



# **Athlos Academy of** **St. Cloud, Minnesota**

3701 33<sup>rd</sup> STREET SOUTH • ST. CLOUD, MN • 56301 • 320.281.4430

ANNUAL REPORT 2021-2022

Athlos Leadership Academy is a K through 8th grade public charter school that believes in providing students with a challenging and comprehensive education experience through high standards for academic scholarship, fitness and nutrition, character development and student leadership opportunities.

## Verification of Statutory Compliance

<b>Annual Report Element</b>	<b>Page</b>
School Statutory Purposes	3
Board Governance: Roster, Training, Elections	4
Employment: Administration and Staffing	6
School Enrollment and Student Attrition Rates	14
Academic Performance & Assessment Results	15
Finances	17
Service Learning	19
Innovative Practices and Implementation	19
Future Plans	19

### **Athlos Academy of St. Cloud Contact Information**

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## **Report Introduction**

### **Purpose of the Annual Report**

This report has been created by Athlos Academy of St. Cloud (AASC) in adherence with Minnesota Statute 124E.16 Subd. 2.

### **Mission Statement**

The mission of Athlos Academy of St. Cloud is to provide high quality educational opportunities for the whole child built on the three foundational pillars of Prepared Mind, Healthy Body, and Performance Character.

### **History and School Overview**

Athlos Academy of St. Cloud opened its doors as a charter school in the fall of 2018. The 2021-22 school year was the sixth school year.

Athlos Academy of St. Cloud teaches students using three distinct yet complementary Pillars of Performance: Prepared Mind, Healthy Body, and Performance Character. Each has specific objectives for a child's age and grade level. Athlos is rooted in the belief that each pillar is dependent on the strength of the other two.

### **Prepared Mind Pillar**

Athlos Academy of St. Cloud's chosen academic curriculum provides a heightened level of rigor to ensure optimal student achievement. Students are provided with challenging enrichment opportunities and academic supports needed to achieve academic success. We support recognized, research-based educational programs that promote rigor, connections, and deep learning. An outline of AASC's most current academic curriculum can be viewed on the school's website, [www.athlosstcloud.org](http://www.athlosstcloud.org).

### **Healthy Body Pillar**

Athlos recognizes that the mind and body are inextricably linked. The Healthy Body pillar focuses on growing awareness of a healthy lifestyle and establishing a lifetime of fitness for students of all athletic abilities. The Athlos Athletic Curriculum is an innovative approach to conventional physical education. It combines conventional physical education standards with current scientific sports performance methodology. This equips students with healthy habits that last a lifetime. Through a professionally developed, age-appropriate athletic curriculum and the incorporation of health and nutrition education, Athlos Academy of St. Cloud is focused on creating a culture of wellness.

### **Performance Character Pillar**

Performance Character is a key indicator of future success. The Performance Character program integrates twelve key character traits into daily routines. These traits support a school culture where students are empowered to achieve their highest potential in any environment and situation. We believe it is important to help students recognize these character strengths within themselves and others. These concepts become part of daily academic instruction, athletic activities, and meaningful social interactions as leaders among peers, younger students, and within the community.

## **Statement of Purpose**

Minnesota Statute 124E, Subd.1 outlines the statutory purposes of a Minnesota charter school. Athlos Academy of St. Cloud fulfills the following:

- Improve all pupil learning and student achievement. (Primary purpose)
- Increase learning opportunities for pupils.
- Encourage the use of different and innovative teaching methods.

## **Authorizer**

Volunteers of America of Minnesota

Main Contact: Stephanie Olsen, Manager of the VOA Charter School Authorizing Program

Address: VOA-MN Education Center, 924 19<sup>th</sup> Avenue South, Minneapolis, MN 55404

Phone: 612-270-1998

E-Mail: [solsen@voamn.org](mailto:solsen@voamn.org)

The Athlos Academy of St. Cloud /VOA Charter School-Authorizer agreement expires on June 30, 2025. Volunteers of America-MN asserts that through a combination of site visits, board meeting packets, annual reports, and annual school evaluations, it will uphold its legal obligation to make sure that AASC is reaching or making progress toward the benchmarks and goals as outlined in Minnesota statutes and the charter contract.

## **School Board Governance**

### **Athlos Academy of St. Cloud Board of Directors 2020-2021**

#### **Andrew Grimsley**

Position-Vice Chair

Community Member

Governance Committee

Term Start -May 2019

Term End -April 2022

Email: [agrimley@athlosstcloud.org](mailto:agrimley@athlosstcloud.org)

#### **Pat King**

Position-Vice Chair

Community Member

Finance Committee

Development Committee

Personal Committee

Term Start -May 2021

Term End -April 2024

Email: [pking@athlosstcloud.org](mailto:pking@athlosstcloud.org)

#### **Kerin Helmke**

Position-Treasurer

Parent Member

Finance Committee

Development Committee

Term Start -May 2020

Term End -April 2023

Email: [khelmke@athlosstcloud.org](mailto:khelmke@athlosstcloud.org)

Catherine Georgewill  
 Position-Member  
 Teacher Member  
 Executive Committee  
 Term Start -May 2022  
 Term End -April 2025  
 Email: [cgeorgewill@athlosstcloud.org](mailto:cgeorgewill@athlosstcloud.org)

Aaron Schwenzfeier  
 Community Member  
 Personnel Committee  
 Term Start -Sept 2021  
 Term End -April 2023  
 Email: [aschwenzfeier@athlosstcloud.org](mailto:aschwenzfeier@athlosstcloud.org)

The 2022 board election will be held in December, 2022.

**2020-2021 Board Member Training**

<b>Board Member</b>	<b>Training</b>
Andrew Grimsley	Conduct Financial Oversight- Pupil Units MN Charter Board Training and Development Grant Project May 2020  Conduct Financial Oversight- Fund Balance MN Charter Board Training and Development Grant Project May 2020
Aaron Schwenzfeier	Conduct Financial Oversight- Pupil Units MN Charter Board Training and Development Grant Project May 2020  Conduct Financial Oversight- Fund Balance MN Charter Board Training and Development Grant Project May 2020
Pat King	Training: Charter School Board Training- MSBA Board's Role and Responsibilities  Financial Management Employment Policies and Practices Training Completion Date- 1-12-2022

Kerin Helmke	Training: Charter School Board Training- MSBA Board's Role and Responsibilities  Financial Management Employment Policies and Practices Training Completion Date- 6-8-2020
Catherine Georgwill	Training: Charter School Board Training- MSBA Board's Role and Responsibilities  Financial Management Employment Policies and Practices Training Completion Date- 6-12-2022

**School Management**

**2021-2022 School Management / Administrative Team Information**

*This table contains information for ALL members of the school management/administrative team and also includes faculty employed by the school who did not serve as a classroom teacher (e.g. curriculum coordinators, social workers, counselors, administrative assistants, paraprofessionals, custodial, technology and librarian*

Position	Last Name	First Name	Years Employed by the School	File Folder Number	Left During 2021-22	Returning 2022-23	Administrator License
ELL Para	Abdi	Kamal	1	N/A	N	Y	N/A
ELL Assistant Teacher	Almanza	Thalia	3	N/A	N	Y	N/A
Intervention Assistant Teacher	Beckrich	Sarah	1	N/A	N	Y	N/A
APC Assistant Coach	Behrend	Jeremy	<1	N/A	N	N	N/A
SPED Para	Brown	Deandre	<1	N/A	Y	N/A	N/A
ELL Assistant Teacher	Brunette	Jodi	2	N/A	N	Y	N/A
Food and Nutrition Director	Cunningham	Sarah	1	N/A	N	Y	N/A
Dean of Students	Daniels	Tiffany	1	N/A	N	Y	N/A
AP and Operations Coordinator	Dierkes	Amy	5	N/A	Y	N/A	N/A
SPED Para	Elizabeth	Jessica	<1	N/A	Y	N/A	N/A
SPED Student Support Para	Elmi	Abdisahal	1	N/A	N	N	N/A
SPED Assistant Teacher	Fautsch	Amy	1	N/A	N	Y	N/A
Dean of Students	Hall	Jarrod	<1	N/A	Y	N/A	N/A
SPED Para	Hassan	Katra	<1	N/A	Y	N/A	N/A
SPED Para	Hassan	Arafat	<1	N/A	N	N	N/A
ELL Para	Hedlund	Joni	5	N/A	Y	N/A	N/A
Business & Personnel Coordinator	Hill	Kate	3	N/A	N	Y	N/A
SPED Para	Hinkemeyer	Anna	1	N/A	Y	N	N/A
Custodian (night)	Hughes	Garland	2	N/A	N	N	N/A
SPED Para	Jacobson	Valerie	4	N/A	N	Y	N/A
SPED Para	James	Lashonda	<1	N/A	N	N	N/A
SPED Para	Lee	Antionette	<1	N/A	Y	N/A	N/A
SPED Para	Leeks	Terry	1	N/A	N	Y	N/A
Administrative Assistant	Lidstrom	Jada	1	N/A	N	Y	N/A
SPED Para	Lindsay	Gabrielle	<1	N/A	Y	N/A	N/A
SPED Administrative Assistant	Loidolt	Lisa	5	N/A	N	Y	N/A
ELL Assistant Teacher	Martin	Emiliano	<1	N/A	N	Y	N/A
SPED Para	Mendoza	Martina	<1	N/A	Y	N/A	N/A
Intervention Assistant Teacher	Meyer	Katherine	5	N/A	N	Y	N/A

SPED Para	Mohamud	Hafsa	<1	N/A	Y	N/A	N/A
Custodian	Mohr	Cole	<1	N/A	Y	N/A	N/A
Assistant Athletic Performance Coach	Muller	Zachary	<1	N/A	Y	N/A	N/A
SPED Para	Nelson	Heidi	4	N/A	N	Y	N/A
SPED Assistant Teacher	O'Brien	Kelli	1	N/A	N	N	N/A
Behavior Para	Omer	Bashir	1	N/A	Y	N/A	N/A
ELL Para	Pramann	Crystal	2	N/A	N	Y	N/A
SPED Para	Qasse	Anisa	1	N/A	Y	N/A	N/A
SPED Para	Ronning	Makenzie	5	N/A	N	Y	N/A
Facility & Security Coordinator	Schnitzler	Collin	4	N/A	N	N	N/A
Health and Student Care Coordinator	Showalter	Megan	6	N/A	N	N	N/A
SPED Dean of Students	Strang	Maddison	3	N/A	N	Y	N/A
Dean of Students	Swenson	Krista	6	N/A	N	Y	N/A
Administrative Assistant	Velazquez	Kristina	6	N/A	N	Y	N/A
Enrollment & Student Systems Coordinator	Webb	Elizabeth	1	N/A	N	Y	N/A
Facilities and Security Director	Wilson	Jeremy	1	N/A	N	Y	N/A
SPED Para	Zehowski	Sarah	1	N/A	N	Y	N/A



## **2020-2021 Management Team Structure and Responsibilities**

### Director

The Principal provides leadership and management over school operations and student achievement.

### Assistant Principal

The Assistant Principal assists the Principal in the performance of various leadership responsibilities that are necessary for the success of the school community. Responsibilities include providing professional development; communicating with parent/guardians and staff; providing leadership and support on adopting research- proven, standards-based, student-centered instructional practices; leading teachers in creating coherency in instructional practices and routines within the school that model a growth mindset; assisting teachers in effectively gathering and using relevant student data to improve instruction; ensuring that teachers are implementing special education services in accordance with federal and state law; supporting and managing the implementation of the Athlos Behavior Management philosophy that utilizes aspects of PBIS and restorative practices; supervising student movement, serve as the student discipline officer, counsel students regarding school behavioral issues, communicate with parents and process suspension cases; and developing, coaching, and managing teacher performance to create a high performing team..

### Special Education Coordinator

The Special Education Coordinator assists the Principal and Special Education Director in the performance of various leadership responsibilities that are necessary for the success of the school community. Responsibilities include overseeing the EP process from assessment to identification and creation to monitoring and review; ensuring compliance of federal and Minnesota special education laws and regulations; interpreting data to inform instruction and other practices; assisting the special education director with monitoring special education evaluation, reevaluation and annual IEP compliance and timelines; collaborating and reviewing with the special education director, special education and intervention data to inform programmatic changes and supports to improve our academic program; assisting the special education director with local and statewide testing accommodations and modifications; providing support and collaborating with special education staff to enhance the instructional environment; communicating regularly with parents and caregivers regarding student progress and challenges; ensuring compliance with applicable federal and state laws, reporting and policies pertaining to special education; supporting interventions for all students; assisting and organizing the work of paraprofessionals working in the special education department.

### EL Director

The EL Director assists the Principal in the performance of various leadership responsibilities that are necessary for the success of the school community. Responsibilities include differentiating classroom work for the purpose of providing students with instructional materials that address individualized learning plans within established lesson plans and building academic English and content knowledge; administering ACCESS, tests and other language assessments for the purpose of evaluating student language ability. Advise parents and/or legal guardians of student progress for the purpose of communicating expectations; student achievement; developing methods for improvement and/or reinforcing classroom goals in the home environment; reviewing and analyzing assessment and intervention data for progress towards individualized learning plans, expectations, and/or school wide ELL goals for the purpose of providing feedback to students, parents and administration; ensuring compliance with applicable federal and state laws, reporting and policies pertaining to ELL; creating school-wide ELL goals based on ACCESS data; ensuring quality instruction to ELL students for the purpose of improving their success in academics and skills; and providing support and effectively supervise ELL teachers and paraprofessionals.

### Intervention Coordinator

Intervention Coordinator assists the Principal in the performance of various leadership responsibilities that are necessary for the success of the school community. Responsibilities include coordinating Title 1 intervention services for math and reading K-8; providing interventions to students; completing, analyze and support staff with progress monitoring; collaborating with instructional staff, PLC teams, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes; and analyzing assessment data and lead others in looking at data to make instructional decisions as well as monitoring students receiving intervention services.

### Social Worker

The Social Worker assists the Principal in the performance of various leadership responsibilities that are necessary for the success of the school community. Responsibilities include using data to discuss, develop, and continually improve the school counseling program; to communicate the objectives of the counseling program to administration, teachers, students, parent/guardians, and the Athlos Academy Governing Board; to manage the school's referral process as part of the school's comprehensive school counseling program; to help develop individualized program plans for each student; to implement prevention-oriented activities to meet student needs and goals of the program; to provide individual and group counseling to students with identified concerns and needs; to use assessment tools and techniques to structure individual/group counseling services; and to collaborate with administration and others on counseling plans; communicate plans effectively with students and parent/guardians.

### Benefits Administrator

Responsibilities include recruiting, interviewing, and facilitating the hiring of qualified job applicants for open positions; collaborates with departmental managers to understand skills and competencies required for openings; overseeing the daily substitute workflow; managing teacher absences and substitute process using Frontline Education software; assisting in performance improvement plans and other disciplinary measures; overseeing employee disciplinary meetings, terminations, and investigations; performing routine tasks required to administer and execute human resource programs including but not limited to compensation, benefits, and leave; disciplinary matters; disputes and investigations; performance and talent management; productivity, recognition, and morale; occupational health and safety; and training and development; conducting employee eligibility verifications and background checks: annually for all employees and upon hire for new employees; implementing new hire orientation and employee recognition programs; maintaining compliance with federal, state, and local employment laws and regulations, and recommended best practices; reviews policies and practices to maintain compliance; and managing staff PTO balances.

### **Director's Background**

Jennifer Geraghty has been the Director at Athlos Academy since the July of 2021. She received her undergraduate degree in Elementary Education from Manchester University. In addition, she holds a Masters Degree in Leadership in Educational Administration, and an Education Specialist Degree in Leadership in Educational Administration. She also holds a first through sixth grade teaching license and a kindergarten through twelfth grade Principal license. Principal Geraghty has a Doctorate in Leadership in Educational Administration. She has completed the Principals Academy through NISL and is a member of the ECSU Principals Academy.

The governing board oversees and consults on Athlos Academies' evaluation of the school leader of Athlos Academy of St. Cloud. This evaluation process includes a self-assessment utilizing a rubric aligned to Minnesota's core competencies for school principals. This self-assessment informs a conference and goal-setting process between the school leader and his/her manager at Athlos Academies. These goals form the basis of future evaluations. The evaluation process includes formal and informal observations and the gathering of artifacts and

other evidence to support progress toward the school leader’s identified goals. The governing board chair participates in mid-year and end-of-year evaluation conferences between the school leader and his/her manager at Athlos Academies and reports the results of the evaluation to the governing board.

### **Professional Development**

Members of the management team participate in professional development opportunities, as assigned by the Principal, as well as ongoing coaching from the Principal to ensure success in all job assignments.

### **Staffing/Teaching Faculty Information and Professional Development**

#### **2020-2021 Faculty Information**

*This table contains information for faculty, including ALL teachers employed by the school or providing services contractually (e.g., special education teacher, EL Teacher, Title Teacher).*

<b>Position</b>	<b>Last Name</b>	<b>First Name</b>	<b>Years Employed by the School</b>	<b>File Folder Number</b>	<b>Left During 2021-22</b>	<b>Returning 2022-23</b>	<b>Administrator License</b>
ELL Teacher	Atayev	Yslam	1	1011060	N	N	N/A
6th Grade - MS Math	Atteberry	Anna	2	1005199	N	N	N/A
5th Grade Teacher	Baker	Noah	1	518036	N	Y	N/A
SPED Teacher	Bigler	JoAnn	<1	517468	Y	N/A	N/A
6th Grade - MS Science	Bigler	Matt	4	493828	N	N	N/A
SPED Teacher	Bradford	Donald	<1	425749	Y	N/A	N/A
Athletic Performance Coach	Brethorst	Kurt	<1	354353	Y	N/A	N/A
Kindergarten Teacher	Brown	Rebecca	1	450617	N	N/A	N/A
Athletic Performance Coach	Callahan	Matt	<1	1021038	Y	N/A	N/A
6th Grade - MS ELA	Cicero	Priscilla	<1	1010261	Y	N/A	N/A
Art Teacher	Cordova	Amber	1	1009692	N	N	N/A
6th Grade - MS ELA	Gaffy	James	<1	1009870	N	N	N/A
1st Grade Teacher	Georgewill	Catherine	1	514537	N	Y	N/A
Executive Director/CFO	Geraghty	Jen	1	373563	N	Y	Y
ELL Teacher	Gyamerah	Eunice	2	513113	N	Y	N/A
5th Grade	Haggerty	Christina	5	324950	N	N	N/A

Teacher							
Athletic Performance Coach	Haukos	Christina	<1	1011134	Y	N/A	N/A
2nd Grade Teacher	Hendricks	Cassidy	1	1000439	N	Y	N/A
3rd Grade Teacher	Huerd	Danika	1	1012922	N	Y	N/A
In-Building Substitute	Huesers	MacKenzie	<1	1008722	N	N	N/A
2nd Grade Teacher	Hull	Rebecca	5	445826	N	Y	N/A
DAC & Technology Coordinator	Jacobson	Katherine	6	473198	N	N	N/A
Intervention Teacher / Academic Coach	Jambretz	Angela	5	336487	N	Y	N/A
Intervention Teacher	Johnson	Kayla	6	471168	N	N	N/A
MS Social Studies	LaBeau	Jourdan	3	1002145	N	N	N/A
1st Grade Teacher	Lindsay	Amanda	1	471996	N	Y	N/A
MS ELA	Mayo	Garnet	3	447758	N	N	N/A
3rd Grade Teacher	Murray	Hannah	1	1011332	N	N	N/A
Social Worker	Mushel	Rachel	3	516443	N	Y	N/A
Athletic Performance Coach	Nicka	Kaila	3	491148	Y	N/A	N/A
Kindergarten Teacher	O'Connell	Melissa	4	498253	Y	N/A	N/A
Title 1 Teacher	Osgood	Rose	3	269375	Y	N/A	N/A
6th Grade - MS Social Studies	Poppen	Sam	<1	101998	N	N	N/A
MS Science	Primus	Abbilyn	2	517026	N	N	N/A
SPED Teacher	Robinson	Rey	1	485524	N	Y	N/A
5th Grade Teacher	Sarff	Elizabeth	2	436117	N	N	N/A
3rd Grade Teacher	Sauerer	Alyssa	3	505816	N	N	N/A
SPED	Scheevel	Corey	4	486213	N	Y	N/A

Teacher							
Music Teacher	Scheevel	Jenna	4	483050	N	N	N/A
Guidance Counselor	Schlangen	Kendra	2	1002412	Y	N/A	N/A
Kindergarten Teacher	Schmidt	Emily	3	494759	N	Y	N/A
4th Grade Teacher	Schroll	LuAnn	4	312307	N	N	N/A
1st Grade Teacher	Shultz	Caitlyn	1	1016186	N	Y	N/A
2nd Grade Teacher	Simdorn	Isabelle	2	1004232	N	Y	N/A
SPED Coordinator	Smith	Chloe	3	512703	N	Y	N/A
4th Grade Teacher	Steffen	Jennifer	1	383627	N	N	N/A
5th Grade Teacher	Stein	Greggory	6	492192	Y	N/A	N/A
Kindergarten Teacher	Stommes	Angela	3	516535	N	Y	N/A
Assistant Principal	Strandemo	Kimberly	2	349655	Y	N/A	Y
MS Math	Tadych	Karen	1	338815	N	Y	N/A
SPED Teacher	Taylor	Amelia	<1	1012796	Y	N/A	N/A
Athletic Performance Coach	Thielen	Jaimee	2	1006414	Y	N/A	N/A
5th Grade Teacher	Uittenbogaard	Kathryn	1	507943	N	N	N/A
Assistant Principal	Vetsch	Randy	1	322593	N	N	Y
Kindergarten Teacher	Witt	Heather	1	1013406	N	Y	N/A
4th Grade Teacher	Young	Jodi	6	419499	N	Y	N/A
Athletic Performance Coach	Young	Melissa	<1	343849	Y	N/A	N/A

### Professional Development

On an annual basis, Athlos Academy of St. Cloud updates a school-wide professional development plan to support Athlos Academy of St. Cloud's mission to provide students with a challenging education through high standards for academic scholarship. This plan is an organized, focused, inclusive and public way to plan improvements for student benefit. This plan is implemented in conjunction with AASC's continuous improvement plan since continuous improvement and professional development work in

tandem to address AASC’s efforts to increase student proficiency and reach school-wide achievement goals.

The Principal and school leaders partner in providing high-quality professional development opportunities to AASC teachers and administrators that:

1. Align with AASC’s Development Plan for Increased Academic Proficiency.
2. Focus on school-wide student achievement needs, sub-group student achievement needs, and individual student achievement needs.
3. Are sustainable over time as AASC continues to grow in student and staff numbers.
4. Require regular Professional Learning Communities where teachers work collaboratively to learn and implement strategies and knowledge that will support student achievement.
5. Ensure that teachers have a firm understanding of school-wide, classroom, and individual student data in order to make teaching decisions for optimal student growth.
6. Provide differentiated systems of support for teachers based on teacher/classroom/school-wide needs as noted during Principal walk-throughs, teacher observations and evaluations, analysis of student data, and meetings.

Professional development plan goals include:

1. Professional Learning Community (PLC) Goal:

All AASC teachers will be able to effectively analyze individual and school-wide student data and will create and collaborate on effective plans for individual students to ensure multiple years’ growth toward proficiency. AASC teachers will participate in an increasingly effective, structured, and efficient PLC meeting structure. The PLC meetings will be continuously focused and linked to school needs in effort toward an optimal and timely increase in student proficiency that will allow AASC to academically compete with School District 742.

2. Fall Training and Year-Round Professional Development Goals

Professional development opportunities will be based on the following:

- School needs as indicated in the Development Plan for Increased Academic Proficiency.
- Fall training needs
- Ongoing training in previously implemented and successful AASC initiatives
- Needed training in newly purchased resources and systems
- Continuous training needs that are specific to roles and positions

Professional Development that was provided or attended during the 2020-2021 school year includes, but was not limited to the following:

**School Staff Professional Development**

<b>Professional Development</b>	<b>Participants</b>
New Teacher Training	New Teachers
Reopening Plan Training	All Staff
Self-Care	All Staff
EnVoy	All Staff
Responsive Classroom	All Staff
Curriculum and Assessment	All Teachers
Teach Like a Champion Techniques	All Teachers
Distance Learning – Canvas/Clever	All Teachers
Special Education 101 Training- Creatively Focused	Special Education Teacher
MTSS	All Teachers

Intervention/SPED/EL	All Staff
Data Dives	All Teachers
District Assessment Coordinator Trainings- MDE	District Assessment Coordinator School Assessment Coordinator
Blood Borne Pathogens/Harassment/Mandated Reporting	All Staff
Homelessness	All Staff
Standards Based Instruction	All Teachers
Leadership	All Lead Administrators
Student Systems	Front Office Staff and Administrators
Food & Nutrition	Administrators
Facilities & Security	All Staff

### **School Administration Professional Development**

VOA Conference	Designated Administrators Board Chair
EL Conference	EL Coordinators EL Teachers
Minnesota Association for Children’s Mental Health Child and Adolescent Health Conference	Social Worker Special Education Coordinator
Special Education Law Conference	Director
Employment Conference	Director

### **Teacher Evaluation Process**

Athlos Academy of St. Cloud’s Teacher Evaluation System aligns with MN Statute §122A.40 Subd. 8. The at-will status of AASC teacher contracts supersedes summative assessment results in regard to employment status. The process is designed to develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success.

The Principal or delegated administrator conducts performance reviews with all full-time and part-time employees at least once per year. The Principal and designated administrator visits and/or observes multiple classrooms a day. These observations and visits may or may not be scheduled, and may also not be directly tied to an evaluation

Teachers at AASC engage in annual goal-setting for student performance. This process involves identifying targets to assess, selecting appropriate local or state-level assessments, identifying baseline levels from which to measure growth, and monitoring progress over the course of the year. The objectives can be set to incorporate both growth and overall performance goals.

At the end of the school year, the summative evaluator conducts a summative evaluation that takes into account Professional Performance, Student Growth and Learning, Student Engagement. The Professional Performance dimension is determined using evidence from summative observations, formative and impromptu observations, and additional teacher documentation.

Professional teaching standards are addressed within the summative evaluation process and documentation. Summative evaluations, though, are not limited to professional teaching standards.

Staff development activities are implemented based on the results of teachers' evaluations. Activities are in direct correlation with trends in staff development needs as learned through the evaluation process.

### **School Admissions and Enrollment**

#### **A. Student Enrollment and Attrition Rates**

*This table identifies the number of students enrolled at the school.*

*Data is based on end of year Average Daily Membership (ADM) and September 2018 estimates.*

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Attrition / Retention Rates
2015–16	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2016–17	81	72	59	52	87	67	60	0	0	0	0	0	0	N/A
2017–18	77	101	102	82	58	100	68	65	0	0	0	0	0	80% Year-Over-Year Retention
2018–19	69	74	91	92	72	51	64	58	42	0	0	0	0	73% Year-Over-Year Retention
2019-20	58	89	89	73	99	76	70	41	49	0	0	0	0	83% Year-Over-Year Retention
2020-21	70	90	88	75	100	79	68	39	43	0	0	0	0	83% Year-Over-Year Retention
2021-22	72	85	89	72	95	74	68	48	42	0	0	0	0	78% Year-Over-Year Retention

#### **Athlos Academy of St. Cloud 2020-2021 Student Demographics**

American Indian/Alaskan Native	0.3%
Asian	0.4%
Hispanic/Latino	8.2%
Black/African American	60.1%
Native Hawaiian/Pacific Islander	0.1%
White	24.9%
Two or More Races	7%
English Learner	37.6%
Special Education	10.5%



Free/Reduced Priced Lunch 75.7%

### **Enrollment Projections**

<b>Grade</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>K</b>	70	80	95
<b>1</b>	70	85	95
<b>2</b>	80	75	85
<b>3</b>	80	80	80
<b>4</b>	70	75	80
<b>5</b>	85	70	75
<b>6</b>	70	70	75
<b>7</b>	40	50	60
<b>8</b>	40	50	45
<b>Total</b>	500	580	600

### **Application and Enrollment**

Athlos Leadership Academy practices an enrollment process that is fair, balanced, and fully compliant with all laws and provisions related to enrollment. Application and enrollment processes are conducted in accordance with AASC Policy 5.1.1 that is posted on the Athlos Academy of St. Cloud website. Athlos Academy of St. Cloud does not discriminate against any student based on race, color, ethnicity, sex, age, national origin, ancestry, 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.

Information is published annually on the Athlos Academy of St. Cloud website regarding enrollment deadlines and procedures. Each year, Athlos Academy of St. Cloud informs the public of the open enrollment period. Interested families are required to submit an online application form for admission for the following school year.

Annually, Athlos Academy of St. Cloud publishes a date for its lottery for admission for the following school year. A lottery software company conducts the lottery electronically on a scheduled date in a setting that is open to the public.

See Appendix A: Admissions Policy 5.1.1

### **Academic Program and School Performance**

#### **Academic Program**

Athlos Academy of St. Cloud's students are provided with quality core instruction along with academic interventions to support academic success. Athlos Academy of St. Cloud's statutory purposes include:

- Improving all pupil learning and student achievement. (Primary purpose)
- Increasing learning opportunities for pupils.
- Encouraging the use of different and innovative teaching methods.

#### **Process for Reviewing Curriculum, Instruction, and Student Achievement**

Athlos Academy of St. Cloud's board-approved curriculum is chosen through a thorough review process to ensure that our students are provided with high-quality instruction. As a public K-8 charter school,

Athlos Academy of St. Cloud is required to implement curriculum and a learning program that will support students in meeting Minnesota standards and benchmarks across all core subjects. A curriculum overview and any updates to our curriculum can be found on the school website under Curriculum. Athlos Academy of St. Cloud aligns curriculum with Minnesota Standards through a curriculum mapping process. The curriculum mapping process is overseen by administrators and teacher leaders. Curriculum and student achievement are reviewed by the District Advisory Committee Site Team and administration on an annual basis. Recommendations for changes and improvements are made, to the Board, in the form of revised improvement plans, revised World's Best Workforce plans, assessment plans, and updated curriculum budgets.

### Assessment Plan and SMART Goals- 2021-2022

Assessment	Grade Levels
MCA Reading and Math	3 <sup>rd</sup> through 8 <sup>th</sup> grade
MCA Science	5 <sup>th</sup> and 8 <sup>th</sup> grade
ACCESS for ELL	K-8 students that have been identified as English Learners.
STAR Assessment	2 <sup>nd</sup> through 8 <sup>th</sup> grade
Fountas and Pinnell Benchmark Reading Assessment	K-5
DIBLES	K-2

### 2020-2021 SMART GOALS

#### Academic SMART Goal

- By June 2022, students in grades 3-8 will increase MCA reading growth by 6 points.
- By June 2022, students in grades 3-8 will increase MCA math growth by 6 points.

#### K-3 Plan Reading Goal 2020-2021

- By June 2022, 50% of the students in grades K-2 identified as strategic will move to core according to composite end of the year scores on DIBLES.
- By June 2022, 80% of 3rd graders at Athlos Academy will achieve 50% growth in their Fall to Spring Literacy scores using the STAR assessment.

### Academic Program Data 2021-2022

SPRING 2022 MCA MATH SCORES													
SUBJECT	SCHOOL	GRADE	TOTAL TESTED	TOTAL Proficient	Exceeds Count	Exceeds Percent	Meets Count	Meets Percent	Partially Meets Count	Partially Meets Percent	Does Not Meet Count	Does Not Meet Percent	
MATH	Athlos Academy of Saint Cloud	ALL	314	14.3	14	4.46	60	19.11	68	21.66	172	54.78	
MATH	Athlos Academy of Saint Cloud	3	62	22.6	3	4.8	11	17.7	10	16.1	38	61.3	
MATH	Athlos Academy of Saint Cloud	4	37	18.9	2	5.4	5	13.5	11	29.7	19	51.4	
MATH	Athlos Academy of Saint Cloud	5	70	21.4	1	1.1	14	20	15	21.4	40	57.1	
MATH	Athlos Academy of Saint Cloud	6	63	1.6	0	0	1	1.6	13	20.6	49	77.8	
MATH	Athlos Academy of Saint Cloud	7	50	8	0	0	4	8	9	18	37	74	
MATH	Athlos Academy of Saint Cloud	8	32	12.5	1	3.1	3	9.4	8	25	20	62.5	

### SPRING 2022 MCA READING

## SCORES

SUBJECT	SCHOOL	GRADE	TOTAL TESTED	TOTAL Proficient	Exceeds Count	Exceeds Percent	Meets Count	Meets Percent	Partially Meets Count	Partially Meets Percent	Does Not Meet Count	Does Not Meet Percent
READING	Athlos Academy of Saint Cloud	AL	31	23.6	14	4.50	60	19.10	68	21.70	172	54.80
READING	Athlos Academy of Saint Cloud	3	63	12.7	0	0	8	12.7	9	14.3	46	73
READING	Athlos Academy of Saint Cloud	4	37	16.2	1	2.7	5	13.5	9	24.3	22	59.5
READING	Athlos Academy of Saint Cloud	5	71	39.4	6	8.5	22	31	14	19.7	29	40.8
READING	Athlos Academy of Saint Cloud	6	62	17.7	0	0	11	17.7	16	25.8	35	56.5
READING	Athlos Academy of Saint Cloud	7	50	14	4	8	3	6	14	28	29	58
READING	Athlos Academy of Saint Cloud	8	31	45.2	3	9.7	11	35.5	6	19.4	11	35.5

## SPRING 2022 MCA SCIENCE SCORES

SUBJECT	SCIENCE	GRADE	TOTAL TESTED	TOTAL Proficient	Exceeds Count	Exceeds Percent	Meets Count	Meets Percent	Partially Meets Count	Partially Meets Percent	Does Not Meet Count	Does Not Meet Percent
SCIENCE	Athlos Academy of Saint Cloud	AL	10	21.6	4	3.90	18	17.60	32	31.40	48	47.10
SCIENCE	Athlos Academy of Saint Cloud	5	70	25.7	3	4.3	15	21.4	18	25.7	34	48.6
SCIENCE	Athlos Academy of Saint Cloud	8	32	12.5	1	3.1	3	9.4	14	43.8	14	43.8

### 2021-2022 Academic Highlights

Due to the COVID-19 pandemic, the school experienced the unprecedented challenge of providing an educational program in three different learning/instructional models: on site/campus, hybrid, and distance learning.

- Even with the interrupted instruction year, AASC was able to progress monitor using the STAR assessment 4 times throughout the school year.
- AASC's attendance was above the state average (89.9% compared to 85.3%)
- AASC offered a summer program for math and reading intervention. 134 students attended the program with an attendance percentage of 87%.

## Finances

### **Fiscal Year 2022 Audit**

The FY21 Financial Audit is being conducted by Abdo, Eick & Meyers, LLP.

### **Financial Highlights**

Key financial highlights for the 2021-2022 year include the following:

- In FY21, the ADM (Average Daily Membership) ended above the budgeted amount at 611.5 with budgeted amount of 511.
- The General Fund operations produced a fund balance of \$634,932 or 7.1%.
- Athlos did not renew or utilize a line of credit for operating cash-flow.

Below is the school's year-end balance sheet.

### Balance Sheet June 30, 2022

	Audited Balance July 1st, 2021	Balance June 30, 2022
<b>Assets</b>		
Cash	\$ 431,994	669,447
Accounts Receivable	41,054	1,445
Due from BC		0
Current Year State Aids Receivable	-	471,757
Prior Year State Aids Receivable	764,620	0
Due from Other Govts	1,392	19,200
Federal Aids Receivable	213,579	163,920
Prepaid Expenditures	63,409	29,308
<b>Total Assets</b>	<b>\$ 1,516,048</b>	<b>\$ 1,355,078</b>
<b>Liabilities and Fund Balance</b>		
<b>Liabilities</b>		
Salaries and Wages Payable	436,283	203,013
Due to Other Funds	-	0
Accounts Payable	99,084	297,445
Payroll Deductions and Contributions	86,766	16,802
Deferred Revenue	15,594	-
<b>Total Liabilities</b>	<b>637,727</b>	<b>517,260</b>

Fund Balance Beginning			
Fund Balance	\$	878,322	\$ 878,322
Change in Fund Balance			(40,504)
Total Fund Balance		<u>878,322</u>	<u>837,818</u>
Total Liabilities and Fund Balance	\$	<u>1,516,048</u>	\$ <u>1,355,078</u>

*Management has elected to omit substantially all disclosures, government-wide financial statements, and required supplementary information. No CPA provides any assurance on these financial statements.*

### Budget to Actual Operations

Below are the original budget and actual results for FY22. At year-end, actual results exceeded the budget expectations overall.

### Fiscal Year Financial 2022 Goals

For FY22, the school is budgeting to serve 580 ADM. Successful financial operations are expected to continue in the General and Food Service Funds.

#### Statement of Revenue and Expenditures As of June 30, 2022

100%

	FY22 Revised Budget	Year to Date Activity	% of Budget
	525 ADM	510 ADM	
<b>Total All Funds</b>			
<b>Revenues</b>			
State Revenues	\$ 7,177,960	\$ 6,955,697	97%
Federal Revenues	1,650,364	1,272,282	77%
Local Revenues	110,569	52,518	48%
Food Service Revenue	279,800	527,492	189%
<b>Total Revenues</b>	<b>\$ 9,218,693</b>	<b>\$ 8,807,989</b>	<b>96%</b>
	Check # 9,218,693	8,807,989	
<b>Expenditures</b>			
Salaries and Benefits	\$ 3,588,770	\$ 3,575,326	100%
Purchased Services	3,839,548	3,456,933	90%
Supplies and Materials	1,574,271	1,372,359	87%
Equipment	4,500	234,973	5222%
Dues, Memberships & Taxes	207,000	208,901	101%
<b>Total Expenditures</b>	<b>\$ 9,214,089</b>	<b>\$ 8,848,493</b>	<b>96%</b>
	Check # 9,214,089	8,848,493	
<b>Net effect of Operations, All Funds</b>	<b>\$ 4,604</b>	<b>\$ (40,504)</b>	
Beginning Fund Balance	\$ 677,131	\$ 677,131	
<b>Ending Fund Balance</b>	<b>\$ 681,735</b>	<b>\$ 636,627</b>	
<b>Fund Balance % of Expenditures</b>	<b>7.4%</b>	<b>7.2%</b>	

#### General Fund - 01 Revenues

##### State Revenues

General Education Aid	\$ 5,358,065	5,250,365	98%
Building Lease Aid	713,239	693,385	97%
Special Education Aid	969,344	881,283	91%
Literacy Incentive Aid	40,047	39,269	98%
LT Facilities Maint Aid	71,650	69,654	97%
Land Endowment Fund	25,615	25,402	99%

PY - Over/Under	-	(3,660)	N/A
State Holdback Recognized	n/a	0	N/A
Total State Revenues	<u>7,177,960</u>	<u>6,955,697</u>	97%

100%

FY22 Revised Budget	Year to Date Activity	% of Budget
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525 ADM

510 ADM

## Federal Revenues

Federal Special Ed, 419	146,842	98,736	67%
Federal Special Ed, 420	3,876	1,896	49%
Federal Special Ed, 425	22,126	21,041	95%
Federal Title I, 401	203,228	203,228	100%
Federal Title II, 414	27,102	21,923	81%
Federal Title III, 417	32,891	31,793	97%
Federal Title IV, 433	4,317	-	0%
REAP Grant	25,668	25,668	100%
CARES Grants	1,184,314	867,997	73%
<b>Total Federal Revenues</b>	<b>1,650,364</b>	<b>1,272,282</b>	<b>77%</b>

## Local Revenues

Erate Revenue	1,500	0	0%
Fees from Patrons - Uniforms & Planners	2,600	2,251	87%
Rental Income	14,168	20,940	148%
Interest Revenue	75	20	27%
Medical Assistance	5,000	3,993	80%
Targeted Services	87,226	19,200	22%
<b>Total Local Revenues</b>	<b>110,569</b>	<b>52,518</b>	<b>48%</b>

## Total Revenues

<b>\$ 8,938,893</b>	<b>\$ 8,280,497</b>	<b>93%</b>
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## Expenditures

100	Salaries and wages	\$ 2,080,936	2,039,090	98%
	Benefits	491,101	506,471	103%
	Contracted Services	176,300	205,331	116%
	Contracted Services - SMS	353,453	363,744	103%
	Technology Repairs and Maintenance	39,000	82,982	213%
	Communications Services	12,000	14,209	118%
	Postage	2,200	620	28%
	Utilities	250,800	252,461	101%
	Property and Casualty Insurance	33,158	33,158	100%
	Repairs and Maintenance	60,000	72,199	120%
	Student Transportation	664,950	649,967	98%
	Travel and Conferences	7,000	3,068	44%
370	Building Lease Expense	1,764,976	1,467,226	83%
380	Other Rentals and Operating Leases	15,700	16,877	108%
	Office Supplies/General Supplies	24,000	22,354	93%
	Maintenance Supplies	15,000	33,389	223%
405	NonInstr Computer Software Agreement	42,200	25,842	61%



				100%
		FY22 Revised Budget	Year to Date Activity	% of Budget
		525 ADM	510 ADM	
406	Instructional Software Lic Agreements	10,000	14,343	143%
430,433,460	Instructional Supplies & Curriculum	15,000	24,669	164%
455,456	Technology Supplies	1,500	6,927	462%
461	Standardized Tests	1,000	0	0%
490	Food	1,700	2,840	167%
	Furniture and Other Equipment	2,500	0	0%
465,466,555,556	Technology Equipment	2,000	234,973	11749%
	Dues and Memberships	34,000	27,040	80%
C300	Sports	2,600	0	0%
896	Property Taxes	173,000	180,930	105%
899	Misc. Expenses		931	0%
	State Special Ed Expenditures / ESY			
	Salaries	590,301	617,538	105%
	Benefits	139,311	125,480	90%
	Contracted Services	115,000	123,499	107%
	Supplies	10,000	12,867	129%
	Transportation	165,750	48,281	29%
	Federal Special Ed, 419	146,842	98,736	67%
	Federal Special Ed, 420	3,876	1,896	49%
	Federal Special Ed, 425	22,126	21,041	95%
	Federal Title I, 401	203,228	203,228	100%
	Federal Title II, 414	27,102	21,923	81%
	Federal Title III, 417	32,891	31,793	97%
	Federal Title IV, 433	4,317	0	0%
	CARES Grants	1,171,471	867,997	74%
	Third Party Billing Sped Costs	1,000	2,550	255%
<b>Total Expenditures</b>		<b>\$ 8,909,289</b>	<b>\$ 8,458,575</b>	<b>95%</b>
Net effect of Operations, General Fund		\$ 29,604	\$ (178,078)	
Transfer out to Food Service Fund		-	-	
Beginning Fund Balance		796,324	796,324	
Ending Fund Balance		\$ 825,928	\$ 618,246	
Fund Balance % of Expenditures		9.3%	7.3%	

	100%		
	FY22 Revised Budget	Year to Date Activity	% of Budget
	525 ADM	510 ADM	
Food Services Fund - 02			
Revenues			
Federal and State Revenue	\$ 279,800	497,402	178%
Commodities	-	30,090	0%
Sales of Breakfast and Lunch	-	0	0%
<b>Total Revenues</b>	<b>\$ 279,800</b>	<b>\$ 527,492</b>	<b>189%</b>
Expenditures			
Salaries and Benefits	\$ 25,000	28,788	115%
Food	255,300	304,939	119%
Milk	12,900	23,245	180%
Commodities	8,600	30,090	350%
Supplies and Equipment	3,000	2,856	95%
<b>Total Expenditures</b>	<b>\$ 304,800</b>	<b>\$ 389,918</b>	<b>128%</b>
Net effect of Operations, Food Service	\$ (25,000)	\$ 137,574	
Transfer In for Operations from Gen Fund	-	-	
Beginning Fund Balance	82,001	82,001	
Ending Fund Balance	<b>\$ 57,001</b>	<b>\$ 219,575</b>	

*The estimates shown on this report are prepared using both the school's estimates and consultants estimates and are prepared for internal use only. This report has not been compiled, reviewed or audited and should not be relied upon for other uses.*

*The Actual YTD figures are on a cash basis with the exception of AP, state and federal receivables, salaries benefits for summer salaries and any other known accruals.*

### **Internal Controls and Board Oversight**

The school has an internal control system that provides auditors with a level of comfort that allows the school to not receive any internal control findings. These controls are tested during the annual audit in accordance with *Government Auditing Standards*. AASC, along with its staff at BerganKDV, are able to segregate duties and provide adequate oversight so that no deficiencies or material weaknesses exist. All board members have received board training in financial management. The board maintains oversight of financial matters through monthly finance committee meetings, board meetings, and regular review of financial policies. The finance staff is readily available to answer board member questions both in and out of board meetings to ensure that questions are answered in a timely and thorough manner.

**Service Learning**

Athlos Academy of St. Cloud's students usually participate. Due to COVID and the interrupted instructional models, this didn't happen this year.

**Innovative Practices**

In addition to its rigorous academic curriculum, Athlos Academy of St. Cloud implements an age-appropriate fitness program and a character education program.

**Fitness/Physical Education**

The Athlos Athletic Curriculum is not about training athletes nor does it encourage a negative competitive environment. It is a professionally-developed plan of age-appropriate, developmental goals that apply to every child at every athletic level. Science shows a real connection between physical fitness and academic achievement. All students participate throughout the week. Activities range from individual or group conditioning to team competitions that teach leadership and life lessons.

**Character Performance**

Twelve essential performance traits are taught throughout the school year. We believe it is important to help students first recognize character strengths—traits like Grit, Leadership, and Social Intelligence so that these concepts become part of daily academic instruction, athletic activities, and leadership roles with younger students and in the community. Athlos performance attributes are especially integral to turf activities where coaches and teachers relate them to student progress and goals. Character Huddles regularly bring a class together to discuss and be challenged by an idea related to performance. Students define a particular character trait and learn about a real-life example. To complement this exercise, Character Reflections allow students to “teach the concept back”. By understanding what performance character traits are and why they matter, Athlos students are able to define an abstract concept and relate it to their lives.

**Future Plans**

Athlos Academy of St. Cloud continues to seek out funding, resources and training to support updated technology for students and staff. In addition, the school continues to seek out additional funding opportunities to finance projects that will enhance safety and security.

## **Appendix A. Admissions Policy 5.1.1**

### **I. PURPOSE**

The purpose of this policy is to explain the application and enrollment process at Athlos Academy of St. Cloud so that families will have information to make decisions regarding their children's school attendance.

### **II. POLICY STATEMENT**

This policy establishes guidelines for admission into Athlos Academy of St. Cloud that are consistent with the admission requirements of Minnesota Statutes §124E and other applicable laws.

### **III. LIMITATIONS ON ENROLLMENT**

A. Athlos Academy of St. Cloud places age appropriately for all students.

B. Pursuant to the contract with its authorizer, Athlos Academy of St. Cloud has limited eligible pupils to:

Pupils within PreK-8<sup>th</sup> grade

1. Athlos Academy of St. Cloud does not accept applications for Pre-kindergarten students who are not age four on or before September 1<sup>st</sup> of the school year for which the student seeks admission.
2. Athlos Academy of St. Cloud does not accept applications for kindergarten students who are not age five on or before September 1<sup>st</sup> of the school year for which the student seeks admission.
3. Athlos Academy of St. Cloud does not accept applications for first grade students who are not age six on or before September 1<sup>st</sup> of the school year for which the student seeks admission.

### **IV. PUBLICATION AND COMMUNICATION OF POLICY AND PROCEDURES**

- A. Information regarding enrollment deadlines and procedures will be published on the Athlos Academy of St. Cloud website. Information regarding Minnesota Statute 124E will be included on the application form.
- B. Each year, Athlos Academy of St. Cloud will inform the public of the open enrollment period. Interested families are required to submit an application form for admission for the following school year.
- C. Each year, Athlos Academy of St. Cloud will publish a date for its lottery for admission for the following school year.
- D. A lottery software company will conduct the lottery electronically on a scheduled date in a setting open to the public. If the lottery must be postponed due to inclement weather conditions, the lottery shall be conducted at the scheduled time on the following day.

## **V. GENERAL ENROLLMENT PROVISIONS**

- A. Athlos Academy of St. Cloud 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, Athlos Academy of St. Cloud will begin lottery procedures described in section IX.
- B. Before admitting a student by lottery, Athlos Academy of St. Cloud shall give preference to currently enrolled students, siblings of current students, a foster child of that pupil's parents, and children of the school's staff.
- C. Athlos Academy of St. Cloud shall not discriminate against any student based on race, color, ethnicity, sex, age, national origin, ancestry, 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.
- D. Athlos Academy of St. Cloud 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 admitted.
- E. Notwithstanding any other provision of this policy to the contrary, in compliance with the requirements of the Minnesota Department of Education and with the 2011 settlement agreement in ACLU v. TiZA, et al. litigation, Athlos Academy of St. Cloud shall not select students based on religious preference.
- F. Athlos Academy of St. Cloud will not distribute any services or goods of value to students, parents or guardians as an inducement, term or condition of enrolling a student unless required to do so by Minnesota's Pupil Fee Law.

## **VI. POLICY AND PROCEDURES FOR CURRENTLY ENROLLED STUDENTS**

- A. Before the open enrollment begins, Athlos Academy of St. Cloud will provide notice to parents of currently enrolled students. The notice will provide guidelines for parents on how to reenroll currently enrolled students for the following school year.
- B. Athlos Academy of St. Cloud will require current families to complete and submit an Intent to Return form for each child reenrolling for the following school year.
- C. Intent to Return forms will be available to current families during the open enrollment period which starts the first Monday in November and ends the last Friday in January of the following calendar year. Currently enrolled students who submit an Intent to Return form within the open enrollment period will not be subject to the lottery.
- D. If a current family has not completed an Intent to Return form by the close of the open enrollment period, Athlos Academy of St. Cloud will consider the student withdrawn for the upcoming school year. At that time, if the family wishes to reapply for the following year, they may do so under the same conditions as a new enrollee.

## **VII. POLICY AND PROCEDURES FOR SIBLINGS OF ENROLLED STUDENTS AND STUDENTS OF STAFF MEMBERS**

- A. If a family wishes to enroll a sibling of a currently enrolled student, the application form must be completed within the assigned time frame in order to receive preference.
  - 1. A "sibling" is defined as a student applicant who is related to an enrolled student with the same father and/or mother either (1) genetically, or (2) through legal process, i.e., adoption, guardianship, or foster parent. Sibling preference does not apply until one of the siblings is actually enrolled.
- B. If an Athlos Academy of St. Cloud staff member wishes to enroll their child, the application form must be completed within the assigned time frame in order to receive preference.
  - 1. If a staff member's employment is ended for any reason, the child moves to the end of the non-preferential waiting list.
- C. If there are more siblings of currently enrolled students and students of staff members than spots in a particular grade, applicants will be shuffled by lot and a separate lottery for these students will occur. Offers of enrollment will be made following the lottery. After all open slots are filled, the siblings of currently enrolled students and students of staff members who were not offered an enrollment slot will be placed on the top of the waiting list in the order in which their names are drawn by the electronic lottery.

#### **VIII. APPLICATION AND ENROLLMENT PROCEDURES**

- A. Athlos Academy of St. Cloud will accept application forms for admission for up to 20 per classroom for Kindergarten and up to 25 per classroom for grades 1-8. The board of directors may increase one or more grades' capacity by resolution and without changing this policy prior to the date on which applications are no longer accepted.
- B. Athlos Academy of St. Cloud welcomes inquiries and scheduled tours throughout the school year. The school will encourage families to meet with faculty, staff, and/or board members to discuss the value of Athlos Academy of St. Cloud and its expectations of students and their families.
- C. Families are required to submit one application form for each student. All application forms are time and date-stamped and labeled sequentially, designating the order in which they were received.
- D. A completed application is required for anyone wishing to be considered for enrollment. It is the responsibility of the applicant to retain confirmation from Athlos Academy of St. Cloud of the receipt of the application. If confirmation of receipt is not received, it is upon the applicant to follow up with Athlos Academy of St. Cloud to request the confirmation.
- E. Each year, the open enrollment period will begin on the first Monday in November and end on the last Friday in January of the following calendar year. All applications must be received by 2:30 PM on the last date of the published open enrollment period. All applications received after that date and time will be processed in the order they are received. The board of directors may change the deadline for applications for the next school year by resolution without changing this policy.
- F. Athlos Academy of St. Cloud is not responsible for mistakes or omissions on submitted application forms. An incomplete application form will not be considered for enrollment and therefore will not be processed until complete.

- G. All parents/guardians of applicants will be notified within one week following the close of the open enrollment period. Notification will also include their child's enrollment status and information regarding any necessary lottery.
- H. Once the open enrollment period is closed, currently enrolled students who returned Intent to Return forms within the open enrollment period will maintain an enrollment slot for the following school year.
- I. If the number of new applicants exceeds the number of enrollment slots that remain available, all timely new applicants will be placed in the lottery.

## **IX. LOTTERY**

- A. If a lottery is necessary, it will be conducted within 10 business days after the close of the open enrollment period.
- B. A lottery software company will conduct the lottery as a public event to ensure the lottery procedures are fairly executed.
- C. All timely applicants will be placed on one of two lists by grade: (a) a preference list of students given preference by state law or this policy, and (b) all other applicants. Both lists will be shuffled and offers of enrollment will be made to students in the order in which they are electronically sorted, first exhausting the preference list, and then proceeding to the non-preference applicants.
- D. Families who have received notification of the lottery as stated in section VIII are not required to attend the lottery.
- E. Families will be notified electronically by email of their child's admission status within 10 business days of the lottery taking place.
- F. Parents/Guardians of students admitted through the lottery will receive an acceptance email using the email address provided by families during the admissions process. Parents will be notified at this time to complete the required enrollment documents by the deadline set forth in the acceptance email. If all enrollment forms are not returned by the date set forth in the acceptance email, the enrollment spot will be considered forfeited.
- G. Students who did not get accepted into the program through the lottery will be put on the wait list and will be admitted to the program as enrollment slots become available.
- H. Students who apply after the lottery is held will be added to the waiting list in the order in which they turn in an application form.

## **X. WAITING LIST**

- A. If any student, whether enrolled or on the waiting list, cancels their application or withdraws from Athlos Academy of St. Cloud, they shall lose their place. If they later re-apply, they shall be treated as a new applicant.
  - 1. In the case an enrollment space becomes available, the applicant will be notified via email through the enrollment software. The applicant will then be provided with enrollment

paperwork which must be completed in order to secure a spot.

2. If the email address provided on the application is not valid, it is the responsibility of the applicant to provide Athlos Academy of St. Cloud with current contact information. Athlos Academy of St. Cloud is not responsible for enrollment slots forfeited due to incorrect contact information.
- C. Once the applicant has been notified, as defined above, the applicant has 48 hours to complete the enrollment paperwork or the spot will be considered forfeited.
- D. If the applicant chooses not to enroll their student or does not respond within the allocated timeframe, Athlos Academy of St. Cloud will continue contacting applicants in the order in which they are listed on the waiting list.
- E. All applicants still on a waiting list at the beginning of the next enrollment period must submit a new application form for enrollment and will be subject to the enrollment process described above. The waiting lists do not carry over from year to year.

## **XI. STUDENT RECRUITMENT ACTIVITIES**

- A. Athlos Academy of St. Cloud shall market itself before and during the enrollment period to recruit students to meet its enrollment goals as set by the board of directors.
- B. In accordance with its marketing strategy, Athlos Academy of St. Cloud may use the measures below, among others, to recruit student applicants.
  1. Post flyers and notices in local newspapers and/or blogs and online newspapers.
  2. Post the admissions policy and application (available for download) on the school's website.
- C. Athlos Academy of St. Cloud will provide translation services, as necessary, for all promotional materials and any person-to-person interaction.

## **XII. INTERPRETATION OF POLICY**

- A. Should any question or unanticipated scenario occur regarding the admission and enrollment policy, the principal is responsible for final interpretation and implementation of the policy above and recommendations for any appropriate updates.

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