



Rochester Beacon Academy

#4238

Annual Report

2018-2019

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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 fourth year of operation with students. RBA serves students in grades six through twelve in the same building. Sixth grade is self-contained with seventh through twelfth graders floating on a high school schedule.

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 10th graders moved up a grade and so grades 6-11 were offered. Year three, 12th grade was added and we graduated our first class of nine students on June 1, 2018. At the end of the 18-19 school year, we graduated our second class. We gave serious contemplation to adding a Transition Program, but decided to wait one more 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 8-22 students and more adult support within each class. Since 65.5% of the student population has been identified as students with special needs, many of our

core classes continue 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. In these unique classrooms, a team teaching approach is used allowing the content and special education teacher to instruct based on their strengths thus increasing student achievement.

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 an anxiety disorder that affects their ability to attend a typical public school. As a result, students have not been attending school or a number of parents have chosen to homeschool. To meet a growing need for social skills, RBA employs a Speech-Language Pathologist, Speech-Language Assistant, 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. Students are vital members of our school community and help around campus. Students assist in ensuring our building is clean and orderly. We feel it is important for students to learn to take pride in their community and we seek to teach this each and every day.

RBA continues to grow in enrollment as there is a need for our services in the community. As such, RBA seeks to expand our diverse staff. We also look to add an 18-21 Transition Program in the very near future. As our community needs this service, we hope to answer that need with a robust program that can service students on their quest to join their community.

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%
2019-2020	21	24	19	19	25	10	6	124	-15%

	Students that were ours 100% of the year	Students that were ours 100% of the year + those that were partial students during the year	Growth %
2015-16			
6	22	25	
7	12	14	
8	12	17	
9	11	17	
10	5	10	
Total	62	83	
2016-17			
6	15	22	
7	29	34	32%
8	19	28	58%
9	11	14	

10	8	15	
11	6	9	20%
Total	88	122	
2017-18			
6	10	23	
7	17	28	
8	35	42	21%
9	15	24	
10	8	16	
11	10	15	25%
12	10	10	67%
Total	105	158	
2018-19			
6	13	22	
7	17	23	
8	24	31	
9	40	48	14%
10	19	24	27%
11	9	13	13%
12	12	15	20%
Total	134	176	

Rochester Beacon Academy (RBA) did cap total enrollment for the 2018-2019 school at 160 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. Monthly tours for possible enrollment were a huge success with people attending each month. As such, we also increased students each month as a result of the tours. During the 2018-2019 school year, RBA drew from ten surrounding school districts.

Student Demographics:

White 76%

Multiple Races 15%

Hispanic 3%

African American 2%

American Indian 2%

Sped-65.5%

FRP-40%

GOVERNANCE and MANAGEMENT AND DIRECTOR'S PDP

Governance

July 2018-June 2019 School Year RBA Charter School Board

Election Date: May of 2019

RBA School Board 2018-2019						
Name	Board Position, Affiliation	Date Elected	Date Seated	Term Expiration	Phone	Meeting Attendance Rate
Colette Sweeney	Chair Community Member	May 2018	January 2013	May 2021	507-990-1614	11/11
Bobbi Kostinec	Community Member		December 2018	May 2021	507-358-8451	6/6
Tom Olson	Community	May 2017	February 2016	May 2020, resigned	507-328-6232	3/4

				December 2018		
Gabi Hale	Teacher (492986)	May 2017	September 2016	May 2020	507-258-5351	8/11
Pam Johnson	Parent		March 2018	May 2020	507-358-6125	10/11
Deb Kirchner	Teacher (277742)		May 2018	May 2019, resigned in September	507-258-5351	2/2
Cat Clendenning	Teacher (504186)		December 2018	May 2021, Resigned June 2019	507-258-5351	6/6
Evin Lantz	Community Member	May 2017	May 2017	May 2020	507-282-5323	11/11
Deanne Breitenbach	Parent	May 2017	July 2017	May 2020	507-282-0404	10/11

Our board continues to evolve. It is challenging for staff to serve on the board. That dual position of being a staff member and then also a board member can at times put people in uncomfortable situations. We have worked hard to find balance for those staff members who elect to serve on the board. We are finding that if we have the right staff on the board, we can really move the school forward with teacher voice being heard at all levels.

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. The full board was trained in November 2018 in finance, specifically how a budget is created for a new fiscal year. New members Kostinec and Clendenning were trained in February 19 in areas 101 and 103. Between March and April, training 102 was offered and completed.

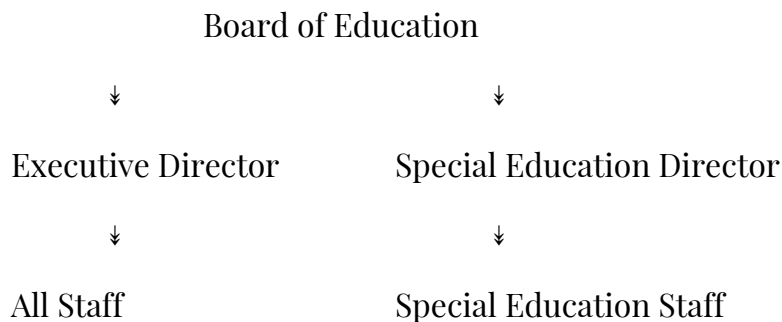
Management and Professional Development

The Minnesota Guild of Charter Schools is RBA’s Authorizer. Years one through three, 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.

Year four saw more administrative restructuring. Kari Weiss resigned from RBA and Nicole Musolf was announced as the new Executive Director. As such, the administrative team for year four included the Executive Director, Special Education Director and internal Business Manager. The Special Education Director was promoted from the coordinator role from year three. The financial management continued to be contracted with Aaron Leisen from Charter School Accounting through December. Beginning in January 2019, Traci LaFerriere took over as our new accountant and the in-house business management position was eliminated.

RBA continues using Kids on the Go transportation in conjunction with the resident district. As such, our students go home on transit vans with no more than 10 people. This is 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 Ms. Cindy Murphy. 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: Cindy Murphy, 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.

Training Topic	Audience
Handbook/Policies/RBA Structure	All Staff
Technology Training: Google Classrooms and JMC	New Staff
Mandated Training (Reporting, BBP & ERK)	All Staff
Disability Stations	All Staff
English Language Learner Training (licensure)	All Staff
Autism Training - How to work effectively together?	All Staff
PBIS Training	All Staff
Crisis Response Training	All Staff
Prairie Care Options Training	All Staff
DoJo Training: Proper collection of Data	All Staff
SPED Rights: Insight from an advocate	All Staff
SPED Overview	SPED Staff
Behavior Modification Training from Autism Center	All Staff
Mental Health Training	All Staff

Staffing

Name	File Folder Number	Assignment	Not Returning 19-20
Nicole Musolf	#416461	Executive Director	

Melissa Walsh	#497099	Special Education Director	
Jon Beagle	Yes	Business Manager	X
Vicki Bruske	NA	Office Manager	
Elisa Voeltz	NA	Receptionist	
Gabriella Hale	# 492986	Art Teacher	
Jessie Mason	# 478534	Science	X
Dean Frank	# 468538	Social Studies	
Kristin Awoskia	#489902	6th Grade Teacher	X
Mallory Lentz	#511659	PE & DAPE Teacher	X
Sarah Schaefer	#455037	7-12 Math Teacher	
Kate Dullard	#467478	LA Teacher	
Darcy Bock	#367152	Special Education	
Brenna Salfi	#454588	Special Education	
Kelly Enriquez	#436120	Special Education	X
Lori Jensen	#350434	Special Education	X
Debbie Kirchner	#277742	Special Education	X
Lita Luke	#416925	Special Education Teacher	
Dylan Weissenborn	#497528	Special Education Teacher	X
Patti Sikes	#478981	Special Education Teacher	X
Ashley Killoran	#512369	Special Education Teacher	

Jazz Dittrich	#511660	Special Education Teacher	
Toni Mundy	#512072	Special Education Teacher	
Tanner Johnson	#511661	Special Education Teacher	
Julie Halferty	NA	Behavioral Specialist	
Cory Herman	NA	Behavior Strategist	X
Wanda Bucher	NA	School Nurse/Social Worker	X
Brittany Thue	#460662	School Counselor	
Catherine Clendenning	#504186	Speech and Language Pathologist	X
Janet Fleming	NA	Special Education Paraprofessional	
Dinur Nur	NA	Special Education Paraprofessional	
Ann Marie Baker	NA	Special Education Paraprofessional	X
Marvin Myers	NA	Special Education Paraprofessional	
Heidi Sabbann	NA	Special Education Paraprofessional	X
Jessica Laber	NA	Special Education Paraprofessional	
Andrea Noble	NA	Special Education Paraprofessional	
Dianna Oleson	NA	Special Education Paraprofessional	

Tatum Blume	NA	Special Education Paraprofessional	
Tracy Nelson	NA	Kitchen Paraprofessional	X
Melanie Flaherty	NA	Special Education Paraprofessional/SLP Assistant	X
Jon Young	NA	Special Education Paraprofessional	
Amy Rieken	NA	Special Education Paraprofessional	X
MiKelley Kusick	NA	Special Education Paraprofessional	
Jennifer Pollay	NA	Special Education Paraprofessional	
Julie Popham	NA	Special Education Paraprofessional	
Tari Daniels	NA	Special Education Paraprofessional	X
Ashley Ackman	NA	Special Education Paraprofessional	X
Marie Sexton	NA	Special Education Paraprofessional	
Alyssa Thevenot	NA	Special Education Paraprofessional	
Angel Weisbrod	#493580	Public Health Nurse	X

Finance

Rochester Beacon Academy used Aaron Leisen from Charter School Accounting for financial management services through December 2018. In January of 2019, Traci LaFerriere began working with RBA. Traci 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 Special Education work weekly with Traci on monitoring the budget including receivables and payables. RBA contracts with the CMERDC for payroll processing, which is overseen by the Executive Director in conjunction with Traci to ensure proper UFARS coding.

RBA continues to strive to be fiscally stable and sound, although FY19 was very challenging. RBA was placed in Statutory Operating Debt (SOD) at the end of FY18. As such, the Minnesota Department of Education required a comprehensive financial plan be developed and executed to ensure RBA began operating in the positive as soon as possible. This process requires very detailed monitoring and quarterly financial updates to MDE to ensure we are on-track. At the close of FY19, finances were significantly improving, but another fiscal year will be required to complete climb out of SOD.

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

Fiscal Year ending June 30, 2018 & 2019 (according to our Audit)

Revenue

Total Revenue:	\$3,787,561	XXXX
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Expenses

Total Expenses	\$4,008,760	XXXXX
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Fund Balance

\$(271,528)	XXXXX
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*** This includes carry forward**

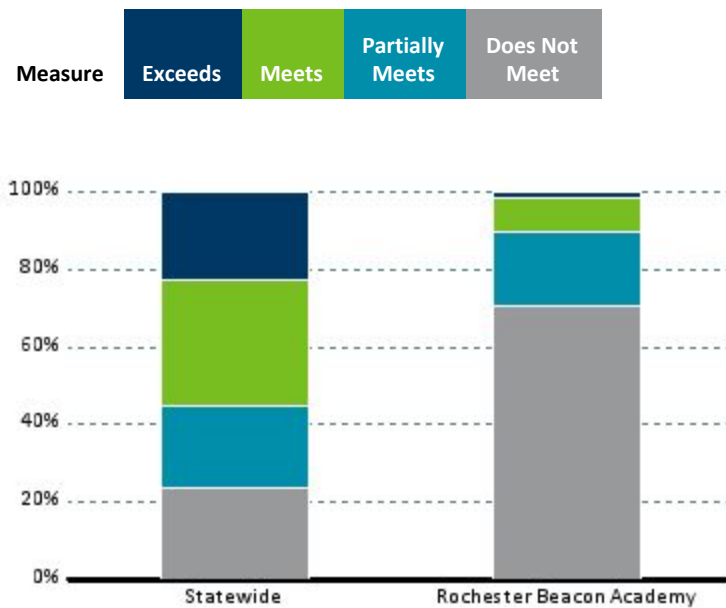
Academic Program

Academic Performance

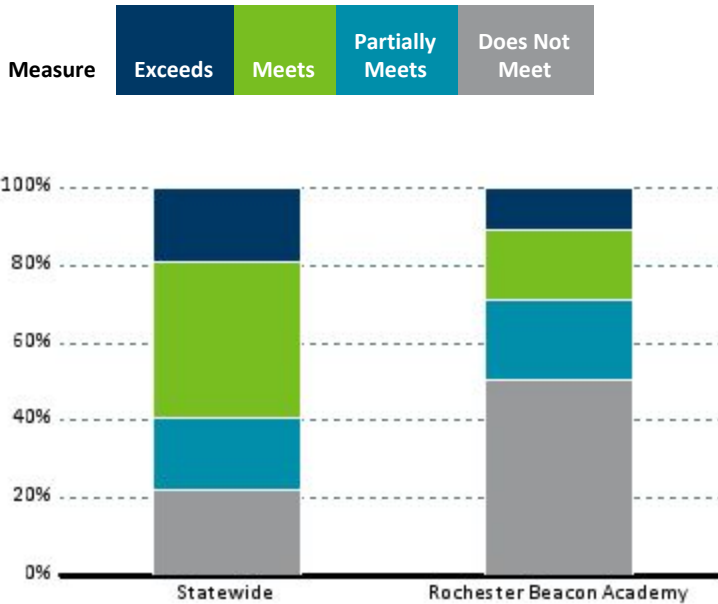
RBA uses a variety of assessment tools to drive instructional process, including but not limited to, curriculum-based assessments (CBA), NWEA MAP testing, ACT, online personal learning curriculums (Compass Learning), teacher observations, IRLA Reading Assessments, Individual Education Plan progress and 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.

2019 MCA Data

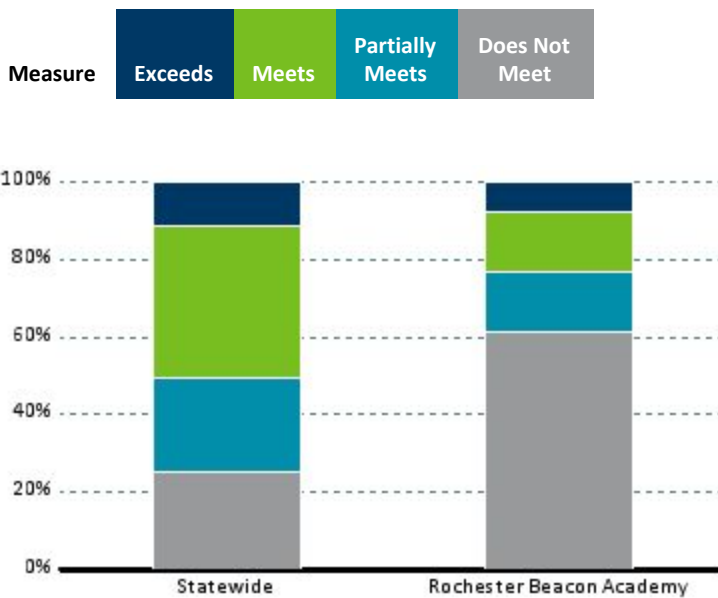
Math



Reading



Science



RBA's initial Accountability Goals 1-3 is related to percentages of students meeting or exceeding proficiency on the MCAs in reading, math and science. This is still an area we need to improve on, although we made great progress that should be noted.

Indicator One is Academic Achievement: Growth is worth celebrating.

Math: 2018 we scored 7.14 and in 2019 we scored 9.37.
 Reading: 2018 we scored 19.40 and in 2019 we scored 25.35.

Indicator Two is Progress: Growth is worth celebrating.
 Math: 2018 we scored .27 and in 2019 we scored .86.
 Reading: 2018 we scored 1.23 and in 2019 we scored 1.83.

Indicator Three is Consistent Attendance:
 In 2018, we were at 68.31% and in 2019, we went down to 65.21. We are looking to implement Check and Connect to help increase our attendance system wide.

2018 Winter NWEA Reading: Each bar represents a group of students. Red is significantly below expected score, yellow is slightly below expected score and green is on-target or above expected score.

Class of 2025: Expected RIT score is 216; 25% proficient

Kids	Range 163-199	Range 202-213	Range 219-227
9			
8	Red		
7	Red		
6	Red		
5	Red		
4	Red	Yellow	Green
3	Red	Yellow	Green
2	Red	Yellow	Green
1	Red	Yellow	Green

Class of 2024: Expected RIT score is 217; 25% proficient

Kids	Range 170-202	Range 211-214	Range 217-221
9			
8			
7			
6			
5			
4			
3			
2			
1			

Class of 2023: Expected RIT score is 219; 29% proficient

Kids	Range 154-203	Range 204-212	Range 219-234
9			
8			
7			
6			
5			
4			
3			
2			
1			

Class of 2022: Expected RIT score is 221; 0% proficient

Kids	Range 154-192	Range 212-221	Range 221-on
9			
8			
7			
6			
5			
4			
3			
2			
1			

Class of 2021: Expected RIT score is 221; 64% proficient

Kids	Range 199-203	Range 204-213	Range 222-242
9			
8			
7			
6			
5			
4			
3			
2			
1			

Class of 2020: Expected RIT score is 223; 29% proficient

Kids	Range 161-204	Range 216	Range 226-229
9			
8			
7			
6			
5			
4			
3			
2			
1			

Class of 2019: Expected RIT score is 222; 0% proficient

Kids	Range 196-198	Range 207-223	Range 222-on
5			
4			
3			
2			
1			

2018 Winter NWEA Math: Each bar represents a group of students. Red is significantly below expected score, yellow is slightly below expected score and green is on-target or above expected score.

Class of 2025: Expected RIT score is 225; 13% proficient

Kids	Range 176-208	Range 214-218	Range 226-229
10			
9			
8			
7			
6			
5			
4			
3			
2			
1			

Class of 2024: Expected RIT score is 226; 15% proficient

Kids	Range 164-212	Range 221-223	Range 232-233
9			
8			
7			
6			
5			
4			
3			

2			
1			

Class of 2023: Expected RIT score is 229; 20% proficient

Kids	Range 173-210	Range 211-225	Range 231-243
11			
10			
9			
8			
7			
6			
5			
4			
3			
2			
1			

Class of 2022: Expected RIT score is 231; 10% proficient

Kids	Range 195-213	Range 216-231	Range 234-262
11			
10			
9			
8			
7			
6			
5			

4			
3			
2			
1			

Class of 2021: Expected RIT score is 232; 31% proficient

Kids	Range 0-216	Range 217-230	Range 234-265
9			
8			
7			
6			
5			
4			
3			
2			
1			

Class of 2020: Expected RIT score is 235; 0% proficient

Kids	Range 151-187	Range 215-229	Range 235-on
3			
2			
1			

Class of 2019: Expected RIT score is 235; 0% proficient

Kids	Range 164-201	Range 220-234	Range 235-on
4			
3			
2			
1			

A top focus of our school is social emotional learning. We employ a speech-language pathologist, 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 continuously work on social skills and use content as our vehicle in which to do this.

Special Education

Our population is made up of 65.5% 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 12 full-time special education teachers during the 2018-2019 school year. Our team also included 19 Special Education Paraprofessionals. On-site we had an OT, SLP, 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. We offer many transition elective courses so students can hone their life skill development such as filling out an application, calling for a doctor's appointment or buying a car.

Innovative Practices and Implementation

RBA's primary organizational values are listed below:

- Team teaching model for multiple classes with a general education and special education teacher
- Small class size of no more than 24 students
- Extra adult support (Paraeducators) keeping the ratio at or below 1:8
- Differentiated instruction based on needs
- 45 minute class periods that allow for students to work on transitions with the support of multiple staff members. It also makes classes more manageable if they only have to be present for 45 minutes a day.
- 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 is given multiple days per week to collaborate and participate in Professional Learning Communities. The purpose of those meetings are 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.

Year End Celebration	Smart Board Installation	Graduation Ceremony
Lunch Servers	Fall Dance	Prom
Conference Meals	Ray of Hope Fundraiser	Student Fundraisers

In addition, PTSO has been helping to coordinate these events and raising money to support the events such as financing field trips.

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: provides food services and mentorship regarding Special Education Services

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

Exercisability: provided outside therapy for students

Fernbrook: provides mental health services for students and families

Kids on the Go: provides transportation

Mayo Clinic Dana Center: refers 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: leases their building to RBA's

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

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

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

Presence Learning: provides speech and psychology testing services

Rochester Police Department: provides support to our students who participate in the ankle bracelet tracker program, as well as students who are in crisis

Rochester Public Library: sends us the Bookmobile so our students could read more
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 as soon as possible. Our Special Education Director is working to develop this program and apply for grants to support its start-up costs. Given our current financial situation, we want to be solvent before taking on more expenses.

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 to further develop life skills such as independent living or work skills. Our focus continues to remain on social-emotional learning so our students can join their community with success.

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. We also use DoJo to communicate with families about their student's daily behavior. Being marketable via the Web is a 21st century skill and one that we continue to put resources into its development. As such, our RBA website continues to undergo changes so it is visually appealing, user friendly and informative. Weekly email updates from the district office keep parents informed of events and highlights successes of our school. We believe in multiple communication tools so families know of the happenings at RBA.

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 ends 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)