

Charter Vision

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Volume III, Issue III

chartervision.org

happenings liberty goes back in history

Sarah, 10th Grade, Liberty High

Liberty High's Leslie Wedel and Gary Knox recently brought eight students on a tour of the East Coast, covering the states of Maryland, Pennsylvania, Virginia, West Virginia, and the nation's capital in Washington D.C. We learned about the Civil War, the history of our country's capital, and so much more that couldn't have been taught in a classroom.

My favorite thing about the East Coast trip was the white-water rafting down the Shenandoah River. We all

didn't know what to expect on this three-hour tour, and were excited to find out what was in store. The water level had risen from the rain the town had gotten before we came, making the course harder. The water was really fast and scary at times. We all managed to work together and it was a really great experience in the end.

Another great thing about this trip was Gettysburg. We took a midnight graveyard tour with Mr. Knox, a ghost walking tour with a local, and a battlefield tour with a guide

that knew a lot about the war. The weather wasn't perfect, but we all learned a lot about the battles that took place at and around Gettysburg. Mr. Knox was so knowledgeable about anything we had questions on, and he taught us a ton about Civil War, all in just five days.

Overall, we had a lot of fun getting to know each other and learning about everything from the Civil War to Hershey's chocolate. Mr. Knox and Ms. Wedel were great chaperones, and we had so much fun learning with them.

happenings liberty rocks the maap stars

Chelsea, 11th Grade and Sarah, 10th Grade, Liberty High

A while back, the Minnesota Association of Alternative Programs (MAAP) created a competition based program called STARS (Success, Teamwork, Achievement, Recognition, and Self-Esteem), where students compete in career and vocational study area events. Liberty High Charter School has been participating in MAAP STARS for several years now. This year, sixteen students from Liberty High Charter School attended the spring conference held at the Hyatt Regency Hotel in downtown Minneapolis.

"We'd been preparing for the conference for months and we were finally

ready," said Chelsea L., a Liberty High junior.

We had all put in overtime and scrambled to finish just moments before we loaded up the vans and headed for the hotel. Our teachers supported us and pushed us to do our best the whole time. When we got to the hotel, checked in, and registered for our events, we were feeling relieved. We got there on time and ready. We were still nervous about competing, though."

"We were very scared in the beginning. I was nervous to do my project demonstration, and there were a lot of people with these cool posters and projects. Then we went to the opening ceremony, which was long, but I enjoyed it. We started doing our presentations, and

it was so much fun to sit in front of a judge and be able to be professional. It made me feel like I could go do anything for public speaking. I presented my career portfolio and showed the judge what jobs and career I wanted after high school or college. I felt like I was in a real job interview, and that prepared me for future jobs," Chelsea said.

They competed and did better than they could have imagined. Liberty High Charter School took home ten plaques of achievement and several recognition ribbons. Chelsea ended up taking home a gold ribbon in project demonstration at the awards ceremony. All of the stress and hard work that pushed them to their limits paid off in the end. They had entered that conference being scared and stressed, and left with confidence and fun memories.

"We definitely recommend that every charter school participate in MAAP STARS events and that all students compete in at least three events," said sophomore Sarah M., "We took



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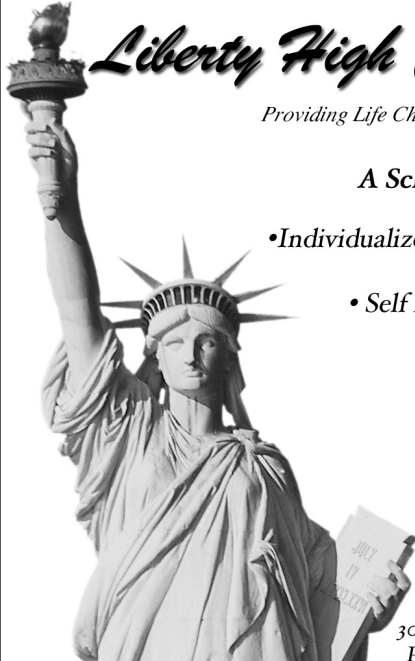
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back so much more than plaques and ribbons from that competition." At MAAP STARS, you learn that charter school students really do make a difference.

experiences my little life

Chelsea Lawrence, 12th Grade,
Liberty High

My first real job didn't come until I was thirteen years old. Some kids got an allowance for doing chores around the house – I got an allowance for nothing, really. I am one of those girls that had it easy all of her childhood – and I know it. I had nannies and a room of my own from the day I was born. I had maids to help me get dressed, and to clean my room, and pick up my dishes. I was spoiled, but I could not help it when I had a loving father who was always there when I wanted him. I was the center of the world, in my mind. I thought all kids had it easy, and I never really knew what it is like to live on the rough side of town or to not get anything for Christmas. I probably will never understand. But then, when I was thirteen, my whole life changed in a blink of an eye.

It was June 20th, 2002. I was sleeping when the phone rang at four o'clock in the morning. My mom slowly crawled out of bed, as she reached for the phone. It was my uncle trying to talk as calmly as he could. He said, "Peg, I think you need to come now. Grab your kids and a bag of clothes, and come to the Rochester Hospital. Jay is in the hospital his heart stopped from a fatal arrhythmia, and we don't think he will last the day." She grabbed me out of bed and told me on the way. My dad never had heart problems, but he was a big guy. It just happened and I didn't understand why. When we got to the hospital, my uncle was standing there with his arms crossed and a red face. It looked like he had been crying. I walked up and he grabbed me and said he didn't know if my dad would live. I started crying and I held onto him so tight so he would not leave me. I cried as he told my other fam-

ily members with us what happened and what was going on upstairs. Then he said that we were going to go and see my dad. So he held me tight as we went up the elevator. We got up to his floor. My Aunt was already there. I went over and we talked and cried a lot. She told me that I should go in see him. So I followed her to the room where my dad was lying. He was just lying there helplessly with his eyes shut. There was nothing I could do for my dad, despite everything he had done for me. I screamed, broke into tears, and ran back to our waiting room. I lied down on the couch and cried, and then fell asleep. It felt good just to close my red swollen eyes. When I woke up my Grandma was beside me, brushing my golden blonde hair with her soft, old, withered-away hand. My Grandma said, "I think it is time for you to go see your dad. He is still unconscious, but don't be scared. He can still hear you." The nurse came in with me (my mom asked her to come with me because I have a tendency to pass out in hospitals). I walked in the room and it was dim and cool. I walked over and wanted to touch him, but I could not; I was too afraid. Then I broke into tears. I screamed out, "Daddy, Daddy, I love you, Daddy. Come back to me Daddy, Daddy. I love you." The nurse held me tighter and tighter. Then I dropped to my knees and I kept screaming. As I screamed, I noticed the nurses around me had little tears in their eyes. I didn't understand why they should be crying when they didn't even know him, but now I understand they were crying for me. I got off my knees and walked to the waiting room and feel asleep again. When I awoke, everyone one was almost gone and mom was packing. I thought to myself this must be a good thing, but I was wrong. My mom had told them to un-

plug him from the machine, because his brain had stopped working. Everything thing shut down from there. My mom asked if I wanted I could go see him for the last time, and I told her I didn't want to. I was mad at him for leaving me without saying goodbye. It was unfair that people can say goodbye to their loved ones before they die, but when my own father dies, I couldn't say goodbye. So we left the hospital, with clothes under my arms and a face full of unwanted tears. I blamed the doctors for his death and for everything else that happened to me. I thought to myself, how the doctors do this on "E.R." when the patients

go in half-dead and walk out a couple of days later. I knew that was just television, but at the time it felt real.

I felt like I was left alone in the world with no one to love and no one to love me. I had to start taking responsibility for my life, my mom said, but I didn't really know what it meant to have a responsibility, because my dad did everything for me. There were days on end where I just sat in my room, screaming and crying, asking why this would happen to me. I guess I will never get to know.



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opinion an economic system

Ben, 12th Grade, Northfield School of Arts and Technology

cap•i•tal•ism

An economic system in which the means of production and distribution are privately or corporately owned and development is proportionate to the accumulation and reinvestment of profits gained in a free market.

Capitalism in our world has grown to a monstrously large size. From Beijing to Puerto Rico, the ideals of a free market society are growing. From the body of this monster come the tentacles: corporation, government, and standardized education. Each of the tentacles has its own task: standard education: to dull the mind for work; government: to watch the masses; corporation: to concentrate wealth in those who have “ownership.” On each of the tentacles are the suckers. The suckers are all of us. Everyday, we get up as every other sucker must do. We go to work detaining us, sustaining our own vices, corrupting our own children, and killing our own world. Yet we know nothing of the evil we perform; we are just doing a job. Is the sucker just as much of an enemy as a tentacle? Without the sucker the tentacle would be worthless – yes; but can the ignorant suckers be punished for there unknowing crimes?

Do I wish to destroy the octopus with a war of violent or nonviolent resistance? Do I, as a human, want to take the lives of other men and women for my ideas? The suckers will kill

us over and over again, they will gas, beat, torture, and detain. But with each strike, the masses will learn. Or at least that is the hope of the nonviolent movements. But will they see the death and destruction or will they turn a blind eye? Do we fight with the same force that the octopus uses? Are we to except the tired old excuse: “I was just following orders.” The point of no return: the decision to use violence as a tool of revolution.

To Kill

I’m reminded of this passage from Philip Caputo’s, *A Rumor of War*: “The platoon sergeants barked the ritualistic commands – ‘Dress right dress, ready front, at ease!’ Looking at the company, at their old-young faces and cracked and muddy boots, I sensed that another change had come over them since March... I now knew my early impressions had been based not on reality but on a boyhood diet of war movies and blood-and-guts novels. I had seen them as contemporary versions of Willie and Joe, tough guys who at heart were decent and good. I now realized that some of them were not so decent or good. Many had petty jealousies, hatreds and prejudices. And an arrogance tempered their ingrained American idealism (‘one marine’s worth ten of these VC’).

It wasn’t that I had become critical of them; not the most exemplary character, I was in no position to criticize. Rather, I had come to recognize them as fairly ordinary men who sometimes performed extraor-

dinary acts in the stress of combat, acts of bravery as well as cruelty.”^[1]

We are all ordinary. Most of us have never had to kill another, but what if we did? To kill a man or woman one must break down the commonality of the victim’s life with your own. But how does one do that. Our civilization has used many tools. Some we are aware of: media, xenophobia, religion. Some are more subversive, such as language.

War does things to the people: we lose conscience – thus we gain the ability to kill even to kill “innocents.” One of the most important factors in the ability to kill is to drive divisions into the populace. Government, borders, citizenship, religion: the tools that create those divisions. After divisions are accepted by society the language will

change. “Pig,” “bacon,” “jap”: these are good examples of the power of language to dehumanize others.

As David Grossman said in *Trans Intelligence Magazine*, “Within the mid-brain there is a powerful, God-given resistance to killing your own kind. Every species, with a few exceptions, has a hardwired resistance to killing its own kind in territorial and mating battles. When animals with antlers and horns fight one another, they head butt in a harmless fashion. But when they fight any other species, they go to the side to gut and gore. Piranhas will turn their fangs on anything, but they fight one another with flicks of the tail. Rattlesnakes will bite anything, but they wrestle one another.”^[2]

As a society moves to the brink of war it also creates a reality for itself. It

is no longer bound by the constraints of the “hard-wired resistance to killing its own kind in territorial and mating battles.” Inside of this new reality is the echoing deafening beat of the war drums. These drums are made of all of the tools that we use for the divisions in humanity: race, creed, language, religion.

Continues on Page 5...

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Thank you.

...*"An Economic System"*
continues from Page 4

As we beat the drums we
downed out the call of our
own conscience and we
gathers under our leader's
heel and march off to war.
We see this pattern again
and again in societies
thought the ages. All of you
have lived though this at
least once, the majority of us
have been though it many
times. Iraq has provided us
with a real time example of
the force of the war drums.

A Case for Violence

Change in this world
has always revolved around
violence. From the Pelopon-
nesian war to the War on
Terror violence has been the
defining and most substan-
tial use of humanities time
and energy. This is why we
must fight with all of the
force at our disposal at any-
time and anyplace

We live within a so-
cial system. Our entire lives
are defined by that system
weather we know it or not.
I will call this social con-
struct a paradigm. For all
of recorded human history
we have live and thrived in
a paradigm of violence and

war. Why should we - of the
dissenting factions of this
society - believe that we can
make massive changes to a
massive amount of people
without using the tools of
change inside of this para-
digm?

Anger, we all feel it.
You taste the copper in your
mouth, your feel your mus-
sels in body contracting,
your gut turns, you forget to
see you just do. These feel-
ings are natural; we have
evolved to use them to our
advantage. Why should we
tell nature that it's wrong,
we don't need these reac-
tions we don't need the
thousands of years of evolu-
tion to back us up. Use the
tools you have to the fullest
extent.

"In order to kill the enemy,
our men must be roused to
anger; that there may be ad-
vantage from defeating the
enemy, they must have their
rewards."

-Sun Tzu

I'm angry, I'm furi-
ous; my mind boils with the
pain that I see everyday. Ev-
ery time I watch the news
I see the murder and pain
that capitalism brings to the
world. I want to tear it down.
I want to see its destruction,
and I want to see it now.
There have been move-
ments of peace which have
made headway in the past.
But to make radical change
against an entire society,

radical steps must be taken.
Violence is one of those op-
tions.

Children will die to-
day. People are oppressed
today. We are being lied to
today. And we stand by. Rich-
ness is defined by the poor;
if there are no poor people
no one can be rich. The rich
are built on the bones of the
poor: we are rich. We live on
the bones; we have blood
on our hands. We are re-
sponsible, just as we are re-
sponsible to stop it. We are
responsible to stop it today,
now.

A Case for Peace

Gandhi once said, "I
am not a visionary. I claim
to be a practical idealist.
The religion of nonviolence
is not meant merely for the
rishis and saints. It is meant
for the common people as
well. Nonviolence is the law
of our species as violence
is the law of the brute. The
spirit lies dormant in the
brute and he knows no law
but that of physical might.
The dignity of man requires
obedience to a higher law to
the strength of the spirit..."

The rishis who dis-
covered the law of nonvio-
lence in the midst of vio-
lence were greater geniuses
than Newton. They were
themselves known the use
of arms, they realized their
uselessness, and taught a
weary world that its salva-
tion lay not through vio-

lence but through nonvio-
lence." [3]

A new direction
must be sought out. I'm to
young to be sick and tired of
the same human response
to differences. We need to
open up not close down.
Stop the drums and we will
win.

Cowards have noth-
ing to do with nonviolence.
We will not hesitate to
throw ourselves of the gears
of the octopus. To toss our-
selves on the spears of the
suckers. But we must also be
humble. We are not dieing
for the cause anymore so
then those who know noth-
ing of the cause and still die
because of the sucker or the
octopus. Remember that I
fight not for salvation but

opinion page five
out of necessity, because
there is no moral way other
then the way of nonviolent
confrontation of this octo-
pus. Expect resistance.

Footnotes

[1] Philip Caputo, *A Rumor of War* (New York: Henry Holt, 1996) Pg. 136, 137

[2] Lt. Col. David Grossman (USA) *Trans Intelligence Magazine* # 3/4, 1999
<<http://www.transintelligence.org/articles/Psychology%20of%20Killing.htm>>

[3] Mahatma Gandhi, (Bom-
bay Sarvodaya Mandal Gan-
dhi Book Centre
Sarvodaya Ashram, Nagpur)
*The Mind Of Mahatma Gan-
dhi*, 1965

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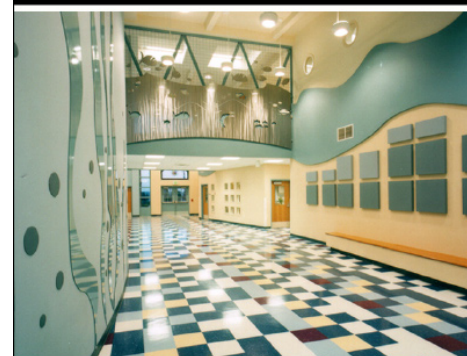
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happenings backpacking

Bobby, 10th Grade, Northfield School of Arts and Technology

A group of 15 students from Northfield School of Arts and Technology went on a five-day trip backpacking through a section of the Superior Hiking Trail. As a part of May Term (a version of “J-Term”) staff Sarah Hale and Anne Klawiter ran a backpacking class.

It would not only cover information on backpacking, but also on teamwork and environmental issues. During the first week the students got to know each other, as well as the “No Trace Left Behind” principle and discussed how the trail should be left as it was. Over rocky ridges and past scenic waterfalls, the group hiked for five days along the North Shore of Lake Superior.

writing partnership acad.

Kevin, 6th Grade, Partnership Academy

Editor’s note: this essay was one of the winners in an essay contest held by the Center for School Change.

Are you tired of your school because it’s boring, dirty, and no one will help you with your problems? Well, I will give you three reasons why you should send your child to Partnership Academy. The first reason is its fun, second it’s clean, and finally you can tell our teachers if you’re having a problem. Read my essay and it will tell you why you should send your child to a charter school.

The first reason why you should send your child to Partnership Academy is because they will enjoy their selves. At the end of the month PA has a raffle and they raffle prizes like folders. In math we play games like multiplication baseball. In SFA we play vocabulary charades where you have to act out the words. On our free time if we pass all our tests we get to play on the computers.

The second reason

why you should send your child to PA is because it’s clean. The bathrooms are cleaner than others by not having paper towers all over the floor. The hallways are so quiet that you could hear a pin drop. The classrooms are neat and organized. The uniforms are neat and tidy. Finally, the last reason why you should send your child to PA is because if you’re having a problem you can tell one of our teachers. If you’re having problems at home you can tell one of our teachers and they will help you immediately.

If someone is picking on or bugging your child the teachers will make sure it stops. Finally, our teachers will do their best to help you with any problems, just like your part of their family.

Those are my three reasons why you should send your child to PA. The first reason is because your child will enjoy their selves, second is it’s clean, and finally if you’re having a problem you can tell one of our teachers. I think the choice is clear that PA is the way to go.

politics an interview with alice seagren

Sean, 10th Grade, Northfield School of Arts and Technology

Last month, I had the chance to interview Minnesota’s Commissioner of Education, Alice Seagren.

Seagren, known as a charter school advocate, first became involved in the charter school movement in 1994, while in the State Legislature. She began reading the first charter school bill and has been involved ever since.

My first question was a common one: “Do you feel students receive the same quality of education from a charter school that they would from a traditional school?”

The Commissioner’s response was positive: “Charter schools can change

on a dime – [they] can respond more easily.” Charter schools can deliver curriculum in different ways.

Next, I asked Seagren for her thoughts on the 2001 No Child Left Behind act. Saying, “The achievement gap is closing,” she seemed to like the idea behind NCLB, though she expressed some concern: 130-140 Minnesota schools had not met Adequate Yearly Progress. Even “four-star” and “five-star” schools have not met their AYP.

A big concern of mine has been school funding. The Commissioner took a position I hadn’t heard before: the responsibility is primarily local. She argued that many districts have continued to operate the way they have for years, despite overall declining enrollment.

writing partnership acad.

DeShawn, 5th Grade, Sojourner Truth Academy

One night, a burglar came into the window of Baby Bear’s room and cut off baby bear’s hair. When the baby bear woke up and looked in the mirror he was embarrassed. Then he started screaming, “I’m bald! I’m bald!”

The next day, a girl with long hair named Brownie Locks was on her way to the store. She got hungry and said, “There might be food in that house on the farm.” So she stole some bread from the bear’s refrigerator.

The next day, on the way back from the store the Three Bears saw a girl with bread and candy. Then they asked her, “Where did

you get that bread?” She replied, “From the house on the farm.” Next thing you know the bears knocked her out...

When she woke up she started screaming, “Help me! Help me!” while she was getting her hair bald by the bears. They taped Brownie Lock’s hair to the baby bear. When you would look at the Baby Bear and Brownie Locks you would laugh really hard.

This is what happened after Brownie Locks met the Three Bears.

With an election coming up this autumn, I asked Commissioner Seagren about her thoughts on Governor Tim Pawlenty’s performance (Note: Alice Seagren and Tim Pawlenty are of the same political party). She felt that Pawlenty was thinking ahead in education: thinking of education on a global level, as well as his support of a funding increase for technology in schools.

Lastly, I asked Seagren on what role she thought charter schools played in the future of Minnesota’s education. She felt it will continue to play a major role and responded, “We have a very sound educational foundation” and “We’ve been on the cutting edge [and we’ll] continue to be a leader.”

poem i can’t write a poem

Ben, 4th Grade, Lafayette Charter School

I can’t write a poem!
I got home late last night.
I didn’t feel good.
I forgot it at school.
It didn’t make sense.
Somebody stole it.
It fell out of my backpack. I can’t find it.
I forgot it at school.
It got spilt on.
I didn’t have time. What? Can you believe it? I just wrote a poem!

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any kind: personal experiences, school happenings, editorials, or creative writing.

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short story a soldier's heart

Tsim, 10th Grade, Augsburg Academy for Health Career

It was the summer of '44. I laid there breathing heavily, grasping for air, panting and taking all of the smell that sustained the air. I could smell the beach water and the fresh sand beneath my fingers. I could smell the German eighty-eight bullet shells and the smell of mutilated bodies, blood seeping through the bullet holes and blown up limbs. The smell of blood was raw and painful, but the smell of the decaying and destroyed bodies was worst of all; the image and scent were so indescribable. The smells were so horrifying, but I had to keep a sense of clam and awareness or else I'll be dead, as well. In fact, I was sort of hoping that I'll be dead too – I couldn't stand it. The sound of the German eighty-eights started to fade, the yelling and groaning vanished, the exploding land minds and mortars were all faded out; all I could hear was the sound of nothingness – dead silence. I was confused and dazed at what had happened, it hasn't even been ten minutes, but so many of our soldiers were gone, just like the sound of the German eighty-eights, the sound of human pain and the explosions. The sound soon

started to tone in, with a flash and sudden gain of conscience the dreadful sounds faded in. "Private Benedict!" a voice faded in.

I turn my head to the right and saw my commander waving and shouting at me.

"Get your crazy ass over here, will you!" he screamed more, but his voice was silenced by the machine guns. He kept low to the ground hiding behind pieces of metal scraps and human bodies. I grabbed my rifle and without hesitation I took a huge lunge to my commander. I recovered quickly and sat there with my back against the metal scrap.

"You know-" I started to speak, hoping someone would hear.

"What is it?" one of the private spoke, still firing at the German turret.

"I never thought that the war was going to be like this." I replied with a sad tone of voice.

"We all didn't-" He was cut short by a bullet penetrating into his skull. He fell dead right there. I was shocked and more afraid than ever, what if I was going to die now? I still

have a family to feed and a life to live. I couldn't die now, no, I won't allow it. I turned to my commander, "What are we doing?" I asked.

"Get up the shore to the trenches." with that he stood up and ran off leaving just me there by myself. I got up and quickly and carefully ran up stepping on sand and dead bodies. The smells only seem to have gotten worst. For a minute there I felt as if I was going to vomit all of the water and liquor I have drunk to kept myself calm. My eyes were tired and my head was pulsating with pain, but I forced my unwilling body to move up the shore. I could see the trenches; it was only a few more yards away. I ran and ran without a thought of what was to come if I was shot then – I just cared about getting into the trenches. The bullets were being shot everywhere and soldiers from the corners of my eyes were dropping to the ground like they're nothing. As I saw more and more of soldiers dropping carelessly I started to fear. Fear, sweat and blood dripped from the side of my face. I stopped and dropped on my knees. Fa-

tigue had hit me, my legs gave up and my heart was unwilling. Tears build at the corners of my eyes. Fear overran me. I thought again – I have a family to feed and get to. I can not die now; I'm going to die a very old man. I force my legs to move, but it resisted. I heard more and more bodies dropping, more fear struck me like a lightning bolt. My cracked and bloody lips were trembling with fear. I could feel death grabbing my heart and taking it away from me, ending my life right there. Heather would cry to me, "Daddy, it's alright!" and "I'll help you with whatever it is!" she would encourage me to never give up and work at it - telling me that everything will be alright. And she would be even more upset if she knew that her dad gave up and let everything slip away right here. Some heart of a soldier, it seems that my only encouragement was to see my little girl again. I grunted in pain and stood up to discover that my legs were bleeding. Bullet holes were penetrated into my thighs. Blood were rushing out from the holes. I got up and limped my way to the trench,

it was only a yard away after I carefully looked at it. I dropped right into the trench lying on my back with my hands covering my legs groaning in pain.

"Get the freakin' medic here!" the commander screamed as he placed his hand over my bullet wounds, "Everything will be alright, Benedict. We'll send you home once we reach our post."

Squeezing my eyes in pain I dropped my head and felt myself getting covered in darkness; devoured and eaten into sleep. When I was awoken I realize that Heather was at my side in a room so white that I could've sworn I was in heaven. My daughter was looking down at me her perky smile, like usual, and her dark brown eyes made me so glade to be safe and alive to see her.

"Daddy, I knew that you'll make it home." she said.

"Make it home?" I asked in ridicule.

"What do you mean?" curiously she asked.

At heart I was never away or even close to being off to war, "I was always home."

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cv minnesota’s charter schools

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Bemidji	Schoolcraft Learning Community	K - 8	218-586-3284 www.schoolcraft.org
Bemidji	TrekNorth High School	9 - 12	218-444-1888 www.treknorth.org
Bemidji	Voyageurs Expeditionary High School	9 - 12	218-586-8347 www.vehs.org
Bigelow	Worthington Area Language Academy	K-8	507-683-2004 www.walcharter.com
Blaine	Liberty High Charter School	Ages 16-21	763-786-4799 www.libertyhigh.us
Brooklyn Center	Odyssey Charter School	K-8	763-971-8200 www.odysseycharter.org
Brooklyn Park	Excell Academy for Higher Learning	K-6	763-533-0500 www.excellacademy.org
Brooklyn Park	SAGE Academy Charter School	9 - 12	763-315-4020 www.sageacademy.org
Burnsville	Sobriety High (South Campus)	9 - 12	952-277-0809 www.sobrietyhigh.org
Chaska	World Learner School of Chaska	1 - 8	952-368-7398 www.worldlearnerschool.com
Columbia Heights	Academy of BioScience	5 - 7*	763-571-5039 www.academyofbioscience.org
Coon Rapids	Coon Rapids Learning Center Ages	16-21	763-862-9223 www.crlc.charter.k12.mn.us
Cross Lake	Crosslake Community School	K-8	218-692-5437 www.crosslakekids.org
Dakota	Dakota Area Community School	K-5	507-643-6869 www.dacsweb.org
Duluth	Duluth Public Schools Academy (DPSA)	K-8	218-728-9556 www.edisonschools.com/sites/duluth
Duluth	Harbor City International School	9 - 12	218-722-7574 www.harborcityschool.org
Duluth	Lake Superior High School	9 - 12	218-529-2468 www.lshs.net
Duluth	North Shore Community School	PreK-6	218-525-0663 www.northshorecommunityschool.org
Eagan	Paideia Academy	K-4*	952-807-3760 www.paideiaacademy.org
Echo	E.C.H.O. Charter School	K-12	507-925-4143 www.echocharter.com
Eden Prairie	Eagle Ridge Academy	6, 7, & 9*	952-746-7760 www.eagleridgeacademy.org
Edina	Sobriety High (West Campus)	9 - 12	952-831-7212 www.sobrietyhigh.org
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Faribault	Discovery Public School of Faribault	7 - 12	507-333-1320 www.isd4081.org
Forest Lake	Lakes International Language Academy	K-4 in 2004*	651-464-0771 www.lakesinternational.org
Forest Lake	North Lakes Academy	1 - 9	651-982-2773 www.northlakesacademy.org
Golden Valley	LoveWorks Academy for Visual & Performing Arts		612-529-2912 www.lovetheartsacademy.org
Grand Marais	Great Expectations School	K-8	218-387-9322 www.greatexpectationsschool.com
Grand Rapids	Northern Lights Community School	6 - 12	218-326-2701 www.nlcschool.org
Green Isle	Green Isle Community School	K-6	507-326-7144 www.greenislecommunityschool.org
Henderson	EdVisions Off-Campus	7 - 12	507-248-3101 www.eochs.k12.mn.us
Henderson	Minnesota New Country School	7 - 12	507-248-3353 www.mncs.k12.mn.us
Hopkins	Main Street School of Performing Arts	9-10 in 2004*	952-224-1340 www.performing-arts-school.org
Houston	Ridgeway Community School	PreK-5	507-454-9566 www.ridgewayschool.org
Hutchinson	New Century Charter School	7 - 12	320-234-3660 www.newcenturycharter.com
Inver Grove Heights	Tarek ibn Ziyad Academy	K-5	651-457-7072 www.tizacademy.com
LaCrescent	LaCrescent Montessori Academy	PreK-8	507-895-4054 www.amshq.org
Lafayette	Lafayette Charter School	K-8	507-228-8943 www.lafayettecharter.k12.mn.us
Lindstrom	TRIO Wolf Creek Distance Learning	9 - 12	651-213-2017 www.wolfcreek.chisagolakes.k12.mn.us
Little Canada	Agricultural & Food Sciences Academy	9 - 12	651-415-5370 www.agacademy.com
Mankato	RiverBend Academy Charter School	7 - 12	507-387-5524 www.riverbendacademy.com
Milroy	MILROY Area Charter School	K-4	507-336-2563
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Minneapolis	Soul Academy	K-5	763-586-6058

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Minnesota City	Riverway Learning Community	PreK-12	507-689-2844 www.rwlc.org
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Northfield	Northfield School of Arts and Technology	6-12	507-663-8806 www.artech.k12.mn.us
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Northfield	Village School of Northfield	K-12	507-663-8990 www.villageschool.charter.k12.mn.us
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Owatonna	Recovery School of Southern Minnesota	7-12	507-835-0554
Pillager	Pillager Area Charter School	9-12	218-746-3875 www.pacschool.com
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Rochester	Rochester Off-Campus High School	9-12	507-282-3325 www.rochhs.org
Rochester	Studio Academy	9-12	507-529-1662 www.studioacademyhs.org
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Saint Cloud	STRIDE Academy	K-5	320-203-0690 www.strideacademy.org
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Saint Paul	Achieve Language Academy	PreK-8	651-738-4875
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