



Rochester Beacon Academy

#4238

Annual Report

2017-2018

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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 third year of operation with students. RBA combines a middle school of grades 6-8 with a high school of grades 9-12 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. Year two, the 10<sup>th</sup> graders moved up a grade and so grades 6-11 were offered. Year three, 12<sup>th</sup> grade was added and we graduated our first class of nine students on June 1, 2018. The plan for year four is to establish a transition program for eligible special education students that will begin operation during the 2019-2020 school year.

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

**Vision:** RBA's vision, as the premiere educator in southeast Minnesota for all students, utilizes highly structured techniques to assist students who have difficulties with organization, socialization and sensory differences while supporting students to make a successful transition into young adulthood, to live independently and maintain engagement in the community.

**Purpose:** 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 80% of the student population has been identified as students with special needs, each core class continues to be staffed with a general education teacher, special education teacher and paraeducator. This allows students to be fully included and still have appropriate accommodations within the general education classroom. A team teaching approach is used allowing the content and special education teacher to instruct based on their strengths thus increasing student achievement. Team teaching is used across all grade levels and content areas.

Another essential part of RBA's success is a focus on a social skills curriculum which is implemented throughout the school day, providing a safe and welcoming environment for all students. Many of the students come 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. To meet a growing need for social skills, RBA employs a Social Worker, School Counselor and two Behavior Strategists. Parents and students continue to report that the school feels like a safe place and students feel they have found a place where they belong.

RBA emphasizes 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 enhances the ability of teachers to teach, for students practice, and then reteach material.

RBA continues to grow in enrollment as there is a need for our services in the community. As such, RBA moved to its new location in Rochester. We are housed in an old technical college building. We have significantly more space, thus allowing our program to continue to expand and meet the needs of all our students. The atmosphere is also more "school-like" than the previous building and has had the effect of a more calming environment.

## School Enrollment, Attrition and Admissions

Table identifies students enrolled on October 1 = Average Daily Membership Count

	Grade							Total	Growth Rate
School Year	6	7	8	9	10	11	12		
2015-16	25	13	14	15	7	0	NA	74	
2016-17	22	31	23	13	12	7	NA	108	+46%
2017-18	16	26	36	23	16	10	8	135	+17%
2018-2019	14	18	29	39	22	10	14	145	+9%

Rochester Beacon Academy (RBA) did not cap enrollment for the 2017-2018 school year; 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.

Due to increased interest in RBA, 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 for the 2018-2019 school year. During the 2017-2018 school year, RBA drew from nine surrounding school districts.

### Student Demographics:

White 94%

Black 8%

Asian 4%

Hispanic 3%

Sped-80%

FRP-29%

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

## **Governance**

### **June 2017-June 2018 School Year RBA Charter School Board**

**Election Date: May of 2017 & 2018**

<b>RBA School Board 2017-2018</b>						
<b>Name</b>	<b>Board Position, Affiliation</b>	<b>Date Elected</b>	<b>Date Seated</b>	<b>Term Expiration</b>	<b>Phone</b>	<b>Meeting Attendance Rate</b>
Colette Sweeney	Chair Community Member	May 2018	January 2013	May 2021	507 990-1614	13/14
Vesna Sloan	Community	May 2016	December 2014	June 2019	507 289-1882	11/14
Tom Olson	Community	May 2017	January 2016	May 2020	507 328-6232	11/14
Gabi Hale	Teacher (492986)	May 2017	September 2016	May 2020	507 258-5253	10/14
Pam Johnson	Parent		April 2018	June 2020		3/3

Kim Hicks	Community Member	May 2017	February 2017	May 2020	507 285-1815	9/14
Sarah Koepsell	Community Member	Resigned Jan 18	April 2017	May 2020	507 328-6164	4/6
Evin Lantz	Community Member	May 2017	May 2017	May 2020	507 282-5323	12/14
Deanne Breitenbach	Parent	May 2017	July 2017	May 2020	507 282-0404	7/13
Darcy Bock	Teacher (367152)	Resigned Apr 18	September 2017	June, 2019	507-258-5351	3/9
Steve Fenske	Teacher (395579)	May 2016, Resigned Oct 17	June 2016	June 2019		2/3

As a start-up charter school, the Board was first appointed rather than elected. Elections began taking place in May of 2016. Board terms are staggered over a three year period and members are seated for three years once elected. Some turnover occurred due members having other commitments. In addition, to space out board member terms, equalization needed to happen. We hope to correct both of these over time.

### **Board Training**

Over the past twelve months, the full Board has completed the required trainings including the role of the board and the board's responsibilities. All trainings were provided by the MN Association of Charter Schools (MAC). Members that came onto the board between January and July 2017 obtained the training through The Anton Group (TAG). Members Breitenbach and Bock obtained the 101 and 103 training through Officer Sweeney in November of 2017. The 102 training was completed via online through MAC. Member Johnson received 101 and 103 trainings through MACS in April of 2017 and is signed up to receive 102 through MACS in the next month.

Two trainings were provided to the full group on confidentiality and further training on special education finance in November of 2017. Since the school relies heavily on special education financing, this was of the utmost importance in developing the budget and understanding the cash flow difficulties in the past two years.

## **Management and Professional Development**

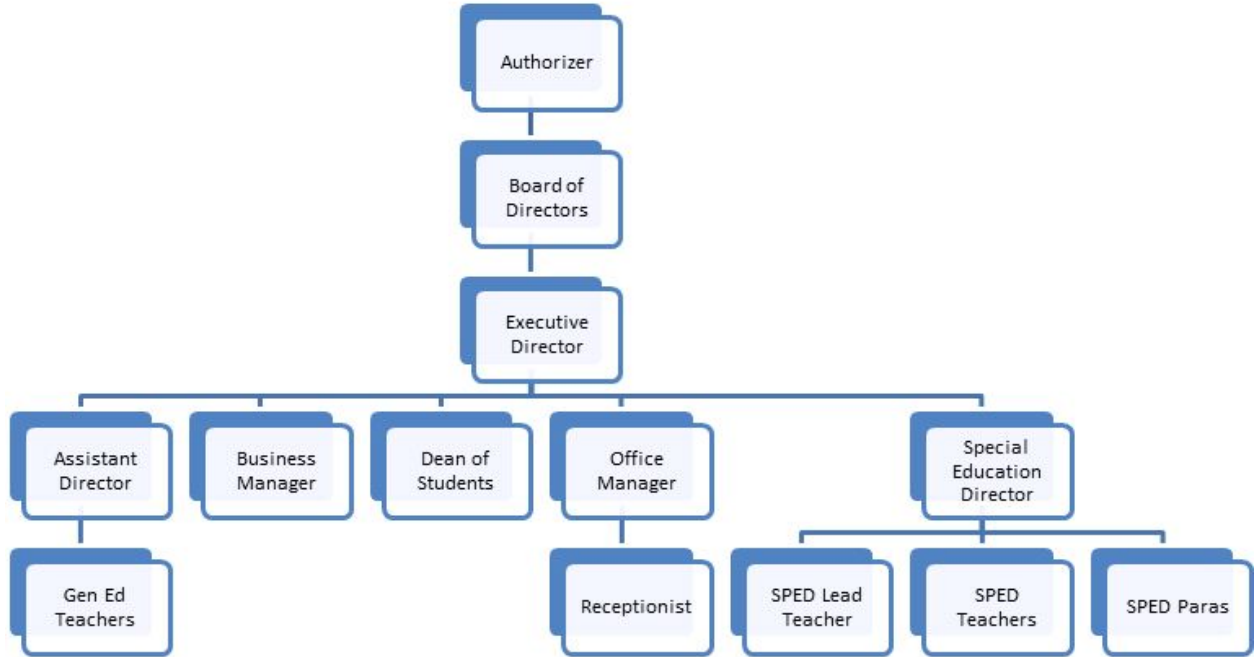
The Minnesota Guild of Charter Schools is RBA's Authorizer. RBA was led by its Executive Director, Kari Weiss. As part of the restructuring in the second year, Ms. Weiss began to spread leadership to other staff. A Dean of Students .5 FTE position was created and filled by a former Executive Director 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 Board also decided that financial management should be more "in house" to maintain knowledge of budgets. During year three, a new administrative structure was put in place. The team included the Executive Director, Assistant Executive Director, SPED Coordinator, Business Manager, Office Manager and Receptionist. Duties were delegated per job responsibility to ensure a more efficient operation.

The financial management continued to be contracted with the Anton Group. Around mid-year, we partnered with Aaron Leisen from Charter School Accounting for financial management services. Mr. Leisen worked closely with our in-house Business Manager to ensure accurate budgeting.

RBA decided to use R&S for its transportation needs instead of contracting with the resident district. As such, our students went home on transit vans with no more than 10 people. This was beneficial for several reasons, including but not limited to, less stimulation and quicker routes.



The structure of management and governance looked like:



### **Authorizer Information**

Rochester Beacon Academy is authorized by Minnesota Guild of Charter Schools, working directly with Dr. Brad Blue. The Guild experienced transition and our new point of contact there is Lynn Nordgren. 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: Lynn Nordgren, [execdirectormnguild@gmail.com](mailto:execdirectormnguild@gmail.com).

## Professional Development

RBA believes in professional development training and works diligently to provide meaningful experiences to all staff. Here is a list of trainings offered prior to the start of the school year.

<b>Training Topic</b>	<b>Audience</b>
UBD Design	New Staff
Compass Learning and Google Classrooms	New Staff
ASD Training	New Staff
PBIS - RBA's Version	New Staff
Collaboration/Teaming at RBA	New Staff
IEP Snapshots	New Staff
Fernbrook Training	New Staff
Mandated Reporting, etc	All Staff
Technology - JMC	All Staff
Privilege Training	All Staff
Modifications Training	All Staff
SPED Overview	All Staff
Data Collection	All Staff
Reading Strategies	All Staff

## Staffing

<b>Name</b>	<b>File Folder Number</b>	<b>Assignment</b>	<b>Not Returning 18-19</b>
Kari Weiss	# 374930	Executive Director	X
Vicki Bruske	NA	Office Manager	
Nicole Musolf	#416461	Assistant Executive Director	

Elizabeth Hauser	# 489661	Math	X
Lizzi Clobes	#995608	Art Design Teacher	X
Gabriella Hale	# 492986	Art Teacher	
Jessie Mason	# 478534	Science	
Mary Thea Nixon	# 364822	Language Arts	X
Dan Stevens	# 452891	Special Education	X
Steve Fenske	# 395579	Special Education	X
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	X
Joel Messick	#459495	7 <sup>th</sup> Grade teacher	X
Kristin Awoskia	#489902	Special Education Teacher	
Brenna Salfi	#454588	Special Education	
Sarah Schaefer	#455037	7 <sup>th</sup> Grade Teacher	
Melissa Walsh	#497099	OT, SPED Coordinator	
Julie Halferty	NA	Behavioral Specialist	

Cory Herman	NA	Behavior Strategist	
Melanie Flaherty	NA	Special Education Paraprofessional/SLP Assistant	
Wanda Bucher	NA	School Nurse/Social Worker	
Helen Mark	NA	Special Education Paraprofessional	X
Elisa Voeltz	NA	Receptionist	
Elizabeth Michelson	Yes	Special Education Teacher	X
Janet Fleming	NA	Special Education Paraprofessional	
Dinur Nur	NA	Special Education Paraprofessional	
Nahla Bakry	NA	Special Education Paraprofessional	X
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	X
Brian Barnes	#455822	Social Studies Teacher	X

Catherine Quieser	#504186	Speech and Language Pathologist	
Darik Anderson	NA	Special Education Paraprofessional	X
Jessica Laber	NA	Special Education Paraprofessional	
Andrea Noble	NA	Special Education Paraprofessional	
Dianna Oleson	NA	Special Education Paraprofessional	
Eric Rose	NA	Special Education Paraprofessional	X
Tanner Johnson	NA	Special Education Paraprofessional	
Tatum Blume	NA	Special Education Paraprofessional	
Mary Jankowski	Yes	Special Education Teacher	X
Tracy Nelson	NA	Special Education Paraprofessional	
Brittany Thue	#460662	Behavior Strategist	
Jon Beagle	Yes	Business Manager	
Roger Thelen	#377485	PE/DAPE Teacher	X
Jon Young	NA	Special Education Paraprofessional	

Sharon Young	NA	Special Education Paraprofessional	X
Amy Rieken	NA	Special Education Paraprofessional	
Angel Weisbrod	#493580	Nurse	
Jacob Otis	Yes	Special Education Teacher	X
MiKelley Kusick	NA	Special Education Paraprofessional	
Kate Dullard	#467478	LA Teacher	
Lita Luke	#416925	Special Education Teacher	
Dylan Weissenborn	#497528	Science Teacher	
Maggie Olson	#509366	Special Education Teacher	X

In addition, RBA contracted with several businesses to provide services such a psychology testing, special education director and financial management.

## **Finance**

Rochester Beacon Academy used The Anton Group (TAG) for 50% of the fiscal year for financial management and business service assistance. RBA then contracted with Aaron Leisen from Charter School Accounting for financial management services. Mr. Leisen meets with the Finance Committee every month prior to the School Board meetings. The Finance Committee monitors the budget and ensures responsible fiscal management. RBA maintains internal controls to meet the standards set forth by the auditors. The Executive Director and Director of Finance work weekly on monitoring the budget including receivables and payables. RBA continues to strive to be fiscally

stable and sound. A complete copy of our audit is on-file with the Director of Finance and available for review.

### **Fiscal Year ending June 30, 2017 (according to our Audit)**

#### **Revenue**

**Total Revenue:** **\$2,537,025**

#### **Expenses**

**Total Expenses** **\$2,930,346**

**Fund Balance** **\$(271,850)**

## **Academic Program**

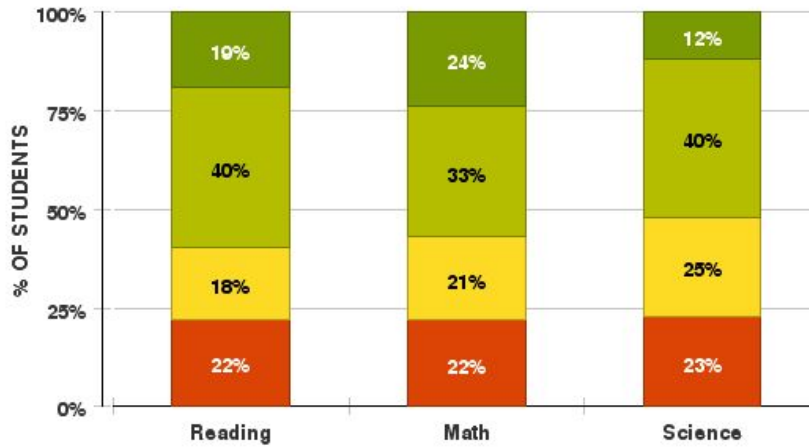
### **Academic Performance**

RBA uses a variety of assessment tools to drive instructional process, including but not limited to, curriculum-based assessments (CBA), NWEA MAP testing, online personal learning curriculums (Compass Learning), teacher observations, Individual Education Plan progress and standardized state testing (MCA). RBA participated in the Fall NWEAs. Results are below. MCAs were completed in the spring. Results are below. It is very important to note that formal academic testing should not be used in isolation to evaluate our students. We work with a special population of learners whose value cannot be captured in one or two standardized tests.

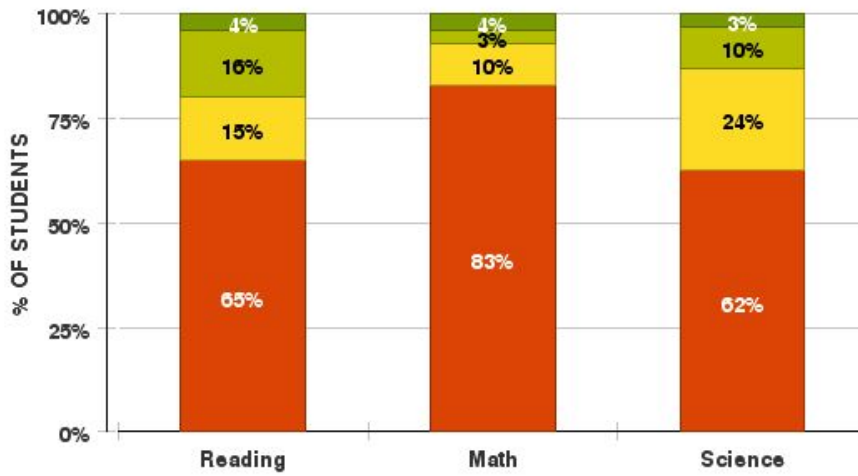
## 2018 MCA Data



### MINNESOTA DEPT OF EDUCATION

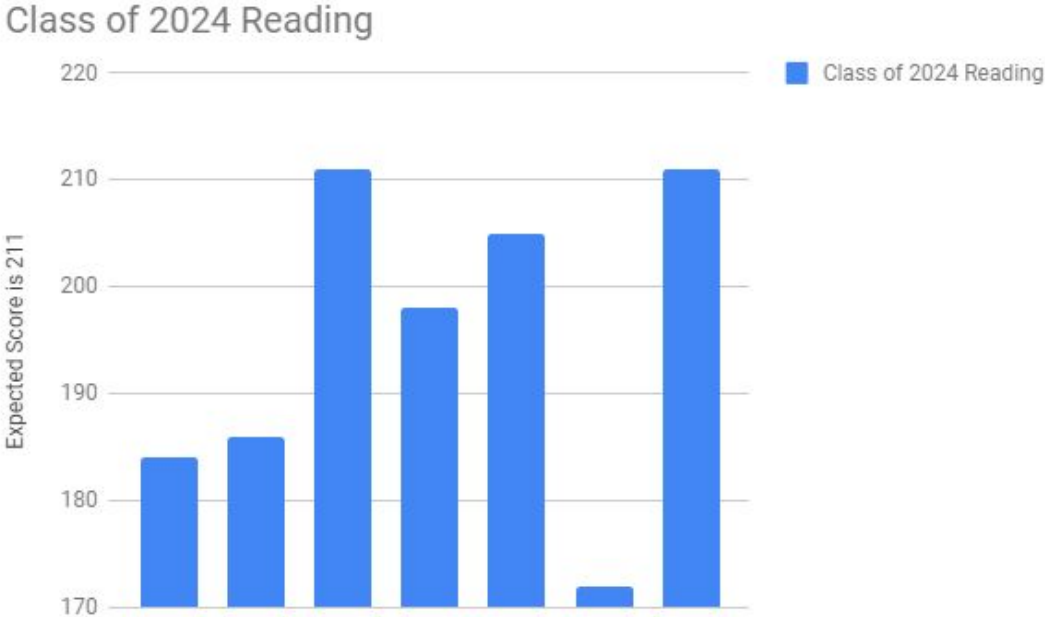


### ROCHESTER BEACON ACADEMY

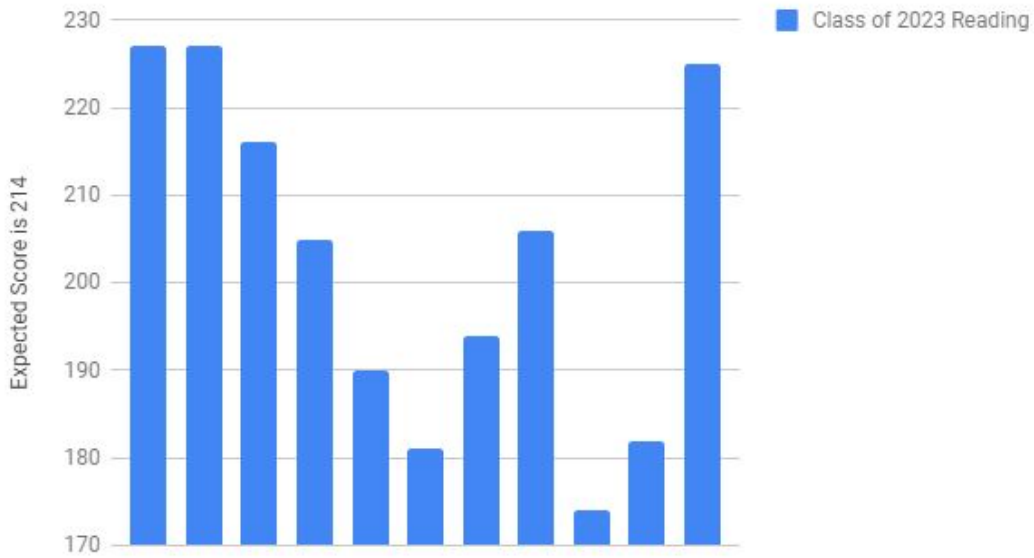




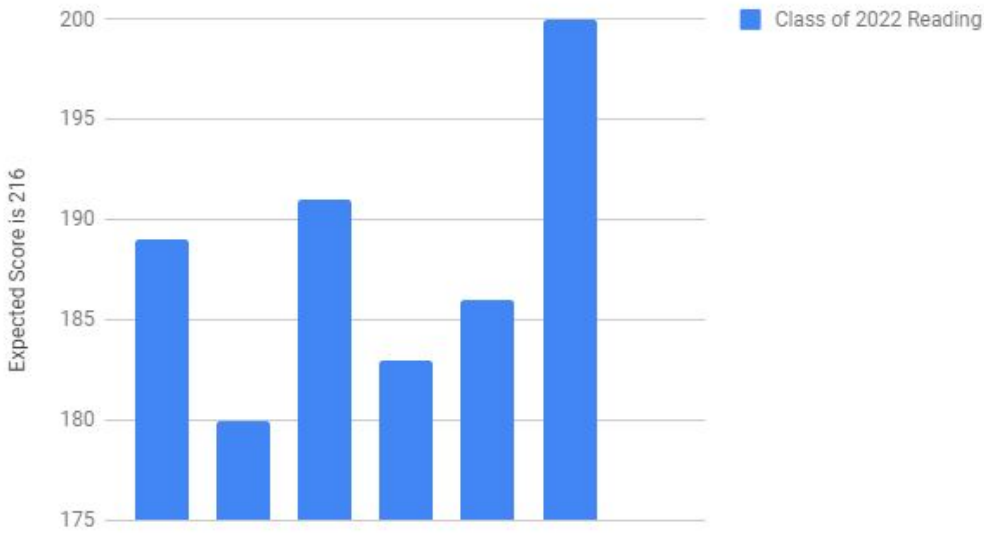
**2017 Fall NWEA Language Usage: Each bar represents a single student**



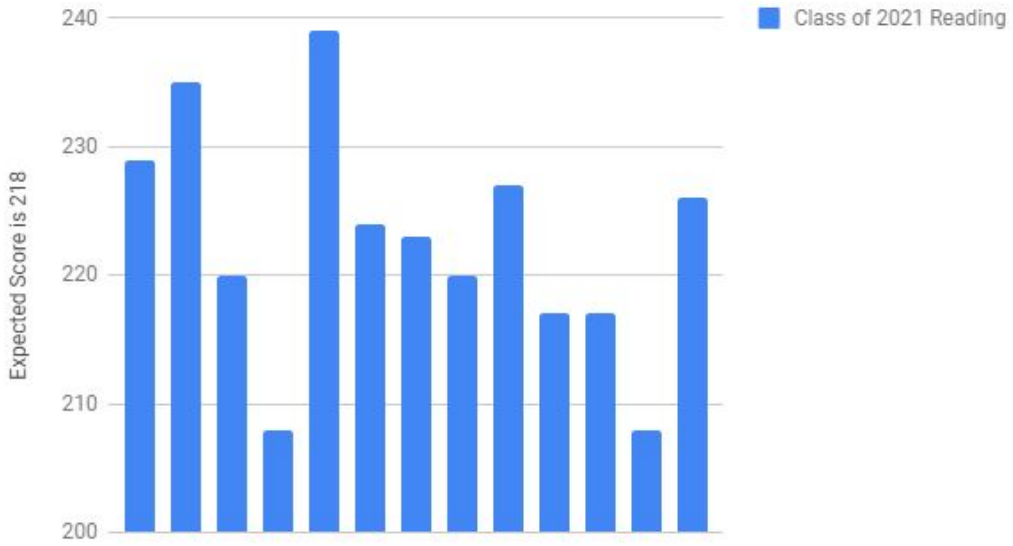
### Class of 2023 Reading



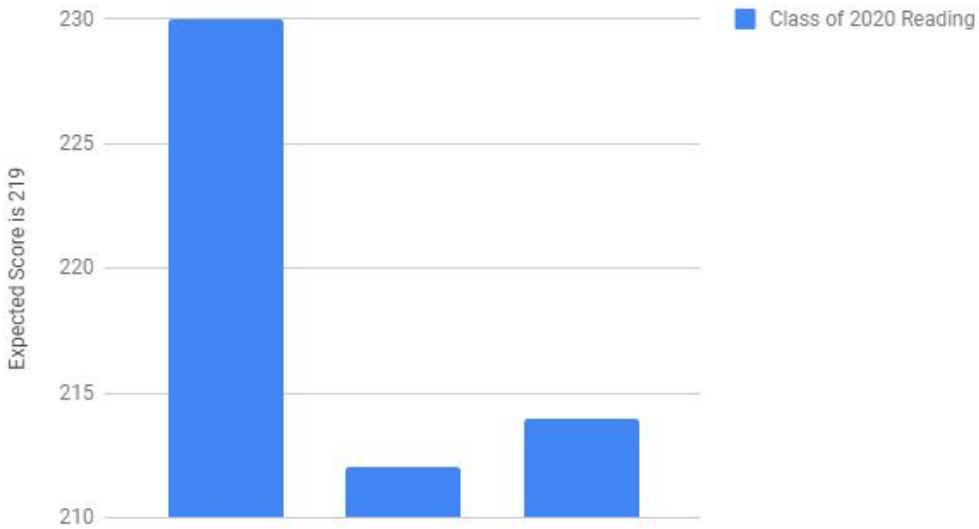
### Class of 2022 Reading



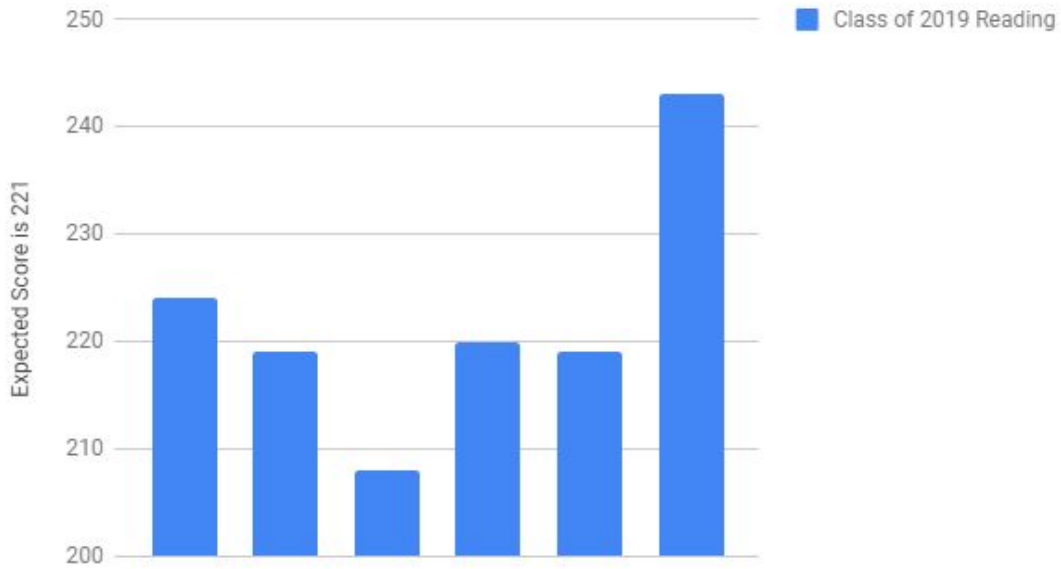
Class of 2021 Reading



Class of 2020 Reading

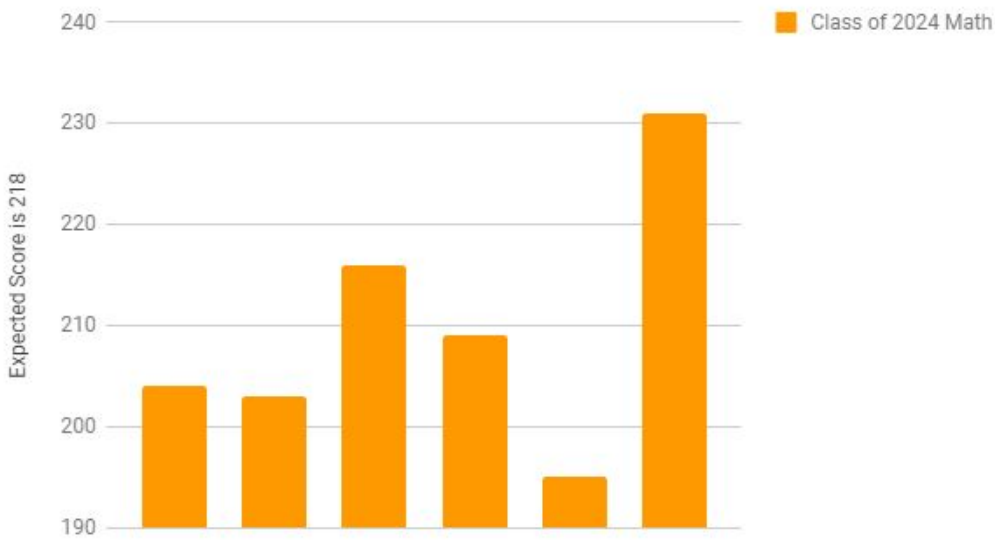


### Class of 2019 Reading

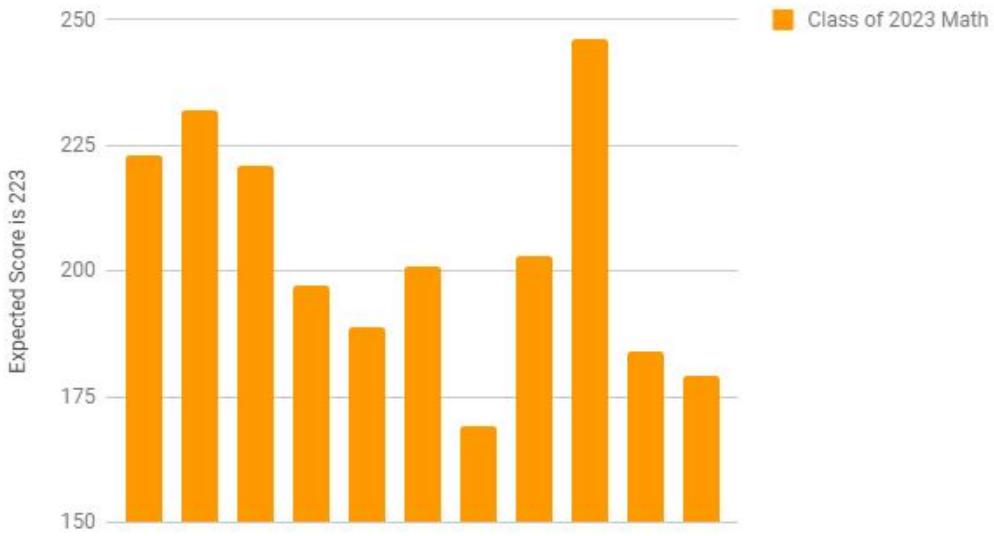


### 2017 Fall NWEA Math

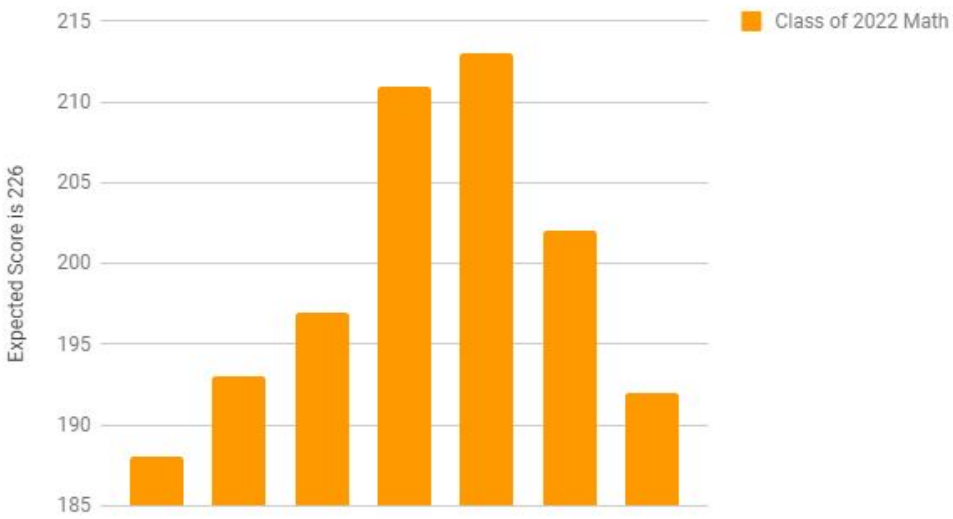
#### Class of 2024 Math



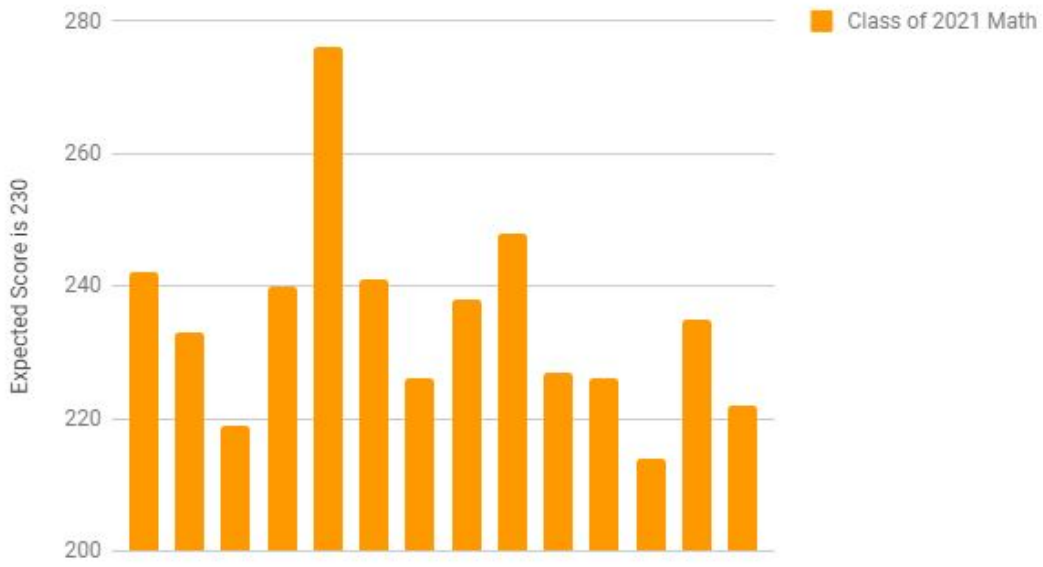
### Class of 2023 Math



### Class of 2022 Math



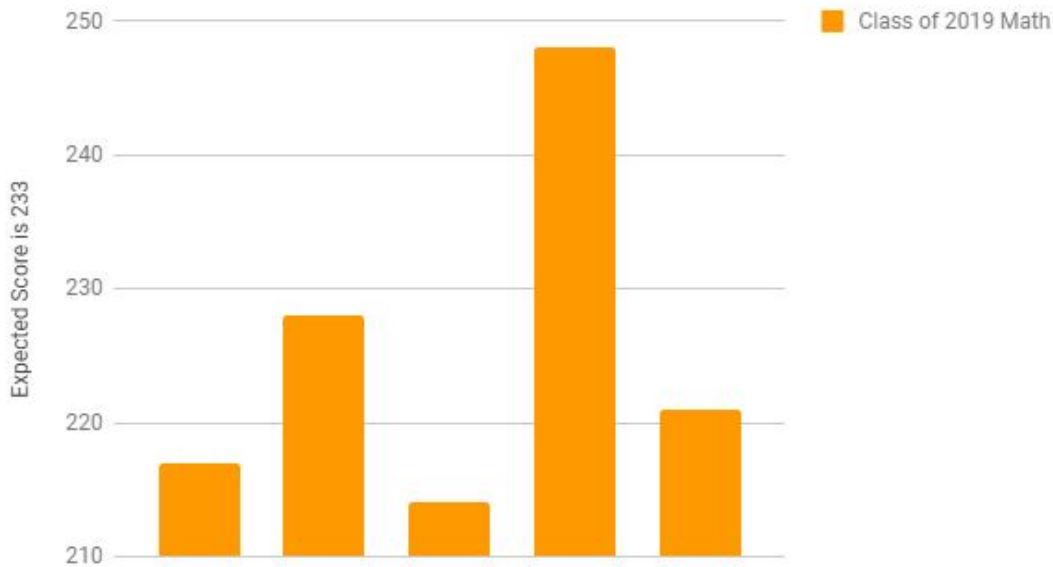
### Class of 2021 Math



### Class of 2020 Math



## Class of 2019 Math



RBA's initial Accountability Goals 1-3 related to percentages of students meeting or exceeding proficiency on the MCAs in reading, math and science is still an area we need to improve in. It is important to note that new to the MCAs this year is any student who 'Opts Out' is counted in the does not meet standard category. In prior years, that data was not counted at all. We have a large percentage of students who do not take these tests per parent's choice. We had other factors contribute to our below standards percentages too. Some 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.

A top focus of our school is social emotional learning. We employ a social worker, school counselor and two behavior strategists to help our students work through their anxieties and other mental health concerns that can impede academic progress. Our mission is for students to join the community in which they live once they graduate. As such, we continuous work on social skills and use content as our vehicle in which to do this.

### **Special Education**

Due to the 73% of students identified as requiring an Individual Education Plan, special education programming is central to RBA's focus. We readily serve students qualifying for EBD, ASD, SLD, OHD, DCD-MM, SLP, and TBI. We follow an inclusive

model at RBA as often as possible. Direct instruction is provided to most students in a general education classroom with a special education teacher team teaching. The exception to this in our school is our three Setting 3 classrooms who receive special education services for 60% or more of their day based on need. RBA employed 13 full-time special education teachers this year. Our team also included 15 Special Education Paraprofessionals. On-site we had an OT, SLP and Special Education Coordinator. In addition, RBA contracted for a school psychologist and special education director. RBA is a charter school whose primary focus is serving students with special needs.

## **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 social development. The ultimate goal is for students to join their community after graduation, whether that is college or the workforce.

## **Innovative Practices and Implementation**

RBA's primary organizational values are listed below:

- Team teaching model where every core class is team taught with a general education and special education teacher
- Small class size of no more than 20 students
- Extra adult support (Paraeducators) keeping the ratio at or below 1:7
- Differentiated instruction based on needs
- 90 minute class periods to allow more time in class for assistance with assignments and time for re-teaching
- Compass Learning for the dual purpose of remediation and enrichment
- Restorative Justice: Staff has received training in the principles of restorative justice including circles for community building and problem solving.
- Teaching of life skills such as organization, time management and character development
- 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
- Transition classes whose focus is on life after graduation from high school

RBA staff was given multiple days per week to collaborate. The purpose of those meetings was to discuss lesson plans, modifications/accommodations and to talk



about how to best serve students. For many of our students, their needs require us to problem-solve for and with them on a daily basis. As a result, regular Problem-Solving Team meetings were held, as well as Child Find meetings. We are constantly working as a team to meet the needs of all of our students.

## **School Climate**

### **Parent Involvement**

RBA exists today because of parents and their desire to offer more to students with special needs. Our parents are involved in several ways, some of which are listed below. While we appreciate parent help, we are protective of our students so volunteering is limited for privacy reasons.

Furniture moving	Classroom Painting	Year End Celebration
Smart Board Installation	Graduation Ceremony	Herberger Fundraisers
Locker Installation	Lunch Servers	Fall Dance
Prom	Picture Day	RBA Olympics
Conference Night Meals	RBA Gala Fundraiser	Student Fundraisers

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, but not limited to, the following (listed alphabetically):

Bluestem: provides mental health services for students and families

Booth Law Office: supplies policy and legal support

Byron Public Schools: provided food services

Dreaming Tree: provides mental health services for families and Functional Behavior Analysis Reports

Exercisability: providing outside therapy for students

Fernbrook: provides mental health services for students and families

Indigo Education: provided our Special Education Director

Kids on the Go: provided transportation

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

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

Minnesota Guild: provides us our charter

Minnesota School of Business: leased their building to RBA's

Olmsted Human Services: provided social workers to assist with our students

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

Prairie Care Treatment Center: provides residential and outpatient mental health services

Presence Learning: provided speech and psychology testing services

Rochester Police Department: provides support to our students who participate in the ankle bracelet tracker program

Rochester Public Library: sent us the Bookmobile so our students could read more

Rochester Public Schools: provided food services

Southeast Service Cooperative: provides professional development opportunities for staff

## **Future Plans**

### **Programming and Structures**

RBA will begin looking at developing a Transition Program for our 18–21 year olds. RBA plans to begin offering this service in the fall of 2019. Our Special Education Director is working in conjunction with one of our special education teachers to develop this program and apply for grants to support its start-up costs.

As part of our strategic plan, RBA is looking into the development of a gym space. While we complete a feasibility study, we will then develop next steps based on the findings.

### **Coursework**

Further expansion of elective choices will also be paired with coursework and programming. These electives will include options such as Design & Marketing, Accounting, and Leadership/Advocacy. RBA will also offer Credit Recovery for those students who require credit recovery in order graduate. This will be offered through online coursework.

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

The JMC parent portal has been very helpful in keeping parents informed about their student's attendance and grades, thus increasing transparency. An attempt was made over this past year to increase the functionality and presentation of our school's website. This will continue to be a goal of ours going forward. Monthly newsletters keeps parents informed of new events and highlights successes of the students in the school.

### **Looking Forward**

Word of mouth has been the primary means of student growth for the school and has resulted in a steady expansion. 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 continue serving students with special needs in a fiscally sound and responsible manner.

**Appendix A**  
**ROCHESTER BEACON ACADEMY- RBA**  
**POLICY No. 500**  
**ADMISSIONS AND LOTTERY 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 lottery 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, RBA may give preference to enrolling children of the school's staff before accepting other pupils by lottery. 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.

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.

2. 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)