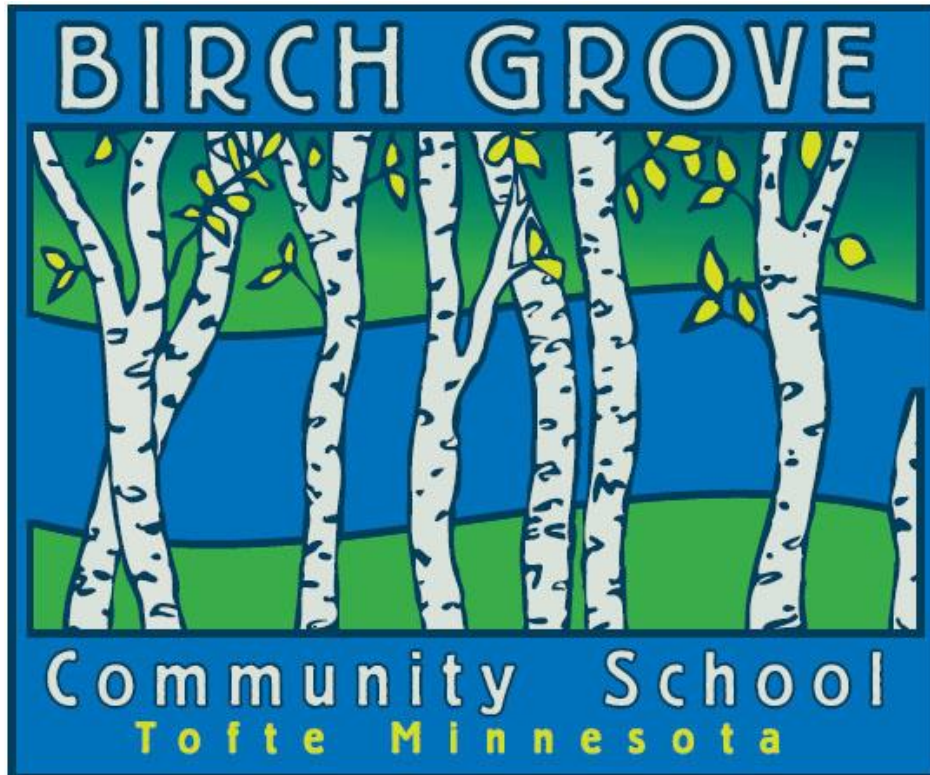


Birch Grove Community School  
2013 - 2014 Evaluation Report



*“Where Roots Grow Deep and Branches Reach High!”*

.....  
Charter #4145  
School Director: Diane Blanchette  
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## INTRODUCTION

### Mission Statement

Birch Grove Community School will promote academic excellence utilizing our unique natural setting allowing students to reach their potential, preparing them to become socially and environmentally responsible, self-directed, life-long learners.

### Vision Statement

Birch Grove Community School envisions *quality* curriculum, *excellent* staff, and *committed* families and community members.

Our vision also includes:

- A K-5 educational program in multi-grade classrooms
- Low student/teacher ratios
- A focus on the *Core Knowledge Sequence*: reading, writing and mathematics
- Preparing students to be active and responsible citizens in their community
- Encouraging student/parent/community ownership in *their* community school

Birch Grove Community School will provide a nurturing and safe environment where:

- Parents and community members are actively engaged in student learning
- High expectations for students and staff are modeled and clearly defined
- Quality programs are developed, evaluated and continuously improved
- All students' needs are met
- Student-teacher ratios in the classroom are low
- Students' lives are further enriched through active partnership with local citizens

## **Statement of Purposes**

Annual Report Purpose complying with Minnesota State Statues, section 124D.10 subd. 14:

A charter school must publish an annual report approved by the board of directors. The annual report must at least include information on school enrollment, student attrition, governance and management, staffing, finances, academic performance, operational performance, innovative practices and implementation, and future plans. A charter school must distribute the annual report by publication, mail, or electronic means to the commissioner, authorizer, school employees, and parents and legal guardians of students enrolled in the charter school and must also post the report on the charter school's official Web site. The reports are public data under chapter 13.

Statement of School Purpose complying with Minnesota State Statues, section 124D.10 subd. 1:

Birch Grove Community School will improve student learning, increase learning opportunities for pupils, encourage the use of different and innovated teaching methods, require measurements of learning outcomes and create different and innovative outcomes, establish new forms of accountability and create new professional opportunities for teachers.



BIRCH GROVE COMMUNITY SCHOOL  
AWARDS & ACHIEVEMENTS



2005-2006 (Opening Year)

Minnesota Department of Education Finance Award  
Opening of the “Saplings” Program  
AYP Proficient School Scores in Math and Reading

2006-2007

Minnesota Department of Education Finance Award  
NWEA Student Growth Achievement Award  
AYP Proficient School Scores in Math and Reading

2007-2008

Minnesota Department of Education Finance Award  
Introduction into the Quality Compensation Program  
Completion of the Outdoor Classroom  
AYP Proficient School Scores in Math and Reading

2008-2009

Minnesota Department of Education Finance Award  
Completion of the Nature Trail System  
AYP Proficient School Scores in Math and Reading

2009-2010

Minnesota Department of Education School Finance Award  
AYP Proficient School Scores in Math and Reading  
“Excellence in Finance Management and Oversight Award”  
(“Charter School Network Excellence Awards” VOA)

2010-2011

Minnesota Department of Education School Finance Award  
AYP Proficient School Scores in Math and Reading

2011-2012

AYP Proficient School Scores in Math and Reading

2012-2013

Minnesota Department of Education Finance Award  
Opening of “Summer Saplings” Program  
Opening of “Campsite Kids” K-5 Summer Programming  
AYP Proficient School Scores in Math and Reading

2013-2014

Minnesota Department of Education Finance Award  
Opening of Birch Buddies ~ Before/After School Program  
AYP Proficient Scores in Math and Reading



## **AUTHORIZER**

School Authorizer Name: Volunteers of America of Minnesota

Authorizer Contact: Stephanie Olsen, Senior Manager of the Charter School Authorizing Program

Authorizer Contact Information:

VOA-MN  
Education Center  
924 – 19<sup>th</sup> Avenue South  
Minneapolis, MN 55404  
Phone: 612-270-1998  
[solsen@voamn.org](mailto:solsen@voamn.org)



Volunteers of America of Minnesota (VOA-MN) was established in 1896, making it one of the oldest non-profits in the state. Throughout its history, the organization has responded to some of the most pressing societal needs. VOA-MN became the first non-profit charter school sponsor in the nation in 2000 because they recognized it as a new and effective way of carrying out their mission. VOA-MN has developed and practices a model of charter school sponsorship based on rigorous continuous improvement processes that add value to the school with which it works, while holding them accountable for their own success or failure. VOA-MN has created selection criteria and a process to ensure it only works with top-quality charter schools whose mission and purpose are in alignment with that of the organization.

In March of 2011, Birch Grove Community School was awarded a renewed 4 year contract with VOA. We look forward to working with VOA to continually improve student achievement, maintain responsible fiscal management, and continue to comply with all state and federal laws.



## **Authorizer Accountability and Oversight System**

### **Introduction**

Volunteers of America of Minnesota (VOA-MN) is committed to fulfilling its role as a charter school authorizer by holding its schools accountable for a range of results. The accountability system presented in this

document ensures that VOA-MN will uphold its legal obligation to make sure the schools it authorizes are reaching (or making adequate progress toward) the goals and benchmarks outlined in its charter contract and Minnesota statute.

VOA-MN uses a standard charter contract with unique school-specific terms that capture different approaches to achieving student success. The individuality of each school will be preserved in the “Academic Program Description” addendum to the charter contract.

One of the most important ways VOA-MN gathers information about the schools it authorizes is through on-site visits. Site visits allow the authorizer to observe the school in action firsthand, hear directly from all key stakeholders, and corroborate school-reported information and data. VOA-MN conducts two different types of site visits: Formal and Informal – Monitoring. The Formal site visits will follow a more structured protocol, and will produce written and oral feedback to the school staff and board. VOA-MN will also make informal monitoring visits to schools for follow-up oversight, special events, and check-ins.

### **Volunteers of America of Minnesota Accountability Plan**

The primary purpose of a charter school is to improve pupil learning and student achievement. VOA-MN holds the schools it authorizes accountable in five major areas: academic performance, fiscal management, board governance, management and operations, and legal compliance. Each area may have multiple indicators of success and the charter school’s performance on each indicator will be rated as:

- Meets standard;
  - Partially Meets/Approaching standard;
  - Does not meet standard.
  - The highest rating a school can achieve in any section of evaluation is meets standard.
- ★ A school may also earn an additional star if the school meets standard in an area of examination and demonstrates an exemplary practice (e.g., academic growth, model policy or procedure).

Three essential questions drive VOA-MN’s accountability of charter schools:

#### **1. Academic Program Performance – Is the school’s Learning Program a Success?**

**Academic Performance-** All public schools, including charters, must fully participate in the state assessments – Minnesota Comprehensive Assessments. Additionally, the school shall annually complete a VOA-MN

(authorizer)/School jointly approved interim assessment in reading and math. Data from state assessments as well as Title 1 Designation utilizing Multiple Measurements Rating (MMR) will be compiled and evaluated in the Annual VOA-MN Authorized Charter Schools Academic Performance Report by the authorizer. Charter schools are required to set specific and measurable goals in academic and nonacademic areas for which they agree to be held accountable in their charter contract. These goals provide the central focus for the charter school leadership, staff, and families.

**The VOA-MN Charter School Authorizing Program publishes annually an Academic Performance Report on their network of authorized charter schools.** The purpose of this report is to be a single annual source of academic program and performance information on the fifteen VOA-MN- authorized charter schools, including academic program, performance, and professional development data.

The intent of the Academic Performance Report is to provide an annual multi-faceted understanding of student performance at the charter school. VOA-MN authorized charter schools also have charter contract specific performance goals in academic and nonacademic areas for which they agree to be held accountable by authorizer VOA-MN. The expectations for academic performance contained in the Annual Network Report will be standardized for all schools.

In addition, VOA-MN schools will have school specific annual SMART goals for academic performance contained in the charter contract appropriate for their student population served.

The Annual VOA-MN Authorized Charter Schools Academic Performance Report will contain multiple indicators of school academic success (The authorizer reserves the right to have flexibility to reasonably amend these broad standards as needed (e.g., if the state school accountability plan changes or NACSA further updates their Performance Framework):

- Students are performing well on state examinations in comparison to students at schools they might otherwise attend.
- School has adopted a formal teacher evaluation process and adheres to the requirements set forth in state statute (Minn. Stat. 122A.40).
- All teachers (but especially new teachers) are supported through a school-wide professional development plan.
- Professional development is job-embedded and directly linked to instructional practice in order to improve student achievement.



**Example from 2013 VOA-MN Academic Performance Report**

(As modified from NACSA Core Performance Framework & Guidance)

Are students performing well on state examinations in comparison to students at schools in their local district?

**★Exceeds Standard:**

School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend by 10 or more percentage points

**Meets Standard:**

School's average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend by up to 10 percentage points

**Partially Meets Standard:**

School's average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend by up to 5 percentage points

**Does Not Meet Standard:**

School's average proficiency rate is equal to or less than average performance of students in schools they might otherwise attend.

- School is meeting state designation expectations as set forth by state and federal accountability systems (Minnesota Multiple Measurement Rating).

**Examples from 2013 VOA-MN Academic Performance Report**

(As modified from NACSA Core Performance Framework & Guidance)

Are students making expected annual academic growth compared to their academic peers using Multiple Measurements Rating (MMR)?

**★Exceeds Standard:**

At least 80% of students are making expected growth

**Meets Standard:**

Between 65-79% of students are making expected growth

**Partially Meets Standard:**

Between 50-64% of students are making expected growth

**Does Not Meet Standard:**

Fewer than 50% of students are making expected growth

Has the school been recognized for high performance or identified for additional supports based on the federal accountability system using the MMR?

★Exceeds Standard:

School was identified as a “Reward” school

Meets Standard:

School is “Celebration” school or does not have a designation

Partially Meets Standard:

School was identified as a “Focus” school

Does Not Meet Standard:

School was identified as a “Priority” school

## 2. Financial Viability – Does the School Exhibit Strong Financial Health?

Charter schools receive public funds and must meet generally accepted standards of fiscal management. It is VOA-MN’s duty to ensure that the schools are responsible stewards of public funds. The charter school shall provide VOA with a copy of its draft and final annual budgets and monthly cash flow projections for each fiscal year by July 1 of each fiscal year. VOA-MN shall use submitted budget and cash flow statements, along with any other relevant information, to determine if the charter school has a realistic balanced budget plan for the current year. VOA shall use the financial statements presented in the charter school’s annual financial audit, along with any other relevant information, to determine if the charter school maintained a balanced budget during the prior-year. In general, schools are expected to have “clean” annual financial audits.

**The VOA-MN Charter School Authorizing Program publishes annually a School Financial Oversight Report on their network of authorized charter schools.** The parties acknowledge that the Minnesota Charter Schools Law requires a charter school to meet generally accepted standards of fiscal management. This requirement has two underlying purposes: to ensure the successful operation of the school into the future and to ensure the proper use of public funds. The Annual VOA-MN Authorized Charter Schools Financial Performance Report contains multiple indicators of school financial strength and compliance:

VOA-MN’s financial expectations include the following:

- The school maintains a balanced budget.
- The school is compliant with state and federal financial reporting compliance.

- The school's financial audit will be submitted to the state by December 31. The school will have a clean financial audit (i.e. no major findings).
- The school is current on all financial obligations, including, but not limited to: pension payments, payroll taxes, insurance coverage, loan payments and terms.
- The school provides VOA-MN and school board members with monthly financials at least three days prior to board meetings. Packets include at least the following: 1) detailed income/expense report, 2) cash flow sheet, and 3) check register.
- The school develops and maintains a targeted fund balance determined by the school board for a projected period of years. For the Finance report, VOA-MN also determines a standard for fund balance annually based on school funding trends, funding hold-backs, averages, etc).
- The school board has a finance committee that meets monthly to review financials.
- All board members exhibit working knowledge of financial oversight.

### **3. Is the organization effective and well run?**

- **Governance** – Effective board governance is essential to the successful start-up and operation of a public charter school. The diversity of charter school board memberships – teachers, parents, community leaders, and volunteers – heightens the importance of consistent expectations and development activities.

The authorizer regularly monitors the performance quality of the school board based on authorizer observations; interviews with the director, board and faculty; and the review of school policies, reports and board meeting minutes. A school must have a governance model that provides quality oversight by ensuring that there are checks and balances between the board and the school administrators.

A school board is responsible for developing, implementing, and assessing policy; defining sound employee relations; conducting open meetings; recognizing and conforming to the legal mandates imposed by state and federal laws; and governing within the limits of a delegation of state authority – as a nonprofit and public school board. Additionally, the board has an obligation to assess its successes and failures; inform the public of all deliberations and decisions; promote accountability; enhance public understanding of its mission; conform to standards of ethical behavior; provide a framework for setting goals; and develop strategic plans for the accomplishment of those goals.

**The VOA-MN Charter School Authorizing Program publishes annually a School Board Governance Report on their network of authorized charter schools.**

The purpose of this report is to be a single annual source on the board operations and compliance of the fifteen VOA-MN- authorized charter schools. Authorizer VOA-MN also observes a minimum of one school board meeting annually. VOA-MN’s governance expectations include the following:

- The Board of Directors complies with Minnesota law regarding board training requirements and board governance structure.
- The board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law.
- The Board conducts a comprehensive evaluation (including all aspects of the position description) of the performance of the school leader through a defined annual evaluation process.
- The Board has a board-approved professional development plan for the school director (if applicable as required by Minnesota Statutes 2009, 124D.10, subd. 11(b)).
- The Board of Directors will maintain a quorum for all board meetings.
- A board packet, containing the agenda, related documents, and monthly financials is distributed to all members of the Board of Directors, the school leadership and the Authorizer at least three days prior to each board meeting.
- The Board of Directors complies with the Minnesota Data Practices Act (Minn. Stat. Chapter 13).
- The Board of Directors institutes / follows an orientation process for bringing on new members.
- The Board of Directors completes a self-evaluation each year.
- The school board periodically engages in strategic planning, and the school exemplifies the strategic direction set by the board.
- The school board meets its governance model requirements laid out in its bylaws and as required by Minnesota Statute and will maintain a balance of skills and expertise among members at all times (i.e. business, marketing, legal, accounting, fundraising, human resources, education, etc.).
- The Board of Directors maintains a “Board Documents Binder” at all times which includes meetings minutes, board documents (bylaws, articles of incorporation, etc.), and financial statements.
- The Board maintains a “School Board Policy Binder.” The board reviews, updates, and approve its policies as needed or required by state law.

- **Management & Operations** – Effective day to day operations of a charter school support the Learning Program. A well-run school provides an environment in which staff and students can

perform at the highest possible level and more effectively reach the school's goals. Management and operations of the school will be monitored by the authorizer on an ongoing basis and reported on annual in the Formal Site Visit Report and additionally as needed. *VOA-MN's management and operations will be reported by the authorizer using the Formal Site Visit Rubric. Authorizer expectations include, but are not limited to:*

- The school maintains a high level of parent, teacher and student satisfaction rates based on interviews, surveys and retention rates.
- Mission and Vision are central to the school's identity and inform all decision making processes.
- The school's learning program exemplifies the mission and vision of the school.
- The school exhibits strong academic and organizational leadership.
- The school employs highly qualified, appropriately licensed teachers.
- All school staff have completed criminal background checks.
- The school meets / maintains its enrollment goals.
- The school maintains a safe facility that is conducive to learning.
- The school institutes a fair and open student admission process that complies with Minnesota law.
- The school is fulfilling its purposes as defined in the Charter School Law (*Minnesota Statutes (2009), 124D.10, subd. 1*) and charter contract.
- The learning program exemplifies VOA Hallmarks.
- The school institutes a fair and open employment process that complies with state and federal law.
- The school has defined job descriptions and evaluation process for all faculty members.
- Teacher evaluations are designed and conducted consistent with state statutory requirements.

• **Legal and Contractual Compliance**

Charter schools are required to follow many state and federal laws pertaining to all public schools and are expected to uphold all provisions of the charter school contract. As such, VOA-MN expects rigorous compliance with legal and contractual obligations. Each VOA-MN authorized charter school shall maintain a "Compliance Binder" on site that includes VOA-MN defined evidence of compliance with state and federal statutes organized in the manner prescribed by VOA-MN. Additionally, VOA-MN authorized charter schools shall submit information to the authorizer in accordance with the VOA-MN prescribed "Annual Submission Calendar." Management and

operations of the school will be monitored by the authorizer on an ongoing basis and reported on annual in the Formal Site Visit Report and additionally as needed.

### **SITE VISITS**

One of the most important ways VOA-MN gathers information about the schools it authorizes is through on-site visits. Site visits allow the authorizer to observe the school in action firsthand, hear directly from all key stakeholders, and corroborate school-reported information and data. VOA-MN conducts three different types of site visits: Formal and Informal/Monitoring.

- **Formal Site Visit-** Formal Site Visits are typically conducted once per year by a member of the VOA-MN Authorizing Program Leadership Team who interviews key stakeholders, and conducts classroom observations. Written feedback is provided to the Board of Directors and School leadership guided by the Site Visit Rubric. VOA-MN staff will provide formal written feedback summarizing our observations. The feedback will identify areas of strength and areas that require improvement. If a more serious issue arises from a site visit VOA-MN may implement an intervention from “Range of Interventions” table. This written feedback will be provided to both the board and school administration.
- **Informal or Monitoring Site Visit-** VOA-MN may conduct informal or monitoring site visits at any time to fulfill its duties as an authorizer. Reasons for monitoring visits may include: investigation of a complaint, determination of readiness to open, follow up on implementation of improvement plans, or documentation of best practices. These visits are typically less formal and may be impromptu or without notice. The frequency, duration, and intensity of these visits depend greatly on the school’s standing with VOA-MN.

### **BOARD MEETINGS**

VOA-MN will observe a minimum of one school board meeting per year. The authorizer will use the Board Meeting Observation Rubric for internal use only (authorizer only documentation).

### **SCHOOL PUBLISHED ANNUAL REPORTS**

The charter school law (MN Stat. 124D.10, subd. 14) includes requirements for a charter school annual report. Additionally, VOA requires that annual reports include specific elements defined by VOA-MN annually (generally in June). VOA-MN required elements include



how the school is performing based on the three essential questions: Is the student learning program a success? Does the school exhibit strong financial health? Is the organization effective and well-run? VOA-MN requires that schools submit a draft to the authorizer for review and comment (by an annually defined date) and that the final draft be board approved and posted to the school's official website by October 1<sup>st</sup> annually.

### **AUTHORIZER PUBLISHED SCHOOL PERFORMANCE REPORTS**

In addition to the Formal Site Visit Report that each school is provided, VOA-MN will also annually publish three VOA-MN Charter School Network Reports: Academic Performance, Board Governance, and Financial Management. The cumulative purpose of these four reports is to assess the ongoing performance of VOA-MN authorized schools regarding academic success, fiscal viability, and organizational effectiveness.

The combination of school performance based on the three VOA-MN Annual School Performance Reports, annual Formal Site Visit Reports, informal and monitoring site visit observations, authorizer observations of board meetings, and ongoing monitoring of school reporting and compliance provides an accountable oversight mechanism for the authorizer, schools, and other organizations. **This collective body of evidence will also form the basis for contract renewal decisions.** VOA-MN has aligned these materials to each other as closely as possible to reduce redundancy, allow for more efficient completion by both the schools and VOA-MN, and to better align to the NACSA authorizing standards.

### **CHARTER SCHOOL PRE-OPERATIONAL STAGE (Start-up Checklist)**

A charter school's ability to successfully fulfill the three primary components of its contractual agreement with VOA-MN – academic success, fiscal viability, and organizational aptitude – depends a great deal on what happens well before the doors of the school ever open. The most complicated tasks, critical timelines, and demanding commitments are parts of a charter school's pre-operational year(s). While a Start-Up Coordinator is often hired by the interim board to handle many functions, the volunteer efforts of board members and parents are often necessary to absorb much of the work and provide direction to any pre-operational staff.

Due to the broad scope of activities and the modest number of players involved in seeing them through, VOA-MN has organized a charter school's start-up year into a calendar. The Start-Up Progress Form is designed to help start-up groups work more efficiently and provide a relatively simple vehicle for VOA-MN oversight of start-up activities.

VOA-MN hopes this tool will focus board efforts and relieve some of the inherent collective anxiety as the myriad of pre-operational tasks and deadlines mount. Progress and completion of Start-Up Checklist items will be reviewed at all board meetings in which VOA-MN representatives are in attendance, and should be included in the Board Chair or Start-Up Coordinator report at every board meeting whether the authorizer is present or not. An electronic version of this template is available for easier completion and the Board Chair or Start-Up Coordinator should maintain a “master copy” of both the paper and electronic versions. Start-Up Coordinators are required to have monthly check-in meetings with VOA-MN staff.



The Annual Holiday Scholastic Bookfair...  
Students hold up books received from the local  
North Shore Federal Credit Union.

## **School Governance**

### **Board Composition**

Birch Grove Community School  
Post Office Box 2242  
Tofte, MN 55615

**Judy Motschenbacher** – Founder, Community Member  
Board Chair

Seated: January, 2013

Election date: January, 2016

Attendance: 100%

Completed school board training in Governance, Financial Management and Employee Matters as required by the Minnesota Department of Education on June 18 & 19, 2010.

[motsch@boreal.org](mailto:motsch@boreal.org)

Post Office Box 112

Lutsen, MN 55612

**Plamen Dimitrov** – BGCS Parent

Seated: January, 2012

Election date: January, 2015

Attendance: 62.5%

Completed school board training in Governance, Financial Management and Employee Matters as required by the Minnesota Department of Education on April 21, 2012.

[plamen@bluefinbay.com](mailto:plamen@bluefinbay.com)

Post Office Box 2103

Tofte, MN 55615

**Skip Lamb** – Founder, Community Member, BGCS Grandfather  
Treasurer

Seated: January, 2012

Election date: January, 2015

Attendance: 93.7%

Completed school board training in Governance, Financial Management and Employee Matters as required by the Minnesota Department of Education on June 18 & 19, 2010.

[lamb@boreal.org](mailto:lamb@boreal.org)

Post Office Box 415

Schroeder, MN 55613

**Colleen Brennan** – Community Member, BGCS Grandmother  
Vice Chair

Seated: January, 2013

Seat election date: January, 2016

Attendance: 68.7%

Completed school board training in Governance, Financial Management and Employee Matters as required by the Minnesota Department of Education on June 18 & 19, 2010.

[brennan@boreal.org](mailto:brennan@boreal.org)

Post Office Box 302

Lutsen, MN 55612

**Jackie Robinson** – BGCS Teacher File #211183

Secretary

2 Year Rotating Term

Attendance: 81.2% (1 absence due to time of meeting. Jackie was on site teaching.)

[jackie.robinsonbgcs@gmail.com](mailto:jackie.robinsonbgcs@gmail.com)

Seated: September 2013

Completed school board training in Governance, Financial Management and Employee Matters as required by the Minnesota Department of Education on January 15, 2014

**Kathy Lawrence** – BGCS Parent

Seated: August, 2013

Seat election date: January, 2016

Attendance: 100%

Completed school board training in Governance, Financial Management and Employee Matters as required by the Minnesota Department of Education on January 15, 2014

**Sarah Somnis** – Community Member, Saplings Parent

Seated: April, 2014

Seat election date: January, 2015

Attendance: 100%

Registered for school board training in Governance, Financial Management and Employee Matters as required by the Minnesota Department of Education in October, 2014.

**Diane Blanchette** – Ex-Officio member, Founder, School Director

Attendance: 93.7%

Completed school board training in Governance, Financial Management and Employee Matters as required by the Minnesota Department of Education on June 18 & 19, 2010.

[birchgrove@boreal.org](mailto:birchgrove@boreal.org)

Post Office Box 2383

Tofte, MN 55615

## **Birch Grove Community School 2014-2015 School Board Meeting Calendar:**

Birch Grove Community School board meets the third Tuesday of the month at 5:30 at Birch Grove Community School.

Wednesday, September 10, 2014 (Date change due to VOA visit)  
Tuesday, October 21, 2014  
Tuesday, November 18, 2014  
Tuesday, December 9, 2014 (Date change due to Winter Program)  
Tuesday, January 20, 2015 (Annual Meeting followed by regular meeting)  
Tuesday, February 17, 2015  
Tuesday, March 17, 2015  
Tuesday, April 21, 2015  
Tuesday, May 19, 2015  
Tuesday, June 16, 2015  
Tuesday, July 21, 2015  
Tuesday, August 18, 2015

Meeting dates are subject to change. Rescheduled board meetings are posted at Birch Grove Community School, the school website and on the local Boreal site.

A Finance Committee Meeting is held 30 minutes prior to most school board meetings.

School board elections are held annually in January; see above for a specific date.

The board consists of seven members with the school Director as an advisory, non-voting position on the board. One licensed teacher continues to serve of the board with an optional rotating term.

Ongoing board training:  
Mrs. Robinson attended training on teacher evaluation and presented to the board.

Skype meeting with school auditors.

Presentation on NWEA MAP testing by Nolan Chenevert.

Presentation on MCA testing by Nolan Chenevert.





## SCHOOL MANAGEMENT

**Diane Blanchette ~  
School Director and Business Manager**

Status: Hired in 2004.

“I grew up in Eden Valley, Minnesota and attended Concordia College in Moorhead. I have worked with youth from infants to teenagers, both mainstream and challenged, in a variety of positions over many years.

Prior to moving to Tofte in 2000, I worked for two years as a counselor at a residential facility for teenage boys, and then worked for multiple years with the Columbia Heights School District as a program supervisor for Community Education child programming.



After moving to Tofte, I worked for Cook County School District as a preschool teacher, a paraprofessional and as a program supervisor for Community Education programming. I became a board member of the Birch Grove Foundation, a non-profit organization, and eventually became its Co-Director. It was while working for the Foundation that I ventured into charter school territory. The Birch Grove Foundation completed the charter school application and process to start Birch Grove Community School. Eventually, I was hired by the school as a start-up coordinator in the implementation process and was then hired as one of its school directors.

Birch Grove has been a part of my life for quite some time now! I have seen many children graduate from Birch Grove Community School, including my own daughter. I look forward to the start of another successful year and will continue to do my very best for Birch Grove Community School and its students.” *Diane Blanchette*



### **School Leader Review**

An administrative review will be conducted by the school board annually.

- Each summer an evaluation form is sent to each board member to complete. School board members fill out the evaluation form and turn it into the board chair.
- In August/September of each year, the school board chair compiles the reviews and presents the information to the board and administration at a closed session during a regular school board meeting. The compilation is signed by the school board chair and the administrator and is placed in the Directors file. The year end progress on professional goals is discussed and reviewed at this time.
- In October of each year, the administration presents a professional development plan for the current year to the school board. The plan is to be goal oriented, citing the action and the measurement for success. The plan will be approved by the school board prior to implementation.

Birch Grove Community School  
Professional Development Plan 2013-2014  
Director and Business Manager, Diane Blanchette

***Goal 1: To increase knowledge and skills to better contribute to the success and well being of Birch Grove Community School. Focus goal: to have a clean 2013 audit – no findings that are within administration control.***

Action: Attend and pursue professional development opportunities, activities, and interactions that will increase knowledge and skills in various areas of school administration, particularly in the finance area.

Measurement: The state of the annual audit should be clean with no findings. The Minnesota Department of Education Finance Award will be awarded.

Result: The 2014 audit was found to be “clean”, with no findings. An official presentation of the audit from Miller McDonald, Inc. will

take place at the December 2014 school board meeting. The MDE Finance Award was received for 2013 and is anticipated for 2014.

***Goal 2: To increase student academic achievement: Birch Grove Community School MCA scores will meet or exceed the state proficiency in math and reading.***

Action: To continue to implement various aspects of the Academic Achievement Plan, implement new strategies as needed, continually review academic growth, adhere to the Literacy Plan and oversee the educational program at Birch Grove Community School.

Measurement: The MCA scores will reflect that Birch Grove Community School meets or exceeds the state proficiency in both math and reading.

Result: Birch Grove Community School made AYP in both Reading and Math in 2014.



## STAFFING/TEACHING FACULTY INFORMATION

### Staff Information

Lacey Smith and Leta Miller, elementary teachers, left Birch Grove for new adventures and were replaced with new staff member Stephanie Lindstrom. Elementary Teachers were reduced from 3 to 2 for this school year and grade levels shifted from one K/1 teacher and one 2/5 teacher.

Krista Anderson, paraprofessional/Special Education replacement, did not return and Jackie Robinson returned to resume her former Special Education position. The paraprofessional position was filled by Jessica Klemmer.

Marcia Beachem also returned to job share with Jackie Robinson as the Special Education Teacher and Reading Enhancement Teacher. Marcia worked at Birch Grove from 2006-2011.

"Once children learn how to learn, nothing is going to narrow their mind. The essence of teaching is to make learning contagious, to have one idea spark another." -- *Marva Collins*

### **Stephanie Lindstrom ~ K/1 Grade Teacher**

File # 416655

Status: Stephanie Lindstrom, new hire in 2013.

Stephanie Lindstrom, from Grand Marais, joined our teaching team this year. We were very pleased to have her join us at Birch Grove Community School in the K/1 position.



**Nolan Chenevert ~  
2/5<sup>th</sup> Grade Teacher**

File # 449629

Status: Mr. Chenevert is a returning teacher, hired in 2009.



“In 2009, I graduated from Minnesota State University, Mankato with a B.S. in Education. I have a license to teach K-8 with an emphasis in middle school social studies.

I was born in Minnesota, raised in Ohio, and moved back to Minnesota to attend the same middle and high schools that my parents went to in North Branch. Once in college, it wasn't until I spent a summer working as a camp counselor that I decided to pursue a career of teaching. Since that summer, I have done internships and student taught all around the state and even had the opportunity to teach in Australia for 2 months.

I moved up to the North Shore in 2009 to become a part of the Birch Grove community and am enjoying the opportunity and my third year of teaching immensely. I have a strong belief that all students can learn and that they should be given every chance to succeed so that they may become life-long learners. Birch Grove is a great place to implement this because of the small class sizes and the great support of all of the parents and the community.

When not at school, I enjoy playing guitar and soccer, watching sports, travelling, and visiting with family and friends.” *Nolan Chenevert*

**Jackie Robinson ~  
Special Education Teacher  
& Enhancement/Reading  
Teacher**

File #211183

Status: Mrs. Robinson is a returning teacher, hired in 2006.



“I am happy to say that this will be my eighth year at Birch Grove School! I will be continuing on as both the

Special Education and the Reading Enhancement Teacher. I like the flexibility and room for creativity that Birch Grove allows me in working with students. This year I will again be working with small groups of students providing reading support. I look forward to the start of a new year and the student success to follow. I love my job!"

*Jackie Robinson*

**Marcia Beachem ~  
Special Education Teacher  
& Enhancement/Reading  
Teacher**

File #344328

Status: Mrs. Beachem is a returning teacher hired in 2006.



"I grew up on a beautiful farm near Detroit Lakes, MN. In 1987 I moved to Duluth and attended the College of St.

Scholastica, graduating with honors in 1991 with a BA degree in Elementary Education and a minor in Religious Studies.

From 1991 – 2001, I taught elementary school grades 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> in Duluth. In 1999, I completed training in Educational Therapy through the National Institute for Learning Disabilities based in Norfolk, VA. Recently, I began Graduate Studies through Bemidji State University.

In 2001, my husband Lance and I moved to a small town in west central Minnesota. While living there I worked as the librarian for grades K-12 at the Verndale Public School.

In January 2006, we moved to Silver Bay. We love living and working on the North Shore. I enjoy hiking, gardening and reading good books. I am very happy to be a part of the Birch Grove team and enjoy working with our students and their families." *Marcia Beachem*



**Jessica Klemmer ~  
Paraprofessional**

Status: Jessica Klemmer is a returning member. She was hired in 2012 under Community Education for our Sapling program. In 13-14 she worked as a paraprofessional.



**Sara Silence ~  
Paraprofessional**

Status: Sara Silence was a new hire in 2014. Mrs. Silence worked as a paraprofessional as well as in the Saplings program.





## SCHOOL ADMISSIONS AND ENROLLMENT

### Average Daily Membership (ADM)

School Year	K	1	2	3	4	5
2008-2009	6.42	4.0	8.61	8.0	6.59	5.60
2009-2010	4.14	7.39	4.0	8.0	9.0	4.0
2010-2011	6.27	2.0	5.0	3.0	9.0	6.75
2011-2012	6.92	5.0	3.0	4.42	5.0	5.0
2012-2013	7.86	7.40	4.0	1.0	3.0	4.81
2013-2014	6.94	5.61	4.0	.98	2.0	0

### Race/Ethnicity

	13-14	12-13	11-12	10-11
American Indian or Alaskan Native	4.5%	3%	3%	3%
Asian or Pacific Islander	0%	0%	0%	0%
Hispanic	0%	6%	0%	0%
Black, not of Hispanic Origin	22.7%	20.6%	0%	0%
White, not of Hispanic Origin	72.7%	68.9%	97%	97%

Free and Reduced for 2013-2014  
59.1%

### **Admissions Policies and Procedures**

Birch Grove Community School welcomes all students. No child will be refused admission to the school on the basis of race, gender, religion, ethnicity, and intellectual ability, measures of achievement or aptitude, or athletic ability. All students must make application for admission. Priority for admission will be given to students currently enrolled at Birch Grove Community School and siblings of students currently enrolled at Birch Grove Community School.

Birch Grove Community School board will provide for a lottery when more students apply for admission than can be accommodated in a program, class, grade level or building that is compliant with Minnesota Statute 124D.10 subd 9.

**102/2 Admissions Policy**

**I. PURPOSE**

The purpose of this policy is to explain how Birch Grove Community School will decide whom to enroll as students in the school.

**II. GENERAL STATEMENT OF POLICY**

A. Birch Grove Community School has historically had low student population due to many external factors. In all probability, the lottery process will not be needed due to our typical enrollment numbers and the large size of the facility in which we are housed.

B. Birch Grove Community School will follow Minnesota Statute 124.D in its enrollment practices. The text of the law is as follows:

*A charter school shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils must be accepted by lot. The charter school must develop and publish a lottery policy and process that it must use when accepting pupils by lot. A charter school shall give preference for enrollment to a sibling of an enrolled pupil and to a foster child of that pupil's parents and may give preference for enrolling children of the school's teachers before accepting other pupils by lot. A charter school may not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability and may not establish any criteria or requirements for admission that are inconsistent with this subdivision. The charter school shall not distribute any services or goods of value to students, parents, or guardians as an inducement, term, or condition of enrolling a student in a charter school.*

**III. Procedures**

A. Families interested in attending Birch Grove Community School need only fill out an Enrollment Form to become enrolled. (The Enrollment Form consists of student name, date of birth and parent/guardian contact information.)

B. In the unlikely event that Birch Grove Community School will need to hold a lottery, all statutes regarding this procedure will be followed.

*Legal References: Minn. Stat. 124.D Charter Schools  
Adopted: 6/28/11*



## Birch Grove Community School Application Form

*Birch Grove Community School will promote academic excellence utilizing our unique natural setting allowing students to reach their potential, preparing them to become socially and environmentally responsible, self-directed, life-long learners.*

Birch Grove Community School is tuition-free, equal opportunity, public school. Birch Grove Community School does not discriminate on the basis of race, religion, gender, disability, social or economic background.

Student name: \_\_\_\_\_

Grade entering: \_\_\_\_\_ Date of birth: \_\_\_\_\_

Home phone: \_\_\_\_\_

Physical address: \_\_\_\_\_

Mailing address: \_\_\_\_\_

I verify that the information contained on this form is correct and my child is eligible for the grade applying for.

---

Parent/Guardian Signature

## **ACADEMIC PROGRAM/SCHOOL PERFORMANCE/ PROFESSIONAL DEVELOPMENT**

### **School Program**

#### *1. School Culture*

Birch Grove Community School works hard to ensure a productive academic environment where students feel safe, comfortable, respected, and challenged. The start of each year requires much attention directed to new students who aren't accustomed to Birch Grove. Birch Grove integrates respect and responsibility into everyday life of the school. We start every morning the same – all staff and students are gathered to listen to daily announcements, recite the Pledge of Allegiance and set a positive, “let's get to learning” tone.

At Birch Grove, we come to know our students very well. Our low student to teacher ratio, multi-grade classrooms (students have the same teacher for at least two consecutive years) and the staff concern and care for our students contributes to a family atmosphere that we are proud of. Because we know our students well, we are better able to gauge what their specific abilities and needs are, allowing us to serve our students better.



## 2. Goal Setting Contracts

Every student at Birch Grove has a Goal Setting Contract. At the beginning of each school year, students partake in the NWEA Measurement of Academic Progress System (MAPS) testing for both math and reading and receive an initial RIT score. Utilizing data provided from NWEA, a year end RIT score (the goal) is determined based on the students beginning RIT. The initial RIT score and the year end RIT goal are recorded in a contract for each student. Contracts are presented at the first conference of the year. The classroom teacher discusses the contract with both the student and the parents, discusses the initial score, and what the end goal is. Contracts are signed by all three parties. The overall goal is student academic growth.

## 3. Curriculum

Birch Grove Community School believes that what is taught and how it is taught are equally important. Birch Grove Community School selected the nationally recognized *Core Knowledge Sequence* to be the foundation of our academic program.

The *Core Knowledge Sequence* is a detailed outline of specific content to be taught in language arts, history, and geography, math, science, and the fine arts. As the basis of at least 50% of our school's curriculum, it provides a solid, coherent foundation for learning, while allowing flexibility to meet our local needs.

The curriculum at Birch Grove Community School weaves together the *Core Knowledge Sequence* and the benchmarks of the Minnesota State Standards into a comprehensive curriculum map for all classrooms.



## The Benefits of Core Knowledge are:

For the students:

- Provides a broad base of knowledge and rich vocabulary
- Motivates students to learn and creates a strong desire to learn more
- Provides an academic focus and encourages consistency in instruction
- Promotes a community of learners – adults and children
- Becomes an effective tool for lesson planning and communication among teachers with parents

For the Parents and Community:

- Provides a clear outline of what children are expected to learn in school
- Encourages parents to participate in their children's education both at home and in school
- Provides opportunities for community members to help obtain and provide instructional resources

*Everyday Mathematics* is the chosen math curriculum for Birch Grove Community School. *Everyday Mathematics* was developed through the University of Chicago School Mathematics Project (UCSMP) in order to enable children in elementary grades to learn more mathematical content and become life-long mathematical thinkers.

*Everyday Mathematics* begins with the premise that students can, and must, learn more mathematics than has been expected from them in the past. This premise is based on the research the UCSMP author team undertook prior to writing the curriculum.

Here are some of the major findings of this research:

- The typical U.S. mathematics curriculum is arithmetic-driven, slow-paced with isolated instruction, and broad without depth of content.
- International studies show how that U.S. students learn much less mathematics than students in other countries.
- Children are capable of learning more mathematics in a richer curriculum.
- All children can be successful mathematical thinkers.
- Mathematics is meaningful to children when it is varied, rich, and rooted in real world problems and applications.

*Everyday Mathematics* instructional design was carefully crafted to capitalize on student interest and maximize student learning.

- High expectations for all students
- Concepts and skills developed over time and in a wide variety of contexts
- Balance among mathematical strands
- Dynamic applications
- Multiple methods and strategies for problem solving
- Concrete modeling as a pathway to abstract understanding
- Collaborative learning in partner and small group activities
- Cross-curricular applications

Within the content of *Everyday Mathematics*, emphasis is placed on:

- Establishing links from past experiences
- Discussing and sharing ideas
- Using and comparing equivalent expressions
- Expressing numbers in context by including units
- Learning about the reversibility of most things

*Houghton-Mifflin* is the chosen reading curriculum for Birch Grove Community School. *Houghton Mifflin* is based on scientific research to deliver effective instruction in five key areas of reading.

Phonemic Awareness

- Skills sequence by difficulty
- Short, engaging activities
- Linked to phonics

Phonics

- Systematic, explicit instruction
- Immediate application of new skills
- Phonics/Decoding strand continues through grade 6

Fluency

- Fluent reading modeled in teacher read-alouds, audio CDs and more
- Lots of books for the students to read and reread at their own level
- Support for checking oral reading rates

Vocabulary

- Direct instruction of key vocabulary
- Development of vocabulary skills and strategies
- Wide reading in text with rich vocabulary



## Comprehension

- Comprehension strategies taught explicitly and consistently to develop monitoring, questioning, previewing, summarizing and evaluating
- Graphic Organizers that support comprehension with every selection

### 4. *Multi-grade classrooms*

Some of the benefits of multi-grade classes are:

- a. **Instructional Flexibility** – In a multi-grade classroom the teacher has the possibility of allowing a child to read with students in higher grades while, for example, the same child does math with the lower grades. One can more easily gear the work to individual needs.
- b. **Social Skills** – A classroom with children of several ages enables students to gain a perspective on what is happening in the lives and education of children both younger and older. It helps them gain a more accurate sense of the past and future in terms of experiences and interest and stimulates the entire learning environment.
- c. **Peer Tutoring** – In multi-age classrooms, the children generally have more opportunity to help one another than in a single grade classroom. Such peer teaching aids the slower and younger children in ways often beyond the communicative ability of adults, since adults have generally forgotten the problems they had in learning a particular concept or skills in the remote past.



Partner Reading.



### *5. Enhancement Program*

Each school year we change the enhancement program to best fit the needs of our students. Typically, the program consists of pulling out small groups or single students for focused instruction and support in reading. Some groups are formed to target areas where the student achievement is low, while other groups may be formed to challenge high performing students. This programming is taught by a licensed teacher and can vary greatly from year to year depending on student needs.

### *6. Community Lunch*

Community Lunch is held at Birch Grove the second Tuesday of the month. This is a chance for parents, grandparents and community members to interact with our students and staff and to enjoy a great meal and conversation! Everyone seems to enjoy these monthly events!



### *7. The Great Outdoors*

Our school is located in one of the most beautiful natural environments in the state, and we are taking advantage of it! Included in our program is the opportunity to go cross-country

skiing, snowshoeing, hiking, and ice skating. Not only do these activities create bonds between student, staff and volunteers, but it promotes physical activity!

We continue to utilize the outdoor classroom as an enhancement to our educational program primarily in environmental sciences. The nature trail was completed in September 2009 and connects to the outdoor classroom. The trail has 10 interpretive signs focusing on: owls, wetlands, deer rubs, tree identification, fungus, tree rings, ants and anthills, woodpeckers, a deer enclosure, and one sign that introduce the trail system. All of the signs can be changed and moved to create different focal points from year to year, or season to season.



#### *8. Quality Compensation Program*

In 2008, Birch Grove Community School was the 21<sup>st</sup> charter school to enter into the Quality Compensation Program (Q Comp). Q- Comp is designed to advance the teaching profession by providing structural professional development and evaluation, as well as an alternative pay schedule that compensates teachers based on performance. The program brings together career advancement, professional development and compensation linked to academic achievement. It includes a locally agreed-upon peer evaluation process for every teacher that is based on skills, responsibilities and student academic growth.

There are three components to the Q-Comp program: an all-school academic goal, classroom goals for each teacher, and teacher observation/evaluation. Compensation is given to each teacher annually for success in the three areas.

#### Q-Comp All-School Goal

The school wide Q-Comp goal:

*The percentage of all students in grades Kindergarten-5<sup>th</sup> grade who achieve or exceed their Fall to Spring individual RIT score growth target on the NWEA MAP in mathematics will increase from 59% in the Spring of 2013 to 72.72% in the Spring of 2014.*

The above goal was reached with 81.3% of all students reaching their academic goal in math.

It is sometimes very challenging for students that are above grade level at the beginning of a school year to reach what NWEA determines as their year end goal. Many times we have seen students that score high and are above grade level fail to make their academic goals. As a result, for four years running now, our school gives not only academic awards for goals made, but also academic awards for students that score one or more grade levels above in reading or math. Growth is the key.

#### Q-Comp Classroom Goals

Each teacher at Birch Grove also sets an academic classroom goal. The goals can vary from reading to math and the measurement is different for each. Goals, approved by school administration, must be challenging, specific and measurable. All classroom goals were achieved for the 2013-2014 school year.

#### Q-Comp Teacher Observations and Evaluations

Teachers are observed and evaluated by each other and a teacher liaison three times yearly. Teachers must receive a score of proficient or higher on evaluations to achieve their goal. All teachers were rated proficient or above, making their goals for the 2013-2014 year.

17 days have been added to the 2014-2015 calendar for professional development.

#### *9. Testing*

Northwest Evaluation Association (NWEA) is the creator of Measures of Academic Progress System (MAPS), our chosen method to test our students. This computer-based testing system is built on 30 years of research and refinement and adapts to the

child in real-time as the test progresses for a pinpoint picture of learning achievement and readiness.

Testing is conducted on computers three times yearly for all of our students in Kindergarten through fifth grade. MAPS testing supplies us with instant and complete data on student growth. This data is used to guide instruction, helps to determine appropriate action for the academic growth of each student, and is the basis for our Goal Setting Contracts.

#### *10. Parent and Community Involvement*

Parents and community are involved at Birch Grove in many different ways. Volunteers read aloud to students, help to serve Community Lunch, run the library, accompany classes on field trips, arrange and accompany students on skiing and snowshoeing trips, sit on the school board and committees, as well as many other services. It was through this community's commitment and determination that Birch Grove Community School came to exist. The commitment and determination continues.



Volunteers help out with Community Lunch!

## Academic Performance

### Birch Grove Accountability and Results

#### Academic Goals:

*Birch Grove Community School students will improve mathematical and reading skills as measured by standardized test scores.*

Birch Grove Community School used NWEA (MAP) testing for kindergarten through fifth grade students in Reading and Math. Students were tested in the fall, winter and spring of 2013-2014. The end results are the scores from fall to spring.

Testing results do not always reflect an accurate picture of some students' growth. A student can be 1 RIT score from making the growth target, thus receiving a 0% contribution to the combined percentage of students making the growth targets. Obviously, our low student numbers can greatly impact our collective scores. If there are only one or two students in a grade, and one student misses the RIT target and the other achieves the target, the collective score is only 50%.

While a collective score is important, it is vital for us to look at individual scores to really gain an understanding of student achievement. Each student is obviously different, and we need to take that into consideration when determining growth and an academic plan for the student. We will continue to utilize the MAPS scores as a tool to increase student achievement.

In looking at where our students scored in the national norms (we look at this as grade level) Birch Grove Community School scored a 3 in math with 70.6% of our entire student population at or above grade level. BGCS scored a 4 in reading with 82.4% of our student population at or above grade level.

**The 2013-2014 NWEA ~ MAPS results** for the entire school, K-5, are as follows: In math 81.3% of students achieved their year end goal and 70.6% of the school is at or above grade level. In reading, 62.5% of students achieved their year end goal and 82.4% are at or above grade level. These scores reflect all students including those in Special Education.

**NWEA ~ MAPS Math**

<b>Indicator</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>NWEA Measure of Academic Progress (MAP): Math</b> Percent at or above national Norms.	More than 75%	70%-75%  <b>X</b> <b>70.6%</b>	50%-69%	Less than 50%
<b>NWEA Measure of Academic Progress (MAP): Math</b> Percent meeting RIT growth goal.	More than 75%  <b>X</b> <b>81.3%</b>	70%-75%	50%-69%	Less than 50%

**NWEA ~ MAPS Reading**

<b>Indicator</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>NWEA Measure of Academic Progress (MAP): Reading</b> Percent at or above national Norms.	More than 75%  <b>X</b> <b>82.4%</b>	70%-75%	50%-69%	Less than 50%
<b>NWEA Measure of Academic Progress (MAP): Reading</b> Percent meeting RIT growth goal.	More than 75%	70%-75%	50%-69%  <b>X</b> <b>62.5%</b>	Less than 50%

**MCA results:**

Because there were less than 10 students tested, the Minnesota Department of Education does not report this data publically as there could be potentially identifiable information and because the n-size is not high enough for the data to be statistically reliable. For MDE reporting purposes, a school needs to have data on at least 10 students for the data to become public. However, for accountability purposes, that required n-size threshold goes up. For MMR, a school needs to have data on at least 20 students for the data to be included. Therefore, any school without at least 20 tested students that were enrolled for the full academic year would not receive MMR results.



While we can't report how our students did specifically, the Minnesota Department of Education has published that Birch Grove Community School as a whole, grades 3-5, has achieved AYP.

Historically, BGCS has been stronger in Reading than in Math. It is believed that we are stronger in reading due to early recognition of children that need additional support and referring them to our Enhancement program. This program offers not only additional support to students in need, but can also allow challenges to students that are above the norms. Recent additional Early Intervention funds from the state have also allowed us to target Kindergarteners in need.

Increasing proficiency in math was a Q-Comp focus this year and the goal was reached with 81.3% of students reaching or exceeding their year end RIT. 70.6% scored at grade level in math while 82.4% were grade level in reading. We will continue to focus on math and strive to see that our math scores are comparable to our reading scores.

17 Professional Development days have been added to the 2014-2015. Areas of focus will be determined by the school staff and Director according to needs of not only staff, but of students. However, increasing math proficiency and behavior management will be included as primary areas of focus for the coming year.



Volunteers teach basket weaving.

## SCHOOL CLIMATE

### Non-Academic Goals

*Birch Grove Community School will create strong school-student connections.*

<u>Indicator</u>	4	3	2	1
Avg. number of community Members attending "Community Lunch"	Greater than or Equal to 50	40 to 49 <b>X</b>	30 to 39	Less than 30

<u>Indicator</u>	4	3	2	1
Monthly average number of hours community members volunteer in school	Greater than or Equal to 16	10 to 15 <b>X</b>	5 to 9	Less than 5



Snowshoeing is hard work!

*Birch Grove Community School will maintain a high level of parent satisfaction with the school.*



BIRCH GROVE COMMUNITY SCHOOL

Dear parent or guardian:  
At Birch Grove Community School, we value your feedback. Please fill out the following survey. We appreciate your time!

Date:

Your child's grade level:

Your child's teacher:

Area of Service	QUALITY RATING					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
<b>ACADEMIC EXCELLENCE</b>						
Our school's educational program is of high quality.	7	1				
Our school is doing an excellent job teaching:						
Reading	8					
Writing	8	1				
Math	7	1				
Science	6	2				
Social Studies	6		2			
Fine Arts	6	2				
Physical Education	7			1		
I am happy with the teacher to student ratio in the classroom.	8					
My child is progressing academically.	8					
I am aware of my child's academic goals	8					
<b>COMMUNITY</b>						
My child is happy at Birch Grove Community School.	8					
My child has made friends at Birch Grove Community School.	7	1				
My child feels safe at Birch Grove Community School.	8					
My child feels safe on the bus.	7	1				
My child feels valued and respected by his/her teacher.	7	1				
My child feels valued and respected by the adults at Birch Grove Community School staff members.	7	1				

	QUALITY RATING					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
My child's teacher knows and responds to my child's individual needs.	8					
My child's teacher supports and encourages my child's attempt to gain new skills.	8					
My child's teacher builds my child's self esteem.	8					
My child's teacher listens to me, respects me as a parent and supports us as a family.	8					
The atmosphere of Birch Grove Community School is warm and nurturing.	8					
The director and staff intervene effectively when children have issues that need attention.	7		1			
<b>PARENT-SCHOOL COMMUNICATION</b>						
Parents and family members feel welcome in our school.	7	1				
The views of parents are seriously considered when school decisions are made.	6	1	1			
Parents have a good understanding of the school's programs and operations.	7	1				
Families are informed frequently about school happenings through newsletters, notes, Take Home Folders, and phone calls.	7	1				
I know whom to go to with my concerns and feel confident that my concerns will be addressed respectfully and promptly.	8					
I feel my child is receiving a well-rounded education at Birch Grove Community School.	7	1				
I would recommend Birch Grove Community School to other families.	8					
<b>MORE COMMENTS?</b>						
<i>Please expand upon your assessment of any areas in which our school could improve. We welcome your suggestions.</i>						



## FINANCES

School Auditors: Miller McDonald, Inc.  
 513 Beltrami Avenue NW ~Post Office Box 486 Bemidji, MN 56619  
 (218) 751-6300 ~ Fax (218) 751-0782

FY 2013 completed audit can be found at [www.birchgroveschool.com](http://www.birchgroveschool.com) approved at the December board meeting in 2013. No weaknesses or findings occurred. The Minnesota Department of Education Finance Award was received.

BIRCH GROVE COMMUNITY SCHOOL  
MINNESOTA CHARTER SCHOOL NO. 4145  
TOFTE, MINNESOTA  
STATEMENT OF REVENUES, EXPENDITURES, AND  
CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS  
YEAR ENDED JUNE 30, 2013

	General Fund	Community Service	Other Governmental Fund	Totals
<u>Revenues</u>				
Revenues from Local Sources	\$ 21,148	\$ 28,895	\$ 8,027	\$ 58,070
Revenues from State Sources	263,918		179	264,097
Revenues from Federal Sources	24,874		3,274	28,148
Sales and Other Conversions of Assets	12,250	103	5,553	17,906
Investment Earnings	120		-	120
Total Revenues	322,310	28,998	17,033	368,341
<u>Expenditures</u>				
District and School Administration	53,669			53,669
District Support Services	43,228			43,228
Regular Instruction	117,307			117,307
Exceptional Instruction	45,462	-		45,462
Community Education and Services		26,990		26,990
Instructional Support Services	5,599	-	-	5,599
Pupil Support Services	39,471		14,060	53,531
Site, Buildings, and Equipment	47,292			47,292
Fiscal and Other Fixed Costs	7,635			7,635
Total Expenditures	359,663	26,990	14,060	400,713
<u>Excess of Revenues Over (Under) Expenditures</u>	(37,353)	2,008	2,973	(32,372)
<u>Fund Balances, Beginning of Year</u>	60,837	7,466	1,379	69,682
<u>Fund Balances, End of Year</u>	\$ 23,484	\$ 9,474	\$ 4,352	\$ 37,310

FY 2014 completed audit will be posted at [www.birchgroveschool.com](http://www.birchgroveschool.com) after the school board approves it at the December 2014 board meeting. No weaknesses or findings occurred.

**2014 Expenditures** for the year totaled \$389,396.25. Expenditures decreased 2.82% from the previous year.

Category	Expense	% Difference
District & Administration	\$45,610.92	15.01-
District Support Services	\$39,839.58	7.84-
Regular Instruction	\$80,752.89	30.33-
Special Education Instruction	\$83,661.82	85.33
Instructional Support Services	\$7,341.79	31.12
Pupil Support Services	\$324.90	2.51
Operations and Maintenance	\$32,093.00	32.14-
Food Service	\$12,734.74	9.42-
Pupil Transportation	\$25,057.61	23.77-
Other Operating Programs	\$10,145.42	32.91
Capital Outlay	\$5,091.97	36.31-
Community Service Fund	\$46,741.61	73.18

**2014 Revenues** for the year totaled \$349,470.25. Revenue decreased 0.28% from the previous year.

Category	Revenue	% Difference
Local Sources	\$70,859.38	21.77
State Sources	\$252,532.87	4.38-
Federal Sources	\$26,078.00	7.35-



Birch Grove Community School  
FY2014 Ending - June 30, 2014

<u>INCOME</u>		<u>Annual Budget</u>
092	Interest Earnings	(100.00)
096	Gifts And Bequests	(29,000.00)
099	Misc Local Revenue	(1,500.00)
201	Endow Fund Apportion	(404.73)
211	General Education Aid	(168,006.94)
212	Literacy Incentive Aid	(1,511.00)
300	State Aids & Grants	(26,400.00)
360	Spec Education Aid	(54,030.00)
400	Federal Aids & Grant	(3,000.00)
500	Direct Fed Aid&Grant	(18,156.00)
619	Fundraising Expense	3,087.50
620	Sale Mat-Rev Producing Act	(18,819.00)
General		(317,840.17)
Food Service		(6,747.00)
Income Totals		(324,587.17)
<u>EXPENSE</u>		
010	Board Of Education	14,354.00
020	Office Of The Supt	29,493.50
108	Tech	1,640.25
110	Bus Support Svcs	41,258.00
203	Ed - Elementary Gen	62,863.39
204	Title II, Part A	19,918.00
401	Speech/Language Impa	19,309.00
407	Specific Learn Disab	34,721.00
420	Special Ed - Gen.	0.00
422	Early Intervening Services	1,000.00
640	Staff Development	7,249.71
720	Health Services	359.90
760	Pupil Transportation	37,235.30
810	Operations & Maint.	5,093.00
850	Capital Facilities	27,000.00
940	Insurances	8,377.38
General		309,872.43
Food Service		12,058.00
Expense Totals		321,930.43

Expenditures for the year totaled \$389,396.25, a decrease of 2.82% from the previous year and revenues were \$349,470.25, with a decrease of 0.28% from the previous year.

Unfortunately, during the school year a housing complex was shut down and multiple families moved from the area resulting in a lower enrollment than what we started the school year with. The board recognized that additional revenue would need to be secured. \$70,859.38 in revenue from local sources, an increase of 21.77% from the previous year, was the result of the school boards actions to protect the fund balance. The townships of Lutsen, Schroeder and Tofte contributed for the 13-14 year and are scheduled to give some financial support for the 14-15 year.

The school board recognizes that the remaining fund balance is low and the balance, coupled with low enrollment, is a cause for concern and action. As such, the school board will take the following measures:

1. Expenditures will continue to be examined on a monthly basis and changes will be made as necessary.
2. Additional fundraising efforts have been made and will continue to be initiated in the 14-15 year.
3. Underutilized assets will be examined. An exploration may result in the sale of assets. Revenues from this would be added to the fund balance.

Plans will continue to examine expenses and increase fund raising until the student population increases. The board is careful to ensure that reductions made to this point and in the future do not impact the quality of education that our students receive. A balanced budget is the goal for 2014-2015, leaving the remaining fund balance untouched.

#### Financial Management

Birch Grove Community School contracts for services with cmERDC – Region III. Areas of service include: payroll, issuing payment to vendors, data entry in the Smart Finance program, UFAR reporting, and audit preparation work, among other things. The school director works closely with Region III as the schools business manager.

The Finance Committee, consisting of school board members, meets monthly one half hour prior to each board meeting and reviews reports such as accounts payable, the check register, expenditures and revenues, a cash flow chart, etc. Recommendation can come from the Finance Committee to the school board, but no motions can be made.

The school board does much the same as the Finance Committee, but has the ability to make decisions concerning finance. All new school board members are trained according to Minnesota Statutes starting within six months of the election/appointment window to start training in Board Governance, Employment Law and Financial Matters and complete this training within one year.

The FY 13 and FY 14 school audits were found to be clean with no findings.

The following documents include: 13-14 Balance Sheet, Revenue Summary Report and Expenditure Summary Report.

DISTRICT NBR-TYPE: 4145-07 ESVRGN 0		MINNESOTA DEPARTMENT OF EDUCATION				GNL03541450714	
DISTRICT NAME: BIRCH GROVE COMMUNITY SCHOOL		BALANCE SHEET --	AUDITED DATA AS OF		09/03/14	RUN	09/03/14 PAGE 1
DATA YEAR 13-14		GENERAL FUND	FOOD SERVICE FUND	COMMUNITY SERVICE FUND	OPERATING FUNDS TOTAL	TOTAL ALL FUNDS	
<b>ASSETS</b>							
CASH/PETTY CSH/C.W.F.A.	18,689.52	437.57	912.99-		18,214.10 *	18,214.10	
INVESTMENTS	2,519.52				2,519.52 *	2,519.52	
CUR. PROP. TAX REC'BLE							
DELINQ. PROP. TAX REC.							
ACCOUNTS RECEIVABLE	3,131.60	29.00	6,696.78		9,857.38 *	9,857.38	
DUE FROM OTHER FUNDS							
DUE FR OTHER MN DIST							
DUE FROM MDE	14,800.12	61.44			14,861.56 *	14,861.56	
DUE FROM OTHR GOV UNITS							
INVENTORIES							
PREPAID EXP/OTHR ASSETS	3,771.60				3,771.60 *	3,771.60	
TOTAL ASSETS	42,912.36	528.01	5,783.79		49,224.16 *	49,224.16	
<b>LIABILITIES</b>							
SALARIES PAYABLE	15,647.30		2,413.53		18,060.83 *	18,060.83	
OUT. CI'S/OR NOT PD/RVRP							
DUE TO OTHER FUNDS							
CURRENT PAYABLES	3,257.30		1,052.88		4,310.18 *	4,310.18	
DUE TO OTHER MN DIST							
DUE TO OTHER GOV'T							
PROP TAX SHIFT ADJ							
ADV UNEARNED GEN ED							
PAYROLL DEDUCTIONS	6,689.73		1,053.92		7,743.65 *	7,743.65	
CHARTR LEASE PAYABLE							
CONST CONTRACT PAY							
DEFERRED REVENUE							
DEF REV-DELINQ TAXES							
PROP TAX FOR SUB YRS							
CAPITAL LEASE PAY							
SEP&SEVERANCE PAYBLE							
CAP LEASE PAYABLE							
COMPENSATED ABCS PAY							
TOTAL LIABILITIES	25,594.33		4,520.33		30,114.66 *	30,114.66	
<b>FUND BALANCE</b>							
RST/RVD STAFF DEV							
RST/RVD DEPER MAINT							
RST/RVD HEALTH/SAFE							
RST/RVD CAPITAL PROJ							
RST/RVD COOP REVENUE							
RST/RVD ALTERNAT FAC							
RSVD:BUS PURCH/BLDG CON							
RST/RVD OPERATE DEBT							
NET SOD							
RST/RVD LEVY REDUCT							
CMTD SEVER INS PREM							
RSVD ENCUMBRANCES							
UNASSIGN FUND BAL GNL	13,546.43				13,546.43 *	13,546.43	
RST/RVD CERTN TEACHR							
RST/RVD FOR OP CAPIT							
RST/RVD FOR BOND RPD							
RST/RVD \$25 TACONITE							
RST/RVD DISABLED ACC							
RST/RVD LEARN & DEV							
RST/RVD COMMUNITY ED							
RST/RVD E.C.F.E.							
RST/RVD AREA LEARN C							
RST/RVD CONTR ALT PR							
RST/RVD ST ALT PROG							
RST/RVD GIFTED/TALEN							
RST/RVD BASIC SKILLS							
RST/RVD SCHOOL READI							
RST/RVD CAREER/TECH							
RST/RVD FIRST GR PRE							
RST/RVD ADULT BASIC							
RST/RSV ACHEIVE/INTG							
RST/RVD SAFE SCHOOLS							
RST/RVD PRE KINDERG							
RST/RVD QZAB/QSCB PA							
RST/RVD CPBE BOND FR							
RST/RVD UNFNDED SEVE							
NONSPENDABLE FND BAL	3,771.60				3,771.60 *	3,771.60	
COMMITTED FUND BALAN							
ASSIGNED FUND BALANC							
UNASSIGNED NON-GENL							
RESTRICTED FUND BALA		528.01	1,263.46		1,791.47 *	1,791.47	
TOTAL FUND BALANCE	17,318.03	528.01	1,263.46		19,109.50 *	19,109.50	
TOTAL LIABILITIES&PB	42,912.36	528.01	5,783.79		49,224.16 *	49,224.16	





DISTRICT NBR-TYPE: 4145-07 ESVRGN 0		MINNESOTA DEPARTMENT OF EDUCATION		GNL03541450714	
DISTRICT NAME: BIRCH GROVE COMMUNITY SCHOOL		BALANCE SHEET -- AUDITED DATA AS OF 09/03/14		RUN 09/03/14 PAGE 3	
DATA YEAR 13-14	OPEB REV	OPEB IRREV	OPEB DEBT	NON-OPERATING	TOTAL
TRUST FUND	TRUST FUND	TRUST FUND	SERV FUND	FUNDS TOTAL	ALL FUNDS
<b>ASSETS</b>					
CASH/PETTY CSH/C.W.F.A.					18,214.10
INVESTMENTS					2,519.52
CUR.PROP.TAX REC'BLE					
DELINQ.PROP.TAX.REC.					
ACCOUNTS RECEIVABLE					9,857.38
DUE FROM OTHER FUNDS					
DUE FR OTHER MN DIST					
DUE FROM MDE					14,861.56
DUE FROM OTHR GOV UNITS					
INVENTORIES					
PREPAID EXP/OTHR ASSETS					3,771.60
TOTAL ASSETS					49,224.16
<b>LIABILITIES</b>					
SALARIES PAYABLE					18,060.83
OUT.CI'S/OR NOT PD/RVRP					
DUE TO OTHER FUNDS					
CURRENT PAYABLES					4,310.18
DUE TO OTHER MN DIST					
DUE TO OTHER GOV'T					
PROP TAX SHIFT ADJ					
ADV UNEARNED GEN ED					
PAYROLL DEDUCTIONS					7,743.65
CHARTR LEASE PAYABLE					
CONST CONTRACT PAY					
DEFERRED REVENUE					
DEF REV-DELINQ TAXES					
PROP TAX FOR SUB YRS					
CAPITAL LEASE PAY					
SEP&SEVERANCE PAYBLE					
CAP LEASE PAYABLE					
COMPENSATED ABCS PAY					
TOTAL LIABILITIES					30,114.66
<b>FUND BALANCE</b>					
RST/RVD STAFF DEV					
RST/RVD DEPER MAINT					
RST/RVD HEALTH/SAFE					
RST/RVD CAPITAL PROJ					
RST/RVD COOP REVENUE					
RST/RVD ALTERNAT FAC					
RSVD:BUS PURCH/BLDG CON					
RST/RVD OPERATE DEBT					
NET SOD					
RST/RVD LEVY REDUCT					
CMTD SEVER INS PREM					
RSVD ENCUMBRANCES					
UNASSIGN FUND BAL GNL					13,546.43
RST/RVD CERTN TEACHR					
RST/RVD FOR OP CAPIT					
RST/RVD FOR BOND RFD					
RST/RVD \$25 TACONITE					
RST/RVD DISABLED ACC					
RST/RVD LEARN & DEV					
RST/RVD COMMUNITY ED					
RST/RVD E.C.F.E.					
RST/RVD AREA LEARN C					
RST/RVD CONTR ALT PR					
RST/RVD ST ALT PROG					
RST/RVD GIPTED/TALEN					
RST/RVD BASIC SKILLS					
RST/RVD SCHOOL READI					
RST/RVD CAREER/TECH					
RST/RVD FIRST GR PRE					
RST/RVD ADULT BASIC					
RST/RSV ACHEIVE/INTG					
RST/RVD SAFE SCHOOLS					
RST/RVD PRE KINDERG					
RST/RVD QZAB/QSCB PA					
RST/RVD OPEB BOND PR					
RST/RVD UNFNDED SEVE					
NONSPENDABLE FND BAL					3,771.60
COMMITTED FUND BALAN					
ASSIGNED FUND BALANC					
UNASSIGNED NON-GENL					
RESTRICTED FUND BALA					1,791.47
TOTAL FUND BALANCE					19,109.50
TOTAL LIABILITIES&PB					49,224.16



DISTRICT NBR-TYPE 4145-07 AUDITED  
 DISTRICT NAME: BIRCH GROVE COMMUNITY SCHOOL  
 ECSU 03 ESV REGION 0

MINNESOTA DEPARTMENT OF EDUCATION  
 REVENUE SUMMARY REPORT

FNA02041450714  
 RUN DATE 09/03/14  
 DATA AS OF 09/03/14

DATA YEAR 13-14	GENERAL FUND	FOOD SERVICE FUND	COMMUNITY SERVICE FUND	OPERATING FUNDS TOTAL	TOTAL ALL FUNDS
REVENUE SOURCE					
001-020 LOCAL TAXES				*	
021-099 OTHER LOCAL	29,391.84	2,981.28	38,486.26	70,859.38 *	70,859.38
200-299 GENERAL STATE AID	163,083.67			163,083.67 *	163,083.67
300-371 STATE SUPPORT PRG	89,310.12	139.08		89,449.20 *	89,449.20
381-499 FEDERAL THRU SDE	5,949.53	1,972.47		7,922.00 *	7,922.00
500-599 FEDERAL DIRECT	18,156.00			18,156.00 *	18,156.00
601-622 SALES&CONVERSION	17,862.11	3,818.30	45.00	21,725.41 *	21,725.41
625-629 INS REC & OTHER				*	
TOTAL REVENUES	323,753.27	8,911.13	38,531.26	371,195.66 *	371,195.66

OTHER FINANCING SOURCES					
623-624 PROP/EQUIP. SALES				*	
631-639 BONDS AND LOANS				*	
640-651 TRANSFERS				*	
TOT.OTHER FINANCE				*	
DESIGNATED REV				*	
UNDESIGNATED REV	323,753.27	8,911.13	38,531.26	371,195.66 *	371,195.66

	BLDG CONSTR FUND	DEBT SERVICE FUND	TRUST FUND	AGENCY FUND	INTERNAL SERVICE FUND	
REVENUE SOURCE						
001-020 LOCAL TAXES						*
021-099 OTHER LOCAL						*
200-299 GENERAL STATE AID						*
300-371 STATE SUPPORT PRG						*
381-499 FEDERAL THRU SDE						*
500-599 FEDERAL DIRECT						*
601-622 SALES&CONVERSION						*
625-629 INS REC & OTHER						*
TOTAL REVENUE						*
						371,195.66

OTHER FINANCING SOURCES						
623-624 PROP/EQUIP. SALES						*
631-639 BONDS AND LOANS						*
640-651 TRANSFERS						*
TOT.OTHER FINANCE						*
DESIGNATED REV.						*
UNDESIGNATED REV.						*
						371,195.66

	OPEB REV TRUST FUND	OPEB IRREV TRUST FUND	OPEB DEBT SERVICE FUND	NON-OPERATING FUNDS TOTAL	TOTAL ALL FUNDS
REVENUE SOURCE					
001-020 LOCAL TAXES				*	
021-099 OTHER LOCAL				*	70,859.38
200-299 GENERAL STATE AID				*	163,083.67
300-371 STATE SUPPORT PRG				*	89,449.20
381-499 FEDERAL THRU SDE				*	7,922.00
500-599 FEDERAL DIRECT				*	18,156.00
601-622 SALES&CONVERSION				*	21,725.41
625-629 INS REC & OTHER				*	
TOTAL REVENUE				*	371,195.66

OTHER FINANCING SOURCES					
623-624 PROP/EQUIP. SALES					*
631-639 BONDS AND LOANS					*

640-651 TRANSFERS	*	
TOT. OTHER FINANCE	*	
DESIGNATED REV.	*	
UNDESIGNATED REV.	*	371,195.66

DISTRICT NBR-TYPE 4145-07 AUDITED  
 DISTRICT NAME: BIRCH GROVE COMMUNITY SCHOOL  
 EGSU 03 ESV REGION 0

MINNESOTA DEPARTMENT OF EDUCATION  
 EXPENDITURE SUMMARY REPORT

FNA03041450714  
 RUN 09/03/14 PAGE 1  
 DATA AS OF 09/03/14

DATA YEAR 13-14	GENERAL FUND	FOOD SERVICE FUND	COMMUNITY SERVICE FUND	OPERATING FUNDS TOTAL	TOTAL ALL FUNDS
EXPENDITURE DIMENSION					
ORGANIZATION					
00 DISTRICTWIDE	157,457.67	12,734.74	46,741.61	216,934.02 *	216,934.02
10 ELEMENTARY SCHOOLS	172,462.23			172,462.23 *	172,462.23
20 MIDDLE SCHOOLS				*	
31 JUNIOR HIGH SCHOOLS				*	
32 SENIOR HIGH SCHOOLS				*	
33 SECONDARY SCHOOLS				*	
40 OPEN/K12 SCHOOLS				*	
41-46 ALTERNATIVE PROGRAM				*	
50-60 SPECIAL ED/SEC.VOC.				*	
70-75 SPECIAL PROGRAMS				*	
76-79 CARE AND TREATMENT				*	
80-90 COMM& ADULT ED/MISC				*	
99 HOME SCHOOL SITES				*	
TOTAL	329,919.90	12,734.74	46,741.61	389,396.25 *	389,396.25
PROGRAM					
000-099 DISTRICT&SCH.ADM.	45,610.92			45,610.92 *	45,610.92
100-199 DISTRICT SUPP SRV	39,839.58			39,839.58 *	39,839.58
200-299 REGULAR INSTRUCT.	81,133.72			81,133.72 *	81,133.72
300-399 VOCATIONAL INSTR.				*	
400-499 SPEC. ED INSTR.	83,661.82			83,661.82 *	83,661.82
500-599 COMMUNITY EDUCATION			46,741.61	46,741.61 *	46,741.61
600-699 INSTRUCT.SUPP.SRV	7,341.79			7,341.79 *	7,341.79
700-799 PUPIL SUPPORT SRV	30,093.65	12,734.74		42,828.39 *	42,828.39
800-899 SITES-BLDG,EQUIP.	32,093.00			32,093.00 *	32,093.00
900-999 FISCAL AND OTHER	10,145.42			10,145.42 *	10,145.42
TOTAL	329,919.90	12,734.74	46,741.61	389,396.25 *	389,396.25
OBJECT					
100-199 SALARY AND WAGES	164,455.13	6,622.00	31,372.15	202,449.28 *	202,449.28
200-299 EMPLOYEE BENEFITS	27,671.90	986.70	4,673.10	33,331.70 *	33,331.70
300-399 PURCHASED SERVICE	118,734.44		6,000.00	124,734.44 *	124,734.44
400-499 SUPPLIES&MATERIAL	7,901.68	4,928.54	4,696.36	17,526.58 *	17,526.58
500-588 CAPITAL EXPENDIT.	5,091.97			5,091.97 *	5,091.97
590-599 OTHER CAPITAL EXP				*	
700-799 DEBT SERVICE				*	
800-899 OTHER EXPENSE	6,064.78	197.50		6,262.28 *	6,262.28
TOTAL	329,919.90	12,734.74	46,741.61	389,396.25 *	389,396.25
OTHER FINANCING USES					
589 LEASE TRANSACTION				*	
900-999 TRANSFRS&BOND REF				*	
TOTAL OTHER FIN. USES				*	
DESIGNATED EXPENDITURES					
UNDESIGNATED EXPENDITURES	329,919.90	12,734.74	46,741.61	389,396.25 *	389,396.25
TOTAL	329,919.90	12,734.74	46,741.61	389,396.25 *	389,396.25





DISTRICT NBR-TYPE 4145-07 AUDITED  
 DISTRICT NAME: BIRCH GROVE COMMUNITY SCHOOL  
 ECSU 03 ESV REGION 0

MINNESOTA DEPARTMENT OF EDUCATION  
 EXPENDITURE SUMMARY REPORT

FNA03041450714  
 RUN 09/03/14 PAGE 3  
 DATA AS OF 09/03/14

DATA YEAR 13-14	OPEB REV TRUST FUND	OPEB IRREV TRUST FUND	OPEB DEBT SERV FUND	NON-OPERATING FUNDS TOTAL	TOTAL ALL FUNDS
EXPENDITURE DIMENSION					
ORGANIZATION					
00	DISTRICTWIDE			*	216,934.02
10	ELEMENTARY SCHOOLS			*	172,462.23
20	MIDDLE SCHOOLS			*	
31	JUNIOR HIGH SCHOOLS			*	
32	SENIOR HIGH SCHOOLS			*	
33	SECONDARY SCHOOLS			*	
40	OPEN/K12 SCHOOLS			*	
41-46	ALTERNATIVE PROGRAM			*	
50-60	SPECIAL ED/SEC. VOC.			*	
70-75	SPECIAL PROGRAMS			*	
76-79	CARE AND TREATMENT			*	
80-90	COMM& ADULT ED/MISC			*	
99	HOME SCHOOL SITES			*	
	TOTAL			*	389,396.25
PROGRAM					
000-099	DISTRICT&SCH. ADM.			*	45,610.92
100-199	DISTRICT SUPP SRV			*	39,839.58
200-299	REGULAR INSTRUCT.			*	81,133.72
300-399	VOCATIONAL INSTR.			*	
400-499	SPEC. ED INSTR.			*	83,661.82
500-599	COMMUNITY EDUCATN			*	46,741.61
600-699	INSTRUCT. SUPP. SRV			*	7,341.79
700-799	PUPIL SUPPORT SRV			*	42,828.39
800-899	SITES-BLDG, EQUIP.			*	32,093.00
900-999	FISCAL AND OTHER			*	10,145.42
	TOTAL			*	389,396.25
OBJECT					
100-199	SALARY AND WAGES			*	202,449.28
200-299	EMPLOYEE BENEFITS			*	33,331.70
300-399	PURCHASED SERVICE			*	124,734.44
400-499	SUPPLIES&MATERIAL			*	17,526.58
500-588	CAPITAL EXPENDIT.			*	5,091.97
590-599	OTHER CAPITAL EXP			*	
700-799	DEBT SERVICE			*	
800-899	OTHER EXPENSE			*	6,262.28
	TOTAL			*	389,396.25
OTHER FINANCING USES					
589	LEASE TRANSACTION			*	
900-999	TRANSFRS&BOND REF			*	
	TOTAL OTHER FIN. USES			*	
DESIGNATED EXPENDITURES					
	UNDESIGNATED EXPENDITURES			*	389,396.25
	TOTAL			*	389,396.25

## **INNOVATIVE PRACTICES AND 2013-2014 AWARDS**

Birch Grove Community School received the Minnesota Department of Education Finance Award.

Birch Grove continues with multi-grade classrooms allowing for instructional flexibility, the opportunity for peer tutoring, as well as increasing our understanding of our students.

Our Enhancement program is unique in that it targets reading skills in not only students that need support, but in students that need additional challenges. Our school MCA reading scores reflect high proficiency.

The connection with the outdoors continues with snowshoeing, skiing and skating. The nature trails and Outdoor Learning Center continue to be utilized, but efforts to increase environmental opportunities for incorporation in the curriculum will be a focus for the next few years.

### **SERVICE LEARNING**

The second Tuesday of each month the 2-5<sup>th</sup> graders set up and tear down for each Community Lunch event.

K-5 performed all of the songs from the Winter Program for seniors attending Senior Lunch at the Community Center.

2-5<sup>th</sup> graders created “fire tower” centerpieces for an event at the Schroeder Historical Society.

The K/1 grade class read to the children in Saplings Program, and all grades K-5 participated in Partner Reading.



## **PROGRAM CHALLENGES**

One of the ongoing challenges for Birch Grove Community School is maintaining/increasing enrollment. Due to our remote location and low population, this challenge will more than likely exist throughout the life of the school. However, when the school was in the process of opening its doors, the budget was set for 25 students. Since then, we have had as many as 49 students enrolled, twice what we had projected initially.

Again, because of our remote location, transportation is often a factor for parents in determining if Birch Grove is their school of choice. While we do our best to minimize the time that it takes for our students to get to and from school, it can be a lengthy ride for young children coming from Lake County. However, most parents that choose to send their young children to Birch Grove continue to enroll their children until they graduate in 5<sup>th</sup> grade.

Our school is located in an area that is tourist based and the cost of living is high. The economy continues to affect the decline in enrollment for the year. It is hoped that when the economy turns around, this will have a positive impact on future student enrollment.

It was for all of the reasons above (and others) that Birch Grove Community School was created. Yes, we live in a rural area that has many challenges. Most people take for granted the ability to send their child to a local school. Birch Grove Community School gives this opportunity to students in both Cook and Lake Counties. The local community has helped to support Birch Grove in the past, and their continued support is anticipated.

Student enrollment is directly tied to the schools financial status. Enrollment has decreased over the past few years, resulting in cuts to the budget and an increase in fund raising efforts. Additional fundraising efforts have been put in place for the 2014-2015 school year to sustain the school until enrollment increases. Additional efforts have been made to increase not only the K-5 program, but to the Saplings (3 to 5 year olds) program as well. Current enrollment for the Saplings program remains high and it is hoped that this is an indicator that enrollment for the K-5 program will increase as well.

## **Future Plans**

Birch Grove Community School will continue to educate each and every student that walks through our doors. We will continue to monitor our revenues and expenditures while ensuring that our students are getting the best education that we can offer.

Specific goals include:

### *1. Increase/Maintain Student Enrollment*

Birch Grove Community School needs to increase future enrollment. Marketing and public relation initiatives need to be increased, as well as ensuring that relationships with current families are maintained. Other appropriate measures such as decreasing expenditures and increasing revenues have been discussed and are to be implemented in the 2014-2015 school year if needed.

### *2. Increase/Maintain Test Scores (MAPS and MCA)*

Birch Grove will continue to work to improve our test scores. In interpreting what our scores indicate, we needed to acknowledge some points:

- Having low student numbers can greatly impact collective scores.
- Testing scores do not always show a true picture of some students' growth.
- Both the MAP scores and the MCA scores need to be considered in our measurement of academic achievement

Increasing our math test scores and maintaining our reading scores will be the main academic focus for our 2014-2015 year.

We will increase/maintain test scores by:

- Utilizing Target Learning for math and reading
- Continue to monitor and assess learning
- Utilize the MAP scores to determine student strengths and weaknesses
- Continue to work on testing strategies within our school
- Continue with small group instruction
- Follow the school Literacy Plan
- Continue with the Enhancement Program

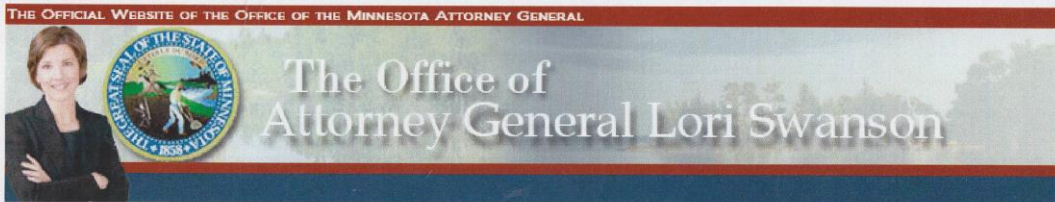
### 3. Increase Professional Development

Birch Grove Community School has added 17 professional development days to the 14-15 calendar. School staff and the Director will determine a schedule for the year in September/October. Primary focus will include increasing proficiency in math and behavior management.

## Non-Profit Status

Office of Minnesota Attorney General Lori Swanson - Charity Search Results

<http://www.ag.state.mn.us/Charity/SearchResults.asp?FederalID=201816956>



Organization Name	BIRCH GROVE COMMUNITY SCHOOL
Organization Type	TRUST
Contact Person	
Address	9 GOODNEIGHBOR HILL ROAD
City	TOFTE
State	MN
Zip Code	55615
IRS Code 501(c)	03
Purpose or Description	Organized for the purpose of establishing and operating a results-oriented charter school.
Phone Number	(218) 663-0170
Status	ACTIVE
Extension	Granted, Due 5/15/2015
What year would you like to see information for?	
	<input type="text" value="Most Current Year"/>
	<input type="button" value="Submit"/>