

Birch Grove Community School

Charter School Annual Report 2015-2016



“Where Roots Grow Deep and Branches Reach High!”

Charter #4145
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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: 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



The first day of school: The Bell Ringing Ceremony!

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, innovative practices and implementation, and future plans. A charter school must post the annual on the school’s official web site. A charter school must also distribute the annual report by publication, mail, or electronic means to its authorizer, school employees, and parents and legal guardians of students enrolled in the charter school. The reports are public data under chapter 13.”

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

The primary purpose of Birch Grove Community School is to improve all pupil learning and all student achievement.

Additional purpose: Increase learning opportunities for all pupils.





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

2014-2015

Minnesota Department of Education Finance Award
Award of Excellence in School Board Governance~ VOA of Minnesota
“High Quality Charter School ~ 2015” ~ Minnesota Department of Education

2015-2016

“High Quality Charter School ~2016” ~ Minnesota Department of Education

HIGHEST MCA SCORES:

Reading: 92.9% Proficient in 2012

Math: 100% Proficient in 2014

AUTHORIZER

School Authorizer Name: Volunteers of America of Minnesota

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

AUTHORIZER LIAISON: Volunteers of America of Minnesota designates the following employee as the official authorizer liaison to the School:

Stephanie Olsen, Senior Manager

VOA-MN Charter School Authorizing Program

612-270-1998

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.

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.



School Accountability and Authorizer Oversight System

I. School Accountability System & Authorizer Oversight

II. Authorizer Intervention Tool

III. Contract Renewal Rubric

STATUTORY PURPOSES:

☐ **PRIMARY PURPOSE (M.S. 124D.10):** The primary purpose of BGCS is to improve all pupil learning and all student achievement.

MEASURE: MCA exams **GOALS:** See Addendum B.I

REPORTING: Element of the Annual Report

☐ **ADDITIONAL PURPOSE (M.S. 124D.10):** Increase Learning Opportunities for All Pupils. This will be achieved through the offering of, 1) Enrichment Learning, 2) Outdoor Learning, and 3) Service Learning.

GOALS: Minimum of three locally determined, board approved goals annually.

REPORTING: A description of school progress meeting this purpose will be reported in the school Annual Report.

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 has developed an assessment system that will be used to determine the extent to which the school is meeting expectations under the VOAMN School Performance and Accountability Framework, as well as guide charter contract renewal decisions. The assessment system uses the same standards scale as the Authorizer Accountability and Oversight System:

- Meets standard
- Partially Meets / Approaching standard
- Not meeting 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). In the Academic Performance section, the star is also synonymous with Exceeding Standards on the tables.

The primary purpose of a charter school is to improve all pupil learning and all 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 has multiple indicators of success and the charter school’s performance on each indicator will be rated as indicated in the aforementioned paragraph. Four essential questions drive VOA-MN’s accountability of charter schools.

BOARD GOVERNANCE PERFORMANCE

Does the school have a compliant board engaged in proper oversight?

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.

VOA-MN’s governance expectations / performance indicators 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.

SCHOOL MANAGEMENT AND OPERATIONS

Is the organization effective and well run?

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.

VOAMN's school management and operations expectations / performance indicators include:

- The school will maintain 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.
- School has an employee retention rate exceeding 75 percent (excluding retirements).
- All school staff and volunteers have completed criminal background checks per state law and school policy.
- The school meets / maintains its enrollment goals and experiences stable to growing enrollment (waitlists).
- 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.
- The school maintains a complete and well-organized VOA-MN "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.
- The school shall submit information to the authorizer in accordance with the VOA-MN prescribed "Annual Submission Calendar."

SCHOOL ACADEMIC PERFORMANCE

Is the school's learning program a success as evidenced by high academic performance annually?

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 will be compiled and evaluated in the Annual VOA-MN Authorized Charter Schools Academic Performance Report by the authorizer. Charter schools are also 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.

Each of the following expectations and performance indicators pertain to the individual school specific VOA-MN performance goals. The indicators provide the ability for the school to achieve their goal over the course of the entire term as well as providing benchmarks for each individual year of the contract term. Each VOA-MN authorized school will have a different term length. The SMART goals will accommodate those terms and variables such as past performance & demographics of the school. School specific academic SMART Goals are negotiated in every new or renewal charter contract. VOA authorized schools will be judged on whether they meet their goals for the entire contract term, for half of the term or part of the term. If only half or part of the contract term goal is reached, the length of the renewal contract term will be reduced accordingly. The authorizer also reserves the right to terminate the charter based on poor academic performance.

VOAMN's academic performance expectations / performance indicators for all schools include:

- Students are performing as well or better than students at schools in their local district on state examinations in reading, math, and science based on VOA SMART goals unique to individual schools.
- Individual school individual SMART goals are achieved during contract term.
- Students are performing as well or better than the State on state examinations in reading, math, and science based on VOA SMART goals unique to individual schools.
- Students are showing positive growth based on the growth z-score average from year to year in math and reading according to VOA SMART goals unique to individual schools.
- Schools progress meeting their charter contract goals, including 1) school specific SMART goals, 2) WBWF goals and 3) annually determined goals for increasing learning opportunities for all pupils.
- 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.

UNIFORM GOALS FOR ALL VOA-MN SCHOOLS

Students are performing as well or better than students at schools in their local district on state examinations in reading, math, and science.

Students are performing as well or better than the State on state examinations in reading, math, and science.

School individual SMART goals are achieved during contract term according to VOA-MN SMART goals unique to individual schools.

Students are showing positive growth based on the growth z-score average from year to year in math and reading according to VOA-MN SMART goals unique to individual schools.

SCHOOL SPECIFIC ACADEMIC PERFORMANCE GOALS:

(SMART GOALS ARE MUTUALLY AGREED UPON BY THE AUTHORIZER AND THE SCHOOL. THEY ARE BASED ON THE PAST THREE YEARS OF PERFORMANCE TREND DATA. GOALS ARE WRITTEN TO SHOW THE FOLLOWING FOR CONTRACT RENEWAL (three years))

DUE TO HISTORICALLY SMALL SCHOOL SAMPLE SIZE (nonpublic data), BGCS ACADEMIC GOALS MUST BE BASED ON THE NWEA ASSESSMENTS VS. THE MINNESOTA COMPREHENSIVE ASSESSMENTS.

Goal increase: Term 3 year contract

- **Reading Proficiency 9 percentage points**
- **Math Proficiency 4.5 percentage points**

2014-2015 (existing contract renewal year)

Proficiency

READING – The percentage of all students enrolled October 1 in grades K-5 at Birch Grove Community School who take the NWEA, Measure of Academic Progress (MAP) in reading in the spring will increase their RIT growth from 65.5% in 2014 to 68.5% in 2015. (Increase of 3 percentage points)

MATH - The percentage of all students enrolled October 1 in grades K-5 at Birch Grove Community School who take the NWEA, Measure of Academic Progress (MAP) in math in the spring will increase their RIT growth from 82.8% in 2014 to 84.3% in 2015. (Increase of 1.5 percentage points)

2015-2016 (Year 1)

Proficiency

READING – The percentage of all students enrolled October 1 in grades K-5 at Birch Grove Community School who take the NWEA, Measure of Academic Progress (MAP) in reading in the spring will increase their RIT growth from 68.5% in 2015 to 71.5% in 2016. (Increase of 3 percentage points)

MATH - The percentage of all students enrolled October 1 in grades K-5 at Birch Grove Community School who take the NWEA, Measure of Academic Progress (MAP) in math in the spring will increase their RIT growth from 84.3% in 2015 to 85.8% in 2016. (Increase of 1.5 percentage points)

2016-2017 (Year 2)

Proficiency

READING – The percentage of all students enrolled October 1 in grades K-5 at Birch Grove Community School who take the NWEA, Measure of Academic Progress (MAP) in reading in the spring will increase their RIT growth from 71.5% in 2016 to 74.5% in 2017. (Increase of 3 percentage points)

MATH - The percentage of all students enrolled October 1 in grades K-5 at Birch Grove Community School who take the NWEA, Measure of Academic Progress (MAP) in math in the spring will increase their RIT growth from 85.8% in 2016 to 87.3% in 2017. (Increase of 1.5 percentage points)

2017-2018 Year 3 (Contract Renewal Year)

Proficiency

READING – The percentage of all students enrolled October 1 in grades K-5 at Birch Grove Community School who take the NWEA, Measure of Academic Progress (MAP) in reading in the spring will increase their RIT growth from 74.5% in 2017 to 77.5% in 2018. (Increase of 3 percentage points)

MATH - The percentage of all students enrolled October 1 in grades K-5 at Birch Grove Community School who take the NWEA, Measure of Academic Progress (MAP) in math in the spring will increase their RIT growth from 87.3% in 2017 to 88.8% in 2018. (Increase of 1.5 percentage points)

SCHOOL FINANCIAL PERFORMANCE

Does the school exhibit strong fiscal 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 each 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.

VOA-MN's school financial expectations / performance indicators for all schools include:

- 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.
- The school board has a finance committee that meets monthly to review financials.
- All board members exhibit working knowledge of financial oversight.

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. 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.

SITE VISITS

- **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 1st 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.

AUTHORIZER LIAISON: Volunteers of America of Minnesota designates the following employee as the official authorizer liaison to the School:

Stephanie Olsen, Senior Manager

VOA-MN Charter

School Authorizing

Program 612-270-

1998

solsen@voamn.org

Governance and Management

Board Composition

Birch Grove Community School

Post Office Box 2383

Tofte, MN 55615

Judy Motschenbacher – Founder, Community Member

Board President

Re-elected: January 19, 2016

Seat A - Election date: January, 2019

Attendance: 89%

motsch@boreal.org

Post Office Box 112

Lutsen, MN 55612

218-663-0017

Initial Training: Completed school board training in Governance, Financial Management and Employee Matters as required by the Minnesota Department of Education.

June 18 & 19, 2010, *School Business Solutions, Inc.*

2015-2016 Ongoing Training:

June 15, 2015 VOA Charter School Network Conference “Serving High Need Students with Disabilities in Charter Schools” VOA-MN, *presented by Minnesota Department of Education*

October 17, 2015, Governance, Financial Management and Employee Matters, *Ship’s Wheel Consulting, LLC.*

October 17, 2015, Board Development Plan, Board Meeting Protocol, Board Self-Assessment, Policy Review and Legislative Update. *Ship's Wheel Consulting, LLC*.

December 15, 2015, School Audit Presentation by *Miller McDonald, LLC*.

August 17, 2016, VOA-MN School Leader Network Conference, *VOA-MN*

Plamen Dimitrov – BGCS Parent

Re-Elected: January, 2015 – Resigned September 29, 2015. Replaced by Rae Piepo.

Seat B - Election date: January, 2018

Attendance: 57%

plamen@bluefinbay.com

Post Office Box 2103

Tofte, MN 55615

218-370-9251

Initial Training: Completed school board training in Governance, Financial Management and Employee Matters as required by the Minnesota Department of Education.

April 21, 2012, *University of St. Thomas-Center for Business Excellence Minnesota*

2014-2015 Ongoing Training:

No training completed or necessary due to resignation.

Rae Piepo- Community Member

Seated by Appointment – September 29, 2015

Resigned March 22, to sit on the Lutsen Town Board

Seat B – Election date: January 2018

Attendance: 86%

butcherboy2@hotmail.com

Mailing Address

Phone Number

Training:

No training completed or necessary due to resignation. Rae left to sit on the Lutsen town board.

Skip Lamb – Community Member

Vice President and Treasurer

Re-elected: January, 2015

Seat B - Election date: January, 2018

Attendance: 95%

lambs@boreal.org

Post Office Box 415

Schroeder, MN 55613

218-663-7922

Initial Training: Completed school board training in Governance, Financial Management and Employee Matters as required by the Minnesota Department of Education.

Renewed: June 18 & 19, 2010, *School Business Solutions, Inc.*

2014-2015 Ongoing Training:

October 17, 2015 Charter School Governance by *Ship's Wheel LLC*.

December 15, 2015, School Audit Presentation by *Miller McDonald, LLC*.

Jessica Cameron – BGCS Parent

Re-elected: January 19, 2016

Resigned March, 2016 Due to Relocation.

Seat A - Election date: January, 2019

Attendance: 86%

jessicamariecameron@gmail.com

New address unknown

Initial Training: Completed school board training in Governance, Financial Management and Employee Matters as required by the Minnesota Department of Education.

October 25, 2014, *Minnesota School Board Association*.

2014-2015 Ongoing Training:

December 15, 2015, School Audit Presentation by *Miller McDonald, LLC*.

Sara Lizakowski – BGCS Teacher File#487820

Seated September 29, 2015

Seat C – Teacher Seat – Rotating Term

Attendance: 100%

Sara.lizakowskibgcs@gmail.com

Post Office Box 2141

Tofte, MN 55615

651-214-9762

Initial Training:

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

October 17, 2015 by *Ship's Wheel Consulting, LLC*.

2015-2016 Ongoing Training:

October 17, 2015 Board development plan, board meeting protocol, board self-assessment, policy review and a legislative update. *Ship's Wheel Consulting, LLC*.

December 15, 2015, School Audit Presentation by *Miller McDonald, LLC*.

Kathy Lawrence – BGCS Parent

Re-elected: January 19, 2016

Seat A - Election date: January, 2019

Attendance: 84%

kathy8179@yahoo.com

Post Office Box 44

Schroeder, MN 55613

218-370-9478

Initial Training: Completed school board training in Governance, Financial Management and Employee Matters as required by the Minnesota Department of Education.

January 15, 2014, *Minnesota School Boards Association*

2014-2015 Ongoing Training:

December 15, 2015, School Audit Presentation by *Miller McDonald, LLC*.

Sarah Somnis – BGCS Parent

Seated: April, 2014

Resigned March 22, 2016 to sit on the Tofte Town Board

Seat B - Election date: January, 2018

Attendance: 100%

somnis86@hotmail.com

Post Office Box 2093

Tofte, MN 55615

218-370-9884

Initial Training: Completed school board training in Governance, Financial Management and Employee Matters as required by the Minnesota Department of Education

October 25, 2014, *Minnesota School Board Association*.

2014-2015 Ongoing Training:

October 17, 2015, Ongoing: Board Development Plan, Board Meeting Protocol, Board Self-Assessment, Policy Review and Legislative Update.
Ship's Wheel Consulting, LLC.

December 15, 2015, School Audit Presentation by *Miller McDonald, LLC*.

Sarena Nelson – BGCS Parent

Secretary

Seated: March 17, 2015

Seat B - Election Date: January, 2018

Attendance: 79%

sarenanelson@yahoo.com

6849 W. Hwy. 61

Tote, MN 55615

218-370-0726

Initial Training: Completed school board training in Governance, Financial Management and Employee Matters as required by the Minnesota Department of Education.

October 17, 2015, *Ship's Wheel Consulting, LLC*.

2015-2016 Ongoing Training:

October 17, 2015, Ongoing: Board Development Plan, Board Meeting Protocol, Board Self-Assessment, Policy Review and Legislative Update.
Ship's Wheel Consulting, LLC.

Matt Kartes – BGCS Parent

Seated: By appointment on September 29, 2015 and by election on January 19, 2016. Resigned June 28, 2016

Seat A – Election Date January, 2019

Attendance: 25%

lutsenlandscaping@gmail.com

Post Office Box 296

Lutsen, MN 55612

218-370-0495

No training attended. Resigned.

Diane Blanchette – Ex-Officio Member, Founder, School Director

Attendance: 100%

birchgrove@boreal.org

Post Office Box 2183

Tofte, MN 55615

218-370-2580

Initial Training: Completed school board training in Governance, Financial Management and Employee Matters as required by the Minnesota Department of Education.

Renewed: June 18 & 19, 2010, *School Business Solutions, Inc.*

2015-2016 Ongoing Training:

June 15, 2015 VOA Charter School Network Conference “Serving High Need Students with Disabilities in Charter Schools” *presented by Minnesota Department of Education*

Resigned November 1, 2015.

Hired as Interim Director August 1, 2016

Rehired as School Director September 20, 2016

Caroline Wood – Ex-Officio Member, School Director

Attendance: 90%

Caroline.wood76@gmail.com

Post Office Box 2194

Tofte, MN 55615

218-370-9845

Initial Training:

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

October 17, 2015 by *Ship’s Wheel Consulting, LLC.*

2015-2016 Ongoing Training:

October 17, 2015 Board development plan, board meeting protocol, board self-assessment, policy review and a legislative update. *Ship’s Wheel Consulting, LLC.*

Birch Grove Community School 2016 - 2017 School Board Meeting Calendar:

Birch Grove Community School board meets the Third Tuesday of the month at 5:30 at Birch Grove Community School, unless otherwise noted.

Tuesday, January 19, 2016 (Annual Meeting 5:30, Regular Meeting To Follow)
Tuesday, February 9, 2016
Tuesday, February 23, 2016
Tuesday, March 22, 2016
Tuesday, April 26, 2016
Tuesday, May 24, 2016
Tuesday, June 28, 2016
Tuesday, July 26, 2016
Tuesday, August 09, 2016
Tuesday, September 20, 2016
Tuesday, October 18, 2016
Tuesday, November 15, 2016
Tuesday, December 13, 2016 (Second Tuesday due to School Break)
Tuesday, January 17, 2017 (Annual Meeting 5:30, Regular Meeting To Follow)

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 usually held 30 minutes prior to most school board meetings.

School board election will be held on Tuesday, January 17, 2017.

The board consists of nine 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



Birch Grove Community School works hard to improve student learning by encouraging the use of different and innovative teaching methods, requiring measurements of learning via goal setting contracts, establishing new forms of accountability and creating new professional opportunities for teachers.

Birch Grove Community School has an open enrollment policy and we have had the opportunity to work with some families of different ethnic and cultural backgrounds in the past. We will continue to work hard at providing a high quality education, strengthening perseverance, facilitating cross-cultural understanding, and doing our part to help the achievement gap for all of our students.

Birch Grove works together with local entities that provide services for low income families. BGCS is a tuition free, open enrollment charter school which does not discriminate regardless of economic status.

Birch Grove Community promotes multi-grade classrooms which enhances peer mentoring, small group instruction, and the use of paraprofessionals in the classrooms to allow for more one on one time between the teacher and students. Our small school environment allows flexibility to meet unique needs of all students and encourages parental involvement in making decisions based on those unique needs.



Diane Blanchette ~ School Director

Status: Returning, Resigned and
Returned

School Director until November 1, 2015

Hired as Interim Director August 1, 2015
Re-hired as School Director September
20, 2016

“I grew up in Eden Valley, Minnesota and attended Concordia College in Moorhead. I have worked with youth from infants to teenagers, 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. In 2012, BGCS went from a Co-Directorship model to a singular School Director. This role has been mine since that time.

Birch Grove has been a part of my life for many years. I have seen many children graduate from Birch Grove Community School, including my own daughter. I will continue to do my very best for Birch Grove Community School and its students.” *Diane Blanchette*

Caroline Wood ~ School Director

Status: New hire, November 2015

Resigned: July, 2016, Last day Aug 15, 2016

Caroline Wood was hired to replace Diane Blanchette during the 15-16 school year as the school Director/Business Manager. Caroline, Tofte resident, started full time November 1, 2015. Caroline was employed for 9 months until turning in her resignation in July of 2016.



Position Description

Position Title: School Director/Business Manager

Supervisor's Position Title: Board of Directors

Primary Objective of this position:

The school director/business manager is responsible to embrace the school mission, implement the goals of the school board, and provide leadership and strategic vision in the areas of academics, finance and operations.

Skills, knowledge and abilities required:

- Demonstrate commitment to mission and vision of the school
- Ensure academic and financial accountability, communication to stakeholders, and to serve as a liaison with school authorizer
- Incorporate an entrepreneurial spirit to the school
 - Recruitment
 - Marketing
 - Fundraising
- Create a positive school climate that enhances student learning and leadership
- Ability to function in an ever-changing environment
- Understand current learning research and theory

- Demonstrate use of effective practices
- Oversee curriculum and extra programming
- Support the staff, both professionally and personally
- Coordinate professional development
- Have a comprehensive vision of the future of Birch Grove Community School and provide clear direction to stakeholders
- Be knowledgeable about school law and current legislation
- Write grants and required reports
- Assist students who demonstrate inappropriate behaviors and implement discipline procedures
- Attend Birch Grove Community School Board of Directors' meetings
- Maintain a positive school-family partnership through open communication and opportunities to participate at Birch Grove Community School.
- Oversee Special Education services and direction
- Work closely with the school board on all aspects of the financial budget of the school
- Be responsible for the financial accounting, UFARS, special education finance, EDRS, ESEA (Title Programs), accounts payable/receivables, SMART finance system, budgeting, any financial recording and reporting required for the annual financial audit, and uniform tuition billing and provide oversight of contracted service providers.
- Serve as a liaison for payroll/bookkeeping services
- Assure work is done in a manner and timeframe consistent with the needs of the school
- Attend necessary training sessions, workshops and conferences as needed.

Position Content: Major responsibilities, essential functions and regular activities

- Contribute to a healthy learning environment by modeling behavior expectations for social interactions in school and community.
- Willingness to take ownership in the development and long-term stability of the school
- Open to work with volunteers
- Teach and motivate students to achieve success by maintaining an atmosphere with active learning opportunities and appropriate assessment tools
- Develop professionally and be involved by planning and participating in workshops, in-services and staff development opportunities, staff meetings, serving on committees and attending special events
- Facilitate appropriate student supervision and guidance as assigned or needed in the classroom as well as in the school

- Maintain appropriate communication with all stake holders / constituencies, i.e. staff members, board of directors, students, parents, authorizer, community members who have rights and responsibilities to know about the school program and maintain a sense of trust and security
- Understand and fulfill all aspects of school policies and procedures as outlined in the Birch Grove Community School Handbook
- Avail oneself of technology opportunities for skill advancement

Additional responsibilities include but are not limited to:

Board relations and governance

- Monthly board meetings – posting, agendas, packets, and resulting board directed duties

Policies and procedures

- MSBA
- Internal policies
- Program/family/employee handbooks
- Compliance

Program accountability

- Student records
- Oversight and refinement of educational program
- Quality Compensation Program
- Testing results and reporting to MDE and Authorizer

Mandatory training as decided by MDE and school board

Personnel

- Oversee teachers, paraprofessionals, preschool teacher, paraprofessionals, transportation staff, lunch staff, computer tech, and maintenance staff
- Staff meetings
- Staff files
- Background checks
- Reviews
- Other, as needed

State reporting and compliance

- MARSS
- STARR
- DIRS

- ADM
- Transportation
- Mid-year Report
- Annual Report
- World's Best Workforce
- VOA Annual Submission Calendar
- Other, as needed

Grant writing and implementation

- Secure, implement, compliance, reporting, budget/finance for school and Community Education programming

Budget and finance

- Payroll
- Budget creation and review
- Billing/reporting
- UFARS
- Audit-prep
- Audit
- E-rate

External Relations

- MDE-Compliance, reporting, communication
- Authorizer-Compliance, reporting, communication, contract renewals, site visits
- Landlord and Building Manager
- Community

Enrollment

- Recruitment – Open houses, events, advertising, tours, communication

Fundraising

- Annual Holiday Book Fair
- PTO Halloween Carnival
- Papa Charlie's annual event
- Annual Donation Drives
- The Gala for the Grove
- 4th of July
- Schroeder Rib Feast
- Other special events or activities

Transportation

- Staffing, routes, compliance, student issues, logs, communication, bus maintenance

Family relations

- Meetings, communication, weekly newsletter, website, Community Lunch, conferences

Legal and regulatory compliance

Special Education

- Communication with Special Education Director and teacher
- EDRS
- Budget/finance
- IEP's
- Compliance
- Contracting

Crisis Management

- Compliance and review
- Mandatory drills and record keeping

Community Education

- Saplings preschool – program, staffing, budget/finance, enrollment, billing and communication
- Summer Saplings and Campsite Kids – program, staffing, budget/finance. Enrollment, billing and communication

Lunch Program

- Staffing, budget/finance, free/reduced, monthly calendar and logs

Facilities

- Annual Lease for K-5 and Community Education Fund 4
- Birch Grove Community Center communication
- Interpretive Nature Trail

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 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.

CAROLINE R. WOOD, MS

BIRCH GROVE COMMUNITY SCHOOL, ISD #4145

DIRECTORS - PROFESSIONAL DEVELOPMENT PLAN 2015-2016

124E.12 EMPLOYMENT. Subdivision. 2. Administrators.

A person, without holding a valid administrator's license, may perform administrative, supervisory, or instructional leadership duties. The board of directors shall establish qualifications for persons that hold administrative, supervisory, or instructional leadership roles. The qualifications shall include at least the following areas: instruction and assessment; human resource and personnel management; financial management; legal and compliance management; effective communication; and board, authorizer, and community relationships. The board of directors shall use those qualifications as the basis for job descriptions, hiring, and performance evaluations of those who hold administrative, supervisory, or instructional leadership roles. The board of directors and an individual who does not hold a valid administrative license and who serves in an administrative, supervisory, or instructional leadership position shall develop a professional development plan. Documentation of the implementation of the professional development plan of these persons shall be included in the school's annual report.

VOA AFFILIATE CHARTER SCHOOL CONTRACT OCTOBER 16, 2015

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.

GOAL 1: To increase knowledge and skills to better contribute to the success and well-being of Birch Grove Community School.

ACTION 1: Self: Attend and pursue professional development opportunities, activities and interactions that will increase knowledge and skill pertaining to increasing academic achievement.

MEASUREMENT 1: Self: I will have attended trainings in board, education, finance, and employment.

ACTION 2: I will conduct an initial, mid-year, and end of year review for all faculty. This performance review process will include a teacher professional development track, progress toward student/VOA goals, and integrate observations reviews for comprehensive support.

MEASUREMENT 2: Each faculty member (PreK – Enhancement, K-1, 2-5, SpEd, and Paraprofessional) will have a filed evaluation for all three phases of review. VOA School goals will be met and verified through testing.

GOAL 2: Provide leadership and strategic vision in the areas of academics, finance and operations.

ACTION 1: Using a five phase organizational change model; I will address areas of academics, finance and operations. The five phase model includes aligning, planning, designing, implementing, and rewarding.

ACTION 2: Five phases will address improving pupil learning, student achievement, increased opportunities for enrichment learning, outdoor learning, and service learning, and working towards “world’s best workforce” objectives.

MEASUREMENT: A faculty survey will be conducted to promote aligning. Using this information I will create an initial strategic plan to address areas of academics, finance, and operations. Then I will design an action or tactical plan and seek staff and board input to begin implementation. This process will be transparent, build organizational growth, and address rewards for the benefit of the students, staff, and board.

GOAL 3: We will meet Birch Grove Community School and VOA SMART Goals (Pg 30 and 31 VOA Contract pages 30-31) set to be specific, measurable, attainable, realistic and timely.

ACTION: Faculty will emphasize reading and math curriculum by setting internal SMART goals.

MEASUREMENT: Students will meet school and affiliate SMART goals in accordance with contract standards.

Caroline Wood resigned prior to a review of the professional development plan goals and before a formal school board review.

STAFFING/TEACHING FACULTY INFORMATION AND PROFESSIONAL DEVELOPMENT

Staff Information

Heather Gates and Kelly Griffith, elementary teachers, left Birch Grove for new adventures and were replaced with new staff members Sara Lizakowski, K/1 teacher, and Holly Sandefer, 2/5 teacher.

Long-time Special Education Teacher Jackie Robinson retired, but remains on our substitute list. Michelle Blank, was hired to replace her.

Joe Kreider and Adrienne Brown were hired as new paraprofessionals, as Sara Silence took a few months off to complete her student teaching, and Jessica Klemmer reduced her hours to be able to spend more time at home with the new addition to her family.

"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*

Sara Lizakowski ~ K/1 Grade Teacher

File # 487820

Status: New hire in 2015.

"I come from a long line of educators in my family. Education is in my DNA. The pursuit to follow in my families footsteps happened when I was in college. I became interested in early childhood development and followed that interest into a degree. In 2015 I graduated from the University of Minnesota, Twin Cities with a master's degree in Early Childhood Education. From there I moved up to Tofte, MN and joined the Birch Grove team!



I am happy to be in my first year at Birch Grove Community School. I enjoy teaching in a multi-grade classroom and the young kindergarten

and first grade students. I get to see so many “aha moments” when working with this age group. I enjoy seeing the amount of growth these students experience in their first two years of school! Birch Grove is a great school to teach in because of the amount of support the student and staff receive from the staff and community and the amount of individual attention each student receives due to the small class sizes.

In my free time I enjoy the great outdoors. I like to hike, camp, snowboard, snowshoe, and much more! The North Shore is a great place for all these activities!” *Sara Lizakowski*

**Holly Sandefer ~
2/5th Grade Teacher**

File # 488743

Status: New hire in 2015.

“I was born and raised in Wyoming. I have a Bachelor’s degree in Biology from the University of Wyoming and my K-6 teaching license from the College of St. Scholastica. I am currently working on finishing my Master’s degree from the College of St. Scholastica.

I truly believe all students are unique and have great potential to succeed. It is my duty to meet individual needs for each child, every day, in every way!

In addition to teaching, I have a passion for photography, I enjoy spending time with family and friends, reading, and I love to be outside as much as possible hiking, snowshoeing, riding my bike, collecting rocks, sitting by the campfire, camping, and spending time at the lake.” *Holly Sandefer*



**Michelle Blanck ~
Special Education Teacher &
Enhancement/Reading Teacher**

File # 364355

Status: New hire in 2015.

"I'm originally from Warren Minnesota in the Northwestern corner of the state. My education and training includes a master's degree in educational leadership, and licenses in both special education and elementary education. This is my 15th year in education. Throughout that time I've worked with students from 1st through 12th grade. In the years prior to relocating to the North Shore with my husband, Daren, and children Elijah (12) and Sophia (10), I taught second grade at the International School of Skopje in the Republic of Macedonia, was the K-12 special needs coordinator at Gyeonggi Suwon International School in South Korea, and taught in the Brainerd school system for several years. I love working with the students at Birch Grove. I love their enthusiasm and energy. I feel privileged to teach in a school where my fellow teachers patiently and positively give 100% to making sure each student gets a top notch education." *Michelle Blanck*



**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 2nd, 3rd, and 4th 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*

**Sheryl Martinson ~
Paraprofessional**

Status: Sheryl Martinson is a returning staff member hired in 2005.

Sheryl worked as a para in the 2/5 classroom for half of the 2015-2016 year.

“My entire life has in some way revolved around children. From babysitting, to nanny work, to teaching, to parenting. Children have always been a focal point of my life. After a 10 years of teaching at a private school in the Twin Cities, my husband and I moved to the Northshore to open a lodging business. For several years, I was involved with helping him get the business established and raising our three children. When I started looking around for a job, outside of the home, Birch Grove Community School was a good fit.

All three of my children had a great experience while attending here. I have enjoyed the 10+ years that I have spent employed by the school. I love knowing not only every child’s name, but their siblings, their likes and dislikes and what they enjoy doing. Our school really does feel like a family, and I count it a privilege to be a part of that family!” *Sheryl Martinson*



Jessica Klemmer ~
Paraprofessional
Office Assistant

Status: Jessica Klemmer is a returning staff member hired in 2012.

Ms. Klemmer worked part-time this year as both a para and an office assistant. She welcomed a new addition to her family this year!

“I am lucky enough to say this is my fourth year at Birch Grove Community School! I worked at an after school program while in high school and I really enjoyed working with kids. When working with children you are able to start every day as a new and creative day! I appreciate their honesty and imagination. Birch Grove has been an amazing place to work and it allows me to be able to work and raise a family. It has been a wonderful community to be a part of!” *Jessica Klemmer*



Sara Silence ~
Paraprofessional

Status: Sara Silence is a returning staff member hired in 2014.

Ms. Silence started the beginning of the year with us as a paraprofessional, but left for part of the year to complete her student teaching at Cook County Schools. When she returned mid-year, she went to the Saplings program and Ms. Martinson moved to the 2/5 room as a para.

“My husband Gideon and I graduated from Cook County High School in 1999 and 2000. In 2002, we decided to move to the Chicago suburbs where I am originally from, knowing that we would come back to Cook County eventually to raise our family and live permanently. We returned in 2006 and bought a house in Grand Marais. We have three daughters and know we made the right choice to move to a smaller community where we know our children's teachers, classmates and the community members.



I am excited to be returning for my 3rd year at Birch Grove. My time started when I was assigned Birch Grove for some student teaching hours for college credits. I loved the classes, the kids, and the environment and usually stayed longer than my college required to help out around the school. At the end of the semester Birch Grove offered me a job! I recently graduated from Southwest Minnesota State University with a Bachelors in Early Childhood Education and a Birth to 3rd Grade teaching license.

I have been in the early childhood field for 17 years, I love to see the excitement and energy that children bring to new experiences. Every day is something different and new for children. I am eager to see the discoveries we make this year.” *Sara Silence*

Joe Kreider ~
Gen Ed Paraprofessional
Special Ed Paraprofessional
Status: New hire in 2015.

"I am excited to enter my first year as a Paraprofessional at Birch Grove and my first year living on the North Shore! I have a degree in Native American Studies and Outdoor Education from Northland College and have worked with children K-12 in schools and residential treatment settings. I look forward to a great year working with the Birch Grove community." *Joe Kreider*



Adrienne Brown ~
Gen Ed Paraprofessional
Special Ed Paraprofessional
Status: New hire 2015.

“I am happy to be starting my first year as a paraprofessional at Birch Grove Community School! I was born and raised in California, and moved to the North Shore after working as a Case Manager in Duluth. I graduated from Northland College in 2014 with a Bachelor's degree in Sociology. I am looking forward to a fantastic year ahead!” *Adrienne Brown*



In 2008, Birch Grove Community School was the 21st 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-5th grade who achieve or exceed their Fall to Spring individual RIT score growth target on the NWEA MAP in reading will increase from 65.5% in the Spring of 2015 to 68.5% in the Spring of 2016.

The above goal was not reached, with only 33% of all students reaching their academic goal in reading. 62% of all students, K-5, that had a valid growth score (tested in the beginning of the year and tested at the end of the year) were at or above grade level in reading.

Q-Comp Classroom Goals

Each teacher at Birch Grove also sets an academic classroom goal, including the special education teacher(s). 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. 2 of 3 classroom goals were achieved for the 2015-2016 school year.

Q-Comp Teacher Observations and Evaluations

Teachers are observed in the classroom and evaluated by each other, and a teacher liaison, three times per school year. Teachers must receive a score of proficient or higher on all three evaluations to achieve their goal. In 2015-2016, all teachers were rated proficient or above, meeting their goals.

Professional development activities for 2015-2016:

- August:
 - August 31, Responsive Classroom: “The First Day of School” and “Morning Meeting Greetings”
- September:
 - September 1, Responsive Classroom: “Teacher Language”, “Creating Rules with Students” and “Guided Discovery”
- November:
 - November 6, “Math Theory and Instruction Strategies”, Dr. Susan Cutler, Educational Psychologist on site presentation
 - November 6, “Bloodbourne Pathogens”
 - November 12, “Occupational Therapy – Heavy Work for Kids” Teacher presentation
 - November 30, “Brain Development” presentation, Northland Foundation, Dr. Molly Harney. Attended by Michelle Blanck, Holly Sandefer and Sheryl Martinson.
- February:
 - February 12, “Balance and Pathways to the Brain – Part 1”, Kathy O’Neil presenter
- March:
 - March 7, “Balance and Pathways to the Brain – Part 2”, Kathy O’Neil presenter

Additional training for Holly Sandefer:

- February 24, 2016 “Teaching Through the Creative Mindset” webinar-Susan Riley, instructor
- March 17, 2016 “How to Easily Implement Guided Math in 7 Days” - Anna with Simply Skilled in Second
- “Get Your Kids to Listen” webinar

With 2 new, first year, classroom teachers and a new school Director coming on board, Diane Blanchette made a recommendation to the school board to hire Kathy O’Neil as a Teacher Mentor starting in August of 2015. Kathy O’Neil is a local, retired teacher that has numerous years of experience in teaching in a multi-grade setting and has a teaching

license in both elementary education and special education. Ms. O'Neil is also certified as a trainer.

Kathy O'Neil worked closely with the teachers in and out of the classroom. Areas covered included: Teaching strategies in a multi-grade classroom: planning and direct instruction, and included informal observation and some co-teaching in the classrooms. Ms. O'Neil was also available as a resource for the new school Director. Ms. O'Neil presented "Balance and Pathways to the Brain" to the school staff for continuing education credits.



Math Theory and Instruction Strategies by Dr. Susan Cutler, Educational Psychologist

11 days were added to the 2016-2017 school calendar for professional development. The focus of professional development varies annually and is usually determined in October once student assessments have been completed. Professional development activities can be determined from student, staff, or school needs.

Community Education Staff

Sheryl Martinson ~
Saplings Lead Teacher
Summer Saplings Teacher
(Positions varies from year to year)

Status: Sheryl Martinson is a returning staff member hired in 2005.

Ms. Martinson worked in the Saplings room for the first half of the year, and then moved the 2/5 classroom as a paraprofessional for the second half of the school year.



Sara Silence ~
Community Education Coordinator
Saplings Teacher
Summer Saplings
Campsite Kids
Birch Buddies
(Positions vary from year to year)

Status: Sara Silence is a returning staff member hired in 2014.

Sara was the Saplings Teacher for the second half of the school year 2015-2016 after finishing her student teaching hours, to complete her teaching degree. Sara was the Community Education Coordinator for the entire year.



Jessica Klemmer ~
Saplings Teacher
Summer Saplings
Campsite Kids
Birch Buddies

(Positions vary from year to year)

Status: Jessica Klemmer is a returning staff member hired in 2012.

Jessica worked part-time throughout the year and worked occasionally in the summer programs and Saplings program. She welcomed a new addition to her family during the beginning of the school year!



Joe Kreider ~
Campsite Kids
Summer Saplings

Status: New hire in 2015.

Joe was hired at the end of the summer to work in the Campsite Kids and Summer Saplings programs. At the start of the school year, he moved into a paraprofessional position.



Adrienne Brown ~
Campsite Kids
Summer Saplings

Status: New hire in 2015.

Adrienne was hired at the end of the summer to work in the Campsite Kids and Summer Saplings programs. At the start of the school year, she moved into a paraprofessional position.



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
2013-2014	6.94	5.61	4.0	.98	2.0	0
2014-2015	4.73	5.0	3.13	3.33	.58	2.21
2015-2016	7.01	4.78	6.81	4.78	2	1
2016-2017 Estimate	4	8	5	6	3	2

Race/Ethnicity

	15-16	14-15	13-14	12-13	11-12	10-11
American Indian or Alaskan Native	0%	4.5%	4.5%	3%	3%	3%
Asian or Pacific Islander	4.3%	4.5%	0%	0%	0%	0%
Hispanic	4.3%	0%	0%	6%	0%	0%
Black, not of Hispanic Origin	0%	4.5%	22.7%	20.6%	0%	0%
White, not of Hispanic Origin	91.3%	86.4%	72.7%	68.9%	97%	97%

Free and Reduced for 2015-2016

52.2%

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 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 AND SCHOOL PERFORMANCE

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 an Academic Goal 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

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

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.

4. 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! The 2/5 students set up and tear down for this event. 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!

The nature trail was completed in September 2009 and runs throughout the land behind the building. 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. 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 three times yearly for all 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.

9. Tanzen (German for “Dance”)

Half of each classroom attends at a time. Tanzen starts with stretching and breathing, some of the elements of yoga, and escalates to high energy movement, usually to music. Tanzen ends with stretching, breathing and relaxing and bringing the energy level down so that students can return to the classroom and ready to focus on learning. When this 30 minute program ends, the remaining half of the classroom then partakes in the Tanzen program. Not only do students benefit from the program itself, but students that are in the classroom during this program, benefit from more focused academic time with the teacher with a lower student to teacher ratio.

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. Hundreds of volunteer hours are contributed to our fund raising events alone. It was through this community’s commitment and determination that Birch Grove Community School came to exist. The commitment and determination continues.



The Tofte Fire and Rescue team volunteers their time every year to talk with the students about fire safety. Everyone always gets to try the fire hose, check out the fire truck, and all of the gear. Thank you Tofte Fire and Rescue!



Academic Performance

Birch Grove Accountability and Results

It is important to note that setting academic goals for Birch Grove Community School (BGCS) is incredibly challenging. There has been much dialog between the Minnesota Department of Education, our school authorizer VOA, and BGCS. Goals that work for other schools (usually using MCA scores) do not work for a school of this size. MCA scores cannot be made public unless there are 10 or more students tested. Low numbers of students tested can greatly vary scores from year to year (MCA's or NWEA).

Academic Goals:

The percentage of all students enrolled October 1 in grades K-5 at Birch Grove Community School who take the NWEA, Measure of Academic Progress (MAP) in reading in the spring will increase their RIT growth from 68.5% in 2015 to 71.5% in 2016. (Increase of 3 percentage points)

Birch Grove Community School did not meet this goal as 33% of students met or exceeded their growth goal in reading.

The percentage of all students enrolled October 1 in grades K-5 at Birch Grove Community School who take the NWEA, Measure of Academic Progress (MAP) in math in the spring will increase their RIT growth from 84.3% in 2015 to 85.8% in 2016. (Increase of 1.5 percentage points)

Birch Grove Community School did not meet this goal as 33% of students met or exceeded their growth goal in math.

Birch Grove Community School uses NWEA (MAP) testing for kindergarten through fifth grade students for Reading and Math. Students were tested in the fall, winter and spring of 2015-2016.

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 and data as a tool to determine how to increase student achievement.

It is this writer's opinion, (Diane Blanchette) that there may have been several factors that contributed to such a significant decrease in achievement scores from the previous years.

- There was significant school staff turnover in both the educational staff and administration
- Teaching in a multi-grade class can be very challenging for experienced teachers, it can be more so for first year teacher(s)
- New technology was used in testing – students tested year end on iPad for NWEA and for the MCA's
- Multiple students qualified for Special Education services at year end after testing was completed (therefore no testing accommodations were made available to those students that may have needed it, nor did the students receive services during the school year)

MCA results:

Because there were less than 10 students tested, the Minnesota Department of Education does not report this data publicly 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.

Birch Grove Community School has not been able to use MCA scores for a few years now, thus for academic accountability, the school uses its NWEA scores. **It is also important to note that 3rd-5th grade take the MCA tests. BGCS includes the entire school, K-5th grade, for NWEA school academic accountability.**

In 2016, Birch Grove Community School was recognized as a “High Quality Charter School” by the Minnesota Department of Education (MDE). MDE calculated the previous 3 years of MCA scores to determine this recognition. This was the second year in a row the BGCS achieved this status.

Historically, BGCS has been stronger in Reading than in Math. It is believed that we are stronger in reading due, in part, 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 challenge students that are above the norms. Early Intervention funds from the state have also allowed us to target Kindergarteners in need.

SCHOOL CLIMATE

Birch Grove Community School will create strong school - community connections.

<u>Indicator</u>	4	3	2	1
Average number of community members attending “Community Lunch”	Greater than or Equal to 50	40 to 49 X	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 X	5 to 9	Less than 5

<u>Indicator</u>	4	3	2	1
Annual average number of hours community members volunteer for fundraising events	Greater than 600 hours X	400-600 hours	200-400 hours	Less than 200 hours



“Elfis and the Sleigh Riders”

The annual winter musical is well attended by the community.

K-5th Grade Student Surveys:

There are 15 survey questions and a section where student rate their learning in areas by marking, “I learned a lot”, I learned a little”, I did not learn anything”.

Reading:

82% I learned a lot

19% I learned a little

0% I did not learn anything

Math:

82% I learned a lot

19% I learned a little

0% I did not learn anything

Are you learning a lot in school?

88% Yes

0% No

12% I don’t know



Do you think school is fun?

88% Yes

8% No

4% I don't know

Do you feel comfortable in school?

75% Yes

21% No

4% I don't know

Do the students in school help and respect each other?

50% Yes

7% No

43% I don't know

Do you talk to your parents about school?

68% Yes

28% No

4% I don't know

Do your teachers expect you to do well in school?

92% Yes

0% No

8% I don't know

Staff Surveys:

Staff participated in an on-line survey of 51 questions. 6 surveys were completed.

I understand and support the mission and vision of our school.

Strongly Agree 33.33%

Agree 66.67%

Neither Agree or Disagree 0%

Disagree 0%

Strongly Disagree 0%

N/A 0%

My school uses quality assessment measures.

Strongly Agree 33.33%

Agree 66.67%

Neither Agree or Disagree 0%

Disagree 0%
Strongly Disagree 0%
N/A 0%

The school atmosphere is conducive to learning.

Strongly Agree 16.67%
Agree 83.33%
Neither Agree or Disagree 0%
Disagree 0%
Strongly Disagree 0%
N/A 0%

My salary is adequate.

Strongly Agree 0%
Agree 33.33%
Neither Agree or Disagree 16.67%
Disagree 33.33%
Strongly Disagree 16.67%
N/A 0%

I believe the community is supportive of our school.

Strongly Agree 0%
Agree 33.33%
Neither Agree or Disagree 16.67%
Disagree 33.33%
Strongly Disagree 16.67%
N/A 0%

I believe the school board is supportive of our school.

Strongly Agree 33.33%
Agree 66.67%
Neither Agree or Disagree 0%
Disagree 0%
Strongly Disagree 0%
N/A 0%

Parent Surveys:

Current Director was unable to find evidence that a parent survey was conducted.

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 2015 completed audit can be found at www.birchgroveschool.com.
 The audit was approved at the December board meeting in 2015.

FY 2016 completed audit will be posted at www.birchgroveschool.com
 after the school board approves it at the December 2016 board meeting.

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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, 2015

	General Fund	Community Service	Other Governmental Fund	Totals
<u>Revenues</u>				
Revenues from Local Sources	\$ 34,839	\$ 58,831	\$ 250	\$ 93,920
Revenues from State Sources	261,273	-	97	261,370
Revenues from Federal Sources	23,950	-	748	24,698
Sales and Other Conversions of Assets	18,163	527	4,081	22,771
Investment Earnings	192	-	-	192
Total Revenues	338,417	59,358	5,176	402,951
<u>Expenditures</u>				
District and School Administration	54,214	-	-	54,214
District Support Services	46,304	-	-	46,304
Regular Instruction	111,465	-	-	111,465
Special Education Instruction	81,786	-	-	81,786
Community Education and Services	-	59,931	-	59,931
Instructional Support Services	6,055	-	-	6,055
Pupil Support Services	38,304	-	9,985	48,289
Site, Buildings, and Equipment	39,396	-	-	39,396
Fiscal and Other Fixed Costs	10,290	-	-	10,290
Total Expenditures	387,814	59,931	9,985	457,730
<u>Excess of Revenues Over (Under) Expenditures</u>	(49,397)	(573)	(4,809)	(54,779)
<u>Other Financing Sources (Uses)</u>				
Proceeds from the Sale of Capital Assets	43,500	-	-	43,500
<u>Excess of Revenues and Other Financing Sources Over (Under) Expenditures and Other Financing Uses</u>	(5,897)	(573)	(4,809)	(11,279)
<u>Fund Balances, Beginning of Year</u>	17,318	1,263	528	19,109
<u>Fund Balances, End of Year</u>	\$ 11,421	\$ 690	\$ (4,281)	\$ 7,830

Expenditures for the 2016 year end totaled \$511,861

A majority of BGCS expenditures were dedicated to the direct support of students: \$109,928 for regular instruction, \$126,471 for special education instruction, and instructional support services, \$9,321. District and School Administration costs decreased 11% from the previous year at \$48,197, while District Support Services increased 9.7% at a cost of \$50,810. The two other major expenditure categories: Transportation \$37,091 and Operations and Maintenance (Building) \$38,945.

Revenue for the 2016 year end totaled: \$556,635

The majority of revenues were received from state sources with a total increase of 37.44% from the previous year. Within the state sources, General Ed aid increased \$46,198 due to increased enrollment and special education revenue was \$119,677. The main increase in local revenue was financial support from the 3 townships of Tofte, Schroeder and Lutsen totaling \$50,000.

An increase in enrollment and the support from the townships helped to increase the schools total fund balance to \$52,603 at the 2016 year end.

Enrollment at the beginning of the 2016-2017 indicates that there is another increase in enrollment, although slight. The Saplings program (ages 3-5) currently has 18 children enrolled, and while it is understood that not all children will attend BGCS, it does give the school a base for projections. A previous 5 year enrollment projection, included in the most recent charter school contract, was virtually right on target.

While it is believed that the 3 townships intend to continue to support the school, it has yet to be determined **how** and in **what form** that support will be given. The school continues to work with the town board members of the West End of Cook County.

The school board and administration recognizes the need to increase the fund balance. As such, the following measures will be taken:

1. Expenditures and revenues 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 16-17 year.

3. The school board and administration will continue to work closely with the 3 town boards to identify ways in which support can be given and received

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, usually meets monthly one half hour prior to most board meeting and reviews reports such as accounts payable, the check register, expenditures and revenues, and a cash flow report. 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 following documents include: 15-16 Balance Sheet, Revenue Summary Report and Expenditure Summary Report.

DISTRICT NBR-TYPE: 4145-07 ESVRGN 0
DISTRICT NAME: BIRCH GROVE COMMUNITY SCHOOL
DATA YEAR 15-16

MINNESOTA DEPARTMENT OF EDUCATION
BALANCE SHEET -- AUDITED DATA AS OF 10/25/16 RUN 10/25/16 PAGE 1
GNL03541450716

	GENERAL FUND	FOOD SERVICE FUND	COMMUNITY SERVICE FUND	OPERATING FUNDS TOTAL	TOTAL ALL FUNDS
ASSETS					
CASH/PETTY CSH/C.W.F.A.	17,132.46	30.86	5,086.85	22,250.17 *	22,250.17
INVESTMENTS	2,532.21			2,532.21 *	2,532.21
CUR.PROP.TAX REC'BLE				*	
DELINQ.PROP.TAX.REC.				*	
ACCOUNTS RECEIVABLE				*	
DUE FROM OTHER FUNDS				*	
DUE FR OTHER MN DIST				*	
DUE FROM MDE	49,056.60			49,056.60 *	49,056.60
DUE FROM OTHR GOV UNITS				*	
INVENTORIES				*	
PREPAID EXP/OTHR ASSETS	7,362.25		508.00	7,870.25 *	7,870.25
TOTAL ASSETS	76,083.52	30.86	5,594.85	81,709.23 *	81,709.23
LIABILITIES					
SALARIES PAYABLE	15,116.26		1,769.22	16,885.48 *	16,885.48
OUT.CI'S/OR NOT PD/RVRP				*	
DUE TO OTHER FUNDS				*	
CURRENT PAYABLES	3,879.44			3,879.44 *	3,879.44
DUE TO OTHER MN DIST				*	
DUE TO OTHER GOV'T				*	
PROP TAX SHIFT ADJ				*	
ADV UNEARNED GEN ED				*	
PAYROLL DEDUCTIONS	7,510.56		830.30	8,340.86 *	8,340.86
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	26,506.26		2,599.52	29,105.78 *	29,105.78
FUND BALANCE					
RST/RVD STAFF DEV				*	
RST/RVD DEFER 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	42,215.01			42,215.01 *	42,215.01
RST/RVD CERTN TEACHER				*	
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 GIFTED/TALEN				*	
RST/RVD TEACHR DEVEL				*	
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	7,362.25		508.00	7,870.25 *	7,870.25
COMMITTED FUND BALAN				*	
ASSIGNED FUND BALANC				*	
UNASSIGNED NON-GENL				*	
RESTRICTED FUND BALA		30.86	2,487.33	2,518.19 *	2,518.19
RESTRICTED LTFM				*	
TOTAL FUND BALANCE	49,577.26	30.86	2,995.33	52,603.45 *	52,603.45
TOTAL LIABILITIES&FB	76,083.52	30.86	5,594.85	81,709.23 *	81,709.23

DISTRICT NBR-TYPE: 4145-07 ESVRCN 0 MINNESOTA DEPARTMENT OF EDUCATION GNL03541450716
DISTRICT NAME: BIRCH GROVE COMMUNITY SCHOOL BALANCE SHEET -- AUDITED DATA AS OF 10/25/16 RUN 10/25/16 PAGE 2
DATA YEAR 15-16 BLDG CONSTR FUND DEBT SERVICE FUND TRUST FUND AGENCY FUND INTERNAL SERVICE FUND

ASSETS

CASH/PETTY CSH/C.W.F.A.
INVESTMENTS
CUR.PROP.TAX REC'BLE
DELINQ.PROP.TAX.REC.
ACCOUNTS RECEIVABLE
DUE FROM OTHER FUNDS
DUE FR OTHER MN DIST
DUE FROM MDE
DUE FROM OTHR GOV UNITS
INVENTORIES
PREPAID EXP/OTHR ASSETS
TOTAL ASSETS

LIABILITIES

SALARIES PAYABLE
OUT.CI'S/OR NOT PD/RVRP
DUE TO OTHER FUNDS
CURRENT PAYABLES
DUE TO OTHER MN DIST
DUE TO OTHER GOV'T
PROP TAX SHIFT ADJ
ADV UNEARNED GEN ED
PAYROLL DEDUCTIONS
CHARTER 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

FUND BALANCE

RST/RVD STAFF DEV
RST/RVD DEFER 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
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 GIFTED/TALEN
RST/RVD TEACHR DEVEL
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
COMMITTED FUND BALAN
ASSIGNED FUND BALANC
UNASSIGNED NON-GENL
RESTRICTED FUND BALA
RESTRICTED LTFM
TOTAL FUND BALANCE
TOTAL LIABILITIES&FB

DISTRICT NBR-TYPE: 4145-07 ESVRGN 0
 DISTRICT NAME: BIRCH GROVE COMMUNITY SCHOOL
 DATA YEAR 15-16

MINNESOTA DEPARTMENT OF EDUCATION
 BALANCE SHEET -- AUDITED DATA AS OF 10/25/16
 OPEB REV TRUST FUND OPEB IRREV TRUST FUND OPEB DEBT SERV FUND
 NON-OPERATING FUNDS TOTAL

GNL03541450716
 RUN 10/25/16 PAGE 3
 TOTAL ALL FUNDS

ASSETS

CASH/PETTY CSH/C.W.F.A.	22,250.17
INVESTMENTS	2,532.21
CUR.PROP.TAX REC'BLE	
DELINQ.PROP.TAX.REC.	
ACCOUNTS RECEIVABLE	
DUE FROM OTHER FUNDS	
DUE FR OTHER MN DIST	
DUE FROM MDE	49,056.60
DUE FROM OTHR GOV UNITS	
INVENTORIES	
PREPAID EXP/OTHR ASSETS	7,870.25
TOTAL ASSETS	81,709.23

LIABILITIES

SALARIES PAYABLE	16,885.48
OUT.CI'S/OR NOT PD/RVRP	
DUE TO OTHER FUNDS	
CURRENT PAYABLES	3,879.44
DUE TO OTHER MN DIST	
DUE TO OTHER GOV'T	
PROP TAX SHIFT ADJ	
ADV UNEARNED GEN ED	
PAYROLL DEDUCTIONS	8,340.86
CHARTER 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	29,105.78

FUND BALANCE

RST/RVD STAFF DEV	
RST/RVD DEFER 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	42,215.01
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.P.E.	
RST/RVD AREA LEARN C	
RST/RVD CONTR ALT PR	
RST/RVD ST ALT PROG	
RST/RVD GIFTED/TALEN	
RST/RVD TEACHR DEVEL	
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	7,870.25
COMMITTED FUND BALAN	
ASSIGNED FUND BALANC	
UNASSIGNED NON-GENL	
RESTRICTED FUND BALA	2,518.19
RESTRICTED LTFM	
TOTAL FUND BALANCE	52,603.45
TOTAL LIABILITIES&FB	81,709.23

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

MINNESOTA DEPARTMENT OF EDUCATION
REVENUE SUMMARY REPORT

FNA02041450716
RUN DATE 10/25/16
DATA AS OF 10/25/16

DATA YEAR 15-16	GENERAL FUND	FOOD SERVICE FUND	COMMUNITY SERVICE FUND	OPERATING FUNDS TOTAL	TOTAL ALL FUNDS
REVENUE SOURCE					
001-020 LOCAL TAXES				*	
021-099 OTHER LOCAL	78,020.85	841.36	56,244.80	135,107.01 *	135,107.01
200-299 GENERAL STATE AID	208,498.29			208,498.29 *	208,498.29
300-371 STATE SUPPORT PRG	150,729.23			150,729.23 *	150,729.23
381-499 FEDERAL THRU SDE	5,487.65			5,487.65 *	5,487.65
500-599 FEDERAL DIRECT	18,268.00			18,268.00 *	18,268.00
601-622 SALES&CONVERSION	23,504.03	5,565.35	1,145.76	30,215.14 *	30,215.14
625-629 INS REC & OTHER				*	
TOTAL REVENUES	484,508.05	6,406.71	57,390.56	548,305.32 *	548,305.32

OTHER FINANCING SOURCES					
623-624 PROP/EQUIP. SALES	1,130.00			1,130.00 *	1,130.00
631-639 BONDS AND LOANS				*	
640-651 TRANSFERS		7,200.00		7,200.00 *	7,200.00
TOT.OTHER FINANCE	1,130.00	7,200.00		8,330.00 *	8,330.00
DESIGNATED REV				*	
UNDESIGNATED REV	485,638.05	13,606.71	57,390.56	556,635.32 *	556,635.32

	BLDG CONSTR FUND	DEBT SERVICE FUND	TRUST FUND	AGENCY FUND	INTERNAL SERVICE FUND	
REVENUE SOURCE						
001-020 LOCAL TAXES					*	
021-099 OTHER LOCAL					*	135,107.01
200-299 GENERAL STATE AID					*	208,498.29
300-371 STATE SUPPORT PRG					*	150,729.23
381-499 FEDERAL THRU SDE					*	5,487.65
500-599 FEDERAL DIRECT					*	18,268.00
601-622 SALES&CONVERSION					*	30,215.14
625-629 INS REC & OTHER					*	
TOTAL REVENUE					*	548,305.32

OTHER FINANCING SOURCES			
623-624 PROP/EQUIP. SALES			* 1,130.00
631-639 BONDS AND LOANS			* 7,200.00
640-651 TRANSFERS			* 8,330.00
TOT.OTHER FINANCE			* 8,330.00
DESIGNATED REV.			*
UNDESIGNATED REV.			* 556,635.32

	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				*	135,107.01
200-299 GENERAL STATE AID				*	208,498.29
300-371 STATE SUPPORT PRG				*	150,729.23
381-499 FEDERAL THRU SDE				*	5,487.65
500-599 FEDERAL DIRECT				*	18,268.00
601-622 SALES&CONVERSION				*	30,215.14
625-629 INS REC & OTHER				*	
TOTAL REVENUE				*	548,305.32

OTHER FINANCING SOURCES			
623-624 PROP/EQUIP. SALES			* 1,130.00
631-639 BONDS AND LOANS			*

640-651 TRANSFERS	*	7,200.00
TOT.OTHER FINANCE	*	8,330.00
DESIGNATED REV.	*	
UNDESIGNATED REV.	*	556,635.32

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

MINNESOTA DEPARTMENT OF EDUCATION
EXPENDITURE SUMMARY REPORT

FNA03041450716
RUN 10/25/16 PAGE 1
DATA AS OF 10/25/16

DATA YEAR 15-16	GENERAL FUND	FOOD SERVICE FUND	COMMUNITY SERVICE FUND	OPERATING FUNDS TOTAL	TOTAL ALL FUNDS
<u>EXPENDITURE DIMENSION</u>					
<u>ORGANIZATION</u>					
00 DISTRICTWIDE	191,610.20	9,294.64	55,085.20	255,990.04 *	255,990.04
10 ELEMENTARY SCHOOLS	255,871.35			255,871.35 *	255,871.35
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	447,481.55	9,294.64	55,085.20	511,861.39 *	511,861.39
<u>PROGRAM</u>					
000-099 DISTRICT&SCH.ADM.	48,197.17			48,197.17 *	48,197.17
100-199 DISTRICT SUPP SRV	50,810.08			50,810.08 *	50,810.08
200-299 REGULAR INSTRUCT.	109,839.86			109,839.86 *	109,839.86
300-399 VOCATIONAL INSTR.				*	
400-499 SPEC. ED INSTR.	126,471.67			126,471.67 *	126,471.67
500-599 COMMUNITY EDUCATN			55,085.20	55,085.20 *	55,085.20
600-699 INSTRUCT. SUPP. SRV	19,260.37			19,260.37 *	19,260.37
700-799 PUPIL SUPPORT SRV	37,390.47	9,294.64		46,685.11 *	46,685.11
800-899 SITES-BLDG, EQUIP.	38,945.00			38,945.00 *	38,945.00
900-999 FISCAL AND OTHER	16,566.93			16,566.93 *	16,566.93
TOTAL	447,481.55	9,294.64	55,085.20	511,861.39 *	511,861.39
<u>OBJECT</u>					
100-199 SALARY AND WAGES	216,583.89	4,877.50	41,922.90	263,384.29 *	263,384.29
200-299 EMPLOYER BENEFITS	35,010.26	738.97	6,351.34	42,100.57 *	42,100.57
300-399 PURCHASED SERVICE	161,821.56		6,462.98	168,284.54 *	168,284.54
400-499 SUPPLIES&MATERIAL	9,141.49	3,678.17	347.98	13,167.64 *	13,167.64
500-588 CAPITAL EXPENDIT.	9,938.40			9,938.40 *	9,938.40
590-599 OTHER CAPITAL EXP				*	
700-799 DEBT SERVICE	855.95			855.95 *	855.95
800-899 OTHER EXPENSE	6,930.00			6,930.00 *	6,930.00
TOTAL	440,281.55	9,294.64	55,085.20	504,661.39 *	504,661.39
<u>OTHER FINANCING USES</u>					
589 LEASE TRANSACTION				*	
900-999 TRANSFERS&BOND REF	7,200.00			7,200.00 *	7,200.00
TOTAL OTHER FIN. USES	7,200.00			7,200.00 *	7,200.00
<u>DESIGNATED EXPENDITURES</u>					
UNDESIGNATED EXPENDITURES	447,481.55	9,294.64	55,085.20	511,861.39 *	511,861.39
TOTAL	447,481.55	9,294.64	55,085.20	511,861.39 *	511,861.39

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

MINNESOTA DEPARTMENT OF EDUCATION
EXPENDITURE SUMMARY REPORT

FNA03041450716
RUN 10/25/16 PAGE 2
DATA AS OF 10/25/16

DATA YEAR 15-16	BLDG CONSTR FUND	DEBT SERVICE FUND	TRUST FUND	AGENCY FUND	INTERNAL SERVICE FUND
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EXPENDITURE DIMENSION

ORGANIZATION

00	DISTRICTWIDE				*
10	ELEMENTARY SCHOOLS				*
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				*

PROGRAM

000-099	DISTRICT&SCH.ADM.				*
100-199	DISTRICT SUPP SRV				*
200-299	REGULAR INSTRUCT.				*
300-399	VOCATIONAL INSTR.				*
400-499	SPEC. ED INSTR.				*
500-599	COMMUNITY EDUCATN				*
600-699	INSTRUCT.SUPP.SRV				*
700-799	PUPIL SUPPORT SRV				*
800-899	SITES-BLDG,EQUIP.				*
900-999	FISCAL AND OTHER				*
	TOTAL				*

OBJECT

100-199	SALARY AND WAGES				*
200-299	EMPLOYEE BENEFITS				*
300-399	PURCHASED SERVICE				*
400-499	SUPPLIES&MATERIAL				*
500-588	CAPITAL EXPENDIT.				*
590-599	OTHER CAPITAL EXP				*
700-799	DEBT SERVICE				*
800-899	OTHER EXPENSE				*
	TOTAL				*

OTHER FINANCING USES

589	LEASE TRANSACTION				*
900-999	TRANSFRS&BOND REF				*
	TOTAL OTHER FIN. USES				*

DESIGNATED EXPENDITURES					*
UNDESIGNATED EXPENDITURES					*
TOTAL					*

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

MINNESOTA DEPARTMENT OF EDUCATION
EXPENDITURE SUMMARY REPORT

FNA03041450716
RUN 10/25/16 PAGE 3
DATA AS OF 10/25/16

DATA YEAR 15-16	OPEB REV TRUST FUND	OPEB IRREV TRUST FUND	OPEB DEBT SERV FUND	NON-OPERATING FUNDS TOTAL	TOTAL ALL FUNDS
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EXPENDITURE DIMENSION

ORGANIZATION

00 DISTRICTWIDE	*	255,990.04
10 ELEMENTARY SCHOOLS	*	255,871.35
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	*	511,861.39

PROGRAM

000-099 DISTRICT&SCH.ADM.	*	48,197.17
100-199 DISTRICT SUPP SRV	*	50,810.08
200-299 REGULAR INSTRUCT.	*	109,839.86
300-399 VOCATIONAL INSTR.	*	
400-499 SPEC. ED INSTR.	*	126,471.67
500-599 COMMUNITY EDUCATN	*	55,085.20
600-699 INSTRUCT.SUPP.SRV	*	19,260.37
700-799 PUPIL SUPPORT SRV	*	46,685.11
800-899 SITES-BLDG,EQUIP.	*	38,945.00
900-999 FISCAL AND OTHER	*	16,566.93
TOTAL	*	511,861.39

OBJECT

100-199 SALARY AND WAGES	*	263,384.29
200-299 EMPLOYEE BENEFITS	*	42,100.57
300-399 PURCHASED SERVICE	*	168,284.54
400-499 SUPPLIES&MATERIAL	*	13,167.64
500-588 CAPITAL EXPENDIT.	*	9,938.40
590-599 OTHER CAPITAL EXP	*	
700-799 DEBT SERVICE	*	855.95
800-899 OTHER EXPENSE	*	6,930.00
TOTAL	*	504,661.39

OTHER FINANCING USES

589 LEASE TRANSACTION	*	
900-999 TRANSFRS&BOND REF	*	7,200.00
TOTAL OTHER FIN. USES	*	7,200.00

DESIGNATED EXPENDITURES	*	
UNDESIGNATED EXPENDITURES	*	511,861.39
TOTAL	*	511,861.39

2016-2017 Budget

Birch Grove Community School 2016-2017

Fund 1	Annual Budget
Board Of Education	18,870.00
Office Of The Supt	37,395.00
Tech	1,000.00
Bus Support Svcs	52,851.00
Ed - Elementary Gen	98,902.00
Title II, Part A Teach/Prin	19,770.00
Speech/Language Impa	17,000.00
Specific Learn Disab	110,502.00
Special Ed - Gen.	14,700.00
Early Intervening Services	500.00
Media	500.00
Instruct Technology	3,722.00
Staff Develop	6,425.00
Health Services	900.00
Pupil Transportation	31,040.00
Operations & Maint.	3,700.00
Capital Facilities	47,586.00
Insurances	9,500.00
Transfers	2,500.00
Total Expenses	477,363.00
Interest Earnings	(200.00)
Township Support	(60,000.00)
Gifts And Bequests	(15,000.00)
Erate Reimbursement	(2,500.00)
Misc Local Revenue	(1,300.00)
Endow Fund Apportion	(680.00)
General Education Aid	(221,527.00)
Literacy Incentive Aid	(1,500.00)
State Aids & Grants	(35,478.00)
Spec Education Aid	(114,751.00)
Federal Aids & Grant	(17,200.00)
Direct Fed Aid&Grant	(18,156.00)
Fundraising Expense	3,200.00
Sale Mat-Rev Producing Act	(24,000.00)
Total Revenue	(509,092.00)
Fund 2	
Food Services	10,179.00
Total Expenses	9,105.00
Gifts And Bequests	(500.00)
Food Sales To Pupils	(4,500.00)
Food Sales To Adults	(1,400.00)
Perm Interfd Transf	(2,500.00)
Total Revenue	(8,900.00)

Fund 4

Pre School Svcs	55,959.00
Lease	7,526.00
Total Expenses	63,485.00

Fees From Patrons	(41,800.00)
Rent	(250.00)
County Support	(15,000.00)
Township Support	(3,000.00)
Gifts And Bequests	(1,500.00)
Fundraising Expense	1,400.00
Sale Mat-Rev Producing Act	(2,600.00)
Total Revenue	(62,750.00)

Internal Controls

Billing/Accounts Receivable/Cash Receipts

The school director opens the general mail and receives payments (ex. hot lunch and Sapling fees) in the school office. Payments are kept in a locked drawer until deposits are made. All billing/invoices are prepared by the school director.

Deposits: Deposits of fees, grants, donations, etc. are made by the school director. Deposits are recorded separately for each fund. The dated bank deposit slip, copies of checks and bank receipt for deposits are attached to a deposit information sheet with corresponding UFARS codes. This deposit information is filed each time a deposit is made. The deposit sheet is emailed to Region III who processes the information. Both Region III and the school director confirm the deposit by review of bank statements. Region III records the information.

Donations – usually include a thank you note that is dated and includes the amount of the donation or a pre-numbered receipt is used. Donations are approved at the board level. Donations are included in the deposit process with the corresponding UFARS code.

Sapling program fees – invoices are usually issued for fees every two weeks. Payments received in cash or check is recorded in a pre-numbered receipt book. One copy of the pre-numbered receipt remains in the book and the other is given as a receipt. All transactions are recorded in the Saplings Preschool Book. Sapling fees are included in the deposit process with the corresponding UFARS code.

Lunch fees – lunch fees are pre-paid as well as invoiced (in the event that a student account is in the negative). Payments of over \$25 typically receive a pre-numbered receipt. All transactions are recorded in the Hot Lunch Book. Hot lunch fees are included in the deposit process with the corresponding UFARS code.

Electronic deposits are recorded on bank statements and can be reviewed by the school director on the bank website. Monthly bank statements are reviewed by the school director and are sent to Region.

Region sends a monthly reconciliation sheet to the school director to review and reconcile as necessary.

Expenses/Accounts Payable/Cash Disbursements

All budgets are approved by the Board of Directors. All up-dated budgets are approved as well and recorded in the meeting minutes, sent to Region and to the school authorizer (VOA).

The Finance Committee meets 30 minutes prior to each school board meeting. The Finance Committee reviews financial reports and is able to make recommendations to the school board.

Telephone transfers or withdrawals are not permitted without prior board approval.

School board members signatures are printed on checks kept at Region III.

Checks are not issued at BGCS office. Any voided checks are kept on file.

Request for purchase: Staff request purchases and the director determines if the request is appropriate within the approved budget. If appropriate, the order is placed. Upon receiving the order, the school staff/director receives and accepts or declines the order. When the invoice is received, pricing is checked, a purchase order is prepared with information (vendor name, UFAR code, price, etc) and a receipt for the item is attached. Purchase orders are presented at each board meeting. A board member reviews the purchase orders, asks questions, speaks to the board and signs if purchase orders are acceptable. A motion by the board to accept purchase orders is on each agenda. Approved orders are sent electronically to Region III. Region III reviews orders and makes checks payable to the vendors and sends them directly to the vendor (in some cases, checks are sent to BGCS, usually because additional information needs to be sent with payment). UFARS are entered by Region III. Check stubs are sent from Region III and the school director attaches stubs to purchase orders and are marked as paid. Purchase orders are recorded on a spread sheet and then filed according to vendor. Monthly bank statements sent to Region are used to reconcile the account. Once checks have been cashed, the purchase order is considered closed.

Purchase by debit card: The process for purchase by debit card is much the same. Purchases are pre-approved by the director according to the budget. Purchase order forms indicate that the purchase was made by debit card. Receipts are attached to the purchase order and are also approved at the board level with other purchases.

Payroll: Payroll is processed twice monthly, on the 1st and the 15th. Employees have payroll deposited directly to accounts. Amount of payable is determined by the approved budget. Salaried staff pay is determined by the budget and Offer Letters. Hourly employee pay is determined by the budget and Offer Letters.

Region issues an Excel template for processing payroll with appropriate coding. Salaried staff payroll amount is fixed on the template. Hourly staff hours need to be entered into the spreadsheet.

Hourly staff turns in a timecard on the 1st and the 15th of each month. Hourly timecards are reviewed and approved by the school director. The school director enters the approved hours on the template and sends it to Region III. Payroll information is sent for review by the director and returned to Region. Paycheck stubs are sent to each individual from Region. Region processes all PERA/TRA and sends the check stub to BGCS and it is put in a monthly payroll file.

All payroll reports are prepared by Region III.

INNOVATIVE PRACTICES AND 2015-2016 AWARDS

Birch Grove Community School received the following awards/recognition:

❖ “2016 High Quality Charter School”
Minnesota Department of Education

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.

The Enhancement program is unique in that it targets reading skills in not only students that need support, but in students that need additional challenges.

The Tanzen program promotes physical activity and also serves to reduce the teacher to student ratio in the classroom for a period of time.

The connection with the outdoors continues with snowshoeing, skiing and skating. The nature trails 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

- Community Lunch (monthly): 2/5 classroom sets up and tears down monthly for this event
- WTIP “School News”: 2/5 weekly radio spot where they present BGCS news and local weather
- Socktober: 2/5 organized a sock drive – donated to CHUM homeless shelter in Duluth
- Winter clothing/book/food drive: 2/5 organized drive and donated items to the CHUM homeless shelter in Duluth

- Valentines: 2/5 Made and delivered valentines to Senior Lunch and to seniors at the Grand Marais center
- Earth Day: All school – cleaned trash around the community center, bike train, forest service area
- Schroeder Town Hall: 2/5 Removed brush, cleaned up trash, pulled weeds, shoveled wood chips, planted greenery
- May Day Baskets: 2/5 Created, filled and delivered May Day baskets to the Tofte Forest Service



Above, Birch Grove is ready to tackle Earth day and clean up the grounds of the Community Center, the bike trail and Forest Service path.

Birch Grove also went to the Schroeder town Hall where students cleaned up brush, pulled weeds, shoveled wood chips and planted greenery.

BIRCH GROVE COMMUNITY SCHOOL

SERVICE LEARNING PLAN

I. PURPOSE: The purpose of this Plan is to provide organizational guidance and articulate expectations for service learning.

II. DEFINITION: Service learning is a method of teaching and learning that combines classroom instruction with meaningful community service. This form of learning emphasizes critical thinking and personal reflection while encouraging a heightened sense of community, civic engagement, and personal responsibility.

III. STATEMENT OF EXPECTATIONS:

- A. Birch Grove Community School will engage in meaningful service at a minimum of four community events per year (W.E. Connect Senior Lunch, Monthly Community Lunch, Silver Bay Veterans Home or North Shore Care Center, Environmental/Natural Stewardship Project, etc).
- B. Each classroom will engage in a minimum of one service-learning project annually.
- C. Each faculty member and student will engage in and promote the value of ongoing service to others; within the school, the family, to friends and community.
- D. The school will designate a board to exhibit examples of service to others.

IV. Guiding Principles in Service Learning

A. Mission: 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.

B. Vision: 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: 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.

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 Cook and Lake County. However, most parents that choose to send their young children to Birch Grove continue to enroll their children until they graduate in 5th grade.

Our school is located in an area that is tourist based and the cost of living is high. The lack of affordable housing for working families continues to affect the enrollment at Birch Grove Community School.

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 community has helped to support Birch Grove in the past, and their continued support is appreciated.

Student enrollment is directly tied to the schools financial status. Birch Grove Community School enjoyed an enrollment increase in 2015-2016 and it contributed to a healthier fund balance. Initial enrollment for the 16-17 year remained consistent with a slightly higher enrollment.

Township support also contributed to increasing the schools financial health. While it is believed that the townships intend to support the school again in the coming year, the school board continues to work with town board members to determine how this support can be given.

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 2016-2017 year.

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. (MCA data is to be used internally in most years.)

Increasing test scores is a continual process.

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

- Provide staff with individual support
- October 2016, the school Director recommended hiring a part-time reading and math teacher for the 2/5 classroom to reduce the grade span for core subjects

3. Increase Professional Development Opportunities

Birch Grove Community School has added 11 professional development days to the 16-17 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 reading.

Retain Kathy O'Neil, Teacher Mentor, to support staff in the multi-grade environment.

- ### *4. To continue to work with the town board members of Tofte, Lutsen and Schroeder to determine how townships may support Birch Grove Community School.*

Non-Profit Status

Business Record Details »

Minnesota Business Name

Birch Grove Community School**Business Type**

Nonprofit Corporation (Domestic)

MN Statute

317A

File Number

1038437-2

Home Jurisdiction

Minnesota

Filing Date

09/14/2004

Status

Active / In Good Standing

Renewal Due Date

12/31/2017

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(Optional) None provided

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