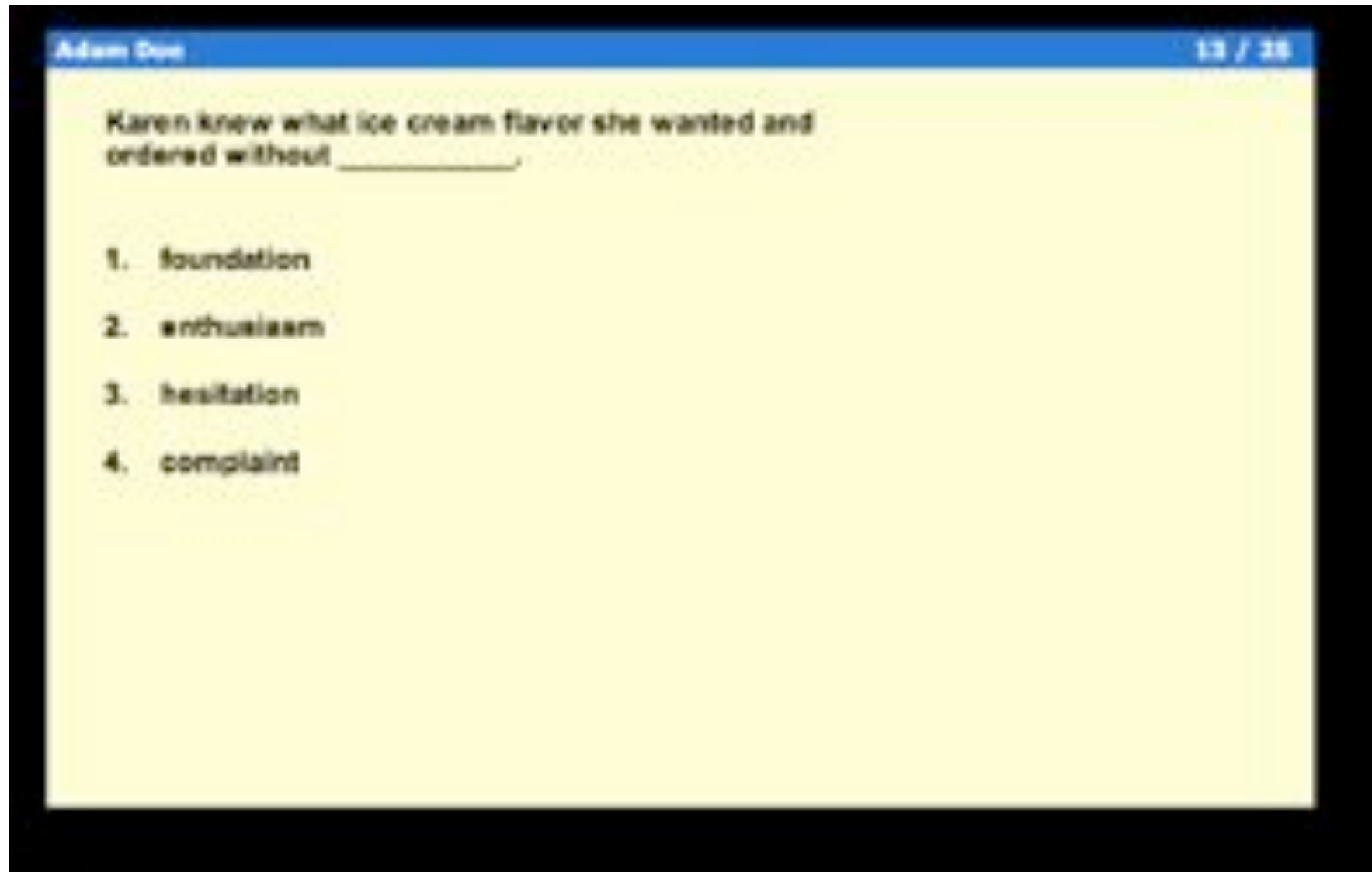
# Experimental Design

4. Students take part in reading and math interventions

5. Reassess all students using *Star Assessments*



# The *Star Assessments*



- computer delivered and scored
- aligned to national norms and standards
- tests take about 10 minutes to complete

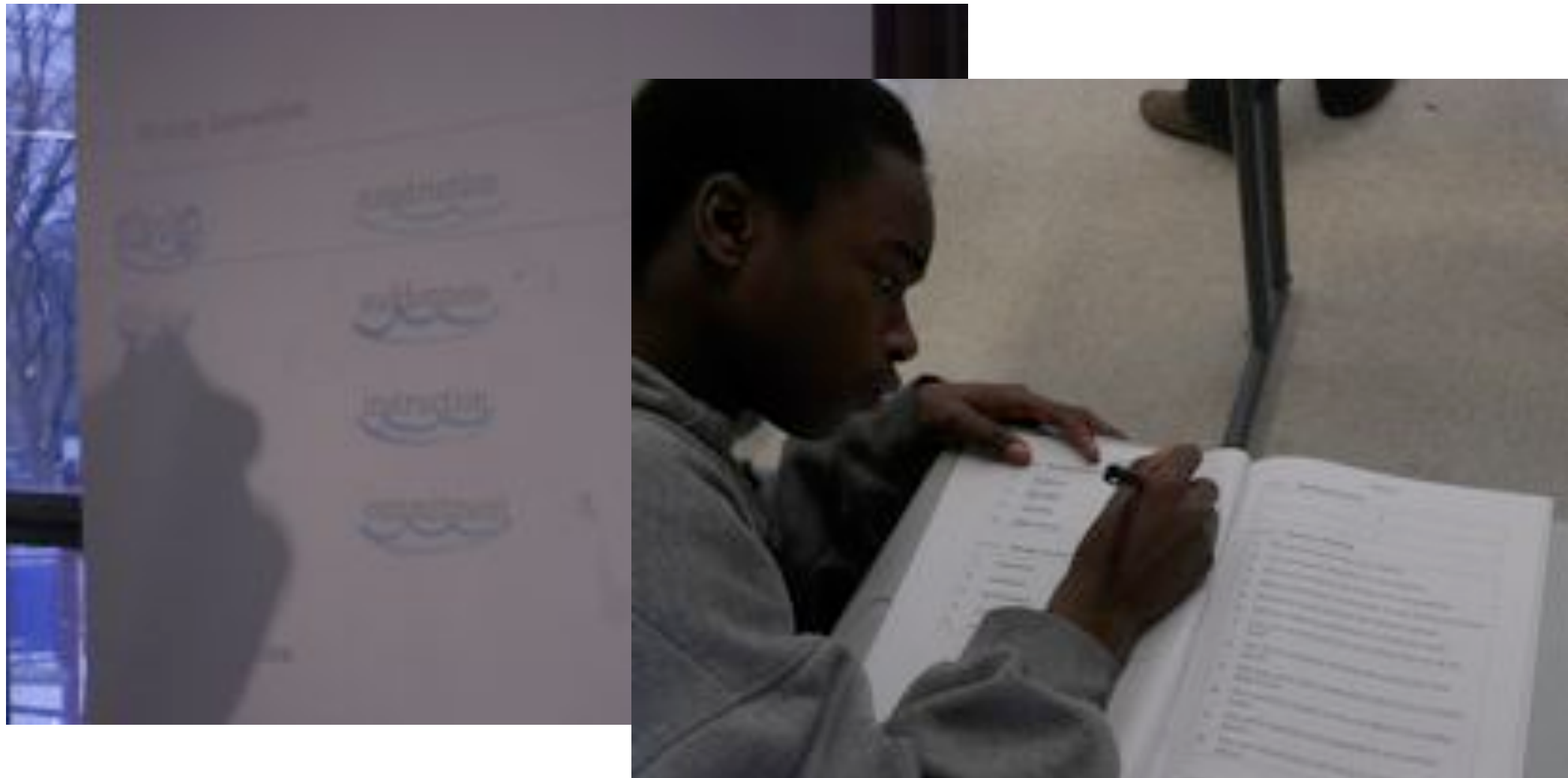
# Reading Interventions

- 2 rounds of interventions
- Each round was 6 weeks long
- 55 minutes per day
- Small group of 8 or fewer students
- One adult interventionist leader

# Reading Interventions

## First Round

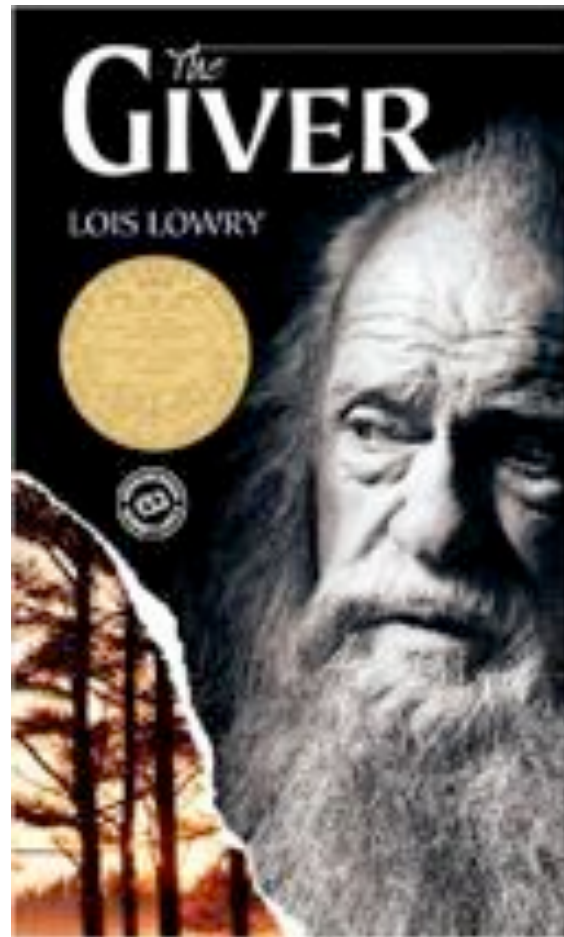
REWARDS: Multisyllabic Word Reading Strategies



# Reading Interventions

## Second Round

Reading circle: students read *The Giver* by Lois Lowry & *The Hunger Games* by Suzanne Collins.



# Math Interventions

- 2 rounds of interventions
- Each round was 6 weeks long
- 15 minutes per day
- Small group of 4 or fewer students
- One adult interventionist leader

# Math Interventions

## First and Second Rounds

Targeted math practice according to need



# Analysis

- We used stratified sampling which included equal numbers of students in each group (RtI and Non-RtI).
- Students were selected or excluded by using a random number generator.
- Outliers were excluded if outside 1.5 IQR.

# Analysis

The Interquartile Range is 7.15. To do this, find the median. This splits the data in half. Now find the median of each half (Q1 & Q3). Now the data is split into four groups, or quartiles. The middle 50% is between Q1 and Q3. This is the interquartile range, or IQR

Final Statistical Analysis of Relevant Data			
Min.	0.4651		
Max.	15		
Range	14.535		
Mode	x		
Mean	5.8482		
Median	4.7529		
Stand. Dev.	4.5165		
+2 $\sigma$	13.78589	2	
-2 $\sigma$	-4.28	0	
Q1	2.275193		
Q3	9.421248		
IQR	7.146055		
Q1-1.5IQR	-8.44389	0	
Q3+1.5IQR	20.14033	0	

There are 2 Data Points Greater than two Standard Deviations from the Mean

Data were culled so that no outliers were included. Outliers were defined as data greater than or less than 1.5 times the IQR from the median



# Analysis

MATH STAR Assessment Data For Students Showing Grade Level Equivalent Growth, Augsburg Fairview Academy, 2010-2011

	Last Name	First Name	Actual Grade Level (2 <sup>nd</sup> Test)	Grade Level Equivalent (2 <sup>nd</sup> Test)	Difference (Total %)	Actual Grade Level (Next Successive Year)	Grade Level Equivalent (Next Successive Year)	Difference (Next Successive Year)	Growth in Actual Grade Level	Growth to Grade Level Equivalent	Positive Yearly Growth	All Services	Number of Students in Each Competency Group	Individual Outcomes (0)
1			11.00	7.3	-3.7	11.00	8.8	-2.20	0.00	2.5	27.77%	Y	1	1
2			11.24	4.4	-6.84	11.24	5.3	-5.94	0.00	1.4	38	Y	2	2
3			11.00	12.7	1.7	11.00	12.9	1.88	0.00	0.8	40	Y	3	3
4			12.00	8.3	-3.7	12.00	7.8	-4.22	0.00	1.5	75	Y	4	4
5			10.43	8.1	-2.33	10.43	12.3	1.85	0.00	4.2	210	Y	5	5
6			10.00	8.3	-1.7	10.00	12.9	2.88	0.00	4.6	230	Y	6	6
7			11.4	1.0	-10.4	11.00	10.8	-0.20	0.12	4.2	35	Y	7	7
8			10.00	8.1	-1.9	10.43	8.3	-2.13	0.43	0.2	0.4851	N	1	1
9			12.16	5.8	-6.36	12.52	8.0	-4.52	0.36	0.2	0.5656	N	2	2
10			9.00	11.5	2.5	9.45	11.9	2.45	0.45	0.4	0.8889	N	3	3
11			11.30	4.7	-6.6	11.50	5.4	-5.90	0.20	0.7	3.1818	N	4	4
12			10.00	7.5	-2.5	10.18	8.2	-1.98	0.18	0.7	3.8889	N	5	5
13			12.00	5.7	-6.3	12.48	8.3	-4.15	0.48	2.6	5.6000	N	6	6
14			12.00	6.8	-5.2	12.48	9.8	-2.68	0.48	3.0	6.9600	N	7	7
15			12.00	8.5	-3.5	12.48	12.6	0.14	0.48	4.1	8.913	N	8	8
16			11.00	8.4	-2.6	11.48	12.7	1.24	0.48	4.3	9.3478	N	9	9
17			12.00	5.3	-6.7	12.48	8.3	-4.15	0.48	5	10.87	N	10	10
18			10.04	6.2	-3.84	10.43	10.7	0.27	0.39	4.5	11.538	N	11	11
19			9.00	5.8	-3.2	9.52	11.1	1.58	0.52	7.2	13.840	N	12	12
20			12.15	3.7	-8.45	12.45	3.9	-8.55	0.3	0.2	0.6667	Y	1	14
21			12.09	6.2	-5.89	12.48	6.6	-5.88	0.37	0.4	1.0811	Y	2	15
22			10.04	5.1	-4.94	10.43	8.0	-4.43	0.36	0.9	2.3077	Y	3	16
23			12.00	6.5	-5.5	12.43	7.5	-4.93	0.43	1	2.3256	Y	4	17
24			10.00	5.3	-4.70	10.45	8.5	-3.95	0.45	1.2	2.7907	Y	5	18
25			12.16	2.8	-9.36	12.25	3.2	-9.05	0.09	0.4	4.4444	Y	6	19
26			10.43	5.2	-5.23	10.60	6.0	-4.6	0.17	0.8	4.7059	Y	7	20
27			11.18	4.8	-6.38	11.45	6.0	-5.45	0.25	1.2	4.8	Y	8	21
28			12.00	5.1	-6.90	12.29	6.2	-6.09	0.2	1.1	5.5	Y	9	22
29			11.00	3.2	-7.80	11.56	3.7	-7.39	0.07	0.5	7.1429	Y	10	23
30			10.00	7.1	-2.9	10.43	12.9	2.47	0.43	5.8	13.488	Y	11	24
31			12.00	4.9	-7.1	12.00	5.2	-6.80	0.00	0.3	15	Y	12	25
Average Totals			11.87	6.8375	-5.0325	11.4833	7.79167	-3.6917	0.33333	1.95417	6.84822			
Average Totals for Students Not Showing All Services			10.8750	6.0833	-4.7917	11.2792	6.4417	-4.8375	0.4502	2.7583	6.3429			
Average Totals for Students Receiving All Services			11.285	4.99167	-6.2933	11.5278	6.14167	-5.3666	0.2826	1.18	8.35444			

# Analysis

- We looked at students who improved their math and reading skills.
- How much did students, on average, improve their Grade Level Equivalent (GLE) in reading and math?
- What would the average projected growth be if the students had been tracked over one year? (We called this Relative Growth)

# Analysis

## More on Relative Growth:

- Student A gains 1.0 years of reading in 0.5 years of school.
- Student B gains 1.0 years of reading in 1.0 year of school.
- These are the same in **actual growth**, but not equal in **relative growth**.

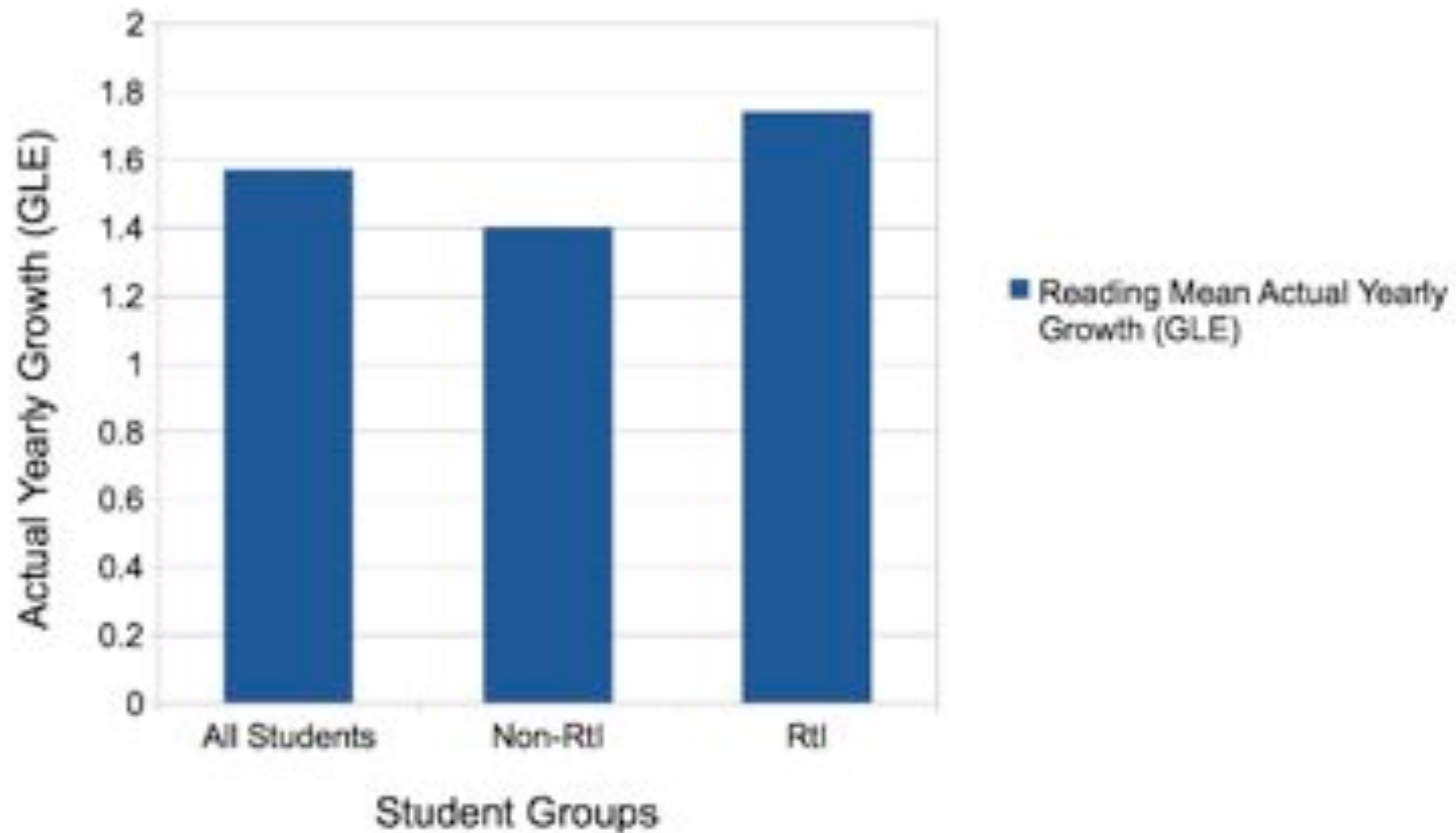
# Analysis

## **Testing the Hypothesis:**

Did students who received RtI services actually increase their GLE more than students who did not receive RtI services?

## Reading: Mean Actual Yearly Growth (GLE)

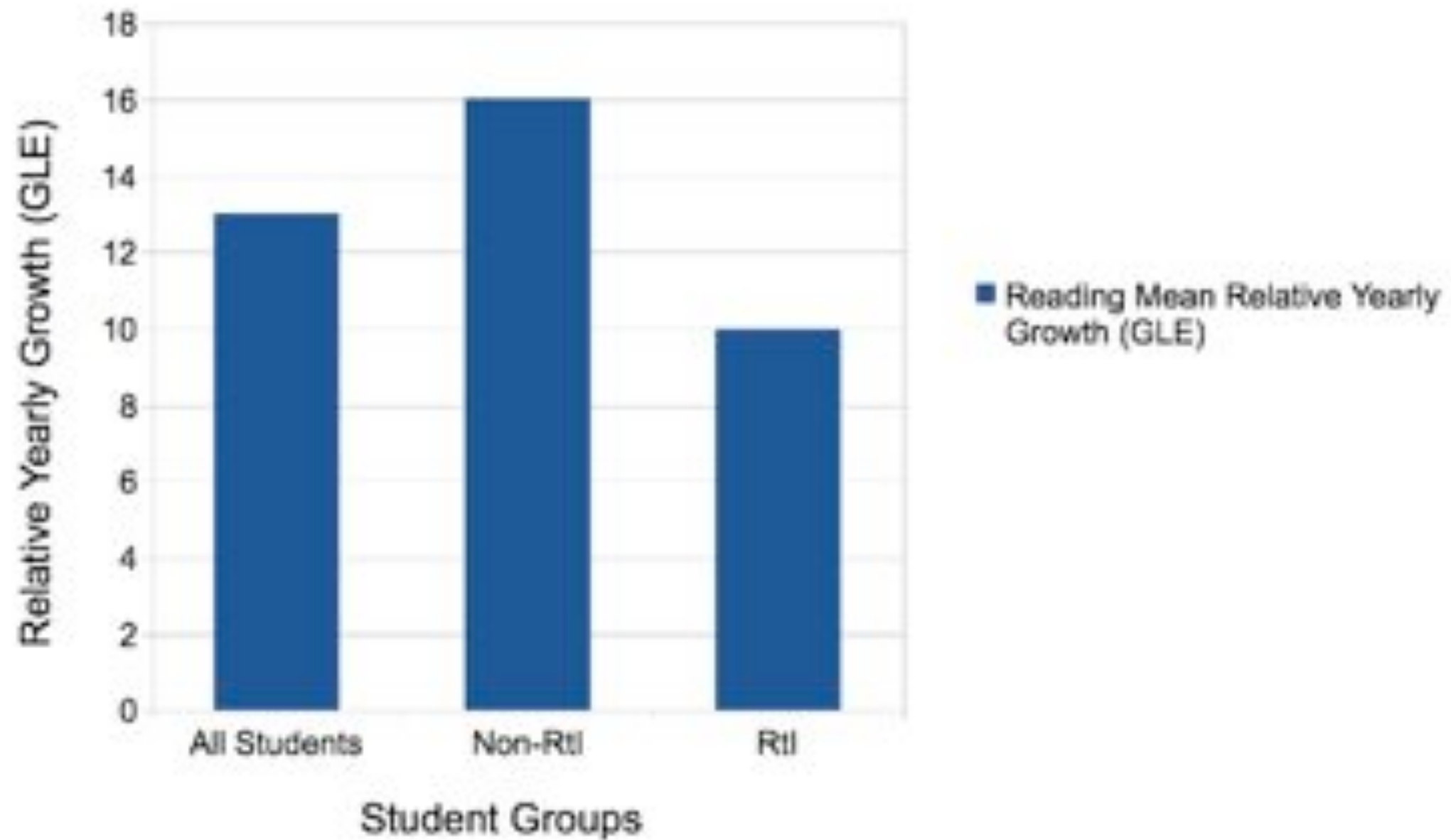
Augsburg Fairview Academy, 2011



Unequal intervals between tests

## Reading: Mean Relative Yearly Growth (GLE)

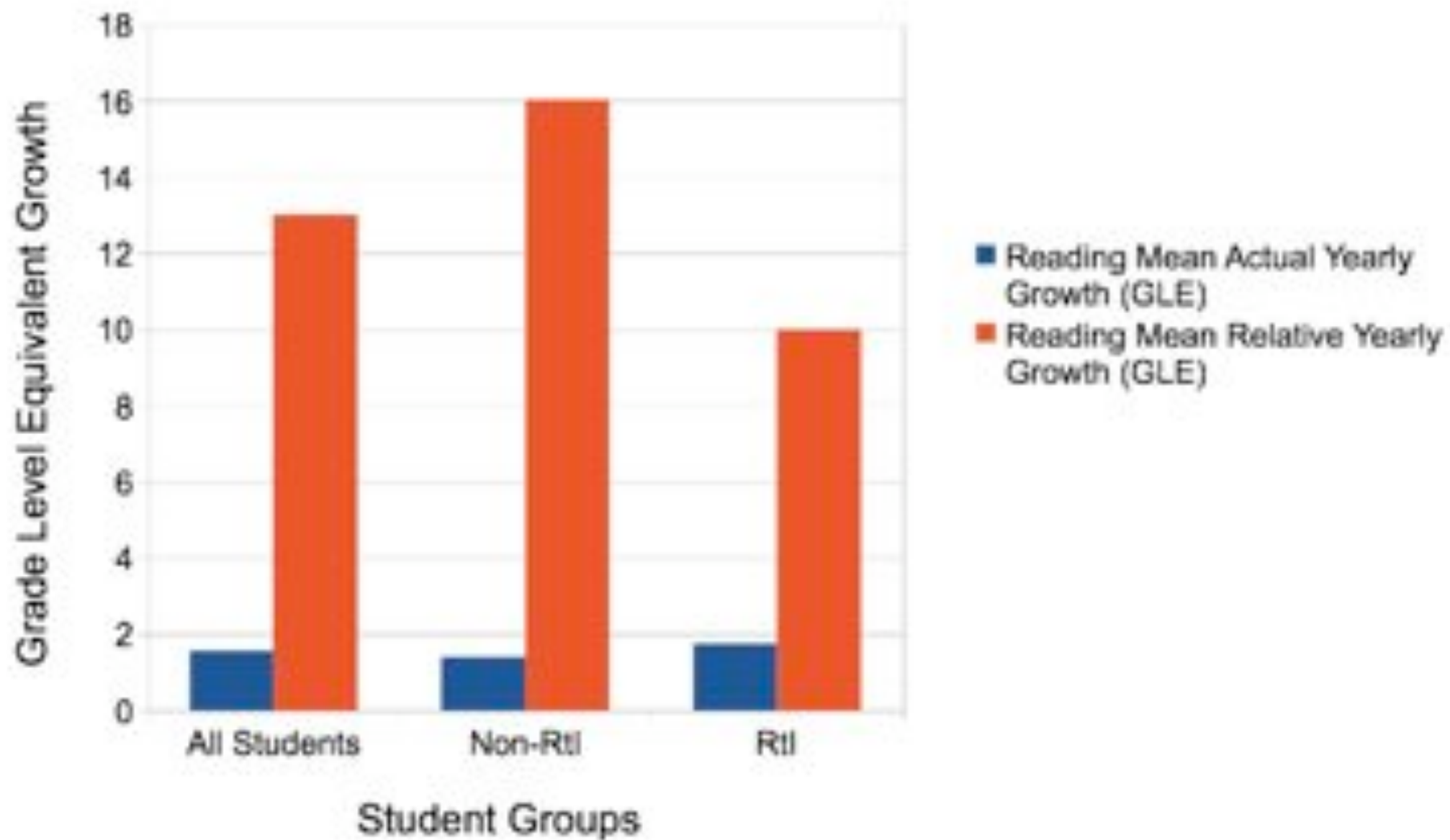
Augsburg Fairview Academy, 2011



Projected growth over one school year based on current growth

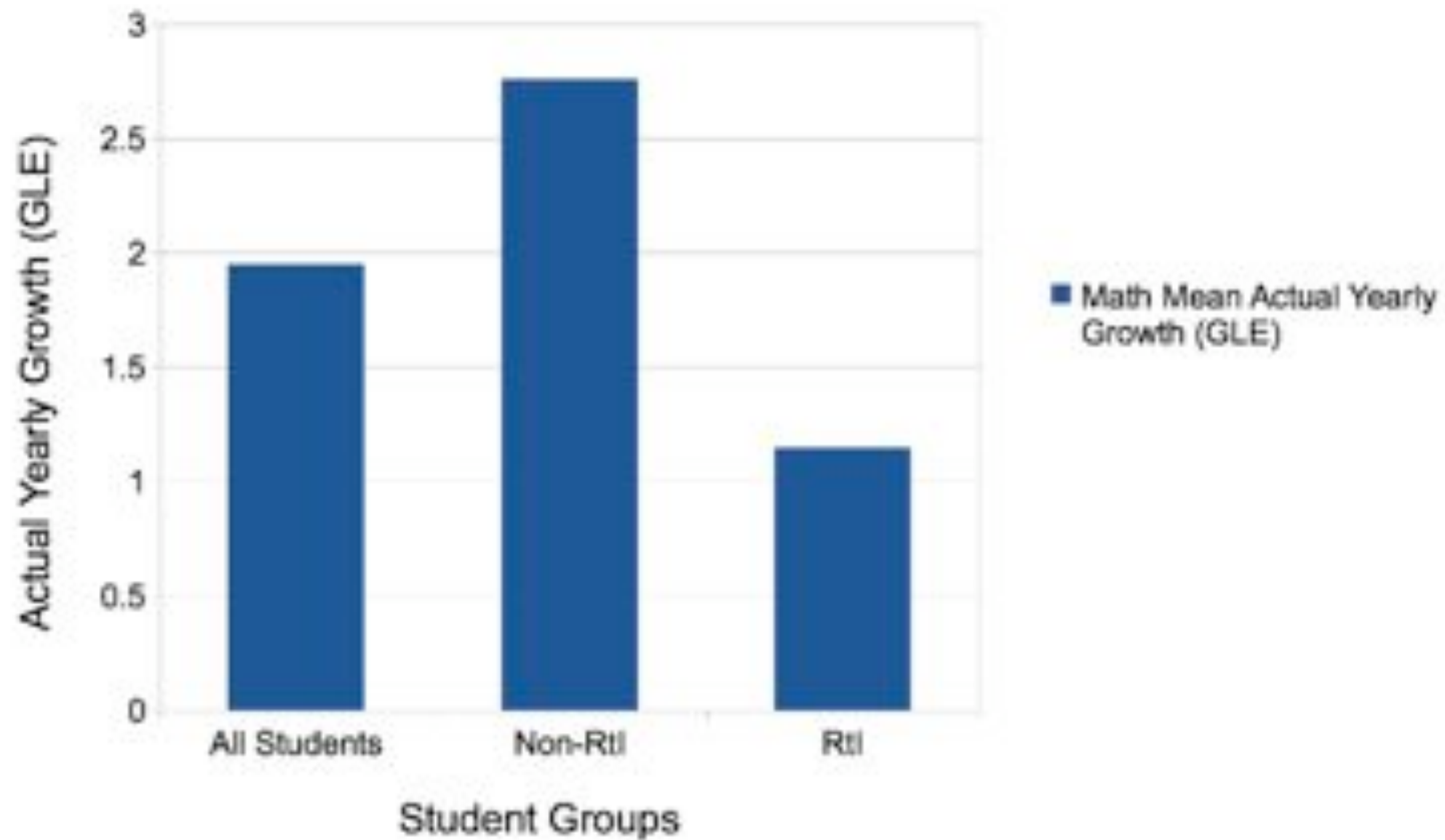
## Reading: Actual and Relative Growth (GLE)

Augsburg Fairview Academy, 2011



## Math: Mean Actual Yearly Growth (GLE)

Augsburg Fairview Academy, 2011

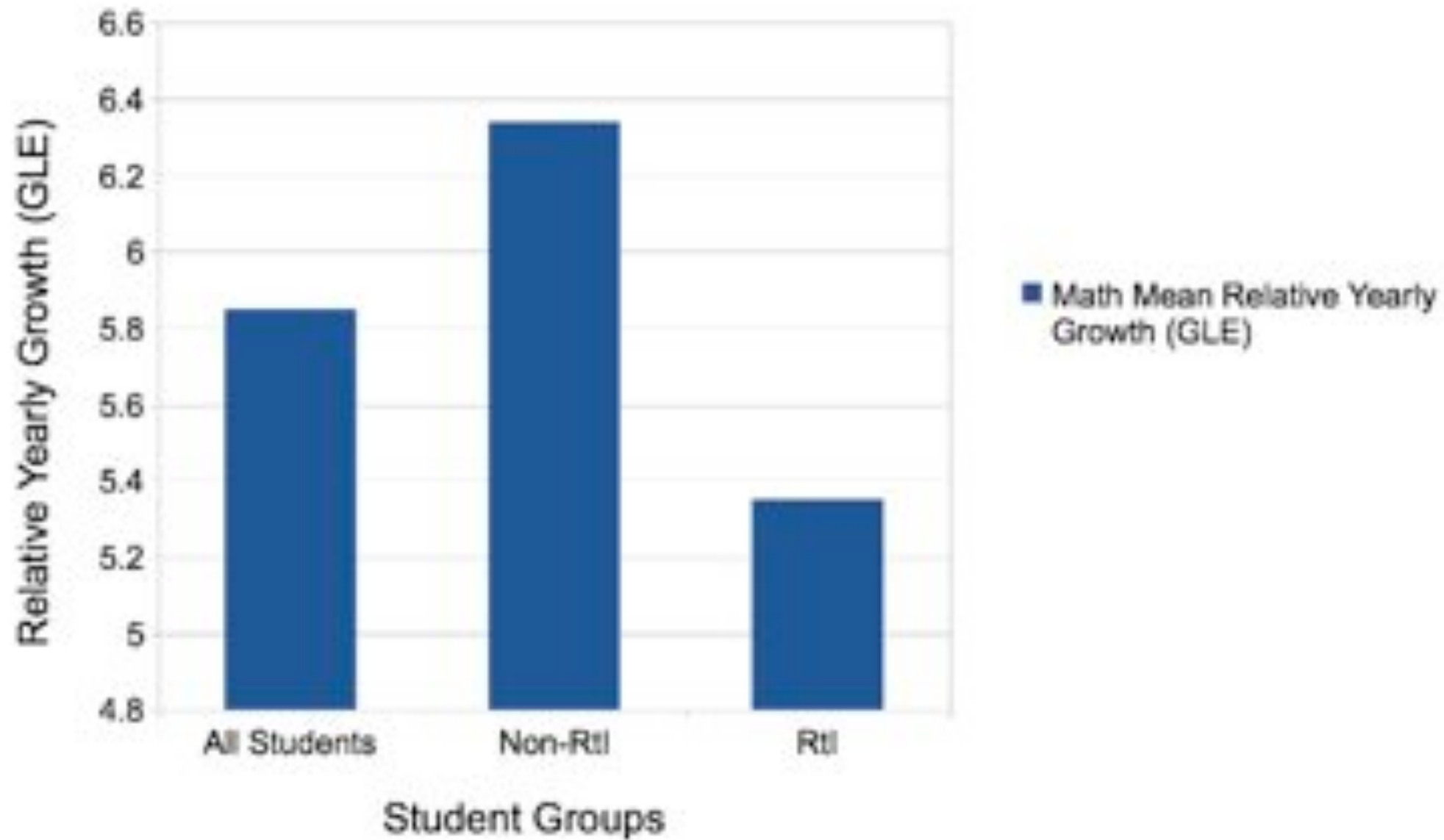


Unequal intervals between tests



## Math: Mean Relative Yearly Growth (GLE)

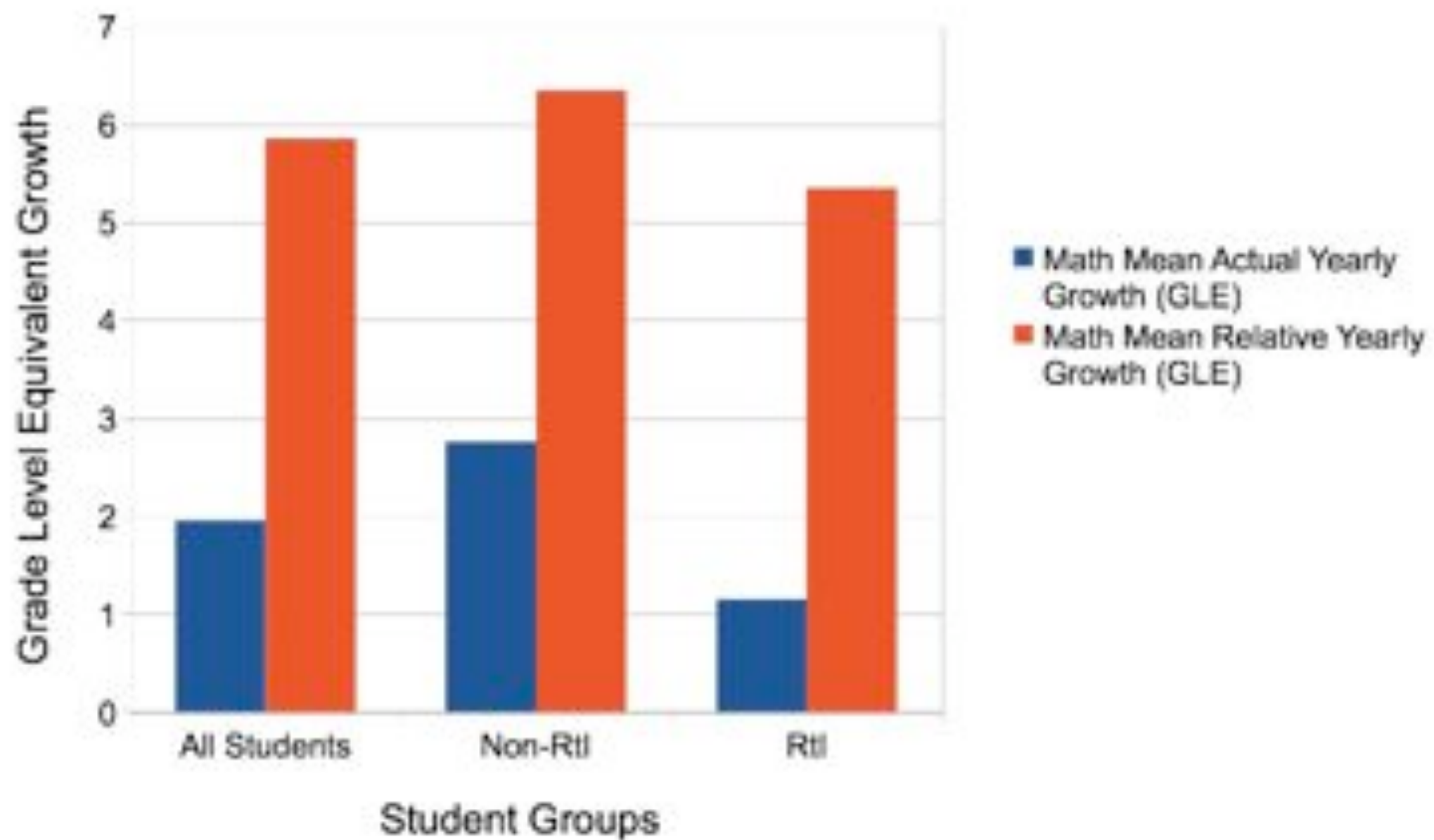
Augsburg Fairview Academy, 2011



Projected growth over one school year based on current growth

## Math: Actual and Relative Growth (GLE)

Augsburg Fairview Academy, 2011



# Conclusion

Students who did not receive RtI services showed **greater** relative growth than students who received RtI services.

WHY?

# Conclusion

Students with higher abilities who did not give their best effort the first time, improved greatly thereafter. This skewed the data in their favor.

Students with lower GLE's have a history of difficulty with the subjects already.

Improvements may take longer because of:

- conceptual gaps
- cognitive ability differences
- psychological barriers to learning
- chronic absences

# Conclusion

Does this mean that the RtI program was unsuccessful?

No, we believe it has been successful.  
But, it can be improved...

# Where do we go from here?

1. Use this year's data as a baseline.
2. Develop a strategy for providing Tier III interventions following unsuccessful Tier II interventions.
3. Improve Tier II interventions by incorporating pull-in services with pull-out services.
4. Use video games to increase student motivation and individualized conceptual responsiveness.
5. Award graduation credit to students for participation in interventions.

# Pull-In vs. Pull-Out

We used pull-out groups for our interventions this year. Next year, we may change this to a mixture of pull-in and pull-out interventions.

Two main problems with pull-out only interventions:

- Some students feel stigmatized by being pulled out of classes.
- Some students expressed anxiety about missing classes.

According to Gelzheiser and Meyers (1996), the most common response given by pull-in teachers was that all or almost all students would benefit from pull-in.

# Award Graduation Credit for RtI

Many high schools award graduation credit for students who complete a semester-long intervention (National High School Center, National Center on Response to Intervention, and Center on Instruction, 2010).

We plan to institute a similar system to:

- Increase student motivation.
- More accurately quantify the amount of time a student spends on an intervention.



# Incorporate Video Games as Delivery Medium for RtI

Marino and Beecher (2010), touted the great potential for responsive video games to guide students through science concepts. Students showed intrinsic motivation and higher order thinking skills to navigate the games.

We will research options for educational, responsive reading and math video games. Based on a cost vs. benefit analysis, we will decide whether or not to include this type of instructional technology into our budget.

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# Center for School Change Leadership Project

by Bart Johnson  
Lead Teacher  
Augsburg Fairview Academy

# Four School-wide Goals for 2010-2011

- Improve student reading and math scores by 1.5 grade levels
- Increase the number of students meeting and exceeding the state standards on reading and math tests by 20%
- Implement *Response to Intervention*
- Contact the families of students 12 times during the school year

# Goal #1

*Improve student reading and math scores by 1.5 grade levels*

- Math: at least 36 students in math increased their grade-level scores, including 19 who improved 1.5 grade levels or more
- Reading: at least 46 students improve their reading scores, including 15 who improved 1.5 grade levels or more.
- The results are actually better, but not every student took the test more than once. Their growth was not added to the results.
- We also had several students test close to or at the maximum score of 12.9+ and were unable to move up using this metric.
- Many students who tested at or above grade level stayed at or above grade level, but may not have increased an entire year or more in grade-level equivalent.

# Goal #2

*Increase the number of students meeting and exceeding the state standards on reading and math tests by 20%*

- The number of students meeting or exceeding the standards on the MCA reading and math tests increased by **80% in total!**
- 7 students in reading as compared to 5 last year, which is a 40% increase
- 2 students in math as compared to 0 last year
- Altogether, 9 this year versus 5 last year, which is an **80% increase!**

# Goal #3

## *Implement Response to Intervention*

- *Rtl* was our framework for improving scores in reading and math
- We measured growth by using Star Assessments by *Renaissance Place*
- Our strategy...

# Reading Interventions

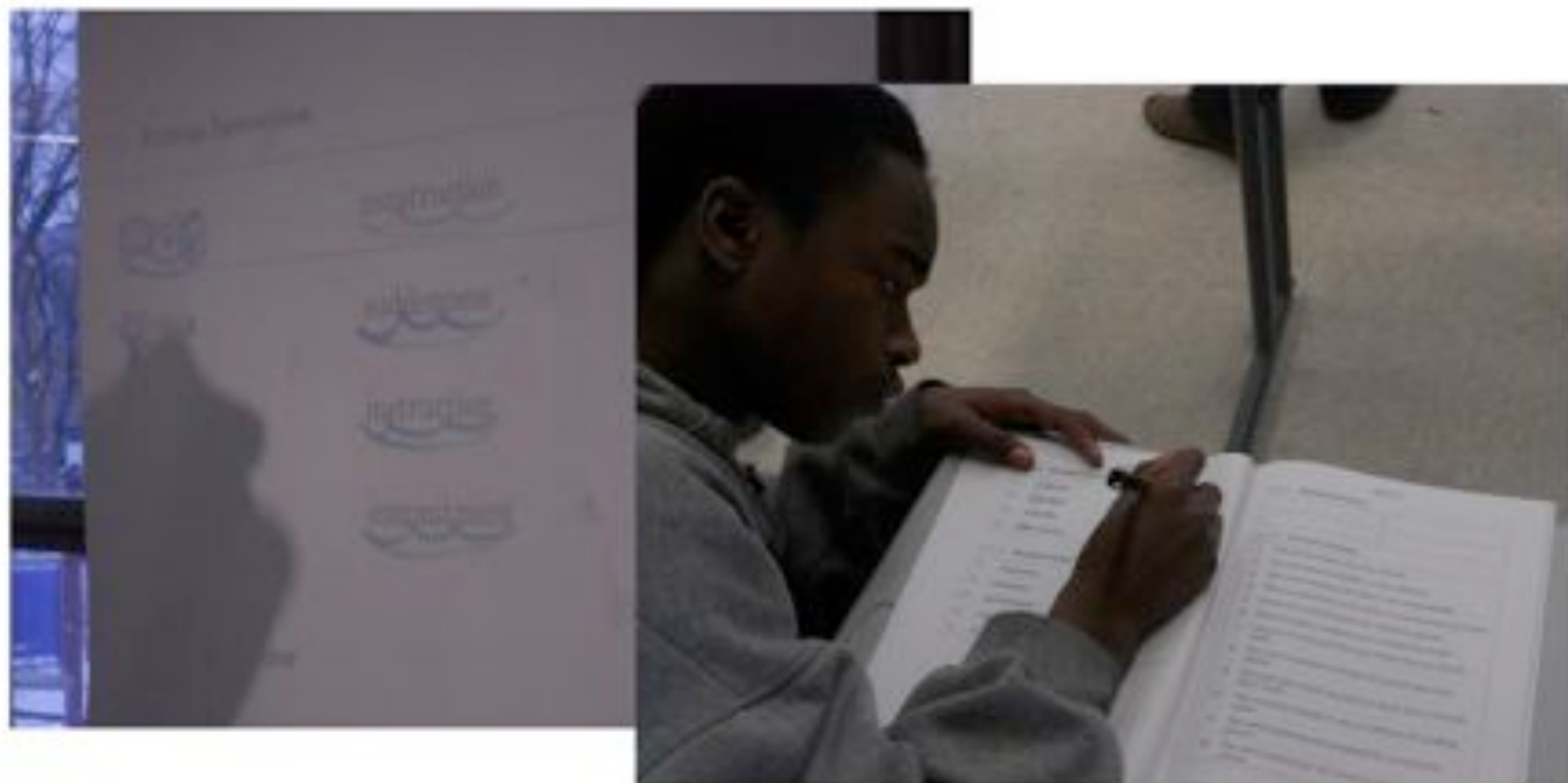
- 2 rounds of interventions
- Each round was 6 weeks long
- 55 minutes per day
- Small group of 8 or fewer students
- One adult interventionist leader



# Reading Interventions

## **First Round**

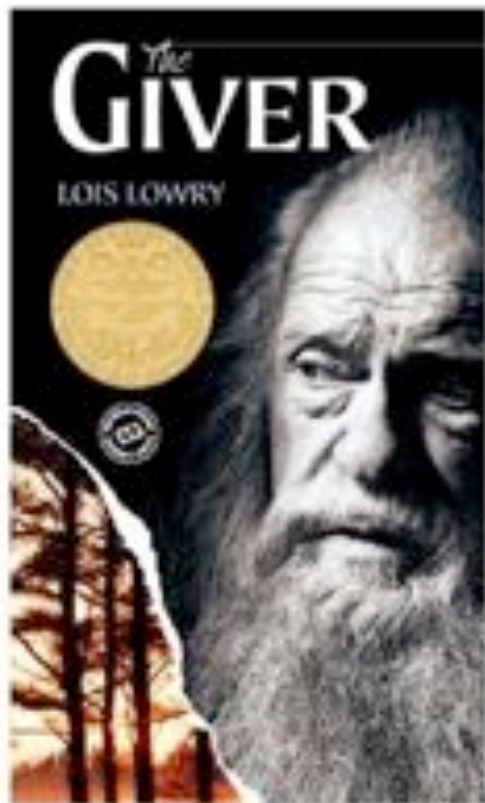
REWARDS: Multisyllabic Word Reading Strategies



# Reading Interventions

## Second Round

Reading circle: students read *The Giver* by Lois Lowry & *The Hunger Games* by Suzanne Collins.



# Math Interventions

- 2 rounds of interventions
- Each round was 6 weeks long
- 15 minutes per day
- Small group of 4 or fewer students
- One adult interventionist leader

# Math Interventions

## First and Second Rounds

Targeted math practice according to need



# Where do we go from here?

1. Use this year's data as a baseline.
2. Develop a strategy for providing Tier III interventions following unsuccessful Tier II interventions.
3. Improve Tier II interventions by incorporating pull-in services with pull-out services.
4. Award graduation credit to students for participation in interventions.

# Goal #4

*Contact the families of students 12 times during the school year*

- AFA family picnic
- Parent informational letters
- Promise Fellows coordinated five family nights that were well-attended and helped parents get to know the school.
- We had a very good session of parent-teacher conferences in the Fall.
- Teachers and staff taking time out to call families throughout the year helped forge and maintain connections with families.
- Poetry Out Loud* competition
- Awards night & *History Day* presentations
- Next year, we will be able to improve this even more with the help of our Check & Connect crew.

# Lessons Learned

- Have the right people on the bus
- Develop thick skin
- Build community\*
- Monitoring attendance is a full-time job\*
- Work with your peers (HSRA, Dunwoody, CPA)
- Ask your mentors for help
- Use data to improve your focus
- Read books on leadership
- Study trends in education

# Smell the Roses







2504 Columbus Avenue  
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[www.afa.tc](http://www.afa.tc)

Wednesday, August 17<sup>th</sup>, 2011

Dear Students and Families,

Welcome back to Augsburg Fairview Academy! We hope you had a great summer. The teachers and staff are recharged and raring to go. Last year at this time, we told you that our goals were to raise reading and math scores by 1.5 grade levels during the school year and to improve our Minnesota state standardized test scores from the previous year. The results were very positive! At least 34 students met the goal of improving their math and/or reading scores by 1.5 grade levels or more. We also had several students who hit the maximum measurement of 12.9+ (post high school level). These student are not included in the group of 34. We also improved the total number of students who met or exceeded the standards on Minnesota state standardized test scores by a whopping 80%! Congratulations to students and teachers for this impressive feat!

For the 2011-2012 school-year we have kept these same goals and added a few more. Five goals will be emphasized this year. Strategies for accomplishing these goals will be executed by students and staff. The five goals are as follows:

1. Students will improve reading and math proficiencies by 1.5 years during the school year.
2. The number of students meeting and exceeding the standards on state standardized reading and math tests will increase by 20% from 2010-2011.
3. Students will attend at least 90% of their classes.
4. Students will build a community based on caring, helping, and respect among themselves and the adults at AFA.
5. Students will engage in rigorous, relevant, and meaningful experiential learning.

### **For Students**

Last year, we told you that you would have the most successful year to date. For many of you, that was the case. I would like to repeat that promise. This upcoming school-year will be your most successful year – even better than last year. We have worked extremely hard over the summer as a staff to put in new practices, such as:

- Peacemaking circles during a daily Advisory period
- Experiential learning in all classes, including Self-Directed Learning (SDL) sections
- The Check & Connect program to help improve student attendance
- Improved implementation of Response to Intervention (RtI)

You will also see new offerings in your class schedule and on Fridays such as new social skills training in Health & Wellness classes, new offerings in Social Studies and English classes, a new MCA test preparation class on Fridays called “Math Beasting,” and a parenting class on Fridays put on by the Families in Safe Hands program.

We have even renovated the school building to make it more conducive to learning.

The ultimate, overarching goal is for you go to college with strengths in all four areas of personal development represented in the Circle of Courage (see the AFA Student Handbook) which are Independence, Belonging, Mastery, and Generosity. In order to do this, you will need to do the following:

- Come to school on time each day
- Work diligently during class time
- Show respect for yourself, your classmates, and your teachers
- Complete homework assignments
- Get 9-10 hours of sleep each night [Source: American Academy of Sleep Medicine (AASM)]

### **For Families**

We will partner with families to provide support for each student. During the first three weeks, our *Check & Connect* department will be monitoring attendance patterns and communicating absences and tardies to you via phone, text message, and/or email. If students are identified early-on as needing help getting to school, students, mentor teachers, parents and the Check & Connect department will be in frequent communication. **Please keep the school apprised of any phone number or address changes.** This is extremely important in keeping you informed about your student's progress.

At Augsburg Fairview Academy this year, we as a staff will be investigating how we are meeting the needs of all of our students. We will be engaging parents and community members in discussions about race and culture and how the school can ensure equity for all students. If you are interested in joining the AFA Cultural Advisory Board, please contact Mr. Johnson using the information below. We hope all of you will join us to discuss these issues at our Parent Connect Night on Thursday, December 1<sup>st</sup>. More information will be forthcoming about this important event.

In order to provide the best possible support to your student throughout the school-year, we will need your help in a few ways. We need you to:

- Check your student's progress on PowerSchool. You will receive login information in the coming weeks
- Discuss your student's progress with teachers via phone or email every three weeks
- Inform the school if your phone number or address changes during the year
- Talk with your student about her/his academic progress at least once a week
- Communicate with the school if your child is having problems at school or at home

### **AFA Picnic**

Please join the staff, families, and community for our annual Augsburg Fairview Academy Back-to-School Picnic on Thursday, September 2<sup>nd</sup> from 5:00-7:00 pm. We will provide food and beverages for all who attend as well as games and opportunities to meet staff and other students. The picnic will be held in the backyard of Augsburg Fairview Academy. Students should bring friends along if they are interested in attending AFA as well.

### **Our Mission and Vision**

The 2011-2012 school-year will be our best year yet! We are ready to help students prepare for college, career, and life through an intense program of rigorous study and real-world connections to health care, education, and other human services. We will also support, motivate, and challenge students to achieve not only academic success but the habits of mind and body that will give them happiness, satisfaction, and wellness for the rest of their lives.

Again, welcome to the 2011-2012 school-year. We can't wait to see you!

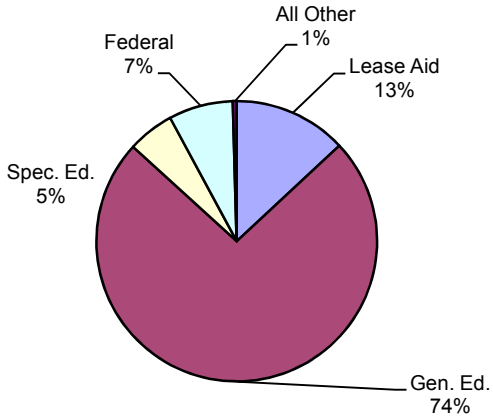
Sincerely,



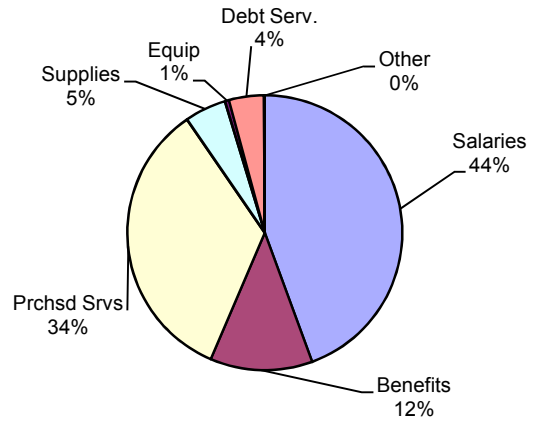
Bart Johnson  
Lead Teacher  
bart.johnson@afa.tc  
612-874-9022

**Full Year Budget (Accrual)**

Where the money is budgeted to come from:



Where the money is budgeted to be spent:



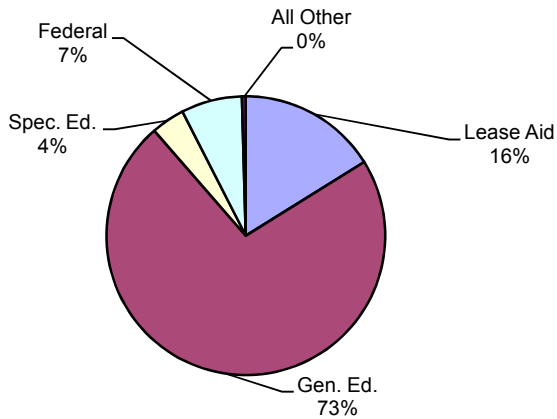
**Student Count**

Actual Current ADM:

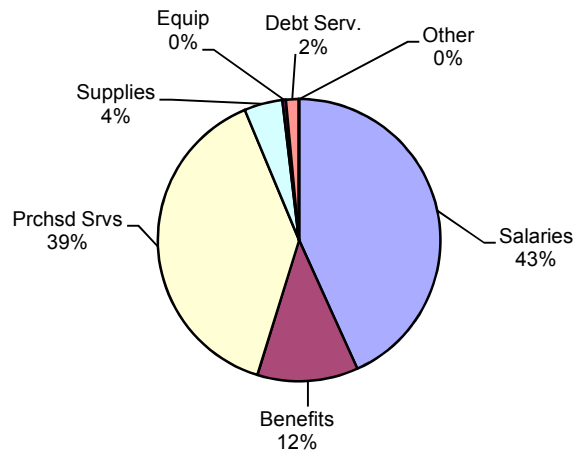
ADM from Budget **110 ADM**

**Year to Date Actual (Cash)**

Where the money is coming from:



Where the money is being spent:



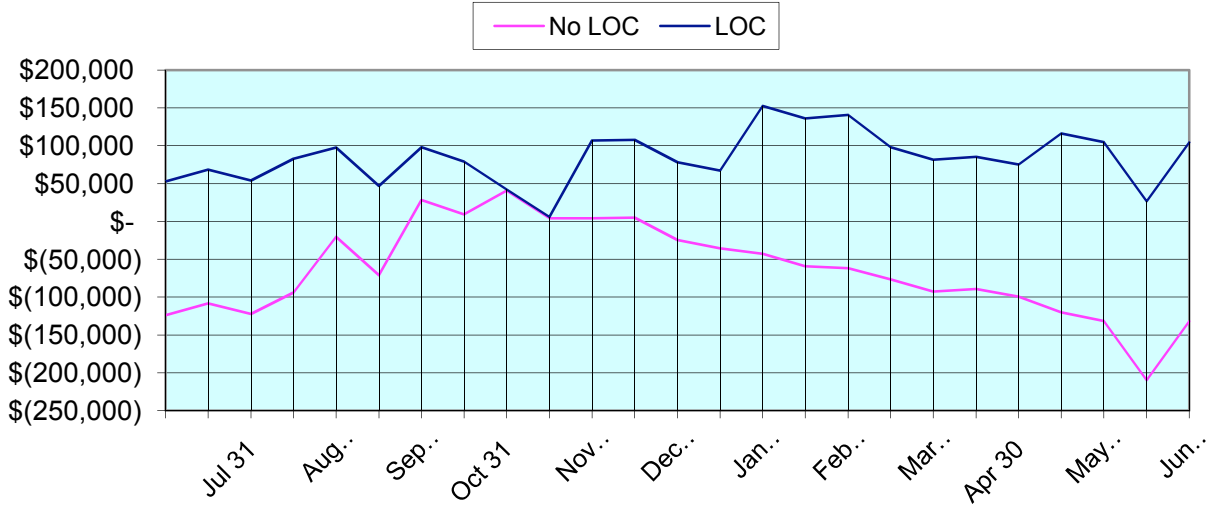
	YTD Actual		YTD Budget Target	
Revenue	\$1,061,990	74%	\$1,432,426	100%
Expense	\$1,235,093	87%	\$1,426,304	100%
Change in Fund Balance	-\$173,104		\$6,122	

Remember that this percentage target is just an estimate.

# Augsburg Fairview Academy

## Financial Dashboard for: 6/30/2011

### Cash Balance Projection



### Grants and Other Awards:

Description	Award	PFY Expensed	CFY Expensed	Remaining	Expiration Date
None	N/A	N/A	N/A	N/A	N/A

### Comments:

#### General:

The board approved a revised budget at the May board meeting, which is now reflected on the income statement. The FY11 revised budget is based on a projected ADM of 110 while the FY11 state aid is based on an updated projected ADM of 120.

#### Revenue:

During the month of June AFA received \$ 118,720 in revenue. The year to date revenue of \$ 1,061,990 represents 74% of the FY11 revised annual budget.

The hold back for FY11 as of June 30 is \$395,879. This means that if the state was not holding back 30% of the academy's payments, the academy would have \$395,879 more in cash and would be showing this additional monies as revenue.

#### Expenses:

AFA incurred expenses totaling \$ 119,221 during the month of June. The year to date expenditures of \$1,235,093 representing 87% of the FY11 revised budgeted expenditures.

#### Cash-Flow:

The school has sold their FY11 holdback to CSC to ensure cash remains positive throughout the year.

The state hold back for fiscal year 2011 is at 30%.

**Augsburg Fairview Academy**  
**Balance Sheet**  
**Fiscal Year 2011**  
**As of June 30, 2011**

	General Fund	Food Service Fund	Fixed Assets	Total All Funds
<b>ASSETS</b>				
<b>Current Assets</b>				
Main Checking Account	105,700	(1,482)	-	104,218
Petty Cash	300	-	-	300
Other Receivables	-	-	-	-
Due from MDE-State	(6,508)	-	-	(6,508)
Due from MDE-Federal	-	-	-	-
Prepaid Expenditures	17,525	-	-	17,525
<b>Total Current Assets</b>	<b>117,018</b>	<b>(1,482)</b>	<b>-</b>	<b>115,536</b>
<b>Equipment</b>				
Building Improvements	-	-	8,863	8,863
General Fixed Assets	-	-	174,272	174,272
Accumulated Depreciation on Building	-	-	(665)	(665)
Accumulated Depreciation on Equipment	-	-	(126,660)	(126,660)
<b>Total Equipment</b>	<b>-</b>	<b>-</b>	<b>55,810</b>	<b>55,810</b>
<b>Total Assets</b>	<b>117,018</b>	<b>(1,482)</b>	<b>55,810</b>	<b>171,346</b>
<b>LIABILITIES &amp; EQUITY</b>				
<b>Current Liabilities</b>				
Accounts Payable	51,848	51	-	51,899
Short Term Debt	235,143	-	-	235,143
Payroll Liabilities	(0)	-	-	(0)
Retirement Benefits Payable	2,739	-	-	2,739
<b>Total Current Liabilities</b>	<b>289,730</b>	<b>51</b>	<b>-</b>	<b>289,781</b>
<b>Equity and Fund Balance</b>				
Investment in General Fixed Assets	-	-	55,810	55,810
Audited Fund Balance - 06/30/10	(1,141)	-	-	(1,141)
FY11 Net Income (Loss)	(171,571)	(1,533)	-	(173,104)
<b>Total Equity and Fund Balance</b>	<b>(172,712)</b>	<b>(1,533)</b>	<b>55,810</b>	<b>(118,435)</b>
<b>Total Liabilities, Equity and Fund Balance</b>	<b>117,018</b>	<b>(1,482)</b>	<b>55,810</b>	<b>171,346</b>

**Footnote:**

**State Holdback Calculation:**

Total Fiscal Year School Budgeted State Revenues	1,319,597
Prorated Fiscal Year to Date ( 12 of 12 Months)	100%
Total Fiscal Year-to-Date Adopted Budget (June 2011)	1,319,597
State Holdback Percentage	30%
Total Estimated Year-to-Date Holdback	<b>395,879</b>

**Augsburg Fairview Academy**  
**Summary Income Expense Statement**  
**Fiscal Year 2011**  
**For Period Ending June 30, 2011**

Description	Month Activity	Year-to-Date Activity	FY11 Adopted Budget 110 ADM	Percent of Budget
<b>FUND 01 - REVENUE</b>				
<b>State Revenue</b>				
General Education	-	769,467	1,055,667	73%
Lease Aid	78,443	171,408	187,200	92%
Special Education Aid	-	41,185	76,730	54%
<b>Total State Revenue</b>	<b>78,443</b>	<b>982,060</b>	<b>1,319,597</b>	<b>74%</b>
<b>Federal Revenue</b>				
Federal Stimulus	11,299	37,241	37,241	100%
Federal Special Education Aid	-	495	20,188	2%
Federal CEIS	2,589	2,589	6,388	41%
Federal Special Education Aid (ARRA )	17,879	17,879	20,841	86%
Federal CEIS (ARRA )	4,171	4,171	4,171	100%
<b>Total Federal Revenue</b>	<b>35,939</b>	<b>62,375</b>	<b>88,829</b>	<b>70%</b>
<b>Local Revenue</b>				
Grants/donations	-	4,019	4,000	100%
<b>Total Local Revenue</b>	<b>-</b>	<b>4,019</b>	<b>4,000</b>	<b>100%</b>
<b>FUND 01 - TOTAL REVENUE</b>	<b>114,382</b>	<b>1,048,454</b>	<b>1,412,426</b>	<b>73%</b>
<b>FUND 01 - EXPENDITURES</b>				
<b>Administration</b>				
Total Salaries	15,240	160,292	178,618	90%
Total Benefits	2,345	50,362	53,452	94%
Total Purchased Services	4,752	77,436	73,925	105%
Total Supplies	113	5,712	6,000	95%
Total Equipment	-	-	-	N/A
Total Loans	-	18,376	58,655	31%
Total Dues and Memberships	-	-	1,200	0%
<b>Total Administration</b>	<b>22,451</b>	<b>312,177</b>	<b>371,850</b>	<b>84%</b>
<b>Secondary Education</b>				
<b>School-wide</b>				
Total Salaries	4,800	48,000	57,600	83%
Total Benefits	508	10,342	12,438	83%
Total Purchased Services	8,245	30,315	26,300	115%
Total Supplies	-	21,250	16,000	133%
Total Equipment	-	4,679	6,500	72%
Total Other Expenditures	-	70	-	N/A
<b>Total School-wide</b>	<b>13,553</b>	<b>114,656</b>	<b>118,838</b>	<b>96%</b>
<b>Integrated Studies Program</b>				
Total Salaries	13,450	157,449	188,800	83%
Total Benefits	(162)	37,833	50,558	75%
Total Purchased Services	3,679	3,829	4,500	85%
Total Supplies	186	1,971	3,800	52%
Total Equipment	-	-	-	N/A
<b>Total Integrated Studies Program</b>	<b>17,153</b>	<b>201,081</b>	<b>247,658</b>	<b>81%</b>

**Augsburg Fairview Academy**  
**Summary Income Expense Statement**  
**Fiscal Year 2011**  
**For Period Ending June 30, 2011**

Description	Month Activity	Year-to-Date Activity	FY11 Adopted Budget 110 ADM	Percent of Budget
<b>Connections Center</b>				
Total Salaries	7,244	67,946	80,000	85%
Total Benefits	679	17,306	20,936	83%
Total Purchased Services	-	13,500	13,500	100%
Total Supplies	1,748	4,327	6,000	72%
Total Equipment	-	-	-	N/A
<b>Total Connections Center</b>	<b>9,671</b>	<b>103,080</b>	<b>120,436</b>	<b>86%</b>
<b>Total Secondary Education</b>	<b>40,377</b>	<b>418,817</b>	<b>486,932</b>	<b>86%</b>
<b>State Special Education</b>				
Total Salaries	5,343	44,808	54,000	83%
Total Benefits	471	14,307	17,230	83%
Total Purchased Services	2,107	2,107	3,500	60%
Total Supplies	-	172	2,000	9%
<b>Total State Special Education</b>	<b>7,920</b>	<b>61,393</b>	<b>76,730</b>	<b>80%</b>
<b>Federal Special Education</b>				
Total Purchased Services	2,108	2,108	11,602	18%
Total Supplies	-	1,147	8,586	13%
<b>Total Federal Special Education</b>	<b>2,108</b>	<b>3,254</b>	<b>20,188</b>	<b>16%</b>
<b>Federal Special Education - ARRA FY10 Carryover</b>				
Total Salaries	-	-	3,000	0%
Total Benefits	-	-	443	0%
Total Purchased Services	3,150	16,733	17,398	96%
<b>Total Federal Special Education - ARRA FY10 Carryover</b>	<b>3,150</b>	<b>16,733</b>	<b>20,841</b>	<b>80%</b>
<b>Federal CEIS</b>				
Total Salaries	434	1,133	4,364	26%
Total Benefits	56	147	610	24%
Total Supplies	-	105	1,414	7%
<b>Total Federal CEIS</b>	<b>490</b>	<b>1,384</b>	<b>6,388</b>	<b>22%</b>
<b>Federal CEIS - ARRA FY10 Carryover</b>				
Total Salaries	-	3,700	3,700	100%
Total Benefits	-	327	471	69%
Total Supplies	-	1,349	-	N/A
<b>Total Federal CEIS - ARRA FY10 Carryover</b>	<b>-</b>	<b>5,376</b>	<b>4,171</b>	<b>129%</b>
<b>Instructional Support</b>				
Total Purchased Services	1,090	4,492	4,000	112%
Total Supplies	-	540	500	108%
<b>Total Instructional Support</b>	<b>1,090</b>	<b>5,032</b>	<b>4,500</b>	<b>112%</b>
<b>Student Support Services</b>				
Total Salaries	4,000	40,000	48,000	83%
Total Benefits	367	10,489	13,028	81%
Total Purchased Services	336	44,790	47,000	95%
Total Supplies	579	1,032	-	N/A
<b>Total Student Support Services</b>	<b>5,282</b>	<b>96,310</b>	<b>108,028</b>	<b>89%</b>

**Augsburg Fairview Academy**  
**Summary Income Expense Statement**  
**Fiscal Year 2011**  
**For Period Ending June 30, 2011**

Description	Month Activity	Year-to-Date Activity	FY11 Adopted Budget 110 ADM	Percent of Budget
<b>Building and Maintenance</b>				
Total Salaries	660	10,611	15,313	69%
Total Benefits	98	1,518	2,263	67%
Total Purchased Services	6,315	33,576	31,100	108%
Total Building Lease	21,000	252,000	252,000	100%
Total Supplies	-	1,619	2,500	65%
Total Equipment	-	225	500	45%
<b>Total Building and Maintenance</b>	<b>28,074</b>	<b>299,549</b>	<b>303,676</b>	<b>99%</b>
<b>FUND 01 - TOTAL EXPENDITURES</b>	<b>110,941</b>	<b>1,220,025</b>	<b>1,403,304</b>	<b>87%</b>
<b>FUND 01 - NET INCOME (LOSS)</b>	<b>3,441</b>	<b>(171,571)</b>	<b>9,122</b>	
<b>FUND 02 REVENUE</b>				
State Revenue	87	493	771	64%
Federal Revenue	2,231	12,809	17,686	72%
Local Revenue	-	233	1,542	15%
<b>FUND 02 - TOTAL REVENUE</b>	<b>2,319</b>	<b>13,535</b>	<b>20,000</b>	<b>68%</b>
<b>FUND 02 - EXPENDITURES</b>				
Supplies	1,179	15,068	23,000	66%
<b>FUND 02 - TOTAL EXPENDITURES</b>	<b>1,179</b>	<b>15,068</b>	<b>23,000</b>	<b>66%</b>
<b>FUND 02 - NET INCOME (LOSS)</b>	<b>1,140</b>	<b>(1,533)</b>	<b>(3,000)</b>	
<b>ALL FUNDS - NET INCOME (LOSS)</b>	<b>4,581</b>	<b>(173,104)</b>	<b>6,122</b>	



**Augsburg Fairview Academy  
Cash Flow Projection FY 2011**

	Estimated Receipts By Category					School Disbursements				Estimated Accumulative Cash Balance Without LOC	Line of Credit	Estimated Accumulative Cash Balance With LOC
	FY 10-11 State Rev.	FY 09-10 Accruals	Other Local Receipts	FY 10-11 Federal Rev.	Total Revenues	Payroll Disbursements	Lease Disbursements	FY 10-11 Acct. Payable Disbursements	Total Disbursements			
						<b>FY 2011 Beginning Cash Balance</b>				<b>\$ (123,880)</b>	<b>\$ 176,677</b>	<b>\$ 52,797</b>
Jul 1-15	48,786	-	-	574	<b>49,360</b>	24,958	-	8,669	<b>33,627</b>	(108,147)	-	<b>68,530</b>
Jul 16-31	48,680	23	-	-	<b>48,703</b>	23,507	21,000	18,411	<b>62,917</b>	(122,362)	-	<b>54,315</b>
Aug 1-15	48,782	-	-	10,773	<b>59,555</b>	23,729	-	7,477	<b>31,206</b>	(94,013)	-	<b>82,664</b>
Aug 16-31	48,789	74,385	-	-	<b>123,173</b>	27,478	21,000	960	<b>49,438</b>	(20,277)	(58,892)	<b>97,508</b>
Sep 1-15	48,674	-	-	-	<b>48,674</b>	28,026	21,000	50,397	<b>99,423</b>	(71,027)	-	<b>46,758</b>
Sep 16-30	48,745	84,243	-	-	<b>132,989</b>	28,209	-	5,358	<b>33,567</b>	28,395	(48,019)	<b>98,161</b>
Oct 1-15	48,793	-	968	2,438	<b>52,200</b>	27,853	21,000	22,532	<b>71,385</b>	9,210	-	<b>78,976</b>
Oct 16-31	-	79,674	100	-	<b>79,774</b>	28,103	-	20,413	<b>48,516</b>	40,467	(67,848)	<b>42,385</b>
Nov 1-15	12,772	4,120	1,306	-	<b>18,198</b>	25,064	21,000	8,568	<b>54,632</b>	4,034	-	<b>5,951</b>
Nov 16-30	39,369	4,940	-	-	<b>44,309</b>	27,575	-	16,429	<b>44,004</b>	4,338	100,610	<b>106,866</b>
Dec 1-15	39,345	-	50	1,687	<b>41,081</b>	28,219	-	12,021	<b>40,239</b>	5,181	-	<b>107,708</b>
Dec 16-31	39,359	2	-	495	<b>39,855</b>	26,632	21,000	21,863	<b>69,495</b>	(24,460)	-	<b>78,068</b>
Jan 1-15	39,434	180	2,087	1,731	<b>43,432</b>	45,656	-	8,805	<b>54,461</b>	(35,489)	-	<b>67,039</b>
Jan 16-31	40,160	-	-	-	<b>40,160</b>	25,844	21,000	633	<b>47,477</b>	(42,806)	92,808	<b>152,530</b>
Feb 1-15	37,856	-	187	-	<b>38,043</b>	28,112	21,000	5,375	<b>54,488</b>	(59,250)	-	<b>136,085</b>
Feb 16-28	39,269	11,501	176	-	<b>50,946</b>	25,619	-	27,687	<b>53,306</b>	(61,610)	6,859	<b>140,584</b>
Mar 1-15	39,174	-	135	1,658	<b>40,967</b>	26,327	21,000	8,456	<b>55,784</b>	(76,426)	(27,690)	<b>98,078</b>
Mar 16-31	39,331	6	-	-	<b>39,337</b>	26,777	-	28,895	<b>55,672</b>	(92,761)	-	<b>81,743</b>
Apr 1-15	39,330	-	1,221	27,561	<b>68,112</b>	27,479	21,000	16,009	<b>64,489</b>	(89,138)	-	<b>85,366</b>
Apr 16-30	39,231	-	100	1,456	<b>40,787</b>	29,380	-	21,561	<b>50,941</b>	(99,292)	-	<b>75,212</b>
May 1-15	39,269	7	-	-	<b>39,276</b>	28,795	21,000	10,322	<b>60,117</b>	(120,134)	61,908	<b>116,278</b>
May 16-31	39,322	-	95	1,398	<b>40,815</b>	28,759	-	23,314	<b>52,074</b>	(131,393)	-	<b>105,020</b>
Jun 1-15	66	-	-	1,682	<b>1,748</b>	28,220	3,679	48,103	<b>80,002</b>	(209,647)	-	<b>26,765</b>
Jun 16-30	78,570	2,020	-	36,383	<b>116,972</b>	25,753	-	13,467	<b>39,220</b>	(131,894)	-	<b>104,518</b>
<b>Total Estimate</b>	<b>943,105</b>	<b>261,100</b>	<b>6,426</b>	<b>87,834</b>	<b>1,298,465</b>	<b>666,074</b>	<b>234,679</b>	<b>405,727</b>	<b>1,306,480</b>		<b>236,412</b>	
<b>FY11 Budget</b>	<b>1,320,369</b>	<b>-</b>	<b>5,542</b>	<b>106,515</b>	<b>1,432,426</b>	<b>792,236</b>	<b>252,000</b>	<b>382,068</b>	<b>1,426,304</b>	<b>6,122.41</b>		
<b>FY10 Accruals</b>	<b>-</b>	<b>214,202</b>	<b>-</b>	<b>-</b>	<b>214,202</b>	<b>86,700</b>	<b>-</b>	<b>6,580</b>	<b>93,280</b>			
<b>FY11 Accruals</b>	<b>(396,111)</b>	<b>-</b>	<b>-</b>	<b>(26,629)</b>	<b>(422,739)</b>	<b>(85,000)</b>	<b>-</b>	<b>(6,000)</b>	<b>(91,000)</b>			
	<b>924,258</b>	<b>214,202</b>	<b>5,542</b>	<b>79,886</b>	<b>1,223,889</b>	<b>793,936</b>	<b>252,000</b>	<b>382,648</b>	<b>1,428,584</b>			
	<b>(18,847)</b>	<b>(46,898)</b>	<b>(883)</b>	<b>(7,948)</b>	<b>(74,576)</b>	<b>127,862</b>	<b>17,321</b>	<b>(23,079)</b>	<b>122,105</b>			

**Augsburg Fairview Academy**  
**Disbursements Register**  
**For the Month of June 2011**

<u>Check No.</u>	<u>Vendor</u>	<u>Description</u>	<u>Amount</u>	<u>Date</u>
<b>Wires</b>				
	Paychex	06/15/11 Payroll Net Pay	17,425.99	6/15/2011
	Paychex	06/15/11 Payroll Taxes-Federal, State, SUI, FICA EE/ER	7,589.11	6/15/2011
	Paychex	6/15/11 Payroll Garnishment-Child Support	226.20	6/15/2011
	Paychex	Payroll Section 125 Charge	40.00	6/24/2011
	CARDMEMBER SERVICE	Credit Card Purchases	3,681.53	6/24/2011
	Paychex	06/30/2011 Payroll Net Pay	15,635.66	6/29/2011
	Paychex	06/30/2011 Payroll Garnishment	202.80	6/29/2011
	Paychex	06/30/11 Payroll Taxes-Federal, State, SUI, FICA EE/ER	6,974.08	6/29/2011
	Paychex	Paychex EIB Invoices	284.63	6/10/2011
	Park Midway Bank	Monthly Service Charge	30.07	6/29/2011
<b>Regular Checks</b>				
3162	PERA	05/31/11 Payroll Contributions	496.97	6/6/2011
3163	Teacher's Retirement Assoc.	05/31/11 Payroll Contributions	2,482.14	6/6/2011
3164	AFLAC	AFLAC Insurance for May 2011	92.40	6/9/2011
3165	Allied Waste Services	Garbage Services 06/01/11-06/30/11	276.17	6/9/2011
3166	CARAVAN KIDS CATERING	Food deliveries for the month of May	797.84	6/9/2011
3167	CARLSON DAIRY	Milk Deliveries 4/21, 4/28, 5/5 & 5/12/11	113.23	6/9/2011
3168	Comcast	Internet Services 06/04/11-07/03/11	109.90	6/9/2011
3169	Intermediate District 287	FY10-11 Purchase of Service Midyear 50% (SpEd)	2,106.80	6/9/2011
3170	Jostens	Graduation Gowns, Tassels and Cords	578.85	6/9/2011
3171	Loffler Companies, INC	Copier Lease - Canon Copier Serial #TQG03901	350.00	6/9/2011
3172	LOFFLER COMPANIES, INC.	Customer#HQM291 Contract 05/03/11-06/02/11 (4080)	196.39	6/9/2011
3173	MESSIAH LUTHERAN CHURCH	Operating Cost for April & May / June Lease	27,039.29	6/9/2011
3174	Minneapolis Community & Technical College	PSEO payment	3,678.82	6/9/2011
3175	NCS Pearson, Inc.	Customer #1257398 PowerSchool Premier License, Hosting, Certificate FY12	2,900.00	6/9/2011
3176	PATRICIA DIANE BENTLEY	A.R.T Type Training Social Work for March Acct #612-339-2229 611 Phone Charges 05/22-06/21 & 612-333-1614 075 Phone charges 06/01-06/30	3,150.00	6/9/2011
3177	Qwest		308.66	6/9/2011
3178	RON BENTLEY	Liquid Cleaner, Lens Cleaning Cloth Gray, Clamshell Corsica Oblong & Mileage	35.74	6/9/2011
3179	Rubicon International	06/15/11-06/14/12Renewal of Atlas Curriculum Management System	1,300.00	6/9/2011
3180	SCHOOL BUSINESS SOLUTIONS	June 2011 Contract & May expenses	2,838.11	6/9/2011
3181	Teachers On Call	Substitute teachers	5,525.00	6/9/2011
3182	WILLIAM SPIRA	Reimburse- Paying Organist on 06/05/11 for service	100.00	6/9/2011
3183	PERA	06/15/11 Payroll Contributions	512.76	6/21/2011
3184	Teacher's Retirement Assoc.	06/15/11 Payroll Contributions	2,427.46	6/21/2011
3185	CARAVAN KIDS CATERING	Lunches 06/06/11-06/09/11	216.70	6/24/2011
3186	Chancelor Nettles	FY10-11 Recruitment Bonus	125.00	6/24/2011
3187	HEALTH PARTNERS, INC.	ACCT. # 19764 July 2011 Health & Dental Insurance	8,173.62	6/24/2011
3188	Faaria Husain	Marketing & Recruiting Services	1,200.00	6/27/2011
<b>Total Disbursements</b>			<b>119,221.92</b>	

\* = Gap in check sequence  
V = Voided check