



# ***Schoolcraft Learning Community***

*An Expeditionary Learning<sup>TM</sup>*

*Public Charter School*

Annual Report  
**September 2007**



**Expeditionary Learning Schools  
Outward Bound**

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## **Introduction**

The original vision for Schoolcraft Learning Community was that enthusiasm and rigor are not incompatible and that students learn best in small group settings emphasizing individualized instruction, project orientation, and teamwork. It was also based on the belief that local environment, culture, and history provide a rich source of experiences, and that students should be encouraged to become significant contributors to their community. Reflecting on the school's successful completion of its seventh year, it is evident that much of that vision has been realized in this unique learning environment.

## **School Mission Statement**

Schoolcraft Learning Community exists to help develop individuals to be self-directed, lifelong learners who have the skills and knowledge to confidently and compassionately navigate in the world.

## **Sponsor Information**



The Minnesota Department of Education has been Schoolcraft's sponsor since its inception in 2000. The contract was renewed last year (2006). The involvement of MDE's Charter School Coordinator, Stephanie Olsen and other MDE staff members has been important in helping us develop into a successful learning environment for students.

## **Governance**

Schoolcraft continues its commitment to govern and lead with excellence by utilizing the Policy Governance© model for Board Governance. The school has now been through more than two year's cycles of monitoring monthly progress of policies and goals. The intention is to provide a clear framework for monitoring progress in meeting expectations for student achievement as established in the Results Policies. The system has been helpful in providing accountability and communication between the board and administration.

## **Board Members Transitions**

Community members/parents Jules Rubey, Tom Williams and Robert Saxton were elected to the board in April 2007. Mitch Hayle was re-elected to serve another term. Kris Kolar resigned her board position in April 2007. A non-teacher majority board waiver was requested and approved by MDE for the 2007-08 school year.

The board members elected Mitch Hayle to serve as Chair and Sara Breeze to serve as Board Records Officer.

## Board Members List

Name	Occupation	Other Affiliations	Term ends
Judy Bing 9500 Pond Rd NE Bemidji, MN 56601	SLC Teacher (4-5)		4/08
Sara Breeze (Board Records Officer) 8525 Waterview Crt NE Bemidji, MN 56601	SLC Teacher (6-8)		4/08
Francois Fouquerel 3360 Sunnyside Rd. NE Bemidji, MN	SLC Teacher (French)	Dean of French Voyageur Program Concordia Language Villages	4/08
Jules Rubey 525 25th Street NW Bemidji, MN 56601	Director of Program Services, REM North Star, Inc. Schoolcraft Parent	<ul style="list-style-type: none"> <li>Member of HUUF and on Religious Education Committee</li> <li>Member of Northwoods Coalition for Battered Women</li> <li>SLC Parent and Volunteer</li> </ul>	4/09
Mitch Hayle (Board Chair) 16166 Wilkey Loop Rd. NE Bemidji, MN	In-Home Family Support Counselor Upper Mississippi Mental Health Center Schoolcraft Parent		4/09
Robert Saxton 24675 County Rd. 9 Bemidji, MN 56601	EMT (part-time) Full-time Dad Schoolcraft Parent		4/09
Tom Williams 111 Lakewood Dr. NW Bemidji, MN 56601	Licensed Independent Clinical Social Worker – Upper Mississippi Mental Health Center		4/09

## Staff Information

“If schools want to enhance their organizational capacity to boost student learning, they should work on building a professional community that is characterized by shared purpose, collaborative activity, and collective responsibility among staff.” (Newmann & Wehlage, 1995)

Inherent in the Expeditionary Learning Outward Bound design is the emphasis on collaborative teaching and learning and creation of a strong school culture. Schoolcraft Learning Community staff members strive to provide this collaborative spirit.

The majority of academic teachers returned for the 2006-07 school year. Will Seykora, Music Instructor, left during the summer of 2005 to teach in the Walker School District. Emily Erickson was hired to fill his position. Terri Bentler, Receptionist left during the summer of 2005 for another position. Tracy Schoefelder was hired to fill that position. Heidi Lindseth (4/5) left in November to become a stay-at-home mom. She was replaced by Shanna Reiners. Sara Dreyer moved into a Special Education position in October 2006, and Nancy Prosser was hired at that time to work with the Title 1 program. Schoolcraft contracts for the following services: Special Education Director, Speech Pathologist, Occupational Therapist, and School Psychologist. Amanda Sherwood left in October to work as a substitute teacher in another district.

Teaching Staff				Other Staff		
Staff Member	Assignment	Folder #		Staff Member	Assignment	Folder #
Scott Anderson	Director	210953		Linda Blessing	Physical Ed	134430
Judith Bing	Grades 4-5	280974		Lisa Robinson	Arts Instruction	398506
Sara Breeze	Grades 6-7	232585		Frances Van Dorn	Orchestra	324186
Raschell Collyer	Special Ed	360766		Meghan Lien	Title I Instructor	
James Conway	Grades 6-7	257579		Francois Fouquerel	French	998793
Marilyn Delaney	Grades 6-7	380911		Emily Erickson	Music	431284
Amy Halland	Grade 1	428271		Rita Poulton	Business Manager	
Shanna Reiners	Grades 2-3	429632		Sue Liedl	Conflict Mgmt.	
Heidi Lindseth	Grades 4-5	407751		Michelle Olson	Special Ed Para	
Greg Moen	Grade 8	302179		Sara Dreyer	Title 1/Special Ed	
Melanie Nelson	Grade K-1	379056		Shar Paquette	Adm Coordinator	
Carla Patch	Grades K-1	243010		Paul Poulton	Tech Generalist	
Hilary Phukan	Grades 4-5	280972		Tracy Schoenfelder	Receptionist	
Jennifer Hendrickx	Special Ed Para	426729		Nancy Prosser	Title 1 Instructor	423012
Teresa Kane	Special Ed Para			Carol Weeks	Special Ed Para	
Amanda Sherwood	Special Ed Para	421424				



## Program Successes and Best Practices



### Engaging Expeditions

Each year, the learning expeditions have become more rich in integrating academic content from various disciplines. From concentration camps to underground railroads to rainforests to Voyageur camps, the expeditions engage the students in learning.

### Service Learning and Community Involvement

Members of the STAR team (Students Teaching Attitudes of Respect) conducted presentations at St. Philips, Horace May and Bemidji State University, teaching students from 5<sup>th</sup> grade to college students about communication and conflict management skills. Crews at each grade level have service learning embedded into their expeditions. For example, the

K/1 crews did a fundraiser for the Beltrami County Humane Society, and the 6-8 crews helped with tree planting for Concordia Language Villages.

### Small Class Sizes/Small Caring Community

Schoolcraft boasts class sizes of 18 or less at every grade level, which enhances student learning through lower student/teacher ratios and smaller learning environments. Our total student population is capped at 160, creating an environment where one could know every student's name. In addition, each student is encouraged to have at least one adult that they can confide in. In all past surveys, both staff and community based, our caring community atmosphere is referenced as one of our greatest strengths.

### Foreign Language and Conflict Management

Schoolcraft offers French and Conflict Management at every grade level, K-8. Schoolcraft Learning Community believes that early and continued language learning is very beneficial, and will continue to enhance our French program. Conflict management skills are some of the hardest skills any person must learn, and we believe that teaching these skills to all of our students in every grade level definitely helps prepare them to be good community members, both presently and in the future.

### 100<sup>th</sup> Graduate in May 2007

Schoolcraft Learning Community had the privilege of presenting an award to our 100<sup>th</sup> graduate in May 2007. This was an exciting landmark for our school, showing continuity and longevity of our program.

### **Special Education Inclusion**

We have a strong belief in the importance of inclusion of special needs students within the classroom environment. We provide additional support in the classroom whenever possible, with pull-out sessions only when warranted. This enhances the student's feeling of community within his/her class.

### **Wellness Policies**

We recognize that a student who feels safe and connected to their school and is properly nourished and healthy has a greater chance of attending school on a regular basis, performing better in the classroom, and becoming a functioning member of the school-community. The staff and board, therefore, considered how to address the new federally mandated wellness policy to best meet the needs of the students. Besides the requirements that are mandatory, the staff and Schoolcraft Wellness Council decided to try offering breakfast every morning to all students. It was also decided to schedule lunch periods following recess as this has been demonstrated to improve nutritional intake. The program changes have been positive and we will continue the breakfast program in 2007-08.



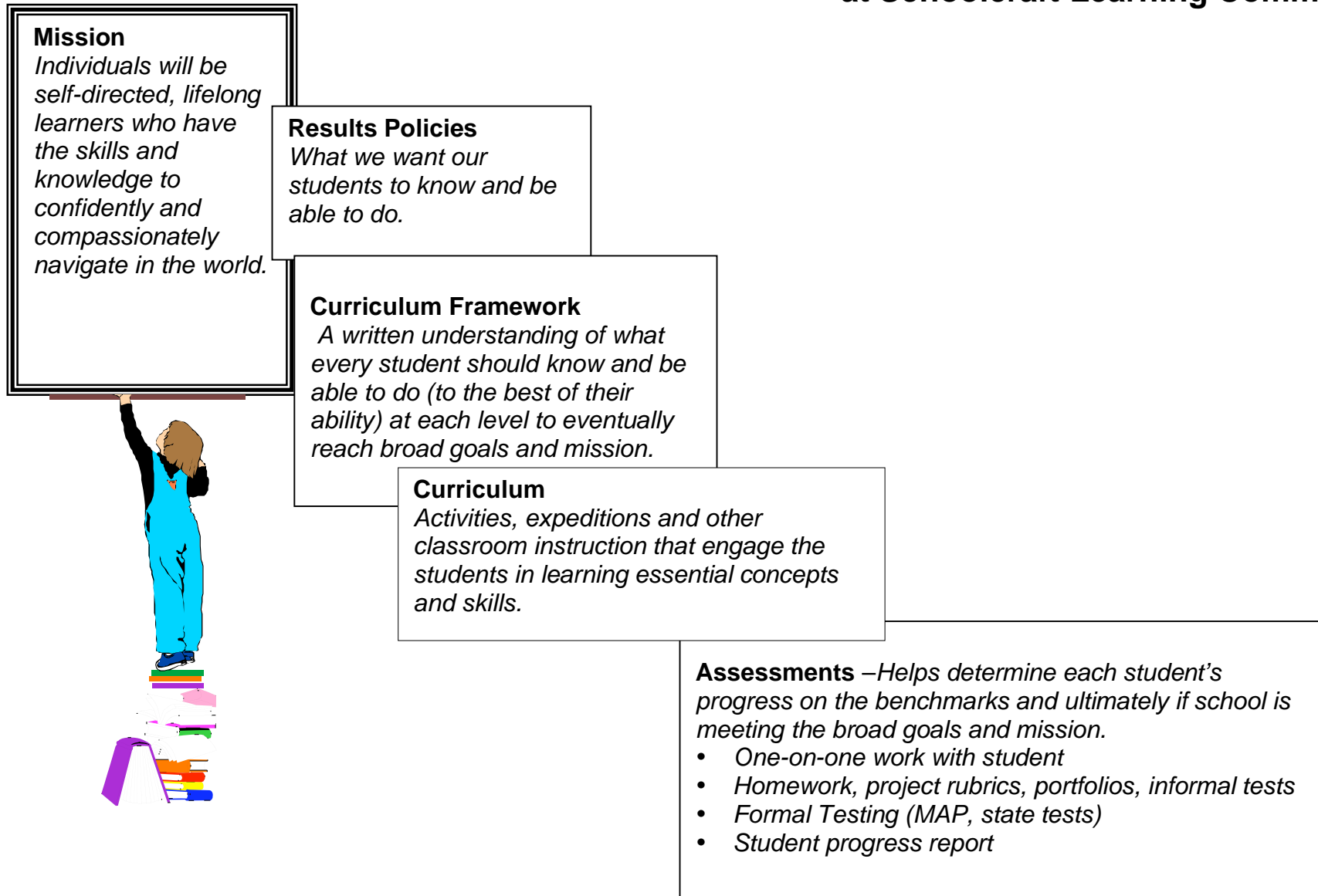
### **Results Policies**

“In times of drastic change, it is the learners who inherit the future. The learned usually find themselves beautifully equipped to live in a world that no longer exists.” –Eric Hoffer

It is the role of the Schoolcraft Board to assure that the education at Schoolcraft beautifully equips students to live in the world of today and tomorrow. Through board trainings, community forums, parent forums and strategic planning sessions, they have been working on identifying those skills and attributes necessary for a satisfying and successful life. They have developed a list of knowledge, skills and attitudes that will help set the direction of curriculum and programs at the school.

The following page describes how these outcomes are tied to the mission and the pages following that list the Results Policies.

# How Curriculum Supports Mission at Schoolcraft Learning Community





## Results Policies

**A student who participates in the Schoolcraft Learning Community program shall:**

- Understand U.S. and world geography, history and current events.
- Demonstrate knowledge needed for effective participation in a democratic society.
- Promote racial and gender equity.
- Understand, appreciate and work with people from diverse backgrounds and abilities.
- Understand the structure and the function of economic, political and governmental systems in the U.S. and the world.
- Respect and promote ecological balance.
- Understand the role of religions and philosophies in world events.
- Understand and appreciate other languages and cultures.
- Know and support the goals of one's school and school community.
- Question authority appropriately.
- Respects human dignity and the diversity of life on Earth.

**Local & Global  
Community Awareness**

- 
- Understand the commonly accepted rules and conventions of the English language and knows how to use them.
  - Listen actively; make appropriate inquiries.
  - Read and understand the literal and implied meanings of fictional and non-fictional material.
  - Demonstrate the ability to communicate using a language other than English.
  - Demonstrate creative expression and curiosity.
  - Use the arts and humanities as creative and universal means of communication.
  - Understand and apply the basic concepts of design, music, literature, art, dance and drama.
  - Express thoughts, feelings, opinions and ideas clearly.
  - Present a coherent, logical argument using relevant evidence.
  - Communicate effectively.

**Communication**

## Results Policies

### **Functional Academic Skills**

**A student who participates in the Schoolcraft Learning Community program shall:**

- Approach learning as a lifelong process and develop ability to learn from mistakes.
  - Make decisions using factual information, logical reasoning and intuitive and creative thinking.
  - Solve problems, reason and communicate mathematically. Understand and apply the concepts and skills of number and spatial sense, measurement, probability and statistics, and functions and relationships.
  - Understand and apply the basic concepts, principles and processes of sciences in solving problems.
  - Formulate questions and seek answers to problems using critical thinking, observation and interpretation. Analyze, evaluate and integrate data.
  - Understand the connections and apply knowledge among the various disciplines.
  - Demonstrate technological literacy, understand the relationship of technology to productivity and quality of life.
- 

### **Self-reliance Positive habits of Character**

- Understand issues, choices and consequences involved with contemporary societal problems.
- Display honesty, loyalty and integrity. Reflects on choices.
- Build and maintain the esteem of self and others.
- Read for enjoyment.
- Build and maintain physical, emotional and mental wellness by balancing school, family, social and leisure needs.
- Demonstrate and appreciate appropriate humor.
- Apply skills in areas such as personal finance, mentoring, consumerism, and time and stress management.
- Assume responsibility for self and contribute to the well-being of others in the community, nation and world.

## Results Policies

A student who participates in the Schoolcraft Learning Community program shall:

- Understand the importance of appropriate dress and hygiene.
- Adapt to various schedules and environments.
- Engage in continuous improvement efforts and recognize quality products.
- Work effectively independently and as a team member.
- Delegate tasks, assume responsibility and demonstrate leadership.
- Exhibit initiative, organization, punctuality and daily attendance.
- Demonstrate dependability, responsibility, commitment and self-evaluation in completing tasks.
- Demonstrate the skills necessary to explore career choices.
- Work effectively with others.
- Respect the rights, well-being and property of others.
- Demonstrate sensitivity to the varying needs, opinions and concerns of others.

**Competency in Workplace  
and Society**

## **Program Challenges**

### **Moving**

A challenge that the school has always had is the necessity to move in (every fall) and out (every spring) of the Concordia Language Villages (CLV) buildings. The setting is so conducive to the learning atmosphere staff members want to create. However, the impact of moving on students and staff is significant. Each spring, all classroom items are packed in semi-trailers, which are stored over the summer at a location inaccessible to staff. Teachers spend considerable instruction time packing and unpacking school items. Many expendable items that could be used from year to year are discarded because of the likelihood that they would be damaged on the semi-trailer. Indeed, many items are damaged during the move and storage. We researched and purchased some large portable moving crates that could be filled then placed on trucks using a forklift. This did seem to improve the moving process. Another major challenge with the move is that the administrative offices need to tear down and set up their offices twice per year. A permanent administrative space would be a definite benefit.

### **Space**

Schoolcraft does continually struggle with space issues. We do not have gymnasium facilities to use for Physical Education, and use our cafeteria space for Physical Education during inclement weather. This means we spend significant staff time setting and re-setting the cafeteria space depending on who is using the space. We also quite often struggle with teaching/activity space. Creativity and flexibility are highly valued commodities in handling our space issues.

### **Special Education**

We had a high influx of special needs students during the 2006-07 school year. It was a challenge primarily at the beginning of the school year as we tried to make sure we could meet all the students' needs in the classroom, as well as needing to hold many IEP meetings during the first month of the school year. We found we were understaffed, and thus had to hire and train 4 additional Special Education staff during October and November of 2006.

### **Time Constraints**

We are challenged by a shortened school day due to our location and the logistics of our busing arrangements with ISD #31. We are also challenged by a shorter school year than our local district due to our lease arrangement with Concordia Language Villages. We can hold school from after Labor Day to the day prior to Memorial Day on our site. This requires us to, again, be creative and flexible in our calendar scheduling, decreasing our number of staff training days, and requiring us to have school on days that ISD #31 buses are not available. These no busing days are needed for student contact days, but we do have an average decrease in attendance of 33%, which does limit what can actually be taught in the classrooms on those days.

## Accountability Data

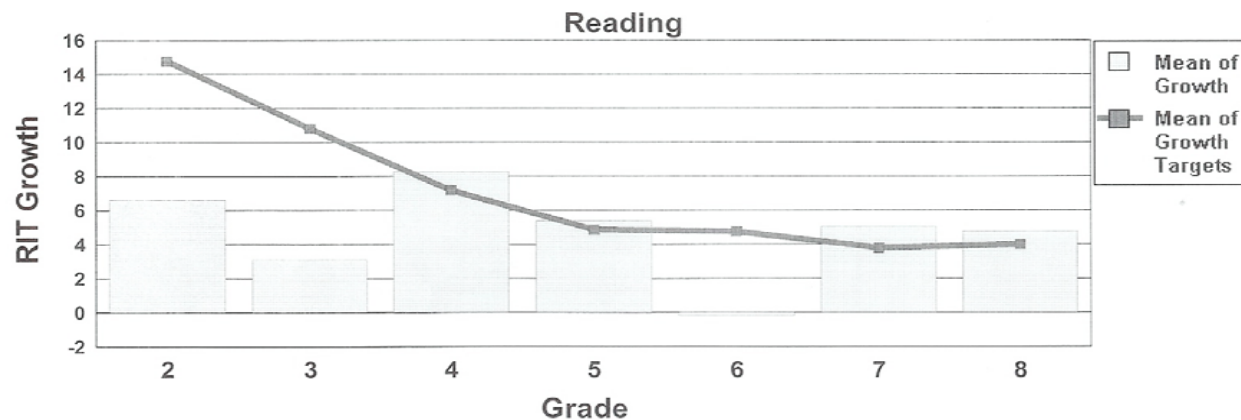
We have included data from our MAP tests and our MCA results from 2006-07 in the next three pages. The bar graph represents Schoolcraft student results and the line graph is the national average for the MAP testing.

### Student Growth District Summary - Fall 2006 to Spring 2007

District: Schoolcraft Learning Community

\*(Small Group Summary Display is ON)

Reading	Count	Fall 2006		Spring 2007		Growth			Mean Growth Target **	Growth Index	Percent of Target	Count Meeting Growth Target	Percent Meeting Growth Target
		Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Std Error					
Grade 2	13	171.2	16.0	177.8	17.1	6.6	9.6	2.7	14.8	-8.2	44.8	2	15.4
Grade 3	10	182.9	21.4	186.0	20.2	3.1	9.4	3.0	10.8	-7.7	28.7	2	20.0
Grade 4	11	195.7	12.3	204.0	14.5	8.3	7.6	2.3	7.2	1.1	115.2	7	63.6
Grade 5	15	207.5	9.8	212.9	10.8	5.4	4.5	1.1	4.9	0.5	111.0	6	40.0
Grade 6	20	208.5	12.8	208.3	15.1	-0.2	8.7	1.9	4.8	-5.0	-4.2	5	25.0
Grade 7	19	214.5	19.7	219.6	18.0	5.1	6.9	1.6	3.8	1.3	133.3	12	63.2
Grade 8	12	217.8	22.4	222.6	15.7	4.8	12.3	3.5	4.0	0.8	118.8	6	50.0



\* Summary data for groups with less than 10 students are shown as selected, but may not be statistically reliable.

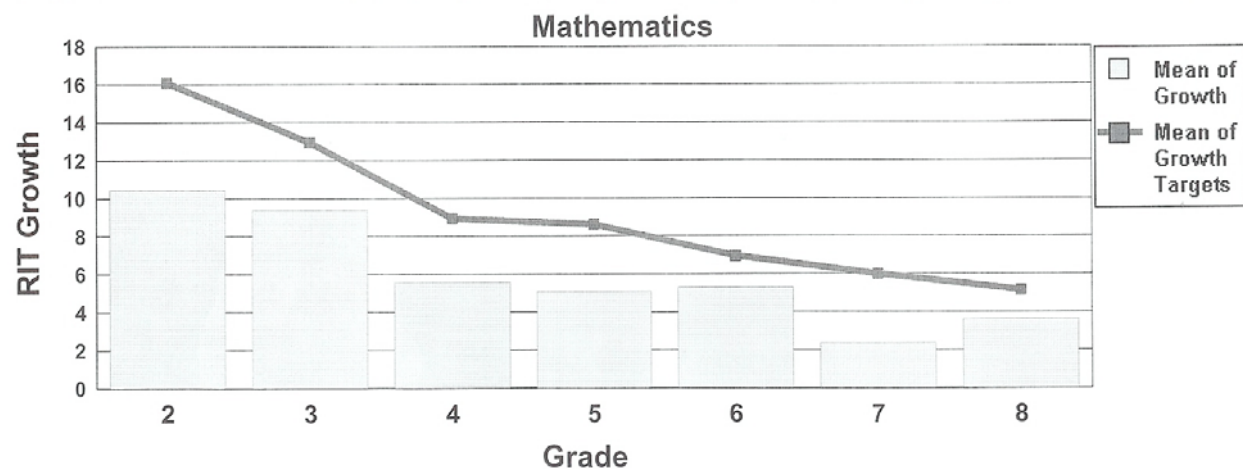
\*\* All Targets based on NWEA 2005 RIT Scale Norms

## Student Growth District Summary - Fall 2006 to Spring 2007

District: Schoolcraft Learning Community

\*(Small Group Summary Display is ON)

Mathematics	Count	Fall 2006		Spring 2007		Growth			Mean Growth Target **	Growth Index	Percent of Target	Count Meeting Growth Target	Percent Meeting Growth Target
		Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Std Error					
Grade 2	12	168.8	12.7	179.3	13.6	10.5	9.2	2.6	16.1	-5.7	64.8	1	8.3
Grade 3	16	179.8	15.0	189.1	13.8	9.3	10.4	2.6	12.9	-3.6	72.5	6	37.5
Grade 4	14	199.0	11.8	204.6	9.4	5.6	10.4	2.8	8.9	-3.4	62.4	6	42.9
Grade 5	13	209.0	13.0	214.1	12.2	5.1	5.5	1.5	8.6	-3.5	58.9	4	30.8
Grade 6	20	212.5	13.7	217.8	14.1	5.3	7.6	1.7	7.0	-1.7	76.3	9	45.0
Grade 7	20	221.8	19.3	224.1	16.8	2.3	6.5	1.5	6.0	-3.7	39.2	5	25.0
Grade 8	13	227.8	15.7	231.5	15.4	3.7	4.4	1.2	5.2	-1.5	70.1	7	53.8





## Test Results

## Test Results

Home: Academic Excellence: School Report Card: SCHOOLCRAFT LEARNING COMMUNITY CHTR DISTRICT: Test Results

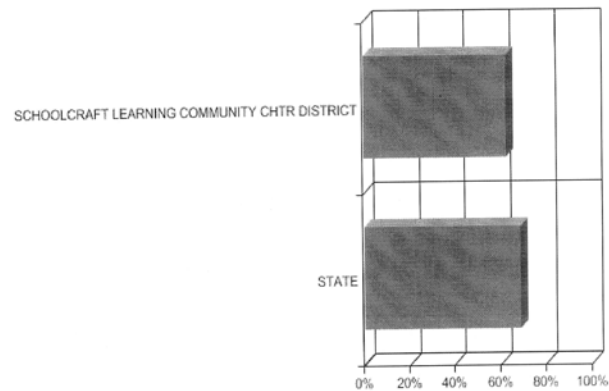
## SCHOOLCRAFT LEARNING COMMUNITY CHTR DISTRICT

Print Results

## Selected Options

School Year: 06-07    Test Name: MCA-II    Score Type: Proficiency    Subject: Reading  
[Edit Analysis Options](#)

## Analysis Results



■ Proficient

## Proficiency

	Not Proficient	Proficient	Number Tested
SCHOOLCRAFT LEARNING COMMUNITY CHTR DISTRICT	37.62 %	62.38 %	101
STATE (MN)	31.78 %	68.22 %	422338



## Test Results

## Test Results

Home: Academic Excellence: School Report Card: SCHOOLCRAFT LEARNING COMMUNITY CHTR DISTRICT: Test Results

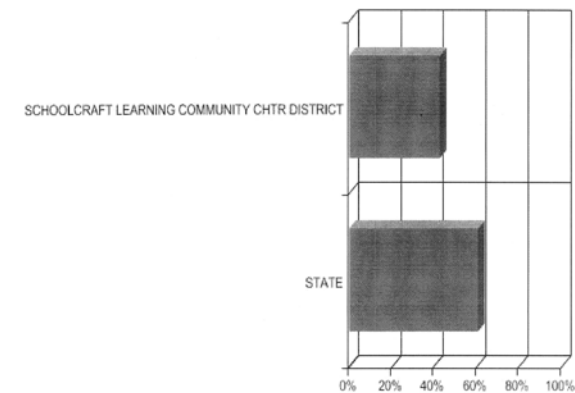
## SCHOOLCRAFT LEARNING COMMUNITY CHTR DISTRICT

Print Results

## Selected Options

School Year: 06-07    Test Name: MCA-II    Score Type: Proficiency    Subject: Mathematics  
[Edit Analysis Options](#)

## Analysis Results



■ Proficient

## Proficiency

	Not Proficient	Proficient	Number Tested
SCHOOLCRAFT LEARNING COMMUNITY CHTR DISTRICT	57.28 %	42.72 %	103
STATE (MN)	39.38 %	60.62 %	396537

### **Academic Goals for 2006-07**

- 1) Students in grades 2-8 will show an average of one-year academic growth within one calendar year in reading and math based upon the measurement process of the MAP testing program.

**Achieved this goal?**      ☐ **Yes**                      ☒ **No**

- 2) The percentage of Schoolcraft students achieving proficiency in math and reading will exceed the state average in grades 3, 5, 7 and 8 as measured by the Minnesota Comprehensive Assessments.

**Achieved this goal?**      ☐ **Yes**                      ☒ **No**

### **Methods to Improve Math and Reading Scores 2006-07:**

The K/1 classroom was divided into separate Kindergarten and First Grade classrooms to better individualize instruction and focus on individual skills. In addition, for all grades, team meetings were included in the weekly schedule so that the whole educational team -- Special Education instructors, Specialists and Regular Education teachers -- could monitor progress and or develop plans of assistance for individual students. More specific time in the weekly schedules for grades 2-8 was been added for more direct instruction. Homework Club was created to offer additional support for students who needed remediation. School-wide Title 1 support was implemented.

### **Non-academic Goals 2006-07**

- 1) Over the coming year, the Board and Director will develop and implement at least one process that provides data that measures the degree to which the Results Policies are being achieved. This might involve developing surveys of Schoolcraft graduates or parents, and/or identifying accountability methods that are currently being conducted at the school that can be used to measure progress towards the Results Policies.

**Achieved this goal?**      ☐ **Yes**                      ☒ **No**

- 2) A recruitment and hiring policy will be developed to clarify procedures that will be used in the hiring of Schoolcraft staff members.

**Achieved this goal?**      ☒ **Yes**                      ☐ **No**



## Academic Goals for the Coming Year

- 1) Students in grades 2 through 8 will show an average of one-year academic growth within one calendar year in reading and math based upon the measurement process of the new MAP testing program.

**Rationale:** Students experiencing at least one year's growth in these core areas is vital so this will be included as a goal until all grade levels achieve it for each of these areas.

- 2) The percentage of Schoolcraft students achieving proficiency in math and reading will exceed the state average for grades 3, 5, 7 and 8 as measured by the Minnesota Comprehensive Assessments.

**Rationale:** The smaller class sizes and individualized instruction should result in Schoolcraft students achieving higher math and reading scores than the state average, (given that the percentage of students receiving special education services are approximately equal). We feel we should master this goal before setting additional goals.

We feel that with our small class sizes and all-school Title 1 program that we can reach these two academic goals this year.

## Non-Academic Goals for the Coming School Year

- 1) The Board and Director will successfully complete a one-year cycle of goal setting and accountability regarding student achievement and operations. **Board members** will participate in their role of assuring Schoolcraft is meeting its mission by following and continually improving the monitoring schedule that provides a) oversight of the Director; b) a schedule for gathering input from stakeholders; c) a regular review of the board's own processes and responsibilities and d) review and development of ends statements or results. The **Director** will complete monthly monitoring reports, providing adequate data that assures compliance with the following policies:

- |   |   |   |
|---|---|---|
| ▪ <i>Emergency Director succession</i>        | ▪ <i>Compensation and benefits</i>            | ▪ <i>Asset protection</i>               |
| ▪ <i>Treatment of students &amp; families</i> | ▪ <i>Financial planning/ budgeting</i>        | ▪ <i>Communication/support to board</i> |
| ▪ <i>Treatment of staff</i>                   | ▪ <i>Financial condition &amp; activities</i> |   |

**Report on Progress:** The monitoring of operations is progressing well. The clear means of communication and division of roles helps clarify expectations and accountability. The board also reviewed their own processes to assure they are meeting their responsibilities. The challenge for the future will be to find methods of authentically evaluating if the school is effectively achieving the results intended for all students.

- 2) Over the coming year, the Board and Director will develop and implement at least one process that provides data that measures the degree to which the Results Policies are being achieved. This might involve developing surveys of

Schoolcraft graduates or parents, and/or identifying accountability methods that are currently being conducted at the school that can be used to measure progress towards the Results Policies.

**Report on Progress:** A survey will be developed and distributed within our community during the upcoming year to reestablish that we are meeting our ends policies.

- 3) Parent Involvement will be increased through reactivating the Parent Advisory Committee and increasing the support of the parent network to meet our school needs. Our family involvement during the 2006-07 school year, both in and out of the classroom dwindled. Our Parent Advisory Committee quit meeting in early Spring 2007. As a school we will continue to find ways to encourage our parents to be involved in their children's education.

## **Other School Accountability Measures**

### ***Parent Involvement and Community Support***

During the past year, the school's Parent Advisory Committee conducted the following events:

- Encouraged use of Target's "Take Charge of Education" program which raised \$710 for the school.
- Coordinated a summer 2006 picnic in which over 50 people attended.
- Conducted fundraisers that collected \$1,900 that will help fund field work trips for expedition studies.
- Coordinated and partially funded community-building events that involved the whole school including the Winterfest and Fall Festival.

Other family/community opportunities:

- A school-wide Dance workshop was held in the Spring 2007 which culminated in a family/community barn dance.
- Two Title 1 Family Nights were scheduled which were well attended.
- A French Immersion week was held in January 2007 for the 8<sup>th</sup> grade students on the Concordia Language Villages campus.



### ***Schoolcraft Learning Community***

PO Box 1685 \* Bemidji, MN 56619 \* [www.schoolcraft.org](http://www.schoolcraft.org) \* [learn@schoolcraft.org](mailto:learn@schoolcraft.org)  
(218)586-3284; fax (218)586-3285  
Curiosity Compassion Creativity

**Instructions: Complete this form (one per family) and send it to Schoolcraft Learning Community, PO Box 1685, Bemidji, MN 56619. Use the back of this form for additional children or to provide expanded comments as needed.**

Last Name: _____		Today's Date _____	
Number of children applying for Schoolcraft admission _____			
First Name(s) of Parent(s) or Guardian(s): _____			
Mailing Address: _____			
City _____		ZIP _____	
Phone (Day): _____		(Evening): _____	
E-mail Address? _____		School Year Applying For _____	
<hr/>			
Student Name _____ Current School _____			
Grade in application year _____			
If Kindergarten, is birthdate on or before September 1 of application year? ____ Yes ____ No			
<hr/>			
Student Name _____ Current School _____			
Grade in application year _____			
If Kindergarten, is birthdate on or before September 1 of application year? ____ Yes ____ No			
<hr/>			
Student Name _____ Current School _____			
Grade in application year _____			
If Kindergarten, is birthdate on or before September 1 of application year? ____ Yes ____ No			

Schoolcraft is an Equal Opportunity Employer and Educator and we welcome applications from all persons without regard to race, gender, sexual orientation, and intellectual, artistic, or physical ability. According to Minnesota Charter School law, a lottery to establish waiting list order from which openings at each grade level are filled will be held each February for the following school year. Siblings of currently enrolled students are given preference in the waiting list order to keep families together whenever possible. You can visit our website at [www.schoolcraft.org](http://www.schoolcraft.org) for further details.