



Rochester Beacon Academy

#4238

Annual Report

2016-2017

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## Introduction

### Purpose of Annual Report

The purpose of this annual report is to meet the Charter School reporting requirements as set by the Minnesota Department of Education according to MN statute section 124D.10, subdivision 4,11 and 14. All ten required elements are listed in the Table of Contents along with other elements felt to be an essential part of Rochester Beacon Academy.

### Rochester Beacon Academy Statutory Purpose

Rochester Beacon Academy (RBA), District #4238, has successfully completed its second year of operation with students. RBA combines a middle school of grades 6-8 with a high school in the same building. In its first year RBA decided that the high school would begin with only grades 9 and 10, knowing few students would change schools for the last two years of high school. This year the 10<sup>th</sup> graders moved up a grade and so grades 6-11 were offered. Next year 12<sup>th</sup> grade will be added and a transition program for eligible special education students in the subsequent year.

**Mission:** The Mission of Rochester Beacon Academy is to provide a safe learning environment in a secondary (6-12 grades) setting; respecting the individual and differentiated needs of learners, allowing them to reach their full potential and join their community with success.

**Vision:** RBA's vision, as a secondary public charter school, is to provide academic learning in a general education format, furnishing the supports needed to make a successful transition into young adulthood for students; including those with Executive Function difficulties such as problems with organization, socialization and sensory differences. Planning encompasses the needs of individual students using highly structured techniques, social skills training and accommodations embedded in the curriculum. The program provides training for all staff to ensure student progress, independence and comfort, working in cooperation with parents and students.

Due to the increased interest in RBA, a negotiation ensued with the current building owner to expand to their upper floors so that RBA could expand for two more classrooms and more elective class offerings.

RBA's continued purpose is to provide an option for students who have difficulty in the larger public school settings which are unable to accommodate the various needs of these students. RBA is able to accomplish this purpose with a smaller class size of 15-20 students and more adult support within each class. Since 77% of the student population has been identified as students with special needs, the school staff determined that each core class needed to be staffed with a general education teacher and special education teacher. This allowed students to be fully included and still have appropriate accommodations within the general education classroom. A team teaching approach was trialed in the high school for two of the core classes, science and math, by the general and special education teachers in the first year. This was determined to be quite effective and this year the special education teachers were assigned per subject area to offer more intensive training, collaboration and individualization for specific subject areas. This proved to work well at the high school level.

Another essential part of RBA's success is a focus of a social skills curriculum which is implemented throughout the school day, providing a safe and welcoming environment for all students. Many of the students came from school environments where they experienced many instances of bullying and exclusion. In addition, many students have a diagnosis of anxiety disorder that affected their ability to attend a typical public school. As a result a number of parents had chosen to home school or students had not been attending school. Parents and students continue to report that the school feels like a safe place and students feel they have found a home where they belong.

RBA emphasized organizational skills as essential for workforce and career readiness. As a part of that process, it was determined that longer class periods every other day would facilitate the teaching, practice and organization of assignments. In that vein, RBA's class periods were broken into 90 minute periods held every other day in an A/B schedule. This greatly enhanced the ability of teachers to teach, for students practice, and then reteach material. The study skills period every other day allowed students to get extra help as these periods were always staffed by teachers.

RBA continued to provide the single classroom model rather than the 6-7 teacher subject area model for the sixth grade; as research (Gootman, 2007) shows is most effective for this age group. Another change was once teachers become more knowledgeable about student needs, the classes were reorganized to provide a smaller setting for the students with specific behavioral needs and a larger classroom for the rest of the class which provided the typical structure that RBA offers. To provide an easier transition for 7<sup>th</sup> grade, that class was divided into two classes and each of the two teachers taught two core subjects to all the students. In this way the students began a gradual means to stay organized with more transitions than 6<sup>th</sup> grade, but fewer than 8<sup>th</sup>.

## School Enrollment, Attrition and Admissions

This table identifies students enrolled, based on October 1 average Daily Membership (ADM).

	Grade							Total	Growth rate
<b>School Year</b>	6	7	8	9	10	11	12		
<b>2015-16</b>	25	13	14	15	7	0		74	
<b>2016-17</b>	22	31	23	13	12	7		108	+46%
<b>2017-18 Projected</b>	16	26	36	23	16	10	8	135	+17%

One factor in not obtaining more sixth graders for next year was the building we were leasing from the church had limited space and RBA had to determine a freeze for new sixth graders. This took place during the normal open enrollment period. RBA was able to secure a new building, but not until May so families had already committed to other school choices.

Rochester Beacon Academy (RBA) capped enrollment for the 2016-2017 school year at 130 students; grade level totals varied as the high school had more class choices to divide students. A lottery system is used for the initial selection process. (See Appendix A) Any student applying after enrollment is full, is placed on a waiting list on a first come, first served basis.

Interest in RBA has increased to the point that the current building would not be adequate for the continued expansion. A new building, The Minnesota School of Business Globe building was

negotiated and a lease signed in May of 2017, doubling the current space. This allowed enrollment caps to increase to 160.

During the 2016-2017 school year, RBA drew from 5 school districts.

**Student Demographics:**

86.5% White

7% Black

1% Asian

5.5%Hispanic

77% Special Education

36% FRP

**GOVERNANCE and MANAGEMENT AND DIRECTOR'S PDP**

**Governance**

**2016-2017 School Year RBA Charter School Board**

Election Date: May, 2016 & 2017

Attendance is from July, 2016 to June 2017.

<b>RBA School Board 2016-2017</b>						
<b>Name</b>	<b>Board Position, Affiliation</b>	<b>Date Elected</b>	<b>Date Seated</b>	<b>Term Expiration</b>	<b>Phone, email</b>	<b>Meeting Attendance rate</b>
Colette Sweeney	Chair Community Member		January 2013		507-990-1614	12 of 12
Laurie Windish	Secretary, Community		February 2014	November , 2016	(507)990-2715	4 of 4
Denise Songstad	Vice Chair, Parent	May, 2016	November, 2014	May, 2017	(507) 990-0907	12 of 12

Vesna Sloan	Community	May, 2016	December, 2014	June, 2019	(507) 289-1882	9 of 12
Dan Stevens	Teacher, (#452891)		September, 2015	September, 2016	507-258-5351	2 of 2
Tom Olson	Community	May, 2017	Jan, 2016	May, 2020	(507) 328-6232	11 of 12
Steve Fenske	Teacher, (#395579)	June, 2016	June, 2016	June, 2019	507-258-5351	12 of 12
Gabi Hale	Teacher (492986)	May, 2017	September, 2016	May, 2020	507-258-5253	11 of 12
Peter Sandberg	Community Member		February, 2017	May, 2017		3 of 4
Nicole Haugh	Parent	May, 2017	May, 2017	June, 2017,		1 of 2
Kim Hicks	Parent	May, 2017	February, 2017	May, 2020	(507)285-1815	4 of 5
Sarah Koepsell	Community Member		April, 2017	May, 2020	507-328-6164	3 of 3
Evin Lantz	Community Member	May, 2017	May, 2017	May, 2020	507-282-5323	2 of 2
Deanne Breitenbach	Parent	May, 2017	July, 2017	May, 2020	507-282-0404	0 of 0

The board, as a start-up board, was first appointed rather than elected until May of 2016. Elections are completed for two thirds of the board to stagger terms over the three year term periods. Terms are for three years once elected. Some turnover occurred due to members' other commitments.

### **Board Training**

The full Board has completed the three required topics of board role and responsibilities throughout this past year. All trainings were provided by the MN Association of Charter Schools (MAC). Members that came onto the board after January of 2017, obtained the training through The Anton Group (TAG).

## Management and Professional Development

The Minnesota Guild of Charter Schools is RBA's Authorizer. RBA is led by its Executive Director, Kari Weiss. Ms. Weiss has done a remarkable job in leading staff in the vision of the Founders, thinking of creative ways to work through problems and building an environment where students feel safe and welcomed.

As part of the restructuring in the second year, Ms. Weiss began to spread leadership to other staff. A Dean of Students .5 FTE position was created and filled by a former Executive Director of another charter school. This allowed the Executive director to keep to more administrative tasks and for staff to have more time with leadership.

The financial management has continued to be contracted with the Anton Group. However, the plan has been approved by the Board to start to pull more services in- house and begin a transition to a staff business manager. Due to the high volume of students with IEPs and the need for close tracking of those monies, clerk position will be added in eh 2017-18 school year. RBA will also be providing its own transportation services next year so a receptionist position will be added due to the high volume of work the Office Manager has incurred.

Looking to future needs, RBA leadership and Board determined the following additions and delineation of duties were needed administratively:

Executive Director: Budget, MDE, Grants, Board, Facilities, Networking, Professional Development, Scheduling of Staff

Add Assistant Director @ 1.0 FTE: Day to day operations, Fernbrook, SPED, Gen Ed Staff, paras, team meetings.

Dean of Students @.5 FTE: Student Discipline and DIRS, Manage Think Room, Crisis Management

Add Business Manager @.5 FTE: Fiscal management, accounts payable, payroll

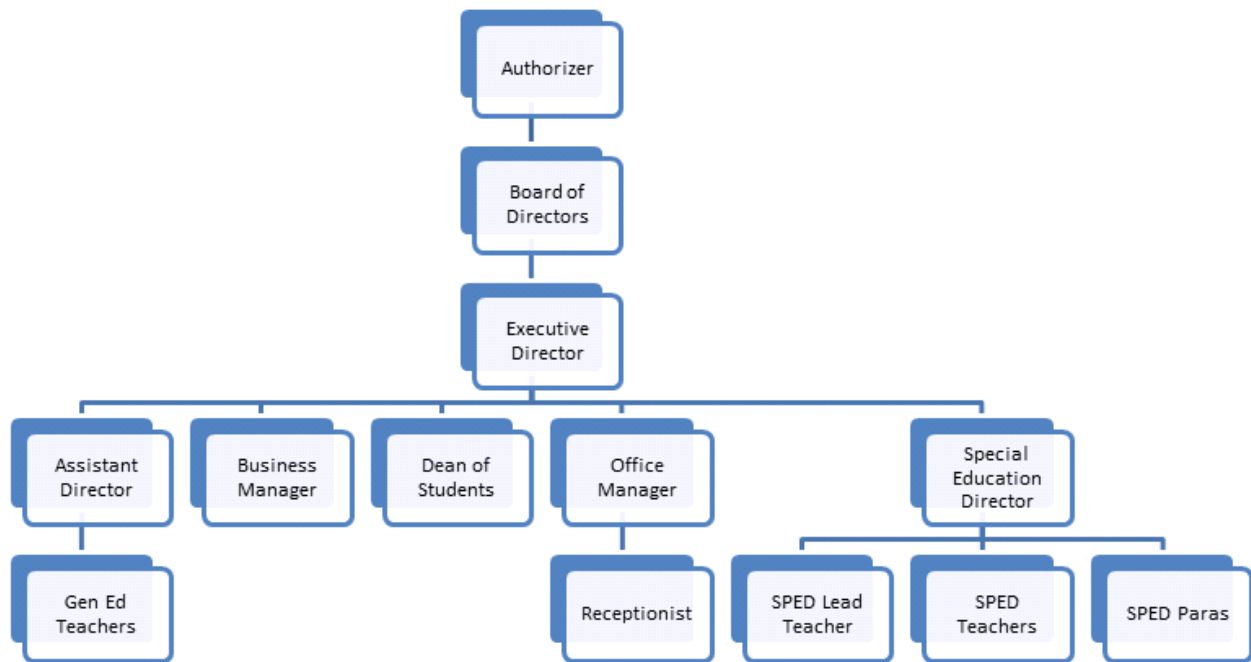
Office Manager: Coordinate and manage Transportation, Food Services, HR, Records, PTO, Subfinder, scheduling for staff and students.



Add Receptionist @1.0 FTE to manage parent and student requests, coordinate and send out messaging to staff and families, direct visitors, support nurse and office manager.

Add .2 FTE Special education clerk position: monitor IEPs, compliance and meeting scheduling

The structure of management and governance will look as follows:



### Authorizer Information

Rochester Beacon Academy is authorized by Minnesota Guild of Charter Schools, working directly with Dr. Brad Blue. The Guild provides programmatic oversight, reviews monthly financial statements and participates in the annual audit with the accounting firm of Clifton Larson Allen LLP. Contact information: Dr. Brad Blue, [bradblue@gmail.com](mailto:bradblue@gmail.com)

### Professional Development

The Executive Director attended various systems training (finance, retirement, licensing, etc.) at MDE, trainings provided by Indigo, and School Law presented by Booth Law.

The Executive Director, Kari Weiss; along with Nicole Musolf, Dean of Students, and the Professional Development Chair, Thea Nixon developed a three week professional development schedule for new staff and two weeks for returning staff before RBA opened to ensure all staff had the proper training and perspective prior to receiving students. The training was as follows:

Training Topic	Audience
Understanding ASD, Anxiety, ADHD, introversion Executive Functions,(definition, intervention, supports, etc.) Social Cognition, Policies on Accommodations	All new staff
Fernbrook: Mental Health issues and interventions	All Staff
Bluestem: Trauma, its effect and effects for teaching/learning	All Staff
Instruction: UDL Strategies Differentiated Teaching/Learning Backward Design PLPs, Accommodations	All teachers
Curriculum Unit Planning	All Gen Ed and SPED Teachers
SpEd forms	SpEd teachers
Classroom set-up and curriculum planning	All Gen Ed Teachers
Restrictive Procedures	SpEd teachers & Kari
Classroom set-up and curriculum development	All Teachers
JMC (student information system)	All Teachers
rschool (website)	All Teachers
Goal Setting Staff Evaluations Professionalism	All teachers
Behavior Management Restorative Justice Circles	All Staff

Youth Adult Partnerships	
CPI	All Staff

Follow-up Professional Development throughout the year focused on problem solving with the above information, crisis management, behavior management, team teaching, differentiated instruction, assessment and data-driven instruction, accommodations and collaboration.

## Staffing

Name	File Folder Number	Assignment	Not Returning 2017-18
Kari Weiss	# 374930	Executive Director	
Vicki Bruske	NA	Office Manager	
Nicole Musolf		Dean of Students/	
Elizabeth Hauser	# 489661	Math	
Dan Bergen	# 472434	6 <sup>th</sup> grade teacher	X
Gabriella Hale	# 492986	Art Teacher	
Jessie Mason	# 478534	Science	
Mary Thea Nixon	# 364822	Language Arts	
Dan Stevens	# 452891	Special Education	
Steve Fenske	# 395579	Special Education	
Dean Frank	# 468538	Special Education	
Darcy Bock	#367152	Special Education	
Kelly Enriquez	#436120	Special Education	

Lori Jensen	#350434	Physical Education/Health	
Debbie Kirchner	#277742	Special Education	
Virtis Lanier	#354156	Technology	
Joel Messick	#459495	7 <sup>th</sup> Grade teacher	
Kristin Awoskia	#489902	Special Education	
Brenna Salfi	#454588	Special Education	
Sarah Schafer	#455037	7 <sup>th</sup> Grade Teacher	
Melissa Walsh	#497099	OT	
Julie Halferty	NA	Behavioral Specialist	
Cory Herman	NA	Special Education Paraprofessional	
Melanie Flaherty	NA	Special Education Paraprofessional/SLP Assistant	
Wanda Bucher	NA	School Nurse/Social Worker	
Mary Odegaard	NA	Special Education Paraprofessional/lunch coordinator	
Elisa Voeltz	NA	Special Education Paraprofessional	
Elizabeth Michelson	NA	Special Education Paraprofessional	
Janet Fleming	NA	Special Education Paraprofessional	

Dinur Nur		Special Education Paraprofessional	
Nahla Bakry	NA	Special Education Paraprofessional	
Ann Marie Baker	NA	Special Education Paraprofessional	
Marvin Myers	NA	Special Education Paraprofessional	
Heidi Sabbann	NA	Special Education Paraprofessional	
Catherine Smith	NA	Special Education Paraprofessional	

In addition, RBA contracted with Indigo for a Special Education Director, and Stanley-Jones and Associates and Presence Learning for Speech Therapy services.

## Finance

Rochester Beacon Academy used The Anton Group (TAG) for financial management and business service assistance. Mike Pocrnich from TAG meets with the Finance Committee every month prior to the School Board meetings. The Finance Committee monitors the budget and to ensures responsible fiscal management. RBA maintains internal controls to meet the standards set forth by the auditors. Next year business management will be pulled in-house for a .5 position with gradual training to take over the full financial responsibilities.

### Fiscal year ending June 30, 2016

#### Revenue

##### State Aids

General	732,295
Special Ed	816,508
Lease Aid	118,633
State Aid to receivable	579,970

Total State	2,247,407
Federal Aid	
Special Ed	1,470
CSP	122,814
Total Federal	124,284
Donations and Other	5,026
<b>Total Revenue:</b>	<b>2,376,717</b>

**Expenses**

Salaries	1,346,351
Benefits	336,665
Purchases Services	50,297
Supplies/Materials	55,709
Capital Expenditures	55,162
Other Expenses	16,861
<b>Total Expenses</b>	<b>2,312,044</b>

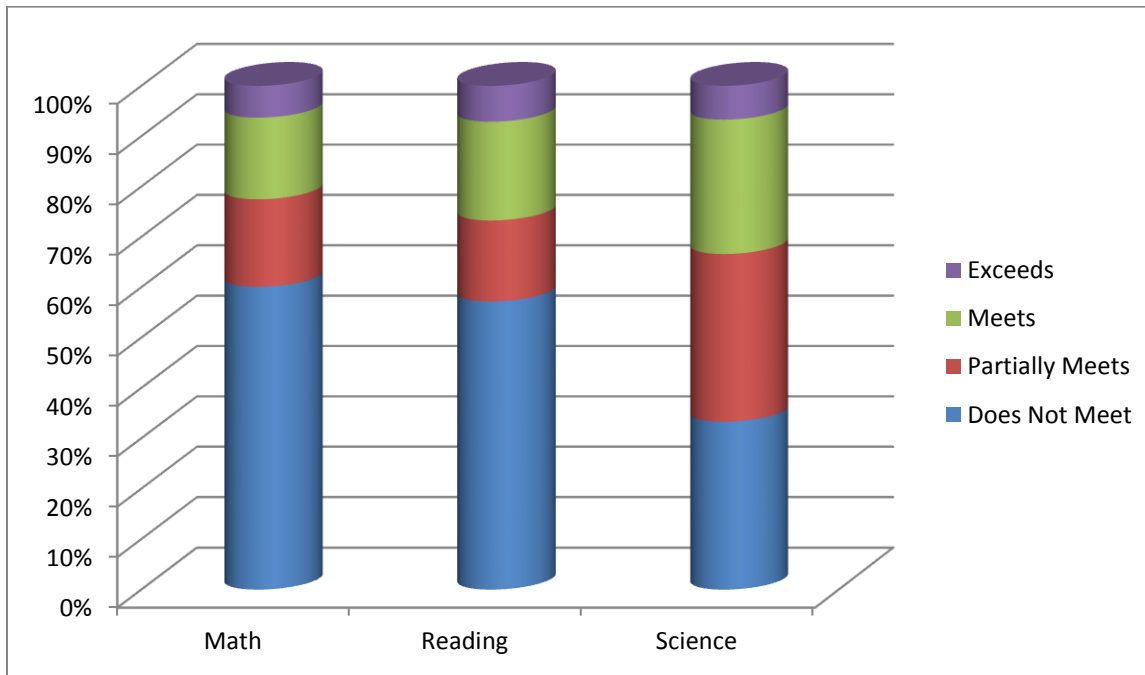
**Fund Balance            3%**

**Academic Program**

**Academic Performance**

RBA uses a variety of assessment tools to drive to instructional process, including curriculum-based assessments (CBA), NWEA MAP, online personal learning curriculums (Compass Learning), teacher observations and standardized state testing (MCA). RBA participated in the Fall NWEAs but due to the amount of time students need to have to complete formalized testing, MCAs were completed in the spring, but they were unable to complete NWEAs. Data comparisons can be made from the Winter 2016 and Fall 2016 NWEAs and the MAPS /MCA testing from 2016-2017.

## 2017 MCA Data



RBA's initial Accountability Goals 1-3 related to percentages of students meeting or exceeding proficiency on the MCAs in reading, math and science. It is obvious there are areas of need, however, the special population at RBA defies group data. Many students started the test and were unable to finish. Others made no attempt at correct answers, even though they were capable due to test anxiety. Still other parents opted out of testing even though their child may have done quite well.

Using more individualized data collected by teachers, along with MCA data, areas of improvement will be addressed in programming and planning for the next year. The plan will include more individualized instruction and practice and a restructuring of classes to allow more collaboration between the general and special education teacher to better track student progress. Data will be broken down to assess progress of special area groups; i.e. special education students, to more accurately assess progress, make comparisons and look at previous year's performance. Using the NWEA data, RBA can use predictive measures for MCAs and determine if the instruction is meeting its goals. Many of the students demonstrate a history of high anxiety for test testing and this will be another area for focus.

In addition, RBA will hire a fulltime Reading Specialist teacher to focus on increasing student reading skills and test taking with a Reading Strategy class.

## **Special Education**

Due to the high number of students identified as requiring special education services (77% of students), the programming is central to RBA's continuum of these services, including EBD, ASD, LD, OHD, SL, OT and TBI. The direct instruction is provided both within the general education classroom and special education classroom environments. Two Level 3 classrooms were provided for students who were not able to remain in a general education classroom for core subject area classes. RBA increased employment of 4 full-time special education teachers to 8 this year to better meet student needs. Special Education paraprofessionals were increased from 9 to 14 and an Occupational Therapist was added which helped significantly with behavioral/sensory needs for students. Teleconference SLP services were used for some students with the assistance of an SLP Assistant and a part-time SLP. In addition, RBA contracts for a school psychologist and special education director.

## **Program Summary**

Rochester Beacon Academy views students as having diverse minds with unique needs. Every student is met at their level and programming focuses not only on academic achievement, but on the social development to create successful and independent citizens in the post-secondary world, whether that is college or the workplace.

## **Innovative Practices and Implementation**

To meet this goal RBA has these primary organizational cores:

- Collaborative teaching model where every core class is team taught with a general education and special education teacher
- Small class size of 12-20 students
- Extra adult support keeping the ratio between 1:8-1:6
- Differentiated instruction
- Blocked class periods to allow more in class assistance for assignments and times for re-teaching
- Advisory periods at the end of each day to assist with organization and social/life skill development, check on progress of each student and make adjustments as necessary
- Compass Learning for dual purposes of remediation and enrichment
- Homework club, and after school program staffed by paraprofessionals to give additional assistance for assignments. There are no fees associated with the homework club.
- Restorative Justice. Staff has received training in the principles of restorative justice including circles for community building and problem solving.



- Structured teaching that instructs students how to break down assignments to increase independent initiation of work, accomplishing assignments in smaller parts and showing when work is complete.
- Study skills classes that assist students in organizational strategies, how to attack assignments, and prepare for testing.
- Social skill curriculum that is taught to all staff and encompassed in all curriculums

RBA staff met together daily for team collaboration to discuss student needs and strategize instruction. These meetings included the general and special education staff, along with paraprofessionals. Personal Learning Plans were developed for all students to determine the level of instruction and the optimal means of instruction. Continual informal professional development was given to staff concerning behavioral management due to the high mental health needs of the students. In addition, with the support of Fernbrook Mental Health services which provided services for students in house, a parent support group was offered mid-year to assist parents with these same needs.

Next year RBA plans a multi-faceted approach to increasing student performance and test scores. More individualized and small group space, with extra staffing for behavioral and academic support will be developed within the new building space. Specialized grouping of students who require more intensive work with particular strategies to meet the various groups will be utilized. These grouping include Level 3 groupings for ASD, EBD and Functional Skills; Social Language groups in 3 tiers; Think Room areas for small group teaching/learning; and individualized areas for 1:1 teaching/learning.

## School Climate

### Parent Involvement

RBA's parents have demonstrated great involvement in the school start-up and events and activities throughout the year. These events included:

Furniture moving	Classroom Painting	Year End Celebration
Smart Board installation	Summer hang out days	School tours
Locker installation	Daily lunchroom helpers	Playground clean up
Fall Dance	5K Race Fundraiser	Herberger Fundraisers
Spring Formal	Open House	Office helpers
Classroom helpers	Picture Day	Quarterly art event

Last day celebration

Track and field day

Conference Night Meals

In addition, there has been a PTSO helping to coordinate these events and raising money to support the events, finance field trips and assist with new building funds.

## **Community Involvement**

Rochester Beacon Academy has established relationships with many agencies in the community including the following:

Rochester Center for Children: offers programming for students after school and summer and is looking to partner with RBA for work experience

Exercisability: providing outside therapy for students

Achievement Therapy Services: provides outside speech therapy services for students

Fernbrook: provides mental health services for students and families

Bluestem: provides mental health services for students and families

Dreaming Tree: provided Professional Development for Behavior Management and provides mental health services for families

Mayo Clinic Dana Center: has referred students to the school and provides medical services for students

Stanley Jones and Associates: provides occupational and speech therapy for students

Congregational Church: congregation has promoted the school and provides our building space

Minnesota Association of Charter School: provides training and support for administration and school board

Booth Law Office: supplies policy support and legal support

Olmsted Public Health: provided audiometer for student hearing assessments and assistance for health services

Southeast Service Cooperative: provides professional development opportunities for staff

Minnesota School of Business: will be leasing a new building for RBA's expanding needs

Prairie Care treatment Center: provides residential and out-patient mental health services

Rochester Public schools: provided transportation and food services

## **Future Plans**

### **Structure**

In anticipation of increasing numbers of students and the new building space, RBA will be able to provide more space for small group instruction when needed, along with individual areas for students when a quiet space is required. The larger space will allow less noise and anxiety for students, thus assisting in more focused learning. The 6<sup>th</sup> and 7<sup>th</sup> grade will continue to have fewer transitions, but will have their own core subject teachers. Grade 8 will continue to be included in the high school part of the building since they will participate in traditional transitions, however, the whole class will travel together as electives will be minimal. The 9-12 grades will have electives and so classes may be more mixed. The science, math and social studies/geography classes may have mixed grading to maximize staff.

The special education and general education staff will continue to be paired by core subject areas and will therefore allow for team teaching with the general and special education staff. Accommodations will be easier to implement and be more consistent for the subject areas.

Additional employees will be hired to staff the small group instruction areas and Level 3 classrooms, providing more support to students. Behavioral specialists will be trained to manage behaviors that cannot be contained within the general education classrooms and assist with inclusion back into the classroom.

RBA staff was trained on the use of a standardized grading scale to ensure a more informed assessment for students, staff and families alike. This is be implemented in the 2017-18 school year. Standards based grading will align with either Minnesota state standards or Common Core Standards. Staff will assess students' understanding of the standards and provide a numerical value to correspond that understanding. Staff generated a school-wide scale in an effort to create a common assessment language between disciplines for student and family ease and comfort.

### **Coursework**

Further expansion of elective choices will also be paired with coursework and programming for test taking and career and college readiness skills. To that end RBA will implement a Transitions program for students who require more functional skills and skills development for work

experience to ensure independent living choices. Coursework will include financial management, cooking and home living skills. This program will then funnel into the postsecondary transition program for eligible special education student.

Other expansions in coursework will include increased online options Reading Strategies, and electives such as Design and Marketing, Accounting, Health and Wellness, Paleontology, Leadership and Advocacy, Website Design and Media.

Next year RBA will also offer Credit Recovery for those students who require credit recovery to graduate. This will be offered through online coursework, summer school and for those eligible special education student, an extra semester through the Transition program.

### **Communication with parents and Community**

The parent portal has been very helpful in keeping parents informed and increasing transparency. Increased and consistent use of options such as Google classroom and staff postings on the portal is the goal for the following year. RBA would also like to work with the website designers to create a more functional and informative website. In addition, a parent advisory group will be developed over the next year.

### **Looking Forward**

Word of mouth has been the primary means of student growth for the school and has resulted in a steady expansion. The acquisition of a new building will allow continued growth, not only in the student body but in the program options. The Minnesota Business College Globe building is leasing the first floor to RBA, which has doubled the space and allowed more programming options. At this juncture there is no one occupying the second floor which may allow for the post-secondary Transitions program expansion and possibly other outside services that could bring those services to students in the same building. These services may include enrichments such as music, dance, and sports activities as well as speech and music therapy and mental health and social services for after school programming. In addition, if the student population continues to grow, RBA has the option of leasing additional space.

Continued partnerships and communication with community agencies will aid in the building of relationships and understanding of RBA's existence and need in the Rochester area. To that end, RBA wishes to increase marketing, efforts and time to build those relationships.

**Appendix A**  
**ROCHESTER BEACON ACADEMY- RBA**  
**POLICY No. 500**  
**ADMISSIONS AND LOTTTERY POLICY**

**I. PURPOSE**

The purpose of this policy is to explain the application and enrollment process at RBA.

**II. POLICY STATEMENT**

This policy establishes guidelines for admission into RBA that are consistent with the admission requirements of Minnesota Statutes §124E.11.

**III. GENERAL ENROLLMENT PROVISIONS**

- A. RBA is a public school and pursuant to state law, must enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of the program, class, grade level, or building. When that occurs, students will be accepted by lot and admitted as further described in this Policy.
- B. Before admitting a student by the lottery, RBA shall give preference for enrollment to siblings of an enrolled student and to a foster child of an enrolled student's parents. This preference does not apply until one of the siblings is actually enrolled.
- C. Before accepting students by the lottery, may give preference to enrolling children of the school's staff before accepting other pupils by lot. Termination of employment prior to enrollment, however, will cause the loss of this preference
- D. RBA shall not discriminate against any student based on race, color, ethnicity, sex, age, national origin, religion or creed, status with regard to public assistance, sexual orientation, disability, intellectual ability, prior measures of achievement or aptitude, athletic ability, or for any other basis that would be unlawful for a public or charter school, nor shall RBA select students based on religious preference.
- E. RBA shall not seek any information about any applicant that may be used to discriminate against the applicant in either school's policies or governing laws This does not preclude the school from seeking such information for a lawful purpose

about a student after the student has been enrolled.

- F. RBA will not distribute any services or goods of value to students, parents or guardians as an inducement, term or condition of enrolling a student.

## **V. ENROLLMENT APPLICATION PROCEDURES & LOTTERY PROCESS**

- A. Interested families must submit fully completed applications to be considered for enrollment. The enrollment period is from January 1 to January 31, 11:59 PM. An application must be received by RBA no later than the end of the enrollment period (if this date falls on a weekend or holiday, the next business day will be the deadline date). The Board of Directors may change or adjust the deadline for applications for the next school year by resolution without changing this Policy.
- B. Once the application period is closed, if there are more applicants than spots available, all timely applicants will be placed on one of two lists by grade: (a) a preference list of students given preference by state law which notes the type of preference being given (“Preferential waiting list”), and (b) all other applicants (“General waiting list”). Both lists will be independently shuffled and offers of enrollment will be made to students in the order in which they are listed for each grade until classes are full, first exhausting the preference list (“Preferential waiting list”), and then proceeding to the non-preference (“General waiting list”) applicants according to the following procedures:
  - 1. Siblings of currently enrolled students on the Preferential waiting list will be given first priority. If there are more sibling applicants than spots for a particular grade, the sibling applicants will be shuffled by lot each year and then offers of enrollment will be made in the order drawn.
  - 2. Second priority will be given to children of school staff on the Preferential waiting list. If there are more applicants than spots for a particular grade, the applicants will be shuffled by lot each year and then offers of enrollment will be made in the order drawn. If a staff member's employment is ended for any reason, the applicant moves to the end of the General waiting list.
  - 3. Once all sibling applicants and children of school staff have been placed, other

applicants will be offered enrollment in the order they were placed on the General waiting list as determined by the lottery.

- C. This lottery will be held no later than the first Monday after the student application deadline, sufficiently prior to the annual March 1 deadline for notifying the students' district of residence for transportation services.
- D. If any application is received after the end of the open enrollment period, but before the next open enrollment period, and the maximum capacity of the program, class, grade level , or building is reached, the applicant will be placed at the end of the number General waiting list based on the date when the application was received by RBA.
- E. If any student, whether enrolled or on the waiting list, cancels their application or withdraws from RBA, they shall lose their place. If they later re-apply, they shall be treated as a new applicant.
- F. All applicants still on a waiting list at the beginning of the next enrollment period must submit a new application for enrollment and will be subject to the enrollment process described above. The waiting lists do not carry over from year to year.
- G. Publication of the lottery policy, at a minimum, will be made public via the school's website.

***Legal References:*** Minn. Stat. § 124E.11 (Charter Schools – Admission Requirements & Enrollment)  
Minn. Stat. §§ 123B.36-.37 (Authorized Fees; Prohibited Fees)